

University Senate

Meeting Minutes for Tuesday, October 24, 2023

Goodwin Forum and Zoom Meeting ID: 818 1954 9462

Chair Woglom called the meeting to order at 3:02 pm. A quorum was present.

Members Present

Alderson, Banks, Burkhalter, Cappuccio, Deshazier, Graham, Harmon, Hill, Ho'a, Lancaster, Miller, Miyamoto, Mola, Ramsier, Ruiz, Schroeder, Stelter, A. Thobaben, M. Thobaben, Virnoche, Woglom

Members Absent

Aghasaleh, Bell, Benavides-Garb, Capps, Holliday, Jackson, McGuire, Pachmayer, Parker, Tillinghast

Guests

Ana Bernal, Adrienne Colegrove-Raymond, Mike Fisher, Bethany Gilden, David Hickcox, Mark Johnson, Cyril Oberlander, Maxwell Schnurer, Steve St. Onge, Ronnie Swartz, Kimberly White, Jeanne Wielgus

Announcement of Proxies

Mola for Aghasaleh, Kimberly White for Capps, Steve St. Onge for Holliday, Mark Johnson for Jackson

Approval and Adoption of Agenda

M/S (Lancaster/Miyamoto) to approve the agenda.

Motion to approve the agenda passed without dissent.

CFA Interruption Statement

Chair Woglom read the Interruption Statement from the California Faculty Association.

Approval of Minutes from October 10, 2023

M/S (Miller/A. Thobaben) to approve the minutes from the meetings on October 10, 2023.

Motion passed without dissent.

Consent Calendar from the Integrated Curriculum Committee

The attached Consent Calendar from the Integrated Curriculum Committee was approved by general consent.

General Consent Calendar

No items.

Reports, Announcements, and Communications of the Chair

Written report attached

Reports of Standing Committees, Statewide Senators, and Ex-officio Members

Academic Policies Committee (APC)

Written report attached

Appointments and Elections Committee (AEC)

Written report attached

Constitution and Bylaws Committee (CBC)

No report

Faculty Affairs Committee (FAC)

Written report attached

Integrated Curriculum Committee (ICC)

Written report attached

University Policies Committee (UPC)

Written report attached

University Resources and Planning Committee (URPC)

The first URPC Open Forum of the year went well. A recording of it is available on the URPC website.

Academic Senate of the California State University (ASCSU)

Written report attached

Associated Students (AS)

No report

California Faculty Association (CFA)

Remember to vote in the strike authorization election.

Office of Diversity, Equity, and Inclusion (ODEI)

No Report

Emeritus and Retired Faculty and Staff Association (ERFSA)

Written report attached

Labor Council

No Report

Staff Council

Written report attached

President's Administrative Team (PAT)

Written report attached

TIME CERTAIN: 3:15-3:30 PM – Open Forum for the Campus Community

Senator Banks announced an upcoming event for a campus tour dog walk on October 28th.

TIME CERTAIN: 3:30-3:45 PM – Update on Title IX Implementation Committee activities and future responses to Cozen O'Connor report

The Senate's feedback on the Title IX Communication Plan from Jamboard is attached.

Facilities Bidding Process from Michael Fisher

Michael Fisher, Associate Vice President of Facilities Management, discussed the process for public bids on major projects. This process is documented online here: <https://procurement.humboldt.edu/bids/construction>

Resolution on Art History Major Elevation (02-23/24-ICC – October 24, 2023 – Curriculum Reading)

Senator Alderson summarized the resolution and its history. Senator Ramsier, Senator Miyamoto, and Chair Woglom spoke in favor of the resolution.

Senate vote to approve the Resolution on Art History Major Elevation *passed*.

Ayes: Aghasaleh, Alderson, Banks, Burkhalter, Cappuccio, Deshazier, Graham, Harmon, Hill, Holliday, Miller, Miyamoto, Mola, Ramsier, Ruiz, Schroeder, Stelter, A. Thobaben, M. Thobaben, Virnoche, Woglom

Nays: none

Abstentions: Ho'a, Capps, Lancaster

M/S (Harmon/Virnoche) to adjourn

Meeting adjourned at 4:44 PM

[CS - 449 - 23-2266 - Course Change - Computer Security](#). Change the prerequisite courses from "CS 346" to "CS 346 or CS 375" to allow students in the new Software Engineering Program to take CS 449 as one of their elective courses. There are similar concepts addressed in CS 375 to those in CS 346, so students in the Software Engineering Program will not be disadvantaged by this alternate prerequisite.

[ESM - 355 - 23-2256 - Course Change - Principles of Ecological Restoration](#). Removing IA from Ecological Restoration Minor students.

[Software Engineering, B.S. - MAP Update - 23-2267](#). Elective Requirements would like to add the following courses under this heading: CS 232 Python, CS 235 Java, CS 279 Linux Programming, CS 346 Telecom, CS 444 Robotics, CS 461 Telecom, CS 480 Special Topics.

Sociology Changes

[Public Sociology, M.A. - Change Core Requirements - 22-2168](#).

Update the Curriculum to indicate that the paid teaching experience is required, and other minor copy changes to the Program Description.

Remove separate elective groupings in preparation for the future creation of Blended Programs. Also remove the following courses from the elective listing: FILM 455 and FILM 455S. Add the following courses to the combined elective listing: EC 620, EC 630, EC 640, ENGL 510, ENGL 605, NAS 610 (currently a New Course Proposal), CANN 325, CANN 335, CANN 420, CRIM 420, CRIM 455, ESM 435, FILM 362, JMC 322 and JMC 323.

[SOC - 610 - 22-2134 - Course Change - Contemporary Social Theory](#).

1. Change course number from SOC 610 to SOC 510 to signal this course as the first in our graduate-level theory series, and so advanced undergraduates would be eligible with instructor permission to enroll in this course. This is also to support planned program development of Blended Programs for Sociology BA and Criminology and Social Justice BA students.
2. Course Description change from "20th century theories: functionalism, conflict, interactionism, exchange, structural, phenomenological, existential, world systems, and critical." to "20th-21st century theories that focus on questions of structure/agency, individual/collective, power, identity, and social change. "

Hello Cal Poly Humboldt!

