

Tuesday, February 26, 2019, 3:00pm, Goodwin Forum (NHE 102)

Chair Stephanie Burkhalter called the meeting to order at 3:05pm on Tuesday, February 26, 2019 in Goodwin Forum, Nelson Hall East, Room 102; a quorum was present.

Members Present

Alderson, Bacio, Brumfield, Burkhalter, Byrd, Creadon, Enyedi, Gomez, Gough, Karadjova, Kerhoulas, Le, Maguire, K. Malloy, Mola, Moyer, Pachmayer, Parker, Rizzardi, Sandoval, Tarlton, Thobaben, Virnoche, Woglom, Wrenn, Zerbe

Members Absent

Dawes, Keever, N. Malloy, Rossbacher

Guests

Jenessa Lund, Fernando Paz, Alexandra Gonzalez Hernandez, Rock Braithwaite, Mark Wicklund, Shelia Rockar-Heppe, John Meyer, Dale Oliver, Lisa Castellino, Lisa Bond-Maupin, Edy Reynoso, Jeanne Rynne, Kumi Watanabe-Schock, Jay Schock, Cyril Oberlander, Peggy Metzger, Randy Hyman, Enoch Hale, Meredith Oram

Announcement of Proxies

Rynne for Dawes, Bacio for Keever, K. Malloy for N. Malloy

Approval of and Adoption of Agenda

M/S (Woglom/Parker)

Motion carried unanimously

Approval of Minutes from the February 12, 2019 Meeting

M/S (Maguire/Virnoche) to approve the Minutes of February 12, 2019

Motion carried unanimously

Reports, Announcements, and Communications of the Chair

- Written report attached

M/S (K. Malloy/Le) to accept all reports as read

Senator Mola objected to the motion

Senate vote by voice to accept all reports as read **passed**.

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

Academic Policies:

- Written report attached

Appointments and Elections:

- Written report attached

Faculty Affairs:

- Written report attached

Integrated Curriculum Committee:

- Written report attached

University Policies:

- Written report attached

Associated Students:

- Written report attached

California Faculty Association:

- Written report attached

Administrative Affairs:

- Written report attached

HSU Emeritus & Retired Faculty Association:

- Written report attached

ASCSU Statewide Senate:

- Written report attached

Provost's Office:

- Written report attached

President's Office:

- Written report attached

Consent Calendar from the Integrated Curriculum Committee

The attached ICC Consent Calendar was unanimously approved

General Consent Calendar

It was noted there were no items on the General Consent Calendar

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

Dr. John Meyer of the Politics Dept. addressed the Senate regarding ILOs and consultation:

“I want to comment briefly on the ICC recommendation that is scheduled to come forward during today's meeting and tie that into a broader observation on the Senate. My specific feedback for today's agenda item 11: if we're talking about the implementation of a set of Institutional Learning Outcomes, then the question before you is, "how many of those ILOs will be implemented at the department level, or where/when will they be implemented through General Education?" I'm worried about the implementation process, because those people on campus who directly understand implementing ILOs in a program are the department chairs and program leaders of those programs or departments. None of us have been consulted on this as far as I know, and the only way I saw a draft of this Resolution is by asking for it. This raises a concern, but I'm not pointing fingers, only saying that consultation during the process is necessary. I have an anecdote to share: I was part of a campus group (Cabinet for Institutional Change) that developed a set of reform proposals that lead to the reconstitution of the "Academic Senate" as a "University Senate," and we met with Senate leaders from other campuses where the Senate was deemed to be effective. We asked them what the level of controversy was as they brought forward items for consideration, and they said there was not a lot of controversy because everyone considered it a the standing committee's responsibility to consult with, bring to the table, and engage all relevant interested parties and stakeholders. If we bring chairs into the conversation, a proposal that comes to the Senate won't come as a surprise and it will have been vetted by constituencies. Thank you.”

Resolution on Amendments to Appendix J "Definitions of Terms and Abbreviations" & "Assessment of the Areas of Performance for RTP" (09-18/19-FAC – February 26, 2019) First Reading

M/S (Mola/Moyer) to move the Resolution

Motion passed unanimously

Senator Mola introduced the resolution, noting that it is meant to recognize the equity work being done on a personal level, and encourages faculty to create inclusive classrooms and teach from an equity-minded standpoint.

Senator Zerbe said the Resolution is outstanding, and thanked Senator Mola for his work on it. Senator Mola thanked Senator Zerbe in return for starting this work around three years ago, noted this Resolution was a committee-driven process.

Discussion ensued and is summarized below:

- Senator Woglom recognized the terms sheet attachment as particularly excellent.
- Senator Kerhoulas reported on behalf of her constituency: some folks in CNRS are not in favor of these revisions passing, not because efforts to embrace equity-minded teaching are unworthy, rather, some don't think these areas should be something to judge junior faculty by, and make them "prove themselves on these counts." Senator Kerhoulas reported their suggestion is to completely drop consideration of these revisions, especially since the Senate just passed the new Institutional Learning Outcomes.
- Senator Virnoche reported that some concerns came up in the most recent Council of Chairs meeting with Provost Enyedi, such as the idea that these inclusions would mean more work for faculty members. However, CRGS Chair, Kim Berry, pointed out that many, if not most, new faculty come here with training in which this union of inclusivity is a given.
- Senator Alderson spoke to Senator Virnoche's point, stating she feels strongly the Senate should make these moves but provide support for those who may be freaked out by changes to the RTP process or procedures.
- Senator Gough shared her love for this proposal, but noted that if someone were to tell her that she had to do something that sounds pretty hard, it would make her less anxious if there were a list of specific opportunities the university would provide or information about schedules for these opportunities. This way people would feel more supported in making the transition. Senator Gough concluded with a suggestion to include more data about what sort of activities or actions one could take that would be relevant in this process, and enumerations about how the university will commit to supporting one's navigation through the tenure.
- Senator Byrd noted that technically one cannot change the RTP criteria mid-stream within a faculty members' tenure line, so while these changes will still be phased in to an extent, someone in year 3 wouldn't suddenly be presented with a whole new set of criteria. She echoed Senator Gough and stated pushback to these revisions most probably come from anxiety about not feeling supported, rather than people are opposed to equity. Senator Byrd opined that generally, people don't feel supported by the university at all, but noted that if Appx J articulated the kinds of things that would successfully demonstrate these areas and the Resolution was very clear that this doesn't mean there is a new section of the RTP file, rather, it's one paragraph faculty will write as part of their normal reflection on their teaching (which they're already doing).
- Senator Mola applauded Dr. Meyer's comments and shared his thoughts that department chairs on this campus are the only institutional memory we have here as of now. He noted the conversation with the chairs was important, and their part in helping the junior faculty understand we're saying as a university these issues are a priority. The strongest voices in opposition I heard from were full professors, who don't even have to deal with tenure anymore. I consider myself old faculty, and for us, these are things that we've not engaged with, but the more it is engaged with the better.

- Senator Gough pointed out some instances of engagement with equity can be very fluid or amorphous, so having an example of how one should document that they've engaged a student in conversation or something similar might help alleviate anxiety.
- Senator Zerbe stated it seemed to him there are two separate but related considerations: how can the Senate garner support from the General Faculty to pass this, and how we support folks going through the RTP process. The Center for Teaching and Learning holds useful workshops, as does the Office of Equity Diversity and Inclusion, the Institute for Student Success, the University Faculty Personnel Committee puts on multiple forums and so does Academic Personnel Services; all of this should be integrated into the nuts and bolts of navigating the RTP process assuming this passes.
- Senator Virnoche commented that the CNRS leadership is great, and there are people working within this mind-set and on these issues, so she doesn't want to paint a darker picture of that college than there is, but nor does she want to look through rose-tinted glasses. She asked Senator Mola if it'd be possible for him to talk to certain folks, to which he replied in the affirmative.
- Senator Zerbe echoed Senator Virnoche's point, and cautioned that Senate shouldn't conflate the volume of opposition with a breadth of opposition.
- Senator Mola concluded, asking the Senate to send any suggestions of verbiage or edits to him as soon as possible, as he is hoping to have a second reading at the next SenEx.

The Resolution will return for a Second Reading

TIME CERTAIN: 3:40-4:30 PM – Discussion Item: Issues of Racism, Equity, Diversity and Elitism; continued discussion and presentation: *What Does it Mean for HSU to be an HSI?* facilitated by Latinx Center Coord., Fernando Paz and Alexandra Gonzalez Hernandez

Coordinator Paz and Ms. Hernandez gave the attached presentation, and requested feedback from the Senate on ways to improve HSU's service to Latinx students and other minoritized groups. Discussion ensued and is summarized below:

- Senator Woglom pointed out the statistics here could be used to make a case for the necessity of the new ILOs
- Director Johnson shared that the presentation resonated with her, and reiterated the fact that everything is interconnected: the outcomes for Latinx students; attracting and hiring diverse faculty; changing how search committees are formed; how and where jobs are posted; these are all little things to be proactive about because they contribute to all students' success.
- Provost Enyedi shared the quote "every system is perfectly designed to get the results it gets," and compared it to the situation at HSU. He noted a student life cycle starts with their first interest in HSU, all the way through to the stage during Commencement and noted every touchpoint with students in this cycle needs to be examined for improvement opportunities.

- Senator Sandoval noted that prioritizing support for programs that help students, such as Scholars Without Borders and the Latinx Center, will help students access resources that they may be uncomfortable asking professors about.
 - Coord. Paz noted when UC Davis invested in recruiting and retaining undocumented students, their numbers grew. He noted HSU shares the same demographic projections as UC Davis, and the state of California in general, so investments in programs that help with that growth potential could be advisable.
- Senator Mola shared faculty could list times they can be available for students in foundational courses in the Learning Center and/or the tutoring areas within the Centers for Academic Excellence, and could engage with other faculty in co-curricular instruction.
 - Coord. Paz spoke to the awful nature of antagonism between faculty, parents, and students' culture and shared that an intellectual tradition was given to him by his parents, but their tradition was devalued in the school's institution, or the institution was not ready to receive it. He noted the importance of nurturing and tending students' intellectual traditions, and that university policies should fuel and inspire students to persevere and succeed.
- Senator Byrd suggested the university should think about what it means to value the faculty mentoring of students, since part of what is helpful for student success is what happens in the classroom, but also includes interactions between faculty and students outside the class.
- Senator Tarlton shared that last year's re-evaluation of excess WTUs for large class sizes has had a large impact on a lot of Lecturers. She shared that she's had to take on another class in order to get back those lost WTUs, and it's impacted how she can connect with her students. She opined advising loads should be revised so they're fair and lecturers have time for their students. Senator Tarlton continued, noting that the place-based learning communities have been hugely successful and profoundly developed community. She shared her anxiety about if the University will continue to support these programs even if they're expensive, in this climate of budget crisis.
- Chair Burkhalter shared she learned about our HSI distinction through Humboldt NOW (now.humboldt.edu), but doesn't think she ever heard holistically about what it actually means to be an HSI.
- Senator Gough asked Coord. Paz to describe any concrete suggestions or highlights from the HSI conference
 - Coord. Paz shared that he met Gina Garcia, and is thinking about bringing her to HSU to speak about her recently published book, and that another big takeaway for him was the realization that no HSI looks the same as another. He noted the commonality between HSI institutions is how they tangibly communicate and promote their status. For example, other campuses have a logo about their status, some have a mural, but it's something they can point at. Or, if the student walks into a class and sees a professor that looks like them, there's automatically a sense of place and belonging on the student's part.

- Provost Enyedi pointed out that the true moral imperative is to close equity gaps. He described some ways the monies earmarked for the Graduation Initiative are being used to this end, noting that: money to keep Place-Based Learning communities going has been set aside; the Strategic Enrollment Management plan details multiple strategies around retention and recruitment; VP Brumfield's Office will be hiring a CARE Counselor; \$436,000 has been set aside to support student employment. He concluded, noting at the bottom of every data-driven decision making process is the basic question: how do we know we're getting value from an investment on this campus.
- Guest Meredith Oram from ODEI suggested having conversations with students about how this place has changed over the years may help them gain perspective on the area.
- Senator Moyer pointed out that employment for students is glorious, as is providing student tutors for this or that class, but it would be great if there is a student who isn't handing in their work because they're employed, had support too. She noted the need for changes in faculty and staff to become compatible with an HSI-thriving institution—they need training because everyone is at different levels with this, and the trainings need to be held at a time lecturers and faculty can attend.
- Senator Woglom shared the option to literally articulate the accommodations and modifications teachers can make, and that encouraging pedagogical moves should be part of HSU's curriculum design process.
- Chair Burkhalter asked how faculty can work with students to help them build a relationship with Latinx Center.
 - Coord. Paz mentioned his notion of "fire-tender faculty," and explained the metaphor comes from St. Catherine of Sienna, who said, "Be who God meant you to be, and you'll set the world on fire." He said that some faculty members have made themselves available at the Latinx Center for office hours to be able to tend the fire of each student who comes to talk to them.

TIME CERTAIN: 4:30-5:00 PM – Resolution on Initial Implementation of Humboldt State University Institutional Learning Outcomes (11-18/19-FAC – February 26, 2019) First Reading
M/S (Alderson/Le) to move the Resolution

Motion carried unanimously

Senator Alderson introduced the Resolution and ceded the floor to Academic Assessment Coord., Mark Wicklund, who gave the attached presentation.

Discussion ensued and is summarized below:

M/S (Mola /Thobaben) to refer the Resolution back to committee, to return as a First Reading

M/S (Zerbe /Byrd) as a subsidiary motion to M/S (Mola/Thobaben) to refer the Resolution back to committee and vet it through department chairs before returning to Senate

- Senator Alderson replied she is working with the Deans to carve out an hour at the Council of Chairs meeting next week, and that one of her questions will be “what else?” because the ICC has been to the Council of Chairs once, and that wasn’t enough. She noted it is important to keep in mind that this work is already actively underway.
- Senator Mola pointed out things other chairs have discussed with him, and the things he’d like to talk about as a department chair himself, are less about the process and more about the Resolution itself; in particular, the requirement to do either #1, or #2.
- Senator Moyer asked if there is a reason the campus and Senate cannot give First Reading feedback while consultation with Chairs is simultaneously happening in the coming weeks.

Senate voice vote on M/S (Zerbe/Byrd) was **indecisive**; Chair Burkhalter called for another vote via a show of hands.

Senate vote by show of hands on M/S (Zerbe/Byrd) **passed**.

Senate vote by show of hands on M/S (Mola/Thobaben) **passed**.

The Resolution was referred back to committee, and will return as a First Reading

M/S (Le/Karadjova) motion to adjourn

Meeting adjourned at 5:03pm

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Senate Chair's Report

Senate Meeting, February 26, 2019

I would like to extend warm thanks to Fernando Paz, Coordinator of the Latinx Center for Academic Excellence, and Stephanie Cierra Rodas, A.S. Social Justice and Equity Officer, for providing their time and expertise to facilitate the discussion today on what it means to be a thriving Hispanic Serving Institution (HSI). Many thanks also to Dr. Edy Reynoso, Associate Director, and Dr. Cheryl Johnson, Executive Director, Office of Diversity Equity and Inclusion, for working collaboratively with the Senate to make this conversation possible today.

On Friday, February 22, 2019, President Rossbacher sent back to the Senate for revision the Academic Integrity and Honesty Policy that was passed in Resolution 02-18/19-APC on December 4, 2018. I thank President Rossbacher for her careful reading of the policy and detailed comments. The policy has been referred to Academic Policies Committee.

