

College of Natural Resources and Sciences

Administrative Handbook

2019-2020

Updated December 2019

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SECTION 01 - GOVERNANCE OF THE C S U

SECTION 1.1 - TITLE 5

Title 5, Division 5 is the portion of the California Code of Regulations that governs the operation of The California State University. Copies are available in the Dean's, Provost's, and Executive Assistant's offices. Access to Title 5 on-line is available at <http://www.cde.ca.gov/>.

SECTION 1.2 - STATE ADMINISTRATIVE MANUAL

"SAM," as it is affectionately known, brings many of the general statements in Title 5 down to an operational level by providing detailed instructions and sample forms for every aspect of system operation that you can possibly imagine and many more that defy the imagination. A copy is kept in the Provost's Office and is available on-line at <http://sam.dgs.ca.gov/default.htm>.

SECTION 1.3 - THE UNIT 3 C B A (MOU)

The Collective Bargaining Agreement (also called the Memorandum of Understanding) between the Board of Trustees of The California State University and the California Faculty Association is the contract that addresses faculty workload, compensation, grievance procedures, and other rights. Copies of this labor related documents are publicly available at <https://www2.calstate.edu/csu-system/faculty-staff/labor-and-employee-relations/Pages/default.aspx>

SECTION 1.4 - OTHER COLLECTIVE BARGAINING UNIT AGREEMENTS

There are parallel contracts that define working conditions and personnel procedures for the administrative and technical staff of our college. Copies of these contracts are kept in the Dean's and Provost's Offices. On-line access to contract information is available at <https://www2.calstate.edu/csu-system/faculty-staff/labor-and-employee-relations/Pages/default.aspx>.

SECTION 02 – GOVERNANCE OF THE UNIVERSITY

SECTION 2.1 – MISSION, VISION AND VALUES OF HUMBOLDT STATE UNIVERSITY

MISSION

Humboldt State University is a comprehensive, residential campus of The California State University. We welcome students from California and the world to our campus. We offer them access to affordable, high-quality education that is responsive to the needs of a fast-changing world. We serve them by providing a wide array of programs and activities that promote understanding of social, economic, and environmental issues. We help individuals prepare to be responsible members of diverse societies.

VISION

Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.

- We will be the premier center for the interdisciplinary study of the environment and its natural resources.
- We will be a regional center for the arts.
- We will be renowned for social and environmental responsibility and action.
- We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.
- We will commit to increasing our diversity of people and perspectives.
- We will be exemplary partners with our communities, including tribal nations.
- We will be stewards of learning to make a positive difference.

VALUES

Humboldt State University values the following academic principles that represent attributes of an academically integrated university, and provide a framework for accomplishing our collective vision and mission.

- We believe our primary responsibility is to provide the best possible education for today's world.
- We believe that teaching excellence is of paramount importance as is learning excellence.
- We believe in an environment of free inquiry where learning occurs both inside and outside the classroom. As a community of learning, the campus curricular and co-curricular environment encourages intellectual discourse, aesthetic creativity and appreciation, and significant opportunities for involvement and service. We prepare students to take on the commitments of critical inquiry, social responsibility and civic engagement necessary to meet the challenges of the 21st century.
- We believe in intellectual growth through scholarship, creative activities and research. We prepare individuals to be successful in advanced academic and professional degree programs; to be in positions of leadership; and to be proactive and productive members of society.
- We believe in the dignity of all individuals, in fair and equitable treatment, and in equal opportunity. We value the richness and interplay of differences. We value the inclusiveness of diversity, and we respect alternative paradigms of thought.
- We believe in collegial dialogue and debate that leads to participatory decision-making within our community of student, staff, administrator, and faculty learners.
- We believe the University must assist in developing the abilities of individuals to take initiative, and to collaborate in matters resulting in responsible action.
- We believe individuals must be environmentally, economically and socially responsible in the quest for viable and sustainable communities.
- We believe our location is an ecologically and spiritually rich asset that we embrace as an integral part of our learning community. Our curriculum is relevant, collaborative and responsive to our geographical location.
- We believe we have a special opportunity to learn from the Native American cultures, the unique ecosystem and special communities of our region, and to apply that knowledge.
- We believe the University is an integral part of our local and regional communities.
- We believe the University is a repository for archiving accumulated knowledge with inclusive access for our academic and broader communities.

[2015-2020 HSU Strategic Plan] <https://president.humboldt.edu/vision>.

SECTION 2.2 - THE HSU FACULTY HANDBOOK

The Faculty Handbook is a compilation of university policies and includes a listing of campus committees and their charges and a series of appendices that summarize a wide variety of procedures. On-line access to the Faculty Handbook is available at <http://www2.humboldt.edu/aavp/faculty-handbook>.

SECTION 2.3 - THE HSU STRATEGIC PLAN

The most recent Strategic Plan (<https://strategicplan.humboldt.edu/> for Humboldt State University was published in 2015 and extends to 2020. The Plan was the culmination of nearly two years of campus-wide discussions. It identifies four primary goals have been identified as priorities for the campus over the next five years. These goals are:

Goal 1: Prepare students to be socially and environmentally responsible leaders in a diverse and globalized world.

Goal 2: Foster meaningful relationships across differences, including diverse cultural communities, identities, and competencies.

Goal 3: Strengthen partnership with local communities.

Goal 4: Serve as effective stewards of the natural and built environment and the University's financial resources with a focus on sustainability.

Ultimately, by focusing on the four goals above, Humboldt State University will improve our ability to fulfill our ultimate mission to educate **all** of our students. Measures of this success will be: improving the four and six-year graduation rates for first-time freshmen, improving the two and four-year graduation rates for transfer students, and reducing the achievement gaps. Performance indicators for these measures are included on the table below are the baseline, action items, and goals for each indicator.

For more information and resources on the HSU Strategic Plan 2015-2020, go to <https://strategicplan.humboldt.edu/>.

SECTION 03 – CNRS PROGRAMS AND ORGANIZATION

SECTION 3.1 – COLLEGE ACADEMIC DEPARTMENTS

Biological Sciences
Chemistry
Computer Science
Environmental Science and Management
Environmental Resources Engineering
Fisheries Biology
Forestry and Wildland Resources
Geology
Mathematics
Oceanography
Physics and Astronomy
Wildlife

SECTION 3.2 – AUXILIARY UNITS

Additional Information on CNRS Auxiliary Units is found in Section 13 of this Handbook.

California Cooperative Fish and Wildlife Research Unit

Marine Wildlife Care Center (MWCC)

Institute for Redwood Forest Ecology (IRE)

Institute for Spatial Analysis

Schatz Energy Research Center (SERC)

Science & Mathematics Center for Teaching & Learning

Telonicher Marine Laboratory

SECTION 3.3 – SPECIAL INITIATIVES

Additional Information on CNRS Special Initiatives is found in Section 13 of this Handbook.

[Institute for Ecological Tourism](#)

[Humboldt State University River Institute](#)

[Humboldt Marine & Coastal Sciences Institute](#)

SECTION 3.4 – DEGREE PROGRAMS

Biology (BS, MS)

Botany (BS)

Chemistry (BA, BS)

Computer Science (BS)

Environmental Resources Engineering (BS)

Environmental Science and Management (BS)

Environmental Systems (MS)

Fisheries (BS)

Forestry (BS)

Geology (BA, BS)

Mathematics (BA)

Natural Resources (MS)

Oceanography (BS)

Physics (BA, BS)

Rangeland Resources and Wildland Soils (BS)

Wildlife (BS)

Zoology (BS)

SECTION 3.5 – CERTIFICATES OF STUDY

Environmental Education and Interpretation ([Environmental Science & Management](#))

Environmental & Natural Resources Planning ([Environmental Science & Management](#))

Online Geospatial Certificate Program ([College of Extended Education & Global Engagement](#))

Natural Resources Policy & Administration ([Environmental Science & Management](#))

For more information regarding certificate offerings, go to the Extended Education website at <https://extended.humboldt.edu/extended-education/online-learning>

SECTION 3.6 – GRADUATE CERTIFICATES IN COLLEGE TEACHING

Student Centered Design	Fall 2019
Foundations of Teaching in Higher Education	Fall 2019
Instructional Planning & Pedagogical Practice	Spring 2020
Teaching Practicum & Reflective Observation	Spring 2020

Certificate information: <https://extended.humboldt.edu/extended-education/program/faculty-preparation-teaching-higher-education-certificate-online>

Updated: August 2019

SECTION 04 – GOVERNANCE OF THE COLLEGE

SECTION 4.1 – CNRS BYLAWS

Article I Name and Purpose

Section I.1 The name of this organization shall be the Faculty of the College of Natural Resources and Sciences of Humboldt State University, hereinafter referred to as the College Faculty.

Section I.2 The purpose of the College Faculty shall be to provide for an organization and the means for assuring that the collective knowledge, experience, and judgment possessed by the members shall be as fully utilized as possible in providing students with educational opportunity, in developing college policies and procedures, and in fostering a spirit of unity and cooperation among its members.

ARTICLE II PRINCIPLES

Under the leadership of the Dean, the Associate Deans, and the Department Chairs, the following general principles shall guide the specification and implementation of policies designed to achieve the goals of the College and the governance thereof:

Section II.1 The College Faculty must observe the canons of mutual respect for the unique attributes and integrity of each of the disciplines and professions within the college, and recognition must be given both to the independent prerogatives of each discipline and to the interdependencies among them, requiring a spirit of cooperation in achieving mutual goals.

Section II.2 The work of the College Faculty shall be conducted in an attitude of service to students, to the University, to the broader community, and to the applicable professions.

Section II.3 The consultative process shall be a governing principle of the College.

Section II.4 Active participation in college and departmental governance is an important condition for attaining goals. Faculty accept the responsibility to serve on standing and ad hoc committees and to participate actively in the process of collegial evaluation.

Article III Membership

Section III.1 Membership shall consist of the tenured and probationary college faculty, other full-time college faculty, the Dean and Associate Deans of the College, emeritus and adjunct college faculty, and former tenured college faculty on full or partial retirement. Other individuals may be admitted into membership upon a two-thirds affirmative vote of those College Faculty present at a regular faculty meeting or of those voting in an election.

Section III.2 Any member shall be eligible to vote and to serve on committees, except when prohibited by the provisions of the California Administrative Code (Title 5- Education), University regulations, the Memorandum-of-Understanding, or these bylaws (Article VII- Committees). Only tenured and probationary faculty shall vote for Personnel Committee membership.

ARTICLE IV POWERS AND STRUCTURE

Section IV.1 The College Faculty shall formulate and recommend to the Dean policies affecting matters of common concern, assist in the selection of deans and other administrators of the College, and consider other matters within its jurisdiction.

Section IV.2 All powers of the College Faculty shall reside in the College Faculty.

ARTICLE V MEETINGS OF THE COLLEGE FACULTY

Section V.1 All meetings, except those of the Personnel Committees, shall be open to all members.

Section V.2 The College Faculty shall meet upon the call of the Dean. The Dean may call a meeting within one week when presented with a petition requesting a meeting and bearing the signatures of twenty percent (20%) of the members of the College Faculty.

Section V.3a. The College Faculty shall consider such policy matters as are brought before it. Recommendations on policy matters brought before a meeting called for such a purpose may be amended as desired by a majority of those present at such a meeting prior to submission for a final vote. The final vote on any such matter shall be taken by means of an anonymous voting process involving active College Faculty members.

Section V.3b. Ordinary agenda items requiring a vote shall be distributed to the College Faculty at least five days before they are to be considered.

Section V.3c. An emergency meeting may be called by the Dean, provided that a written announcement and agenda are circulated to the College Faculty at least forty-eight hours prior to the meeting. The Dean shall make every attempt to schedule the meeting at a time when the highest number of faculty do not have classes. Action may be taken at such meetings only upon a two-thirds affirmative vote of those present, providing that a quorum of one-fourth of the tenured and probationary College faculty in residence is established. Bylaws may not be amended during an emergency meeting (see IX.1).

Section V.4. Except for emergency meetings, one-third of the total membership of the tenured and probationary College Faculty in residence on full or partial appointment that term shall constitute a quorum.

ARTICLE VI FINANCE

Section VI.1. The College Faculty may vote to receive funds from members. These funds may be distributed for social or other purposes.

ARTICLE VII COMMITTEES

Section VII.1. The College Faculty may establish and terminate committees as deemed necessary.

Section VII.2. Rules for Standing Committees:

Section VII.2a. A resolution establishing any standing committee shall define its function, designate the number of members, their terms, and how they shall be appointed or elected. The essentials of this resolution shall be incorporated into Article VII.4 of these bylaws.

Section VII.2b. Unless otherwise provided in the establishing resolution, each standing committee shall provide for its own organization, elect its own officers, and determine its own method of procedures. The Dean shall initiate the first meeting of each committee by asking the member whose last name is alphabetically first to call that meeting.

Section VII.2c. Terms of office shall commence with the opening of the University for the fall term, with the exception of those of the Personnel Committees, which shall begin in April after the spring election. The Personnel Committees constituted for a given year shall, however, continue to serve until it has completed action on all matters brought before it during the year.

Section VII.2d. If a vacancy occurs on any elected committee, the individual receiving the highest number of votes, but not elected in the previous election, shall fill the vacancy until the next regularly elected committee convenes, provided that he or she is eligible to serve and received a majority of the votes cast in that election. If these conditions are not satisfied, then a special election to fill the interim vacancy shall occur. The term for individuals filling an interim vacancy shall be for less than one year and the sequence of staggered terms shall remain unchanged.

Section VII.2e. To ensure the equity of committee service, an individual should not serve on more than two college committees simultaneously and should not serve for more than two consecutive terms as a

representative of the college on any given committee.

Section VII.2f. Department Chairs shall not serve on college-level committees.

Section VII.3. The Dean shall establish and maintain a log of faculty service on all standing committees of the College.

Section VII.4. The standing committees of the College shall be:

Section VII.4a. **Nominations and Elections Committee.** This committee shall conduct all of the elections of the College to fill committee vacancies within the limits of III.2, to determine faculty approval or rejection of policy matters that are transmitted to the Dean according to V.3a, and to amend these bylaws. The committee shall periodically review and recommend changes in these bylaws to ensure compliance with the University's Faculty Handbook, University regulations, and the Memorandum of Understanding. The election to fill committee vacancies shall coincide with University elections for officers of the general faculty. Prior to this election the committee shall prepare a slate of candidates for vacancies on all elected standing committees of the college and for all other vacancies for which the college is responsible for naming candidates, and announce the slate of candidates to the College Faculty at least one week prior to the election. In developing a slate of nominees, the committee shall attempt to direct nominations toward individuals who have served infrequently or not at all on the various committees and shall seek to distribute committee candidate positions among the various departments. Within one week of the slate announcement, any member, subject to VII.2f, may have his or her name placed in nomination for any committee vacancy, and any member may withdraw from the slate. Candidates shall be elected by a plurality of votes taken. The candidate with the most votes wins. In case of special elections the committee shall establish procedures and conduct the election. The Chair shall report the results of all elections to the Dean (see VII.1) and the College Faculty within one week of the election and shall submit to the faculty, via the Department Chairs, an annual report of the committee's work by the end of the spring term. The committee shall consist of three elected faculty members (no more than one from any department) serving staggered two-year terms.

Section VII.4b(1). **Personnel Committee for Reappointment.** The committee shall receive and consider all files, recommendations, and other data pertaining to reappointment of faculty members in the College. The Chair shall submit to the faculty, via the Department Chairs, an annual report of the committee's work by the end of the spring term. The committee shall consist of three elected, tenured, associate or full professors (no more than one from any department) serving staggered two-year terms.

Section VII.4b(2). **Personnel Committee for Promotion and Tenure.** The committee shall receive and consider all files, recommendations, and other data pertaining to promotion and tenure of faculty members in the College. The Chair shall submit to the faculty, via the Department Chairs, an annual report of the committee's work by the end of the spring term. The committee shall consist of three elected, tenured, full professors (no more than one from any department) serving staggered two-year terms.

Section VII.4c. The college level Curriculum committee is inactive at this time.

Section VII.4d. **Council of Department Chairs.** The council shall advise the Dean in matters relating to the administration of the College and serve as a means for the Dean to communicate with the faculty. The Chairs have a dual role -- to represent the concerns and needs of their individual departments and to recognize their responsibilities to the College as a whole. The council shall be chaired by the Dean and consist of the Associate Dean and the duly appointed Department Chairs of the College.

ARTICLE VIII POLICY RECOMMENDATIONS

Section VIII.1. Policy recommendations of the College Faculty as determined by V.3a shall be forwarded to the Dean by the Chair of the Nominations and Elections Committee. Reactions of the Dean to such policy recommendations shall be forwarded by mail to all members of the College Faculty within one week of the receipt of the recommendation. In the absence of official communication from the Dean, his or her approval shall be presumed.

ARTICLE IX AMENDMENTS

Section IX.1. These bylaws may be amended by a sixty-percent majority vote of the total membership of the College Faculty voting in an election. Such proposed amendments shall be considered policy matters and all the provisions of Article V of these bylaws shall apply, except that emergency procedures may not be invoked.

ARTICLE X INTERPRETATION

Section X.1. The College Faculty shall be the final authority in matters involving the interpretation of these Bylaws.

Endorsed: Council of Chairs [10 March 1992]

Approved: Faculty [20 March 1992]

Amended: Faculty [20 September 1993]

Amended: Faculty [10 March 1995]

Amended: Faculty [03 May 1996]

Amended: Faculty [17 September 2002]

SECTION 4.2 – COLLEGE COMMITTEES AND REPRESENTATIVES - 2019/20

COMMITTEE MEMBERS	PHONE	E-MAIL	TERM EXPIRES
<u>CNRS Nominations & Elections Committee</u>			
Andre Buchheister (FISH)	3447	zb4577	2021
Margarita Otero-Diaz (ERE)	3234	mo127	2021
Kimberly White (CHEM)	3274	kns63	2020
<u>CNRS Personnel Committee for Reappointment</u>			
John Reiss (BIOL)	4156	jor1	2020

Darren Ward (FISH)	3344	dw193	2020
Kjirsten Wayman (CHEM)	3370	kaw39	2020
<u>CNRS Personnel Committee for Promotion & Tenure</u>			
Brandon Browne (GEOL)	3950	blb519	2021
Alison O'Dowd (ESM)	3438	ap73	2021
Brian Tissot (BIOL)	3249	bt538	2021
<u>HSU Planning for Research, Scholarship, Creative Activities Representative</u>			
Claire Till (CHEM)	3266	cep436	2020
<u>HSU Integrated Curriculum Committee Representatives</u>			
Julia Alderson, Chair (ART)	3421	Jla19	2021
Carl Hansen, Dean (CEECE)	5877	hansen	ongoing
John Steele (Biological Sciences)	3178	jws453	2021
Rick Zechman (CNRS Assoc. Dean)	3546	fwz1	ongoing
<u>HSU University Senate Representatives</u>			
Joshua Meisel, Committee Chair	4446	jsm38	2020
Mary Burstiner (Journalism & Mass Communication)	5935	mib3	2022
Yvonne Everett (ESM)	4188	ye1	2020
Nikola Hobbel (English)	3161	nh16	2022
Beth Wilson (Economics)	5302	bwilson	2020

SECTION 4.3 – THE ROLE & DUTIES OF THE DEPARTMENT CHAIR

The department chair or program leader is the key on-line administrator within the total structure of the college academic administration at Humboldt State University. It is at the level of the department chair where academic-administrative policy of the university is implemented and where feedback is generated to college and university levels that will determine whether a given policy is continued, modified, or abandoned. Department chairs are not usually "administrators" as defined by the faculty collective bargaining agreement, but the general functions and responsibilities of the position remain the same. In the following description, the tasks within each

department of a more clerical nature are not cited, although most chairs may be required to perform many of them.

The functions identified are those assigned to all department chairs at HSU. In all cases, whether as a defined "administrator" or not, the chair needs to consult extensively with the members of the unit to assure that the best thinking of the department has been brought to bear on the issues, but must also be prepared to make his or her own personal best judgment on each matter.

I. College Responsibilities

- A. Implement university and college policy.
- B. Advise the dean on matters of college policy and the position that should be taken by the college on issues of major importance to the university.
- C. Advise the dean about the appropriate distribution of personnel and other resources among the various programs/departments in the college.
- D. Advise the dean about the appropriate priority order for requests for construction projects, equipment purchases, etc., submitted by the dean to the university, system or private granting agencies.
- E. Seek and receive approval of proposed departmental policies from the dean.

II. Department Responsibilities

A. General Responsibilities

1. Present the needs of the department cogently and forcefully to the dean and to other department chairs/program leaders.
2. Implement university, college and departmental policies and ensure necessary consultation with departmental members and/or committees. (Almost all of the following functions are performed concurrently with appropriate faculty committees and/or after consultation with department faculty and staff.)

B. Personnel Resources

1. Recommend appointments of full- and part-time faculty and full- and part-time support staff to positions in the department.
 - a. Prepare vacancy announcements.
 - b. Evaluate candidates.
 - c. Recommend appointments, including submitting appropriate reports and forms for appointment that review the candidates' background and experience.
2. Orient new faculty and staff to the curriculum, programs and processes of the department.
3. Evaluate faculty/staff performance and encourage faculty/staff development.
4. Recommend retention, promotion or termination of faculty and staff members in the department.
5. Assign faculty and staff work load.
6. Assist in the resolution of faculty and staff interpersonal relationship problems.

C. Support Resources

1. Approve expenditures of operating expense and temporary help money, and any other resources allocated to the department.
2. Ensure proper accountability for money, supplies, and equipment entrusted to the department.

D. Curriculum

1. Communicate to faculty members (especially new faculty members) the curricular and programmatic goals of the department, the general college and university goals, with particular emphasis upon how these affect individual faculty members' assignments.
2. Initiate and/or recommend proposed changes in departmental curriculum.
3. Initiate and/or supervise periodic review of the departmental curriculum.
4. Assist the Office of Extended Education in initiating and/or conducting courses and programs consistent with departmental and institutional goals.

E. Student/Community Relations

1. Participate in and/or facilitate the participation of others in departmental and in college student recruitment and retention efforts.
2. Assist directly and indirectly in communicating to prospective and to enrolled students the departmental academic goals, offerings, and requirements.
3. Assist in the resolution of faculty/staff and student interpersonal relationship problems.
4. Represent the department in matters of community relations as appropriate.

F. Administration

1. Inform the dean concerning needs for faculty, staff, supplies, equipment and other physical and personnel needs of the unit.
2. Prepare and administer the department's budget.
3. Supervise the instructional program of the department, including preparing class schedules, making teaching assignments, assigning instructors, and assigning individual departmental responsibilities beyond teaching to appropriate faculty.
4. Serve as lead for assigned administrative, clerical and technical staff.
5. Recommend action to the dean on student petitions for waiver of college and departmental regulations.
6. Chair faculty meetings and committee meetings consistent with approved department policies.
7. Other departmental responsibilities as the dean may assign.