Greetings from the San Diego State University campus where a bunch of our colleagues and I are attending the Graduation Initiative 2025 Symposium. I apologize for not getting to hang out with the Senate in person this week, and appreciate y'all's patience with the reduced modality options. I hope y'all are doing well and raring to engage in some shared governance for the betterment of our University this week.

We have an exciting and important project, to that end: the Humboldt Title IX Implementation Team (TIXi) will be joining us to collaboratively develop a communication plan that will drive and inform how the committee engages with the campus community regarding the implementation process. After a presentation and discussion with AVP Mike Fisher regarding contract and procurement processes related to construction (thank you Mike!), we will get into breakout rooms and look at the parameters for the communication plan as dictated by the Chancellor's office, and work to inform and author a shared document that reflects our respective needs, interests and concerns.

As Dave Hickcox, Co-Chair of the Implementation team explains:

What the Communication Plan will capture is how the Title IX Office and the Implementation Team will engage campus to coordinate the implementation of these recommendations – either when we solicit feedback (pull information) or when we inform stakeholders on progress (push information). Senate and campus coordination efforts should capture what stakeholders visualize as the ideal implementation of each recommendation (given free rein, how would individual stakeholder groups make these changes, and would the end result look like) --- AND --- identify the work that needs to occur to fully coordinate implementation consultation between TIXi and stakeholders.

In other words, I'd encourage us to dream big. What would the ideal model for communication look like, and how can we work towards achieving it together? We have allotted a half hour towards this discussion, but I anticipate it will likely take longer, so I will have to strive for uncharacteristically tight time-management, but I am confident that we will make something cool.

Thank you all for all you are doing at this point in the semester, and please reach out to me if you have anything you would like for us to address in this or future meetings.

In Service,
jim

CAL POLY HUMBOLDT

University Senate Written Reports, October 24, 2023

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Nicole Jean Hill, APC Chair Pro Tem

Members: Julie Alderson, Frank Cappuccio, Harrelle Deshazier, Tyler Evans, Li Qu, Jenni Robinson Reisinger, Mark Wicklund. Vacant: Two AS Student Reps.

Meeting Date(s): October 13 and October 20, 2023

Meeting Details: Julie led discussion about the BP policy. Minor areas of the document were addressed and Julie will be moving this on to the ICC. Work continued on the revised priority registration policy -refinement of the policy is needed to separate out “definitions” and “implementation” of the policy. We determined that for now, types of “priority” registration will be defined as “Day One” registration and “Early Registration.” The feedback responses were reviewed for the Credit for Prior Learning Policy. Language was clarified and shortened related to external accreditor. Only 2 people commented on the 25% section (of the on-time feedback read prior to meeting)- one in favor and one with concerns. Nicole will follow up with a revised version based on relevant feedback with resolution to move forward to senate for a reading. We aim to have one final pass as a committee of the CTL policy either before or during the next meeting on October 27th.

Appointments and Elections Committee:

Submitted by Jayne McGuire, AEC Chair

Members:

Meeting Date(s):

Meeting Details: The AEC will be meeting next week to discuss strategic recruitment in an effort to diversify leadership on campus.

Faculty Affairs Committee:

Submitted by Tim Miller, FAC Chair

Members: Ramona Bell, Kim Perris, Lisa Tremain, Marisol Ruiz Gonzalez, Kim White

Meeting Date(s): Wednesdays 11-noon, NHE 106 and Zoom (please email Tim at tim.miller@humboldt.edu for more details if you'd like to attend)

Meeting details: FAC is continuing on our two major priorities for the fall: the faculty awards process (updated two years ago- this is the second round with the new policies), and student feedback of teaching experiences. We are looking forward to meeting with the faculty awards committee to work on improving that process and are still gathering input about the student feedback process. If you are interested in being part of the conversation, we would love to hear from you! Contact Tim (tim.miller@humboldt.edu).

Integrated Curriculum Committee:

Submitted by Julia Alderson, ICC Chair

Members: Julie Alderson (Interim Chair), Paul Michael Atienza, Cindy Bumgarner, Carmen Bustos-Works, Christine Cass, Amanda Dinscore, Eden Donahue, William Fisher, Cameron Allison Govier, Sara Jaye Hart, Nicole Jean Hill, Lucy Kerhoulas, Heather Madar, Bori Mazzag, Cindy Moyer, Justus Ortega, Marissa Ramsier, Mark Rizzardi, Jenni Robinson Reisinger, Joshua Smith, Anna Thaler, Lisa Tremain, Melissa Tafoya, Mark Wicklund, Jim Woglom

Meeting Date: October 17, 2023

Meeting Details: ICC met on October 17th. We had a 1 hour rather than 2 hour meeting as our GEAR and CDC subcommittees needed additional work time. The full committee processed items that are now coming forward on this week's Senate Consent Calendar, as well as item 13 - Resolution on Art History Major Elevation (01-23/24-ICC – October 24, 2023 – Curriculum Reading).

University Policies Committee:

Submitted by Chris Harmon, UPC Chair

Members:

Meeting Date(s): 10.10.23

Meeting Details:

The UPC has been joined by two new members, Dr. Mith Mitchell (AVP for student success and Dean of Students) and Tawny Fleming (representative for VP Gordon); we very much appreciate having new voices with diverse backgrounds and wisdom to aid in our work.

The UPC has been tasked with looking at the University Intellectual Property Policy (UIPP) that stalled out in the Senate during AY 16/17. The resolution and policy were passed by the body of the Senate; however, could not be ratified by President Rosbacher in the direction of the Chancellor's office related to an all-system IPP (i.e., Article 39 of the CBA). It seems the winds have shifted and campus-specific UIPPs are being ratified; indeed, Cal State East Bay was able to pass and sign their own UIPP in 2022. Additionally, the language of the original UIPP passed by the Senate in AY 16/17 needs to be updated to reflect how our duties have shifted in the post-pandemic world in the creation of online materials. I expect we will be grappling with this for several weeks, if not months, as faculty, staff, and students are affected by UIPP. We will be engaging various campus groups and communities for better insight in crafting a new UIPP as well as including desired language from the UIPP that could not be passed. The UIPP from AY 16/17 contains many important points and definitions that we wish to keep as the body of the Senate from that time did pass that resolution and proposed UIPP.

