

Tuesday, October 30, 2018, 3:00pm, Goodwin Forum (NHE 102)

Chair Stephanie Burkhalter called the meeting to order at 3:00pm on Tuesday, October 30, 2018 Goodwin Forum, Nelson Hall East, Room 102; a quorum was present.

Chair Burkhalter noted the absence of Senate Administrative Coordinator Mary Watson, due to jury duty service, and noted that the meeting is being recorded for her study and use in creating the minutes of the meeting.

No objections to the meeting being recorded were raised.

**Members Present**

Alderson, Bacio, Byrd, Burkhalter, Creadon, Dunk, Enyedi, Gough, Johnson, Kerhoulas, Le, Maguire, K. Malloy, McConnell, Mola, Moyer, Pachmayer, Rizzardi, Sandoval, Thobaben, Virnoche, Woglom, Wrenn, Zerbe

**Members Absent**

Brumfield, Dawes, Karadjova, Keever, N. Malloy, Parker, Rossbacher

**Guests**

Dale Oliver, Manohar Singh, Chair of Biology, Peggy Metzger, Lisa Castellino, Lisa Bond-Maupin, Craig Wruck, Marlon Sherman, Holly Martel, Randy Hyman

**Announcement of Proxies**

Amber Blakeslee for Dawes, Le for Keever, Mola for Karadjova, K. Malloy for N. Malloy

**Approval of and Adoption of Agenda**

Senator McConnell moved to amend the agenda by adding an item after the Open Forum to consider a motion which remained on the floor at the adjournment of the previous Senate meeting. The motion was: M/S (McConnell/Le) to direct SenEx to create a Resolution to include more faculty and students on the Advisory Committee to the Trustees Committee for the Selection of the President, with a focus on the committee's composition

Motion carried unanimously without a second; the agenda stands as amended

**Approval of Minutes from the October 16, 2018 Meeting**

M/S (Dunk/Alderson) to approve the Minutes of October 16, 2018

Motion carried unanimously

**Reports, Announcements, and Communications of the Chair**

- Written report attached

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

**Academic Policies:**

- Written report attached

**Faculty Affairs:**

- Written report attached

**Administrative Affairs:**

- Written report attached

**University Policies Committee:**

- Written report attached

**University Resources and Planning Committee:**

Senator Rizzardi reported the URPC has created a draft for a timeline of its actions through the remaining academic year, and upon approval of the timeline, it will be made available on the budget website. Senator Rizzardi reported the URPC anticipates holding an open forum in the first week in December. The subcommittee on Communication and Education of the Budget is continuing.

Senator Moyer requested an explanation of the connection between the URPC and integrated assessment planning and budget.

Budget Director Amber Blakeslee, as proxy for VP Dawes, explained the Integrated Assessment Planning and Budget Process Group is working through developing the model, brainwork and concrete deliverables, and ultimately, that info will be what the URPC uses to evaluate other requests that come through the URPC, but it is really about connecting assessment and having that be a foundational piece and the evidence that forms how we plan and budget.

Senator Mola requested a lay interpretation.

Director Blakeslee replied that historically the budget committee would receive requests that often did not include measureable outcomes or elaborations, what the request was attempting to accomplish, what impact granting the request would have. She gave a concrete example, citing the Center for International Programs as an area which received investments like a full-time director and two recruiters to increase international enrollment, while also failing to establish what “success” would look like within that department. She elaborated that these frameworks are about looking at the strategic plan and scaffolding all the way down to the department level which will allow for assessment across the board to inform and drive how we budget and spend our resources to really ensure that were in alignment. When that framework is developed, it’s going to be what the URPC uses to allocate resources.

Senator Creadon asked if that committee will dissolve once those structures are developed, and Director Blakeslee replied in the affirmative.

**Associated Students:**

- Written report attached

Senator Sandoval also reported that AS is soliciting nominations for the student representative to the ACTCSP, with GPA and scheduling requirements for eligibility to serve. She plans to interview candidates in mid-November, and the AS Board will vote on the representative at their meeting on November 26. Senator Sandoval also reported that the first in the series of budget forums will take place on November 6 from 1pm to 3pm in the Kate Buchanan Room, and will be on Category II Student Fees. The next one forum is on job classifications and will be held Thursday, November 29 from 3pm to 5pm in the Kate Buchanan Room, which will inform students about who the HSU Administrators are, what their jobs entail, and, because a lot of students feel Administrators get paid too much, even though that is not necessarily true. She concluded stating AS will be filming both events so they can be uploaded to the AS website.

**California Faculty Association:**

Senator Byrd reported the work around Justice for Josiah has become a central part of CFA's work of late. She reported that the CFA passed a Resolution regarding their partnership with Justice for Josiah, and handed out copies of the Resolution (attached). She reported that CFA has focused on this campus with the concept of healing justice. CFA also had a conversation about safety on campus. Thinking about racial and social justice is central to CFA's bylaws, and in terms of thinking about transformation, faculty needs to think about transforming themselves, so this is a concept CFA will create spaces.

Senator Thobaben stated she was surprised to see CFA going after one campus, and stated her opinion that while HSU has serious problems she also remembers when the nursing program closed and there were negative articles written about Humboldt, that those faculty were fired and later had problems getting jobs. She restated she was taken aback when it was HSU mentioned, and not generically all campuses; she's never seen CFA targeting one campus when everyone is hurting as much as anyone else.

Senator Byrd clarified in reply that she spoke to the fact that these are systemic issues throughout the institutions, but also that it's important not to be general all the time, and to specifically point out issues where applicable. Senator Byrd continued, stating that the CFA has been very clear that they aren't necessarily standing behind the NAACP's directive statement to stop sending students to HSU, but if the institution is going to actively recruit black students specifically, then the campus community needs to make sure to think about what it actually means to support those students through curricular transformation, and making sure that students have housing and are supported mentally and with healthcare.

**Office of Equity, Diversity, and Inclusion:**

Director Johnson spoke with gratitude regarding Senator Byrd's distinction between curricular changes and changes on campus and in the community. She reported that what happens in the classroom is very different than David Josiah's case for her, and that sometimes there's a conflation of the two things.

Director Johnson then stated that she'd known KeyMann Stringer, the 19-year-old HSU student who was swept into the sea and lost on Monday, October 29, 2018, and that she wished the meeting would have started with a moment of silence in his memory.

In response, Chair Burkhalter requested a moment of silence in honor of KeyMann Stringer's memory.

**Provost's Office:**

- Written report attached

In addition to the written report, Provost Enyedi directed everyone to review the essay from Ryan J Smith which was included in his office's report, as it speaks to the points raised by Dr. Sherman in his Open Forum remarks regarding the need for self-reflection and to realize that HSU cannot expect students to conform to the institution, rather, they need to be met where they are.

**President's Office:**

- Written report attached

**Consent Calendar from the Integrated Curriculum Committee**

Senator K. Malloy pulled the entire ICC Consent Calendar for discussion.

**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. Marlon Sherman of the Native American Studies Department spoke regarding faculty behavior. His comments are reproduced verbatim via the recording:

"I think some of you know me. This is probably, hopefully you'll end up really ticked off at me today because I'm here to talk about something very serious. But I think this is the proper forum because most of the groups on campus are represented here, and this involves most of the groups on campus. So, *'I came to bury Ceasar today, not to praise him. The evil that men do lives on after them,'* Yep, evil. I've heard, and what prompted me to come here today was that yesterday I had a class session in which we could not continue talking about our assigned subject because some of the students were so upset and one of them, one of the young men was actually crying in class because he was so frustrated.

He was frustrated with—he named, later on, he named—five professors in his complaint, but the one specific professor that he talked about in that case, um, shut him down in class. The professor just happened to be a science professor, the professor criticized and disrespected, said the student, who is not Native, disrespected Indigenous knowledge and Indigenous ways of knowing. And said they cannot be science. And when the student challenged the professor, the professor shut him down. And he was so frustrated and so angry he could barely talk about it.

Some other students chimed in, and they had had the same experiences in their classes. Disrespect not only of Indigenous peoples but the disrespect of the students in their own classes, in not allowing them a forum to rebut what the professor had been teaching. I've also heard from other sources, that, well you know of course people now are looking toward the pilot programs for the place-based learning communities and working to get those integrated within the systems, and what we did, what Native American Studies did with the College of Natural Resources worked really well. Apparently it's still working really well after the first couple of years. And it's helping with retention in the sciences. So it's working so well that, 'oh gosh, let's spread it around the campus. Let's let everybody take advantage of a program like that.'

The problem though is that some of the professors would like to take advantage of the program, but they don't want to have to change their own teaching styles and their own curriculum. Different students learn different—different students from different societies, different cultures, learn in different ways, they have different experiences, certain things in school are more relevant to them and they learn better when they learn subjects that are relevant to them, or at least are able to put to use the subjects in university back home. Doing the things that are relevant to them. And there are some faculty on campus who are absolutely resisting that. They want Native American Studies or CRGS or somebody like us, one of the minority teaching groups, they want us to take care of diversity on campus. They want to send their students to us, all three colleges, I'm not talking just about the sciences here, I'm talking about faculty in all three colleges, they want to send their students to us so that we can be the diversity. So that the students who come from LA from San Diego, from Sacramento, can look at us and say, 'yeah, this is a really diverse college here.' When in fact what's being taught in all the other classes has nothing to do with social justice or equity or anything to do with those terms. Let alone "diversity", whatever that means these days.

I figure this is the forum to talk about it. Somebody here needs to start an official discussion because I see the problem as elitism. Two things, well, elitism is basically one thing, elitism is selfishness, self-centeredness. In some places it borders on pathological. Because it is so much centered on oneself and one's own accomplishments. And what the faculty are saying and I've had this discussion with faculty before, what some of them are saying especially some of the full professors, tenured professors, especially full professors, are saying, 'You can't tell us what to teach. You can't tell us that we have to learn about diversity; we're unionized! I'm a full

professor and I earned my degree at Oxford,’ or some damn place. ‘Don’t tell me what to teach: I know it all. That’s your area of expertise, you teach that. And then send them on here when they feel good.’

The faculty on this campus, yeah, they’re elitist. And in some cases that transfers over to what I call racism. What actually *is* racism. And misogyny. Because I will tell you, Indigenous cultures are built on the feminine. And if you diss an Indigenous culture, you’re disrespecting my mother. And I resent that, and so do our students. A lot of our students come from feminine-centered cultures.

I’m not going to take it too much further, I’m just saying that the faculty here are looking for excuses and the excuses that they’re settling on are: ‘the union, we have a contract, you can’t tell us, we have academic freedom, you can’t tell us, and I’m fully tenured, you cannot tell me.’ So, that’s my comment today. Something that needs discussion. I’m not saying anybody in this room is doing that, I’m saying across campus it’s happening. I don’t know who all is doing it, I don’t know all the names; I know some of the names. Um, a hand over here? Bernadette?”

Senator McConnell: “Yeah, I wanted to make a quick comment alongside of that? Is that all right? I just wanted to go alongside of that and say, it is part of our strategic plan to, the direct language for that is that: ‘We have a special opportunity to learn from Native American cultures, the unique ecosystem and special communities of our region and to apply that knowledge,’ and it doesn’t specify that it should be CRGS or Native American Studies that has to apply that, so I just wanted to say that it’s already part of our strategic plan and if it’s already that someone here is saying that, I would totally agree that something does need to happen.”

Dr. Sherman continued:

“Yes, thank you, and I am fully aware of the strategic plan and it is a good plan, the problem is that people who may have signed on to that plan are actually actively resisting it by not wanting to incorporate any types of social justice or equity issues within their own curriculum. People would rather rely on somebody else—it doesn’t have to be us—but somebody else outside of their own class, just because they’re not familiar with it. Maybe they’re a little bit afraid of having to learn something new? I don’t know. I know that I will never learn skiing because I don’t want to ski with those little kids who are better than me. Maybe that’s the case, I don’t really know, but it bears talking about, it bears further discussion and serious discussion among all the people. Whenever I go to these so-called diversity meetings, you know what, it’s the same people. It’s always the same people. I finally gave up because we know it all. (No, I’m kidding.) But it’s all the same ones, the people who really need it never come. Every time. So, how do you get everybody involved? That’s my question. Everybody. *Everybody*. Thank you for your time.”