Adopted by Council of Deans: March 14, 1984

Updated: August 16, 2017

SECTION 05 – THE FACULTY

SECTION 5.1 – TENURED, PROBATIONARY, & FERP FACULTY -2019/20

<u>Biological Sciences</u>	
Bourdeau, Paul [2014]	1.0
Camann, Michael [1997]	.5
Craig, Sean [2000]	1.0
Goley, Dawn [1996]	1.0
Cuellar Gempeler, Catalina [2018]	1.0
Henkel, Terry [2001]	1.0
Jules, Erik [1999]	1.0
Kiemnec, Tyburczy, Karen [2019]	1.0
Lu, Casey [1995]	.5
Marks, Sharyn [1996]	1.0
Mesler, Michael [1975]	.5
Reiss, John [1997]	1.0
Roberts, Melissa [2017]	1.0
Shaughnessy, Frank [1996]	1.0
Spowles, Amy* [2014]	1.0
Steele, John [2016]	1.0
Szewczak, Joseph [2003]	1.0
Tissot, Brian [2013]	1.0
Tomescu, Alexandru [2005]	1.0
Varkey, Jacob [1994]	.5
White, Jeffrey [2000]	1.0
Wilson, Mark S. [2004]	1.0
Zhong, Jianmin [2006]	1.0
Total	21

<u>Chemistry</u>	
Cappuccio, Jenny [2013]	1.0
Harmon, Chris [2011]	1.0
Hurst, Matthew [2006]	1.0
Monteiro, Jorge [2019]	1.0
Parker, Claire [2016]	1.0
Schineller, Jeffrey [1995]	1.0
Smith, Joshua* [2001]	1.0
Wayman, Kjirsten [2000]	1.0
White, Kimberly [2017]	1.0
Zoellner, Robert [1998]	.5
Total	9.5

<u>Computer Science</u>	
Bogle, Sherrene [S'19]	1.0
Burgess, Scott [2000]	1.0
Carter, Adam [2016]	1.0
Fode-Made, Adamou [2017]	1.0
Tuttle, Sharon [1997]	1.0
Total	5.0

<u>Environmental Resources Engineering</u>	
Alstone, Peter [2016]	1.0
Boyle, Liza [2016]	1.0
Cashman, Eileen* [1999]	1.0
Eschenbach, Elizabeth [1995]	1.0
Finney, Brad [1979]	.5
Jacobson, Arne [2004]	1.0
Lang, Margaret [1994]	1.0
Otero-Diaz, Margarita [2017]	1.0
Vergara, Sintana [2017]	1.0
Total	8.5

Environmental Science & Management

Byrne, Kerry [2017]	1.0
Everett, Yvonne [1998]	1.0
Fingerman, Kevin [2013]	1.0
Graham, James [2013]	1.0
Gwenzi, David [2016]	1.0
Marlow, Jennifer [2019]	1.0
Martin, Steven* [1992]	1.0
O'Dowd, Alison [2008]	1.0
Richmond, Laurie [2012]	1.0
Total	9.0

Fisheries Biology

Buchheister, Andre [S'2016]	1.0
Cuevas-Urbe, Rafael [2014]	1.0
Kinziger, Andrew * [2003]	1.0
Marin Jarrin, Jose [2018]	1.0
Ward, Darren [2010]	1.0
Total	5.0

Forestry & Wildland Resources

Berrill, John-Pascal [2008]	1.0
Greene, David * [2014]	1.0
Harrill, Hunter [2019]	1.0
Kane, Jeff [2012]	1.0
Kelly, Erin [2012]	1.0
Kerhoulas, Lucy [2016]	1.0
Marshall, Susan [1978]	1.0
Sillett, Stephen [1996]	1.0
Stubblefield, Andrew [2006]	1.0
Zald, Harold [2016]	1.0
Total	10.0

Geology

Browne, Brandon* [2015]	1.0
Hemphill-Haley, Mark* [2002]	1.0
Levy, Laura [2017]	1.0
Michalak, Melanie [2015]	1.0
Oshun, Jasper [2015]	1.0
Total	5.0

Mathematics

Ballinger, Bradley [2009]	1.0
Dugaw, Christopher [2005]	1.0
Evans, Tyler [2001]	1.0
Freedman, Walden [2000]	1.0
Goetz, Peter [2006]	1.0
Haag, Jeffrey [1990]	1.0
Hasan, Abeer [2013]	1.0
Kim, Yoon [1992]	1.0
Larripa, Kamila [2019]	1.0
Mazzag, Borbala * [2005]	1.0
Owens, Kenneth [2000]	1.0
Rizzardi, Mark [1996]	1.0
Total	12.0

Oceanography

Abell, Jeffrey* [2006]	1.0
Barriquand, Tamara [2018]	1.0
Cass, Christine [2011]	1.0
Total	3.0

Physics and Astronomy

Bliven, Wesley [1999]	1.0
Hoyle, Charles Jr. [2007]	1.0
Mola, Monty * [2002]	1.0
Saunders, Ruth [2016]	1.0
Total	4.0

Wildlife Management

Barton, Dan [2013]	1.0
Black, Jeff [1998]	1.0
Brown, Richard * [2008]	1.0
Clucas, Barbara [2016]	1.0
Colwell, Mark [1987]	.5
Gunther, Micaela [2005]	1.0
Johnson, Matthew [2000]	1.0
Total	6.5

Total Tenure-Track faculty	98.5
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SECTION 5.2 – GENERATION & EXPENDITURE OF FACULTY POSITIONS

The following **example** is designed to demonstrate the relationship between weighted teaching units (WTU), course mode and full-time equivalent faculty (FTEF). As Department Chair of Biology, you will spend a portion of your faculty allocation (1.00 FTEF) by assigning Professor Petrie to the following courses:

Course	SCU	Mode	WTU	FTEF
BIOL 104	3	C-4	3	0.20
BIOL 321	4	C-4/C-16	5	0.33
BIOL 415	3	C-4	3	0.20
BIOL 485	1	S-36	1	0.07
Total Teaching	11		12	0.80
<i>Collateral Duties</i>			3	0.20
Total Workload			15	1.00

Although course modes are a holdover from the days of formula based funding (the so called Orange Book), they are still used to calculate WTUs. Details on mode descriptions are provided in Section 7.2. One FTEF is equivalent to 15 WTUs. Permanent faculty positions have full teaching loads at 12 WTUs with the remaining 3 WTUs used to give credit for collateral duties such as advising, research and committee service. Full-time lecturers, on the other hand, normally have full teaching loads at 15 WTUs. Note that BIOL 321 is a mixed mode (C-4/C-16) class because it is a lecture course that has a 3 hour lab with it; Professor Petrie is teaching both the lecture and laboratory section.

SECTION 5.3 – FACULTY WORKLOAD DEFINITION

Primary responsibilities are:

- teaching
- research
- scholarship
- creative activity
- service to the University, profession, and community

Additional professional responsibilities:

- advising students
- participation in campus/system-wide committees
- maintaining office hours

- working collaboratively/productively with colleagues
- participation in traditional academic functions

Instructional responsibilities extend beyond the classroom and include:

- preparation for class
- evaluation of student performance
- syllabus preparation/revision
- review of current literature/research in subject area, including instructional methodology

Research/scholarship/creative activity is essential to effective teaching.

Student/collegial mentoring are expected.

Faculty members may not normally participate in all activities during each term or year.

Faculty shall not be required to teach an excessive number of contact hours, assume an excessive student load, or be assigned an unreasonable workload or schedule.

In assigning workload, consideration shall be given at least to the following factors:

- graduate instruction
- activity classes
- laboratory courses
- supervision
- distance learning
- directed study

Consideration for adjustments in workload shall be given to at least the following:

- preparation for substantive changes in instructional methods
- research
- student teacher supervision
- thesis supervision
- supervision of fieldwork
- service on a university committee

JPS: 28 January 1997 (still current 7/03)

[Source: Article 20 of the [CSU/CFA Collective Bargaining Agreement](#)]

7/03: checked for currency with MOU dated 5/14/02 – 6/30/04

7/05: checked for currency with MOU dated 5/14/02 – 6/30/04

8/19: checked for currency with MOU dated 11/1/14-6/30/17

SECTION 5.4 – NON-INSTRUCTIONAL WORKLOAD COMPONENTS

1. **Assigned Time**--Assigned time, sometimes called “release time,” may be given to faculty who take on special tasks that take them out of the classroom. (See section 5.5 for assigned time codes)
 - a. **Departmental or College Assigned Time**--Replacement positions are typically not available at the college or department level.

The categories for departmental/college assigned time are as follows:

- **Excess enrollment** (“Large lecture”)Instructional Support Assistant (ISA) Provided

As of Fall 2018, in lieu of receiving large lecture assigned time, faculty members will instead receive funding to hire an Instructional Student Assistant (ISA) or Graduate Assistant (GA). The number of graders hours per unassigned WTU for large lectures is 2 2/3 hours per week. The allocation of grader hours will be set by enrollment in the course at the start of each semester (within the first two class meetings). If there is attrition after the first two meetings of the class, it will not affect the grader allocation.

Enrollment	WTU	Hours per term
72 – 95	1	40
96 – 120	2	80
121+	3	120

Course coordination of multiple instructors .0.5-1.5 WTU

Coordination of multiple lab/discussion/quiz sections where one or more of the lab instructors are not the lecture instructor. There is an assumption that the coordination requires weekly meetings and periodic one-on-one discussions.

# of Instructors	WTU
1	0.5
2	1
3+	1.5

- **New course preparation.** If a faculty member beyond the first two years is assigned two courses to teach that they have never taught before, 1 WTU.
- **New Tenure-track faculty** 3 WTU per semester, first two years
- **Advising**.....
- Advising workloads and policy is currently under review by the University Senate.
- **Department Chair**3-12 WTU
- **Graduate Coordinator** 1-2 WTU
- **Other duties approved through the Dean's Office** 1-3 WTU

b. University Assigned Time---Replacement positions are typically available for university-level assigned time related to faculty governance.

The categories for university assigned time (per semester) are as follows:

- **UFPC, Chair** 4.5 WTUs
- **UFPC, Member** 3.0 WTU
- **ICC, Chair**..... 3.0 WTU
- **ICC, Member** 1.5 WTU
- **General Faculty President** 6.0 WTU
- **University Senate, Chair** 6.0 WTU
- **Faculty Affairs, Chair**..... 3.0 WTU
- **Academic Policies, Chair** 3.0 WTU
- **University Resources and Planning** 1.5 WTU

2. Collateral Duties—Collateral duties are those activities that contribute to the operation of the University as an institution. This would include committee work, representing the university in the community, participating in the governance of a professional organization, or conducting activities that oversee academic activities. The duties are over and above normal classroom responsibilities. Activities related to maintaining personal professional currency such as reading discipline-specific literature are considered an essential component of teaching and are not appropriate for consideration as collateral duties.

Examples of collateral duty credits:

- **Advising**.....
- **Funded or focused research or creative activity**.....

• **Other activities**.....

Many other activities may be appropriate as collateral duty. WTU credit is given at the discretion of the department chair using the rough formula above.

- Departmental and college committees
- Outreach/recruitment
- Curator of a collection
- External development
- Student club advisor

February 1998 – sac
rev March 2000 – sac
rev December 2019 – jlt

SECTION 5.5 – ASSIGNED TIME CODES

Assigned time, also sometimes referred to as release time, may be given to faculty who take on special tasks beyond their usual collateral duties for which 3 WTUs are regularly awarded. Replacement positions are typically not available for assigned time at the college or department level. This means when it is approved, it may result in fewer laboratory or discussion sections being offered, with a consequent reduction in SCUs. See "Assigned Time Request Form" for further details.

The categories for which assigned time is available are:

Code 12 - New Preparations

Code 14 - Course or Supervision Overload

Code 15 – Non-Traditional Instruction

Code 16 – In-Service Training for K-12 School Personnel

Code 17 – Credit by Examination/Evaluation

Code 18 - Instructional Support of Graduate Students

Code 21a - Special Instructional Programs—Team Teaching

Code 21b – Special Instructional Programs—Instructional TV

Code 21c – Special Instructional Programs – Liaison

Code 22 - Instructional experimentation, Innovation or Instructionally Related Research

Code 23 - Instruction-related Activities

Code 31a – Department Graduate Coordinators

Code 31b – Advising – Excess Load

Code 31c – Advising – Excess/Department Staffing

- Code 32 - Instruction-related Committee Assignments
- Code 33 - Curricular Planning or Studies
- Code 34 - Accreditation Responsibilities
- Code 35 - Instruction-related Facilities Planning
- Code 36 – Probationary Faculty Activities
- Code 37 – Exceptional Service Level Activities
- Code 41 – California Faculty Association (CFA) Activities

Assigned time for university-level duties typically results in the department being able to replace the faculty member's time by using WTUs from regular instructional faculty positions set aside for this purpose. The current allocation per semester is shown in Section 5.4 of this Handbook.

[Source: OAA, 1 August 2014]

[Updated December 2019]

SECTION 5.6 – STUDENT EVALUATION

The following are current evaluation guidelines found in Appendix J of the HSU Faculty Handbook and in the agreement between the Board of Trustees and CFA. Guidelines specific to the CNRS are in italics. While every effort is made to keep sections of the CNRS Administrative Handbook current, especially those that deal with personnel matters, the parent documents always have precedence when there is a conflict in wording.

a) All classes (unless exempted) taught by faculty shall be evaluated each semester by students completing a quantitative or a combination of quantitative and qualitative written questionnaire (15.15, 15.17).

- (1) Candidates shall not be present when evaluations are administered.
- (2) Evaluations shall be anonymous and identified only by course and/or section. 15.17a
- (3) Space may be provided on the quantitative form for student comments. 15.17a
- (4) Summaries of student evaluations shall be prepared by regularly employed staff, not student employees. These shall contain appropriate tabulations and compilations of student comments.
- (5) Evaluation summaries shall be placed in the Personnel Action File and shall not be available to candidates until after class grades have been submitted.
- (6) Candidates are encouraged to comment in writing on student evaluations including

such information as required course status, grade point distribution, rigor, or course objectives.

b) In addition to classroom evaluations, students may be provided an opportunity to consult with the IUPC. 15.16 All statements submitted outside of the regular classroom evaluation process shall be identified by name before placement in the PAF. 15.17b

c) Low enrollment courses may be exempted from the requirement for student evaluations as specified below (see University Senate Resolution #29-12/13-FAC):

- (1) Course sections enrolling three or fewer students
- (2) Thesis courses, comprehensive examination courses, baccalaureate and master's project courses, senior and master's field, applied, and directed research course and independent study courses.

[Sources: Memorandum-of-Understanding, Sections 15.15 and 15.17 and Appendix J, HSU Faculty Handbook, Sections VII(A)2]

Revised: 13/14 due to changes with CBA

Revisions August 2014: CNRS Dean and Council of Department Chairs

SECTION 5.7 – PERIODIC REVIEW OF TEMPORARY FACULTY

The Collective Bargaining Agreement and a College philosophy that encourages faculty development require that temporary faculty employees be evaluated.

Departments should develop written policies, filed with the Dean's Office, for evaluating temporary faculty. The department policy should be distributed to all temporary faculty at the beginning of every assignment (i.e., fall or spring) and should incorporate the following guidelines:

Minimum Requirement per 2014-17 Faculty Collective Bargaining Agreement

Periodic evaluations shall rate temporary faculty unit employees as either satisfactory or unsatisfactory. It is the department's responsibility to define what is required to achieve a satisfactory rating. Satisfactory ratings may include narrative comments including constructive suggestions for development.

All evaluators (department chair, peer review committee, dean) must review and sign the temporary faculty member's personnel action file (PAF).

The following evaluation procedures shall occur annually for temporary faculty appointed for two or more semesters, regardless of a break in service, and at least once during the term of a three-year appointment:

If **Part-Time** the evaluation shall include:

1. Student Evaluations (all classes)

2. Department Chair and/or Dean Evaluation
3. Opportunity for department peer input

If **Full-Time** (30 WTUs), evaluation shall include:

1. Student Evaluations (all classes)
2. Peer Review by committee of tenured faculty (may include FERP)
3. Dean Evaluation

If appointed for **one semester or less**:

1. Evaluation at discretion of department chair

If a temporary faculty unit employee is subject to a periodic evaluation, and the temp faculty is on an authorized paid or unpaid leave during the period in which the evaluation is scheduled, the employee may request a postponement of the evaluation. If the request is granted, the temp faculty member's appointment shall automatically be extended through the academic year in which the reschedule evaluation takes place. If the outcome of the evaluation is a determination of satisfactory performance, the new three-year appointment shall be effective at the beginning of the academic year following the original expiration date of the prior appointment.

EVALUATION REQUIREMENT FOR ISSUANCE OF A THREE-YEAR APPOINTMENT

Temporary faculty are eligible for consideration of an initial three-year appointment after six years of service worked on a single campus in a single department. Temporary faculty currently holding three-year appointments are evaluated in the third year of the appointment for consideration of a subsequent three-year appointment.

The faculty member's cumulative performance for the entire qualifying period (6 years for initial appointment; 3 years for subsequent appointment) shall be evaluated in the year preceding the issuance of any three-year appointment. This evaluation shall include:

1. Student evaluations (all classes)
2. Peer review by committee of tenured faculty (may include FERP)
3. Dean Review of Personnel Action File and any materials generated for 3-year review

2014-2017 Faculty Collective Bargaining References: 12.12, 12.13, 15.2-4 – 15.30

A written record of periodic evaluation will be placed in the temporary faculty employee's Personnel Action File. A copy of the evaluation shall be sent to the employee.

Evaluations of full-time temporary faculty with renewable appointments, or those which may be converted to probationary status, should be completed after the fall semester evaluations (and after the faculty member has had an opportunity to review and respond to them), but no later than February 15th to ensure adequate notice to the employee regarding continued employment.

Periodic evaluation of temporary faculty is also a requirement for consideration of step advancement after teaching 24 WTUs and must be completed prior to the ranking process of part-time faculty for continued employment.

[Sources: Memorandum-of-Understanding, Sections 15.21 through 15.24]

Revised: August 1996

Clarification Edit: July 2000

Revisions: 11/01 CNRS Dean and Council of Department Chairs

Revised 11/12 due to changes in the CBA.

Updated 8/1/2018

SECTION 5.8 – PERIODIC REVIEW OF TENURED FACULTY

The Collective Bargaining Agreement (Section 15.35-15.37) between the California State University and the California Faculty Association requires that tenured faculty members shall be subject to periodic review at intervals of no greater than five years. The purpose of this evaluation is to assist in maintaining and improving the faculty member's effectiveness.

It is the responsibility of the Dean's Office to identify those faculty members who are subject to a periodic evaluation. All Tenured faculty unit employees shall undergo a periodic evaluation at least every five (5) years. Participants in the Faculty Early Retirement Program (FERP) shall not be required to undergo evaluation unless an evaluation is requested by either the FERP participant or the appropriate administrator.

Periodic evaluations shall be conducted by a Peer Review Committee in each department consisting of at least three (3) tenured full-time faculty members and may consist of the initiating unit's personnel committee or a special committee elected for that purpose. The Peer Review Committee shall examine the faculty unit employee's Working Personnel Action File (WPAF), which includes:

- a list of accomplishments since his/her last evaluation or a current curriculum vitae demonstrating achievements relevant to the criteria for retention, tenure, and promotion, given in the Faculty Handbook, Appendix J, Sections VIII and IX.
- anonymous written evaluations and comments by students from at least two courses per academic year that are representative of teaching faculty's instructional responsibilities;
- any written student comments identified by name regarding professional performance of the tenured faculty unit employee
- any written comments from faculty and staff who may wish to comment on the performance of the tenured faculty unit employee;
- other written submissions as appropriate for evaluating the teaching, scholarship, and/or service of the tenured faculty unit employee.

It is the responsibility of the Department Chair or Peer Review Committee Chair to post an announcement on appropriate bulletin boards identifying the faculty to be evaluated and soliciting comments from students, faculty, and staff. An opportunity may be provided for students to meet with the Peer Review Committee.

The periodic evaluation of CNRS tenured faculty unit employees shall apply the same *Standards for Academic Rank* as described in Appendix J, Section X of the Faculty Handbook:

1. The rank of professor is reserved for those associate professors who have earned the highest order of respect and recognition from their colleagues in the university. Professors must be capable of

presenting courses in their disciplines at the advanced undergraduate and graduate levels and of directing research or stimulating creative activity at those levels, with the highest degree of competence. Professors must have a strong record of participation and achievement in the combined non-teaching activities, and show promise of continuing growth in these activities. Professors do superior work in their disciplines and possess the appropriate degree or have established equivalence to it or demonstrate rare and exceptional compensating strengths.

2. The rank of associate professor is reserved for those assistant professors who have clearly demonstrated that they are well along the way towards achieving those qualities essential for senior rank. Associate professors must be capable of presenting courses in their disciplines with a high degree of competence, at the advanced undergraduate level. They must have a reasonable record of participation and achievement in the combined non-teaching activities (scholarly/creative activities and service), and show promise of continuing growth in these activities. Associate professors perform at a high level in their disciplines and possess the appropriate terminal degree or have established equivalence to it or demonstrate rare and significant compensating strengths.
3. An assistant professor or an instructor possesses either (1) the terminal degree, other approved terminal preparation or the equivalent; or (2) the master's degree or the equivalent and has the expectation of attaining the appropriate terminal degree or other required preparation, experience, and competence within the time specified in the candidate's letter of appointment. An assistant professor or instructor demonstrates the potential to make substantial achievements in the areas of teaching effectiveness, scholarly and creative activities, service to the university and the profession, and service to the community.

[Source: VPAA 04-02, 4 January 2005]

[Source: Appendix J, Faculty Handbook]

[Source: VPAA 04-02b, 9 April 2019]

The Peer Review Committee is charged with evaluating the faculty member's effectiveness in all areas of professional responsibility, as defined in the current Collective Bargaining Agreement: 1) teaching effectiveness, 2) scholarship and creative activities, and 3) service to the university, profession, and community. That evaluation shall be based upon: (1) written materials in the faculty member's Personnel Action File in the Dean's Office since the last periodic review; (2) materials that are sent to the committee as a result of its solicitation, including material derived from the open session with students; and (3) a current curriculum vitae submitted by the faculty member. For those faculty with teaching responsibilities, consideration shall include teaching effectiveness, as documented by the required instructor evaluations.

The Peer Review Committee and Department Chair shall prepare a written evaluation. The report shall summarize the faculty member's strengths, identify areas where improvement is expected, and suggest timelines, as appropriate. The faculty member being evaluated shall be provided with a copy of this evaluation and shall sign the evaluation thereby indicating that he or she is aware of its contents. The faculty member shall be permitted to attach a statement. The materials used by the Peer Review Committee and its evaluation shall be sent to the Dean by March 15.

The Dean shall prepare a written evaluation that shall be subject to the same conditions as those observed by the Peer Review Committee and Department Chair.

The evaluations, along with any comments from the faculty member, shall be placed in his/her Personnel Action File.

The faculty member, the Committee Chair, the Department Chair, or the Dean may request a meeting including the faculty member to discuss the results of the evaluation.

The Dean's written evaluation to the faculty member shall be completed by April 15.

Recommended: CNRS Council of Department Chairs 15 April 99

Approved: CNRS Dean 16 April

Updated: August 2019

SECTION 5.9 – CNRS PERSONNEL COMMITTEE PROCEDURES

As a result of vote by the College of Natural Resources and Sciences faculty, the college formed two personnel committees effective AY 2002/03. Membership and responsibilities of the two committees are as follows:

1) Personnel Committee for Reappointment. This committee is made up of three elected members from the college. Each is a tenured faculty member holding the rank of Associate Professor or Professor. The Personnel Committee for Reappointment receives and considers all files, recommendations, and other data pertaining to reappointment of faculty members in the CNRS. The committee chair is elected at the first meeting of the committee each academic year.

2) Personnel Committee for Promotion and Tenure. This committee is made up of three elected members from the college. Each is a tenured faculty member holding the rank of Professor. The Personnel Committee for Promotion and Tenure receives and considers all files, recommendations, and other data pertaining to tenure and/or promotion of faculty members in the CNRS, including range elevation of lecturers. The committee chair is elected at the first meeting of the committee each academic year.

In addition, the Personnel Committee for Promotion and Tenure is charged with reviewing requests from departments for conferral of adjunct and research associate status, and with making recommendations to the Provost and Vice President for Academic Affairs in these cases.

RTP Procedures for both committees are as follows:

Each committee member studies the Working Personnel Action File (WPAF) or Range Elevation Portfolio of the individual under consideration. After all members have had the opportunity to review the file, the committee decides on the action to be taken.

If there is more than one candidate for promotion to the same rank, the candidates may be ranked by the committee, and the rationale for the ranking is given. Candidates who are being considered for reappointment or tenure are not ranked.

Following the review of candidates, a recommendation letter is prepared by all members of the committee to be included in the personnel files. The candidate is provided with the original or an electronic copy of the recommendation for review and consideration. At this point the candidates, if they choose, may append comments to the committee recommendation. The completed files are then forwarded to the University Faculty Personnel Committee.

The CNRS Personnel Committees follow the guidelines set forth in the Collective Bargaining Agreement between the California Faculty Association and the California State University and in Appendix J or Appendix K, as applicable, of the Humboldt State University Faculty Handbook.

Revised: December 2002

Revised: August 2019

SECTION 5.10 – HSU POLICY REGARDING APPOINTMENT OF ADJUNCT FACULTY

Persons to be considered for designation as adjunct professor shall be appropriate professional personnel assigned to university-related agencies (such as the California Cooperative Fish and Wildlife Research Unit) attached to the University or other persons volunteering their professional services to the University.

The criteria applied to persons being considered for designation as adjunct professor shall be specified in the Faculty Handbook. The professional qualifications of the candidate for designation shall equal the qualifications expected of a faculty member were one appointed to provide the same service.

The personnel committee of the department where the service is performed shall initiate and substantiate the proposal of a candidate for adjunct professor. The proposal and supporting documents are to be sent to the Dean's Office and forwarded to the chair of the College Personnel Committee for Reappointment. After due consideration and investigation, the committee shall forward the proposal, with its recommendation, to the Provost and Vice President of Academic Affairs, for action.

The designation of individuals as adjunct professor is by action of the President, or designee, on the recommendation of the department and then College Personnel Committee for Reappointment. Adjunct Professor designation carries no rank or emolument though such persons may be given library privileges and access to such facilities as are appropriate. For protection of both parties, a volunteer faculty identification form (HSU Form 800) should be filed each semester for individuals teaching a course(s) as "volunteer employees" during the association. For individuals not involved with teaching courses, a volunteer faculty identification form (HSU Form 800) must be filed annually, at the beginning of each academic year, during the period of association.

Adjunct Professors shall be appointed for a term of five years. The five-year term is renewable upon the recommendation of the department personnel committee and the approval of the College Personnel Committee for Reappointment. Such recommendation is based on the assumption that the candidate remains in the same relationship to the university and provides the same service as when first appointed. Reappointment requests require a current curriculum vita (Senate Resolution, 3/22/88).

Personnel committees and the administration are to consider impacts an adjunct professor appointment would have on campus resources. The Office of Academic Affairs will provide an annual list to college deans in the fall listing adjunct faculty whose five-year appointments will expire during the academic year.

From the Faculty Handbook: Chapter V, Section 502, 1988

Revisions Drafted: November 1997

Revisions July 2000 based on Faculty Handbook, Fall 1998 edition: Chapter V, Section 502

SECTION 5.11 – HSU POLICY REGARDING APPOINTMENT OF FACULTY ASSOCIATES

From time to time persons of distinguished academic preparation or accomplishment may seek, or be sought by the University, to associate temporarily for the purpose of the advancement of learning. Where such association is mutually beneficial and upon the recommendation of the appropriate department(s), acting as a committee-of-the-whole or through its personnel committee, the college dean may designate such persons as "Associate in [the appropriate academic discipline]." Such a designation carries no rank or emolument, though such persons may be given library privileges and access to such facilities as are appropriate.

The recommendation should include specific details relating to the criteria indicated above, including (1) the academic preparation or accomplishments that distinguish the person recommended; (2) the way in which learning and/or scholarship may be advanced by the association; (3) how it will mutually benefit the parties; (4) and the period of association, with the possibility of reappointment. The college dean will inform the university librarian of the acceptance of such a recommendation.

For protection of both parties, a volunteer faculty identification form (HSU Form 800) must be filed for such individuals teaching a course(s) as "volunteer employees" during the association. For individuals not involved with teaching courses, a volunteer faculty identification form (HSU Form 800) must be filed annually, at the beginning of each academic year, during the period of association.