Academic Senate CSU (ASCSU):

Submitted by Stephanie Burkhalter and Mary Virnoche, ASCSU Senators

Academic Council of International Programs (ACIP)

October 19-20, 2023 * CSU Chancellor's Office

Report Submitted to ASCSU by Mike Vann and Mary Virnoche, ASCSU Representatives

The fall, 2023 CSU Academic Council on International Programs meeting started with a welcome address from Dr. Dilce Perez, Deputy Vice Chancellor. Approval of Agenda and then the approval of Spring 2023 minutes. Council Chair, Caitlin Fouratt gave her report.

Guest Speaker:

Karen Klimowski, Development Diplomat in Residence, USAID, CSU Long Beach

Resource for the entire West on all things USAID. Many internships. 6-weeks from 6 months to a year. Posting new internships at the end of October. U.S. Citizenship required.

<https://www.usaid.gov/careers/student-internships>. Thinking about continuity for students with international exchange.

Report of the CSU IP Executive Director, Dr. Shankar Raman

CSUIP enrollment numbers are slowly going back up. Students are coming from different experiences and needs after COVID and have not fully embraced study abroad. Most of their experiences were Zoom and still using Zoom. He noted cost increases for CSUIP. Staffing

expenses and airfare are on the rise. One-semester option increased his office's workload: Everything doubled (e.g., application review, orientations, advising, farewell dinners).

The most important news was that CSUIP has dropped Resident Directors for France & Spain. There were many challenges with sending our faculty abroad with annual onboarding and paperwork. There was inequity with up to 120 applications for three positions. He is looking for different ways to engage faculty such as faculty seminars.

He was very happy with the Study Abroad Act sponsored by Senator Paul Simon. It has a goal for 1 million students to study abroad with an eye towards equity and nontraditional students. Hopes that Federal funds will support this goal.

Kristy Sauerbry led an exercise with ACIP on CSUIP diversity data. CSUIP students remain very white and mostly female. Calls to increase BIPOC student participation. Need to reach traditionally under-represented students.

Standing Committee Meetings

Academic and Fiscal Affairs Committee (AFAC)

Received fiscal and academic reports. Comments that there needs to be work at CSUIP satisfying GEs for students. Worked on scoring rubrics for assessing students. AFAC was very busy reviewing scholarships. At the Faculty Affairs Committee (FAC), Executive Director Dr. Jaishankar Raman addressed that the France and Spain Resident Directors (RD) are permanently gone. He assured the committee that the people on the ground know these programs and the change won't impact student experience. Yes, there is a financial aspect, but there were other factors. RDs are getting more expensive and the CSU does not want to pass fees onto students. Rising cost of employing Europeans as they have social services. CSUIP might be hiring more staff in France and Spain, so unclear how much will be saved (can't give exact number). In the past there were years with weak RD candidates. Not all faculty are good administrators "hit or miss". Selection process was not equitable due to language skills. Almost always language instructors. Keeping RD for Italy: size of program & need to manage faculty. Italy has a different history as an architecture program. Aix-en-Provence has had low numbers, but they will be growing the program as they work with the business school in Aix. Brainstorming to get faculty involved in CSUIP now that RDs are gone. Ideas included summer teaching opportunities, pre-departure training, and International Forum opportunities for faculty at CSUIP events at Chancellor's Office or campuses. Maybe send a cohort of faculty to co-teach a summer class in the various host countries. Prioritizing events that will bring CSUIP back to the campuses with the faculty. Idea of creating a "deliverable" to show that faculty promoted CSUIP was raised. CSUIP needs to make faculty advocates for CSUIP.

Program Review Committee (PRC)

Working on a new rubric. New system should be ready within 3 years. Rebuilding the program review process with new data sources such as virtual interviews with staff. PRC is reviewing Ghana, South Korea, and Spain.

Student Affairs Committee (SAC)

Committee Executive Director Dr. Jaishankar Raman noted difficulty getting data on students to track impact on academic success and time to graduation. Says he knows that there is a long-term career impact, but short-term time to graduation is unclear.

Executive Committee worked on ACIP's internal flow of information and shared standing committee reports.

In closing plenary Council Chair, Caitlin Fouratt noted the need to work on communication with students, especially in the context of losing two RDs and the increase in mental health challenges. AFAC reviewed scholarships for the ACIP plenary and discussed students who won scholarships. PRC reported that their revised and revamped review process was working very well in their review of Spain, Ghana, and South Korea. Student input was essential for the reviews. SAC very concerned about security conditions in Israel and future of program. Students gave report on their experience. Students who studied in Taiwan noted weak help for mental health issues in Taiwan and difficulties with poor staffing of office for CSU students. Students talked about students who were alienated and frustrated in their time abroad. In closing, Shankar Raman remarked that we are at 60 years of CSUIP and he will be doing something in the Spring to celebrate.

General comments made to Senator Vann: ASCSU to help with campuses needing to make sure faculty appointees to ACIP understand that they are required to attend the meetings in person.

Emeritus & Retired Faculty & Staff Association

Submitted by Marshelle Thobaben, Senate Representative for ERFSA

Members:

Meeting Date(s):

Meeting Details: **Humboldt-ERFSA University Senate Report Oct. 23, 2023**

The Humboldt-Executive Committee wishes to thank **Provost Capps** for congratulating the newest Emeritus Status faculty, staff, and administrators in her weekly announcements on Oct. 16, 2023.

The Humboldt-Executive Committee also wishes to thank **President Jackson** for his *Time Standard*, October 12, 2023, article where he talks about the value of ERFSA in his column. Please refer to his article below.

College Matters | Retired employees can make a difference By [Dr. Tom Jackson Jr.](#)

October 12, 2023 at 12:30 p.m.

The California State University (CSU) is one of the largest systems of higher education in the world. It is a powerful engine for prosperity in California serving nearly 460,000 students, with 55,000 employees, through 23 amazing universities located from San Diego to Humboldt.

Within the CSU we take great pride in the variability of each campus, if not the uniqueness of each campus. The truth is, we are much more alike than we are different. Fundamentally, we are academic institutions that exist to provide degrees to people who earn them. Of those who work on each campus, most do many of the same things within their various roles. In performing these roles subtly differently, they help define the student and community experiences the campus provides. We resemble, if not mirror, the dynamics of the region in which we exist.