When the Senate Executive Committee met on Tuesday, February 19, the Committee considered how to proceed for the first reading of 09-18/19-FAC Resolution on Amendments to Appendix J "Definitions of Terms and Abbreviations" & "Assessment of the Areas of Performance for RTP". After the February 12 meeting of the Senate, I explained in an email to senators that there are two different descriptions in guiding documents regarding how changes to Appendix J are to be recommended by the Senate to the General Faculty. Section XI.B of Appendix J states that "Amendments may be proposed either by a majority vote of the University Senate or by a petition signed by 10 percent of the members of the General Faculty." Section 6.51 of the University Senate Constitution states that the function of a faculty session of the Senate "shall be to express the collective voice of the faculty or to execute faculty responsibilities such as the approval of the graduation list or other responsibilities specific to the faculty such as changes to Appendix J in the Faculty Handbook. It may make determinations regarding any issue specific to faculty responsibilities. Only faculty senators may vote during a faculty session".

Since Appendix J is titled, "Faculty Personnel Policies and Procedures for Retention, Tenure and Promotion" and applies only to faculty, it seems logical that proposed changes to it would be discussed in faculty session of the Senate; yet doing so today would contradict the procedure described in Section XI.B of Appendix J, which authorizes a majority vote of the University Senate to recommend changes to Appendix J. Senator K. Malloy brought to our attention that the last time Appendix J, Section XI, was amended was on April 26, 2016, in a resolution brought to the Senate by the Constitution and Bylaws Committee (Resolution 25-15/16 CBC). This resolution states, "That the University Senate recommends the following amendments to Appendix J of the Faculty Handbook," and Section XI.B with track changes does not indicate there was an intent to change "majority vote of the University Senate" to a majority vote of a faculty session of the University Senate. This is so even as the resolution proposed other changes to Appendix J, XI.B. Further, as the minutes from the meeting show, the meeting did not move into faculty session and non-faculty senators voted on the resolution.

The process followed the precedent resolution on April 26, 2016, reflects what Appendix J, Section XI.B describes and the SenEx Committee recommends the Senate use this process today to consider the first reading of 09-18/19-FAC. A process that involves voting by all senators might feel inappropriate to some faculty, given that the content of Appendix J only applies to faculty. There is no absolutely correct interpretation to be derived, but the process as described in Appendix J, Section XI is much more explicit as to the will of the general faculty in making changes to its own documents, and there is a precedent from April 2016 that recommends amendments in accordance with what is described in Appendix J,

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Section XI. Moving forward, SenEx Committee will consider asking the Faculty Affairs Committee to create a resolution to amend Appendix J, Section XI.B to indicate that a majority vote in a faculty session of the Senate is necessary to recommend amendments to Appendix J. The rationale for this resolution is that this change is necessary to make the amendment process of Appendix J consistent with the description of faculty responsibilities carried out in faculty session the University Senate Constitution, section 6.51. If approved by the Senate, it could be possible to make this change by vote of the General Faculty this semester. Please let me know your thoughts about a resolution that would make explicit within Appendix J, section XI.B that changes to Appendix J will be recommended by a majority vote of a faculty session of the University Senate.

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University Senate Written Reports, February 26, 2019

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Kerri Malloy, APC Chair

Committee Membership:

Michael Goodman, Kayla Begay, Ramesh Adhikari, Heather Madar, Michael Le, Rock Braithwaite, Cheryl Johnson, Clint Rebik, Paola Valdovinos, Kerri Malloy

February 11

APC reviewed recommendations on the draft advising policy from the Academic Career and Advising Center. Draft will be forwarded to faculty affairs for review and consideration.

The Office of Student Rights and Responsibilities has requested updates to the Classroom Disruptive Behavior Policy. APC will continue work on this.

January 29

APC will be forwarding revisions to the Policy on Changes in Major and Policy on Second Majors. These revisions are requested by the Registrar's Office as a result of the movement from paper major contracts to digital contracts within PeopleSoft.

The Dean of Students has requested an update to the Disruptive Classroom Behavior Policy. APC met with Kathy Thornhill and Dan Saveliff to review the draft policy from the view point of professional advisors. Kathy and Dan will be providing additional input and recommendation for the February 11 APC meeting.

Current Committee Priorities:

Advising Policy (finalizing and sending to FAC)

Classroom Disruptive Behavior Policy

Spring Meeting Dates:

January	29	8 AM - 8:50 AM (BSS 402)
February	11	3 PM - 3:50 PM (BSS 508)
February	26	8 AM - 8:50 AM (BSS 402)
March	11	3 PM - 3:50 PM (BSS 508)
March	26	8 AM - 8:50 AM (BSS 402)
April	8	3 PM - 3:50 PM (BSS 508)

April 23 8 AM - 8:50 AM (BSS 402)
May 6 3 PM - 3:50 PM(BSS 508)

August 29

- Review and discussion of policies that will be worked during the semester
 - Classroom Disruptive Behavior Policy
 - Advising Policy
- Committee has forwarded the Academic Honesty and Integrity Policy to the University Senate.

September 12

- Update on the Academic Honesty and Integrity Policy prior to the second reading before the University Senate.
- Started review the of the draft Advising Policy.
 - APC will work those portions the policy that do not address workload. Those areas have been referred to the Faculty Affairs Committee.
 - Discussion on HSU Catalog language regarding advising and its connection to the draft policy.
 - Review and discussion on advising goals to ensure that they are assessable.
 - Discussion on academic probation advising and notification of students and advisors.
 - Committee will continue work via a shared document.

September 26

- Continued work on the Advising Policy with a timeline to present to SenEx by the end of October.
- Revised advising outcomes in the draft policy provided to the Committee.
 - Students with the assistance of their adviser will develop an educational plan based on a major program, considering the students' abilities, interests, goals, and values.
 - Students will be supported students in achieving their academic, professional, and post-baccalaureate goals using academic, extracurricular and relevant personal information.
 - Students will be able independently navigate campus and local resources.
- Revised Academic Integrity and Honesty Policy will be forwarded to SenEx for its next meeting.

October 10

- Continued work on the draft advising policy.
- Discussion on how relationships between students and faculty advisers develop.
- Assignment of advisers to incoming freshmen and transfer students.
- Responsibilities of advisers and students in the advising process.

October 24

- Meeting cancelled due a lack of a quorum.

November 7

- The committee is meeting virtually to review the draft of the advising policy that will be forwarded to SenEx.
 - Members of APC met with the Office of Student Rights and Responsibilities to gain an understanding of how policies are recommended by the Senate and approved the President are implemented.
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Appointments and Elections Committee:

Submitted by Julie Alderson, AEC Chair

Spring 2019 General Faculty Elections Results as of February 26, 2019

Faculty Elected Positions:

GENERAL FACULTY Treasurer / Secretary, 2 year term

Joshua Zender

GENERAL FACULTY Representative to the ASCSU, 3 year term

Mary Ann Creadon

INTEGRATED CURRICULUM COMMITTEE (ICC)

Subcommittee on Course and Degree Changes (CDC)

Cindy Moyer - Faculty Member (At-Large), 3 year term

Rosemary Sherriff - Faculty Member (CAHSS), 3 year term

Bori Mazzag - Faculty Member (CNRS), 3 year term

PLANNING COMMITTEE FOR RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITIES (PCRSC)

Jennifer Brown - Faculty Member (CAHSS), 2 year term

Christopher Walmsley - Faculty Member (CPS), 2 year term

PROFESSIONAL LEAVE COMMITTEE

- **Three Tenured** Faculty Members, 1 year terms

Tasha Howe

Anne Paulet

Daniela Mineva

SPONSORED PROGRAMS FOUNDATION BOARD

Candidates are elected by faculty and recommended to the President for final appointment.

- Two Faculty Members, 4 year terms

Katia Karadjova
Jeff Kane

UNIVERSITY FACULTY PERSONNEL COMMITTEE (UFPC)

- Faculty Member (At-Large), 2 year term

Nikola Hobbel

- Faculty Member (CAHSS), 2 year term

Marcy Burstiner

- Faculty Member CNRS, 1 year term

Yvonne Everett

UNIVERSITY SENATE

Tenure Line At-Large Faculty Delegate, 3 year term

Mark S. Wilson

Tenure Line CPS Instructional Faculty Delegate, 3 year term

Jen Maguire

Tenure Line CPS Instructional Faculty Delegate, 1 year term

Jill Pawlowski

Tenure Line CAHSS Instructional Faculty Delegate, 3 year term

Maxwell Schnurer

Appointment and Elections Committee Appointed Positions:

ACADEMIC POLICIES COMMITTEE

- Faculty Member, 3 year term

Matthew Derrick

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION COMMITTEE

- Faculty Member, 2 year term

Jennifer Brown

APPOINTMENTS AND ELECTIONS COMMITTEE (AEC)

- Two Faculty Members, 1 year terms

Brandice Gonzalez-Guerra
Armeda Reitzel

CENTER FOR COMMUNITY BASED LEARNING (formerly CSLAI)

- Faculty Member from CAHSS, 2 year term

Jennifer Brown

COMMITTEE ON FACULTY RTP CRITERIA AND STANDARDS

- Faculty Member from CPS, 3 year term

Sarita Ray-Chaudhury

DISABILITY, ACCESS, AND COMPLIANCE COMMITTEE

- Faculty Member, 2 year terms

Tim Miller

FACULTY AWARDS COMMITTEE

- Three Faculty Members - 1 year terms

Daniela Mineva

INSTRUCTIONALLY RELATED ACTIVITIES COMMITTEE (IRA)

The Appointments and Elections Committee recommend candidates to the President for final appointment.

- Three Faculty Members, 1 year terms

Susan Bloom

Stephen Nachtigall

PARKING AND TRANSPORTATION COMMITTEE

- Two Faculty Members, 1 year terms

Garrick Woods

Liza Boyle

STUDENT FEE ADVISORY COMMITTEE

- Faculty Member, 2 year term

Brandice Gonzalez-Guerra

UNIVERSITY CENTER BOARD

Candidates are recommended by the Appointments and Elections Committee for final approval from the UC Board.

- Faculty Member, 2 year term

Steven R. Martin

UNIVERSITY RESOURCES AND PLANNING COMMITTEE

- Faculty Member, 2 year term

James Woglom

Faculty Affairs Committee:

Submitted by Monty Mola, FAC Chair

Members: Renee Bird, Laura Hahn, Abeer Hasan, Cheryl Johnson, Monty Mola, Kirby Moss, Marissa O'Neill, Mark Wilson and George Wrenn

Current Work

1. Advising Policy

FAC awaits a draft advising policy from APC.

2. Appendix J

FAC presented the proposed changes currently before the Senate to the Department Chairs at the Provost's council of chairs and is receiving feedback.

3. Appendix K

A draft revision of Appendix K has been written and being discussed.

Prioritized Future Work

1. Definition of Faculty Workload (Appendix J)

2. Early Tenure (Appendix J)

3. Lecturer voting rights within departments

Integrated Curriculum Committee:

Submitted by Julie Alderson, ICC Chair

The ICC is bringing forward a second resolution related to Institutional Learning Outcomes for the 26 February meeting. This resolution puts forward the ICC's suggestions for initial implementation of the revised ILOs recently passed by Senate. This resolution presents an ambitious desire by the committee to move forward aggressively with our institutional assessment planning. Reaching a fully functional, institutional wide plan will be a long and evolving process, and the ICC believes this resolution clearly sets out our campus targets for planning.

In order to implement this plan, the ICC, in consultation with the Office of Institutional Effectiveness, is beginning to consider the programming needed to support it – general information sessions, hands-on

workshops, one-on-one sessions for programs to meet with the Academic Assessment Coordinator. Please direct any suggestions for such programming to the ICC Chair. ICC continues to work on the soft rollout of Curriculog, guidelines for Learning Communities on campus, and possible revisions to the online learning policy.

University Policies Committee:

Submitted by Jen Maguire, UPC Chair

UPC Committee Members: Jen Maguire (Chair), Troy Lescher, John Meyer, Robert Keever, Michelle Anderson, Joy Finney, and Doug Dawes

The UPC wrote a summary about the UC Room Chargeback discussions (see attached report) that took place with University Center representatives over fall, 2018 and spring, 2019 semesters. The report was introduced at the 1/22/19 and discussed at the 2/5/2019 Senate Executive Committee (SenEx) meetings.

Broader implications related to the UC Student fee and upcoming referendum, as well as a discussion about student life outside of class hours and a student union will be discussed at the 3/12/19 University Senate Meeting. The Senate discussion will be led by Jazmin Sandoval AS President and Dave Nakamura UC Executive Director.

UC Room Chargeback: University Policy Committee Discussion Summary Spring, 2019

UPC Members:

Jen Maguire, UPC Chair; Michelle Anderson; Lindsey Graul; Christine Mata; Troy Lescher; John Meyer; Doug Dawes; and, Rob Keever

In early fall, 2018, university senators raised the question to the University Policy Committee (UPC) about whether the University Center (UC) room chargeback was the most efficient way to raise revenue. Additionally, they asked for support in determining whether the room chargebacks were having an unnecessary negative impact on student-centered activities facilitated by student groups and departments.

To learn more about the issue, the UPC met with the UC Executive Director and UC Operations Manager at three UPC meetings and multiple times via email during fall, 2018 and spring, 2019. Additionally, we met with Amber Blakeslee from the University Budget Office. The following information is a summary of those discussions.

University Center (UC) Background:

The UC Board is tasked with the fiscal responsibility of ensuring the organization is solvent. As costs have increased and enrollments have decreased, the UC Board decided to be more

prudent with the student fees it is entrusted with and began charging its rental and direct labor rates to parties wanting to utilize UC spaces outside of operating hours. Some parties feel that UC room chargebacks may shift the cost burden unnecessarily to clubs and departments that already have limited space and financial resources.

The UC is an auxiliary of HSU, and funded by student fees. The University Center's budget, similar to HSU's operating budget, has come under significant pressure due to rising costs and lower enrollment. Excluding Dining Operations, the University Center is budgeting at a **loss** of \$523,300 for 2018/19. Please note that the General Fund (state appropriations and tuition) cannot be used to support an auxiliary. This change impacted the UC budget by \$19,000 in 2018/19.

One of the primary funding sources are student fees; however, the last student fee increase of \$96 was implemented in 2003 to support building the student recreation center. Prior to the student recreation fee increase in 2003, the student body center fee was last increased to \$89 in 1987 to keep pace with the Higher Education Price Index (HEPI). Unfortunately, an inflationary index such as HEPI was not employed with either of the fees creating a significant chasm between the student fees received and inflation (see figure 1). Today, a \$94 student increase is needed with a policy that adds the HEPI fee increase annually.

The UC Board is moving forward with a fee increase referendum in spring, 2019 (including the HEPI Index increase). The fee increase would allow for greater flexibility in supporting students on the weekends and late nights on weekdays if it is passed, but would not begin until 2019/20. The referendum has been approved to move forward by the Student Fee Advisory Committee (SFAC) and by President Rossbacher. Without a successful fee increase, the UC will need to reimagine what support and activities it can provide students in the context of its current budget constraints.

Student Center Fee

\$89 Fee = \$183 in today's dollars

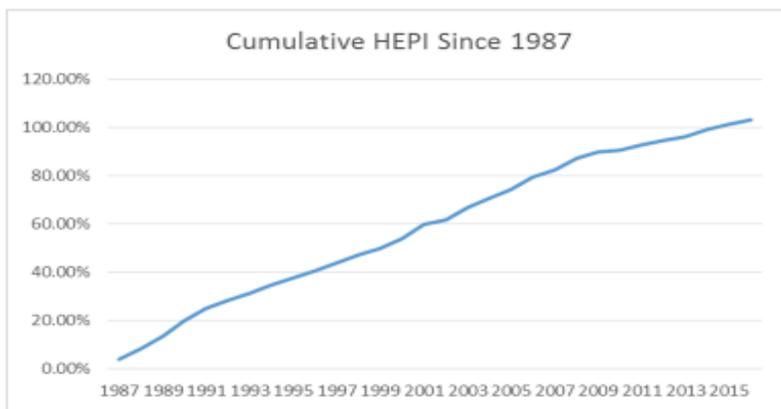


Figure 1. UC student fee unmet increase without the cumulative HEPI

UC room chargeback description:

The UC is closed on weekends and late night during the weekdays, which makes staffing, custodial and maintenance costs rise beyond what is budgeted annually for the regular work week. In fall, 2018, the UC started to enforce its fee structure where student groups and departments are charged for afterhours operations (weekends and after 11pm on weekdays).