Endorsed by:

Alfred Guillaume, 30 July 1996

Academic Senate, 28 January 1997

Revisions Drafted: November 1997

Revisions July 2000 based on Faculty Handbook, Fall 1998 edition: Chapter V, Section 503

NOTES:

- 1) The use of Associates for instructional purposes cannot replace the hiring of tenure track or temporary employees.
- 2) Associate status is granted for a period of one year. Reappointments must be requested by the department chair.

SECTION 5.12 –HSU POLICY REGARDING APPOINTMENT OF RESEARCH ASSOCIATES

A Research Associate is envisioned as an individual who is a productive researcher and grants- person. He or she would come to HSU with external funding (grants, contracts, etc.) and would be provided with space on the campus. A close, physical working relationship between the Research Associate and departmental faculty, students, and staff is clearly one of the objectives. While the University would provide laboratory space, it would not provide a salary or fringe benefits. The individual, if paid by grants through HSU, would be paid through the Humboldt State University Foundation's payroll process.

The duties of the Research Associate are to serve as a colleague and as a resource for the department and for others in the college; to conduct research during their residency here; to prepare funding

proposals; to be involved in the supervision of graduate student research; to serve as a resource for undergraduates, including lecturing in classes and giving seminars; and to advise students on careers in research, getting into graduate school, and job placement. Any grant or contract proposed would be submitted via the Humboldt State University Sponsored Programs Foundation, would follow the University's institutional routing procedure, and would have a member of the University's faculty as a co-investigator.

The benefits that will derive from these individuals include enhancement of the research reputation of the department, college, and university; the likelihood of additional funds for equipment, clerical and technical support, and overhead for the HSU Sponsored Programs Foundation; the financial support of advanced undergraduates and graduate students; and a subjective, but very important, aspect of providing a positive role model.

Suitable office and laboratory space should be provided, as well as telephone and computer hook-up. The Research Associate will require University Library privileges and be permitted to purchase a staff parking permit. He or she must also be eligible to apply for HSU Sponsored Programs Foundation grants (supported by grant income), but only when the research project involves students.

The Research Associate is expected to have a terminal degree or equivalent and to have a record of productive scholarship and successful fundraising. The department personnel committee shall initiate and substantiate the proposal of a candidate for Research Associate. The proposal and the supporting documents will be sent to the College Personnel Committee via the Dean's Office. After due consideration and investigation, the College Personnel Committee shall forward the proposal, with its recommendation, to the Provost and Vice President for Academic Affairs. The term of appointment shall be from one to five years and may be renewed.

For the protection of both parties, a volunteer faculty appointment form (HSU Form 800) must be filed each semester for individuals teaching a course(s) as "volunteer employees" during the association. For individuals not involved with teaching courses, a volunteer appointment form (HSU Form 800) must be filed annually, at the beginning of each academic year, during the period of association.

Approved by: Academic Senate, March 1992

Revised: Academic Senate, March 1995

Revisions Drafted: November 1997

Revisions July 2000 based on Faculty Handbook, Fall 1998 edition: Chapter V, Section 504

Revisions July 2003 based on instructions from Faculty Personnel Services regarding the requirements for filing volunteer Appointment Forms (HSU Form #125V)

SECTION 5.13 – NEPOTISM

The CSU Chancellor's Office has recently revised the CSU policy (HR 2004-18) on nepotism. It states, in part, that all departments in which family members (defined as a close relative including: parent, child, grandparent, grandchild, sibling, uncle, aunt, nephew, niece, first cousin, spouse, registered domestic partner, step-parent, step-child, brother-in-law, sister-in-law, father-in-law, mother-in-law, son-in-law, daughter-in-law, and by guardianship and/or adoption or a person residing in the immediate household except live-in household employees or roomers; relatives of domestic partners shall be treated as

relatives of spouses) work in the same department must prepare special written provisions to be reviewed and approved by the Dean. These provisions must include a plan to ensure that personnel matters including evaluation, retention, tenure, promotion, wages, hours and other terms and conditions of employment, will not be decided based on the relationship as an immediate family member. The plan should provide that the chair/director of the department/unit is to review all decisions on personnel matters. In those cases where related employees will be working for the same immediate supervisor, the plan should include steps to be taken to alleviate any pressures toward favoritism that could occur as a result of supervising members of the same immediate family. The chair/director shall be responsible for investigating concerns about conflicts of interest or favoritism involving members of the same immediate family.

The following is an example of a departmental nepotism plan:

1. It is the Department of BIOLOGY's policy to evaluate any member of a family unit independently.
2. No Department of BIOLOGY employee shall vote, make recommendations, write recommendation letters, or in any other way participate or attempt to exert influence directly or indirectly in personnel decisions concerning their immediate family members. "Personnel decisions" include "any personnel matter which may directly affect the selection, appointment, evaluation, retention, tenure, compensation, promotion, termination, other employment status, or interest of an immediate family member," including "wages, hours, and other terms and conditions of employment" as prescribed in the Revised CSU Nepotism Policy HR 2004-18.
3. If a member of a family unit is Chair of the Department of BIOLOGY, any personnel review or action taken in reference to any immediate family member must be made by the Department of BIOLOGY Personnel Committee. Any immediate family member who is a member of the Department of BIOLOGY Personnel Committee must recuse themselves from this personnel review or action.
4. All personnel decisions concerning immediate family members must be reviewed by the Dean of CNRS to ensure adherence to the requirements of the Revised CSU Nepotism Policy HR 2004-18 and Department of BIOLOGY Nepotism Plan. The resolution of any complaints or disputes regarding violations of the letter or spirit of this policy shall be the sole responsibility of the Dean of CNRS.
5. Any nepotism issue that arises involving immediate family members that is not explicitly covered in the Department of BIOLOGY's Plan shall be handled in accordance with the Revised CSU Nepotism Policy HR 2004-18 or future revisions thereof.

Per CBA, policy is current as of August 2019.

SECTION 06 – THE STAFF

SECTION 6.1 – PERMANENT & PROBATIONARY STAFF -2019/20

All College

Lewis McCrigler [ET III: 12/12]	1.0
Patrick Nero [ET III: 12/12]	1.0

2.00

Dean's Office

Dale Oliver [Admin VI: 12/12]	1.0
Anthony Baker [AA/S: 12/12]	1.0
Sara Hanna [Web Developer: [10/12]	.25
Cortney Koors [ASC II: 11/12]	1.0
Julie Tucker [AA/S: 12/12]	1.0
Rick Zechman [Admin III: 12/12]	1.0

5.25

Envi. Resource Engineering

Mary Jo Sweeters [ASC I: 10/12]	1.0
Colin Wingfield [ISA II: 11/12]	.5

1.5

Fisheries Biology

Katherine Moon [ASC II: 12/12]	.5
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.5

Forestry and Wildland Sciences

Nona Mineva [ASC I: 11/12]	1.0
Vacant [IST II: 12/12]	1.0

2.0

Geology

Laurie Marx [ASC I: 10/12]	1.0
Steve Tillinghast [IST II: 11/12]	1.0
Colin Wingfield [ISA II: 12/12]	.5

2.5

Biological Sciences

David Baston [IST III: 12/12]	1.0
Robin Bencie [IST II: 10/12]	.50
Vacant [ET II: 12/12]	.50
Brianne Lee [IST III: 12/12]	1.00
Stephanie Steffen [ASC I: 10/12]	1.00
Liz Weaver [ASC II: 12/12]	1.00
Susan Wright [IST II: 12/12]	1.00

6.0

Chemistry

1.00

Shelli Ramirez [ASC II: 11/12]	.50
Michelle Dostal [IST III: 12/12]	1.0
Brandon Wilcox [IST II: 12/12]	1.0

2.50

Cooperative Fish & Wildlife Unit

JoAnna Pifferini [ASC II: 12/12]	1.0
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Env. Science & Management

Danielle Trapkus [ASC I: 10/12]	.50
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.50

Mathematics & Computer Science

Monika Newman [ASC II: 11/12]	1.0
Ryan Rassmussen [ASC I: 10/12]	1.0

2.0

Oceanography

Danielle Trapkus [ASC I: 10/12]	.50
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.50

Physics and Astronomy

Tyler Hooker [IST II: 12/12]	1.0
Shelli Ramirez [ASC II: 11/12]	.5

1.5

Teloncher Marine Lab

Grant Eberle [ET I: 11/12]	1.0	R. Scott Martin [Captain: 12/12]	1.0
Kyle Weis [ET III: 12/12]	1.0	Jim Long, [Relief Captain/Engineer:12/12]	1.0
Yvonne Kugies [ASC I: 11/12]	1.0		2.0
Brian Tissot [Director/Professor]: [12/12]	1.0		

4.0

Wildlife

Tamar Danufsky [IST II: 10/12]	1.0
Katherine Moon [ASC II: 12/12]	1.5
	2.5

Glossary for Staff Positions

AA/S	Administrative Analyst/Specialist	ASC	Administrative Support Coordinator
Admin	Administrator	ASA	Administrative Support Assistant
ET	Equipment Technician	ISA	Instructional Support Assistant
		IST	Instructional Support Technician

SECTION 07 - INSTRUCTION

SECTION 7.1 - MASTER CATALOG FILE

The Master Catalog File is the University's official list of all courses that have been approved as class offerings. It is a more comprehensive list than the one that appears each year in the University catalog. The master file lists the course prefix and number, title, student credit units, C-classification, K-factor, and weighted teaching units. The online course catalog is updated each year and can be found on the Office of the Registrar's website at <https://registrar.humboldt.edu/catalog>.

SECTION 7.2 - C-CLASSIFICATION DEFINITIONS

Course classification standards are meant to serve as general guidelines for assigning C-classifications to courses within the University. Why are such standards necessary? The mode or method of instruction is clearly a pedagogical matter and in an ideal world would be determined purely on pedagogical grounds. But different modes of instruction require different amounts of resources. Laboratories require more resources than lectures and small classes more resources than large classes. The costs of a particular mode of instruction are of concern to the state. They are also of concern to the campus because the resources available to support expensive modes of instruction are limited. To put it bluntly, approving an expensive mode for one class may require denying an expensive mode to another. C-classifications reflect pedagogy (mode of instruction), but they also reflect allocations (amount of resources) and their assignment has an essentially economic purpose. They control costs. It is because they have a controlling effect on allocations that the standards are necessary. The intent of the guidelines is not to control pedagogical decisions, as such, but to control their effect on the allocation of resources.

Some of the criteria expressed in the descriptions below might vary with the unit value of the class. For instance, the number of papers or problem sets appropriate for a C-4 would be different for an one-unit course than for a five-unit course since an instructor would have to teach 12 one-unit courses but only one 12-unit course.

For the purposes of this document, it is assumed that all courses are three-unit courses; adjustments would be necessary for courses of other unit values.

DESCRIPTIONS AND STANDARDS

C-01 Large Lecture More Than 50 Enrollments

Conducted primarily as lecture with class dynamics limited to student questions of lecturer. Evaluation includes one to three papers or examinations, including the final examination. Objective and machine-scored examinations are increasingly typical as class size reaches or exceeds the enrollment standard of 46.

Resource implications: Student assistants in preparation and evaluation are justified when class size exceeds 50. Assigned time for faculty may be given for coordination of multiple discussion or laboratory sections associated with the lecture and an undergraduate or graduate assistant if the enrollment exceeds 72. Meets 1 hour/week for 1 SCU and 1 WTU.

C-02 Lecture Discussion

Conducted as a combination of lecture and discussion. Class dynamics must emphasize responses to questions by instructor and exchanges between and among students, as well as between instructor and students. Evaluation includes at least two in-class papers and one outside paper. Frequent quizzes may be substituted for one in-class paper. Essay examinations and combinations of essay-objective examinations are typical in this lecture format, especially in those classes where the enrollment is well below the standard expected of C-2 courses.

Resource implications: Entire workload associated with preparation and evaluation of assignments is borne by the instructor. Priority for film and OE claims lower than for C-1, but higher than for C-3 or for courses in this category that routinely fill to capacity. Meets 1 hour/week for 1 SCU and 1 WTU.

C-03 Lecture-Discussion [Composition-Counseling-Case Study]

Conducted as a combination lecture-discussion, with special emphasis on composition, on personal counseling by the instructor, or on law case studies as a required part of the course. Evaluation includes at least four in-class exercises (such as papers or examinations) and at least four outside exercises or frequent homework.

Resource implications: Entire workload associated with preparation and evaluation will be borne by the instructor. Priority on claims for film and OE, for other than duplicating, lower than for C-2. Meets 1 hour/week for 1 SCU and 1 WTU.

C-04 Lecture-Discussion-Quiz-Recitation

Conducted as a combination (in about equal proportions) of lecture, discussion, and analysis of student work or exercises in the form of problem sets, etc. in which the acquisition and practice of an extensive system of symbolic notation is a required part of the course. Evaluation includes at least three in-class exercises (such as papers, presentations, etc.), together with outside exercises or homework assignments for each class meeting. Essay examinations are typical of this lecture format. This classification is also to be used for discussion-quiz sections offered in conjunction with lecture modes of instruction.

Resource implications: Entire workload associated with preparation and evaluation will be borne by the instructor. Priority claims for film and OE lower than for C-3. Meets 1 hour/week for 1 SCU and 1 WTU.

C-05 Seminar-Recitation

Conducted as a combination of lecture-discussion and of student presentations. Seminars are available only to undergraduate students who have completed upper division work appropriate for advanced study or to seniors majoring in the discipline or a related discipline, or to students admitted to a graduate program. Evaluation is based upon the quality of oral presentations and/or periodic written assignments.

Resource implications: Entire workload associated with preparation and evaluation will be borne by the instructor. Meets 1 hour/week for 1 SCU and 1 WTU.

C-06 Clinical Processes

Conducted as clinical laboratory and designed to include such activities as observation, simulation, and testing. Evaluation is based upon quality of student participation.

Resource implications: Meets 1 hour/week for 1 SCU and 1 WTU.

C-07 Fine Arts and Science Activities

Conducted as an activity, with demonstrations by the instructor and/or displays of material predominating over these activities being carried out by the students; typically offered in association with a C-1 or C-2 lecture. Evaluation based upon quality of student participation, presentation, or quizzes.

Resource implications: Assigned time for coordination available at 0.5 WTU each for each section beyond 2. Meets 2 hours/week for 1 SCU and 1.3 WTUs.

C-13 Technical Activities and Laboratories

Conducted in the laboratory format, emphasizing arithmetic, mathematical, symbolic, photographic, or statistical work. Evaluation based upon completion and quality of assigned activities.

Resource implications: Meets 2 hours/week for 1 SCU and 1.3 WTUs.

C-14 Remedial Instruction or Activities

Conducted in laboratory format with supervised sequential student bench work or activity (either individually or in groups of four or fewer) focusing on skill and/or technique development. Evaluation based upon quizzes or laboratory practicum.

Resource implications: meets 2 hours/week for 1 SCU and 1.3 WTUs.

C-15 Technical Activities and Laboratories

Conducted in laboratory format. Supervised bench work or activity focusing on skill and/or technique development, especially those leading to one or more student products or projects. Evaluation based upon laboratory projects or products, notebooks, reports or laboratory practicum.

Resource implication: Assigned time for coordination available at 0.5 WTU each for each section beyond 2. Meets 3 hours/week for 1 SCU and 1.5 WTUs.

C-16 Science Laboratories

Conducted in laboratory format. Supervised bench work or field investigation focusing on skill and/or technique development from which observations and inferences are to be drawn; group interpretation, evaluation, or critique of results. Introductory remarks limited to 10 minutes per hour. Evaluation based upon laboratory notebooks, reports and/or projects, quizzes or laboratory practicum.

Resource implications: Assigned time for coordination available at 0.5 WTU each for each section beyond 2. Meets for 3 hours/week for 1 SCU and 2 WTUs.

C-17 Clinical Practice Laboratories Off Campus

Conducted as a demonstration or laboratory for clinical practice in off-campus facilities, but allowed only in those instances where specialized equipment or facilities are not present on the campus itself. Evaluation based upon student participation, quizzes or laboratory practicum.

Resource implications: Meets 3 hours/week for 1 SCU and 2 WTUs.

C-78 Non-traditional instruction, examination, or evaluation (workload is assigned).

For more information on the California State University (CSU) Course Classification system and explanations, as well as curriculum related policies and guidelines, please refer to the HSU Academic Programs website at <https://academicprograms.humboldt.edu/content/curriculum-guidelines-policies-procedures>.

SECTION 7.3 – SUPERVISED (S-FACTOR) INSTRUCTION

Supervised or S-factor instruction is defined as a mode in which instruction is offered to students by faculty on an individual basis, rather than as a class or group. There are numerous applications of supervised instruction in our programs, as in Directed Study, Independent Study, Field Problems, and Internships. These courses have been established for students who are capable of and qualified for working on a topic, problem, or line of inquiry on an individual basis. Such courses are not to be offered to groups of enrollees meeting in classes.

Enrollment in S-factor courses is limited to those students who have an adequate background for the kind and level of work to be done and is usually limited to projects in the student's major or minor field. Approval of the supervising faculty member and the respective department chair or program leader is required for such enrollments. Approval is also required by the college dean whenever the course is not part of a degree or credential program and would result in faculty load credit. Please see the Faculty Handbook for additional details.

With the approval of the departmental chair, faculty may apply up to three (3) WTUs of S-factor courses towards the teaching workload of 12 WTUs.

The categories of S-factor Instruction are:

S-25 Practice Teaching, work-study, thesis project and independent study. Faculty student contact averages 90 minutes per week at all levels.

S-36 Independent Study (Independent study, field work, studio instruction, supervised activities)

This category may be used for any non-restricted supervision that requires of the instructor an average of one hour per week of activity with each supervised student. Resource implications: Faculty member and students average 1 hour/week for 1 SCU and 0.33 WTU.

Includes all undergraduate disciplines. Faculty student contact averages 45 minutes per week.

SECTION 7.4 – ADVERTISING COURSES

Routine locations for advertising or announcing classes are the online catalog and/or the class schedule. Notice may be drawn to particular classes that represent a special topic offering or a new or unusual opportunity for students in three ways:

- (1) Descriptions in an appropriate appendix or introduction to the class schedule. Faculty seeking notice by this method should submit a proposed text through the department chair/program leader. Limited space may necessitate some restrictions as to scope.
- (2) By memorandum or letter to faculty colleagues through the campus mail.
- (3) By posting a description on the faculty member's department or program bulletin board.

[Source: Council of Deans: 2 August 1983]

SECTION 7.5 – REPEATING COURSES

With the exception of repeatable courses, undergraduate students may only repeat courses if they earned grades lower than a C. Students may repeat up to 16 units with grade forgiveness (the new grade replaces for former grade in the calculation of GPA). Students may repeat an individual course no more than two times. Each of these attempts count towards the 16-unit maximum for repeats. Grade forgiveness will not be allowed for a course for which the original grade was the result of a finding of academic dishonesty. Students may repeat an additional 12 units (beyond the initial 16) with “grades averaged,” where both the original and new grade are included in the calculation of the student’s GPA. Undergraduate students may not repeat more than 28 units of course work. This limit applies only to units completed at Humboldt State University.

Exceptions occur in cases where an academic program on campus specifically designates that a course is repeatable so that the automatic repeat process does not take place. For instance, ESM 111 is set up by the department to be repeatable 4 times. This means that a maximum of 5 attempts of this course will count toward the student’s grade point average.

If a student is interested in repeating a course with grades averaged, they should submit a petition to the Office of the Registrar, SBS 133, if special circumstances are involved. Repeating a Humboldt State course that was previously taken at another college may require permission from the university department offering an equivalent course (if the equivalency has not been established by an articulation agreement). Additionally, the department chair must sign a Student Petition, if applicable, which is available from the Office of the Registrar. In order to override the Humboldt State automatic repeat policy, the student needs approval of the department chair on a Student Petition.

The grades of I, NC, RP, RD, W, WC are not considered as attempts for grade point average computation. Contact the Office of the Registrar, SBS 133, regarding courses taken prior to fall semester 1996. Please note: Some universities calculate all attempts of every course and ignore the undergraduate grade point average provided by Humboldt State for post-baccalaureate programs (e.g. graduate level programs, law school, medical schools).

Students who are pursuing a second bachelor’s degree or who are unclassified post-baccalaureate students are eligible to use the undergraduate repeat policy. Students should submit a petition to the Office of the Registrar, SBS 133.

Graduate students may repeat courses; however, all grades will appear on the permanent record and count in the grade point average. The units earned toward the degree count only once.

Note: A student may not take a course at Humboldt State, repeat it at another college, and then use the repeat policy to remove the Humboldt State course from the grade point average.

Humboldt State University’s course repeat policy can be reviewed online at <https://registrar.humboldt.edu/forms>.

SECTION 7.7 – STUDENT ADVISING PROGRAM

Notice to Students and Faculty

Advising in the College of Natural Resources and Sciences is not limited to the period of time associated with pre-registration for the coming semester, although it is recognized that it may be more intense during

that time. Students will be encouraged to see their faculty advisors during regularly scheduled office hours or to make arrangements for other times as needed. A sign-up sheet on each academic advisor's door may be used as a way of distributing the workload over a longer period of time and as a way of reducing or preventing a last minute rush of students who need advising. Although the Office of Enrollment Management notifies the student of the name of his or her advisor, a roster is maintained in each departmental office.

Access and Maintenance of Current Student Files

Student files will be maintained in department offices. They will be treated as confidential documents in that access to them will be limited to the faculty, to the Department Administrative Analyst/Specialist and/or Administrative Support Coordinator, and to approved, part-time Administrative Support Assistants. Students, upon showing proper identification, may see their file, but they may not remove it from the office.

Typically, the student's advising file will contain those reports issued by the Office for Enrollment Management (advanced standing, grade reports, etc.), academic advising plan, letters of recommendation and other correspondence relating to the student, together with other miscellaneous notes prepared by the advisor. Official materials will be filed in as timely a fashion as workload and staffing permit. Student files will be maintained in the department office so long as they are active. Once the Office of Enrollment Management notifies the department Administrative Support Coordinator that a student has graduated, has withdrawn, or has been disqualified, his or her file will be placed in an archive for a minimum of five years and then destroyed.

Sufficient Availability of Informed Advisors

It is the responsibility of each Department Chair to maintain a list of informed advisors who are available each semester and to make adjustments because of leaves and sabbaticals.

SECTION 7.8 – COURSE SYLLABUS POLICY

A syllabus is required for every course. Copies are to be distributed to the class by the first class period, and one copy is to be given to the ASC for the departmental files, and open for review by prospective students. An electronic copy is to be filed in the Dean's Office via CNRS Course [Syllabi](#) by census every semester.

HSU Policy on Content of Syllabi

University Policy (P18-01)

Purpose of the Policy

This policy updates the Syllabus Policy, as approved by the University Senate on February 9, 2016 and approved by the Provost on February 29, 2016. The guiding logic behind this revision is to balance individual faculty workloads and freedom, on the one hand, with the identified needs of the students, the university, and the faculty as a whole on the other. This policy does so by:

1. empowering students to take responsibility for their own educational attainments. By making syllabi explicit and intentional about campus values and expectations for learning, it links instructors and students in advancing students' knowledge and thinking;

2. emphasizing coherence across the key curricular levels of courses and programs, and thus diminishing the potential disconnect between department, college, and university missions and goals course objectives;
3. addressing the requirements of accrediting bodies that expect coherent and explicit learning expectations for students.

Policy Details

Guidelines Covering Syllabus Use in Courses

It is essential that all students have access to the basic information about the courses in which they are enrolled. Therefore, in every course, the instructor(s) must provide the students with a syllabus in at least 10-point type font and that meets the requirements for the Accessible Technologies Initiative and all other pertinent requirements for the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act. This syllabus must include, but is not limited to, the information included in this policy.

A. Students shall receive a written syllabus (at a minimum digitally but may also provide a hard copy) by the first course meeting or, in the case of courses taught in a hybrid format or online, it will be available to them when the course opens.

A. If the syllabus is only distributed electronically, the instructor must provide detailed instructions on how to access the syllabus. Unless circumstances dictate otherwise, the syllabus must be provided on or before the time of the second-class meeting.

B. All courses with a C-classification must, at minimum, have an accessible syllabus posted in the course shell on the official Learning Management System of Humboldt State University.

C. During the semester, students shall be notified in writing (at a minimum digitally but may also provide a hard copy) of any substantive changes in the course syllabus. Colleges, schools, departments, or programs may specify additional syllabus requirements for their courses.

D. In the case of distance-learning classes that do not meet in person in the same physical setting, the enrolled students shall be provided with the electronic address, access instructions, and required information specified in the previous paragraph via either mail or e-mail.

II: Course Syllabus

Information that must be included in the course syllabus:

- A. Instructor's name, office number, office telephone number and/or e-mail address, and office hours;
- B. The course title and number;
- C. Class term, meeting times, and location;
- D. Statement of scope, content, course goals and/or objectives and/or expected student learning outcomes;
 - a. Including if the course meets any University Curricular Requirement (Institutions, DCG, specific area of GE, etc.).
- E. Require text(s) and/or materials and information on any course fees;
- F. Type and sequence of assignments and basis for assigning course grade;
- G. A description of the teaching methods to be employed;
- H. How the instructor will interpret the University withdrawal policy in this class;

I. A statement of, or reference to where students may find attendance policies and provision for makeup of assignments when there is an excused absence;

J. A reminder that it is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability;

K. Other information essential to the course, for example safety information, information about accessing online resources, information about assignments that must be accomplished at off-campus locations (e. g., field trips or service learning). Instructors should also refer students to the "General Regulations and Procedures" in the Catalog and are encouraged to discuss their interpretation of these General Regulations and Procedures, especially regarding cheating and plagiarism.

a. If students will be required to post course assignments on the Internet, outside of the official Learning Management System of Humboldt State University, this should be included in the syllabus with possible alternative arrangements or assignments.

b. Publicly viewable faculty review of student work may constitute a FERPA violation, and should not be undertaken without careful consultation with the Registrar.