However, one of the good ways — one of the amazing ways — that Cal Poly Humboldt is different is the strong and long-term connection our employees have with the university. For example, we have a high number of alumni who work at Humboldt, in all sorts of staff, faculty, and administrative roles. We have just about 1,200 state employees at our campus, and more than 300 of them are alumni! The alumni play a major role in managing the institution, and in fact, were in key roles as we developed our plans for the polytechnic transformation. That's at least one reason the polytechnic effort resonated so strongly with our far-flung alumni and other close constituencies.

Another great example is the number of retired employees who continue to be highly engaged with Cal Poly Humboldt. There is a passion, great interest, and true commitment from our retired employees. I honestly do not think, once retired, I would agree to serve on a committee, but many of our retired employees do. There's something special about Humboldt and our former employees. It truly is a point of pride for us.

Many of these former employees live nearby, continuing to enjoy the communities and stunning natural environment of the North Coast. Even those who have moved further afield stay connected to the area and this University.

They provide great advice and perspective to newer employees. Many of us have had the experience of being new at Humboldt and eventually meeting a retired Humboldt employee who shares insights about our university. They attend and support Humboldt events, including the arts, lectures, athletic competitions, and more. Retired members of the faculty and staff will often serve on campus committees or on ad hoc groups pulled together to solve a particular challenge.

Many retired Humboldt faculty and staff are also donors, supporting causes or programs that they became passionate about during their time working on campus. Some have even made very significant commitments to Humboldt in their estate plans, creating a legacy at Humboldt.

The retirees have also organized themselves through ERFSA — the Emeritus and Retired Faculty and Staff Association. This group has regular lunch socials, featuring talks by members of the campus community on projects, research, new initiatives, recent successes, and more. They recently featured the rowing coaches and a group of student-athletes, who talked about the recent national championship season. It was fun for them to hear about, and it was also a positive way of recognizing rowing for their efforts. ERFSA also has a special grant program — funded by gifts from the members — that provides up to \$1,000 to help newer faculty and staff expand their professional qualifications. You can find more information about ERFSA at their website at erfsa.humboldt.edu.

If you're retired from Humboldt, I encourage you to get involved with ERFSA to connect with friends and colleagues.

Cal Poly Humboldt is an amazing place with special people.

Be kind.

Dr. Tom Jackson Jr. is the president of Cal Poly Humboldt.

https://www.times-standard.com/2023/10/12/college-matters-retired-employees-can-make-a-difference/?utm_email=A46D64C10552645B64BC1471B1&lctg=A46D64C10552645B64BC1471B1&active=yesP&utm_source=listrak&utm_medium=email&utm_term=https%3a%2f%2fwww.times-standard.com%2f2023%2f10%2f12%2fcollege-matters-retired-employees-can-make-a-difference%2f&utm_campaign=norcal-eureka-morning-report&utm_content=automated

Staff Council:

Submitted by Senator Sulaina Banks

Campus and Community Dialogue on Race is taking place this week (Monday, October 23rd - Friday, October 27th). You can see what events are taking place through CDOR's [website](#).

Staff Council is hosting their next Connect with Colleagues event on Tuesday, October 31st from 12 pm - 2 pm in the Great Hall. It is a drop-in Halloween themed event with a costume contest.

President and President's Administrative Team Report to University Senate

Tom Jackson, Jr., President
Mark Johnson, Chief of Staff
Jenn Capps, Provost and VP for Academic Affairs
Carla Ho'a, Interim VP for Administration & Finance and CFO
Chrissy Holliday, VP for Enrollment Management & Student Success
Frank Whitlatch, VP for University Advancement
Nick Pettit, Executive Director of Intercollegiate Athletics & Recreational Sports
Adrienne Colegrove-Raymond, Special Assistant to the President for Tribal & Community Engagement

MOMENTS OF PRIDE

Enrollment success - Cal Poly Humboldt celebrated its official fall census numbers, which showed the second consecutive fall semester of growth, the first time that has happened since 2014-2015, as well as an uptick in retention. Read more about the enrollment numbers, and all that is underway to continue our sustainable growth, in [this recent message](#) to campus.

Lumberjack Weekend / Homecoming & Family Weekend 2023 - Lumberjack Weekend returned this past week, starting with a kickoff party on Thursday, Oct. 19, and including various activities for students, families, alumni, and the broader campus community throughout [the multi-day event](#). The weekend is one of the major opportunities to cement the relationship between our students and the rest of the Lumberjack family. Thanks to all who made this important event a success and took the time to interact with our students, families, and alums.

COMMUNITY

Cal Poly Humboldt has partnered with the Workforce Programs & innovation Team from UC Davis Office of Medical Education. They will be hiring a coordinator, who will work closely with Cal Poly Humboldt's Indian Tribal & Educational Personnel Program to will assist in the design and lead the coordination of post baccalaureate pathway program and related tribal health initiatives that span from the Cal Poly Humboldt undergraduate university to medical school.

ACADEMICS

Nominations for honorary degrees to be conferred either at the Spring 2024 Commencement Ceremonies or at another appropriate time are due to the committee by Friday, October 27, 2023. Nominations need to include: the full name of the nominee, two nomination letters, a brief summary of reasons the degree is deserved, a curriculum vitae or comparable biographical information, and a brief description of the relationship, if any, the nominee has with Cal Poly Humboldt. Please email nominations and supporting documents to the Provost's Office using the following email address: OAAVP@humboldt.edu.

INCLUSIVE EXPERIENCE

Campus

This week, October 23rd to the 27th, campus will host the 25th Annual Campus Dialogue on Race: [\(Re\)Defining Difference, Honoring Collective Resistance](#). Featured speakers are: Dr. Tara Yosso, Director Chisato Hughes, Dr. Verónica N. Vélez, and Dr. James Binnall. [CDOR Information](#)

CAL POLY HUMBOLDT
University Senate

Resolution to Recommend Art History and Museum Studies BA Program
02-23/24-ICC October 24, 2023 - Curriculum Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the Art History and Museum Studies BA program detailed in proposal [22-2136](#) be approved.