- Students are charged an \$18 dollar per hour staffing fee outside of operating hours.
- Departments are charged the \$18 dollar per hour staffing fee and 50% of the facility rental fee outside of operating hours.

Cost and funding considerations:

- There is a real cost to doing business in terms of UC having to staff the events outside of normal business hours. The spending of the existing UC fee may need to be re-evaluated to see if funds can be carved out to support UC room rentals during weekend operating hours, at least to a certain level (e.g. \$4,000 to support XX number of events.)
- The weekend events cost the UC approximately \$2,660-3,800 per year. These costs only represent the costs of student events and do not take into account the recent minimum wage increase or declining enrollment.
- HSU Departments using spaces on weekends cost approximately \$8000. Again this total is the estimate before the added costs of the recent increase in minimum wage and declining enrollment.
- The state provides \$4,000 per year to the UC (\$2,000 from the Office of Student Affairs and \$2,000 from the President's Office) for room reservation services. Once fully implemented, the \$4k amount mentioned will likely be \$8k to \$10k next year in 2019/20.
 - According to the UC, their direct cost for providing this service is over \$36,000. This includes scheduling and information counter services only. Event and facility support is not included in this calculation.
 - These direct costs (referring to the over \$36,000) do NOT include administrative and infrastructure costs. The direct cost for event and facility support for KBR, Goodwin Forum, UC Quad, and Green & Gold Room totals approximately \$100,000.
- UC is using a system that recoups direct costs for supporting events outside of normal operating hours:
 - a. Costs include:
 - i. Student labor to support events
 - ii. Facility charge that uses square footage model used by the campus for costs of basic facility upkeep and maintenance
 - b. Charges are on a graduated scale
 - i. Student events are charged the least, if at all
 - ii. Campus Departments are next
 - iii. Outside groups are highest

- c. Charges are slowly being phased in to allow groups to plan and to build consistency
 - i. This is one of many incremental adjustments that the UC is doing to raise revenue and cut expenses. This is presently being done in a thoughtful way to best support student success and to not unduly burden any one client group
- UC subsidizes a large number of areas through its operations and services
 - One example: The room set up for the University Senate meeting cost the UC between \$75 and \$125 in direct costs depending on what event is before and after the meeting. This costs is not passed on but is absorbed by UC Operations. This type of meeting out of 4 to 6 meetings that happen on a daily basis.
- Results of fee referendum
 - The plan if the fee referendum passes is to keep operating hours at their present levels and to potentially eliminate or reduce fees for student events.
 - If the fee does not pass a variety of more drastic changes in student programming, event support, and operating hours will be instituted.
 - Future budgeting will be challenging due to increasing costs such as minimum wage increases and declining enrollment.

History of events for the past two fall semesters compared with this year:

- Fall 2016: 22 Events (14 student club events, 8 department events)
- Fall 2017: 24 Events (10 student club events, 14 department events)
- Fall 2018: 10 Events scheduled so far with more to likely be added (2 student club events, 8 department events). The UC estimates that there may be another 5-6 events scheduled this semester, which would put the number of events slightly less than other years.
- There are between 7-10 events for student groups or departments that do not charge admission scheduled to take place on the weekends during the fall semester. On average, each weekend event costs \$190. Spring 2019 already has 11 weekend events scheduled (5 student events and 6 department events).

Contributing factors to decreased weekend events:

- The Clubs Office reported that there are significantly less active Clubs this year (approx. 25 fewer than last year), which explains why there may fewer student club events.
- Although it appears there were more student events in previous years, there are no data on how many of those events were "no show" events, which was not an uncommon occurrence for student club events. For example, a reservation could have been made and if the event was moved at the last minute or no one showed up to the event, the reservation still took place and it artificially inflates the number of events that look like they happened. Charging the small staffing fees helps the UC solidify events during the planning stage and prevents artificial inflation of the number.

- 25Live allows each room to have open and closed hours; it is not possible to reserve outside of open hours. Also, with the integration with OrgSync the person making the reservation will automatically be directed to another space if the room is already reserved or not available if the facility is closed. This is something new this year and also explains the slightly lower number of weekend events in University Center spaces.

Departments impacted:

Departments consist of a mix of academic, student affairs and housing. The general purpose of the events vary widely. Some events that happen every year are the Clubs Office Title IX training, African American Center for Academic Excellence has a welcome event, Check-It does a retreat, and the Learning Center conducts Tutor Training. Both the English and History Departments hold 1-2 events in Green and Gold room each semester, but these are mostly events that would have been charged for in the past (i.e., History Day, Writing Projects, Literacy Conference).

UPC Recommendations:

Senate deliberate on University Center room chargebacks as a broader policy issue: Beyond addressing the UC room chargebacks, this is a broader policy issue confronting the University. Is it appropriate for the Senate to consider how the needs of students are being met on the weekends and late night on weekdays, specifically as it relates to the kinds of services we offer during these times as part of student life? We may need to reimagine services and how they are paid for to ensure we are meeting the needs of our students, while also considering which funding sources should be used for which activities.

Coordination between Cabinet, Office of the Vice President of Administrative Affairs, and University Center: Given the UC room chargeback is a budget related issue and not a policy issue, the UC should meet with the Cabinet in spring, 2019, once the results of the fee referendum are available and the re-evaluation of the use of current fees has occurred, to determine a path forward. The UC may also want to consider working with the Office of the Vice President of Administrative Affairs to develop a list recommended options for Cabinet consideration in spring, 2019.

Consider alternatives to UC room chargebacks if the student fee referendum does not pass: In the event the student fee increase does not pass, other options will need to be pursued. The UC Board should re-evaluate the use of current fees and other UC service revenues to cover the cost of weekend operations for UC room use for student and department groups. The UPC acknowledges that the financial burdens of HSU students are important to consider and so to the impact the room chargebacks and student fee increases could have. With that in mind, are there other options for paying for the non-standard operating hours of UC spaces? For example, what hours have been cut for student services now? Will those cuts be permanent? Have other indirect student services been cut (i.e., Center Arts)? Is the UC evaluating how to make other cuts that do not directly impact students? Or as another

example, the UC is operating at more than \$500,000 in losses excluding dining operations. Dining services are one of the main sources of UC service revenues and may be included to help make up this loss (although it is important to note the HSU meal plans and food are already at a very high cost when compared with similar institutions and including dining services revenues in the evaluation could lead to a further increase in campus food prices). This revenue and any other current or potential (non-student-fee) revenue streams may need to be considered as part of a holistic plan.

Academic Senate CSU (ASCSU):

Submitted by Mary Ann Creadon and Noah Zerbe, ASCSU Representatives

- The Academic Affairs Committee of the ASCSU is still grappling with a resolution regarding the practices of Course Hero and similar websites that accept uploads of course materials from students in exchange for the students being able to use the site themselves. While we haven't completely figured out how to express to the Chancellor what we think needs to be done, it's worth mentioning to faculty, as we did the last time this was reported, that you should go to Course Hero at least, and perhaps other similar sites, and see if you can find your name and your materials on the site. When we compiled that list before, there were HSU faculty on the list. If you see your name, you can complete a form on the site that demands that the material be removed.
- Below is the text of a letter from the ASCSU Chair, Catherine Nelson, to ASCSU senators and campus Senate chairs about the timeline for feedback and revision of the General Education Task Force report. It is a lengthy timeline that may not see the revised report completed by the ASCSU until near the end of the calendar year. That revision will come after the ASCSU receives responses from campuses, with time even after that for sending on to the Chancellor a resolution with the revised report. Thus, there is significantly more time for us on campus to provide individual or departmental or other unit feedback. Meantime, we learned at the Senate Executive Committee meeting last week that John Steele, HSU Chair of GEAR, is providing a site for our campus feedback. Thus, we no longer have a timely need for an agenda item discussion today at Senate, and can move forward as GEAR and the ICC and the HSU Senate wish to proceed with feedback.

On behalf of the ASCSU Extended Executive Committee, this email is a follow up to the distribution of the GE Task Force (GETF) Report. We want to let you know how the ASCSU will follow up with consultation about and review of the report.

By way of background, in AS-3271-17 (<http://calstate.edu/AcadSen/records/resolutions/2016-2017/documents/3271.pdf>) the ASCSU recommended the establishment of a task force to "...examine, offer suggestions and report on GE programs system-wide." The "ideal" membership of the task force was identified in the resolution. As provided for in ASCSU bylaws appointments were made by the Executive Committee. The initial membership closely mirrored the recommendations in the

resolution. At the time the task force was created, the Executive Committee **agreed that appointed task force members would**, if able, serve for the duration of the group even if their status changed. Task force members at the time of appointment and changes in membership are listed on pg. 17-18 of the report. On February 8, 2019 the GETF finished its work and forwarded its final report to the ASCSU. The report includes a conceptual model to provide the meaning of and context for CSU GE and a series of recommendations to the ASCSU for the modification of CSU GE Breadth outlined in EO 1100(Rev).

Following our usual practice we will move forward with a two-step process. The first step is a two-reading resolution that formally receives the report and refers it to our Academic Affairs (AA) and Academic Preparation and Educational Programs (APEP) Committees for their review. The first reading of this resolution will be in March; the second reading for amendments, debate and a vote will be in May. The second step is for our AA and APEP committees to review all feedback and make recommendations, if any, for changes in CSU GE via a resolution submitted to the full ASCSU for the body's consideration. Following our established process any recommendations the full ASCSU approves will be forwarded to the Chancellor for final approval.

We are committed to broad and inclusive systemwide consultation to get feedback about the report. We also want to allow ample time for full consideration and discussion of its contents. We expect to collect feedback at least into October 2019, with the first reading of a resolution containing any recommendations AA and APEP make following at the earliest at our plenary meeting in November 2019. We have been assured by Chancellor White that no new executive orders about GE will be issued before the ASCSU weighs in on the GETF Report (unless there is a legal requirement to do so, such as a bill passed by the legislature and signed by the governor that requires some kind of change in GE).

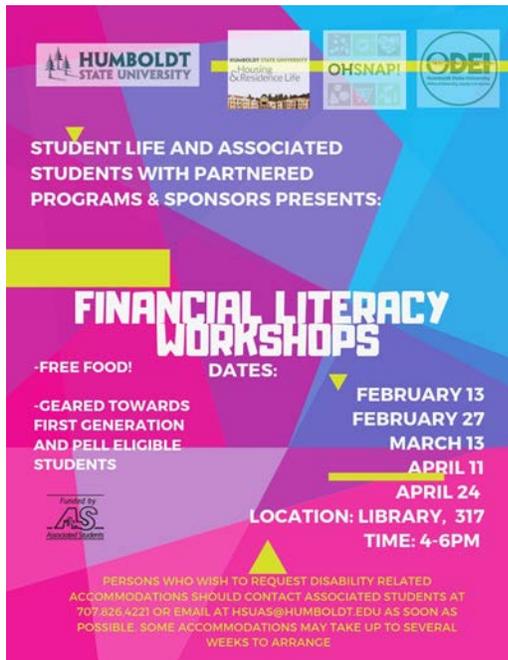
We recognize that there is keen interest in the report and we encourage individuals, campus academic departments, campus senates, system discipline councils/department chairs groups, the statewide campus senate chairs group or anyone else who wants to weigh in to do so. We are currently working to set up an online mechanism for feedback; we'll let you know as soon as it's live.* In the meantime, campus senate resolutions and other formal communication can be sent to the ASCSU Chair for distribution.

*We anticipate it will take about two weeks to set the feedback mechanism up. We are exploring ways to make all feedback public.

Associated Students:

Submitted by Jazmin Sandoval, AS President

Financial Literacy Workshop had low turnout but the students that showed up had good questions about financial aid, work experience, and budgeting. We hope to promote it further and get more student participation. The next one is this Thursday, 4-6 Library 317 so please come and let folk know.



The Gender Inclusive Restroom Task Force is fully formed and our mission is to create a master plan for future plans on having a gender neutral restroom in every building and prioritizing which buildings should be implemented first. So far we have prioritized Harry Griffith Hall, the Library, Theater Arts, Music A & B, Athletics department buildings, and the Behavioral and Social Sciences building. We met this past Friday and talked about involving the Student Disability Resource Center as well as deciding which buildings to go over for future dates. Our meetings are two times a month on Fridays, 11:30-12:30 in the facilities conference room. The task force is formed of students, faculty, and key stakeholders involved in the process (facilities management, building workers, housing and athletics staff, etc). Here is the charge: **Gender Inclusive Restroom Task Force Purpose of Task Force:** to review and recommend the implementation of gender inclusive restrooms from a campus-wide approach, starting with Harry Griffith Hall as a pilot implementation of a multi-stall gender inclusive restroom. The implementation plan will be developed based on input from stakeholders throughout campus.

Deliverables:

- Create a map of all current gender inclusive restrooms.
- Create a master plan identifying where and in what order gender inclusive restrooms should be added as funding is available. This document shall be incorporated into the Campus Facilities Master Plan.

Associated Students attended Check It's 5th Anniversary and wrote a Proclamation in support and recognition of Check It. I will have read it at the February 25th Board of Directors meeting #12. Here is a copy:

Proclamation of Associated Students Recognition of CHECK IT

Whereas, Associated Students (AS) mission statement hereby states that we “provide an official voice through which students’ opinions may be expressed; foster awareness of these opinions both on and off campus; assist in the protection of the rights and interests of the individual student and the student body; provide services and programs to stimulate the educational, social, physical, and cultural well-being of the University community.”

Whereas, AS would like to commend and recognize CHECK IT as a successful student led movement that aims to empower students with knowledge and skills to take action during moments of potential dating violence, sexual assault, and other forms of harm.

Whereas, We are proud and acknowledge CHECK IT’s aim to build a community of consent, where people feel safe and supported by those around them, where survivors feel supported, and those who commit harm are held accountable.

Whereas, CHECK IT is celebrating its 5th anniversary and has been a vital campus resource and educational program, providing strategies and knowledge about ways to identify and disrupt potential moments of harm.

Whereas, AS would also like to commend CHECK IT’s development of workshops and curriculum around bystander intervention, along with consent centered event resources for campus groups and run campaigns educating the HSU campus about Title IX, consent culture, and violence prevention.

Whereas, CHECK IT has connected people across campus and with the community, particularly with their upcoming launch of CHECK IT at Arcata High School in partnership with North Coast Rape Crisis Team.

Whereas, CHECK IT has remained committed to creating a culture of respect and consent across HSU’s campus and nationally.

Whereas, CHECK IT’s work has been platformed at state and national conferences such as the National Sexual Assault Prevention Conference in 2017 and 2018, and CSU Alcohol and Other Drugs Conference in 2015.

Whereas, CHECK IT has received national and regional recognition for student-led projects of culture change, including Celene Lopez, CHECK IT peer educator, who received the Champion of Change White House Award in 2016, the Program of the Year award from the National Residential Housing Association in 2014, and the Violence Prevention Champion Award, from the CSU Alcohol, Tobacco and Other Drugs Conference in 2014.