**M/S (McConnell/Le) to direct SenEx to create a Resolution to include more faculty and students on the Advisory Committee to the Trustees Committee for the Selection of the President, with a focus on the committee's composition**

M/S (McConnell/K. Malloy) to rescind the motion directing SenEx to create a Resolution to include more faculty and students on the Advisory Committee to the Trustees Committee for the Selection of the President, with a focus on the committee's composition.

Motion passed unanimously

**Discussion Item: CEbS Response Rate Report Fall 2018**

Senator Mola spoke to the history of this report, stating that in 2012, an analyst in CAHSS, Rick Bruce, gave a full literature review and report on both the response rates for written student evaluations, and response rates for the pilot evaluation program in that college at the time, and then followed that up with a review of response rates in Spring, 2013. He noted if one were to look in the archives in that report one would notice some of the data is different than this report due to the fact that Senator Mola is unaware of the data filters used by Ricky for his report. Senator Mola noted this report is 5 years overdue, as original resolution from 2014 assigned the execution of student evaluations to various places, but the responsibility ultimately ended up residing at the college level. He concluded by thanking Julie Tucker, Administrative Analyst in CNRS, for her help acquiring and compiling the data for this report.

**Resolution on Early Grade Release to Students Who Have Completed Their Course Evaluations (03-18/19-FAC – October 30, 2018) Second Reading**

Senator Alderson spoke in favor of the resolution.

Senator Mola spoke in favor of the resolution, pointing out that this is a small ask for students, and something faculty already have asked students to do. He opined that it can be helpful to probationary faculty and lecturers in particular to receive this feedback.

Senator Creadon spoke in favor of the resolution, pointing out that the resolution includes a resolve that a report on the efficacy of this process will be provided in 2020.

Senator K. Malloy spoke against the resolution, stating the resolution doesn't include evidence of how the evaluations speak to student success, or how the evaluations can improve anything.

Senator Le spoke against the resolution, stating that there is nothing in the resolution guarding against students who withdraw from courses but still filling out evaluations.

Senator Gough voiced concern about linking of grades to evaluations pointing out that although student evaluations are not causally related to student grades, a subset of students may think

they have to give a good evaluation if it's linked to their grade somehow.

Senate vote to approve the Resolution on Early Grade Release to Students Who Have Completed Their Course Evaluations **passed**.

Ayes: Alderson, Creadon, Dunk, Karadjova, Kerhoulas, Maguire, Mola, Moyer, Pachmayer, Rizzardi, Sandoval, Virnoche, Woglom, Wrenn, Zerbe

Nays: Bacio, Gough, Le, K. Malloy, N. Malloy, McConnell, Thobaben

Abstentions: Burkhalter, Dawes, Enyedi, Johnson, Keever

Vote not recorded: Brumfield

Senator Virnoche queried whether there is a mechanism in place to make sure the Senate follows through with the directives in this resolution and others.

Chair Burkhalter replied that the committee chairs are meant to communicate and keep track of ongoing assignments and business, and also that the Mary Watson (Senate Office ASC) has, since 2017, created and utilized the Resolutions and Actions Tracker tool in order to keep track of ongoing business.

**Resolution on Voting Membership of the University Senate (04-18/19-CBC – October 30, 2018) Second Reading**

Senator Le reviewed the resolution, and reminded the Senate that if they vote in favor of the resolution, the next step is for the Senate Office to send it to the electorates for ratification and stipulated that in order for the voting membership to change, the General Faculty have to vote yes, and in addition, either the staff or the students must also vote in the affirmative.

Senate vote to approve the Resolution on Voting Membership of the University Senate **passed without dissent**

Ayes: Alderson, Bacio, Brumfield, Creadon, Dawes, Dunk, Gough, Johnson, Karadjova, Keever, Kerhoulas, Le, Maguire, K. Malloy, N. Malloy, McConnell, Mola, Moyer, Pachmayer, Rizzardi, Sandoval, Thobaben, Virnoche, Woglom, Wrenn, Zerbe

Nays: none

Abstentions: Burkhalter, Dawes, Enyedi

**Sense of the Senate Resolution on the CSU Board of Trustees' Policy for the Selection of**



**Presidents (05-18/19-EX)**

M/S (Mola/Sandoval) to move the resolution

Motion carried unanimously

Chair Burkhalter introduced the resolution, stating this was written to express HSU Senate's displeasure that, based on the Chancellor's comments, there will be no visits from the finalists to the campus, and also to express that the Senate wants to have more of a formal role in the Trustee's selection process by having one member of the ACTCSP also sit on the TCSP.

Senate vote to approve the Sense of the Senate Resolution on the CSU Board of Trustees' Policy for the Selection of Presidents **passed**.

Ayes: Alderson, Creadon, Dunk, Gough, Karadjova, Kerhoulas, Maguire, K. Malloy, N. Malloy, McConnell, Mola, Moyer, Pachmayer, Rizzardi, Sandoval, Thobaben, Virnoche, Woglom, Wrenn, Zerbe

Nays: none

Abstentions: Burkhalter, Enyedi, Dawes, Johnson, Keever, Le, Bacio

M/S (Le/Mola) to move the ICC Consent Calendar from the last item to the penultimate item on the agenda.

Discussion of the motion is transcribed for clarity:

Senator Zerbe: I'm just curious, is the discussion of the curricular items going to occupy such a space that we won't have time to discuss the election of folks to the trustee committee? The motion isn't for a time certain so I just worry that if we—I don't know what the objection to the curricular item is, so I don't know if it's a 5 minute discussion or a 2 hour discussion that's going to put us here until 6pm and we won't have a discussion on the trustees, or the search committee.

Chair Burkhalter: Well, Kerri, would you like to speak to that?

Senator K. Malloy: It could be very, very short. And at the same time, depending on the Senate, it could also be long. I don't anticipate it taking very long, but I also know the Senate is not known for expediency.

M/S (Zerbe/Gough) to amend the previous motion so as to limit the discussion of the curricular items to 15 minutes

Senate vote on the supplementary motion to limit discussion of the ICC items to 15 minutes **passed unanimously**

Senate vote to move the ICC Consent Calendar from the last item to the penultimate item on the agenda **passed unanimously**

**Curricular Items from the Integrated Curriculum Committee**

Discussion ensued and is reproduced from the recording below:

Senator K. Malloy: I removed all of the consent items from the ICC Calendar for a specific reason, I think Marlon and Renee and Cheryl spoke very eloquently already about this. Our students are expressing that there are microaggressions happening in the classroom. We all applauded, so now I think it's time to take actual action: why are we going to approve curriculum that doesn't reflect who this university is as a Hispanic Serving Institution, and that doesn't reflect our strategic plan, as Bernadette pointed out. We have a tendency to do the feel-good stuff and things that are easy to do but not the hard stuff. So I think we should send all of these ICC proposals back to the Department, have them reevaluate them to determine whether they reflect us as an H.S.I., whether they reflect our curriculum and our students, and do they speak to our strategic plan. We can start now at this meeting, instead of postponing and calendaring for a later date. So that's what I would recommend.

Senator Alderson: So, Kerri raised this issue at the ICC meeting where we talked about these items and we talked about ways to think about the issue of how the curriculum should reflect the fact that we're an H.S.I. and I have action items on my to do list related to thinking through this. We talked about the idea of ICC being a place of leadership around this issue, and so I want to let everyone know that this is on the radar. I don't think holding up this batch of proposals—which made it through the curricular chill because they help smooth out the program and get students closer to their graduation—in the interest of a much larger conversation we need to have as a campus is the right thing to do. So I just want everyone to know that ICC has taken this into consideration, but I don't think sending these things back to biology is the way to go.

Senator Gough: So, to both of you, if we don't send it back to Biology Department, is there anything requiring them to consider this issue of needing diversity components? Is there something concrete to hold them to if we don't send them back without giving them a mandate to look at this issue?

Senator Alderson: So that's something ICC will take up. How do we build these things into the proposal process, and things that we build into the proposal process of my expectation is that, if we're going to agree to those kinds of things being important for new classes, that we're also going to have to do a reset of things already in process. I mean, this is a big, big conversation that we need to have. And figuring out how to manifest that is something that is not only carried by the ICC but I do think we need to take a leadership role in it. So what I'd like to do is

move these things forward as we figure out how we want to hold programs accountable for these kinds of issues moving forward. And then as the chill comes off and curriculum moves through the process moving forward that would be a consideration. Does that answer your question?

Chair Burkhalter: Can you explain a little bit more about the chill and how these even got through?

Senator Alderson: Yeah, so the chill was put in place with the idea to focus on program review and larger assessment revamps based on the WSCUC concerns. The chill is in place to stop the low level work around curriculum while we clean everything up, because we want to reset some things and then start pumping things through a system that is going to be more concerned with assessment and WSCUC concerns. The things that were allowed to move through the chill were things that improved time to graduation, curricular changes that allowed students to move through the programs faster and that make programs more transparent for students.

Senator Byrd: How does institutional transformation happen and is holding people accountable through the ICC going to actually bring about change? The problems we're talking about are way more deeply rooted than curricular.

Director Blakeslee: The link the President shared in her report that shows the students' achievement gap, if you drill down by department, you'll see that Biology has the biggest by numbers so I don't know whether these changes to your point how they impact that, but I think this is a Department where the achievement gaps are large.

Senator Mola: There are 22 proposals here, the overwhelming majority are changing pre-reqs, or making co-reqs. I think that there are a lot of "nuts-and-bolts" things happening that aren't necessarily at the level that needs to happen at this level.

Senator K. Malloy: No discussion of these courses speak to the equity or diversity issue. Every nut and bolt we have affects diversity. Let's actually stop what we're doing and actually have the discussion.

Senator Maguire: It might be nice to have the discussion inspired by Marlon before we put this to a vote. Can you do that? Postpone the vote on the ICC items?

M/S (K. Malloy/Maguire) to postpone the vote on the ICC items until after Senate has a discussion around the issues of diversity in the curriculum as raised by Dr. Sherman at a time certain to be determined

Senator Moyer spoke against the motion, noting that these proposals improve the chances for

every student to get through the Biology program in a timely fashion, that the proposals answer the questions directed to the authors and fulfil requirements as they currently stand.

Senate vote to postpone the vote of the ICC items until after Senate has a discussion around the issues Dr. Sherman raised during the Open Forum at next Senate at a time certain to be determined **failed**.

Ayes: 7 (unnamed)

Nays: 12 (unnamed)

Abstentions: 7 (unnamed)

M/S (Gough/Woglom) to set a Discussion Item around the issues Dr. Sherman raised during the Open Forum on the next Senate agenda at a time certain to be determined.

Motion passed unanimously

Senator Alderson motioned to approve the ICC Consent Calendar

Senate vote to approve the ICC Consent Calendar **passed without dissent**

Ayes: Alderson, Bacio, Creadon, Dunk, Gough, Johnson, Karadjova, Kerhoulas, Le, K. Malloy, N. Malloy, McConnell, Mola, Moyer, Pachmayer, Rizzardi, Sandoval, Thobaben, Virnoche, Woglom, Wrenn, Zerbe

Nays: none

Abstentions: Brumfield, Dawes, Enyedi, Gough, Johnson, Keever, Maguire

**Discussion Item: Election of Faculty Representatives to the ACTCSP**

M/S (Dunk/Woglom) to move into Faculty Session

Motion passed unanimously

The meeting's recording ended before the Discussion Item. The discussion summary below was provided to the Senate Office by Chair Burkhalter:

- Senator Zerbe began by expressing his disagreement with the interpretation of the General Faculty Constitution offered by Chair Burkhalter regarding the limits on the authority of the Senate to restrict General Faculty elections and in her interpretation of

the election clauses (Section 8) as requiring that in an election in which the General Faculty is voting on two representatives that the outcome be determined by the two faculty candidates who eventually win 66.7% of the vote.