L. Any course that uses hybrid, local online, or distance education course delivery shall explain the following issues in the course syllabus:

a. How the instructor will communicate with the students and how the students will communicate with each other;

b. How online participation will be assessed and graded;

c. How the instructor will monitor the online activities of the students;

d. How the standards of appropriate online behavior will be maintained;

e. The level of technical competence required of the students;

f. What the minimum computer hardware and software requirements are for the class, and what department, college, or University facilities are available to support these requirements for students who cannot afford to buy the technology;

g. The alternative procedures for submitting work in the event of technical breakdowns; the on-campus meeting requirements, if any; how academic honesty will be enforced. If some of the information is subject to change, that fact should be noted in the syllabus (e.g., due dates and exam dates).

h. Any additional statements required by University Senate Policy.

Faculty members must submit copies of the syllabus for each course to the department office by the first Friday of instruction for the semester. Departments and programs will keep a copy of each syllabus for at least five (5) years.

A model syllabus has been prepared by the Center for Teaching and Learning (CTL) and is available on the Center's website.

III Standard Course Outline

For courses that are a standard offering by departments, programs, or colleges course syllabi must conform to the standard course outline (SCO) for the course.

Standard course outlines for all courses should be kept on file by the department, program, or college that offer them. Departments, programs, or colleges may choose to develop standard course outline templates appropriate to their disciplines.

At a minimum, all standard course outlines should contain the following:

- A. The catalog description of the course;
- B. A statement of course objectives and student learning outcomes, including those related to General Education, when applicable;
- C. An outline of the subject matter to be covered. The outline may be thematic and/or sequential;
- D. Any instructional requirements of all faculty teaching the course, including policies regarding textbooks, testing systems, grading systems, integration of laboratory or other non-lecture/discussion components of the course, and other "administrative" aspects of the course, such as repeatability and requirements for hybrid/blended, local online, or distance education courses.

A revised standard course outline for lower-division courses is required by the Curriculum Office if the change to the course changes the community college articulation agreement in any way or if an articulation agreement is being initiated.

IV. Co-listed Undergraduate and Graduate Courses

Course syllabi for courses listed for both undergraduate and graduate credit must have separate syllabi for both the undergraduate and graduate course number;

- A. The syllabi will demonstrate how the course meets the student learning outcomes of the undergraduate and graduate program, independently of each other.
- B. Students receiving graduate credit for the course are expected to perform at a higher level than their undergraduate colleagues, the syllabus must demonstrate the higher expectations for graduate students.

V. Course Syllabi Website

- A. The Office of Academic Affairs will maintain a website with information about syllabus requirements, accessible templates, links to relevant campus policies and other resources. [Access the Syllabus Resources page here.](#)
- B. The office will keep links updated and remind Deans and Department chairs of this policy before the start of each semester.

VI. Syllabus Addendum Website

The Syllabus Addendum website (current URL listed below) has been created to house information about campus policies, procedures and resources for students centrally in one place. Faculty are required to include a link to the website in their syllabi, and are encouraged to list what is found there and describe why it might be useful. Suggested language is provided below:

A website, link below, has been created where you can find information about campus policies and procedures and resources for students. The site includes links such as Add/Drop Policy, Resources for Students with Disabilities, Academic Honesty Policy, Attendance and Disruptive Behavior Policy, Financial Aid, Emergency Procedures, and Counseling and Psychological Services.

<http://www2.humboldt.edu/academicprograms/syllabus-addendum-campus-resou...>

VII. Dissemination and Compliance

A. Syllabi information will be incorporated into new faculty orientation and added to the faculty, administrative, and Department Chair handbooks. Informing all faculty of this policy and other relevant policies will be a responsibility of department chairs.

B. As part of the program review process, all departments and programs will be required to provide evidence of the department's compliance with syllabus policy. Information about the syllabus policy will be appended to all Program Review policies.

Expiration Date (if any; optional)

Issued: February 29, 2018

Supersedes: P16-03 Syllabi Policy and VPAA 07-02 HSU Policy on Content of Syllabus

SECTION 7.9 – OFFICE HOURS

In order to provide students with regular opportunities to meet with faculty outside of lecture or lab, all faculty are expected to maintain office hours. Office hours are to be posted on the door of the faculty member's office, in the course syllabus, and on Canvas. To optimize student access, office hours are to be scheduled at varied times of the day, for a minimum of four hours each week over at least three days of the week during the regular semester. In addition, faculty members are to be available, on a reasonable basis, for appointments outside their regularly announced office hours. Exceptions to these expectations for online instruction, internship supervisors, part-time instructors, and summer sessions (for example) may be made at the discretion of the department chair.

SECTION 7.10 – ASSUMPTIONS AND GUIDELINES FOR ACADEMIC SCHEDULE PLANNING

Each Department/program in the CNRS will develop an academic year course schedule, and present it to the CNRS Dean, Associate Dean and Budget Analyst at a scheduled meeting in November.

The draft plan will explicitly include the following information.

- Document any planned WTU augmentations or reductions relative to the prior year.
- Reflect alignment of the schedule and course rotation plans.
- Document compliance with scheduling zone rules and the CNRS scheduling matrix.
- Reflect tenure track faculty annual workloads of 30 WTU.
 - o Document any reimbursed assigned time
 - o Document and justify any non-reimbursed assigned time
 - o Provide tracking data and justification for assigned S-factor units
- Utilize DARS demand data, but also consider other data (e.g., historical enrollment and recruitment estimates), particularly for freshman classes.
 - o Departments and programs will remind students at the onset of the Fall semester to update DARS degree plans. Communication will be ongoing to

ensure students have at least three complete semesters of courses planned, and chairs will communicate to faculty to not release advising holds for students without 3-semester plans.

- o Assess the effectiveness and efficiency of course rotation plans and offer no more seats in required or restricted elective courses than is necessary to accommodate students. Thus, fewer courses may be offered than the rotation plans currently suggest.
- o Departments and Programs will communicate course rotation adjustments to students.
- Indicate any temporary changes in WTU's based on staffing changes (Sabbaticals, retirements, etc.).
- Reflect a preliminary budget allocation from the college.
 - o Departments and programs will be provided an estimated lecturer budget by October 1. The budget will be evaluated on the previous AY average department cost per lecturer WTU, tenure track: lecturer density, FTES, Headcount, FTEF, strategic initiatives, and available funding. This budget will provide a target lecturer WTU count.
 - o Any zero-enrolled sections must be acknowledged, justified and included in the departmental lecturer budget.
 - o Programs may propose changes to established lecturer budgets to allow for evidence-based strategic realignments.
- Draft future AY schedules will be entered into SIPS by October 31, ahead of the November meeting with the Dean's office.

Strategies and assumptions for reducing costs and aligning capacity, budget and demand:

- Consider enrollment trends to reduce or increase offerings or their frequency.
- Consolidate multi-sectional offerings in fewer sections where possible.
- Assume the CSU systemwide policy of a 12WTU tenure track faculty workload, with at least 9WTU as direct classroom instruction (minus any university-level assigned time or grant buy-out). Up to three WTU of S-factor can be considered for tenure track faculty, but must be aligned with existing campus policy regarding the duration of thesis and research units per student and available lecturer budget.
- Evaluate historically low-enrolled courses and implement efficiencies with reduced offering frequency or possible course substitutions.

Institutional Considerations

Please be prepared to discuss the following institutional-level issues at the November planning meeting:

- How are institutional enrollment trends reflected in the plan?
- How does the plan contribute to reducing the opportunity gaps for our URM students (if applicable)?

- How does the plan promote student retention in first and second year?
- How does the plan help to solve bottleneck and gateway course issues (if applicable)?
- How does the plan improve student graduation rates?

Planning Data Links

The following links are useful when preparing the proposed schedule. Other resources include the current online HSU catalog, course rotation plans, and semester-by-semester course schedule found in the “Quicklinks,” tab on the HSU homepage.

- Historical, course-by-course enrollment data (Course Planning Enrollment and Capacity

AY13/14 – AY17-18): <http://pine.humboldt.edu/anstud/cgi-bin/filter.pl?relevant=subjindex.out>

- Ten years of major count by college, department, program and options (Undergraduate Enrollments AY 08/09 –AY17/18): http://pine.humboldt.edu/anstud/cgi-bin/filter.pl?relevant=majorsall_start.out

[CNRS scheduling and planning policy adopted and implemented in 2018/19]

For course schedule resources, deadlines, training and schedule building tools, please refer to the Office of the Registrar’s website at <https://registrar.humboldt.edu/class-schedule-resources>.

SECTION 08 – THE CURRICULUM

SECTION 8.1 – HSU POLICY ON PROGRAM SUSPENSION

The process of suspension of an academic program is not intended as a means for “de facto” program discontinuance but rather as a temporary procedure before a final decision is made regarding program continuance or discontinuance. This process should be initiated and completed during the fall and spring semesters (not during the summer session). Any proposal to suspend an academic degree program shall specify mechanisms to permit enrolled students to earn their degrees and shall ensure that broad consultation with groups or person likely to be affected has occurred. The suspension process has three phases. To ensure timeliness, the Vice President of Academic Affairs will oversee the process.

Initial Phase

The suspension process may be initiated by one of the following groups or individuals: a majority of probationary and tenured faculty in an academic department or school, an appropriate college committee or an academic administrator. In the case where an academic program includes courses and faculty from several departments (e.g. Environmental Science, Liberal Studies Elementary Education, Social Sciences), suspension may be initiated by a majority of faculty with oversight responsibility for or who routinely teach courses in the program, an appropriate college committee or an academic administrator. A list of current programs and faculty can be found in the Office of Academic Affairs. The group or individual will initiate the process by preparing a written justification for suspension of the academic program, and should clearly identify the stakeholders affected by the recommendation. This initiating document will not only provide detailed reasons for the proposed suspension but will also include a discussion of provisions to be made for all students currently enrolled in the program to ensure their ability to graduate in a timely manner. Furthermore, the document will specify a maximum length of time for the program suspension, not to exceed five years and additionally propose an effective date for the beginning of the suspension. This initiating document will be transmitted to the Vice President for Academic Affairs who, following consultation with the Academic Senate Chair, will make a recommendation to the President regarding initiation of the process.

If the decision is to proceed, a copy of this initiating document will be sent to all University academic departments/programs, colleges, Associated Students and academic administrators.

Response Phase

The response phase of the suspension process shall be for a period of 40 academic days. For purposes of this process, an academic day shall be defined as a Faculty Academic Workday (exclusive of the summer term). The response phase shall commence on the day that the initiating document is distributed to the campus. During the response phase, academic departments/programs outside the department being considered, faculty member(s) in the affected academic program, college committees or academic administrators will have an opportunity to prepare response documents providing a rebuttal to the justification for suspension. Response documents should address the issues raised in the initiating document and may also provide a revised length of time for suspension should suspension be approved. It is important that during this response phase student input is solicited and considered by

departments/programs/individuals prior to making a decision as to whether to prepare a response document. Response documents must be received by the Office of Academic Affairs prior to the end of the response period. These response documents shall be immediately copied to the affected department for review and comment. If no response documents are received in the Office of Academic Affairs by the end of the response period then the program will be suspended for the indicated period effective with the following academic year.

If the department/program offering the degree program has not written the initiating document, it can respond within the 40 academic days of the response phase as described above. The department/program will also have an opportunity to review and comment on the responses received by the Office of Academic Affairs. The departmental review, commentary and recommendations along with the initiating and response documents are forwarded to the appropriate college for the next level of review.

Review Phase

In the case where a response document is received during the response phase, then the campus review process will commence. If neither the initiating document nor the response document were prepared by the

department/program offering the degree program then the first level of review will be at the department/program level. Otherwise, the first level of review will be at the college level. At all levels of review, the recommendations shall be immediately copied to the affected program for an opportunity to respond to the next level of review. Refer to flow diagram for further clarification.

College Level Review (administrative and committee reviews occur simultaneously)

College Curriculum Committee Review

The appropriate college curriculum committee or other college level committee designated for this purpose shall review the proposed suspension and provide commentary and a recommendation regarding

the proposal to either the University Curriculum Committee (UCC), in the case of an undergraduate program, or the Graduate Council, in the case of a graduate program. The college level review shall assure that students currently enrolled in the degree program proposed for suspension have been informed of the proposal and have had an opportunity to provide commentary on the proposal. The college level review shall be completed within 30 academic days of receipt of the proposal.

College Dean Review

Simultaneously with the College Level Review, the appropriate college dean will conduct a review of the proposed suspension. The dean will provide commentary and a recommendation to the Joint Council of Deans and Faculty Leaders (Joint Council) within 30 academic days of receipt of the proposal.

University Level Review (UCC/Graduate Council and Joint Council reviews occur simultaneously)

UCC/Graduate Council Review

The UCC or Graduate Council, as appropriate, shall review the proposed suspension and forward commentary and a recommendation to the Academic Senate within 30 academic days of receipt of the proposal.

Joint Council Review

Simultaneously with the UCC/Graduate Council Review, the Joint Council shall review the proposed suspension and forward commentary and a recommendation to the Vice President for Academic Affairs within 30 academic days of receipt of the proposal.

Academic Affairs/Senate Level Review (Academic Affairs and Academic Senate reviews occur simultaneously)

Academic Senate Review

The Academic Senate will review the proposed suspension and forward commentary and a recommendation to the President within 30 academic days of receipt of the proposal.

Vice President Review

Simultaneously with the Academic Senate review, the Vice President of Academic Affairs will review the proposed suspension and forward commentary and a recommendation to the President within 30 academic days of receipt of the proposal.

Presidential Level Review

The President shall review all supporting documentation and determine whether the academic program will be suspended and if the decision is to suspend then a maximum length of suspension must be specified (not to exceed 5 years). The Presidential Review shall be completed within 30 academic days.

Maximum time limits for Response Phase = 40 academic days

Maximum time limits for Review Phase = 30 academic days

- College Level
- Joint council/UCC Level
- VPAA/Senate Level
- President

* For a copy of the *HSU Procedures for Suspension of Academic Programs* and the *HSU Procedures for Discontinuance of Academic Programs*, see the Academic Programs and Undergraduate/Graduate Studies' website at <https://academicprograms.humboldt.edu/content/curriculum-guidelines-policies-procedures>

Recommended by CNRS Curriculum Committee 2/6/03

Adopted by CNRS Council of Department Chairs 4/3/03

University-wide policy included August 2019

SECTION 8.2 – ACADEMIC PROGRAM REVIEW

Academic Program Review Resources can be found on the Office of Institutional Effectiveness website at <https://ie.humboldt.edu/program-review>. You may wish to reference this website to find out when an academic program is up next for review or access the Strategic Data Workbook used to support the program review process. Please note that frequent updates and changes should be expected and that updates and changes are noted by version numbers.

For more information on how to access the Strategic Data Workbook, Program Data Sheets and additional resources and training, please go to <https://ie.humboldt.edu/program-review>.

SECTION 8.3 – AREA B GENERAL EDUCATION

Guidelines and Statement of Program Goals

General education in the natural sciences and mathematics focuses on the physical universe and its life forms, and on quantitative reasoning to assist students in understanding, appreciating, and participating in a changing world. Program goals recognize the importance of scientific methods as investigative tools and present science as a unified discipline with a major impact on the human condition.

The goals of the general education program in the natural sciences and mathematics are:

- (1) to provide an understanding of the nature, scope, and limits of science and its relation to other branches of human inquiry. These facets of science are exemplified by:
 - a. introducing the scientific world-view that the universe operates according to a set of laws and that it is, therefore, comprehensible;
 - b. exposing the student to the various ways in which scientists go about understanding the world around us, recognizing that some of the natural sciences rely heavily on detailed observation and analysis of existing evidence, while others are primarily experimental in their approach;
 - c. explaining the nature of observations, experiments, evidence, inferences, and conclusions;
 - d. appreciating that scientific principles are the products of human imagination and endeavor;
 - e. acquainting the student with the kinds of questions that science can answer and those that it cannot;
 - f. teaching the student to distinguish the rational from the irrational, the sound argument from the mathematically and statistically fallacious one, and the scientific from the pseudoscientific; and
 - g. fostering the traits of inquisitiveness, objectivity, open-mindedness, and skepticism.
- (2) to impart the facts and principles that form our understanding of the living and non-living systems of our universe;
 - a. to teach the language of science to facilitate cognition, interpretation, and communication;
 - b. to develop scientific reasoning for use in the critical examination of concepts and information; and
 - c. to identify sources of information for the pursuit of scientific inquiry, not only for current use, but also as a foundation for future study.
- (3) to develop mathematical concepts and quantitative reasoning and to demonstrate their widespread application in problem solving;
- (4) to provide for direct participation in a laboratory experience;
- (5) to promote an understanding of the impact of scientific knowledge and technology on our civilization -- both past and present -- and to recognize the contributions that have been made by members of various cultural groups and by women; and
- (6) to consider the moral and ethical implications of science, so as to nurture a respect for human values.

These should be viewed as overall goals of the entire program of general education in the natural sciences and mathematics. *No single course is expected to meet all of them.* The program is designed to emphasize goals 1-4 in lower division courses, while goals 5 and 6 are stressed more at the upper division level. These goals must be presented overtly and explicitly; the professor should not assume that the student will understand them solely from implicit examples of science. Further, it is understood that these objectives can be met by devoting specific lecture or laboratory time to them or by weaving them throughout the structure of the class, as the instructor desires.

Lower Division Courses

The lower division component of general education in the natural sciences and mathematics requires a minimum of nine semester units and includes inquiry into the physical universe (facts and principles that form the foundation of non-living systems), life forms (diversity and unity of life and its fundamental processes), and mathematical concepts and quantitative reasoning (basic concepts and their broad applications).

The focus of the general education requirement is not skill-based, technique-based or utility-based. Instruction approved for the fulfillment of the Area B general education requirement is intended to impart knowledge of the facts and principles that form the foundations of living and non-living systems. GE science courses should promote understanding and appreciation of the methodologies of science as investigative tools and the limitations of scientific endeavors: namely, what is the evidence and how was it derived? Particular attention should be given to the influence that the acquisition of scientific knowledge has on the development of the world's civilizations.

The Area B requirements are generally met by selecting from among the courses identified below which are offered, approved, and reviewed by the College of Natural Resources and Sciences. Other courses offered at HSU may be recommended by the CNRS Curriculum Committee and Dean (see Course Approval) and periodically reviewed (see Review of Approved Courses) if the class meets the program goals, requirements, and focus addressed in this document.

The Area B requirement in life forms may be met by taking any CNRS approved 3- to 5-unit lower division course with a biology, botany, or zoology prefix.

The Area B requirement in the physical universe may be met by taking any CNRS approved 3- to 5-unit lower division course with a chemistry, geology, oceanography, physics or physical science prefix.

The Area B requirement in mathematical concepts and quantitative reasoning may be met by taking any CNRS approved 3- to 5-unit lower division course with a biometry, mathematics, or statistics prefix.

In specifying inquiry into mathematical concepts and quantitative reasoning and their application, the intention is not to imply merely basic computational skills or to emphasize only utility or interpretation, but to encourage the understanding of basic mathematical concepts. Courses approved for the Area B requirement in mathematical concepts and quantitative reasoning must have prerequisites that meet ELM minimum requirements.

Upper Division Courses

The upper division component of science general education is intended to broaden students' perspectives by demonstrating the interrelation of science and society and by developing the intellectual tools required for making informed judgments. To help to ensure a desirable level of sophistication among students, all lower division science general education must be completed before enrolling in an upper division course. An upper division science general education course must be developed around a strong science core and must draw upon the information and experience gained in lower division science general education classes. A number of approaches are possible, such as organizing a course along historical lines, critically examining contemporary topics susceptible to scientific evaluation, or surveying disciplinary or thematic issue.

Although course content may vary substantially from one class to another, every upper division general education course in natural sciences and mathematics must:

1. discuss a body of knowledge in natural science or mathematics and place its major scientific discoveries in an historical perspective relative to important social, cultural, religious, or political events; and
2. expose students to the critical thinking skills necessary to make informed judgments on scientific and technological issues facing society.

Students may satisfy a six-unit upper division Area B requirement by completing an approved minor in one of the Area B disciplines in the College of Natural Resources and Sciences, or they may satisfy the three-unit requirement by taking one of the approved courses.

Course Approval

Programs or departments wishing to propose a general education course in the natural sciences and mathematics are required to submit:

1. an explanation of how the course meets the program goals in the natural sciences and mathematics;
2. a detailed course outline, including the approximate number of lectures per topic or specific objective;
3. a statement of the method(s) of student evaluation to be employed in the course, addressing specifically the university requirement of a critical interaction between the student and the ideas, perspectives, and methodology of the area.

Review of Approved Courses

The University Curriculum Committee requires periodic review of all general education courses. The first review typically occurs within two years of its initial offering. Unless the College of Natural Resources and Sciences requests otherwise, courses will then be reviewed every 5 years. To assist the college in its review, the faculty of the department offering the course must:

1. carry out a peer review of the course. It is assumed that this process will be conducted in the same manner that the department uses for any other curricular matters, e. g. the review may be carried out by the faculty as a whole or the task is delegated to a standing curriculum committee. The peer review statement should contain three elements: (a) a description of how it was carried out; (b) an evaluation of how the course is meeting general education goals, as they were presented at the time the course was approved; and (c) a judgment of whether the performance required of the student is consistent with lower or upper division class standards, as appropriate.
2. submit representative samples of course outlines, assignments, and one or more sets of final examinations or other evaluative instruments.
3. submit one or more sets of course evaluations that include a small number of standardized questions provided by the college.

A lecture syllabus and sample assignments or examinations may not reflect the full array of subjects covered or of points raised in lectures, laboratories, and discussions. Instructors are encouraged to submit any additional statement that they feel would assist in the review. An interview with a recent instructor in a particular course may be requested.

Learner Outcomes

Lower Division Science GE Outcomes for Life Forms and the Physical Universe

Upon completing this requirement students will:

1. apply scientific concepts and theories to develop scientific explanations of natural phenomena.

2. critically evaluate conclusions drawn from a particular set of observations or experiments.
3. demonstrate their understanding of the science field under study through proper use of the technical/scientific language, and the development, interpretation, and application of concepts.

Upper Division Sciences GE Outcomes for Life Forms and the Physical Universe

Upon completing this requirement students will:

1. apply scientific concepts and theories to develop scientific explanations of natural phenomena.
2. critically evaluate conclusions drawn from a particular set of observations or experiments.
3. discuss value systems and ethics associated with scientific endeavors.

Math & Quantitative Reasoning GE Outcomes

Upon completing this requirement students will:

1. use skills beyond the level of intermediate algebra to solve problems through quantitative reasoning.
2. apply mathematical concepts and quantitative reasoning to problems.

Revised: CNRS Curriculum Committee, 02 May 1996

Approved: Dean, 03 May 1996

Approved: UCC, 07 May 1996

Fall 2003: Information on "Learner Outcomes and Assessment" and updated "Review of Approved Courses" is the result of several years of consultation among the CNRS faculty, the CNRS Curriculum Committee, and the UCC (Summer 1999 through AY 2002/03).

[Office of Academic Programs website: September 2019]

SECTION 8.4 – DIVERSITY AND COMMON GROUND COURSE CRITERIA

DCG Guidelines

Any approved DCG course will be centrally organized around the aims of one of the four pedagogical models below.

A. Multicultural Studies: Educational Objectives

- To comprehend the diversity of knowledge, experiences, values, world views, traditions and achievements represented by the cultures of the United States and/or beyond, and to understand some of the significant ways in which those cultures have interacted with one another
- To explore and evaluate concrete examples of the student's own cultural heritage in relation to others

- To develop in students the ability to read a culture critically through expressions and representations indigenous and exogenous to that culture

B. Identity Politics: Educational Objectives

- To study how various cultural groups have defined their visions of self and other, and of the relationships between self and other
- To evaluate the complexity and fluidity of social identities, particularly with respect to the intersections of class, ethnicity, disability, gender, nationality, and so on
- To understand how cultural differences and identities founded in such categories as age, race, sexuality and so on are produced and perpetuated through a variety of social, cultural, and disciplinary discourses (e.g. literature, popular culture, science, law, etc.)

C. Differential Power and Privilege: Educational Objectives

- To become aware of the causes and effects of structured inequalities and prejudicial exclusion rooted in race, class, gender, etc., and to elucidate broader questions of bias and discrimination as they relate to the exercise and distribution of material and cultural power and privilege
- To study culturally diverse perspectives on past and present injustice, and on processes leading to a more just and equitable society
- To expand the ability to think critically about vital problems and controversies in social, scientific, economic and cultural life stemming from differences of gender, race, disability, class, etc.

D. An Integrative Approach

An integrative approach which substantively incorporates aims from two or more of the models.

Additionally, students will continue to be required to take two DCG courses but now at least one of the two courses used to satisfy the DCG requirement must be domestic, i.e. focused on the United States, and the second of the mandatory courses may take an approach that recognizes wider international or transnational forces.

Finally, departments will review the DCG guidelines with all faculty assigned to teach DCG courses, and individual instructors will highlight for students, in class and on the course syllabus, the principal aims of their courses with respect to DCG.

Procedures for proposing and recertifying DCG courses, the DCG Course Proposal Form, historical references and other information regarding DCG guidelines may be found at the Academic Programs' website: <http://www.humboldt.edu/academicprograms/GE%20and%20All-University%20Requirements.html>

Recommended by UCC and approved Spring 2000 by Academic Senate and President McCrone – effective Fall 2000.

SECTION 8.5 – CURRICULUM GUIDELINES, POLICIES & PROCEDURES

The Office Office of Academic Programs manages the curriculum proposal process for the University.