Now, Therefore, Associated Students would like to officially praise and support the commitment of CHECK IT and its volunteers. Associated Students recognizes that CHECK IT is at the heart of HSU's shift into consent culture and we commit to continue supporting the work of CHECK IT and this consent movement.

AS Board of Finance had budget hearings this Saturday with AS funded programs about their application budget proposals. So far we have brought the reserves up to 15% from 10% that was before. We are continuing to see where we can spend down to have our reserves at 30% institution standard. The timeline for the 2019-20 AS budget applications is:

Date	Task/Event	Location
by Thursday, January 3	A.S. Budget Request forms distributed to A.S. Programs	Via Gmail & Google Drive
Thursday, January 24 (10:00 AM - 11:00 AM)	A.S. Administrative Vice President & A.S. Executive Director available to meet with A.S. Program Budget Administrators to review materials and answer questions.	A.S. Office (2 nd floor UC)
Wednesday, February 6 (Due by NOON)	A.S. Budget Requests due by noon into the A.S. Office. (Requests will be distributed to A.S. Board of Finance for review)	A.S. Office (2 nd floor UC)
Monday, February 18	A.S. Board of Finance will discuss A.S. Budget Requests and determine which A.S. Programs to invite to the budget hearing. (A.S. Programs will be asked to participate in a hearing if the A.S. Board of Finance has specific questions about the program's budget request)	Nelson Hall East 120
by Wednesday, February 20	Budget hearing schedule sent out to selected A.S. Programs.	Via Gmail
Saturday, February 23	A.S. Board of Finance conducts budget hearings – These are not program presentations. The hearings are designed to give the A.S. Board of Finance an opportunity to critically analyze the budget requests and ask specific questions of the A.S. Program.	University Center South Lounge
Monday, March 4	A.S. Board of Finance will approve their 2019-2020 A.S. Budget recommendations to the A.S. Board of Directors – all A.S. Programs will receive a copy of the recommended budget.	Nelson Hall East 120
Monday, March 11	A.S. Board of Directors will discuss the 2019-2020 A.S. Recommended Budget.	University Center Banquet Room (UC 131)
Monday, March 25	A.S. Board of Directors continue reviewing the A.S. 2019-2020 Recommended Budget and determine if there are any A.S. Programs that will be asked to appear at the next A.S. Board of Directors meeting (A.S. Programs will not be called in if the A.S. Board of Directors does not have any questions)	University Center Banquet Room (UC 131)
by Friday, March 29 NOON	Deadline to contact the Executive Director's Office if A.S. Program(s) choose to appeal the A.S. Recommended Budget.	Via Gmail or in person at A.S. Office
Monday, April 8	Any A.S. Program appealing their recommended budget allocation is required to appear before the A.S. Board of Directors to present their appeal. If any A.S. Programs were selected for questions on March 25, they will be heard during this meeting. Depending on available time, the A.S. 2019-2020 Budget may be approved at this meeting or at the next A.S. Board of Directors meeting on Monday, April 15	University Center Banquet Room (UC 131)
Monday, April 15	If not approved at the April 8 th A.S. Board of Directors meeting, the A.S. Board of Directors will approve the A.S. Budget on this date.	University Center Banquet Room (UC 131)
Prior to Monday, May 6	University President receives and reviews the Associated Students Budget according to Executive Order 369	

AS IRA committee has met several and submitted the timeline for the IRA applications. IRA stands for the Instructionally Related Activities student fee which each HSU student pays individually \$674 a year for. HSU has the highest IRA fee in the CSU system.

INSTRUCTIONALLY RELATED ACTIVITIES (IRA) COMMITTEE

2019-2020 BUDGET REQUEST TIMELINE

Monday February 11, 2019

- IRA Budget Applications will be distributed electronically and posted on AS website.

Friday, March 15, 2019

- Completed applications will be due (uploaded via Google Forms).
- Budget application materials received from Departments/Programs and will be shared via Google Team Drive for all IRA Committee members to review.

Thursday, April 4, 2019

- At this meeting we will decide which programs we have additional questions of and who to invite to our next meeting to answer these questions.

Thursday, April 18, 2019

- This meeting will include any programs that were requested to come in for questions. We generally schedule about ten to fifteen minutes for each program and give them a time certain to appear. We won't begin budget deliberations until we have met with the invited programs.
- **Begin budget discussion.** Chair Sandoval and ED Lund will have prepared a DRAFT Budget for Committee to begin discussion from.

Thursday, May 2, 2019

- **Continued budget discussion**, if needed.
- **Final decision made by committee** regarding recommended 2019-2020 IRA Budget. This recommendation will be forwarded to President Rossbacher by **5-6-19** for review and approval.
- If applicable, this meeting will be to **review any pending unallocated requests** that come in. For example, Sports Clubs that have qualified for a National or Regional competition.

California Faculty Association:

Submitted by Renee Byrd, CFA/HSU Chapter President

From the California Faculty Association

CFA HEADLINES

February 20, 2019 · Weekly news digest from CFA

- CFA's 2019 legislation to include bill for more campus mental health counselors
- CFA to join Oakland teachers' picket lines; on strike Thursday Feb 21
- SLO faculty mark Black History month with 12-hour pushback against racist attitudes
- How does a campus spend state dollars? CFA at San Francisco State follows the money to find out
- In Other News
- Faculty Rights Tip: Leaves at reduced pay will impact retirement
- Links of the Week

CFA's 2019 legislation to include bill for more campus mental health counselors

The time has come to introduce 2019 bills for consideration by the California State Legislature, and CFA is working with State Senator Dr. Richard Pan, a pediatrician, to reintroduce the Mental Health Counselors Act to improve care on the campuses.

It would require the CSU and community colleges to live up to the minimum [recommended staffing](#) of at least one mental health counselor for every 1500 students.

"With the shortage of counselors on CSU campuses, it has become common for students to face long wait times to get appointments, and frankly that is not good enough," says Martha Cuan, a counselor at CSU Stanislaus who chairs the CFA Counselors Committee. "We know that students are more successful in their studies when there is help to cope with the pressures of work, school and family that can lead to anxiety and depression."

Students of color, students with disabilities, LGBTQ students, students who are first in their family to attend college, so many of the students who the CSU is dedicated to serve, confront racist and discriminatory pressures in our country as well as in daily life. It is essential that CSU students have timely access to mental health counseling to help them stay on course and get their college degrees.

The bill also would require the CSU to provide public data about suicides on campuses, and to conduct a mental health survey of each campus every three years.

A similar law passed the state legislature last year with that all-too-rare bipartisan support, but was vetoed by Governor Jerry Brown who said this should be accomplished through the regular budget process. This time, CFA and Dr. Pan will press for the needed funding in the state budget.



Meantime, CSU campuses remain dangerously short of mental health counselors, relying on emergency temporary hires and moving counselors from campus-to-campus in crises.

The Mental Health Counselors Act is one of several bills that will comprise CFA's 2019 Legislative Agenda. Watch future *CFA Headlines* and the [CFA web site](#) to learn more as the bills develop.

CFA takes positions on bills like this after a process in which CFA members submit ideas, and the CFA Political Action and Legislation Committee along with campus CFA PA-Leg chairs review them. Finally, the CFA Board of Directors votes on positions on bills based on the committee's recommendations.

During March, members of CFA campus chapters will organize visits to their local California State Assembly members and Senators to discuss legislation as well as the CSU funding proposed to be included in the state budget by Gov. Gavin Newsom. If you are interested in these "in-district" visits, [contact your campus CFA Chapter](#).

CFA to join Oakland teachers' picket lines; on strike Thursday

Led by the East Bay CFA Chapter, CFA members are [preparing to support](#) the [Oakland Education Association](#), who are the latest K-12 teachers about to strike. A national wave of teacher strikes, most recently in Los Angeles and Denver, highlight that teachers are fed up with low pay and under-resourced schools as they try to educate America's future.



East Bay CFA Chapter President Nick Baham wrote to faculty on his campus, "These fellow educators, who work hard for little pay to help prepare Oakland Unified School District students to come to our university classrooms, are fighting for economic and educational justice in ways that matter not just for them, their students, and their families, but for us as well. Their wins are our wins!"

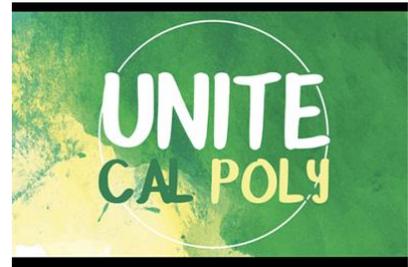
The refrain from the Oakland Unified School District's management is familiar to CFA members—they have no money for the class room, no matter the dollars received. In "[Remedying Educational Malpractice](#)," the teachers union shows the money is there. It's a matter of priorities in how it's spent. (See pages 104+ of [the study](#).)

OEA concludes: "OUSD has a budget credibility problem."

All CFA members are invited to join the East Bay CFA chapter *en masse* on the picket line outside Sankofa Academy in North Oakland at 581-61st Street this Thursday and Friday, 7-10 am and 2-4 pm. [More info here](#). Don't forget to wear CFA gear or red.

SLO faculty mark Black History month with 12-hour push back against racist attitudes on campus

This year during Black History Month, faculty at Cal Poly San Luis Obispo are continuing a practice of “blunt conversations” about the overtly racist attitudes that surfaced on campus over the past year through a 12-hour Teach-In on Thursday, Feb. 21 to assert that “[Inclusion Starts with Me.](#)”



Less than a year ago, Cal Poly San Luis Obispo administrators and campus members found themselves struggling with [racist acts](#) on campus including fraternity students partying in blackface.

Racist flyers showed up on campus, including [some pinned outside the door](#) of CFA Faculty Rights Chair Neal MacDougall, an agriculture professor, after he put posters promoting diversity on his bulletin board.

The behavior has embarrassed the administration, and more importantly, it has infuriated the very small number of Black students on campus—roughly 0.7% of the student body; the smallest percent in the CSU system. Plus, it has launched a push back starting with suspension of several fraternities from campus.

Yet, as MacDougall told the *Los Angeles Times* last year, "Racism is not simply the Klan marching around in hoods and burning crosses," he said. "Some people think that if you don't see those super-explicit, in-your-face things on a regular basis, you could say there's no racism here."

To help SLO students, and all campus members, understand that anti-racism and justice relate broadly to our lives, the SLO College of Liberal Arts is sponsoring the Teach-In from 8 am to 8 pm with topics ranging across academic fields including the sciences, art and history.

SLO CFA Chapter President Lewis Call is proud to say, “Several members of our SLO CFA executive board are presenting on panels at the Teach-in, including Sandi Clement, Lisa Kawamura, Shelley Hurt, and Andrea Terry. This shows that our local executive board is deeply committed to CFA's anti-racism and social justice work, and that we want to work with Cal Poly administrators and the College of Liberal Arts to promote diversity and inclusion on our campus.”

Call added, “Plus, I want to recognize Gianna Bissa of Students for Quality Education who is participating.”

See [the schedule of panels](#) organized at the ‘Inclusion Starts with Me’ Teach-In.

How does a campus spend state dollars? CFA at San Francisco State follows the money to find out

The CFA Chapter at San Francisco State has decided to pursue with vigor a question that has dogged faculty members throughout the CSU—how does a campus actually spend the state dollars it gets?



The chapter's specific angle on this question is what has happened to money specified by the legislature to step up tenure-line hiring, since no additional tenure-line hires can be identified.

“The legislature said \$25 million should go to hiring new tenure-line faculty, above those already hired,” explains SFSU CFA Chapter President James Martel, a political science professor. “We know this campus got about \$690,000 of that money but, even after constant communication with the provost and deans, no one can show us any new tenure-line hires.”

So, what's the problem?

In a [“Where's the Money?”](#) message to faculty on campus, the chapter wrote, “We believe that our campus is not complying” with the law mandating the money for tenure-line hires.

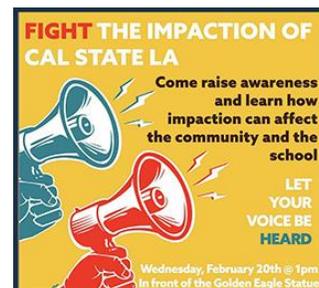
Noting that the CSU got an increase in funding in this current year, and is slated to get an even bigger increase starting this July if the governor's plan is adopted (it probably will be), the chapter says faculty need to remember there is more money this year in administration hands. That means, “We need to stop and reverse the logic of austerity.”

“The bottom line for us,” says Martel, “is transparency and accountability in how this campus administration spends its money. We don't want to keep hearing ‘there is no money’ for the class rooms when the state is allocating more.”

In Other News

OPPOSITION TO NEW RESTRICTIONS ON CAL STATE L.A.

ADMISSIONS: Declaring [No To Impaction](#), a group of faculty, staff and students are fighting campus President Covino's plan to declare impaction at Cal State Los Angeles, which will make it harder for students in East and South Los Angeles to get into college, and would cut seats for 600 new students a year. Some see the move as gentrification of a university historically serving working class, first-generation Black and Latinx students from the local communities.



The Cal State LA administration will conduct a public forum at 6 pm on Thursday, Feb. 21 in the University Union Theatre where it will try to defend its new and unprecedented exclusionary admissions policy. Faculty, staff, and students who oppose the impaction plan will gather in the Student Union lobby at 5 pm before the forum for interviews and to educate one another about the planned policy.

Cal State L.A. student Ivonne Franco explained her opposition to the impaction plan in this essay, [“Don't Gentrify our University.”](#)

NORTHRIDGE SENATE VOTES ‘NO CONFIDENCE’ IN CSU CHANCELLOR: The CSU Northridge Academic Senate adopted a vote of no confidence in CSU Chancellor Timothy White late last week. The vote has been a long time in coming, motivated by two executive orders the Chancellor issued in 2017 to change general education and remediation in the CSU. The orders prompted backlash among faculty not only due to their substance but also because so little effort had been made to consult with faculty or to consider faculty’s experience in teaching students before declaring the changes. In fact, over the last 18 months, the CSU systemwide [Academic Senate \(ASCSU\)](#), the [California conference of the AAUP](#), and [CFA](#), as well as 22 of 23 campus senates, contended the lead-up to issuing the executive orders lacked adequate faculty consultation.

The No-Confidence Resolution notes an unrealistic timeline to implement the changes, and that the stated goals have no substantiation in actual data among many other points. [Read it in full here.](#)

THE CFA CAPITOL CHAPTER JOINS IN A TALK ABOUT CUBA: CFA’s Sacramento Capitol Chapter will welcome Miguel Fraga, First Secretary of the Cuban Embassy for a discussion on U.S. and Cuban relations next Tuesday, Feb 26 at noon in the University Union, Auburn Room. The event is co-sponsored with International Programs and Global Exchange, Centers for Diversity and Inclusion, Center for African Peace and Conflict resolution, The Serna Center, and Center on Race, Immigration, and Social Justice.

POINT OF PERSONAL PRIVILEGE: This issue of *CFA Headlines* is my last; I will retire on March 1. I started with CFA almost 20 years ago and, along with my communications colleagues Shoshana Hebshi, then Brian Ferguson, and now Niesha Fritz, I’ve written *CFA Headlines* since its launch in 2003. [What a long amazing trip it’s been!](#)

I was not a kid destined at birth for college, but after several attempts and more years than some policy-makers would like to allow, I got my degree, in large part because of you, the faculty of the California State University. You believed in the People’s U. and you believed in me. I hope these years of work alongside you for CSU faculty and students, and more broadly for the future of public higher education, has been, in addition to our common cause, a small way to give back. The ‘resistance’ continues; [I’ll be seeing you](#) in other places, and I’ll be [thinking of you always](#). *Alice Sunshine, CFA Communications Director*

Faculty Rights Tip: Leaves at reduced pay will impact retirement

Articles [27](#) and [28](#) of our faculty contract provide for Sabbatical Leaves and Difference in Pay (DIP) leaves. These articles provide mechanisms for faculty to take leaves at full pay and reduced pay rates. When faculty take any leave at a reduced pay there will be an impact on retirement service credit. Sabbaticals at full pay do not result in reduced service credit.