RATIONALE: The Art History and Museum Studies BA program is an elevation of the current Art History and Museum Studies concentration within the Art BA. The Art History and Museum Studies major gives students an opportunity to study the visual culture of the world, from prehistoric cave paintings to works being produced by artists active today. Majors learn about works of art and about the different geographies, histories, social and political contexts and cultural traditions that informed their making. Our program is particularly strong in the study of art from the Middle Ages, Renaissance, Baroque, Latin America, United States, 20th and 21st centuries.

The art history curriculum focuses on the analysis and interpretation of art, with a particular emphasis on developing critical thinking and writing skills. Lower division courses take broad views of particular movements and periods while upper division classes examine issues and themes in greater depth. In the major capstone course, students conduct advanced art historical research and craft a scholarly research paper.

Students take classes in studio art and language to learn about the creation of art and how language and culture influence the creative act. They study the history and theory of museums as well the function of museums within contemporary culture, and gain hands-on experience in museum practices.

Bachelors of Art in Art History and Museum Studies Program Learning Outcomes

1. Distinguish and comprehend diverse forms of visual culture in their aesthetic, historical and cultural contexts using discipline-specific terminology
2. Develop effective oral and written art historical arguments using established art historical methodologies and supported
3. Understand the impact of visual art and arts institutions in addressing ethical issues, implementing positive social change and promoting equity and inclusion.
4. Apply art historical and museological skills and knowledge toward professional practices in museums, galleries and arts

Bachelors of Art in Art History and Museum Studies Program Curriculum

Lower Division

- ART 103A - Prehistoric to Medieval Art **Units: 3**
- ART 103B - Renaissance to Contemporary Art **Units: 3**

Complete one course (**3 units**) from the following list:

- ART 104B - Ancient Art **Units: 3**
- ART 104C - Medieval Art **Units: 3**
- ART 104F - Renaissance Art **Units: 3**
- ART 104G - Baroque Art **Units: 3**
- ART 104H - 19th Century Art **Units: 3**
- ART 104I - 20th Century Art **Units: 3**
- ART 104J - American Art **Units: 3**
- ART 104K - Africa, Oceania, the Americas **Units: 3**
- ART 104M - Latin American Art **Units: 3**
- ART 104N - Asian Art **Units: 3**

Complete two courses (**6 units**) from the following list:

- ART 105B - Fundamentals of Drawing
- ART 105C - 2D Foundations
- ART 105D - 3D Foundations
- ART 106 - Painting I
- ART 107 - Printmaking I
- ART 108 - Graphic Design I
- ART 109 - Sculpture I
- ART 112 - Scientific Drawing I
- ART 122 - Life Drawing I
- ART 250 - Darkroom Photography
- ART 251 - Photography I
- ART 273 - Illustration I
- ART 282 - Jewelry/Small Metals I
- ART 290 - Ceramics I

Language

- Complete one year (**8 units**) of a language other than English at the college level (French, German, and Spanish are recommended).

Upper Division

- ART 305 - Museums and the Politics of Display **Units: 3**
- ART 356 - Museum and Gallery Practices **Units: 3**
- ART 482 - Museum and Gallery Practices Internship **Units: 3**

- ART 410W - Art History Seminar **Units: 4**

Complete **12 units** from the following list:

- ART 301 - Topics in Western Art History **Units: 3**
- ART 301M - Topics in Western Art History Depth Experience **Units: 1**
- ART 302 - Topics in Global Art History **Units: 3**
- ART 302M - Topics in Global Art History Depth Experience **Units: 1**
- ART 303 - Global Contemporary Art **Units: 3**
- ART 303M - Global Contemporary Art Depth Experience **Units: 1**
- ART 304 - Topics in American Art **Units: 3**
- ART 304M - Topics in America Art Depth Experience **Units: 1**
- ART 354 - Problems in Art History **Units: 1-4**

48 units total

TIXi Comm Jam

The Communication Plan

- Will capture how the Title IX Office and the Implementation Team will engage campus to coordinate the implementation of these recommendations –
 - either when we solicit feedback (pull information)
 - or when we inform stakeholders on progress (push information).
- The data points that the Title IX office will capture for each event are:
 - date / milestone;
 - medium / modality;
 - audience;
 - message;
 - feedback received / action items;
 - and status.

The Senate and SenEx's Contribution

- Senate and campus coordination efforts should capture what stakeholders visualize as the ideal implementation of each recommendation
 - Given free rein, how would individual stakeholder groups make these changes, and what would the end result look like?
- Identify the work that needs to occur to fully coordinate implementation consultation between TIX and stakeholders.

The Recommendations: Communications

2. Develop an intentional marketing campaign to raise awareness about the role of the Title IX/DHR program, available resources, and resolution options, in order to enhance visibility and counter some of the negative community perspective precipitated by recent events, as well as historical instability in the Title IX/DHR Office leadership
5. Develop standing committee of representative student, faculty and staff ambassadors to support and facilitate institutional efforts to more effectively communicate with campus constituents

The Recommendations: Prevention, Education, Training and Awareness (Part I)

3. Designate one individual with specific oversight of all university prevention and education planning and programming, preferably a full-time role without other job responsibilities

3.1 This coordinator should be tasked with oversight of and responsibility for all legally-required programming under Title IX, the Clery Act, and California law

The Recommendations: Prevention, Education, Training and Awareness (Part II)

4. Expand the current SAPC and develop a university-wide Prevention and Education Oversight Committee to coordinate and align programming across the university

4.1 The Committee should include all departments who provide training, prevention and education, including, at a minimum, representatives from the Title IX/DHR program, the confidential advocate, student affairs, student health, counseling, UPD, athletics, fraternity and sorority life, residential life, human resources and employee labor relations, academic/faculty affairs, DEI professionals, identity-based affinity centers, university subject-matter experts, and staff, faculty, and student representatives

4.2 The Committee should include subcommittees, as determined by the Committee. Committees may focus on the needs of various constituencies (undergraduate students, graduate students, staff, administrators, and faculty) or the types of programming (compliance, professional development, prevention and education, bystander intervention, etc.)