Curriculum related forms and deadlines for the 2020/2021 catalog and can be found at <https://academicprograms.humboldt.edu/content/curriculum-deadlines>. Please consult with the CNRS Associate Dean to thoroughly review your proposal. The deadlines provided on the Academic Programs website will who when the completed, Associate Dean-approved proposal is due to the Curriculum Coordinator in Curriculog.

If the proposal has the potential to create a significant change to university policies or practices, please be sure to discuss with your Associate Dean or Vice Provost to gain support before entering/submitting the proposal.

Beginning Fall 2019, curriculum proposals must be submitted through Curriculog, which can be accessed via the Faculty/staff Resources tab in myHumboldt. Paper Curriculum Forms are no longer accepted. The Curriculog Guide can be downloaded at <https://academicprograms.humboldt.edu/content/curriculum-training-forms>. Curriculog training and open lab sessions are available during the fall 2019 term.

[Reviewed for currency August 2019]

SECTION 09 – RESEARCH POLICIES

SECTION 9.1 – MISCONDUCT IN SCIENTIFIC RESEARCH

Humboldt State University (University) is committed to ethical principles and procedures regarding integrity in all forms of research activity for which the University is responsible. This policy is also intended to conform to the requirements of the United States Department of Health and Human Services (HHS), the U.S. Public Health Service (PHS), the National Science Foundation (NSF) and Federal regulations including, but not limited to, the "Public Health Service Policies on Research Misconduct" [42 Code of Federal Regulations (CFR) 93] and the "National Science Foundation Regulations on Misconduct in Science and Engineering Research" [45 CFR, Part 689].

Members of the University community engaged in research and creative activities are not to: fabricate data or results; change or knowingly omit data or results to misrepresent results in the research record; or intentionally misappropriate the ideas, writings, research, or findings of others. All those engaged in research are expected to pursue the advancement of knowledge while meeting the highest standards of honesty, accuracy, and objectivity in their work in general and as authors. This standard extends to all publications. They are also expected to demonstrate accountability for sponsors' funds and to comply with specific terms and conditions of contracts and grants.

To view the policy with additional references provided, go to <https://policy.humboldt.edu/p16-04-policy-and-procedure-responding-allegations-research-misconduct>

University Policy Number: P16-04

Adopted by Provost and Vice President of Academic Affairs on August 24, 2016

SECTION 9.2 – POLICY ON SPONSORED PROGRAMS FOUNDATION FACULTY "BUY-OUT"

It is the position of the Dean's Office that faculty services, when purchased by outside agencies, should reflect the full cost of the release time purchased. For example, if a faculty member's academic year

salary is \$60,000 and the agency is requesting 50% (or 7.5 WTUs) release from responsibilities for that academic year, then the cost to the agency is \$30,000 plus benefits. Although replacement cost rather than full cost has been negotiated in the past, it seldom reflects the total cost to the department of having a regular faculty member removed from the department for a portion of his/her load. If replacement cost rather than full cost is the only option available to an investigator, the calculated replacement costs should be adequate to fund appropriately qualified temporary faculty.

CNRS policy is to encourage faculty to pursue opportunities that involve research/service with outside agencies. In support of this, a portion of funds recovered (25%) above those for replacement in the classroom will be returned to the departments to cover additional costs and to promote more research activity. However, because internal releases such as those for faculty governance are based on minimal replacement costs and generally cost the college more than the amount returned in exchange for faculty services, the college must retain a portion of any funds recovered above those for replacement. The default return rate to the department will be 25% of the excess of direct replacement, although the possibility for negotiating with the Dean on a case-by-case basis exists.

SECTION 9.3 – POLICY ON PRINCIPAL INVESTIGATORS

Because grants and contracts are generally agreements in which the university is responsible for delivering the product, approval for submissions by the Dean's Office will only be for permanent employees (permanent staff, tenured or tenure-track faculty, and staff of the Cooperative Fisheries Unit) of the university. Temporary faculty and staff who wish to apply for grants or contracts must have a qualified sponsor who serves as the Co-Principal Investigator on the project.

SECTION 9.4 – PROTECTION OF HUMAN SUBJECTS IN RESEARCH

HSU protects human subjects in research from risks to health and psychological and social well-being. It is the responsibility of the HSU Institutional Review Board (IRB) to review all research involving human subjects and to maintain records of its review for a period of not less than three years after the completion of the research.

This policy covers all research involving human subjects: (1) conducted at HSU; (2) using HSU facilities; (3) by HSU employees, students, or other persons otherwise affiliated with HSU; or (4) using HSU employees or students as subjects. It also applies to research conducted by or with the assistance of the HSU Foundation and other HSU auxiliaries.

For additional information, see Executive Memorandum P92-7 and the IRB Handbook, or contact the Office of Research and Graduate Studies.

SECTION 9.5 – ANIMAL CARE AND USE POLICY

Our Institutional Animal Care and Use Committee(IACUC) strives to facilitate the efforts by our faculty and students to produce quality research and teaching experiences. At the same time, we have been appointed by the University President to monitor and share the responsibility of ensuring that individuals

associated with HSU who work with vertebrate animals do so in compliance with relevant state and federal laws.

All institutions and agencies that utilize live animals in teaching and research are expected to follow federal and state laws that regulate such use. All such institutions must form an IACUC to oversee vertebrate animal use and to help ensure that vertebrates are treated humanely (please refer to the Guidelines for Use of Animals in Teaching and Research for additional information). A number of federal laws and policies impact the use of vertebrate animals in teaching and research. Most notably, the Animal Welfare Act, the Public Health Service Guide for the Care and Use of Laboratory Animals, and the Good Laboratory Practice Act dictate minimal standards of care. Additionally, several other laws, including the Endangered Species Act, the CITES convention, the Marine Mammal Conservation and Protection Act, the Magnuson-Stevens Fishery Conservation and Management Act, and the California Fish and Game Commission (Title 14) also regulate the use of specific species of animals. Our IACUC conducts inspections of our animal-related facilities twice per year. The IACUC is also charged with reviewing and approving all protocols for the use of live animals in teaching or research. Additionally, our facilities and animal programs are inspected and reviewed twice per year by a USDA inspector.

Prior to initiating a research project involving animals or incorporating animals in a teaching program, the responsible parties should review the laws that may regulate their work (note that individual students and their faculty advisors are held legally responsible for complying with these laws). The next stage of the process involves obtaining approval, and permits when necessary, from the appropriate governing bodies. Finally, the faculty member or student must submit a completed Section 5 protocol to the IACUC for in-house review. It is illegal to use animals for any purpose without first obtaining the necessary permits from federal and state agencies and without obtaining approval from the IACUC.

The protocol application form used by HSU is relatively short and, if sufficient time has been spent planning the research, takes only a short time to complete. The form is updated at irregular intervals.

For more information regarding the care and use of animals in teaching and research may be obtained by accessing the [IACUC website](#) or by contacting the CNRS Dean's Office.

[Source: HSU Executive Memorandum P89-6.]

[Information current as of September 2019]

SECTION 10 – BUDGET, FINANCE AND PROCUREMENT

SECTION 10.1 – BUDGET PRINCIPLES AND CALENDAR

Budget Section Under Review – December 2019

Budget Principles

The budget allocation process is based upon assumptions that are subject to change given the effects of various internal and external factors. This document may be revised periodically to reflect these changes.

External Factors (CSU and State of California) That Must Be Considered

- (1) The number of students that the CSU will be expected to admit, educate, and graduate will increase. Humboldt State University will be asked to do its part in meeting these targets.

- (2) Higher education will not see a restoration of its former funding levels. General fund allocations to the CSU will increase only slightly above present levels. Modest increases in the general fund and expected increases in student tuition and fees will be consumed by inflation, pay raises, bond payments, and infrastructure costs.
- (3) Grants, contracts, and gifts will increase. However, almost all of these funds will come to the campuses for restricted uses and will not provide significant augmentations to the routine costs of running the academic programs. Additionally, grants may often require matching resources that may lead to shifting of resources.
- (4) Accountability will become increasingly important, especially in terms of serving a budgeted number of students, of time to graduation, and of the success of the graduates of the academic program in meeting the needs of the people of the state.
- (5) Technological developments will bring about major changes in the way that students and faculty will interact. This will impact the budget allocation process.
- (6) Not all public institutions may survive. Those that lack a distinctive mission and character or those too narrow in focus will be especially vulnerable.
- (7) There will be academic program changes. Cost factors and student interest will force the consideration of pedagogical adjustments. Some existing programs will be merged with others and some will be eliminated as new programs are approved.
- (8) The CSU will adopt a budget methodology that is basically quantitative in its approach. Major categories of the CSU's budgets to the campuses have been identified as: Sustaining, Enrollment Adjustments, and Special Initiatives. The number of students on a campus will continue to be a major factor in determining its budget, along with, perhaps, student-to-faculty ratio, other student-to-unit ratios, and differences in program costs. Campuses will have a great deal of flexibility in how they budget internally.

Attributes of the HSU Allocation System

- (1) The system of allocating academic resources must be based upon a thorough understanding of the resource generation methodology used by the CSU.
- (2) Alternative allocation procedures that best meet the academic and campus needs should be utilized.
- (3) Internal allocation procedures should be consistent with what is said about the institution in the university mission statement and in the recruiting strategies for faculty, staff, and students. They should include provisions for rewarding behavior that would improve upon the institution's academic mission.
- (4) As in the past, the University will not be able to maintain all of its programs at an equal level of excellence. The allocation system accepts the inevitability, even the desirability, of maintaining some academic programs at a higher level of quality than others. Such determinations are linked to the philosophy and priorities that appear in the University's mission statement, in its long range planning documents, and in decisions made as a result of the periodic curriculum/resource reviews of approved programs.

- (5) Some programs, including high demand programs, may be held at a level of minimum program support; others will be allowed to grow.
- (6) Some academic departments and programs may be merged with one another. Others may be eliminated. However, layoff of faculty and staff cannot be viewed as an immediate source of additional funds to solve a budget problem. Long term planning that involves program discontinuation, followed by retraining and reassignment of permanent employees, is an acceptable budget strategy.
- (7) The allocation procedures must be open to inspection and be explainable.
- (8) The methodology should rest upon a series of features, many of which are numerically described and are subject to verification and correction.
- (9) While the number of students served must be a primary factor in determining the allocation of resources to a college, it is not the only criterion used. It is recognized that some programs have higher non-personnel operating costs than others. Programs also differ widely in their modes of instruction (lecture, laboratory, studio instruction, etc.), the level (lower division, upper division, graduate) of students taking classes in the program, and the balance of permanent and temporary faculty. Some programs may also be considered essential to the University.
- (10) Because faculty salaries consume the major portion of the Academic Affairs budget, special attention must be focused on the method of assigning faculty positions. The "C-classification Standards" developed almost three decades ago by the CSU should be adapted to meet the campus needs or replaced entirely with new mode and level criteria designed by this campus. A much more flexible approach to assigning C-classifications should be encouraged -- one that places more emphasis on how teaching/learning strategies are actually carried out in the classroom. It is urged that more attention be devoted to consistent and uniform application of whatever criteria may be developed in addressing mode and level classification.
- (11) Allocations should be made to colleges or to other major academic units, as opposed to departments or programs.
- (12) The allocation process should not cause dramatic annual changes in the resources available to a unit. A college or other major administrative unit should not ordinarily experience more than a 2% decrease in its budget from one year to the next.
- (13) Funds for dealing with emergency situations, unanticipated enrollment demands, campus-wide commitments, and special initiatives should be held centrally in the Provost's Office.
- (14) The majority of the Academic Affairs General Fund budget is allocated in support of sustaining operations. The base budget provides for the primary maintenance of current programs and units. The determination of the basic support provided to each of the approved programs and these functions begins with recommendations made by the unit itself as part of the Program Review process. These recommendations are evaluated and modified, as deemed necessary, over the course of the entire review. The process culminates with a recommendation to the Provost regarding appropriate resource support for the program.

The base budget is subject to other adjustments (up or down), including:

- changes in the level of support provided by the Governor's Budget

- shifts in student demand
 - costs of implementing modifications in university priorities
 - costs of implementing modifications in OAA priorities
 - costs of implementing special initiatives
 - cost changes
- (15) As funds and priorities permit, unit budgets will be adjusted upward or downward to reflect changes in enrollment distribution. This may be viewed as the second component of a unit's budget (Enrollment Adjustment).
- (16) Remaining funds should go to a third budget component, money requested and approved for special initiatives within or among units.

Budget Calendar

The budget calendar represents a complete budgetary cycle that spans a twelve or thirteen month period. The cycle begins with the Director of Budget and Institutional Data presenting an overview of the previous academic year's allocations and expenditures in September of the current academic year and it terminates with the Provost's approval of the budget in August or September of the following academic year.

- SEP During first budget planning meeting for next academic year, the Director of Budget and Institutional Data, Academic Affairs (BIDAA), presents to the Provost's Council an overview of previous year's allocations and expenditures
- SEP Deans, Librarian, and Directors present to the Provost's Council base budget requests for next academic year
- OCT Provost reports on prior year and current year budgets to Senate Executive Committee or Senate, as appropriate, and discusses plans for next academic year's budget
- JAN Mid-year review by the Provost's Council of current academic year expenditures
- JAN Dean of Enrollment Management presents to the Provost's Council preliminary enrollment forecast for next academic year
- FEB Director of BIDAA presents to the Provost's Council preliminary OAA budget for next academic year
- FEB Director of BIDAA adjusts base budget requests for next academic year, where appropriate, to reflect enrollment projections
- FEB Provost, with advice from the Provost's Council, approves preliminary budget for next academic year (base budget + enrollment adjustments, where appropriate) for major administrative units
- MAR Deans, Librarian, and Directors present to the Provost's Council special initiatives requests for next academic year
- MAY Dean of Enrollment Management presents to the Provost's Council revised enrollment forecast for next academic year

- MAY Provost, with advice from the Provost's Council, approves preliminary budget for next academic year (base budget + enrollment adjustments + special initiatives) for major administrative units
- AUG University President, after receiving recommendations from the URPBC and consulting with Executive Committee, approves the OAA budget for current academic year
- AUG/ Provost, after appropriate consultation, approves final OAA budget for current academic
- SEP year

BUDGET CATEGORIES

The budget categories used by the Office for Academic Affairs, along with their associated Common Management System subcodes, are listed in the "Provost's Budget Request Package." The list is subject to periodic revision.

DEFINITION OF BASE BUDGET

A unit's base budget is the funding needed to provide essential services for its currently approved program (size and functions). If there were no changes in the number of clients to be served, no required changes in the functions to be carried out, no inflation, and no compensation increases, then the base budget would remain at the current level for the indefinite future. In the real world, the number of students, faculty, and staff does change; functions are added and deleted; inflation can be a significant factor; salaries do increase; equipment does have to be repaired and replaced. The base budget for a unit changes accordingly.

To assist in the analysis of base budget requests, the Vice President's Office will provide the Budget Committee and the Provost's Council with a three-year history of expenditures in major budget categories (e. g., personnel, operating expenses, and equipment) for the administrative units within Academic Affairs; a summary of relevant portions of the Governor's budget for units that have discrete allocations; a projection of Full-Time Equivalent Students and Full-Time Equivalent Faculty for the coming year; and any additional information that either group may find useful in its deliberations.

The base budget concept excludes consideration of special initiatives. An opportunity will be provided to entertain requests for new initiatives.

Because of the uncertainties of changes in compensation (wages, salaries, fringe benefits, etc.), presentations should exclude these adjustments. Once they have been determined, a unit's personnel budget will be modified.

PROTOCOL FOR PRESENTATIONS

The Provost, College Deans, University Librarian, Staff Deans, and the Director of Information Technology Services will make the presentations before the Provost's Council. The requests from other directors (CICD, Marine Laboratory, etc.) will be made by their supervisors. Those who will make presentations will be expected to submit a written summary of their remarks prior to the Provost's Council meetings scheduled for the presentations themselves. All of the written summaries will be due on the same day so that committee members will have an opportunity to see all of the information at once and to make whatever comparisons and analyses are deemed appropriate. To assist in those

efforts, the Provost will make available to the Provost's Council members the preliminary allocations of personnel and operating expense budgets that each major unit would have received under the currently approved allocation procedures. After the oral presentations, the Provost's Council members will be able to ask questions, seek clarifications, and offer commentary and suggestions.

Endorsed in concept by ARAC: 19 December 1995

Discussion and amendments by ARAC: 24 January 1996

Revisions by ARAC Budget Subcommittee: 31 JANUARY 1996

Reviewed by Academic Senate: 02 April 1996

Revisions by ARAC Budget Subcommittee: 30 August 1996

Revisions by the OAA Budget Committee: 03 December 1997

Revisions recommended by the OAA Budget Committee: 10 December 1997

Revised and recommended by Provost's Council: 17 December 1997

Reviewed and recommended by the Senate Executive Committee: 20 January 1998

SECTION 10.2 – DEFINITION OF INSTRUCTIONAL EQUIPMENT

Instructional equipment:

- has a normal useful life of two or more years;
- is used primarily in the direct or indirect support of classroom instruction, including directed, and/or experiential learning;
- is typically assigned to rooms that are classified as capacity space (FTES-generating), lecture/laboratory preparation areas, display areas (museums, galleries, and so on), media centers, courseware development centers, distance learning facilities, computer workstations assigned to faculty offices, and public information retrieval areas of the library.

Vans and buses used primarily to transport students to and from field sites or to off campus facilities are instructional equipment.

Furniture items are not ordinarily instructional equipment unless such items are used in a classroom or are used for special educational purposes, e. g. display cases.

Equipment items assigned to administrative offices (provost, deans, directors, faculty, staff, etc.) are not instructional equipment.

For more information, please go to the Asset Management website at <https://www2.humboldt.edu/financialservices/asset-management>

[Adopted by OAA Provost's Council, 22 October 1997]

[Updated August 2019]

SECTION 10.3 – MATERIALS, SUPPLIES AND FACILITIES FEE

Materials, Supplies and Facilities (MSF) are category III fees associated with state-supported courses that are specifically designated for materials and services used in concert with the basic foundation of an academic course offering to enhance the undergraduate experience. Some examples are: Materials, Supplies and Facility fee, lab fees and field trip fees. Per the California State University Fee Policy EO 1102, the MSF fee structure was updated in September 2017 to include the establishment of a Student Fee Advisory Committee [EM P17-06].

Field-based instruction is a hallmark of the College of Natural Resources and Sciences and a contributing factor to the success and reputation of our academic programs. The CNRS will continue to support field-based instruction to the extent our budget allows, however, this mode of instruction can be quite expensive depending on the location and duration of associated field trips. Field trips are currently funded through Materials, Services and Facilities (MSF) fees assessed on all HSU students. MSF field trip budgeting has become necessary due to the rapidly expanding frequency and cost of CNRS field trips. Each Department must now strictly adhere to an annual budget for MSF-funded field trips. Field trips treated here include any trip with associated costs such as needing a bus, rental vans, and/or paid driver.

Faculty wishing to take students on MSF-funded field trips will submit field trip budget requests for each field trip to the Department chair. Requests must include the course title, date(s) of travel, justification based on course and program learning objectives, and itemized projected costs of each field trip. Department faculty should then collaboratively determine which courses will include field trips and at what frequency and destination, as well as the proportion of their annual MSF field trip budget to allocate during Fall and Spring semesters. Because all field trips must be included in course syllabi early evaluation and approval are necessary. Thus, no later than the end of the first week of instruction each semester, Departments (by a method of their choosing) will need to prioritize and approve requested field trips, not to exceed the department's field trip budget. The Department Chair will inform the faculty of approved field trips and provide a list of all approved field trips to the Dean's office. Expenditures over the Departmental field trip budget will be paid from Department trust accounts or operating expense budgets.

Class Cruises on the R/V *Coral Sea* will follow a similar approval process and timeline, but will be approved based on a separate Departmental budget allocation. Guidelines for Coral Sea use are currently in development.

The Dean of the college, in consultation with faculty, staff, and students, is responsible for allocations of funds collected through the MSF fee.

[CNRS MSF Field Trip Budget Policy Associate Dean- Zechman]

SECTION 11 – TRAVEL POLICIES

SECTION 11.1 – COLLEGE TRAVEL POLICY

The College of Natural Resources and Sciences travel funds are to be used chiefly in support of activities that enhance teaching effectiveness and professional development. Support is generally available to faculty, as defined by the College Bylaws, and *only to the extent that the travel budget*

permits. See [Appendix W](#) of the Humboldt State University Faculty Handbook for an explanation of additional State and California State University regulations.

Per HSU exceptions to CSU Travel Policy G-001, pre-approval (travel authorizations) is required for all state travel. Pre-approval (travel authorization) is required on all University travel with the exception of local mileage using a Zipcar.

- A. Faculty Travel. First priority shall be given to active participation at a meeting of a professional society or organization: (1) presenting an invited paper, (2) participating as a member of an executive committee or board of directors of a professional society or of an organization, or (3) coordinating a workshop or chairing a session at a professional meeting. Second priority shall be assigned to those activities that enhance the teaching effectiveness and professional development of a faculty member such as (1) attending a professional meeting or (2) attending a workshop, seminar, or short course that will enhance one's professional skills.

If a trip does not satisfy these criteria, a Chair may indicate exceptional circumstances justifying College support of the trip. For example, the trip may provide an exceptional opportunity for the faculty member to bring back information to the department.

- B. Administrative Travel. Travel necessary to maintain accreditation or for system-wide meetings of department chairs is normally funded from departmental OE allocations and should be requested as part of the budget review process. It is the intent of this policy that the bulk of the travel money should be reserved for support of activities that enhance teaching effectiveness and professional development.

Reimbursement. The number of funded trips is subject to the limits of the CNRS travel budget line item. Additional allowable costs over and above the limits may be paid out of departmental operating expense budgets or other departmental funds at the discretion of the Department Chair.

Deadlines. The request for travel involving College of Natural Resources and Sciences funds must be submitted to the Dean's Office by the dates shown below.

Date Trip Planned	Travel Request Filing Deadline
Summer break	One week after Spring finals end
Fall term	One week after classes begin Fall term
Spring term	One week after classes begin Spring term

To provide for meetings and invitations announced late in the year, approximately twenty percent (20%) of the travel budget will be held back for requests made during the last four months of the fiscal year. Requests for travel will ordinarily be processed in the Dean's office within one week of the deadline dates given above, using the criteria as a guide in determining support. The Chair's signature on the request indicates review and concurrence with the request for College funds to support the trip.

Any travel expense claims for State travel which occur prior to receiving approval to travel will be denied, regardless of funding source. Unauthorized travel will be the responsibility of the traveler. Requests to travel should be filed at least two weeks prior to travel.

Claims should be filed within (60) sixty days after the traveler returns [per the HSU Travel Policy](#). Trip cancellations should be reported to the Dean's office immediately so funds can be redistributed.

Banned Travel States

The following states are currently subject to California's ban of state-funded and state-sponsored travel:

1. Alabama
2. Kansas
3. Kentucky
4. Mississippi
5. North Carolina
6. South Dakota
7. Tennessee
8. Texas
9. Oklahoma
10. South Carolina

For more information please review the updated CSU Travel Policy ICSUAM [3601.01](#).

The Travel policy has been updated to add the [Travel Ban Update](#) memo issued by Steve Relyea to the CSU Presidents on April 4, 2019. A link to the memo has been added to the Resources and Reference Material section of the Policy.

Recommended: Council of Department Chairs (22 August 1991)

Approved by the Dean (22 August 1991)

Amended and Recommended: Council of Chairs (4 September 1997)

Approved by the Dean (4 September 1997)

Approved by the Dean (September 2019)

SECTION 11.2 - CRITERIA FOR STUDENT TRAVEL FUNDS

To be eligible a student must be majoring in one of the disciplines of the CNRS and must be currently registered as a full-time upper division or graduate student. He or she must be accompanying a faculty member on the trip.

1. Attending a national or regional professional conference or meeting

- the student is making an invited presentation
- the student is participating in a panel discussion or workshop presentation
- the faculty member is presenting or participating
- the student is receiving an award

2. Attending a workshop or seminar related to degree requirements

PROCEDURE: When applying for funds, it is easiest if the student names are on the faculty travel request with a "one liner" asking for support from the student travel fund. It is not necessary to send memos with explanations and justifications. When claiming funds the faculty traveler files a claim for the full amount approved (for student and faculty). One check will be issued (unless we use more than one account) and the faculty member makes the distribution from his or her reimbursement.

If the faculty member has filed a request and decides at a later date to include a student or students in the trip, call the CNRS Dean's Office to add the name(s) to the existing request and make adjustments to the funds requested. Do not send a request with only student names on it. Accounting will not process student only travel requests. Copies of the revised request will be sent to the appropriate offices.

SECTION 11.3 - COLLEGE FIELD TRIP POLICY

CNRS Field Trip Policy

Per the CSU Chancellor's Executive Order No. 715, the following constitutes the College of Natural Resources & Sciences Field Trip Policy. This policy is consistent with the [HSU Field Trip Policy](#). For the purposes of this policy, "field trip" is defined as any off campus activity associated with an HSU class. Students conducting research on their own time (e.g., independent study or thesis research) are not considered to be on "field trips".

For each course in which field trips are part of the curriculum, faculty complete a [Field Trip Request Form](#) and submit the form to their department coordinators (or to the CNRS Dean's office, as needed) prior to the semester. For "opportunity" field trips, the Field Trip Request Form is to be submitted at least 2 weeks prior to the event.

For field trips in which the faculty member will be requesting reimbursement, a Travel Authorization Form should be given to the Department Coordinator along with the Field Trip Request Form. An accurate estimate and the funding source (chartfield string) should be identified.