It’s important to know that if you’ve been granted a DIP Leave or a Sabbatical Leave at a reduced salary you will not earn a full year of service credit during the period of the leave. You should contact your campus payroll office to learn about how it may apply in your specific case.



Faculty who participate in DIP leaves or Sabbatical Leaves at reduced pay who wish to purchase additional service credit to make up any difference can contact CalPERS to learn more about the purchase of Service Credit.

If you have a question about Sabbatical Leaves or Difference in Pay Leaves contact your campus payroll office or [your CFA Faculty Rights Representative](#).

See [previous Faculty Rights Tips](#) on a range of topics in our contract.

If you have questions about a faculty rights tip or would like to suggest a tip [please write us](#) with the subject line "Faculty Rights Tip."

Links of the week

Faculty Hiring After the Recession

[Inside Higher Education](#)

A new research review finds that since the recession, hiring patterns for new full-time faculty members have fluctuated considerably at public four-year doctoral and master's institutions, while they have barely budged at public baccalaureate institutions.

'It keeps you nice and disposable': The plight of adjunct professors

[The Washington Post](#)

MJ Sharp harbored no illusions about teaching at a university. The former photojournalist had heard enough stories about part-time faculty subsisting on meager pay and scant benefits while pouring all their time and energy into the job.

Schools need more resources for student mental health and wellness

[EdSource](#)

And time is critical — rates of depression, stress and suicide attempts by students are rising and school leaders report student mental health issues as growing and serious concerns.

Bills would provide more financial aid to California college students

[San Francisco Chronicle](#)

More relief for the heavy costs of college — fees, books, food and housing — could become available for California students under two bills introduced Thursday in the Legislature.

California's community colleges back new effort to cover college costs, including living expenses

[EdSource](#)

California's community college system is backing a bill that would dramatically reduce the total cost of attendance for its students.

The End of the Remedial Course

[Chronicle of Higher Education](#)

They've tried compressing it, breaking it into bite-size chunks, computerizing it, even making it optional. But the traditional, prerequisite remedial course that generations of underprepared students have been funneled into before they can start college-level courses remains an insurmountable barrier for too many students. Increasingly, it is being ditched altogether.

For a Black Mathematician, What It's Like to Be the 'Only One'

[New York Times](#)

Fewer than 1 percent of doctorates in math are awarded to African-Americans. Edray Goins, who earned one of them, found the upper reaches of the math world a challenging place.

How the Public Employee Unions Refused to Die

[The American Prospect](#)

When the Supreme Court ruled last June in the Janus case, the common wisdom was the nation's public-sector unions would be thrown hugely on the defensive. Evidently, the leaders of those unions didn't get the message. To the contrary, they have gone on the offensive. As leaders from the nation's four largest public-sector unions made clear at a forum last weekend in Washington, not only are their unions seeking to staunch the loss of fee-payers, they're pushing mightily to add members.

Janus Barely Dents Public-Sector Union Membership

[Wall Street Journal](#)

* * *

Join [CFA's Facebook page](#)

For the latest news, follow [CFA on Twitter](#)

Check out [CFA YouTube](#)

Administrative Affairs:

Submitted by Doug Dawes, Vice President of Administrative Affairs

Accounting & Student Financial Services

- The Information Security Audit is complete and all findings have been cleared.
- Accounting is experiencing a lot of turnovers and extended leaves of absence. Due to resource constraints, it may take more time to receive responses during this transition period.
- The Year End GAAP financials are officially complete as of 1/1/2019. The Chancellor's Office will now review, consolidate and deliver the CSU financials to the State of California.

Risk Management

- Risk will be filing a recently vacated Safety Coordinator position.
- Risk is planning a "Zombie Bigfoot Scavenger Hunt" next Fall. This activity will be at the end of our Annual Safety Week and will encourage students to explore areas of campus that they may not usually go to while picking up supplies to build their own personal emergency kit.

Budget

- Here is the link to the OpenBook Dashboards: <https://hsu.openbook.questica.com/>, which now include Graduation Initiative 2025 dashboards reflecting base (ongoing) and one-time investments to-date. Amber Blakeslee is happy to answer any questions you may have! The dashboards can also be accessed via the Budget homepage at budget.humboldt.edu.

Contracts, Procurement and Accounts Payable

- Campus Marketplace has launched and the campus now has the ability to use Amazon Business if they go through the Marketplace portal from the myHumboldt portal. All ProCard purchases should be made through Campus Marketplace, unless the commodity is not available. Any issues or questions can be directed to procure@humboldt.edu.
- Concur is now open for the campus to use. Travel must be state-side (multiple funding sources are ok, but they all need to be in HMCMP). The travel must be by staff or faculty (no students, guests, or groups). Traveler's budget approver, and "one-up" administrator must also be willing to participate as approvals will be done via Concur or the Concur phone app. People interested can contact Denise Gentry in Business Services to get started. If the travel will not be 100% reimbursed, please contact Tawny Fleming.

Facilities

- Construction for the Seismic Retrofit project for the Theatre and the Library is 30% complete. The project is on schedule and within budget.
- Facilities is actively engaged in a feasibility study for new housing on campus.

- Facilities is working on our annual 5 year capital outlay program submission.

Human Resources

- The migration from Skillport to CS YouLearn is mostly complete. Trainings are accessible but some data including information on mandatory trainings (e.g. Sexual Harassment Prevention Training) have not been migrated yet but should be shortly.
- The Human Resources and Academic Personnel Services Webpage has been updated to clarify that the two departments are separated. We will continue to spread the word about the separation to alleviate any confusion regarding this change.
- Human Resources is working with the Office of Diversity Equity ("ODEI") and Inclusion to ensure the smooth facilitation of Equity Advocates. Upcoming changes will include an update for Form 1, informing the Hiring Authority to select an Equity Advocate. Other changes will take place as required. Actual administration of the Equity Advocate program will remain with ODEI.
- Interviews for a new training specialist will occur in March. This is great news since this position has been vacant for quite some time and will play a critical role in campus-wide training and professional development. Human Resources will make an announcement in March about the successful candidate.

University Police Department

- The Humboldt State University Police Department is proud to have been selected to sponsor part-time student employment through GI 2025 funding for the Spring, 2019 semester. The **Student Safety Escort Program** provides HSU students and community members, who do not feel comfortable walking alone, with a uniformed student escort to walk them between campus buildings, to their vehicle, residence halls, shuttle/bus stop, or other locations on the campus during hours of darkness. Beginning on Monday, March 4, 2019, this service will operate Monday - Friday, from 5:00PM until 12:30AM, for the remainder of the Spring Semester. When not providing escorts, student employees will also locate, log, and secure propped doors in the residential halls and elsewhere across campus. Additionally, student employees will conduct lighting surveys, quarterly function-tests of the campus blue light stations, walk through the library, and be available to assist with commencement, as well as move-in and move-out days. Campus dialogue has focused significantly on the need for student safety; that students, especially students of color, do not feel safe at HSU. In addition to providing a necessary student employment opportunity, this program positively addresses, and endeavors to impact, three of the six GI 2025 goals: a) student engagement and well-being, b) financial support, and c) data-driven decision making.

HSU Emeritus and Retired Faculty Association:

Submitted by Marshelle Thobaben, Emeritus and Retired Faculty Association Delegate

Jennifer Eagan
President
California Faculty Association
1110 K Street
Sacramento, CA 95814-2716

13 February 2019

Dear President Eagan:

I am writing to you on behalf of the HSU-ERFA Coordinating Council to express our concern about the lead article in the January 30, 2019 issue of CFA Headlines, the online newspaper of the California Faculty Association. The article was titled "[CFA to Trustees: Seek Justice for Josiah, better protect students of color.](#)" We have read, and appreciate, your letter to René Byrd, head of CFA at Humboldt State. In it you say, referring to the *Headlines* article, that "we can be a bit overzealous in our rhetoric when seeking justice"; and you promise to be "much more careful vetting" CFA publications in the future. We also appreciate your comment that "HSU is a beautiful and unique campus, and that the racism faced by students and the threat of violence against people of color is everywhere."

We have also read and appreciate the CFA Humboldt Executive Board's message. The *Headlines* article quotes James Thomas, a Cal State LA professor, who calls Humboldt County "Murder Mountain," a reference to the Netflix series about murders in the in the cannabis-growing region near Alderpoint, a remote region of southern Humboldt. The Humboldt CFA board admits that there are "complexities elided by such a comparison."

We are struck, however, by the understatement—your suggestion that the rhetoric in the *Headlines* article may have been "a bit overzealous"; and the Board's comment that there are "complexities" in comparing Humboldt County, and by implication Humboldt State University, to Murder Mountain. This is awfully timid criticism of a very inflammatory article. We realize that *Headlines* is not a scholarly journal but this article, presumably written by college teachers, resembles articles one finds in supermarket tabloids.

We are also disturbed by the suggestion in the article that only at Humboldt State University do students of color encounter difficulties; and by the call to discourage students from coming to Humboldt State. Here is more of what the article reports Professor Thomas as saying to the Trustees:

"Given the CSU's redirecting of students due to impaction, the CSU administration must adequately inform parents and students about the risk associated with living in Humboldt County, which is also known as "Murder Mountain."

"We who stand before you also believe the CSU needs to make a genuine commitment to student safety, in particular the safety of students of color, when you redirect them from their homes to unfamiliar places like Humboldt State," Thomas said.

Nearly all of the HSU-ERFA members belonged to CFA and many held leadership positions in the local chapters and in the statewide organization. Never to my knowledge in the history of the organization has CFA used its extensive resources to target a campus with such mistruths,

painted it with such hateful derogatory terms, and encouraged students and by inference faculty and staff not to come to Humboldt State University.

We urge you to stop CFA from using Humboldt State University as the scapegoat for the real problem that you stated in your letter to Renee Byrd: “Racism faced by students and the threat of violence against people of color is everywhere.” We suggest that you consider apologizing for CFA’s blanket condemnation of all Arcata residents and of the HSU academic community in the next CFA *Headlines* and at the upcoming Assembly.

CFA might wish also to consider posting an article in *Headlines* about some of the things that HSU and the Arcata community are doing to make students of color feel welcome. The Campus & Community Dialogue on Race (CDOR) is an annual event at HSU. At this event students, staff, faculty, administrators, and community members are invited, its website explains, “to present and attend programs that relate to racial justice and its intersections with all forms of oppression and resistance. Our objective is to create spaces and structures for reflection, analysis, dialogue and positive strategies for change.” This academic year this five-day event ran from October 29 – November 2, 2018.

A group, called Equity Arcata, has been formed. It is a partnership between the City of Arcata, HSU, and local business owners and community members. Its goal is to make HSU students welcome in the community. Each year this group organizes four “Home Away from Home Potluck Dinners” at a community center adjacent to the HSU campus. Community members cook the food and sit with students. There is also a student job board, a “free stuff” table to help students who have trouble making ends meet, and a raffle of items donated by local businesses. “The goal,” two organizers of recent potlucks say, “is not just to feed the students and nourish their bodies but to also feed their spirits with a warm welcome to this community that we love.”¹ I attended the potluck held last week. Students seemed to be having a good time eating some home cooked food, listening to music by the Nu Heavenly Tone Singers, trying their luck at the raffle.

Sincerely,
John Schafer, Chair of the HSU-ERFA Coordinating Council

CC: ERFA Coordinating Council
Stephanie Burkhalter, General Faculty President/University Senate Chair Associate
Professor Renée Byrd, HSU-CFA President
Lisa Rossbacher, HSU President

¹See Anne Hartline and Wesley Chesbro, “Welcoming HSU Students to Our Home,” Times Standard, September 26, 2018

Provost's Office:

Submitted by Alex Enyedi, Provost and Vice President for Academic Affairs

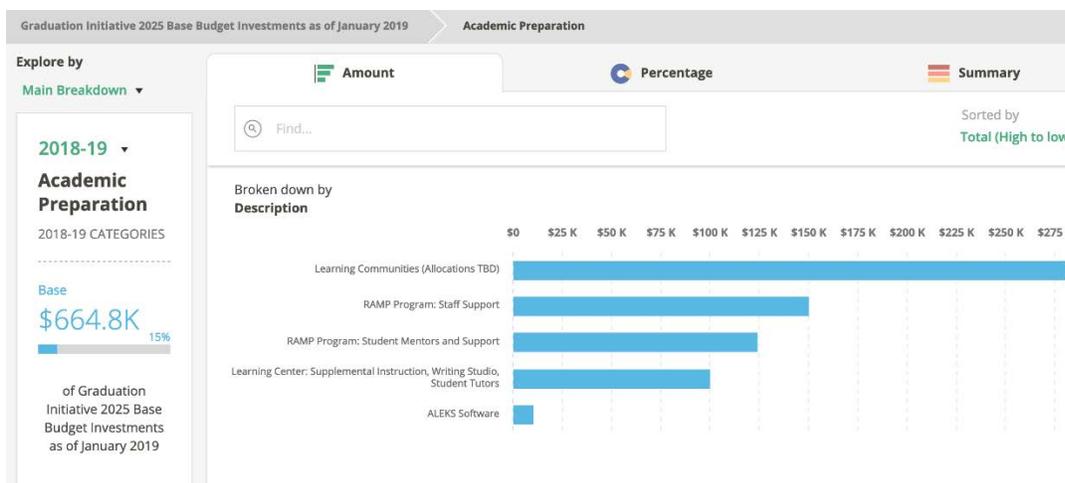
For this week's Senate Report, I want to highlight several of the many student success initiatives ongoing at HSU.

1. RAMP and Student Success/Support

This past week, HSU's Retention through Academic Mentoring Program (RAMP) was featured in a special report issued by the Chancellor's Office and distributed to the 23 campuses. The report is available [here](#).

The mission of RAMP is to advance efforts in supporting first time students by providing academic and personal support from current HSU students who have demonstrated academic excellence. Through unique peer relationships, RAMP connects students to curricular/co-curricular learning experiences, as well as support services; helping our first time students succeed and thrive. Our RAMP students and peer mentors are supported by the great work that Tracy Smith and Samantha Martinez do each day. The HSU RAMP home page is available [here](#).

Permanent base funding from the Graduation Initiative 2025 now supports RAMP efforts at HSU. Over the past 2 academic years, the Student Success Alliance has recommended the allocation of \$274,000 to cover the student mentor and staff salaries of RAMP.



Details about the GI2025 allocation to RAMP, or any other GI2025 fund allocation, are available [here](#) on HSU's OpenBook Budget site.

Details of the Student Success Alliance (SSA) and GI2025 efforts at HSU can be found [here](#) on HSU's GI 2025 webpage.

I am very inspired by the efforts and impact of RAMP to support student success. I want to share the following quote from the CO article:

"You are making an impact in someone's life, sometimes greater than you know," says Kristina Wolf, a RAMP lead student mentor and a mentee in 2016-17. "Students are just reaching an incredibly important place in their life, beginning college, where everything is new and sometimes a little scary."

2. Student Internships – HSU/Small Business Development Center (SBDC)

Adjacent to Library Circle sits the 'Little Apartments Building', home to the Northern California Small Business Development Center (SBDC) HSU office. The SBDC is currently seeking applications from HSU students to join the 2019 cohort of paid summer interns. HSU is known for experiential and "hands-on" learning opportunities - student surveys reinforce the incredible impact fieldwork, professional placements and internships have on our collective goal to achieve HSU's student learning outcomes.