4.3 The Committee should be charged with reviewing prevention program content, evaluating proposed programming or speakers, ensuring that prevention-related communications are reaching all constituents, and developing and implementing a mechanism for assessing effectiveness including by monitoring participation levels and measuring learning outcomes

The Recommendations: Prevention, Education, Training and Awareness (Part III)

5. With assistance from the Chancellor's Office, develop a strategic plan for university programming that identifies all training requirements under federal and state law and CSU policy, all constituencies and constituent groups in need of training, and all potential university partners that can collaborate to deliver content
10. In conjunction with the Chancellor's Office, expand professional development and training for faculty and staff, including senior leadership, deans, department chairs, managers and leads on Title IX and DHR; respectful and inclusive environments; conflict resolution; bystander intervention strategies; effective leadership and supervision; and, reporting responsibilities under Title IX, the Clery Act, and CANRA
14. Commit to providing programming regarding bystander engagement through consistent and dedicated funding and personnel for the Check-It program
16. Engage students in the development and delivery of programming through peer educator/peer advocate programs

The Recommendations: Responding to Other Conducts of Concern (Part I)

1. In conjunction with the Chancellor's Office and CSU's Office of General Counsel, develop a written policy, document, or statement by senior leadership to establish expectations, guidelines, and/or definitions of conduct
 - 1.1 The written framework should address unprofessional conduct, abusive conduct, microaggressions, acts of intolerance, and other disruptive behavior in the living, learning and working environment
 - 1.2 The written framework must also address intersections with free speech and academic freedom, including the explicit recognition that the CSU cannot discipline for protected speech
2. Reinforce CSU values and expectations about respect, tolerance, and professionalism through programming and opportunities for in-person engagement

The Recommendations: Responding to Other Conducts of Concern (Part II)

3. Strengthen and expand available competencies regarding conflict resolution, navigating interpersonal conflict, restorative justice, and other forms of remedial responses

3.1 Strengthen traditional employee relations functions within human resources to assist in responding to concerns involving faculty and staff

3.2 Strengthen competencies of managers, supervisors, deans and department chairs by providing expanded training and professional development to meet the needs of assigned roles

3.3 Consider the need for additional personnel, such as an ombudsperson or a conflict resolution professional, including those with expertise in restorative justice and mediation

The Recommendations: Responding to Other Conducts of Concern (Part III)

3.4 Develop communications competencies to embrace the tension of difficult issues including the intersections of speech in the contexts of politically and socially-charged events and issues

3.5 Communicate the new and available conflict resolution suite of resources through web content, annual training, and awareness campaigns

3.6 Invest in education and training about conflict resolution

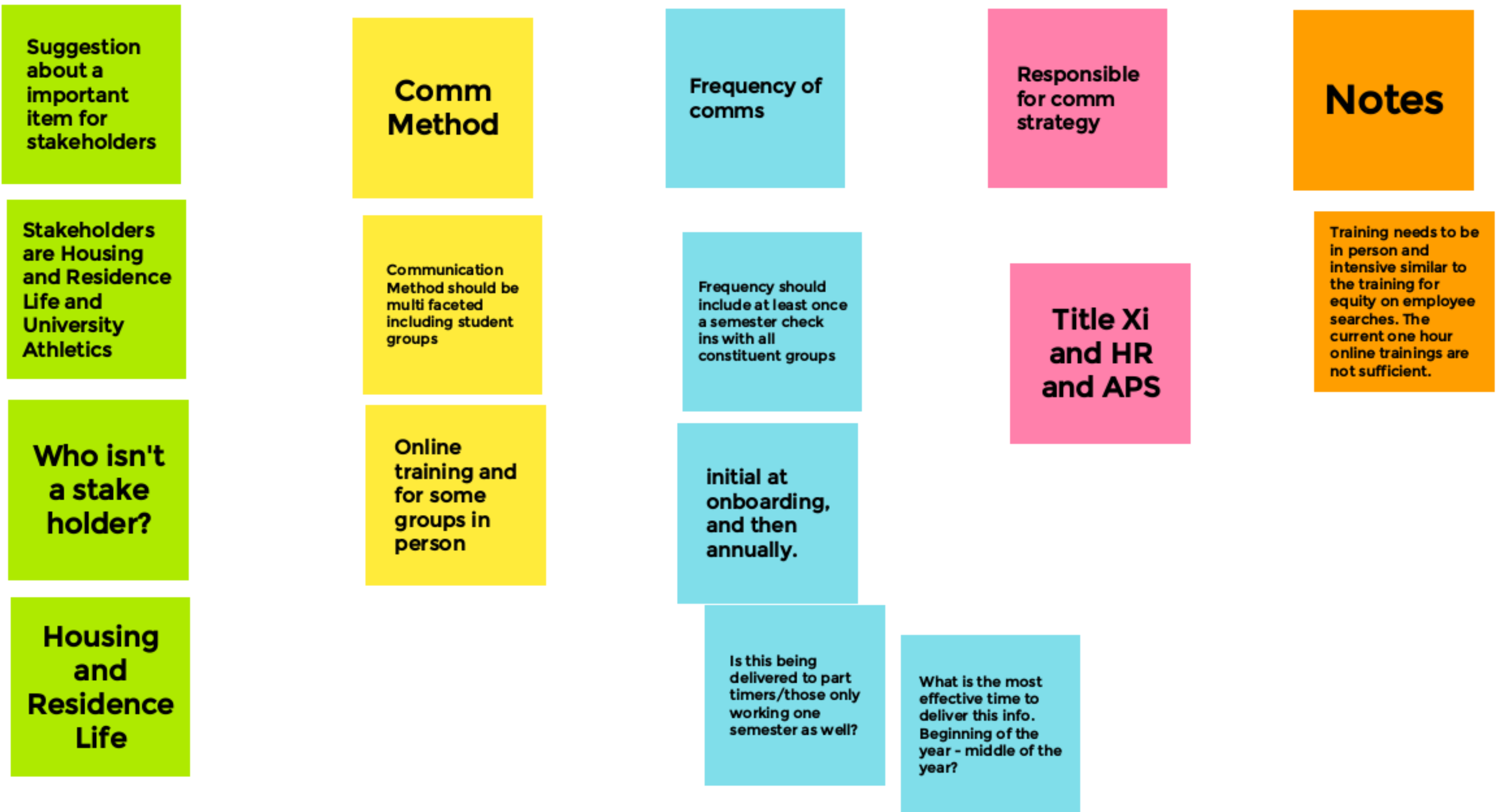
TIXi Comm Plan Jamming

- We are going to split into breakout groups. Remember what group you are in!
- Scroll through the two jams in whatever direction the group deems appropriate, and leave notes based on the color coded system on the next slide.
- If you don't have anything to say about something, no worries; you can totally come back to it.
- Please don't alter other folx contributions. You can put another sticky note in response.
- The term "The Committee" in some of the Recs refers to SAPC.