Submitting the Field Trip Request Form starts the electronic process by which students, 18 years and older, sign their CSU Waiver of Liability form and update their emergency contact information. Students under the age of 18 must complete a paper version of the [CSU Waiver of Liability](#).

For field trips that are less than 48 hours in duration the CNRS guidelines are:

1. Provide students with advance notification of required field trips, including in the course syllabus.
2. Students must complete the Release of Liability Form (electronically through their Student Center or [paper if under age 18](#).
 - a. The paper forms for students under age 18 must be retained until the third full academic year following the trip.
3. The faculty member or instructor should visit the general area prior to the field study or be able to demonstrate sufficient knowledge of the area.
 - a. Students should be provided with information about the area.
4. A detailed day-to-day instructional agenda including health and safety instructions must be prepared and distributed to all participants.
 - a. This should include a general itinerary associated with the trip.
 - b. The instructional plan should include in the itinerary all destinations and alternate destinations should an emergency prevent entry into the original destination.
 - c. Send a copy of the itinerary to the University Police Department and one to your department.
5. Plan for and accommodate students with special needs.
6. Provide training for any equipment to be used on the trip.
7. Review permissible conduct rules.

- a. Be sure to include the CSU/HSU policy regarding alcohol and chemical substances (i.e. no alcoholic beverages or chemical substances except personal prescriptions medication, shall be transported in any state/university vehicle or personal private vehicle used in support of a university sponsored activity. See [HSU Alcoholic Beverages Policy](#) and [CSU Vehicle Use and Accident Reporting](#).
8. Communicate codes of conduct for staff and students, addressing such issues as fraternization, consumption of alcohol and conduct during “free time”.
 - a. Advise participants of the consequences of non-compliance and take appropriate action as necessary.
9. Review emergency preparedness processes and the crisis response plan.
 - a. Students provided the names of people who should be contacted in the event of an emergency on the Field Trip Participant Roster. [Print one copy of this roster](#) to take with you on the field trip; the department and the University Policy Department have access to this roster through PeopleSoft Query.

Students who leave the field trip before it has officially concluded should sign out on a [Sign Out Release Agreement](#).

Should there be an accident or injury, faculty should fill out [STD 268 Report of Non-Vehicle Accident](#).
10. Determine transportation needs.
 - a. Recommend that students provide their own transportation to and from field trip sites whenever possible.
 - b. Carpools may be organized, however, all drivers in an organized carpool must be state employees or identified University Volunteers by completing a [CSU Volunteer Form](#) and completing the [online defensive driving course](#)
 - c. Use of personal vehicles on University business requires completion of Form STD 261 “[Authorization to Use Privately Owned Vehicle](#)” as well as the [online defensive driving course](#)
 - d. For university provided ground transportation (non-commercial), all drivers must be state employees or identified university volunteers and must be authorized to drive vehicles on university (state) business.
 - e. For rented vehicles contract through the University or State contracted vehicle rental agencies whenever possible.
 - f. For air travel, refer to CSU Executive Order 590.
 - g. All drivers must be state employees or identified University volunteers by completing the CSU Volunteer Form. If there is an accident involving a vehicle, please file STD 270 Report of Vehicle Accident (<http://humboldt.edu/forms/node/248>).

For field trips lasting more than 48 hours in addition to items 1-11, above, the following must also be completed:

11. Students must fill out the Medical Information and Authorization Form (see <http://humboldt.edu/forms/node/152>).
 - a. This paper form must be retained until the third full academic year following the trip.

SECTION 11.4 - UNAUTHORIZED PARTICIPATION IN FIELD TRIPS

From time to time individuals who are neither faculty nor staff with responsibilities for instructional field trips, nor students enrolled in courses providing such field trips have been invited or have, on their own volition, joined such field trips.

Please notify all those concerned that only students enrolled for credit in such courses and faculty, administration, or staff assigned to or responsible for such trips are permitted to accompany or participate in them. Policy and regulations involving use of state funds, as well as liability considerations, make this limitation mandatory.

SECTION 12 – SPACE AND FACILITIES

SECTION 12.1 – COLLEGE FACULTY OFFICE ASSIGNMENT POLICY

The College Space Policy is Under Review – December 2019

Introduction: The Office for Academic Affairs assigns the College of Natural Resources and Sciences particular spaces that are designated as faculty offices and administrative offices. The Dean is responsible for allocating offices within the college and for monitoring their use. In addition to the allocated spaces from OAA, we have elected to use other kinds of spaces (prep rooms, storage areas, etc.) as faculty offices, as well. Together these official and unofficial offices constitute the offices that we actually have available for assignment each term.

The Problem: Our college has many competing needs for space. Obviously the top priority use of faculty office space is for full- and part-time instructional faculty including teaching assistants/associates. The needs of emeritus faculty, adjuncts, associates, and staff hired on research grants or contracts will also be considered.

Principles:

1. Tenured, probationary, and part-time faculty are entitled to office space. The nature and location of this office is, for most faculty members, of critical importance.
2. Our goal is that each permanent faculty member should occupy a private office.
3. Reassignment of permanent faculty from one office to another should be minimal. A one-term advanced notification of pending moves should occur.
4. All other uses of faculty offices (non-teaching staff, researchers, institutes, etc.) are discretionary and subject to availability.
5. Graduate students, especially those who are not currently enrolled, have no right to office space. They have a right to have a work space where they can carry out their research, access to facilities and equipment, etc. Typically we would expect to see graduate students located at work benches in laboratories, preparation rooms, collections, and others kinds of non-capacity spaces, as opposed to faculty offices.

6. A number of our faculty are in rooms never intended as faculty offices. Several of them are clearly substandard. As opportunities present themselves, we should evaluate these spaces and, when appropriate, convert them back to their original use -- prep rooms, storage, etc.
7. Several rooms built as faculty offices have been converted to other uses. These rooms should be evaluated and returned to the office inventory as long as there is a need for office space. This is especially true of single-station offices.
8. Because a faculty member or a unit occupies a particular space, it does not necessarily belong to that individual or that unit permanently.

Guidelines:

The Dean's Office will typically assign faculty offices according to the following priorities, with the understanding that requests for exceptions will be reviewed and negotiated on a case-by-case basis.

- a. Full-time instructional faculty, including those on leave or sabbatical (unless absent from campus)
- b. FERP's and other part-time faculty (the term they teach)
- c. Emeritus faculty professionally active on campus
- d. Adjunct faculty, directors of institutes or their equivalent, research associates*, non-HSU faculty engaged in funded research*, graduate students engaged in funded research*.

*When grant or contract compensates state for use of space.

Endorsed: Council of Chairs (04 March 1993). Approved: Dean (04 March 1993)

SECTION 12.2 – COLLEGE WALK-IN FREEZER AND REFRIGATOR POLICY

In collaboration with Facilities Management and the CNRS, beginning January 2017 this policy was developed to ensure proper maintenance of walk-in Refrigerators and Freezers in the CNRS,

Designated Uses

HSU walk-in refrigerators and freezers are utilized by faculty, staff and students for teaching and research purposes. Student use will require prior approval from a faculty advisor or course instructor. Refrigerators and freezers are not intended for long-term storage (>5 years) but for short- and medium-term use, including storage of specimens used in classroom exercises or research. It is the responsibility of the supervisory faculty or staff member to label and manage stored specimens within the time indicated by the expiration date.

Maintenance Protocol

- I. Assign Refrigerator/Freezer Coordinator as contact person for each walk-in facility (Table 1)
- II. Department Chairs will also be parties to which communication should be addressed (Table 2)
- III. Refrigerator/Freezer Coordinator responsibilities
 - A. Be contact person (along with Department Chair) for faculty requiring use of

- refrigerator or freezer and Facilities Management.
- B. Record weekly checks of freezer temperature and status.
- C. Inform FM Customer Services x4475 of any concerns or problem with refrigerator or freezer functionality.
- D. Monitor freezer item log (additional refrigerator log at discretion of Department) to identify specimens exceeding expiration date. This would be on an as-needed basis, for example, once per semester or academic year, depending upon pressure in refrigerator or freezer use.
- E. Monitor proper placement of items in refrigerator or freezer, keeping required areas free of specimens.

IV. Facilities Management responsibilities

- A. Ensure all required "Keep Clear" zones are properly marked so as to support appropriate use of storage space.
- B. FM Technician will conduct quarterly Preventative Maintenance checks. This will involve maintaining each unit based on a periodic maintenance plan ensuring all equipment is properly inspected, serviced and maintained. Records regarding maintenance shall be tracked in AIM.
- C. Technician will report improper use (specimens in clear area needed for maintenance access) to the appropriate Coordinator for resolution. Forward to supervisor if not resolved.
- D. Technician will coordinate access for required maintenance with the appropriate Coordinator. Forward to supervisor if needed to resolve.
- E. To notify a technician with any concerns regarding proper functioning of units, e.g., if temperatures are out of range during regular checks, call Support Services x 4475.

V. Departmental (individual faculty and staff) responsibilities for all refrigerator and freezer users

- A. Users fill out log (google doc accessible to all users recommended) as soon as items are put in the freezer (Table 3). Note in the log when an item is permanently removed. Coordinator performs periodic maintenance of log to keep it current. Coordinator reconciles log with space contents as pressure on freezer requires.
- B. Confirm proper placement of items on appropriate shelves (provided to each faculty/staff member).
- C. Ensure "Keep Clear" zones are respected.
- D. Express concerns to Refrigerator/Freezer Coordinator and Department Chair.
- E. Department Chair to contact owners of items past expiration date to justify continued storage of item and acts in concert with owner to set new expiration date if appropriate.

VI. Growth Chambers are used intermittently and will be monitored by the CNRS Core staff, Departments and Faculty as deemed appropriate by the Dean, Department Chairs and faculty/staff involved as main users of the respective facilities. Maintenance will be conducted by FM at quarterly intervals, similar to refrigerators and freezers. See Table 1 for list of Growth Chambers in CNRS.

For a list of Facilities and Coordinators names and contacts or a sample log sheet, please contact the college or department office.

All items must be clearly labeled with the faculty member's name, sample date and content of package. Faculty are responsible for items left in the freezer by students or whoever else may leave items in there for faculty. Please dispose of unneeded items after a reasonable period of time appropriate for saved samples as indicated on log.

SECTION 13 – CNRS AUXILIARY UNITS AND SPECIAL INITIATIVES

From time to time it may be desirable to form or affiliate with an association of individuals, faculty, staff and others, who may wish to encourage or pursue activities (including research and creative activities) that are consistent with the mission and character of the University.

The Office of Research & Sponsored Programs (ORSP) currently oversees the following Centers & Institutes operating at Humboldt State University. The conditions and procedures for establishing or renewing an institute's charter can be found on the ORSP website at <https://research.humboldt.edu/about/centers-institutes/new>. For more information, contact Susan Brater at (707) 826-5765. For Institutes or Centers in the CNRS, at least one director per institute must be permanent (tenured or tenure-track) faculty members.

[Reviewed for currency August 2019]

SECTION 13.1 – CALIFORNIA COOPERATIVE FISH & WILDLIFE RESEARCH UNIT

The California Cooperative Fish and Wildlife Research Unit is a cooperative effort among Humboldt State University, the California Department of Fish and Wildlife, the United States Department of the Interior, Geological Survey, the Wildlife Management Institute and the United States Fish and Wildlife Service. The cooperators pool resources to accomplish our stated mission to:

1. Conduct scientific research that benefits fish, wildlife, their habitats, and ecosystems upon which they depend;
2. Train graduate fisheries and wildlife management students, through mentoring and teaching graduate level courses, to become competent fisheries and wildlife scientists; and
3. Provide technical assistance to the fisheries and wildlife profession by sponsoring training workshops, reviewing and writing manuscripts for publication, and coordinating research activities.

The California Unit is one of 40 similar units established under the Federal Organic Act at universities throughout the United States. The Cooperative Unit Program began in 1935. Cooperators include the U. S. Geological Survey, State Fish and Wildlife Agencies, the Universities, and in some instances, other conservation agencies. The units conduct research of benefit to cooperators, train graduate students and provide research information to agencies and the public. Cooperative Units professional staff members are federal employees of the US Geological Survey and serve as faculty at their host university.

The California Cooperative Research Unit, established in 1967, and modified in 2008, is located in Arcata, California on the northern California coast at Humboldt Bay. The Unit is affiliated with the College of Natural Resources and Sciences, Humboldt State University.

Topics addressed by current projects include the ecology of salmon and steelhead, the ecology of fish in coastal lagoons, physical and chemical processes in streams and lakes. The Unit also conducts and

facilitates research on wildlife topics including: the distribution of oceanic birds and mammals, amphibian ecology and wetland ecology.

For more information about the California Cooperative Fishery Research Unit, visit the following website: <http://www.humboldt.edu/cuca/>.

SECTION 13.2 – TELONICHER MARINE LABORATORY

The mission of the Humboldt State University [Telonicher Marine Laboratory](#) is to provide a center for marine and environmental science teaching and research. The primary emphasis of the laboratory is teaching, however, student and faculty research is active. Additionally, the laboratory provides public displays that focus on interpretation of marine science and the marine environment.

The Humboldt State University Marine Lab occupies a 16,200 square foot building overlooking the Pacific Ocean, near Trinidad Bay, Trinidad Beach, and Trinidad Headland. The Lab is ideally located for accessing several local marine habitats and geological formations including an extensive rocky intertidal zone, sandy beaches, mud flats, protected and exposed subtidal areas, several lagoons and estuaries, and submarine canyons. It is well equipped for instruction and research in the marine sciences. Specialized facilities include a photographic darkroom, a culture room for larval invertebrates and algae, a wet lab for rearing marine invertebrates and fish for research; and, technical assistants with a complete shop for design and fabrication of experimental equipment.

In addition to the standard biological and oceanographic laboratory equipment, special equipment includes UV-Vis double beam spectrophotometer, Technicon Auto Analyzer, Gas Chromatograph, Liquid Scintillation Counter, Laser Particle Analyzer, various research microscopes including phase interference, inverted, and polarizing, with digital still or video and 35mm photomicrography capabilities, video equipment, high speed refrigerated centrifuge, incubators, Ro-Tap sieve shaker, computer lab with T-1 line to the campus main frame and internet, pH meters, various analytical balances including an electro-balance, X-ray machine and numerous other items.

The seawater system supplies classrooms and numerous holding tanks ranging in size from 30 gallons to 1400 gallons. Seawater is pumped from Trinidad Bay into storage tanks above the Lab. The water is gravity fed to a sump then pumped through sand filters and chillers before entering the lab.

For more information on the Telonicher Marine Laboratory, visit the following website: <http://www.hsumarinelab.org/>.

SECTION 13.3 – MARINE WILDLIFE CARE CENTER

The [Marine Wildlife Care Center](#) was dedicated February 21, 1997, to care for oiled seabirds in the event of a spill along California's North Coast. The center is a 4,500-square-foot facility on the Humboldt State University campus. It is part of a network of wildlife emergency response centers along the California coast, established by the Department of Fish and Game's Office of Spill Prevention and

Response (OSPR). The center serves the area from Point Arena to the Oregon border, with rooms for triage, washing, drying, recovery, temporary caging, and operations management.

During non-emergencies, HSU maintains the facility and uses it for laboratories and classrooms for its wildlife studies program. In the event of an oil spill, the building is immediately transformed into a rescue center. Funding was provided by the California Department of Fish and Game and California Department of Fish and Wildlife.

Under normal conditions, HSU maintains the facility and uses it for laboratories and classrooms for its wildlife studies program. In the event of an oil spill, however, the Center is immediately transformed into a rescue center. It has been activated twice to care for oiled birds, in 1997 and in 1999. When the facility has been activated as a rescue center, student and community volunteers have been key in providing rescue support, including collecting oiled birds from beaches, caring for birds at the facility, and assisting with a multitude of services required to keep the Center running.

[Reviewed for currency August 2019]

SECTION 13.4 – SCHATZ ENERGY RESEARCH CENTER

The [Schatz Energy Research Center](#) (SERC) was established in 1989, thanks to a generous endowment from Dr. Louis W. Schatz, president of General Plastics Manufacturing Company of Tacoma, Washington. The mission of the SERC is to promote the use of clean and renewable energy. SERC has two facilities at HSU: the Schatz Solar Hydrogen Project and the Schatz Fuel Cell Laboratory. The Schatz Solar Hydrogen Project: This project was initiated in the fall of 1989 with the goal of demonstrating that solar hydrogen is a reliable and abundant energy source that is ready for use today. Located about 20 minutes from SERC's main facility, this full-time, automatic standalone energy system takes advantage of the solar hydrogen cycle to power the air compressor that aerates the aquarium at Humboldt State University's Telonicher Marine Laboratory in Trinidad, California.

The Schatz Fuel Cell Laboratory: This Center on the HSU campus is one of the foremost fuel cell development laboratories. We design, fabricate, and test fuel cells, and integrate fuel cell stacks into power systems for a variety of uses: small, portable remote power systems for locations far from the electric grid, vehicle power systems, and demonstration/education packages. SERC's fuel cell systems have proven to be among the most reliable and efficient in the world.

SERC is affiliated with Humboldt State University's Environmental Resources Engineering program and engage undergraduate and graduate students across disciplines with hands-on experience in emerging new technologies. Current research projects encompass off-grid energy access, microgrids and demand response, offshore wind, bioenergy, and clean transportation.

For more information about SERCs current research and news, go to <http://schatzcenter.org/>.

[Reviewed for currency August 2019]

SECTION 13.5 – HUMBOLDT MARINE & COASTAL SCIENCE INSTITUTE

[The Humboldt Marine and Coastal Sciences Institute](#), or HMCSI, will support collaborative research across the university and strengthen HSU’s partnerships with local, state and federal agencies.

The Humboldt Marine Sciences & Coastal Institute was formed in 2013 to develop and promote interdisciplinary marine and coastal research, education, and outreach at HSU. The vision of MCSI is to develop a robust community of HSU students and faculty actively engaged in interdisciplinary research on marine and coastal systems. This research will occur at the interface of the sciences, policy, and economics, and will support vibrant partnerships with local, national, and international organizations.

The institute also builds on the university’s existing programs in Oceanography, Fisheries Biology, Marine Biology and Scientific Diving, as well as facilities—like the Telonicher Marine Lab in Trinidad and the R/V Coral Sea—that were developed out of a long-standing involvement with the marine environment.

The institute will bring together the university’s more than 20 marine scientists and faculty from a variety of disciplines—oceanography, marine biology, fisheries biology, geology, environmental planning and science, environmental engineering and politics—to study the social and ecological aspects of the North Coast. Potential partners include the National Oceanic and Atmospheric Administration, the U.S. Forest Service and local tribes.

For more information about the newly formed institute, go to <https://www.humboldt.edu/marinelab/msci.htm>.

[Reviewed for currency August 2019]

SECTION 13.6 – HSU RIVER INSTITUTE

The mission of the Humboldt State University River Institute is to conserve and restore river ecosystems locally, nationally, and internationally through multi-disciplinary research, education, policy reform, improved management practices, and creative restoration strategies.

The River Institute will:

- Be a catalyst for promoting interdisciplinary river ecosystem research.
- Inspire the next generation of river ecologists and innovative restorationists to achieve long-term river ecosystem health.
- Mentor students in the field of river ecosystem sciences and management through courses, seminars, field trips, guest speakers, internships and research assistantships.
- Inform the public about issues critical to river health and provide opportunities for participation.
- Communicate river science to policymakers to affect scientifically-defendable policy reform.
- Demonstrate how using a river ecosystem perspective will improve our restoration strategies/planning and everyday management actions.

For more information about the Institute, visit: <http://www2.humboldt.edu/riverinstitute/about.html>.

[Reviewed for currency August 2019]

SECTION 13.7 – INSTITUTE FOR SPATIAL ANALYSIS, MODELING & MONITORING (ISAMM)

The Humboldt State University Institute for Spatial analysis (ISA) was established in 2006 as a focal point for the advancement of spatial research, innovation and application. The ISA is dedicated to the expansion of spatial analysis methodologies across disciplines and the full spectrum of real world issues. We work closely with governmental, public and private sector entities to achieve this goal.

The Institute evolved from predecessors established as early as 1995 including the Klamath Bioregional Assessment Research Project, the Spatial Information Systems Institute (SISI) and the Advanced Spatial Analysis Facility (ASAF). The ISA has grown to support a wide range of projects and activities for research involving spatial analysis and modeling. The facility serves as a focal point for graduates and faculty from across campus to effectively utilize geographic information systems (GIS) and image processing technologies in a wide variety of projects and research.

For more information, please visit <http://gsp.humboldt.edu/isamm/>.

[Reviewed for currency August 2019]

SECTION 14 – HEALTH & SAFETY

SECTION 14.1 – WORKPLACE VIOLENCE PREVENTION PROGRAM

The Workplace Violence Prevention Program is integral to Humboldt State University's efforts to maintain a safe working program. In addition to this program, Humboldt State University has adopted a Zero Tolerance for Campus Violence policy ([Appendix A](#)) and established a Crisis Consultation Team ([Appendix B](#)).

The Chief of University Police has authority and overall responsibility for implementing the provisions of the Workplace Violence Prevention Program. All managers and supervisors are responsible for implementing and maintaining this program in their work areas for answering employee questions.

All faculty and staff are responsible for using safe work practices, for following all directives, policies, and procedures, and for assisting in maintaining a safe and secure work environment. This policy addresses not only acts of physical violence and aggression, but also threatening behavior (intimidation, harassment, and coercion). It is the responsibility of students, faculty, and staff to take any threatening behavior and/or violent act seriously and to report it to the appropriate university authority.

For more information and details on this subject, go to <http://www.humboldt.edu/policy/PUML-01-04Workplace-Violence-Prevention-Program>.

[Reviewed for currency August 2019]

SECTION 14.2 – HAZARDOUS MATERIALS AND WASTE REGULATIONS

Given the complexity and importance of safe handling of hazardous materials, the College of Natural Resources and Sciences must work closely with the Department of Risk Management and Safety Services (RMSS) to ensure compliance with university EH&S policy and procedures, plus local, state, and federal hazardous materials regulations. The campus Chemical Hygiene Officer working out of the RMSS department may assist departments in developing their modified departmental version of the Campus Chemical Hygiene plan <http://www2.humboldt.edu/risksafety/node/90> which is a component of the overall department IIPP (Injury Illness Prevention Plan) and will be the primary guidance document for Health and Safety in labs and should address, at a minimum the following:

- Standard operating procedures relevant to safety and health considerations for each activity involving the use of hazardous chemicals.
- Criteria that will be used to determine and implement control measures to reduce exposure to hazardous materials [i.e., engineering controls, the use of personal protective equipment (PPE), and hygiene practices] with particular attention given to selecting control measures for extremely hazardous materials.
- A requirement to ensure that fume hoods and other protective equipment are functioning properly and identify the specific measures the employer will take to ensure proper and adequate performance of such equipment.
- Information to be provided to persons working with hazardous substances include:
 - The contents of the Laboratory standard and its appendices.
 - The location and availability of the lab CHP
 - The permissible exposure limits (PELs) for OSHA regulated substances or recommended exposure limits for other hazardous chemicals where there is no applicable OSHA standard.
 - The signs and symptoms associated with exposures to hazardous chemicals used in the laboratory.
 - The location and availability of known reference materials on the hazards, safe handling, storage and disposal of hazardous chemicals found in the laboratory including, but not limited to, the Safety Data Sheets received from the chemical supplier.
- The circumstances under which a particular laboratory operation, procedure or activity requires prior campus approval before being implemented.
- Designation of personnel responsible for implementing the CHP, including the assignment of a department Chemical Hygiene Officer and, if appropriate, establishment of a Chemical Hygiene Committee.
- Provisions for additional protection for work with particularly hazardous substances. These include “select carcinogens,” reproductive toxins and substances that have a high degree of acute toxicity. Specific consideration must be given to the following provisions and shall be included where appropriate:
 - Establishment of a designated area.

- Use of containment devices such as fume hoods or glove boxes.
 - Procedures for safe removal of contaminated waste.
 - Decontamination procedures.
- The employer must review and evaluate the effectiveness of the CHP at least annually and update it as necessary.
 - Any processes or activities which require medical exams and/or consultation
 - Training Requirements, which should include identification of physical and health hazards, hazard recognition, how to conduct hazard assessments, PPE selection and use, and emergency response.

The RMSS Department will assist with staff, faculty and students to:

- identify hazardous waste streams
- respond to threatened or actual releases of small hazardous materials or summon the appropriate responding authority and document the response
- work with the stockroom, laboratory, and technical personnel to procure materials and supplies necessary for the management of hazardous wastes
- facilitate proper labeling, containment, and preparation for pick-up of hazardous wastes
- maintain an updated inventory of hazardous materials for business plan reporting requirements
- consult on required training of CNRS personnel (students, staff, faculty, and administrators)
- institute and maintain hazardous materials safety procedures
- conduct (or insuring the conduct of) compliance surveys/inspections of each CNRS lab to identify remediation actions and monitoring timely completion of remediation efforts
- Follow-up on reported incidents or chemical exposures to determine root cause and ensure mitigation is implemented to avoid repeated incidents.

Recommendation approved by Council of Chairs, October 15, 1998

Approved by Dean, October 15, 1998

Editorial corrections August 2000

Editorial corrections and update June 2005

Corrections and update January 2017

[Reviewed for currency August 2019]

SECTION 14.3 – INJURY ILLNESS PREVENTION PLAN (IIPP)

The purpose a written Injury and Illness Prevention Plan (IIPP) is to provide a comprehensive and integrated compliance plan based on existing and new health and safety programs to achieve a safe work environment and, thus, reduce the incident rate of occupational injuries and illnesses.

This program applies to all University employees, faculty and staff, and activities or operations conducted under the auspices of University business.

Completion of this plan indicates that it is the intention of Humboldt State University to fully comply with California Labor Code Section 6401.7 and California Code of Regulations Title 8, Sections 1509, 3203 and 5194.