During the nine-week internship, SBDC interns immerse themselves in projects tailored to their education, expertise and passions to create personal resources that directly accelerate the mission of the SBDC. Students further their knowledge of applications like Constant Contact and the Neoserra customer relationship manager while getting hand-on experience gathering research data, filming marketing videos, creating websites, assisting with business clients, setting up bilingual services and coordinating workshops.

SBDC placed the following students from Humboldt State University during 2018:

1. Adam Hayes
2. Annie Vong
3. Dalton Duckett
4. Flinn Crosby
5. Jacob Fetters
6. Naji Neshat
7. Ramon Martinez
8. Taiden Partlow
9. Victor Parra
10. Darrian Hall

Additional details concerning the 2019 NorCal SBDC Summer Intern Program are available [here](#). Also, please see the three attached documents titled:

- Summer 2019 Intern Half Page Flyer
- Previous Interns Flyer
- Summer Interns 2018

SUMMER INTERNSHIPS

with the CALIFORNIA SMALL BUSINESS DEVELOPMENT CENTERS

DATES

June 3 - July 31, 2019

QUALIFICATIONS

- Microsoft Office Proficient
- Experience in a relevant field:
 - marketing
 - journalism
 - accounting/bookkeeping
 - office management
 - event planning
 - social media marketing
 - business research
 - market research
 - international business
 - political science
 - economics
 - graphic design
- Currently enrolled at HSU
- Junior or Senior status preferred
- Bilingual Speaker a plus

SKILLS, KNOWLEDGE, ABILITIES

- Motivated self-starter, good decision maker, teachable
- Interest in and/or experience working with small businesses
- Ability to learn new technology and software
- Ability to complete tasks independently, quickly, and accurately
- Effective written and oral communication
- Can handle confidential information with professionalism

APPLICATION DETAILS

Qualified applicants should submit a cover letter, resume and three professional reference contacts via email to: **tim@norcalsbdc.org** and **wef10@humboldt.edu**.

Please note your major, anticipated graduation date, and the city or cities that you are applying for in your cover letter.

The deadline for applications is Friday, March 8th, 2019.

On-campus interviews will take place the last week in March.

Find us on Handshake:

app.joinhandshake.com/jobs/2420448

Questions? Call 707.826.3972



ABOUT US

The Norcal SBDC is a nonprofit providing free assistance to help small business start and grow throughout California. Visit us online: norcalsbdc.org

INFORMATION

This summer, SBDCs throughout California will offer internships exclusively to HSU students. These paid interns will work (32 hrs/wk) at a local service center located throughout. Internships run from June 3rd – July 31st. Interns must be eligible for employment in the U.S, punctual, have reliable transportation, and attend an on-campus 3-hour training Friday, May 10.

DUTIES

Specific projects and duties will depend on intern strengths and center needs. In general, duties may include promoting SBDC services, maintaining the center website, working to influence small business legislation, assisting with events, coordinating digital and traditional marketing, outreach to external stakeholders, and coordinating client consulting services.

CITIES

Arcata, Berkeley, Concord, Eureka, Oakland, Sacramento, San Francisco, San Mateo, Santa Rosa, Truckee

Need a PAID summer internship?

Alameda, Berkeley, Concord, Eureka, Sacramento,
San Francisco, San Mateo, Santa Rosa, Truckee, Yreka

The Norcal SBDC has paid 2019 summer internships.
Get real-world work experience and pay while giving back to the community.



“The SBDC has taught me so much about small business and how much it impacts the economy.

ANNIE VONG

Intern at Capital Region SBDC, Major: Economics

“My internship helped broaden my business perspective and allowed me to fine tune my professional skills.

NAJINESHAT

Intern at San Francisco SBDC Major: Business Administration (Marketing)



“Being surrounded by people who care about the community is truly indescribable.”

DARRIAN HALL

Intern at San Francisco SBDC, Major: Business Administration

“The experience working for SBDC is one of a kind and gives you valuable insight on all functionalities of a business.

ANGELIQUE GOSSÉ

Intern at Tech Futures Group in Berkeley, Major: Business Admin (Marketing, Minor: Economics)



“Between people I worked with and the projects I completed, I learned more than I expected and had a rewarding time doing it.

DALTON DUCKETT

Intern at Leader Center SBDC, Major: Business Administration (Marketing)

We're looking for students in these fields:
MARKETING • BUSINESS • ECONOMICS • JOURNALISM
POLITICAL SCIENCE • GRAPHIC DESIGN
INTERNATIONAL STUDIES • INFORMATION SYSTEMS

Check out our job posting on Handshake for more details



Applications due
March 8



SUMMER INTERNS 2018



The Northern California Small Business Development Center placed ten students from Humboldt State University as paid interns during the summer of 2018. After the summer program, one intern was hired by the Norcal PTAC as an office assistant, another intern will continue working on projects with the North Coast SBDC as he builds his own small business, half of the students learned enough to make decisions about the direction of their post-college careers, and all of the students made valuable professional connections for future job searches.

Students work during the summer at an SBDC in their hometown, from San Diego to San Jose, from Truckee to Sacramento, making local job connections and learning professional skills while giving back to their communities through promotion and support of small businesses in their region.

Interns tend to come from business-related majors, such as business, economics, marketing, accounting and finance, however, in 2018 entrepreneurial-minded students in communications, computer science and international studies were placed.

For nine weeks, Norcal SBDC interns immerse themselves in projects that are tailored to their education, expertise and passions to create personal resources that directly accelerate the mission of the SBDC. They further their knowledge with desktop and online applications like Microsoft Excel, Constant Contact and the Neoserra customer relationship manager while getting hands-on experience gathering research, filming marketing videos, creating websites, assisting with business clients, setting up bilingual services and coordinating workshops.



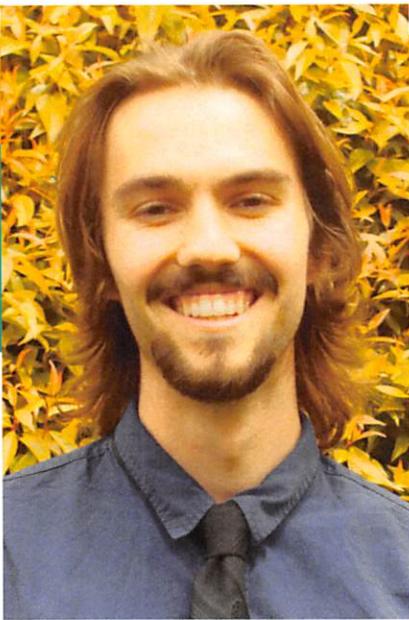
HUMBOLDT
STATE UNIVERSITY

NORCAL SBDC INTERNS 2018

ADAM HAYES

Major: Communication/Psychology & Entrepreneurship

INTERN AT NORTH COAST SBDC



“ I could not have asked for a better opportunity than working for [the North Coast] SBDC. The combination of inspirational leadership, immense opportunity, and exceptional experience created an internship that has inspired the next 30 years of my working life. ”

Summarize the projects you worked on over the course of the summer internship.

I not only was given the responsibility of managing and scheduling our first ever summer business incubator, I also got to film business success stories, host weekly mastermind sessions, and provide business consulting to the incubator participants. The amount of personal ownership and autonomy given to us allowed us to contribute at a much higher level than “intern.”

What are some of the things you learned and/or accomplishments to highlight?

The learning opportunities were outstanding. It felt a lot like what many of the business advisors called, drinking from the firehose. My favorite learning moments were not formal or taught through a PowerPoint. It was from the conversations I had in the break room, observing how people carry themselves in the office, and getting to pick the brain of people who I aspire to reach their level of professionalism and contribution.

What was your favorite project or duty?

My favorite project that I got to work on was the filming of our business success stories. The amount of creativity in doing the research, filming, and editing of the film's all rested on my shoulders. This high level of autonomy both resulted in the freedom to create, but also the pressure to produce my best work.

How does this experience impact your future job searches?

I could not have asked for a better position in which I could be better plugged into the heart beat of our community. Working for the SBDC gave me access to both the connections, and the perspective that there are opportunities for a prosperous life in Humboldt County.

What opportunities did this experience open up for you?

(If none, discuss what you learned or skills you gained)

I have never had a summer move by so quickly in my entire life. Now, my eyes are open to the possibility our county holds. I am honored to have had the opportunity to get to work with the people that I did because now the path to entrepreneurship has never been so clear.

NORCAL SBDC INTERNS 2018

ANNIE VONG

Major: Economics

INTERN AT CAPITAL REGION SBDC



“ I enjoyed sharing my time between the SBDC and SBA. The SBDC has taught me so much about small business and how much it impacts the economy. ”

Summarize the projects you worked on over the course of the summer internship.

I worked on various projects over the course of my summer internship. Some of them include updating the Economic Impact for the Capital Region, a campaign letter for the SBA, and putting together a consultant training manual for the SBDC consultants.

What are some of the things you learned and/or accomplishments to highlight?

I have learned so much throughout my internship. There are so much available resources out there that no one knows about. There are so many organizations that want to see small business succeed. I learned a lot about banking and finance and how it plays a key role for many businesses.

What was your favorite project or duty?

My favorite project had to be working on the Economic Impact. It's crazy to see how much the SBDC has impacted all these business in some way or so. Every time I have to update the database, the numbers just get bigger and I am amazed. I also enjoy going to events/workshops. I learn so much every time even if I have already seen the presenter talk before.

How does this experience impact your future job searches?

This internship has taught me so much about myself. As a recent college graduate, I am still trying to figure out my career. With this internship I figured out what I do like and what I don't like. It's crazy because I am considering a career in finance which I never saw coming.

What opportunities did this experience open up for you?

(If none, discuss what you learned or skills you gained)

I have met so many wonderful people throughout this internship beyond the SBDC. I networked with many individuals from many different organizations to see what they did. Who knows, all the networking I've done, I might have met my future boss/employer. Everyone that I worked with only wants the best for me.

NORCAL SBDC INTERNS 2018

DALTON DUCKETT

Major: Business Administration (Marketing)

INTERN AT LEAD CENTER SBDC



“ *Between people I worked with and the projects I completed, I learned more than I expected and had a rewarding time doing it.* ”

Summarize the projects you worked on over the course of the summer internship.

During this internship I completed a number of projects for varying departments. Some of the projects I completed are:

- Worked with SBDC Center metrics and EI.
- Helping PTAC with reconciliations and hiring paperwork.
- Helping Eric Ryan organize thousands survey responses for a report.
- Creating scorecards and comparing relevant data between SBDC centers.
- Rent market comparisons
- Updating contact sheets
- Gathering and organizing data along with writing analysis for workshops & EI report
- Creating center summary reports that deal with SBA funding, clients and counseling, EI, SBA costs

With these being the main projects I completed there were smaller tasks that I helped with around the office.

What are some of the things you learned and/or accomplishments to highlight?

I feel that I have enhanced my Excel skills tenfold. I've gained experience working with a database such as Neoserra. My communication skills have increased. Writing skills have increased. Email etiquette has improved. Overall office experience has been enlightening.

What was your favorite project or duty?

I enjoyed working on the workshops & EI reports. I enjoyed it because I felt like I was in a team with Tim, Nathan, and Ann. We dealt with an overwhelming amount of data. It tied together previous skills that I have been working on. It gave me an opportunity to test myself. Although mistakes were made, I realized that it's a part of the process.

How does this experience impact your future job searches?

I'm am more confident than ever that, no matter what task is thrown at me, I will do whatever it takes to complete the job. Having said that I'm thinking about pursuing a job at a SBDC in San Diego County after college.

What opportunities did this experience open up for you?

(If none, discuss what you learned or skills you gained)

I've accepted a part-time Job as an office assistant for PTAC and can't wait to get started in the fall.



NORCAL SBDC INTERNS 2018

FLINN CROSBY

Major: Accounting

INTERN AT LEAD CENTER SBDC

“ *Words of wisdom to the next intern: don't be afraid to ask lots of questions, and learn as much about Microsoft Excel as possible.* ”

Summarize the projects you worked on over the course of the summer internship.

I worked on a number of projects that were administrative. Namely, reconciling grant proposals, reconciling quarterly invoices for each center's SBA financial requests, as well as state financial requests, market rate comparisons for off-site leases, and some data entry work.

What are some of the things you learned and/or accomplishments to highlight?

I learned some technical Excel skills, including how to make a pivot table. I was also able to get hands on experience in reconciling quarterly invoices against each center's general ledgers to match expenses paid for.

What was your favorite project or duty?

My favorite project was using data from each center's general ledger and making a pivot table. I liked this project because it taught me how to organize raw data in a readable and usable format.

How does this experience impact your future job searches?

This internship helped me understand what it would be like to hold a full-time job, working eight hours a day, and what an office environment looks like and feels like. It also will help develop skills that are needed for a regular day job. This experience also gave me insight to non-profit financial/administrative work, which may give more opportunities for similar work in the future.

What opportunities did this experience open up for you?

(If none, discuss what you learned or skills you gained)

I'm hoping that this experience will open up more opportunities to work in non-profit or government jobs. It has certainly taught me some important life skills. Prioritizing tasks and projects, time management, office communication skills are all a taste of what this internship gave to me to prepare in a job setting.



NORCAL SBDC INTERNS 2018

JACOB FETERS

Major: Business Administration (Management)

INTERN AT SOLANO SBDC

“ *If opportunity doesn't knock, build a door.* ”

Summarize the projects you worked on over the course of the summer internship.

Over the summer at the Solano SBDC I worked as an Office Coordinator. This involved being the face of the Solano SBDC, often the first point of contact for drop-ins and phone calls, as well as coordinating trainings and workshops hosted by the Solano SBDC. Utilizing our client relationship management program Neoserra I reconciled the workshop files. I worked to compile a network of ASL interpreters for our entire NorCal SBDC network. I had great networking experiences tabling at PTAC Tradeshow and Chamber events. Expanded the Solano SBDC's online presence by creating a Facebook page with engaging content. Built out a social media video marketing campaign centered around our Business Advisors and Local Partners that highlights the work and services the Solano SBDC offers. Also, in my time at the Solano SBDC I've researched and made many local connections within the Economic Development Industry that are focused on helping small businesses flourish.

What are some of the things you learned and/or accomplishments to highlight?

During my time with the SBDC I've learned the importance of small business. I've had the opportunity to put the knowledge gathered during my time as an undergraduate business administration student to work and developed real work skills. I learned how to work independently to accomplish goals and meet deadlines. I had the opportunity to work (remotely) with the great team up at the Norcal Lead Center.

What was your favorite project or duty?

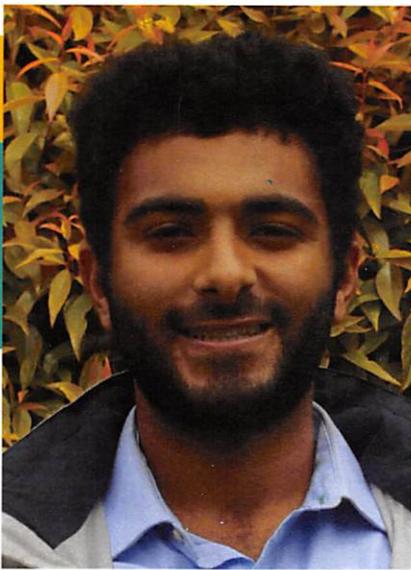
My favorite experiences were representing the Solano SBDC at networking events. Being able to inform people about the great work we do at the SBDC was awesome.

How does this experience impact your future job searches?

This experience has allowed me to expand my network of high level business owners, managers and general employees which is always a plus when job searching. More than that it has given me firsthand experiences that will highlight my skills during a job interview.