TIXi Comm Plan Jamming

- If you have a suggestion you'd like to make regarding a potentially important for a stakeholder for an item, please write it on an **green sticky note**.
- If you have a suggestion you'd like to make regarding a preferred communication method, please write it on a **yellow sticky note**.
- If you have a suggestion you'd like to make regarding frequency of communications related to a recommendation, please write it on a **blue sticky note**.
- If you have a suggestion regarding who should be responsible for a specific communication strategy, please write it on a **pink sticky note**.
- If you have a general note regarding an item, please write it on an **orange sticky note**.

5. With assistance from the Chancellor's Office, develop a strategic plan for university programming that identifies all training requirements under federal and state law and CSU policy, all constituencies and constituent groups in need of training, and all potential university partners that can collaborate to deliver content



3.6 Invest in education and training about conflict resolution



3.5 Communicate the new and available conflict resolution suite of resources through web content, annual training, and awareness campaigns

Could a partnership with CTL (for training or content) be helpful?

Sounds great.

3.4 Develop communications competencies to embrace the tension of difficult issues including the intersections of speech in the contexts of politically and socially-charged events and issues

Communication training would help broadly across campus. There are great training organizations out there that could help us.

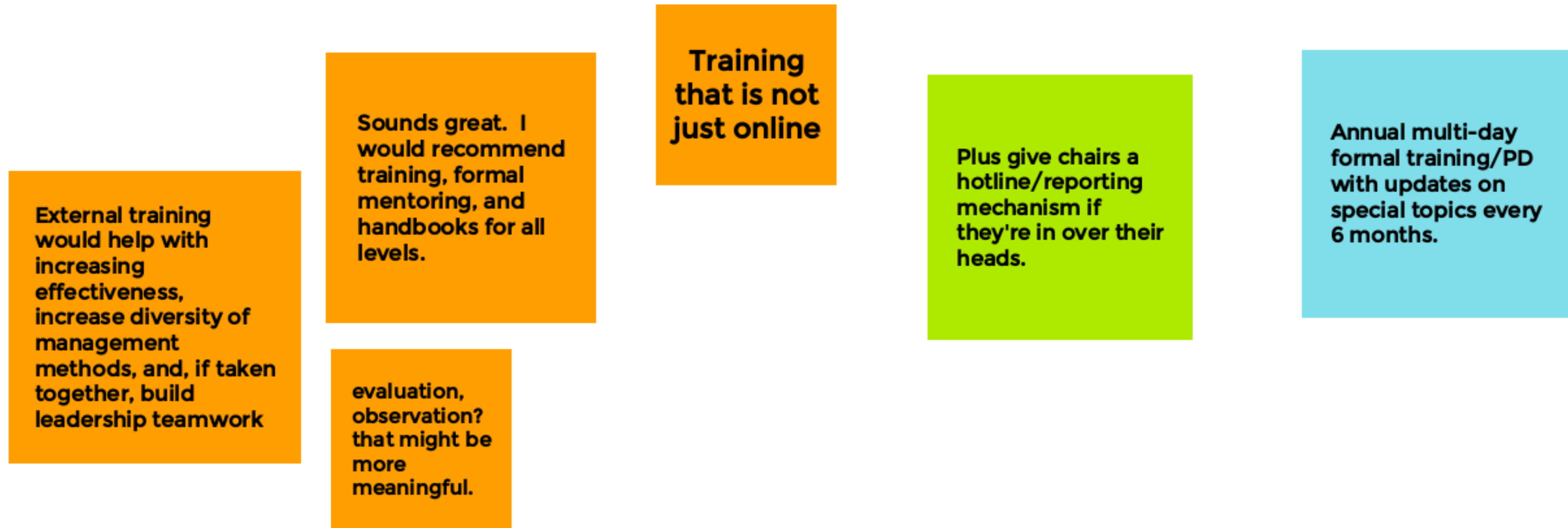
rather than communication competencies - could we consider it procedural duty that is articulate? such as in duty to report -

Is there any conflict of interest in regards to freedom of speech?

3.3 Consider the need for additional personnel, such as an ombudsperson or a conflict resolution professional, including those with expertise in restorative justice and mediation



3.2 Strengthen competencies of managers, supervisors, deans and department chairs by providing expanded training and professional development to meet the needs of assigned roles



3.1 Strengthen traditional employee relations functions within human resources to assist in responding to concerns involving faculty and staff

yes please. We need support for handling investigations/cases that aren't TiX qualified.

increase campus visibility of Title IX officer so they seem more familiar, may help people feel more comfortable coming forward

Identify who is responsible for addressing below bar conduct so folks know who to go to.

Is it possible to have the equivalent of CAREs reports for faculty/staff that get triaged to the correct person?

yikes!

3. Strengthen and expand available competencies regarding conflict resolution, navigating interpersonal conflict, restorative justice, and other forms of remedial responses

Sounds great. I'm seeing training as a general theme. Maybe handbooks as well?

2. Reinforce CSU values and expectations about respect, tolerance, and professionalism through programming and opportunities for in-person engagement

**All CPH
employees.**

1.2 The written framework must also address intersections with free speech and academic freedom, including the explicit recognition that the CSU cannot discipline for protected speech

...but, include mutual respect, kindness, and tolerance for others with opinions different than our own in such a written framework.

Yes, training about the intersection here is so important. The training about what Title IX is and is not through various levels of training may inherently help with this.