Each department within the CNRS will be required to complete their own IIPP which will define department specific safety considerations and mitigation mechanisms that will be employed to ensure

the health and safety of department operations and will contain all the required elements of an IIPP, including but not limited to: a training program, system for assuring compliance with safe work practices, mechanisms for identifying hazards, standard operating procedures, scheduled inspections, procedures for correcting unsafe conditions and communication with students and employees about safety, assigning responsibilities, and documentation.

SECTION 14.4 – LABORATORY SAFETY GUIDELINES

This section is currently under review.

Laboratory Safety Guidelines are outlined in Appendix B.

SECTION 14.5 – STANDARD OPERATING PROCEDURE FOR STUDENT OR EMPLOYEE INJURIES IN THE CNRS

The Standard Operating Procedures for student or employee injuries are outlined in Appendix C. Individual departments may have additional and more specific guidelines as well as those listed.

SECTION 14.6 – RODENT TRAPPING AND HANTA VIRUS RISK MANAGEMENT

The risk of developing a disease (i.e., acute respiratory distress syndrome) related to exposure to rodents infected with Hantaviruses is small, but the proportion of people who die following diagnosis remains high. Consequently, safety guidelines for handling traps, soiled bedding from traps, and captured rodents are necessary (see Appendix D).

[Reviewed for currency August 2019]

SECTION 14.7—UNIVERSITY AND ACADEMIC BOATING POLICIES

Humboldt State University uses small watercraft, both motorized and non-motorized, in support of instruction, recreation and faculty and student scholarship. All boats operated by or on behalf of HSU will be used in a safe manner consistent with their intended use and in compliance with federal and state laws. This policy shall apply to the University and its auxiliaries, and faculty, staff, students and guests engaged in university activities.

The President shall appoint a committee called the [University Boat Safety Committee \(UBSC\)](#) to provide oversight for all boating operations. The committee shall include representation from the University Center, the Department of Intercollegiate Athletics, Academic Affairs, and the current Captain of the R.V. Coral Sea.

The University Center, Intercollegiate Athletics and **Academic Affairs** shall establish their own boat safety committees. These committees shall be charged with developing rules, guidelines, and standard operating procedures tailored to specific vessels and relevant to the missions of small boats within their respective administrative unit. Such rules and procedures must be submitted to and approved by the UBSC prior to implementation.

The unit-specific boat safety committees will facilitate resolution of special cases or concerns identified by students, staff, faculty, or administrators. The members of these committees should be familiar with the types of vessels in that unit, should have expertise in small boat operation and should include instructors and principal investigators who normally utilize such vessels. The UBSC members shall

recommend to the President the appropriate members to serve on such committees. Additionally, unit-specific committees shall meet annually with the UBSC. After one year, the effectiveness of this

Specific information regarding the **Academic Boating Program** can be viewed on the Telonicher's Marine Labs website at <http://www.hsumarinelab.org/boating>.

[Marine Lab Forms and Manuals](#)

[HSU Boat Safety Manual](#)

[Waiver and Release Form](#)

[Small Boat Request and Float Plan](#)

[Pontoon Boat Request](#)

[User Fees](#)

[Scientific Diving Program](#)

To become a Humboldt State University certified boat operator, please contact Steve Monk at sjm40@humboldt.edu or by phone (707) 826-3686.

[Reviewed for currency August 2019]

SECTION 15 – USEFUL CALCULATIONS

Appointment Base for Tenured/Probationary Faculty: WTU/12 (semester); WTU/24 (annual)

Appointment Base for Temporary Faculty: WTU/15 (semester) or WTU/30 (annual)

Full-time Equivalent Faculty: [FTEF] WTU/15

Full-time Equivalent Student: [FTES] SCU/15

Section Size Factor: Normative Ratio x K-Factor/12

Student Credit Units: [SCU] [Number of students enrolled] x [Class units]

Student Faculty Ratio: FTES/FTEF

Student Faculty Ratio: [Quick and Dirty Method] [Enrollment] x 0.8/ k-factor

Weighted Teaching Units [WTU]: [Class units] x [k-factor]

Weekly Student Contact Hours [WSCH]: [Faculty contact hours] x [Enrollment]

Hourly Wage of 12 month Employee Monthly wage/173.33

Hourly Wage of Academic Year Employee Annual Wage/9 x 1/172

[Reviewed for currency August 2019]

SECTION 16 – UNIVERSITY ABBREVIATIONS / ACRONYMS

AACAE	African American Center for Academic Excellence
AACRAO	American Association of Collegiate Registrars and Academic Officers
AAS	Administrative Analyst/Specialist
ACAC	Academic and Career Advising Center (ACAC)
AEC	Appointments and Elections Committee (AEC)
AHSS	College of Arts, Humanities, & Social Sciences (Also CAHSS)
AMP	Academic Master Planning (subcommittee of the ICC)
APC	Academic Policy Committee
APS	Academic Personnel Services (APS)
ARF	Access Request Form (see accounts settings in myHumboldt to amend access)
ASA	Administrative Support Assistant
ASC	Administrative Support Coordinator
AS	Associated Students
ATI	Accessible Technology Initiative
ATP	Academic Tactible Plan
AW	Academic Works (University scholarship tracking program)
AY	Academic Year
BOT	Board of Trustees
BSS	Behavioral and Social Sciences building (not to be confused with the SBS[B] – the Student Business Services Building)
CAHSS	College of Arts, Humanities, and Social Sciences
CAPS	Counseling and Psychological Services
CBA	Collective Bargaining Agreement
CCAIE	Cultural Centers for Academic Excellence
CCAT	Campus Center for Appropriate Technology
CCBL	Center for Community Based Learning
CCR	Corbett Conference Room, SH 222
CCRP	California Center for Rural Policy
CDC	Course and Degree Changes (subcommittee of the ICC)
CEECE	College of Extended Education and Global Engagement
CERF	Continuing Education Reimbursement Funds
CERT	Campus Emergency Response Team
CFA	California Faculty Association

CHRS	Common Human Resource Systems (PeopleSoft)
CIP	Center for International Programs
CLA	Collegiate Learning Assessment (recent results available at pine.humboldt.edu/~anstud/studies/CLA_index.shtml)
CNRS	College of Natural Resources and Sciences
CO	Chancellor's Office
CPC	College Personnel Committee
COPS	College of Professional Studies
CPEC	California Post-secondary Education Commission
CPHS	Committee for the Protection of Human Subjects
CRED	Center for the Resolution of Environmental Disputes
CS	Course Classification [C-classification]
CSLC	Chancellor's Senior Leadership Council
CSR	Course Section Report
CSU	California State University
CSUEU	California State University Employee Union
CTL	Center for Teaching and Learning
DARS	Degree Audit Report for StudentsDMSI Diverse Male Student Initiative
EAP	Early Assessment Program
EE	Extended Education
EMSA	Enrollment Management & Student Affairs
EMWG	Enrollment Management Working Group
EOC	Emergency Operations Center
EOP	Educational Opportunity Program
ERFA	California State University Emeritus and Retired Faculty Association (CSU- ERFA)
ESP	Early Start Program
ETaP	Energy, Technology and Policy (ES graduate program option)
ES	Environmental Systems Graduate Program
ET	Equipment Technician
ETS	Educational Talent Search
FAC	Faculty Affairs Committee (FAC)
FAD	Faculty Assignment by Department Report
FAR	Faculty Activity Report
FCH	Faculty Contact Hours
FERP	Faculty Early Retirement Program

FERPA	Family Educational Rights and Privacy Act (FERPA)
FTEA	Full-time Equivalent Administrator
FTEF	Full-time Equivalent Faculty
FTES	Full-time Equivalent Student
FTF	First-time Freshmen
FTFTUG	First-Time Full-Time Undergraduate (12+ units)
FTUG	First-Time Undergraduate
FY	Fiscal Year
GA	Graduate Assistant
GE	General Education
GEAR	General Education & All-university Requirements
GEAR UP	Gaining Early Awareness & Readiness for Undergraduate Programs
GI 2025	Graduation Initiative 2025
GR	Graduate
Green Day	Faculty Academic Work Day
GSA	General Salary Adjustment
GTA	Graduate Teaching Assistant
GWPE	Graduate Writing Proficiency Examination (rhymes with “yippee”)
HAF	Humboldt Area Foundation
HCOE	Humboldt County Office of Education
HDS	Humboldt Digital Scholar – digital archive service provided by the library
HEIF	Humboldt Energy Independence Fund
HEERA	Higher Education Employer-Employee Relations Act
HEGIS	Higher Education General Information Survey
HOP	Humboldt Orientation Program
HOOP	Humboldt Online Orientation Program (pronounced “HOOP”) – for transfers (no longer official name, but still referred to)
HR	Human Resources
HRAPS	Human Resources and Academic Personnel Services
HSI	Hispanic Serving Institution
IACUC	Institutional Animal Care and Use Committee
IAPB	Integrated Assessment, Planning and Budget Initiative
IAF	Instructional Administrative Fraction
ICC	Integrated Curriculum Committee
IELI	International English Language Institute (non-credit ESL prep for university enrollment)

INRSEP	Indian Natural Resource, Science, and Engineering Program
IRA	Instructionally Related Activity
IRB	Institutional Review Board
ISA	Instructional Support Assistant
IST	Instructional Support Technician
ITC	Information Technology Consultant
ITEPP	Indian Teacher and Educational Personnel Program
ITS	Information Technology Services
IUPC	Initiating Unit Personnel Committee
J	Jolly Giant Commons (referred to as “the J”)
JVD	John Van Duzer Theatre
K&A	Kinesiology and Athletics (Building)
KBR	Kate Buchanan Room (University Center auditorium)
KRA	Kinesiology and Recreation Administration
LCAE	Latinx Center for Academic Excellence (also known as El Centro)
LD	Lower Division
LMS	Learning Management Systems – current Canvas
LOA	Leave of Absence
LSEE	Liberal Studies Elementary Education
LWOP	Leave Without Pay
MAP	Major Academic Plan
MCC	MultiCultural Center
MCO	Minor Capital Outlay
MEP	Minimum Essential Program
MOU	Memorandum of Understanding
MPP	Management Personnel Plan
MPR	Management Personnel Plan
MSA	Merit Salary Adjustment
MSF	Materials and Supplies Fee
MVO	Motor Vehicle Operation
NHM	Natural History Museum
OAA	Office for Academic Affairs
OBI	Oracle Business Intelligence – reporting tool used for campus Data Warehouse (access to Student, Finance and Human Resources data)
ODEI	Office of Diversity, Equity and Inclusion

OEM	Office of Enrollment Management
OE	Operating Expenses
OIE	Office of Institutional Effectiveness
OLLI	Osher Lifelong Learning Institute
ONCORES	Online Course Reserve System
OPP	Orientation and Preview Programs
ORECD	Office of Research, Economic and Community Development
PBSI	Performance Based Salary Increase
PCP	Program Change Proposal
PDS	Personnel Data Sheet
PHOIRE	PHOIRE is the acronym for a powerful pre-work tool and thinking/problem-solving one-page template. Problem, History, Options, Implications, recommendations, Exclusions
PMP	Program Maintenance Proposal
PPD	Physical Planning and Development
PSSI	Performance Salary Step Increase
RAMP	Residential Academic Mentoring Program
RFY	Reimagining the First Year
RISS	Retention and Inclusive Student Success
ROSE	Reusable Office Supply Exchange program
RTP	Retention, Tenure, and Promotion
SBDC	Small Business Development Center
SBS[B]	Student Business Services Building (not to be confused with BSS, the Behavioral and Social Sciences building)
SCAL	Summary by Classification and Level
SCH	Student Credit Hour
SCOBF	Standing Committee on Budget and Finance
SCU	Student Credit Unit
SDRC	Student Disability Resource Center
SEALS	Student Engagement and Leadership Support
SenEx	[University] Senate Executive Committee
SERC	Schatz Energy Research Center
SFR	Student Faculty Ratio [= FTES/FTEF]
SHWS	Student Health and Wellness Service
SI	Supplemental Instruction
SIP	Systemwide Internal Partnership
SIPS	Spa in People Soft

SPAR	Student Payroll Action Request form
SPF	Sponsored Programs Foundation
SRC	Student Recreation Center
SSN	Social Security Number
SSP	Student Services Professional
STAR Act	Student Transfer Achievement Reform Act (also referenced as SB 1440; a state law)
STARS	Sustainability Tracking, Assessment & Rating System
SUPA	State University Police Association
TA	Teaching Associate
TBA	To Be Arranged
TBTT	Take Back the Tap
TT	Tenure Track
TML	Telonicher Marine Laboratory
TTF	Team Teaching Fraction
UC	University Center
UCC	University Curriculum Committee
UD	Upper Division
UFPC	University Faculty Personnel Committee
UPC	University Policies Committee (UPC)
UPD	University Police Department URPC University Resources Planning Committee
VETS	Veteran Enrollment & Transition Services
WPAF	Working Personnel Action File
WRGP	Western Regional Graduate Program
WRPI	CSU Water Resources & Policy Initiatives
WRRAP	Waste Reduction and Recycling Awareness Program
WSCH	Weekly Student Contact Hours
WSCUC (was WASC)	WASC Senior College and University Commission
WTU	Weighted Teaching Unit
WUE	Western Undergraduate Exchange (pronounced woo-ee)
YES	Youth Educational Services
ZCCM	Zero Cost Course Materials

[Reviewed for currency August 2019]

SECTION 17 – UNIVERSITY DATA MANAGEMENT

Reporting to the Provost, the Office of Institutional Effectiveness (OIE) provides a broad spectrum of services to all internal departments and external bodies as necessary. OIE is responsible for the official collection, analysis, and reporting of institutional data on topics such as enrollment, retention and graduation rates and time to degree, faculty and staff characteristics, instructional and programmatic costs and productivity, financial peer comparisons, and other data for the purpose of providing accurate information to support transparent, evidence-based planning and decision making and a culture of assessment.

OIE also provides decision support and guidance to many entities on campus with the goal of evaluating the success of academic and co-curricular student-support programs and their role in retention and learning outcomes. OIE responds to data requests from the campus community for compliance, for comparisons, for assessment of current strategies, and for help with formulating goals and objectives, analyzing data, planning and designing processes, and establishing performance metrics and benchmarks.

Program Review Data (for general data needs): <https://ie.humboldt.edu/program-review>:

Admissions Data: <https://ie.humboldt.edu/node/661>

Bottleneck Courses: <https://ie.humboldt.edu/node/1400>

EnrollmentData: <https://ie.humboldt.edu/node/656>

Courses and Classes: <https://ie.humboldt.edu/course-class>

Graduation and Retention: <https://ie.humboldt.edu/grad-reten>

Humboldt Institutional Summaries (HUMIS reports): <https://ie.humboldt.edu/node/319>

Faculty Assignments by Department (FAD): <http://pine.humboldt.edu/~oaa/fad-index.html>

[Reviewed for currency August 2019]

HSU Field Trip Guidelines/Checklist

- ___ Review **HSU Field Trip Policy**
- ___ Investigate Site, Develop and Document Plans for Activity.
- ___ Complete arrangements with owner/manager of site/area and support services if any.
- ___ Contracts and agreements (access, food, leases, lodging, rental agreements, support services, transportation etc.) must be reviewed and signed by University Contracts and Procurement Services.
 - ___ If proof of insurance is required, complete **Request for Hold Harmless (Insurance) Form** and send to the Human Resources and Risk Management Department.
 - ___ Identify risks, analyze impact of risks, develop and implement plans to reduce risk to participants, leaders, self and others. See the Risk Assessment Matrix and Planning Form for assistance in this process.
- ___ Provide students with:
 - ___ Advance notification of required field trips.
 - ___ Written instructional agenda including health and safety instructions.
 - ___ Information about the site/area.
 - ___ Emergency procedures including emergency phone numbers and contacts.
 - ___ Information regarding applicable rules of conduct.
 - ___ Training for any equipment to be used.
- ___ Identify and arrange accommodations for students with special needs.
- ___ Arrange for transportation. It is recommended that students provide their own transportation to and from field trip sites whenever possible. Alternatives are:
 - Rented vehicles** contract through University or State contracted vehicle rental agencies whenever possible. All drivers must be state employees or identified University Volunteers by completing **CSU Volunteer Form** and must be authorized to drive vehicles on University business. Go to <https://procurement.humboldt.edu/car-rental-exhibit-fg> for more information.
 - Car pools** may be organized, however, all drivers must be state employees or identified University Volunteers by completing **CSU Volunteer Form**. Use of personal vehicles on University business requires completion of **Form STD 261 Authorization to Use Privately Owned Vehicle** and approval by HSU Facilities Management.
- ___ The instructor should take attendance at the beginning and end of the field trip and retain a copy of following completion of trip. Students leaving during the field trip should sign out on a [Sign out](#)

[Release Agreement.](#)

___ Other specific responsibilities for leaders of field trips related to accidents include:

- Emergency Response Reporting Incidents and Accidents
[Form STD. 268 Accident Report \(Other than Motor Vehicle\)](#)
- Vehicle Use and Accident Reporting
[STD 270 Report of Vehicle Accident PDF](#)

Field Trips – Voluntary Field Trips offered by HSU shall include the execution of a Release of Liability Form. Contact Risk Management and Safety Services for additional information if needed.

Extended (Domestic) Field Trips. (2+ days and/or extensive logistics)

- Have the student complete the [Student Participation Agreement](#) or electronic Liability Waiver Form completed by student in PeopleSoft for each field trip excursion.
- Have the student sign the [Medical Information and Authorization Form](#).
- Provide a written Emergency Plan* including emergency contact numbers for emergency services at field trip destination(s), University personnel, field trip leaders, etc.

*Retain documents until the third full academic year following the field trip.

Air Travel - Contact Contracts, Procurement and Accounts Payable for assistance.
Travel Policy: <https://procurement.humboldt.edu/travel-policy>

International Travel – Center for International Programs at 826-4494 for specific requirements.

Voluntary Field Trips - Voluntary field trips offered by the University shall include the execution of a [University Activity Release Agreement](#). Contact the Human Resources & Risk Management and Safety Services for additional information if needed.

HSU Field Trip forms can be found at <https://forms.humboldt.edu/categories/field-trips>.

[Reviewed for currency August 2019]

DRAFT

General

- First-aid kits are available in various locations (see instructor/stockroom personnel for additional information).

In case of an accident of any kind, notify the instructor immediately. If the instructor is not available, notify the next responsible individual (stockroom personnel, Department Chair, Environmental Health and Safety or University Police.

- If you need medical treatment, you will be promptly taken to the Student Health Center or a local hospital.
- Perform no unauthorized experiments.
- Horseplay, pranks, and other acts of mischief are strictly prohibited.
- Work with chemicals only after you have learned about their potential hazards. Then, proceed with caution. Read and be familiar with available Safety Data Sheets SDS, which outline safety information for chemicals and some biological agents. Learn proper handling for all chemicals you are about to use, including first aid response and handling minor spills.
- You are required to determine the hazards of any chemical before you use it. For example, ask yourself the following:
 - What are the greatest risks from using this chemical? How can I minimize these risks?
 - In what form is this chemical most hazardous? Least hazardous?
 - Can I arrange my work so that chemicals are used in the least hazardous manner?
 - If I have to transport this chemical what is the safest way to do so?
 - How would I respond if the chemical is spilled?

Consult with faculty and/or staff, if necessary, when you are working with any chemical with which you are not intimately familiar. Departmental personnel may not be available for consulting outside of normal work hours. **Remember, if you haven't determined the hazards of the chemicals and procedures you will be doing, you cannot do the experiment!**

- A list of chemicals and biologic organisms utilized in laboratory courses is available to any student upon request to the instructor. Safety precautions to be taken, as outlined in the department safety regulations, are available to any student upon request to the instructor. Students who are pregnant or who learn of their pregnancy while enrolled in a laboratory course, should consult with their health care provider about possible health consequences of exposure to chemicals and biologic organisms on the list. The University makes no representations as to the effects of exposure to these substances on pregnant women or fetuses. The University strongly urges the pregnant student to consult her health care provider prior to enrolling or continuation in the course.

- Gloves, eye protections, lab aprons, and lab coats provide personal protection against many laboratory hazards.
- Never work in the laboratory alone. Whenever possible, it is recommended that you work during the normal University work day.
- Visitors to the lab while you are working are prohibited unless specifically authorized beforehand by your instructor.
- Shoes must be worn in the laboratory at all times. Open shoes or sandals provide no protection from contact hazards. It is also unwise to go barefoot anywhere within buildings that contain chemical laboratories.
- You are allowed to work in the laboratory only during the laboratory times for which you are enrolled, or for which you have gotten written permission from your instructor and approval from the instructor of the laboratory in which you wish to work.
- Do not attempt to slow down or stop centrifuge rotors with your hands! Always let the centrifuge come to a complete stop before opening the lid to the rotor chamber.
- Learn the location and use of safety equipment, including the emergency shower eyewash, fire extinguisher, and fire blanket.
- Do not force glass tubing into rubber stoppers or rubber tubing. First make sure that the ends of the glass tubing are fire polished. Then, lubricate both the rubber and the glass with a mixture of water and either glycerol or aerosol OT. Hold the glass tubing as close as possible to the rubber and then insert the glass with a slow, twisting motion. In addition, protect your hands from possible injury from broken glass by using a towel or piece of cheesecloth.
- **Wash your hands well before you start work and before leaving the laboratory.**
- Do not use any equipment until you have been authorized to do so by the person responsible for the equipment and are properly trained.

Eye Protection

- You should wear approved eye protection (safety glasses or goggles) in the laboratory whenever you or anyone in the lab is doing any experiment where there is a splash or flying particle hazard. Eye protection must meet ANSI Z87.1 impact standards and have indirect ventilation splash protection.
- If you should get an irritating or corrosive substance in your eye, move quickly to the emergency eyewash and irrigate your eyes thoroughly for at least 15 minutes. Do not delay; a difference of a few seconds can be crucial for the recovery of your eyes. Have someone notify the instructor of the accident so you can be taken to the Student Health Center immediately after the initial 15 minutes of eye irrigation.
- Sunglasses are not approved for eye protection safety.

FIRE HAZARD

- In case of fire, notify instructor as soon as possible.
- Learn the locations of the fire extinguisher(s), the fire blanket, and emergency shower/eyewash and learn how to use these devices. Towels soaked with water are very efficient at smothering small fires.
- Confine long hair and loose clothing in the laboratory. Hair is surprisingly flammable.
- Never use flammable substances near open flames or sparks.

CONTACT HAZARD

- If you should spill a corrosive substance on your skin or clothing, wash it off with copious amounts of water for at least 15 minutes. Do not hesitate to use the safety shower if the exposure is large.
- Notify the instructor of any such exposure/spillage as soon as possible; (s)he will provide any necessary secondary treatment and will arrange for transportation to the Student Health Center or hospital, as necessary.

INGESTION HAZARD

- Never eat, drink, or taste anything in the laboratory; this includes food and water. Do not bring food and water into the laboratory, even if you are not going to eat it there. Never drink water from a beaker; instead use the drinking fountain in the hall.
- Smoking is not permitted in University buildings.
- Do not use mouth suction when filling a pipette. Use a suction bulb, aspirator, or automatic pipettor and follow the instructions of your laboratory instructor.

INHALATION HAZARD

- Experimental operations that generate toxic or noxious fumes should always be performed in a hood.
- When using the hood, make sure that the sash is drawn to below the indicator lines and that the hood is drawing sufficiently.

CHEMICAL LABELING

- All solutions and mixtures generated must have a complete label listing the chemical name completely spelled out (no formulas or abbreviations only) and the hazards associated with the chemical (i.e. corrosive, flammable, toxic, oxidizer).
- Chemical inventory monitoring requires the following information also be included on the label of prepared reagents: preparer's name, date made-up, shelf life, target organs, academic course the chemical was made for and any other helpful information.
- Stockroom personnel can provide additional help and details for complete chemical labeling.

WASTE AND CLEAN-UP

- Excess chemicals must be disposed of properly; they generally cannot be recycled. Therefore, do not take more of a chemical than is needed for an experiment. You may obtain more later if you find that you have underestimated your needs.
- All chemicals must be disposed of in an approved manner. Do not put any chemical down the sink unless specifically told to do so by your instructor. If you are not certain of the proper disposal technique, check with your instructor or the stockroom personnel.
- Biohazards require specific handling and discard procedures. Familiarize yourself with them. SDS are available for some biohazardous organisms.
- Never put solids down the drain. Put solids in the appropriate trash containers.
- Each day, before you leave your lab bench, clean off the bench surface. Wipe down the surface with the appropriate cleaner.
- Dispose of broken glass in the appropriate, designated waste container. Use a dustpan and broom to sweep up broken glass. Do not pick broken glass up with your hands.
- Sharp discards such as used coverslips, slides, razor blades, syringe needles, etc. must not be discarded into the trashcans. Use only special containers provided in the lab for this purpose.

CHEMICAL SPILLS

- Chemical spills require special handling in most cases. Before you begin working, know the proper procedures and be sure to have the necessary clean-up materials on hand and know how to use them. In the event of a chemical spill, large or small, consult your instructor or the stockroom personnel as to the appropriate method of clean up.
- A spill of any size should always be reported to your instructor, even if it did not require any outside assistance to clean up.
- Response to a spill situation involves the use of the acronym SIN: Safety, Isolate, Notify
- You should not clean up a spill if you feel it is unsafe to do so. This includes if you do not know what the material is, you lack the necessary protection or clean-up material to do the job safely, if the spill is large (more than the amount you usually work with), the material is highly toxic or, if you feel any physical symptoms of exposure (eye irritation, difficulty breathing, coughing, dizziness, nausea, skin irritation, etc.)
- If you cannot clean up the spill, you should confine and contain the spill only if it is safe to do so by using absorbent pillows or vermiculite to dike and absorb. Keep people away and call for help.
- If the instructor is not available during a spill situation, notify the next responsible individual (stockroom personnel, Environmental Health and Safety, or University Police).
- When metallic mercury is spilled, watch closely to see where the droplets go. Then, avoid stepping on them and notify the laboratory instructor immediately so that proper decontamination procedures can be instituted.