- Senator Zerbe also disagreed that making the election procedure in the current search consistent with Resolution 06-13/14 would require amending the General Faculty Constitution by specifying an election procedure in which the seats on the ACTCSP were distributed across the colleges. He stated that he was concerned that, being the smallest college, CPS would not have representation on the ACTCSP if the election for the two representatives did not specify that a seat be allotted to the college.
- Senator McGuire stated that after hearing from Senator Zerbe, she also thought it was important to consider how CPS would be represented on the ACTCSP.
- Senator Mola expressed his concern that CNRS might not have representation and that CNRS faces issues specific to it that can only be understood from a faculty representative from that college.
- Senator Alderson stated that not going forward with a resolution like 06-13/14 was the Senate deferring to a procedural limitation and that Resolution 06-13/14 was passed in the "spirit of fairness and representation".
- Senator K. Malloy stated that as Senate Chair, Chair Burkhalter is not representing her college, CAHSS, but the Senate as a whole. It was pointed out that the Senate elects "at-large" faculty senators in addition to the faculty senators who represent specific colleges.
- Chair Burkhalter explained that it would be possible with a resolution from AEC to limit nominations for the faculty representative positions to CNRS and CPS, but under General Faculty Constitution Section 8.3 the two faculty candidates who eventually win 66.7% of the vote will be chosen for the ACTCSP, which means the outcome of a resolution that restricts nominations could be that both representatives were from one college (it was mentioned during discussion that this would likely be CNRS, given its larger size).
- Senator Alderson, as chair of Appointments and Elections Committee, indicated that AEC did not endorse a resolution to restrict nominations of faculty representatives to those faculty from CNRS and CPS.
- Senator Woglom attempted to brainstorm a resolution that would satisfy all parties, but this was impossible given the competing interpretations of what the General Faculty Constitution currently allows.
- Senator Wrenn stated that it was probably best if we let the elections take their course and focus on electing the best faculty representatives for the ACTCSP.
- Chair Burkhalter added that with no restrictions on nominations except that the nominee be a member of the General Faculty and commit to participating in the search activities as outlined in the search schedule provided by the Chancellor, it would still be possible with active recruitment of nominees to solicit nominees from CPS and CNRS who would be elected to the ACTCSP.
- Given the short timeline to select the faculty representatives to the ACTCSP, and since

the Senate Executive Committee and the Senate Chair are not willing to put forth resolutions to restrict the election, it was conceded by the group that in this presidential search it would not be advisable to attempt to amend the General Faculty Constitution (which would require a vote of the general faculty) to specify restricting the election of the two representatives to the ACTCSP to faculty members from specific colleges. This means that the election procedure will be the default option of an open General Faculty election in which the two nominees who receive 66.7% of the vote are chosen to serve on the ACTCSP (Option A presented to the Senate in its October 16 meeting).

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M/S (Creadon/Dunk) motion to adjourn

**Meeting adjourned at 5:10pm**

# **HUMBOLDT STATE UNIVERSITY**

## **Senate Chair's Report**

### **Senate Meeting, October 30, 2018**

#### **Presidential Search**

After the October 11, 2018, CSU Senate Chairs meeting, several Chairs at other CSU's who have participated in the presidential search process reached out to me to offer information and support. The general consensus of Chairs who have been through the process in the last two years is that it helps tremendously to have one or more "pre-forums" or "listening sessions" before the official campus open forum held by the Trustees Search Committee (TCSP). This official TCSP forum has been scheduled by the Chancellor's Office to take place at HSU on Monday, February 4, 2019. It will be live-streamed and recorded and will be included in the information packet provided to prospective candidates. The Senate Chair from San Diego State supplied materials from their search, including an example of a google form through which the ACTCSP gathered feedback prior to the official open forum and from those people who could not be present at the pre-forums or the official open forum.

After I explained what I have learned so far from other Senate Chairs, at the 10/23 Senate Executive Committee meeting, during a faculty session the faculty senators recommended that the Senate schedule an open forum for the campus community (prior to the official TCSP open forum) to be held 1-3pm on Friday, January 25, 2019 (the first day of classes is January 22). I am working with the president's office on establishing a presidential search Website linked to the HSU homepage. On the presidential search site, there will be information about the Chancellor's Office search schedule and search policy, any scheduled campus open forums, and ideally, members of the campus community would be able to access a google form so that they can provide feedback to the ACTCSP. Other campuses have limited the solicitation of feedback to versions of these two questions:

- 1) What professional qualifications, leadership skills and personal qualities do you think the next president of Humboldt State University should bring to the position?
- 2) What kinds of challenges and opportunities does the campus (and surrounding community) of Humboldt State University present for the next president?

Once it is formed, the HSU ACTCSP can wordsmith these questions, but versions of these two questions have helped to elicit feedback that was used in consideration of candidates for the position at other CSU's. Another lesson from recent presidential searches: It is important to focus feedback on the future and less on the past, unless it is made clear how the past has a direct bearing on the future path of the university and its leadership.

After considering my analysis of what the guiding documents of the Senate and the General Faculty provide for special elections in which two faculty representatives will be elected (see the document attached to the discussion item "Election of Faculty Representatives to the ACTCSP") and consulting with the Appointments and Elections Committee, the faculty senators of the Senate Executive Committee recommend that an open General Faculty election be called to elect the two faculty representatives on the ACTCSP, and that the election should be called as soon as possible, after discussion of the issues involved in the election by faculty senators at the 10/30/18 Senate meeting. The faculty senators agreed that once a call for nominations is sent to the General Faculty, it is critical for faculty senators and department chairs to recruit members of the faculty from across the university who would likely be effective and thoughtful representatives on the ACTCSP to run for the position.

**HUMBOLDT STATE UNIVERSITY**  
**Senate Chair's Report**  
**Senate Meeting, October 30, 2018**

**Adam Day, Chair of CSU Board of Trustees, to visit campus on 11/5**

At the 9/12 CSU Board of Trustees meeting, Charmaine Lawson and the Justice for Josiah Committee called on members of the Board of Trustees to visit Humboldt State to increase their awareness of the issues of climate and safety that face students of color on the campus and in the community. Chairman of the Board, Adam Day, will be visiting campus on Monday, 11/5, and the Senate Executive Committee will be meeting with him 2-3pm on that day.

**Call for Faculty Trustee**

The ASCSU has issued the call for the 2019-2020 Faculty Trustee (see attached memo). A faculty member from HSU has served as the Faculty Trustee in the past. The current Faculty Trustee is [Romey Sabalius](#) from San Jose State. As the memo from Chair Nelson describes, the Faculty Trustee

is a 12-month position involving full release from all campus responsibilities. Duties include attending all Board of Trustee, Trustee Committee, Senate Plenary, and Senate Executive Committee meetings. The Faculty Trustee serves a two-year term and normally visits several campuses during the term to meet with faculty and discuss Board of Trustee actions.

Nominations of HSU Faculty must follow the procedure as outlined in the Senate Bylaws and Rules of Procedure (Appendix F, part 2), section 13: "Nomination of CSU Faculty Trustee". If selected through this process, the nominee's materials will be submitted for consideration at the statewide level through the HSU Senate office.



*Academic Senate CSU (ASCSU)*  
401 Golden Shore  
Long Beach, CA 90802-4210

[www.calstate.edu/acadsen](http://www.calstate.edu/acadsen)

**Catherine Nelson, Chair**  
Tel 707-664-3963 or 562-951-4014  
E-mail: [nelsonca@sonoma.edu](mailto:nelsonca@sonoma.edu)

September 19, 2018

**To:** Chairs, Campus Academic Senates  
**From:** Catherine Nelson, Chair  
Academic Senate CSU  
**Subject:** **Nominees for 2019-2021 Faculty Trustee**

On behalf of the Academic Senate CSU, I request that you begin the process of seeking nominees for Faculty Trustee. Nominating materials must be received by **Friday, January 4, 2019**. The Academic Senate CSU Faculty Trustee Recommending Committee will review campus nominations January 14, 2019. As required by law, the full Senate will make its selection(s) of at least two nominees for the post of Faculty Trustee at its March 14-15, 2019 meeting.

The document "Criteria and Procedures for the Nomination of the Faculty Trustee" is attached, as well as the required information for each nomination. These documents will also be posted on our website at <http://www.calstate.edu/acadsen> under the heading "What's New". Please note, we are requesting that a scanned copy of each nominee's materials be submitted to the DropBox folder "Faculty Trustee Nominations" no later than **Friday, January 4, 2019**. An invitation to the DropBox folder will be provided to each Campus Senate Chair. Please notify Academic Senate CSU Director Tracy Butler ([tbutler@calstate.edu](mailto:tbutler@calstate.edu)) when submissions have been made.

**Summary of Timetable:**

January 4, 2019	Campus nominees' supporting materials due.
January 14, 2019	Senate Faculty Trustee Recommending Committee reviews documents; selects candidates for review by full Senate
January 17-18, 2019	Full Senate begins the review of nomination materials
March 14-15, 2019	Full Senate elects two or more final candidates whose names will be forwarded to the Governor
Late Spring-Early Summer 2019	Governor appoints one candidate as CSU Faculty Trustee

The current Faculty Trustee (2017-2019) is Romey Sabalius (German, San José State University).

The following people have served as CSU Faculty Trustee:

- Steven Stepanek (Computer Science, CSU Northridge) from 2013-2017;
- Bernadette Cheyne (Theater, Humboldt State University) from 2011-2013;
- The position remained unoccupied from 2009 to 2011.
- Craig Smith (Communication Studies, Long Beach) from 2005-2009;
- Kathleen Kaiser (Sociology, CSU Chico) from 2003-2005;
- Harold Goldwhite (Chemistry, CSU Los Angeles) from 1998-2003;
- Bernard Goldstein (Biology, San Francisco State University) from 1991-1998;
- Lyman Heine (Political Science, CSU Fresno) from 1987-1991;
- Robert Kully (Communication Studies, CSU Los Angeles), from 1983-1987;

(Faculty Trustee reports are available at

[http://www.calstate.edu/AcadSen/Records/Faculty\\_Trustee/index.shtml](http://www.calstate.edu/AcadSen/Records/Faculty_Trustee/index.shtml))

Attachments

c: Academic Senate CSU

## **DUTIES**

Faculty Trustee is a 12-month position involving full release from all campus responsibilities. Duties include attending all Board of Trustee, Trustee Committee, Senate Plenary, and Senate Executive Committee meetings. The Faculty Trustee serves a two-year term and normally visits several campuses during the term to meet with faculty and discuss Board of Trustee actions.

## **CRITERIA FOR NOMINEES FOR FACULTY TRUSTEE**

- Candidates shall have demonstrated records of excellence in teaching, professional achievement and university service.
- Candidates shall possess experience in academic governance in the California State University.
- The appointed faculty trustee shall not be a member of the Academic Senate of the California State University (CSU). Should the faculty trustee be a member of the Academic Senate of the CSU at the time of appointment, senator status shall be rescinded automatically.
- Candidates must be citizens of the United States and faculty members who are tenured at the California State University campus at which they teach. Candidates shall not hold any administrative position other than department chair or equivalent at the time of nomination and appointment.
- Questions as to definitions and eligibility shall be resolved by the Academic Senate of the CSU.

## **PROCEDURES FOR SELECTING TRUSTEE NOMINEES**

- These procedures shall be initiated at least one full academic term in advance of the time that Faculty Trustee nominations are to be made.
- Each campus senate shall develop procedures for selecting eligible nominees. As at least one option, the procedures shall allow for nominations by petition. Each such nomination shall require the signed concurrence of at least 10% of the full time teaching faculty or 50 such faculty members, whichever is less. The campus senate or council shall forward the names of all eligible nominees to the Academic Senate of the CSU by a date to be determined by the Academic Senate of the CSU.
- The local senate chair shall forward for each nominee the completed Faculty Trustee nomination form and a current vita structured to address the eligibility criteria, a statement of no more than 500 words from the nominee expressing his or her views of the position, and a narrative of no more than 250 words providing evidence of

## **PROCEDURES FOR SELECTING TRUSTEE NOMINEES (CONT.)**

teaching excellence. Names, addresses, and telephone numbers of five references shall be provided by the nominee. These materials may be submitted electronically.