1.1 The written framework should address unprofessional conduct, abusive conduct, microaggressions, acts of intolerance, and other disruptive behavior in the living, learning and working environment

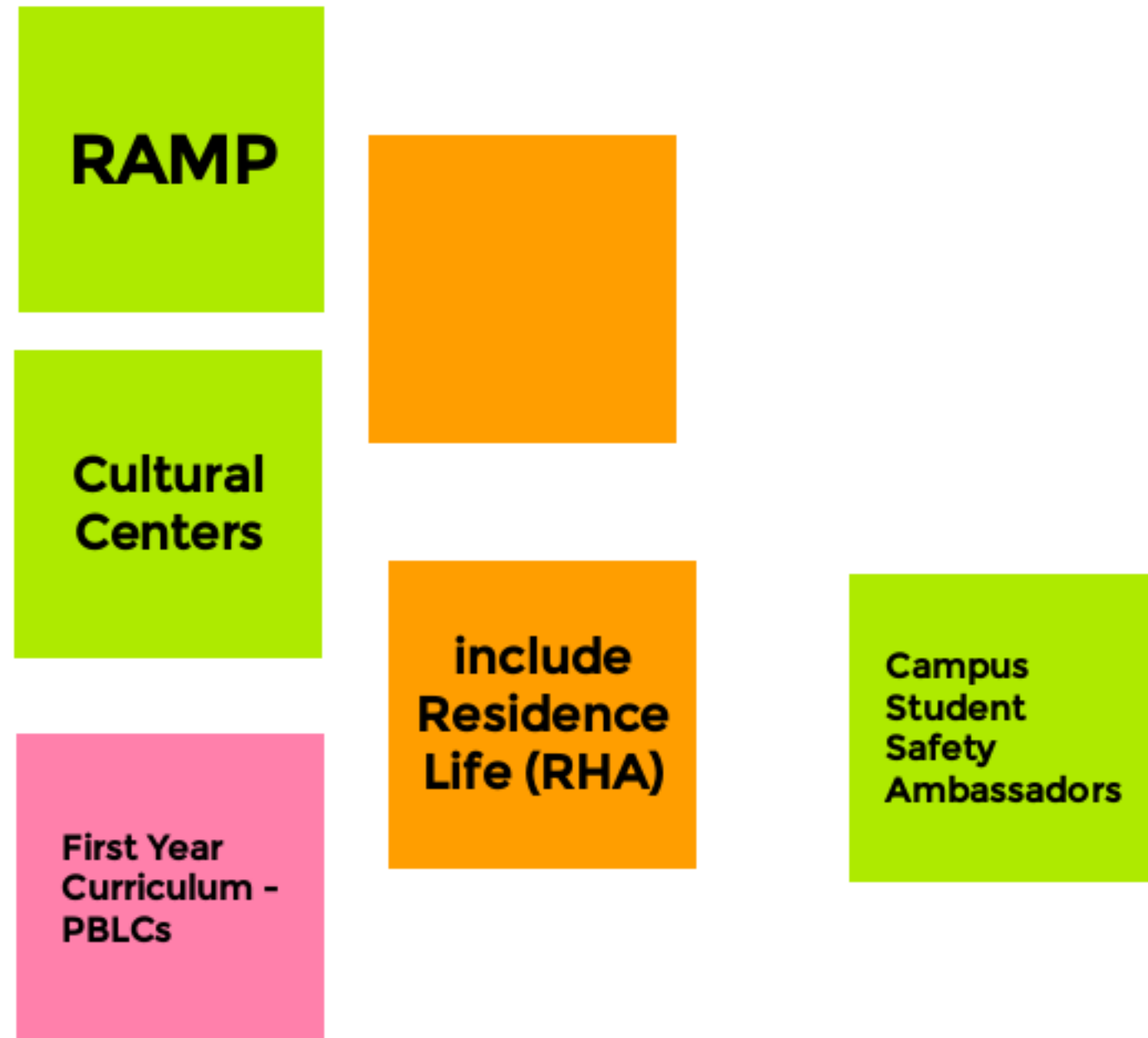
**include acts of
bullying also
please**

**Clear language
regarding
"unprofessional
conduct" and what
that can encompass**

1. In conjunction with the Chancellor's Office and CSU's Office of General Counsel, develop a written policy, document, or statement by senior leadership to establish expectations, guidelines, and/or definitions of conduct

**CFA, Staff Union,
Student Union (if
established)
representatives.**

16. Engage students in the development and delivery of programming through peer educator/peer advocate programs



14. Commit to providing programming regarding bystander engagement through consistent and dedicated funding and personnel for the Check-It program



10. In conjunction with the Chancellor's Office, expand professional development and training for faculty and staff, including senior leadership, deans, department chairs, managers and leads on Title IX and DHR; respectful and inclusive environments; conflict resolution; bystander intervention strategies; effective leadership and supervision; and, reporting responsibilities under Title IX, the Clery Act, and CANRA

Some of these already exist as mandatory CBT. Leadership and supervision education should be emphasized over the others, be in-person and led by an experienced, proven leader.

To be effective some external evaluation should be done regularly so I think at least a part of this should be done at the chancellor's office.

5. With assistance from the Chancellor's Office, develop a strategic plan for university programming that identifies all training requirements under federal and state law and CSU policy, all constituencies and constituent groups in need of training, and all potential university partners that can collaborate to deliver content

Worthwhile doing, but would take a significant, cross-functional effort to just develop the list of all federal/state law and CSU requirements.

5. With assistance from the Chancellor's Office, develop a strategic plan for university programming that identifies all training requirements under federal and state law and CSU policy, all constituencies and constituent groups in need of training, and all potential university partners that can collaborate to deliver content

Is there a CSU already doing things really well that can be used as a template?

4.2 The Committee should include subcommittees, as determined by the Committee. Committees may focus on the needs of various constituencies (undergraduate students, graduate students, staff, administrators, and faculty) or the types of programming (compliance, professional development, prevention and education, bystander intervention, etc.)

How will we get student participation in committees? It is difficult for them to participate when committees meet during potential class times/have other obligations

4.1 The Committee should include all departments who provide training, prevention and education, including, at a minimum, representatives from the Title IX/DHR program, the confidential advocate, student affairs, student health, counseling, UPD, athletics, fraternity and sorority life, residential life, human resources and employee labor relations, academic/faculty affairs, DEI professionals, identity-based affinity centers, university subject-matter experts, and staff, faculty, and student representatives

4. Expand the current SAPC and develop a university-wide Prevention and Education Oversight Committee to coordinate and align programming across the university

Tracking data on the issues could be used to prioritize actions to focus actions to improve.

Something that I could not find is tracking the number of issues over time to see if we are improving or not.