What opportunities did this experience open up for you? (If none, discuss what you learned or skills you gained)

I was able to sit in on the trainings and workshops that were hosted by the Solano SBDC and I gained real knowledge on how to start, manage and grow a business.



NORCAL SBDC INTERNS 2018

NAJ NESHAT

Major: Business Administration (Marketing)

INTERN AT SAN FRANCISCO SBDC

“ My internship at the San Francisco SBDC helped broaden my business perspective and allowed me to fine tune my professional skills. ”

Summarize the projects you worked on over the course of the summer internship.

This summer I had the pleasure of working with the SBDC in San Francisco. As an intern I helped the SF SBDC team compile quarterly and annual reports related to their various programs, creating actual impact in the San Francisco community. Projects such as The Legacy Business Program to support business which have been established for 30 years or longer and the Construction Mitigation program to support businesses affected by the ongoing construction of new muni subway stations.

What are some of the things you learned and/or accomplishments to highlight?

This summer has been a fun and instructive introduction to how I should conduct myself in a professional setting. From email correspondence to community outreach and networking, this summer internship has allowed me to build my professional character. Having helped with facilitating and planing SBDC workshops, I was introduced to numerous skills such as generating reports from a database, creating a mail merge, and editing fillable PDF's. Additionally, I was given the opportunity to compile spreadsheets to be used for quarterly and annual reports. It was a proactive experience to use Excel skills I learned in class, and pick up new skills on the job. Furthermore, my experience here stretched beyond the desk as I socialized and networked with local business owners, financial institutions, and SBDC advisors.

What was your favorite project or duty?

I greatly enjoyed helping the SBDC facilitate their various workshops. It was nice getting a chance to step outside the office, socialize at the events, and listen to the experts present on a variety of topics from “Online Marketing & Social Media” to “Basic Bookkeeping for Small Business.” Even topics as specific as Gov. Procurement and Teaming Agreements. These workshops broadened my business perspective by introducing me to fields I never knew existed.

How does this experience impact your future job searches?

This summer has given me the chance to fine tune my professional skills. From the use of several standard computer programs, to social skills necessary for networking; this has truly been a groundbreaking experience. I will be able to take these skills into my job search, making me better equipped to enter the professional field.

What opportunities did this experience open up for you? (If none, discuss what you learned or skills you gained)

This Internship within itself was an extraordinary opportunity. It has given me the opportunity for a great addition to my resume. Being able to participate in the SBDC's extensive list of impactful programs; I was able to tune my professional skills, network in my community, and above all create an impact in my hometown.

NORCAL SBDC INTERNS 2018

RAMON MARTINEZ

Major: Computer Science

INTERN AT SIERRA SBDC



“ Working with Sierra SBDC was an incredibly valuable learning experience for me and has instilled a confidence in me to better learn, work and achieve. ”

Summarize the projects you worked on over the course of the summer internship.

I worked on a variety of projects with my time at the Sierra SBDC. This included working on researching techniques and skills for future webinars and cleaning up and making edits to the presentations for these webinars. I also conducted research to introduce youth entrepreneurship workshops in the future and help decide their feasibility. I aided in creating a gap analysis for a major client in creating an eco-tech campus as well as provided the research for web content to be included in a future website for the project. I created a website to provide information for an ongoing project to bring better broadband to Sierra Nevada businesses and homes. Finally I attended a few outreach events and helped conduct, record and edit interviews for success stories of the Sierra SBDC.

What are some of the things you learned and/or accomplishments to highlight?

This internship showed me the connections and resources available to small business owners and how easy it is to get help. I feel that all of the research I conducted for the various projects will be put to great use by the Sierra SBDC team for the future and propel ongoing projects forward. The gap analysis in particular was very interesting to help create, as it will go on to help a major project and allow for a potentially large amount of business.

What was your favorite project or duty?

As a Computer Science major I felt that my favorite project I worked on involved

creating the website for the Gold Country Broadband Consortium project. This allowed me to use my newly acquired skills in HTML5 and CSS to code the website rather than use a website builder. The issue of businesses being underserved or not served at all in the Sierra Nevada is an issue that resonates with me given my field of study and being from Truckee in the Sierra Nevada. Working on the website to aid in this project made me feel that I am making an impact to solve an important issue.

How does this experience impact your future job searches?

This experience has led me to want to search for a job close to home. My reason for this is I have a renewed interest in seeing my community grow and prosper. This internship gave me expanded views and insights into my community and I would love to dive into a career that enhances the area I grew up in.

What opportunities did this experience open up for you?

(If none, discuss what you learned or skills you gained)

I have gained new insights into businesses around the Sierra Nevada that need employees and business that I could possibly help with my area of study in the future. I also have gained helpful connections to the Sierra Business Council which oversee, advocate and work on several projects, grants and policies to better the social, economic and environmental health of the Sierra Nevada. This experience also helped me sharpen my skills even further with research, word processing, spreadsheets, presentations and website building with HTML5, CSS and Javascript.

NORCAL SBDC INTERNS 2018

TAIDEN PARTLOW

Major: International Studies/Spanish

INTERN AT NORTH COAST SBDC



“ *This was a transformative experience that has significantly impacted the trajectory of my life.* ”

Summarize the projects you worked on over the course of the summer internship.

Over the 8 weeks, I built the foundation for the North Coast SBDC to offer their services in Spanish. My duties included attending community meetings, doing outreach at local businesses, and finding and screening translators/interpreters to work with the center. I also was interviewed on Charlando con la Raza and created a radio ad to be aired on Radio Bilingüe this coming fall.

What are some of the things you learned and/or accomplishments to highlight?

I helped coordinate the first Young Entrepreneur Incubator and meet like-minded individuals around my age. I was able to help hire translators and interpreters, which was integral for offering Spanish resources. The process of interviewing people and partaking in an interpretation simulation was a fun experience.

What was your favorite project or duty?

My favorite duty was outreach because I was able to talk to business owners or community members about our endeavors. I enjoyed being the bearer of good news and seeing their faces light up when I informed them of our efforts to service the Spanish speaking community. I also enjoyed improving my business vocabulary in Spanish.

How does this experience impact your future job searches?

This experience has given me the confidence to use my Spanish speaking skills and community outreach abilities in future endeavors. I was able to get a sense of how to organize a program in its early stages, do community outreach, and find necessary additional resources.

What opportunities did this experience open up for you?

(If none, discuss what you learned or skills you gained)

This opportunity helped me gain clarity in regards to my passion of personal finance management. I was able to connect with a Certified Financial Coach (CFC), which led me to decide that I want to become a CFC as well. Also, I learned about various ways that communities can pool their resources to aid each other economically, which I hope to help my community with someday.



NORCAL SBDC INTERNS 2018

VICTOR PARRA

Major: Business Administration/Theater

INTERN AT SAN DIEGO SBDC

“ Being a part of the SBDC team has been a great honor. Not only did I learn from experts in numerous industries, but I also gained a unique experience in meeting and maintaining exclusive relationships for the rest of my career. ”

Summarize the projects you worked on over the course of the summer internship.

- Assisted with financial projections and loan packaging.
- Improved marketing communications through various channels.
- Created multiple videos with regards to applying for a business license and basic information about SBDC.
- Worked alongside all advisers and helped with the expansion of clients' businesses.
- Assisted in achieving grant requirements such as CDBG.
- Met loan officers and directors of traditional/non-traditional banks, CDC and other small lenders. I also met with multiple legislatures and senators.

What are some of the things you learned and/or accomplishments to highlight?

One of the things I learned was being exposed to financial projections as well as loan packaging. With that, I also gained more knowledge in terms of SBA lending regulations and requirements including lenders' offerings (traditional/non-traditional). An accomplishment I'd like to highlight is my assistance in developing a framework for the three important aspects of a marketing strategy. In specific, I focused on establishing a questionnaire and vision samples with regards to value proposition.

What was your favorite project or duty?

My favorite project was creating a video on behalf of SBDC with regards to submitting an application for a business license in the

City of Chula Vista. I focused on Sole Proprietors contributing to the Gig Economy by explaining each section for the client. This allows the opportunity for many folks to further understand the simplicity of completing documents needed for business starts and encourage them to not be intimidated by such forms. In addition, my knowledge with regards to the requirements of starting a business in the City of Chula Vista expanded and found that it was not as difficult as I imagined. I enjoyed this project in particular due to my background as an actor and the ability to apply all of my career aspirations into one.

How does this experience impact your future job searches?

Due to the exposure of countless niches in this industry, I was able to learn much more of the opportunities that are available. I found myself enjoying marketing as well as finance and hope to be able to apply that towards my career.

What opportunities did this experience open up for you?

(If none, discuss what you learned or skills you gained)

This experience has opened many doors for the growth of my career as a professional. I was able to network with hundreds of folks ranging from SBDC advisers to lawmakers and so forth. In addition, I gained skills such as developing frameworks and financing that I will be able to apply towards which ever career path I chose. I have also met with generous professionals whom have offered to act as a mentor in my future endeavors.

President's Office:

Submitted by Lisa Rossbacher, President, Humboldt State University

As I noted in my written report for the last University Senate meeting, the date above is in honor of my sister, who observed last week that "This February has out-Februaried all other Februarys for its unrelenting Februariness." For the rest of you, this Senate meeting date is, indeed, February 26. As I write this, I am uncertain whether I will be able to join you for this particular meeting. Having postponed jury duty three times already, I am scheduled to serve (with no possibility of an additional postponement) the week of February 25.

I have returned the Senate's recommended policy on Academic Integrity and Honesty (Resolution 02-18/19-APC) to Chair Burkhalter, with two types of comments. One type of comment on this recommended policy is about the confusion and apparent contradictions between the authority of the individual faculty member teaching a course and the student conduct process, and the other type is about grammatical, word usage, and related editorial issues. In my response, I am trying to correct the latter and point out the questions related to the former. I apologize for the delay in this response. I discussed the recommended policy with Alison Kleaver, the University's legal counsel, but my schedule is what delayed my reply.

Mary Watson has already distributed the General Education Task Force Report to the University Senate. I want to note that this report benefitted greatly from the contributions of HSU Senator Mary Ann Creadon. I am pleased to know that the CSU Academic Senate has taken on the question of General Education in the 21st Century. The next step in the process is for campus-based senates and academic leaders to consider this report through the lens of what is best for our students and their preparation for the workforce. One aspect of this consideration will be ensuring that we are, at best, reducing barriers to student success and, at least, not adding any obstacles.

At the Chancellor's Senior Leadership Council meeting in Long Beach last week (the group formerly called the "Council of Presidents"), we discussed the changing landscape for Title IX and sexual misconduct cases on campuses; the CSU is currently updating system-wide policies to reflect current legal interpretations. We also discussed the importance of every campus having a plan – a funded plan – to meet the requirements of for accessible technology. I anticipate that this will be part of the discussion about budget planning for the coming year.

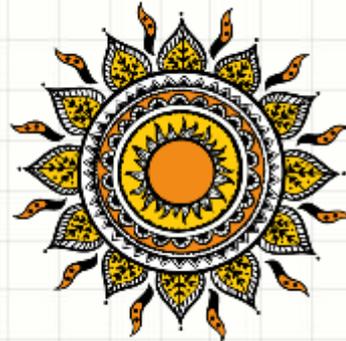
As always, I am available to answer questions.

WHAT DOES IT MEAN FOR HSU TO BE AN HSI?

Fernando Paz

Alexandra Gonzalez

Hernandez



LCAE
Latinx Center for
Academic Excellence

Targeted Universalism



Definition: What is an HSI?

A Hispanic-Serving Institution is defined as an institution of higher education that

- Is an eligible institution (Credentialed)
- Has an enrollment of undergraduate full-time equivalent students that is at least 25% Hispanic students at the end of the award year immediately preceding the date of application.

Typology of HSI Organizational Identities



How do you know when you are Serving?

Outcomes

- When we are retaining and graduating Latinx Students
- When student demographics are reflected in the faculty
- Successful transition into Post-Baccalaureate Program or Job Placement

Culture

- Support Programs
- Sense of belonging
- Community engagement
 - Town and Gown

Latinx-Enrolling

- Enrolls 25% Latinx students
- Does not produce an equitable number of legitimized outcomes for Latinx students
- Does not have organizational structures that reflect Latinx

Latinx-Producing

- Enrolls 25% Latinx students
- Produces significant (if not equitable) number of legitimized outcomes for Latinx students
- Does not have organizational structures that reflect Latinx

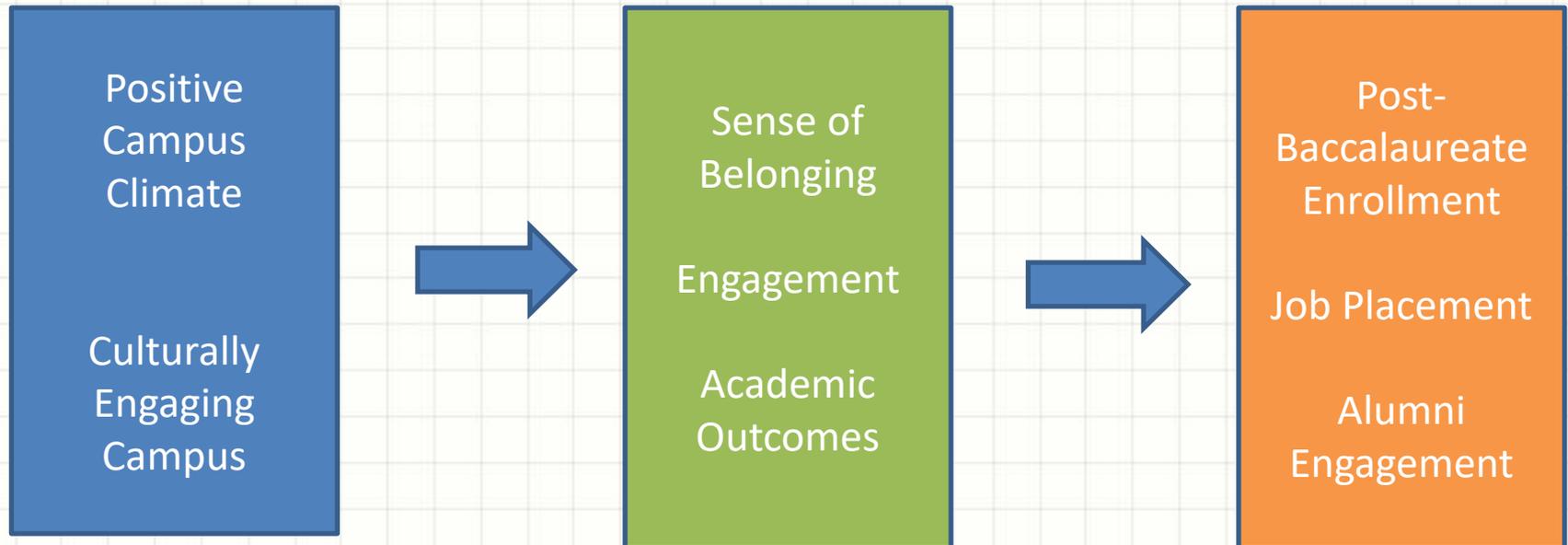
Latinx-Enhancing

- Enrolls 25%
- Does not produce an equitable number of legitimized outcomes
- Does have organizational structures that are culturally relevant and enhancing