IN CASE OF AN EMERGENCY DO NOT HESITATE TO USE ANY OF THE PROVIDED SAFETY FACILITIES

Persons to consult with questions regarding safety:

- IN AN EMERGENCY, CALL UPD AT x5555 or 911
- Your instructor
- Stockroom personnel
- HSU Environmental Health & Safety, SBS 311, phone x3302 or x5711

APPENDIX C - STUDENT OR EMPLOYEE INJURIES

Standard Operating Procedure for Student or Employee Injuries in the CNRS

Revision date: Janaury 2017

Laboratory Supervisor: See current Laboratory Supervisor list in the Laboratory Specific Chemical Hygiene Plan

Locations covered by this SOP: College of Natural Resources and Sciences

Exhibits:

- A. Flow Chart of Procedure
- B. Example of Accident Report Form STD. 268
- C. Example of Supervisors Report of Injury
- D. Example of Employee's Claim for Worker's Compensation Benefits

INTRODUCTION

Specific procedures must be followed to ensure that student and employee injuries are taken care of in an appropriate manner. The following instructions list the procedures for notification, chemical injuries, medical care and required reports. The flowchart in Exhibit A gives a brief overview of actions to take depending on the time and the circumstances of the incident.

RESPONSIBILITIES

The Instructor/Supervisor is responsible for assuring that the requirements of this SOP are followed by all persons in the CNRS under their direction.

NOTIFICATION PROCEDURES

The instructor/supervisor or an available designee should notify at least one of the following in order of availability: Stockroom, Dept. Chair, Building Coordinator, Dept. Office or Dean's Office.

MINOR FIRST AID

If the injury is such that it only requires basic first-aid treatment (e.g. from a first aid kit), the injured person should contact the instructor/supervisor to acquire the needed items (bandage, etc.). If you are in a chemical lab, it is important that you notify the lab supervisor of any need for first aid items.

In the event of a cut or puncture wound that is potentially dirty, the person should be advised to check their tetanus status. If it has been more than five years from the last booster, they should receive another booster within several days.

OTHER, NON-EMERGENCY FIRST AID

If the injury is a first-aid injury that cannot be treated in the laboratory, the person should be escorted to the Student Health Center. Note that the Student Health Center is open weekdays between 9:00 a.m. and 4:30 p.m. during the fall and spring semesters. Between 8:00 a.m. and 9:00 a.m. or between 4:30 and 5:00, use the doorbell located at the front of the Student Health Center to gain access. If possible, call the Student Health Center at x5036 to notify them that you are bringing an injured person.

If the Student Health Center is not open (e.g., during the summer session) or after 5:00 p.m. and more than basic first aid is required, contact the University Police (x5555 or 911) to arrange for transport to Mad River Hospital.

EMERGENCIES

Injuries that require emergency treatment should be referred to the University Police (911 or x5555) who will send an officer and arrange ambulance transport to Mad River Hospital. ***If you are uncertain as to whether the injury qualifies as an emergency, consult the Student Health Center at x5036***

CHEMICAL INJURIES

Provide a printed copy of the Safety Data Sheet (SDS) to accompany the injured person to the Student Health Center or Mad River Hospital. If unable to provide prior to transport, fax MSDS to the Student Health Center at x5042 or Mad River Hospital Emergency Room at # 826-8292 as soon as possible, including the name of the patient. If the injured person is being transported to Mad River Hospital, if possible, also provide a copy of this Standard Operating Procedure (SOP) to the injured person. The Student Health Center or hospital may call the stockroom or department office for further information regarding any chemicals or to contact the instructor. If office or stockroom personnel are unavailable, contact the CNRS Dean's office at 826-3256.

RETURN TRANSPORTATION FROM HOSPITAL TO CAMPUS

Return transportation from the hospital should be arranged from the patient's friends, faculty/staff, or University Police if they are available to do so. If transportation is unavailable from University Police, contact the CNRS Dean's Office at 826-3256.

FORMS/PAPERWORK

Student Injuries

An Accident Report Form STD. 268 (See Exhibit B for an example) must be filled out by the Supervisor/Instructor within 48 hours of the injury/incident. The original form is submitted to Risk Management and Safety Services with a copy to the Department Office.

Employee Injuries

A [Supervisor's Injury Report Form](#) (see Exhibit C for an example) must be filled out by the supervisor/instructor within 24 hours of the injury/incident. The original form is submitted to Human Resources, with copies to Risk Management and Safety Services and the department office. An Employee's Claim for Worker's Compensation Benefits Form (see Exhibit D for an example) may

also need to be completed. The Employee's Claim for Worker's Compensation Benefits Form is also available online at <https://hraps.humboldt.edu/employee-benefits>.

Please Note: All injuries must be reported even if no medical treatment is necessary. If the employee requests to see a physician at a later date, notify Workers' Compensation Manager in Human Resources immediately.

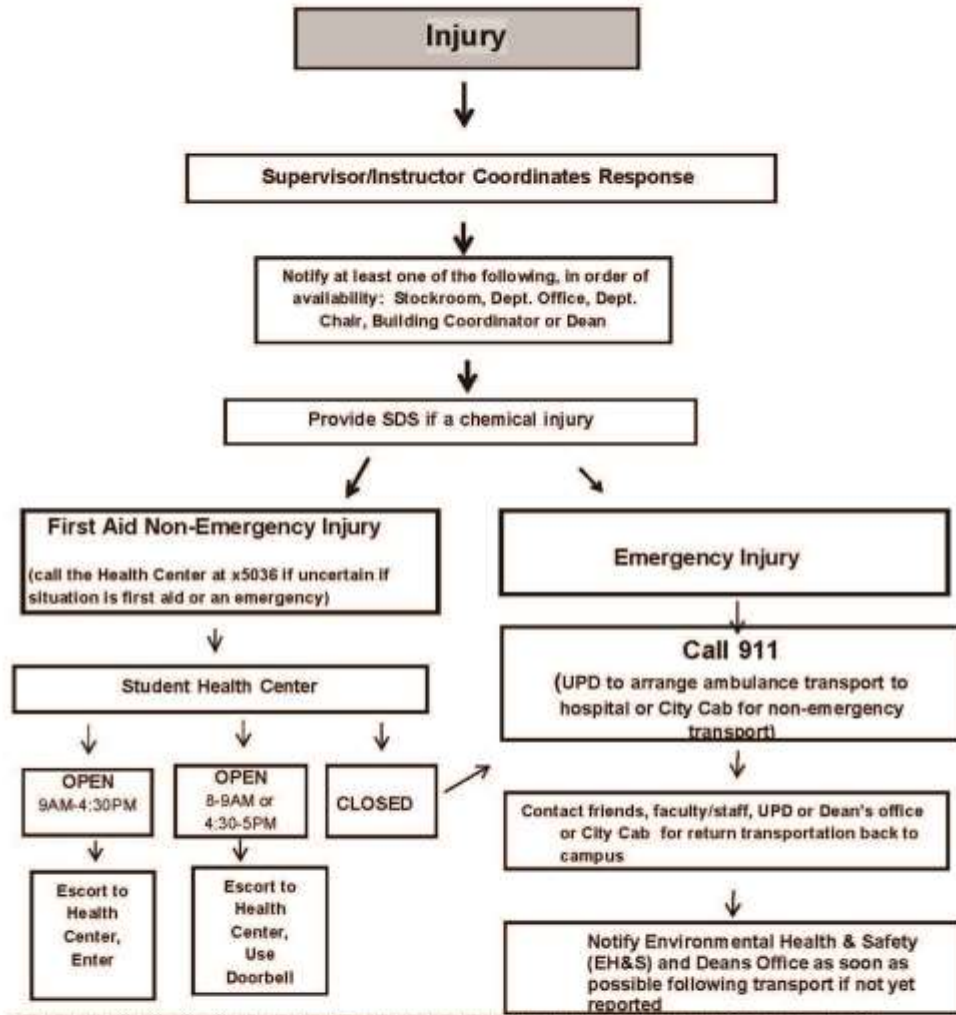
There are occasions when employees are injured and do not require an ambulance or emergency care, but require immediate treatment, for these situations HSU will provide transportation to and from outside medical facilities for these situations. The Workers' Compensation department has established documents pertaining to transportation to the local facilities.

Please refer to **Non-Emergency Medical Transportation form** for information on transportation to medical facilities. HSU will be facilitating the use of non-emergency medical transportation in the event it is necessary for an employee to be seen at an outside medical facility.

[Authorization to Transport form](#) will need to be completed by lead/manager to access non-emergency transport

These forms can be found in the work related injury reporting procedures document:
<https://www2.humboldt.edu/forms/node/1004>

EXHIBIT A
Flow Chart of Procedure



REQUIRED FORMS:

Student Injury Report Forms

- Accident Report form STD. 268
- Original to EH&S
- Copy to Department Office

Employee Injury Report Forms

- Supervisor's Report of Injury Report
- Original to Human Resources
- Copy to EH&S
- Copy to Department Office

If needed, Employee's Claim for Workers' Compensation Benefits Form

EXHIBIT B

Example of Accident Report Form STD 268 (front)

STATE OF CALIFORNIA
ACCIDENT REPORT
(Other than Motor Vehicle)
 STD. 268 (REV. 8-94)

This report should be completed and distributed within 48 hours of the incident. Attach any photos or diagrams.

CONFIDENTIAL--ATTORNEY/CLIENT PRIVILEGED DOCUMENT

This is a CONFIDENTIAL report to provide information for use by legal counsel in the event a claim is filed against the State or its employees. Under no circumstances should information be given to anyone except authorized state officials.

INCIDENT DATE	LOCATION (Describe specific location on reverse)	TIME
---------------	--	------

INJURED PARTY INFORMATION

INJURED PARTY'S NAME (Last, First, M.I.)	BIRTH DATE	DRIVER'S LICENSE NUMBER
INJURED PARTY'S MAILING ADDRESS (Street, City, State, Zip)	HOME TELEPHONE NUMBER ()	WORK TELEPHONE NUMBER ()
NATURE AND EXTENT OF APPARENT / CLAIMED INJURY (Describe incident in detail on reverse.)		

PHOTOGRAPHS TAKEN <input type="checkbox"/> YES <input type="checkbox"/> NO	IF YES, BY WHOM _____ FIRST AID GIVEN <input type="checkbox"/> YES <input type="checkbox"/> NO
---	--

PROPERTY DAMAGE/LOSS INFORMATION

PROPERTY OWNER'S NAME (Last, First, M.I.)	HOME TELEPHONE NUMBER ()	WORK TELEPHONE NUMBER ()
PROPERTY OWNER'S MAILING ADDRESS (Street, City, State, Zip)		
NATURE AND EXTENT OF DAMAGE / LOSS (Describe in detail on reverse of this page)		

WITNESS INFORMATION

NAME (Last, First, M.I.)	ADDRESS (Street, City, State, Zip)	TELEPHONE NUMBER
1.	WORK	()
	HOME	
DRIVER'S LICENSE NUMBER:		()
2.	WORK	()
	HOME	
DRIVER'S LICENSE NUMBER:		()
3.	WORK	()
	HOME	
DRIVER'S LICENSE NUMBER:		()
REPORTING AGENCY NAME		
REPORTING EMPLOYEE'S NAME AND TITLE (Print or Type)		TELEPHONE NUMBER ()
REPORTING EMPLOYEE'S SIGNATURE 		
REPORTING EMPLOYEE'S SUPERVISOR'S NAME AND TITLE (Print or Type)		TELEPHONE NUMBER ()

DISTRIBUTION: ORIGINAL--OFFICE OF THE ATTORNEY GENERAL, TORT UNIT, P. O. BOX 944266, SACRAMENTO, CA 94294-2666 (OR MS D-4)
 COPY--OFFICE OF RISK AND INSURANCE MANAGEMENT, 1325 J STREET, SUITE 1000, SACRAMENTO, CA 95814 (OR MS D-32)
 COPY--RETAINED BY REPORTING AGENCY

Revised: January 2017

EXHIBIT B

Example of Accident Report Form STD 268 (back)

STATE OF CALIFORNIA
ACCIDENT REPORT
(Other than Motor Vehicle)
STD. 268 (REV. 4-84) (REVERSE)

USE ADDITIONAL SHEETS AS NECESSARY

DESCRIBE SPECIFIC LOCATION OF THE INCIDENT

DESCRIBE THE INCIDENT IN DETAIL

EXHIBIT C

Example of Supervisors Report of Injury

WHITE - PERSONNEL CANARY - SAFETY PINK - SUPERVISOR

STATE OF CALIFORNIA SUPERVISOR'S INJURY PREVENTION REPORT			EMPLOYEE WORK INJURY	Date of Report
STD. 620				
A. INJURED EMPLOYEE			B. MEDICAL TREATMENT	
Date of Injury		Time	First Aid Given By:	
Last Name		First	Middle	<input type="checkbox"/> Treated Self
Home Address			Treated by (physician)	
City or Town	Social Security Number		Office Address	
Home Phone Number	Date of Birth		Supervisor's Office Mailing Address	
Classification			Telephone Number	
Place Injury Occurred (address)			Hospital	
			Signature	
▶				
SUPERVISOR'S COMMENTS: (Use other side for more information, sketches, etc.)				
1. Describe nature of injury and part of body affected as employee tells about it:				
2a. Facts available lead me to believe this work injury was caused by and happened during State work.		2b. From the facts I need my superior's or a physician's advice. The alleged claim of injury is not clearly identified with State employment.		2c. The facts do not indicate this claim of injury was work connected.
3. Give the facts that justify the items checked.				
4. Did injury result in disability beyond day of accident? <input type="checkbox"/> YES <input type="checkbox"/> NO If "YES," give date last worked.			Has employee returned to work? <input type="checkbox"/> YES <input type="checkbox"/> NO Date returned.	
5. What was injured doing at time of injury? (Explain so people at your headquarters will understand)				
6. Describe work place and conditions which contributed to the accident — also what safety devices were in use?				
7. Fully explain sequence of events that resulted in injury (how did employee's actions and work conditions combined, cause injury?)				
8. What steps are necessary to prevent recurrence of a similar injury?			8a. Have you taken these steps? <input type="checkbox"/> YES <input type="checkbox"/> NO If "NO," explain.	
9. Witnesses' names:				

Revised: January 2017

EXHIBIT C

Examples of Supervisors Report of Injury

Supervisor's Report of Injury for Workers' Compensation

CALIFORNIA STATE UNIVERSITY HUMBOLDT
Academic Personnel Services & Human Resources

1 Harpst Street
Arcata, CA 95521
707-826-3626
FAX: 707-826-3625

ATTENTION: This form contains information related to employee health and must be used in a manner that protects the confidentiality of employees to the extent possible while the information is being used for occupational safety and health purposes.

SUPERVISOR INSTRUCTIONS

1. REPORT THE ILLNESS/INJURY IMMEDIATELY TO BENEFITS & WORKERS' COMPENSATION UNIT, 707-826-3626
2. **Within 24 hours of the injury or illness:**
 - a. The employee's direct lead or manager must complete ALL sections of this form. (Under no circumstances is the injured/ill employee to complete this form)
 - b. Provide Employee Claim Form to injured/ill employee.
 - c. Fax forms to APS & HR at 707-826-3625

Lead/Manager: _____ Signature: _____ Phone: _____ Date: _____

I. INJURED/ILL EMPLOYEE

Name: _____ Department: _____
HSU ID #: _____ Birth Date: _____ Job Title: _____
Street Address: _____ Gender Male Female
City: _____ State: _____ Zip: _____ State Employee Volunteer Student Assistant
Home Phone: _____ Work Extension: _____
If Student, complete the following: Paid _____ /hour Usually Works # _____ days/wk & # _____ hrs/wk Hire Date: _____

II. FACTS RELATED TO WORK-RELATED INJURY/ILLNESS

Date of injury or onset of illness: _____ Time: _____ AM PM Witness Name _____
Time Employee Began Work: _____ AM PM Witness Name _____
Were other HSU Employees Injured? No Yes Witness Name _____
Medical Treatment Necessary? If yes, indicate below. No Yes
 HSU Student Health Center Mad River Occupational Health Mad River Emergency Room Other
If other, list name, address and phone: _____

Type of Injury (Check):

- Reaction to foreign substance/object
- Puncture
- Laceration
- Contusion
- Burn
- Fracture
- Sprain/Strain
- Other _____

Part of Body (Check):

- Head
- Face
- Eye
- Ear
- Mouth
- Heart
- Back
- Trunk
- Arm
- Wrist
- Hand
- Finger
- Knee
- Leg
- Ankle
- Foot

Indicate Right or Left

- Right
- Left

Describe **Other** where applicable.

Describe specific activity the employee was performing when event occurred (e.g., Welding seams of metal forms, loading boxes onto truck, class instruction).

Describe how the injury/illness occurred (e.g., Employee stepped back to inspect work and slipped on scrap metal. As he fell, he brushed against fresh weld and burned right hand).

Describe work place and conditions which contributed to the accident - also what safety devices were in use?

Please indicate specific place of accident (e.g., northeast corner of S85 roof, south facing staircase of Siemens Hall).

III. Lost Work Time

Did injury result in disability beyond day of accident? No Yes If yes, give date last worked:

Has employee returned to work? No Yes Date Returned:

IV. Departmental Review

- The facts available lead me to believe this work injury was caused by and happened during State work.
- I am unable to determine if this injury is caused by current employment. A physician's report will be necessary to verify if the injury/illness is related to employee's current employment at Humboldt State University.
- The facts do not indicate this claim of injury was work related.

If necessary, give the facts that justify the items checked above:

What steps are necessary to prevent recurrence of a similar injury?

Have you taken these steps? No Yes

If no, explain:

It is the lead/manager's responsibility to ensure that the injured/ill employee submits a DWC-1, Employee Claim Form. Both this form and the DWC-1 should be faxed or walked to Human Resources within 24 hours. For more information, including links to forms, you may refer to the Workers' Compensation [website](#). If there are further questions, or specific circumstances to discuss, please contact AP5HR at 707-826-3626.

Our Workers' Compensation Carrier is Sedgwick CMS.

Please be sure to include details such as address and phone number on this form, as it ensures that HR and Sedgwick have access to the most up to date information on the employee.

EXHIBIT D

Example of Employee's Claim for Worker's Compensation Benefits Form

(Available online at <http://www.humboldt.edu/~hsuhr/ECF.pdf>)

P.O. Box 120431
San Diego, CA 92112-0431
800-274-9844 Fax: 619-595-1899

P.O. Box 2422
Tustin, CA 92781-2422
800-677-3313 Fax: 714-544-1979

State of California
Department of Industrial Relations
DIVISION OF WORKERS' COMPENSATION

Ward North America, Inc.



1500 West E Camino, Box 2997
Sacramento, CA 95833
916-663-1825 Fax: 916-663-1826

P.O. Box 27405
Fresno, CA 93729-7405
559-440-9801 Fax: 559-440-9803

Estado de California
Departamento de Relaciones Industriales
DIVISION DE COMPENSACION AL TRABAJADOR

EMPLOYEE'S CLAIM FOR WORKERS' COMPENSATION BENEFITS

If you are injured or become ill because of your job, you may be entitled to workers' compensation benefits.

Complete the "Employee" section and give the form to your employer. Keep the copy marked "Employee's Temporary Receipt" until you receive the dated copy from your employer. You may call the Division of Workers' Compensation at 1-800-736-7401 if you need help in filling out this form or in obtaining your benefits. An explanation of workers' compensation benefits is included on the back of this form.

You should also have received a pamphlet from your employer describing workers' compensation benefits and the procedures to obtain them.

PETICION DEL EMPLEADO PARA BENEFICIOS DE COMPENSACION DEL TRABAJADOR

Si Ud. se ha lesionado o se ha enfermado a causa de su trabajo, Ud. tiene derecho a recibir beneficios de compensación al trabajador.

Complete the section "Empleado" and entregue la forma a su empleador. Quédese con la copia designada "Recibo Temporal del Empleado" hasta que Ud. reciba la copia fechada de su empleador. Si Ud. necesita ayuda para completar esta forma o para obtener sus beneficios, si Ud. puede hablar con la División de Compensación al Trabajador llamando al 1-800-736-7401. En la parte de atrás de esta forma se encuentra una explicación de los beneficios de compensación al trabajador.

Ud. también debería haber recibido de su empleador un folleto describiendo los beneficios de compensación al trabajador lesionado y los procedimientos para obtenerlos.

Any person who makes or causes to be made any knowingly false or fraudulent material statement or material representation for the purpose of obtaining or denying workers' compensation benefits or payments is guilty of a felony.

Toda aquella persona que a propósito haga o cause que se produzca cualquier declaración o representación material falsa o fraudulenta con el fin de obtener o negar beneficios o pagos de compensación a trabajadores lesionados es culpable de un crimen mayor "felonia".

Employee: Empleado:

1. Name. Nombre: _____ Today's Date. Fecha de hoy: _____

2. Home Address. Dirección Residencial: _____

3. City. Ciudad: _____ State. Estado: _____ Zip. Código Postal: _____

4. Date of Injury. Fecha de la lesión (accidente): _____ Time of Injury. Hora en que ocurrió: _____ a.m. _____ p.m.

5. Address and description of where injury happened. Dirección/Lugar dónde ocurrió el accidente: _____

6. Describe injury and part of body affected. Describe la lesión y parte del cuerpo afectada: _____

7. Social Security Number. Número de Seguro Social del Empleado: _____

8. Signature of employee. Firma del empleado: _____

Employer - complete this section and give the employee a copy immediately as a receipt. Empleador - complete esta sección y déle inmediatamente una copia al empleado como recibo.

9. Name of employer. Nombre del empleador: _____

10. Address. Dirección: _____

11. Date employer first knew of injury. Fecha en que el empleador supo por primera vez de la lesión o accidente: _____

12. Date claim form was provided to employee. Fecha en que se le entregó al empleado la petición: _____

13. Date employer received claim form. Fecha en que el empleado devolvió la petición al empleador: _____

14. Name and address of insurance carrier or adjusting agency. Nombre y dirección de la compañía de seguros o agencia administradora de seguros:
Ward North America, Inc., _____

15. Insurance Policy Number. El número de la póliza del Seguro: _____

16. Signature of employer representative. Firma del representante del empleador: _____

17. Title. Título: _____ 18. Telephone. Teléfono: _____

Employer: You are required to date this form and provide copies to your insurer or claim administrator and to the employee, dependent or representative who filed the claim within **one working day** of receipt of the form from the employee.

Empleador: Se requiere que Ud. feche esta forma y que propée copias a su compañía de seguros, administrador de reclamos, o dependiente/representante de reclamos y al empleado que hayan presentado esta petición dentro del plazo de **un día hábil** desde el momento de haber sido recibida la forma del empleado.

SIGNING THIS FORM IS NOT AN ADMISSION OF LIABILITY

EL FIRMAR ESTA FORMA NO SIGNIFICA ADMISION DE RESPONSABILIDAD

APPENDIX D – RODENT TRAPPING AND HANTA VIRUS RISK MANAGEMENT

The risk of developing a disease (i.e., acute respiratory distress syndrome) related to exposure to rodents infected with hantaviruses is small, but the proportion of people who die following diagnosis remains high. Consequently, safety guidelines for handling traps, soiled bedding from traps, and captured rodents are necessary (see Appendix D).

Deermice (*Peromyscus*) serve as the main reservoir for hantaviruses in the western United States. Other species (e.g. *Neotoma lepida* and, rarely, *N. fuscipes*), however, are occasionally found to be infected and could be infective to people. Most transmission to humans occurs via dust contaminated with feces or urine from infected mice. Such dust can be associated with nesting materials in cabins, sheds, houses, woodrat (or other rodent) nests, or in box traps (i.e., Sherman live traps).

Precautions to Minimize Risks of Exposure to Hantaviruses in California

Minimal standards should vary with perceived risks. For example, studies of *Peromyscus* in the desert southwest should warrant more precautions than studies of *Neotoma* in California. In all cases, these standards should at least include the following:

- Providing adequate education to students and staff about the risks of exposure to hantaviruses. This could include routine trapping and handling rodents to cleaning and storing used traps.
- Participation in any class-related experiences with a risk of exposure should never be required or coerced.
- Personal protective equipment (PPE) including disposable examination gloves, face shields, rubber boots, and the option of being fitted with HEPA-filtered masks, should be provided for those working in potential exposure areas. Alternatively, students should be provided information on how and where to purchase such items.
- Students should not be allowed to clean dusty rooms where mice have been nesting (old field station rooms, cabins, etc.) without proper PPE.
- Traps containing mice or contaminated with feces/urine, or dirty bedding should be handled out-of-doors whenever possible. Potentially contaminated traps should never be handled in closed rooms with poor ventilation.
- Individuals handling rodents or traps should position themselves so that the mouse and traps are positioned downwind.
- Individuals checking traps for captures should not stick their faces into traps to inspect the contents.
- Soiled bedding, fecal material, dust from dirty traps, and gloves should be disposed of in double-bagged garbage bags clearly marked as potentially infectious animal waste.
- Traps should be cleaned with disinfectant (Lysol or 10% bleach), rinsed thoroughly, and allowed to air dry after each use and before storage (not necessarily each day, but certainly each time traps are packed up or returned to storage).

- Individuals who develop progressive difficulty breathing or a serious cough within 45 days of potential exposure should seek immediate medical attention.

For more information on Hantavirus, go to the Centers for Disease Control and Prevention at <https://www.cdc.gov/hantavirus/index.html>.

[Reviewed for currency August 2019]