- The Academic Senate of the CSU Faculty Trustee Recommending Committee shall be composed of seven non-candidate faculty members. Five members shall be elected by and from the Academic Senate of the CSU in the manner of election to the at-large Executive Committee positions. No campus shall have more than one representative.
- Two additional members shall be selected by their local senates from two campuses chosen by lot from those not represented by the first five. The qualifications for these two faculty members shall be the same as eligibility for election to the Academic Senate of the CSU according to its constitution and bylaws. The Academic Senate of the CSU shall elect these five members of the nominating committee at the September meeting of the Academic Senate of the CSU in the academic year in which the term of the present faculty trustee is to expire. The two additional members shall be selected in time to permit the committee to have its full composition by the succeeding (November) meeting of the Academic Senate of the CSU. The first member elected shall serve as Chair of the committee. The committee shall determine its own procedures for selecting candidates for nomination. Best practices identified by prior committees are located in the appendix accompanying this policy.
- The Faculty Trustee Recommending Committee shall screen the original list of nominees and develop recommendations with supporting information. The committee shall present at least two candidates for nomination to the Senate. The nominee recommendations of the committee shall be made available to the Academic Senate of the CSU at the January plenary session. The confidential files of these candidates shall be made available for review either in the Senate office or in an electronically secure manner, and review may take place beginning with the January plenary session until the plenary session in which the determination of the nominees is made. Unless otherwise determined by vote of the Academic Senate of the CSU, selection of nominees for the post of faculty trustee shall be made at the March meeting of the Academic Senate of the CSU immediately preceding the end of the tenure of the incumbent faculty trustee.
- All academic senators of the Academic Senate of the CSU are eligible to vote.
- The Academic Senate of the CSU, acting in executive session, chaired by the Chair of the Faculty Trustee Recommending Committee, shall designate the final (2 or more) nominees by secret ballot or secret electronic method in the following manner, conducting as many votes as necessary: The voting method will list the names of all forwarded candidates in alphabetical order. Each senator may vote for as many candidates as he or she wishes in each voting round. A candidate becomes a nominee in the voting round in which he or she obtains approval of a majority of votes cast.

- **PROCEDURES FOR SELECTING TRUSTEE NOMINEES (CONT.)**

At the close of each voting round the names of nominated candidates shall be eliminated from further voting consideration. Voting shall be continued by the procedures indicated above until at least a sufficient number of candidates (two) has been nominated to meet the legal requirements. When that condition obtains, the Senate shall determine by simple majority vote (over 50%) whether it wishes to continue balloting. A vote tie (i.e., 50%) does not constitute a majority and voting will not continue. If the Senate chooses to continue, one further round of voting, one time, shall take place. Any candidate not nominated by these regular procedures is again eligible for nomination at this time. Any candidate receiving majority of votes cast in this round of voting is declared a nominee.

- The Chair of the Academic Senate of the CSU shall forward the names of the designated nominees to the Governor.

This document extracts the *“Criteria and Procedures for the Nomination of the Faculty Trustee”* which was Approved Unanimously March 4, 1988, as part of AS-1773- 87/EX, and revised March 16, 2018, as part of AS-3315-18/EX (Rev) *“Revisions to Faculty Trustee Recommendation Criteria and Procedures”*

*Submit this cover sheet*

**INFORMATION REQUIRED FOR FACULTY TRUSTEE NOMINATION**

Name: \_\_\_\_\_

Department and Campus: \_\_\_\_\_

Campus address (include office): \_\_\_\_\_

\_\_\_\_\_

Campus telephone number: (    ) \_\_\_\_\_

Home address: \_\_\_\_\_

\_\_\_\_\_

Home telephone number: (    ) \_\_\_\_\_

Names, addresses, and telephone numbers of five references:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Please check the boxes below:**

☐ I am a tenured, teaching faculty member with no administrative position other than department chair or equivalent.

☐ I intend to serve the full two-year term if appointed by the Governor.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

*Each candidate for the position of faculty trustee must also submit:*

- A vita or resume, which shall include, as a minimum, the information requested as follows:
  1. Academic education (list all colleges/universities, degrees, and years received).
  2. Employment Record:
    - a. Academic
    - b. Other
  3. Academic honors, grants, and awards (include dates).
  4. Listing of professional achievements.
  5. Service:
    - a. Department,
    - b. School/College,
    - c. University,
    - d. System-wide,
    - e. Community.
- A statement of 500 words or less which covers your experience in academic governance and why it prepares you to be a Faculty Trustee.
- Evidence of teaching excellence in narrative form, not to exceed 250 words.
- Proof of United States citizenship.

Please submit a scanned copy of all materials to the **“Faculty Trustee Nominations”** Dropbox Folder (each Campus Senate Chair will be provided with an invitation to the folder).

Please notify Academic Senate CSU Director, Tracy Butler ([tbutler@calstate.edu](mailto:tbutler@calstate.edu)) when submissions have been made.

All materials must be received **no later than 5 p.m., Friday January 4, 2019**. Materials received after this time cannot be considered.

# **HUMBOLDT STATE UNIVERSITY**

## **University Senate Written Reports, October 30, 2018**

### **Standing Committees, Statewide Senators and Ex-officio Members**

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#### **Academic Policies Committee:**

Submitted by Kerri Malloy, APC Chair

APC meets at 2:00 PM in BSS 508 on the following dates: ~~8/29~~; ~~9/12~~; ~~9/29~~; ~~10/10~~; 10/24; 11/7; 12/4

#### **Committee Membership:**

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

#### **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 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.

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## **Faculty Affairs Committee:**

Submitted by Monty Mola, FAC Chair

Attendees: Renee Bird, Julia Gomez, Laura Hahn, Abeer Hasan, Cheryl Johnson, Monty Mola, Kirby Moss, Marissa O’neill, Mark Wilson and George Wrenn

### **Current Work**

#### **1. Resolution on Early Grade Release**

2nd reading today

#### **2. Voting Rights**

CBC Resolution, 2nd reading today.

#### **3. Advising Policy**

No update.

#### **4. Appendix J**

FAC has identified sections of Appendix J where language on equity and inclusion can be incorporated. Draft modifications are under development.

#### **5. Course Evaluation by Students Response Rates**

Report on today’s agenda

### **Future Work**

- 1. Appendix J: Early Tenure, Faculty Workload (Collateral Duties), Clean up**
  - 2. Faculty workload survey**
  - 3. Create policy to support international faculty in obtaining permanent resident status.**
  - 4. Explore policy on lecturer voting rights within academic departments.**
- 

## **Associated Students:**

Submitted by Jazmin Sandoval, AS President

Jazmin Sandoval-AS President University Senate Report-10/30 Meeting

AS Election process for choosing the student on the Advisory Committee for the presidential search:  
<https://associatedstudents.humboldt.edu/content/hsu-presidential-search-advisory-committee>  
<https://docs.google.com/forms/d/e/1FAIpQLSeYWWwSVTAAQvaEISjZhwLS3COySJBirapUZYvl2LiArJetjw/viewform>

As Associated Student president I have decided to allow any student to apply to be on the presidential search committee. I have provided the links above where students can apply. They just go on the HSU Associated Students webpage and click on the Presidential Search Committee tab and apply there. We listed the requirements and the meetings they must attend as mandatory. I will be reviewing applications throughout the month of November and decide by November 30th.

Associated Students is planning on having a Money Series Forum for Graduation Initiative 2025, Category II Student Fees, and Campus Job Classifications & Compensations.

The GI 2025 one just passed on Thursday October 25th and was held at the Goodwin Forum from 3-5PM. Thank you to faculty, staff and admin that showed up and there were a couple students that had quality input in where the GI2025 funds should go. It is clear that INRSEP, ITEPP, SWB, ERC, AACAE, and Latinx Center need funding for advisors, computers, and more resources in general to help students graduate. Also hiring more students on campus to be peer mentors and work at the centers. The Category II Student Fees is Tuesday November 6th from 1-3PM at the KBR. This forum will be an introduction to the new Category II student fee levels with a discussion on how well fee levels align with student needs.

The last one of the semester is Campus Job Classifications & Compensation on Thursday, November 29th from 3-5PM at the KBR.

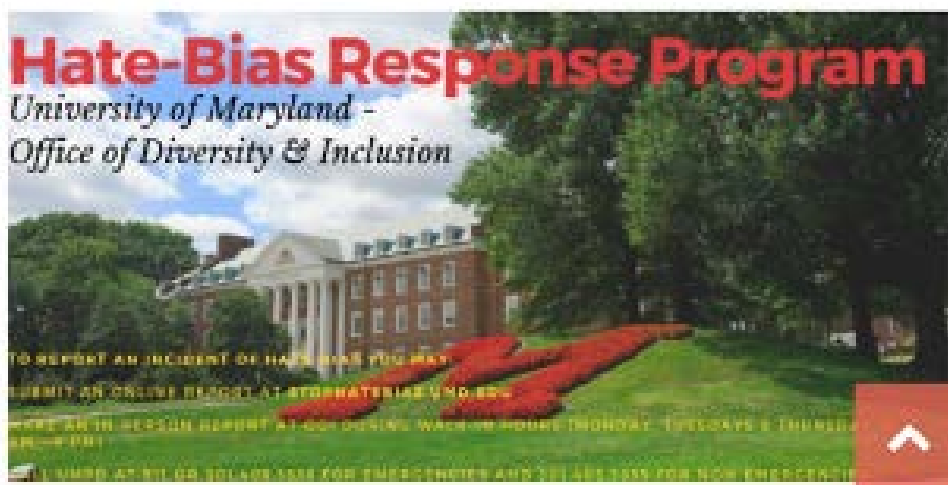
This one will be a presentation regarding the job designations and compensations across campus to empower students with the correct vocabulary for more productive and meaningful campus dialogue. Last week I also got an email from the California Student Aid Commission that they will be contacting students statewide to learn how much they spend for living expenses in addition to tuition. They will also learn about the sources of funds they use to pay these costs. This Student Expenses and Resources Survey (SEARS) will be implemented this fall with students on 55 campuses, including HSU. 1500 HSU students will receive an email from CSAC inviting them to complete a survey regarding college expenses and their funding sources. They asked me to please encourage students at HSU to complete this survey if they are selected to participate in this study. It is critical for policymakers to have a clear understanding of our students' experiences and needs and would invite the whole University to promote this to all HSU students so there will be a high response rate.

Lastly, Students for Quality Education (SQE) hosted a Week of Action for David Josiah Lawson two weeks ago across all 23 campuses. Oliver who is AS's External Affairs has been meeting students across the campuses in regards to Justice for Josiah and we will be working on creating a resolution in support of

Josiah and will want to implement it on all 23 campuses. We also are in concern of students safety, and creating a Hate Bias Response Program here at HSU. University of Maryland has implemented it on there campus and I have provided pdf's of their reporting protocol and picture of the website.

# Hate-Bias Response Program

In alignment with the overarching missions and goals of the Office of Diversity and Inclusion, the Hate-Bias Response Program (HBRP) is charged with responding, educating and reporting to the campus about hate-bias incidents. The program manager for hate-bias response oversees hate-bias reporting and response, the coordination of campus support services to individuals affected by hate-bias incidents, and prevention programming and efforts.



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## University Policies Committee:

Submitted by Jen Maguire, UPC Chair

October 25, 2018

UPC Attendees: Jennifer Maguire, Christine Mata, Troy Lescher, John Meyer, Douglas Dawes, Robert Keever, Michelle Anderson, Joy Finney Guests: Mat Watson, Kay Libolt

- 1) Policy website: Kay Libolt and Mary Watson provided an update on the university policies website. Together with Mary and Kay, the UPC designed a plan for continued university policy review and made some suggestions for updating the current website.
- 2) UPC will draft a resolution for the Alcohol Policy and bring to SenEx.
- 3) UC Chargeback System: Ruth Sturtevant and Dave Nakamura provided a more in-depth report, which will be reviewed and discussed at the next UPC meeting.