HSI Organizational Identities



Culture Leads to Outcomes

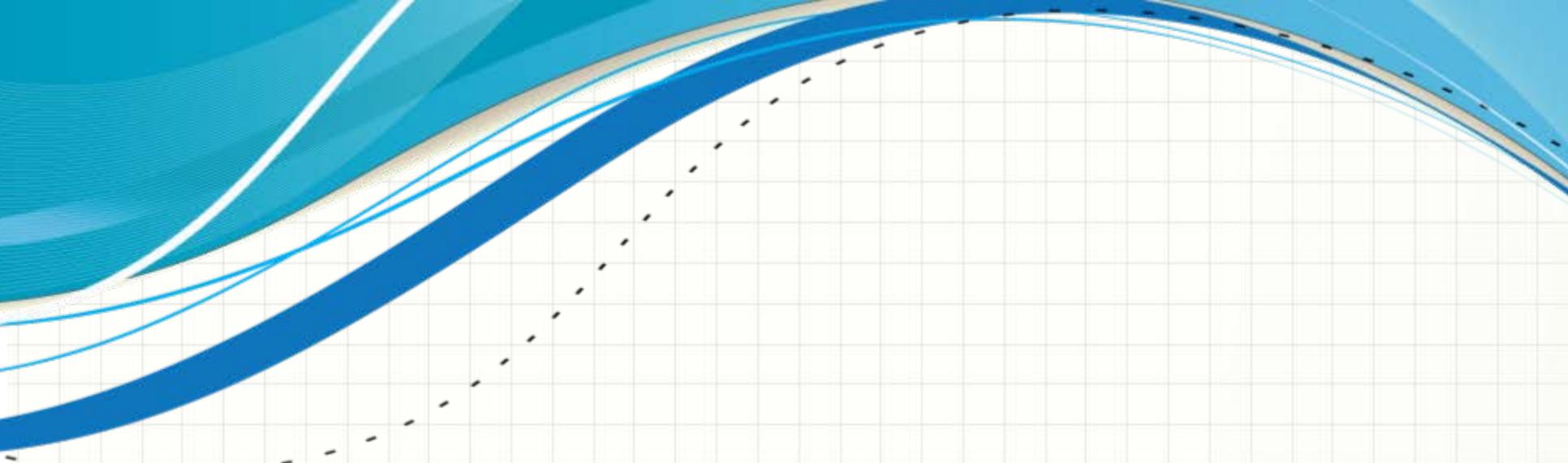




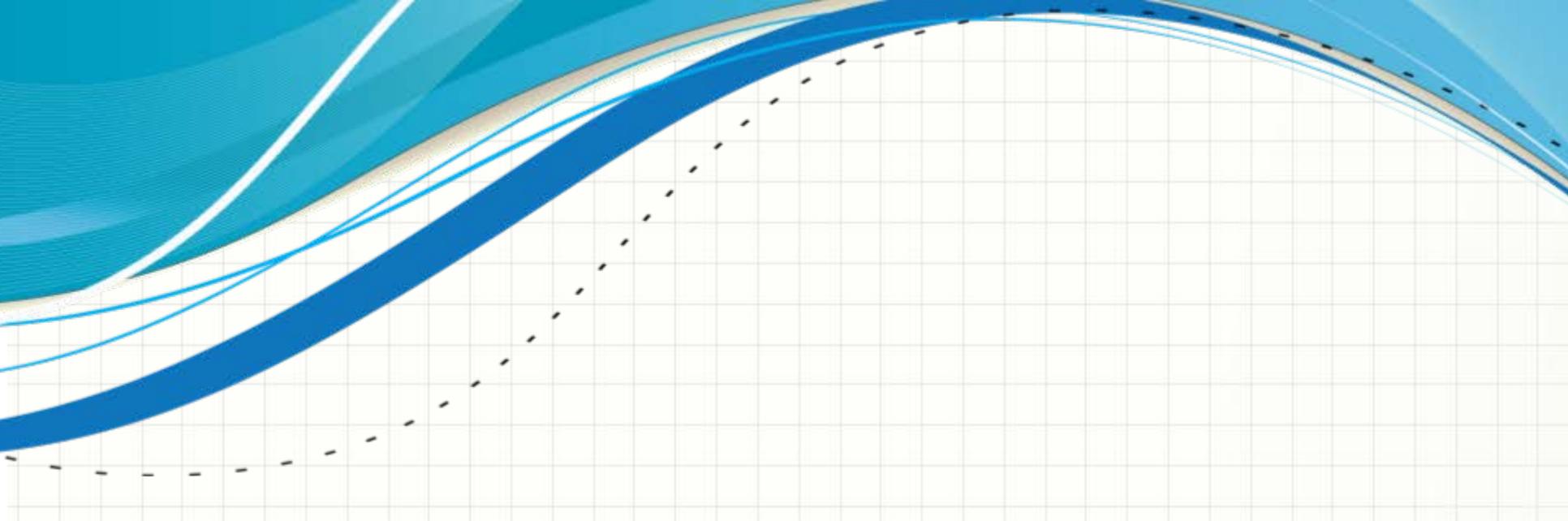
Ateneo: Ateneo's are cultural spaces that bring individuals together to increase their knowledge on scientific, scholarly, literary, and artistic topics to enhance students' personal, socio-cultural, intellectual and professional growth. In our context, we reclaim the ateneo as an open critical space of encounter committed to facilitating learning and convivial research.



Research Question: **In what ways do administrators, faculty, staff, and students at our HSI help us become a Latinx-thriving Organization?**

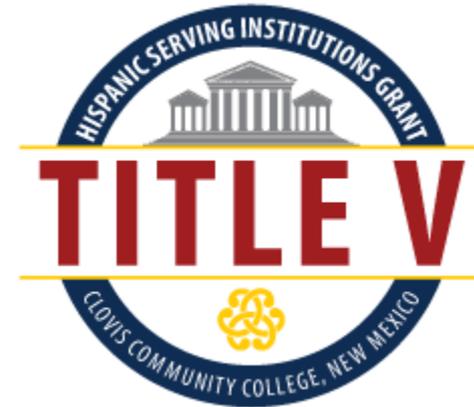


**WHAT ARE WE
ALREADY DOING?**



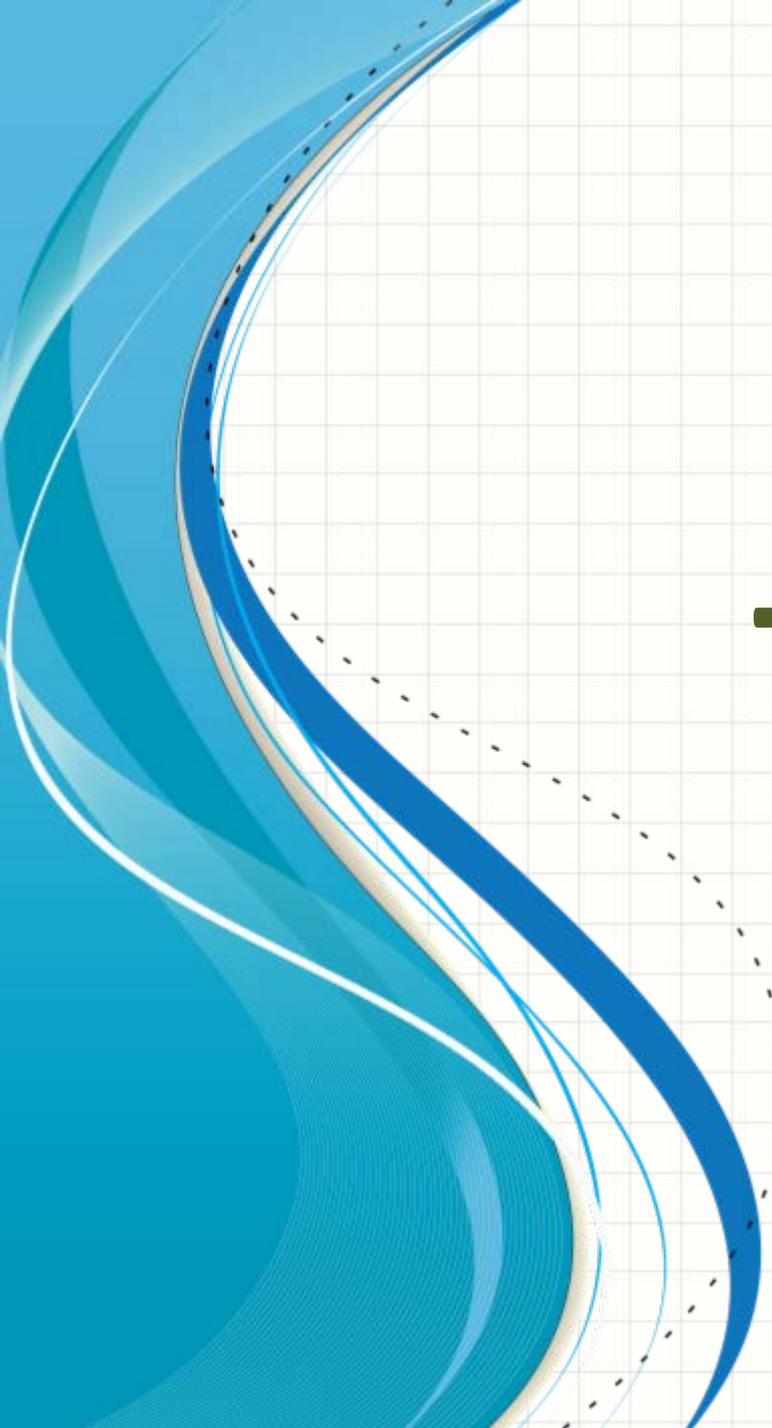
**WHERE CAN WE
IMPROVE?**

How do we tell our story?



Hispanic Serving
Institution
(TITLE V-HSI)





¡GRACIAS!
THANK YOU!

From the CSU:

Major programs need to feature Program Learning Outcomes (PLOs) that align with Institutional Learning Outcomes (ILOs).

These PLOs need to have corresponding Student Learning Outcomes (SLOs) identifying what students will do to demonstrate the PLO.

From the CSU:

Major programs need to feature Program Learning Outcomes (PLOs) that align with our new Institutional Learning Outcomes (ILOs).

These PLOs need to have corresponding Student Learning Outcomes (SLOs) identifying what students will do to demonstrate the PLO.

What does this mean?

Let's review and elaborate.

Outcomes aligned across the university:



ILOs highlight the general knowledge, skills, and dispositions that all students are expected to have upon graduating.

PLOs identify the specific discipline's knowledge, skills, and dispositions that program graduates are expected to have.

SLOs clearly convey the specific and measurable behaviors that students must demonstrate to achieve the PLOs.

**PROGRAM PLANNING
RESOURCE GUIDE**

**Academic Programs and
Faculty Development
2017-2018**

Sample outcomes for a Bachelor of Science degree in Biological Science

<i>ILO – Institutional Learning Outcome</i>	<i>PLO – Program Learning Outcome</i>	<i>SLO – Student Learning Outcome</i>
<i>Graduates will think critically and creatively and apply analytical and quantitative reasoning to complex problems.</i>	<i>Graduates will solve complex biological science problems.</i>	<i>Using biological science data sets, students will analyze and synthesize the data to solve a scientific problem in their interest area.</i>

The ILO is quite global. The PLO funnels the learning down to the specific discipline. The SLO outcome data will verify if the PLO and the ILO have been achieved. Note the connectivity (highlighted in yellow) between the ILO, PLO and SLO above. The relationship between the outcomes is significant as it demonstrates connectivity between outcome levels.



Programs need to develop curriculum matrices and assessment plans demonstrating where the appropriate skills for their SLOs will be **taught** and how and where **assessment** of learning will occur.



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What does this mean?

Sample outcomes for a Bachelor of Science degree in Biological Science

ILO – Institutional Learning Outcome	PLO – Program Learning Outcome	SLO – Student Learning Outcome
Graduates will think critically and creatively and apply analytical and quantitative reasoning to complex problems.	Graduates will solve complex biological science problems.	Using biological science data sets, students will analyze and synthesize the data to solve a scientific problem in their interest area.

Biology BS Assessment Plan

A	B	C	D	E	F	G	H	I	J
ILO	PLO	SLO	Course where SLO is assessed	Signature assignment assessment activity	Assessment tool to measure learning	Assessment schedule	How data will be reported; how performance will be framed	Designated personnel to collect, analyze, and interpret data	How data will be disseminated and discussed
3	1	1	Bio 420	Problem solving via data analysis	4-point rubric with 5 categories: 1. ... 2. ... 3. ... 4. ... 5. ...	Spring 2020 Spring 2022 Spring 2024	Percentage of students scoring 15 or better	Department assessment committee	<ul style="list-style-type: none"> • Discussion at fall retreat • Annual report to dean's office
		2							
		3							

HSU's New ILOs

1. **Equity and Social Justice** HSU graduates will be able to identify and evaluate systems of power and privilege and identify methods for creating diverse, inclusive, and racially just and equitable communities.
2. **Sustainability and Environmental Awareness** HSU graduates will be able to explain how the functions of the natural world, society, and the economy depend on the resilience, sustainability, and conservation of ecological systems.
3. **Information Literacy** HSU graduates will be able to locate, evaluate, and employ information effectively and ethically for a wide range of purposes.
4. **Critical Thinking** HSU graduates will be able to critically evaluate issues, ideas, artifacts, and evidence to guide one's thinking.
5. **Written Communication** HSU graduates will be able to develop and express ideas effectively in writing.
6. **Oral Communication** HSU graduates will be able to effectively communicate orally for informational, persuasive, and expressive purposes.
7. **Quantitative Reasoning** HSU graduates will be able to apply math concepts and skills to the interpretation and analysis of quantitative information in context.

Criminology and Justice Studies BA Learning Outcomes (PLOs and SLOs)

- **PLO1:** Students will effectively communicate orally about social science theory and methods. **ILO6**
 - **SLO1:** Students will deliver a professional oral presentation based on a capstone research project internship.
- **PLO2:** Students will effectively communicate in writing about social science theory and methods. **ILO3, ILO5**
 - **SLO2:** Students will write a 15-30-page social science research report based on capstone project.
- **PLO3:** Students will think theoretically about crime, justice, and the process and significance of criminalization. **ILO1**
 - **SLO3:** Students will apply theory to analyze systems of power (e.g. white supremacy, economic, heteronormativity, gendered systems) and their relationship to crime, violence, and the criminal justice system.
- **PLO4:** Students will explain the historical evolution of law in relation to social, economic, and political forces. **ILO4**
 - **SLO4:** Students will explain the relationship between social institutions (e.g. church, family, education, government) and rights, liberty, and humanness across history.
- **PLO5:** Students will evaluate research designs and analytic techniques. **ILO4**
 - **SLO5:** Students will evaluate the strengths and weaknesses of research design and techniques as described in research or news article.

CJS BA Assessment Plan

A	B	C	D	E	F	G	H	I	J
ILO	PLO	SLO	Course where SLO is assessed	Signature assignment assessment activity	Assessment tool to measure learning	Assessment schedule	How data will be reported; how performance will be framed	Designated personnel to collect, analyze, and interpret data	How data will be disseminated and discussed
6	1	1	Soc 482 Soc 492	Capstone Oral Presentation	Rubric...	2020-2021	...	...	<ul style="list-style-type: none"> • Discussion at fall retreat • Annual assessment report
3, 5	2	2	Soc 482 Soc 492	Capstone Research Paper	Rubric...	2020-2021	...	...	<ul style="list-style-type: none"> • Discussion at fall retreat • Annual assessment report
1	3	3	CRIM 410	...	Rubric...	2019-2020	...	...	<ul style="list-style-type: none"> • Discussion at fall retreat • Annual assessment report
4	4	4	CRIM 410	...	Rubric...	2019-2020	...	...	<ul style="list-style-type: none"> • Discussion at fall retreat • Annual assessment report
4	5	5	SOC 382	...	Rubric...	2018-2019	...	...	<ul style="list-style-type: none"> • Discussion at fall retreat • Annual assessment report