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## Administrative Affairs:

Submitted by Doug Dawes, Vice President of Administrative Affairs

Integrated Assessment, Planning, and Budgeting (IAPB) Update:

As a reminder, the Integrated Assessment, Planning, and Budgeting (IAPB) group is engaged in mapping out the process, timeline and requirements for a successful implementation of a campus-wide, multi-year, strategic budgeting process. The work of the IAPB is in direct support of Strategic Plan Goal 4: “Serve as effective stewards of the natural and built environment and the university’s resources with a focus on sustainability.”

Two pilot groups for validating ideas and processes have been engaged for Academic Year 2018-2019: the Student Success Alliance (SSA) and Information Technology Services (ITS). IAPB will provide support to the SSA for the development of a request, review, assessment, and evaluation process for use with 2019-2020 GI 2025 funding and beyond. This will allow for testing of different aspects of a resourcing process and give necessary support to the SSA. With ITS, the IAPB group is engaged in helping design outcomes planning, assessment design, as well as testing different resource planning options for use. The work of both pilot groups will be completed with feedback and collaboration from URPC and campus leadership.

More resources and information is available at the [IAPB site](#).

Human Resources

- Candidates for the Associate Vice President for Human Resources will be on campus in early November with Open Forums in the University Banquet Room on the following dates:
    - Terri Hampton - November 1 at 10:00am
    - Scott Kasper - November 2 at 11:00am
    - Ron Meek - November 14 at 10:00am
    - David Montoya - November 15 at 10:00am
- 

## Provost's Office:

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

### 1. Creating Change for Equity – Graduation Initiative 2025 Symposium and HCOE Equity Summit

a) From October 17-18, 2018, I attended the Graduation Initiative 2025 Symposium at San Diego State University. The overarching theme of the symposium was CSU's effort and commitment to closing equity and opportunity gaps so that all students (including Pell-eligible, first generation and students of color) will have identical outcomes for baccalaureate degree attainment in the CSU.

Details of the Symposium and the GI2025 can be found at:

<https://www2.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/symposium/2018-symposium>

GI2025 Symposium session video recordings can be found at:

<https://www2.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/Pages/livestream.aspx>

At the October 25, 2018 Council of Chairs meeting I "screened" the GI2025 GradTalk presented by Ryan J. Smith (the video recording can be found at the above link).

Ryan J. Smith is currently the executive director of The Education Trust – West, a research and advocacy organization focused on educational justice and the high academic achievement of all California students, particularly those of color and living in poverty.

Following the video presentation, we engaged in a discussion about the points raised by Ryan J. Smith, including the need for resources and training to ensure HSU is closing equity and opportunity gaps for our students.

b) Last week, I attended the HCOE Equity Summit on October 22-23, 2018 at the Sequoia Center in Eureka. The Equity Summit was designed to elevate **community awareness and engagement addressing the following:**

- Social Justice and Racial Equity In Education
- Implicit Bias
- Homelessness
- Special Education Inclusion

- LGBTQ Communities
- Supporting Immigrant Families
- Microaggressions

Details of the HCOE Equity Summit can be found at:

<https://hcoe.org/equity-summit/>

## **2. HSU 2018 Report Card - Graduation Initiative 2025 Progress**

HSU's GI2025 report card was released during the Graduation Initiative 2025 Symposium and a copy is included with my Senate report.

Overall, HSU has made positive progress in the following categories:

- The four-year graduation rate for first-time freshmen has increased from 14.5 percent in 2015 to 21.9 percent in 2018
- The six-year graduation rate for first-time freshmen has increased from 45.6 percent in 2015 to 51.8 percent in 2018
- The two-year graduation rate for transfer students has increased from 26.3 percent in 2015 to 37.8 percent in 2018
- The four-year graduation rate for transfer students has increased from 68.5 percent in 2015 to 75.4 percent in 2018
- The graduation rate gap between Pell-eligible students and their peers narrowed from 13.4 percent in 2017 to 10.3 percent in 2018

However, the six-year graduation rate gap between students of color and their peers increased from 10.6 percent in 2017 to 13.7 percent in 2018. Closing this gap is our number one priority if we are to achieve the goals of the GI2025.

# Graduation Initiative 2025 Preliminary Progress Update

Are you on track to meet your goals?



[calstate.edu/dashboard](http://calstate.edu/dashboard)

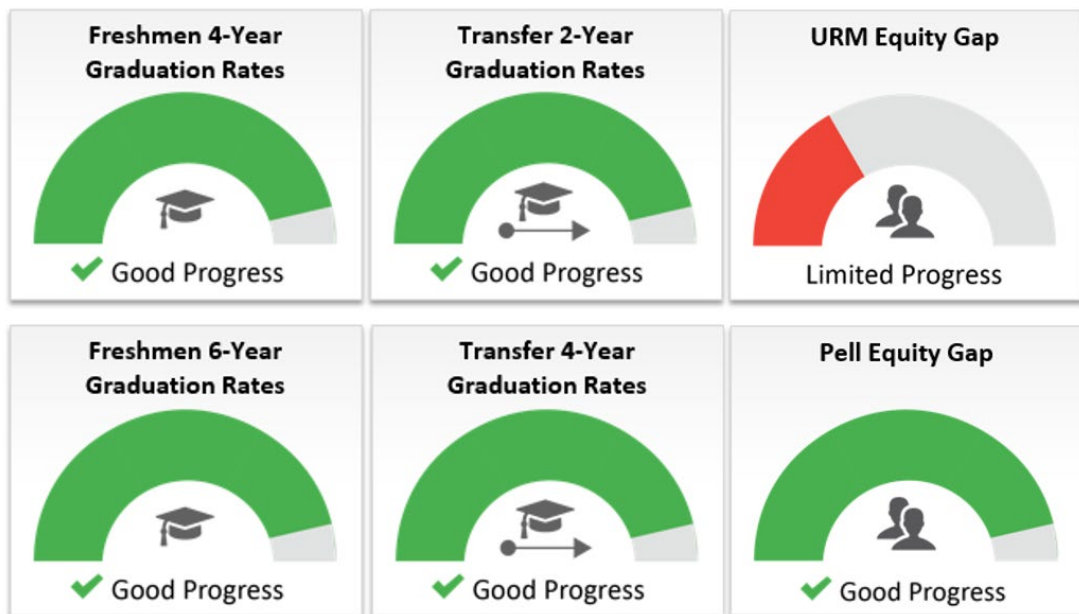
In September 2016, the CSU launched Graduation Initiative 2025, establishing ambitious goals to facilitate our students' path to a high-quality college degree and committing us to eliminate equity gaps between historically underserved students and their peers. When we achieve these goals, the CSU will stand alone as a national leader in student success for the most diverse student body in the nation.

Fulfilling the Graduation Initiative requires us to consistently measure progress and take stock of our efforts to identify barriers that delay or prevent our students' timely completion of a high-quality degree. To support this process, the CSU Student Success Dashboard ([calstate.edu/dashboard](http://calstate.edu/dashboard)) has leveraged degree completion data through summer 2018 to measure system and campus progress toward our 2025 goals. The 2018 graduation rates cited herein may increase very slightly in the coming weeks as campuses submit additional final degree counts.

This report offers a preliminary glimpse of how Humboldt State is progressing toward its 2025 goals. Normal variation can influence annual graduation rates and may lead to overly positive or negative outcomes in any one year. This analysis is not a substitute for your own campus' deeper internal assessments of Graduation Initiative 2025 progress.

## HSU Progress Summary

**Two years into this initiative, Humboldt State continues to make good progress toward most of its goals and limited progress toward one other.** Next year (2019) the freshman cohort that serves as the basis for measuring three of our six goals, will arrive. For this reason, 2018 is a critical year for analyzing results, consulting with faculty and staff, and implementing meaningful actions to improve student success.



\*Gauge values were determined as follows: For each goal, an interim target was set by extrapolating a straight line from the 2010 (6-year freshmen, URM and Pell Gaps), 2012 (4-year freshmen and transfers), or 2014 (2-year transfers) cohorts to their respective 2025 goals. The current rates (for the 2012, 2014 or 2016 cohorts) were then compared to the interim targets, and the gauges were set as:

- Green if the graduation rate or gap was less than 1 percentage point below the interim target
- Yellow if the graduation rate or gap was between 1 and 3 percentage points below the interim target
- Red if the graduation rate or gap was more than 3 percentage points below the interim target



## Freshman 4-Year Graduation Goal

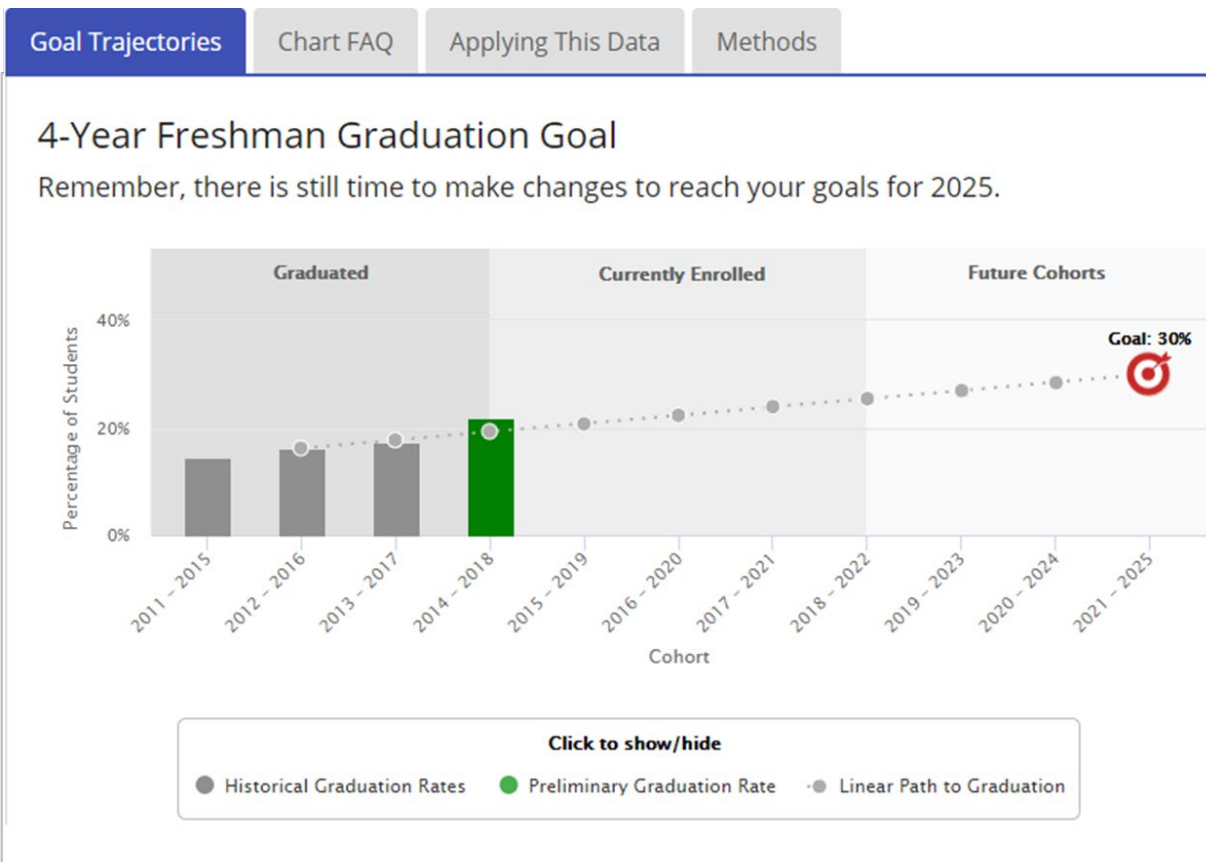


**HSU is making good progress toward its 2025 goal that 30% of all freshmen graduate within 4 years.**

Four-year graduation rates for the freshman cohorts beginning in 2012 and 2013 were among the highest in HSU's history. The preliminary 4-year graduation rate for the 2014 cohort (21.9%) is much higher than the 2013 cohort, and also higher than the interim benchmark (19.3%) created by drawing a straight-line projection from the 2012 graduation rate to the 2025 goal (see dashboard chart below).

Cohort	Grad Rate
2012-2016	16.2%
2013-2017	17.4%
2014-2018	21.9%
<b>2025 Goal</b>	<b>30%</b>

**The fact that HSU's current 4-year freshman graduation rate is higher than its interim target demonstrates that the university is making good progress toward its goal.**



## Freshman 6-Year Graduation Goal

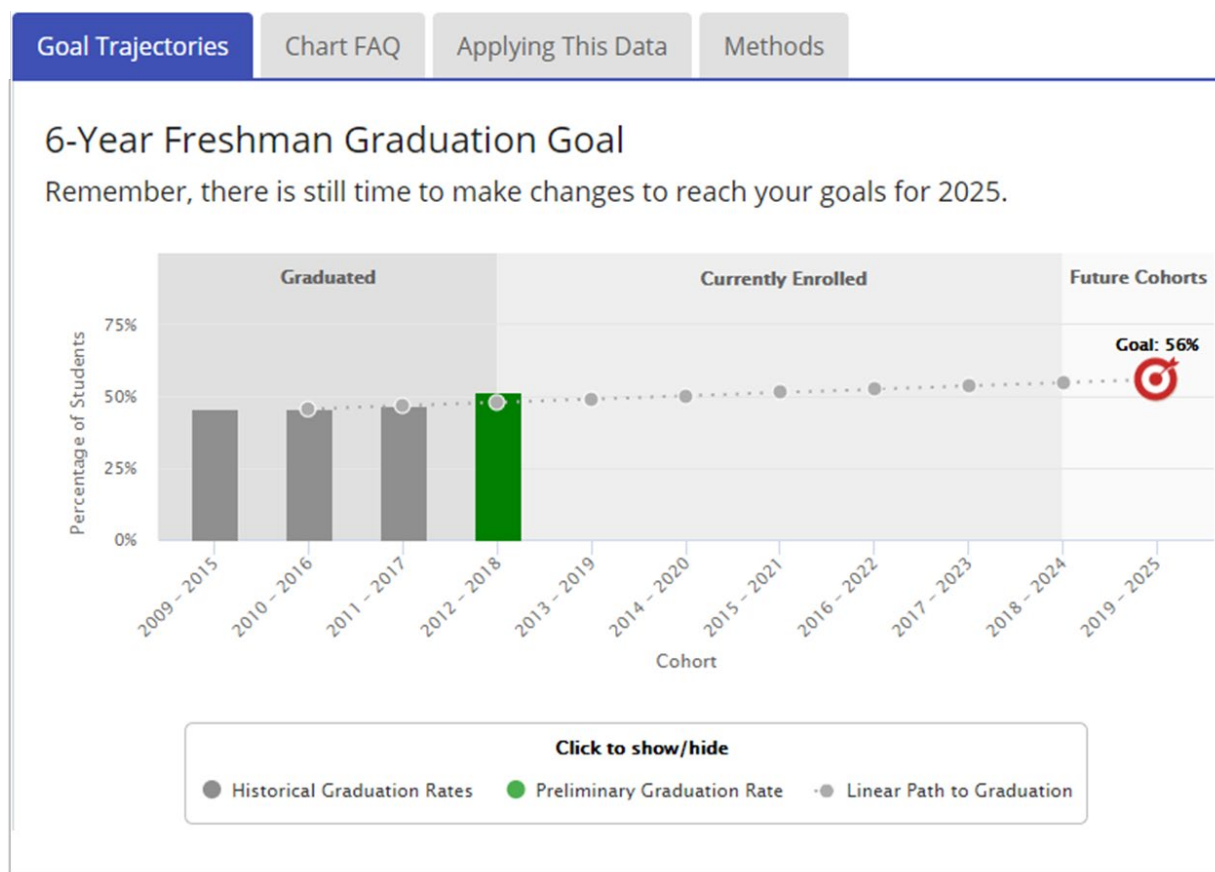


**HSU is making good progress toward its 2025 goal that 56% of all freshmen graduate within 6 years.**

The six-year graduation rate for the freshman cohort beginning in 2010 was 45.6%. The preliminary 6-year graduation rate for the 2012 cohort (51.8%) is notably higher and is also higher than the interim target (47.9%) set by drawing a straight-line projection from the 2010 graduation rate to the 2025 goal (see dashboard chart, below).

Cohort	Grad Rate
2010-2016	45.6%
2011-2017	46.6%
2012-2018	51.8%
<b>2025 Goal</b>	<b>56%</b>

**The fact that HSU's 6-year freshman graduation rate is higher than its interim target demonstrates that the university is making good progress toward its 2025 goal.**



## Transfer 2-Year Graduation Goal

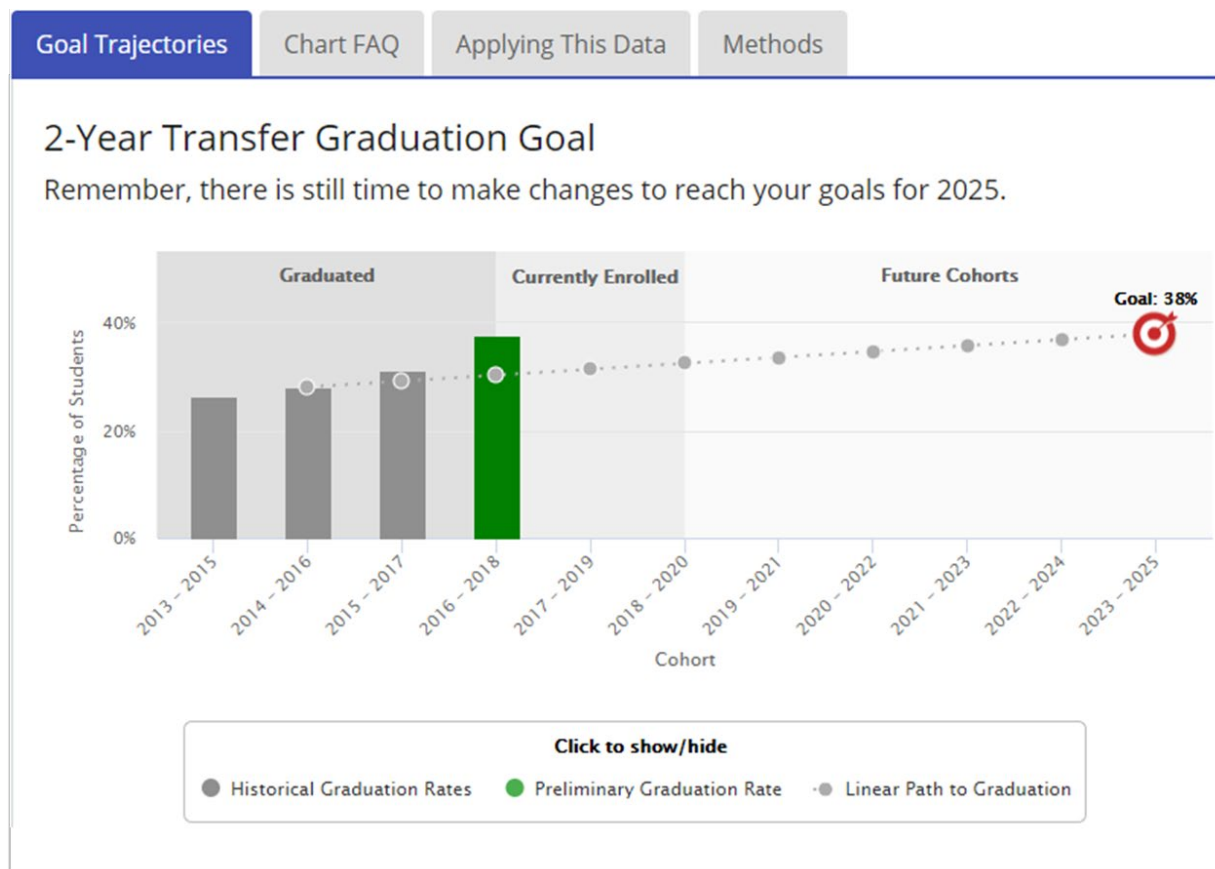


**HSU is making good progress toward its 2025 goal that 38% of all transfers graduate within 2 years**

The 2-year graduation rate for the transfer cohort beginning in 2014 was among the highest in HSU's history. The preliminary 2-year transfer graduation rate for the 2016 cohort (37.8%) is higher still, and is much higher than the interim target (30.3%) set by drawing a straight-line projection from the 2014 graduation rate to the 2025 goal (see dashboard chart, below).

Cohort	Grad Rate
2014-2016	28.1%
2015-2017	31.2%
2016-2018	37.8%
<b>2025 Goal</b>	<b>38%</b>

**The fact that HSU's current 2-year transfer graduation rate is much higher than its interim target (and almost meets its 2025 goal) demonstrates that the university is making very good progress toward its 2025 goal.**



## Transfer 4-Year Graduation Goal

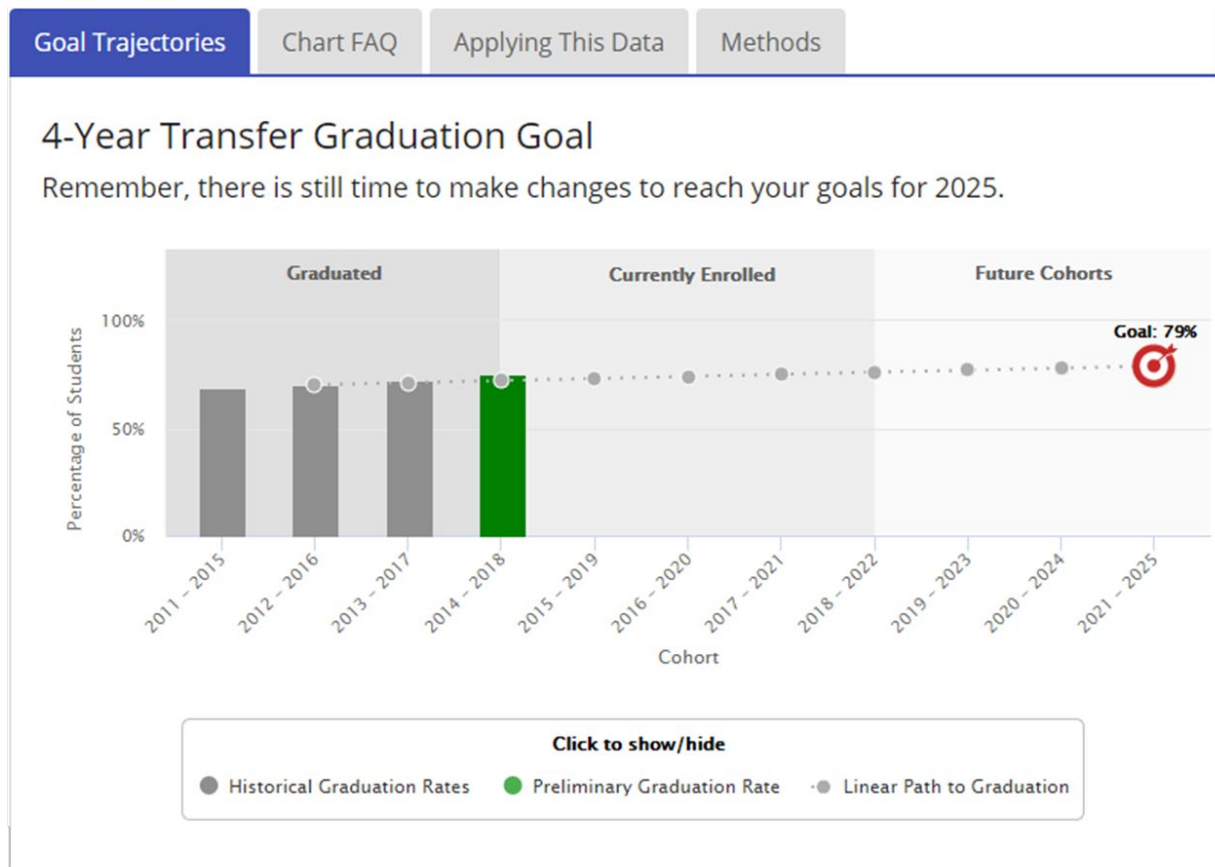


**HSU is making good progress toward its 2025 goal that 79% of all transfers graduate within 4 years.**

The 4-year graduation rate for the transfer cohort beginning in 2012 was among the highest in HSU's history. The preliminary 4-year transfer graduation rate for the 2014 cohort (75.4%) is greater than the interim target (72.2%) set by drawing a straight-line projection from the 2012 graduation rate to the 2025 goal (see dashboard chart, below).

Cohort	Grad Rate
2012-2016	70.2%
2013-2017	72.2%
2014-2018	75.4%
<b>2025 Goal</b>	<b>79%</b>

**The fact that HSU's 4-year transfer graduation rate is higher than its interim target demonstrates that the university is making good progress toward its 2025 goal.**



## Underrepresented Minority (URM) Equity Gap Goal



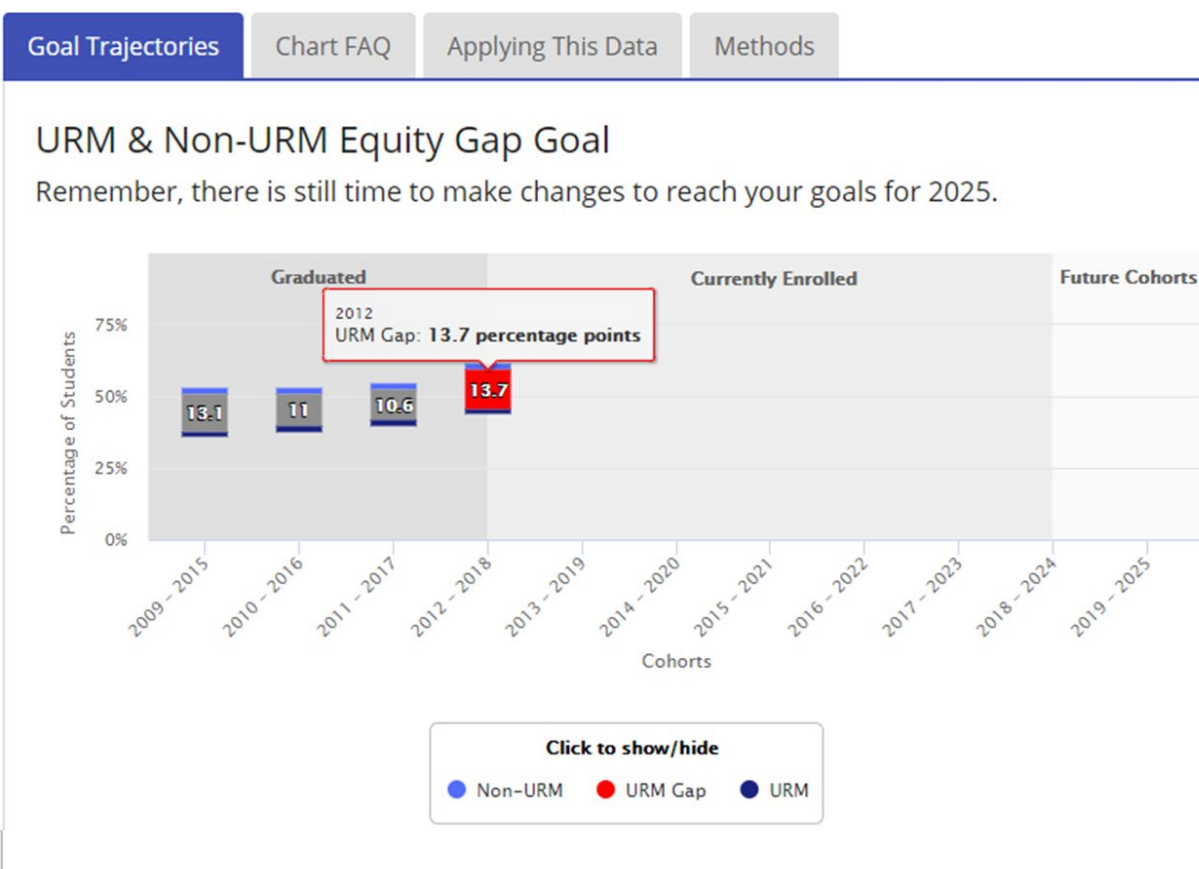
Limited Progress

**HSU is making limited progress toward its 2025 goal of eliminating the gap between the percentage of URM and Non-URM freshmen who graduate within 6 years.**

The gap between URM and Non-URM freshmen who graduated within 6 years was 11 percentage points for the freshman cohort beginning in 2010. The preliminary URM equity gap for the 2012 cohort (13.7 points) is much larger than the interim target (8.6 points) set by drawing a straight-line projection from the 2010 gap to the 2025 goal (0 percentage point gap).

Cohort	URM Gap
2010-2016	11.0 points
2011-2017	10.6 points
2012-2018	13.7 points
<b>2025 Goal</b>	<b>0 points</b>

**The fact that HSU's current URM equity gap is 5.1 percentage points higher than the interim target indicates that the university is making limited progress toward its 2025 goal.**



## Pell Equity Gap Goal



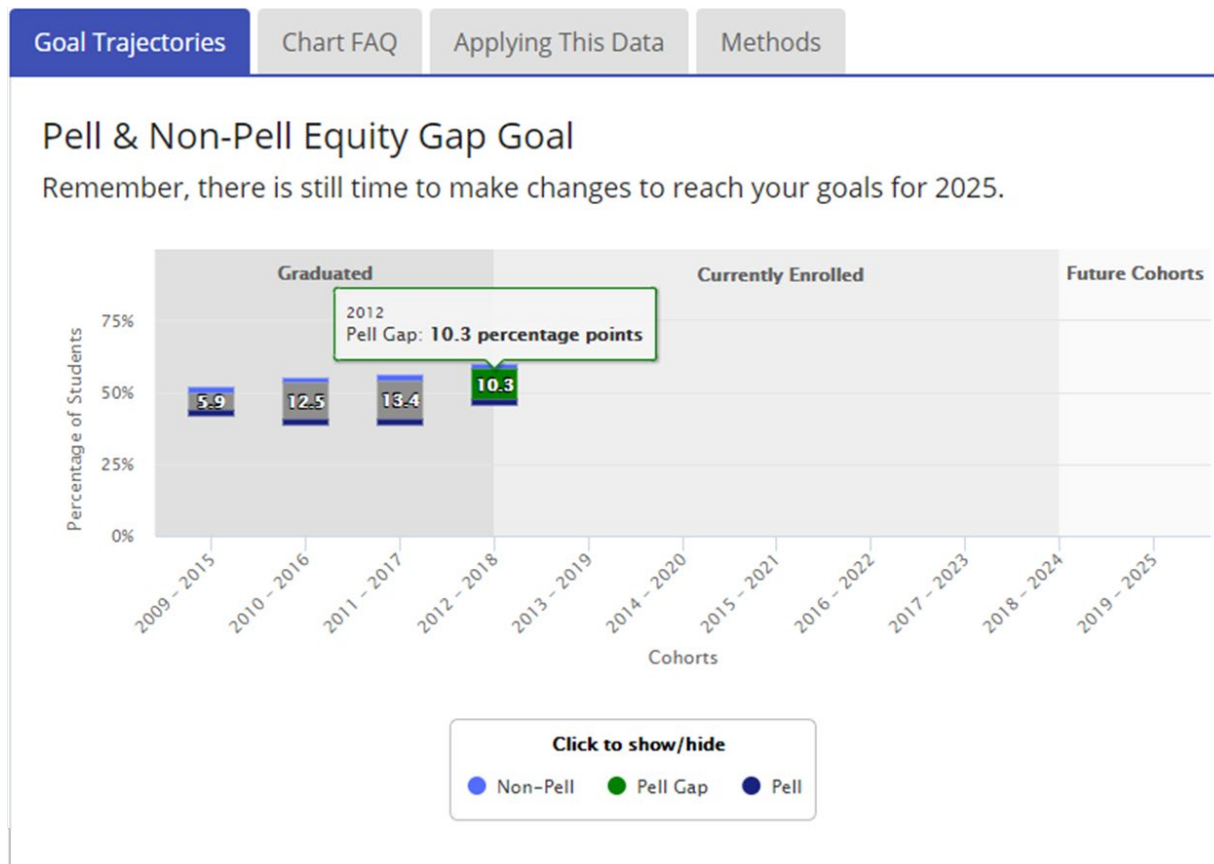
Good Progress

**HSU is making good progress toward its 2025 goal of eliminating the gap between the percentage of Pell-recipient and Non-Pell recipient freshmen who graduate within 6 years.**

The gap between Pell and Non-Pell freshmen who graduated within 6 years was 12.5 percentage points for the freshman cohort beginning in 2010. The current Pell equity gap for the 2012 cohort (10.3 points) is larger than the interim target (9.7 percentage points) set by drawing a straight-line projection from the 2010 gap to the 2025 goal (0 percentage point gap).

Cohort	Pell Gap
2010-2016	12.5 points
2011-2017	13.4 points
2012-2018	10.3 points
<b>2025 Goal</b>	<b>0 points</b>

**The fact that HSU's current Pell equity gap only 0.6 percentage points higher than the interim target indicates that the university is making good progress toward its 2025 goal.**



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## President's Office:

Submitted by Lisa Rossbacher, President, Humboldt State University

Dear colleagues –

I would like to call your attention to the CSU's Student Success Dashboard, at [calstate.edu/dashboard](https://calstate.edu/dashboard), for a summary of Humboldt State's status regarding our Graduation Initiative 2025 goals. When you log on through the CSU portal, you will have access to a wide range of data, including details at the departmental and individual course level.

The elements of this dashboard that I find particularly interesting include the enrollment by student level (for the implications for the future-enrollment pipeline), achievement gaps (particularly for traditionally underrepresented groups), and courses in which students struggle the most. I'm sure each of you will find your own areas of special interest. Please do take a look at this website.

And please remember that HSU's Office of Institutional Effectiveness (<https://ie.humboldt.edu>) also provides a wealth of campus-based data, which provides valuable insights into our collective status and progress.

Submitted by Renee during the meeting



**California Faculty Association  
Resolution on Partnership with Justice for Josiah**

WHEREAS, **David Josiah Lawson** is the beloved son of Charmaine Lawson and an African American student attending Humboldt State University, studying Criminology and Justice Studies and who had earned the respect of his professors and student colleagues; and

WHEREAS, over 18 months ago **David Josiah Lawson** was brutally murdered while attending an off-campus social gathering that primarily included members of the Humboldt State University community; and

WHEREAS, we recognize the loss of **David Josiah Lawson** as a loss to his family, the African American community and the California State University community; and

WHEREAS, this murder remains unsolved and related issues of social and racial injustice have been raised about the social environment African Americans face at HSU, across the CSU and in university settings across the nation; and

WHEREAS, we recognize the California State University system regularly engages a practice of targeted recruitment of students of color to rural campuses to direct them away from the impacted campuses in major California cities without making students aware of hostile elements in the racial environments on campus and in those rural communities; and

WHEREAS, the recruitment and retention of faculty of color is also enacted to further faculty diversification and support students of color but without regard to the potential hostile and unwelcoming environment they may confront; and

WHEREAS, we recognize a continuing problem of disparity in ratios of African American professors to African American students creates a gap in mentoring for those students, as recently highlighted in a report by the Race and Equity Center at the University of Southern California; and

WHEREAS, that same disparity also creates a burden of service work that falls disproportionately on African American, Native, Latina/o/x, Asian Pacific Islander, LGBTQIA; therefore be it

RESOLVED, that the California Faculty Association continues its partnership with Charmaine Lawson and the Justice for Josiah campaign to use our influence to assist those who seek justice in the resolution of this crime and in the resolution of issues of safety and hostile campus environments, their surrounding communities, and social injustice issues raised in this campaign.

Adopted by the CFA Assembly  
October 21, 2018



## **ICC Consent Calendar for 10/30/18 University Senate Meeting**

### **18-099 BIOLOGY: Environmental Biology Suspend Concentration**

The Department of Biological Sciences is revising all of the majors and concentrations offered in the department. In the current group of concentrations of the Biology major, Environmental Biology considerably overlaps in course content with Ecology and Biodiversity. When asked by students, faculty in the department have a hard time recommending one of these concentrations to a student with particular career aspirations. As part of the curricular revision process the Ecology and Biodiversity concentration is being renamed as the Ecology concentration and the course structure of the concentration can provide the intellectual training and background for students who chose either of these two concentrations in their old forms. There were no unique courses in the Environmental Biology concentration, so its elimination will not alter the course offerings of the department. Thus, current Environmental Biology students should be able to complete their degrees without problems. Several courses from outside the department were restricted electives in the Environmental Biology concentration, but are not explicitly mentioned in the course list for the new Ecology concentration. These courses include ESM 360 Intro to Environmental Planning Methods, REC 330 Adventure Theory & Practice, SOC 320 Environmental Sociology, and WLDF 460 Conservation Biology. However, the Ecology concentration in addition to the major requirements and listed restricted electives requires students to take "Three additional upper division courses, totaling at least 7 units, chosen with your advisor, and focused on developing your skills as an ecology." The outside department courses in the Environmental Biology concentration could be used to satisfy this requirement of the new Ecology concentration.

### **18-094 BIOLOGY: Cellular/Molecular Biology Concentration Program Change**

Add PHYX 118 (1 unit) as an option for PHYX 107 (4). Change upper division from 9 required courses plus Senior Thesis or Directed Study to 5 required courses and 12 units from a list which includes the Senior Thesis or Directed Study.

### **18-097 BIOLOGY: Ecology Concentration Program Change**

Ecology and Biodiversity is changing its name to Ecology to better reflect the content. Add PHYX 107 (4) as an option for PHYX 118 (1) as some graduate schools prefer the material covered by PHYX 107. Since BIOL 410 has been discontinued [18-114], students will take BIOL 350 [18-123] and a lab—either BIOL 440: Molecular Genetics Lab [18-116] or BIOL 450: Cell Biology Lab [18-125]. Reduce restricted electives from 6 units (two courses) to 3 units (one course). Provide total unit count of 7 for the upper division electives chosen with advisor. Reduces concentration from 81 units to 75 as minimum.

### **18-104 BIOLOGY: General Biology Program Change**

Add PHYX 107 (4) as an option for PHYX 118 (1) as some graduate schools prefer the material covered by PHYX 107. BIOL 410: Cell Biology, (4 units) [18-114], part of a list of restricted electives, is being replaced by BIO 350 Cell Biology (3 units) [18-123]. Reduce upper division units, taken in consultation with advisor, from 15 to 12.

#### 18-105 BIOLOGY: Marine Biology Concentration Program Change

BIOL 410: Cell Biology, (4 units), part of a list of restricted electives, is being replaced by BIO 350 Cell Biology [3 units- 18-123]. Add PHYX 107 (4) as an option for PHYX 118 (1) as some graduate schools prefer the material covered by PHYX 107. NOTE: when DCG is double counted, the concentration meets the 120 unit requirement.

#### 18-106 BIOLOGY: Microbiology Concentration

Add PHYX 107 (4) as an option for PHYX 118 (1) as some graduate schools prefer the material covered by PHYX 107. The concentration previously had 10 required upper division courses. In order to streamline the concentration and help with time to graduation, the concentration has reduced the required courses to 7 and created a list of options from which students must take 6 units. The change shifts the concentration from 68-82 units down to 64-75 units.

#### 18-107 BIOLOGY: Science Education Concentration Program Change

Make the following changes to bring the concentration closer to compliance with the CTCC approved subject matter standards: Upper Division—Remove BIOL 412, 433, 433D, and 440 {6 units total} from the required upper division and add BIOL 350 Cell Biology [18-123], BIOL 448 Biogeography [18-124], and BIOL 499 Directed Study {7 units}. The increase of one unit helps the program meet the requirements of CTCC better and should not adversely impact resources due to the small size of concentration and reduction in lab time.

#### 18-108 Botany Program Change

Add PHYX 107 (4) as an option for PHYX 118 (1) as some graduate schools prefer the material covered by PHYX 107. Increase number and variety of options in restricted electives lists to speed time to graduation and group lists into Botanical Diversity (take 3 of 5); Plant Structure/Development/Evolution (take one of 3); Life Science (take 1 of long list).

#### 18-109 Zoology Program Change

Add PHYX 107 (4) as an option for PHYX 118 (1) as some graduate schools prefer the material covered by PHYX 107. Add Cell Biology lecture course [18-123] and remove previous microbiology requirements (which are placed in upper division elective options). Upper division restricted electives are divided into Invertebrate Diversity, Vertebrate Diversity, and Animal Structure and Function, with students required to take one course in each category. Additionally, there will be a list of life science courses from which students must take two courses totaling at least 5 units. Changes will speed time to graduation by eliminating bottlenecks and increasing choices and allow students to better tailor their major to their career path.

#### 18-111 Principles of Biology [BIOL 105] Course Change Form

Change enforced pre-requisites from CHEM 107 or CHEM 110 (C) with a grade of C- or higher to CHEM 107 or CHEM 109 with a grade of C- or higher. These reflect a change in the introductory sequence order to BOT 105>BIOL 105>ZOOL 110. By changing the BIOL 105 prereq from a

concurrent enrollment in CHEM 110 to completion of CHEM 109, some students may be able to take BIOL 105 a semester sooner.

#### 18-112 Introductory Zoology [ZOOL 110] Course Change Form

Change no pre-requisite to BIOL 105 as a prerequisite. These reflect a change in the introductory sequence order to BOT 105>BIOL 105>ZOOL 110. In the past, non-success rates for ZOOL 210 (with a prerq of BIOL 105) were less than half the non-success rates of ZOOL 110 without a pre-req. Since 210 has been eliminated due to budget cuts, it was decided to add the BIOL pre-req to improve the success rates of ZOOL 110.

#### 18-113 Genetics [BIOL 340] Course Change Form

Change C class from 3 units C-4 lecture and 1 unit C-7 lab to 3 units C-2 lecture (lab will be a separate course). Change required pre-req from BIOL 105, STAT 108 or STAT 109; all with grades of C- or higher to BIOL 105, [STAT 108 or STAT 109 or CHEM 341]; all with grades of C- or higher; and BIOL 340L (C) [18-121]. By separating the lecture and lab, students will have the opportunity to retake only one section (lab or lecture, likely the less expensive latter) of this course if they fail—course is a high fail rate course. CHEM 341 is added to the pre-req list so Biochemistry students can get into the course without have to take a STAT course which is not required in their major. Sufficient statistics to succeed in BIOL 340 are present in CHEM 341.

#### 18-114 Cell Biology [BIOL 410] Course Change Form

Suspend course as it is being replaced by BIOL 350: Cell Biology, a lecture only course, [18-123] and BIOL 450 (Cell Biology Laboratory), a lab only course. By splitting the lab component off and not requiring it of all students depending on major/concentration, costs will be reduced.

#### 18-115 General Bacteriology [BIOL 412] Course Change Form

Change title to General Microbiology and description to “Natural history and importance of bacteria, archaea, and viruses. Structure, growth, metabolism, genetics, taxonomy, diversity, pathogenesis, and applied aspects of microorganisms.” Changes better reflect course content.

#### 18-116 Genetics Lab [BIOL 440] Course Change Form

Change title to Molecular Genetics Lab in order to differentiate it from the new 340L: Genetics Lab [18-121].

#### 18-117 Stem Cell Biology [BIOL 544] Course Change Form

Change required pre-requisites from BIOL 410 with a grade of C- or higher; strongly rec: BIOL 440 and ZOOL 476 to BIOL 350, BIOL 450 with a grade of C- or higher. Rec: BIOL 440, ZOOL 476, (CHEM 438 or CHEM 434).

#### 18-118 Advanced Behavioral Neuroscience [PSYC 325] Course Change Form

Change required pre-req from (PSYC 242 and PSYC 321) or ZOOL 310 or BIOL 410 to (PSYC 242 and PSYC 321) or ZOOL 310 or BIOL 350 since BIOL 410 is being replaced by BIOL 350 in the Biology Department.

#### 18-119 Advanced Behavioral Neuroscience [ZOOL 325] Course Change Form

Change required pre-req from (PSYC 242 and PSYC 321) or ZOOL 310 or BIOL 410 to (PSYC 242 and PSYC 321) or ZOOL 310 or BIOL 350 since BIOL 410 is being replaced by BIOL 350 [18-123] in the Biology Department.

#### 18-120 Principles of Animal Development [ZOOL 476] Course Change Form

Change required pre-reqs from BIOL 340 and ZOOL 110 to BIOL 350 and ZOOL 110. BIOL 350 Cell Biology [18-123] is being added as a pre-req because developmental biology requires knowledge in cell biology prior to learning the mechanisms underlying developmental events [BIOL 350 has BIOL 340 as pre-req].

#### 18-121 Genetics Laboratory [BIOL 340L] NEW Course Proposal

C-16 one unit Genetics Laboratory with required pre-reqs of BIOL 105, [STAT 108 or STAT 109 or CHEM 341]; all with grades of C- or higher; and BIOL 340 (C). Course is not repeatable. Course description: "Theories, concepts and practice of modern molecular genetics laboratory research. Discussion of primary literature and current events." Course will affect major and emphasis. Offer 2 sections per semester. Existing BIOL 340 is a combined lecture and laboratory course, which, when students fail the course, requires students to retake the whole thing including the expensive lab. By splitting the course into BIOL 340, lecture only, and BIOL 340L, lab only, if students pass one course (generally the lab) they can simply take the part they did not pass. As statistics suggest students will likely pass the lab (an expensive course) and need to retake the lecture (not expensive), this change will not only improve student time to graduation but also likely reduce resource use and cost.

#### 18-123 Cell Biology [BIOL 350] New Course Proposal

A three unit C-1 lecture course which will serve as a pre-requisite for BIOL 544 and PSYC/ZOOL 325 [18-118, 18-119]. Course has pre-requisites of BIOL 340 and [PHYX 106 or PHYX 109] and course description of "Study of the structure and function of cells with emphases in biochemistry, molecular biology, and physiology, and methods used to address relevant-questions in the field." The course [along with a separate lab component—BIOL 450 [18-125] is replacing BIOL 410 [suspended 18-114]. One section per semester. This separates the lab (an expensive part of the course) from the lecture, which is increased to 3 times a week. It will speed graduation by allowing students who fail one part to only take it over again and save the department money by requiring less labs. It will also allow certain majors to add the lecture part which they did not want to do when the lab was included.

#### 18-124 Biogeography [BIOL 448] New Course Proposal

This three unit C-5 seminar course has a pre-req of BIOL 330 and a description reading "Past/present geographic distribution of animal and plant groups. Emphasis on vertebrate animals and vascular plants." GEOG 302: Global Ecology and Biogeography is similar, but the GEOG faculty voiced no objections. This course is designed for the Science Education concentration and will aid with moving to a CCTC accredited program. It will also be used on a list of restricted electives for several other majors/concentrations. As this course is an undergraduate version of a graduate course [BIOL 548], the course may be cross-listed. For

additional work to separate the graduate and undergraduate versions, graduate students are expected to lead a discussion on Book Chapter Readings and write a paper on *Theoretical Concepts in Biogeography*.

#### 18-125 Cell Biology Lab [BIOL 450] New Course Proposal

This C-16, two unit lab is part of the replacement for BIOL 410, which combined lab and lecture and created added expense for the department and a bottle neck for students when they failed one part of it. By separating the lecture [BIOL 350: 18-123] and the lab, the department saves money and improves student time to graduation. BIOL 350 (with a grade of C- or higher) is a pre-req for this course whose description reads “Experiments in modern and classical cellular and molecular biology, cellular physiology, and biochemistry of cells using cell culture models.” Two sections of the course will be offered each semester.

#### 17-062 PHIL 307: Philosophy of Law (New Course Proposal)

UD GE in Area C and D. This course has been previously taught as a special topics course and is approved as an elective for the Criminology and Justice Studies Major. The course has the support of Joice Chang, the prelaw advisor, and Joshua Meisel of Sociology and Criminology and Justice Studies. The appropriate MAP and catalog copy have been submitted (it is being added to a list of prescribed electives for PHIL).