

Tuesday, December 4, 2018, 3:00pm, Goodwin Forum (NHE 102)

Chair Stephanie Burkhalter called the meeting to order at 3:04pm on Tuesday, December 4, 2018 Goodwin Forum, Nelson Hall East, Room 102; a quorum was present.

**Members Present**

Alderson, Brumfield, Burkhalter, Creadon, Dunk, Enyedi, Karadjova, Kerhoulas, Le, Maguire, K. Malloy, Mola, Moyer, Pachmayer, Parker, Rizzardi, Sandoval, Virnoche, Wrenn

**Members Absent**

Bacio, Byrd, Gough, Keever, McConnell, N. Malloy, Rossbacher, Thobaben, Woglom, Zerbe

**Guests**

Chant'e Catt, Rick Zechman, Gregg Gold, Randy Hyman, Jenessa Lund, Rock Braithwaite, Mark Wicklund, Dale Oliver, Manohar Singh, Duncan Robins, Bethany Rizzardi, Dave Nakamura, Peggy Metzger, Lisa Castellino, Lisa Bond-Maupin, Casey Park, Amber Blakeslee

**Announcement of Proxies**

Le for Bacio, Parker for Byrd, Maguire for Gough, Virnoche for Keever, K. Malloy for N. Malloy, Dunk for Thobaben, Alderson for Woglom, Creadon for Zerbe

**Approval of and Adoption of Agenda**

M/S (Dunk/Alderson)

Motion carried unanimously

**Approval of Minutes from the November 13, 2018 Meeting**

M/S (Dunk/Woglom) to approve the Minutes of November 13, 2018

Motion carried unanimously

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

- Written report attached

In addition to the written report, Chair Burkhalter reported that Resolution 04-18/19-CBC has been voted upon and approved by the General Faculty, meaning that the CFA Chapter President or designee, and the Labor Council Representative now have voting rights in the Senate. She also reported that January 31, from 3pm to 5pm, on the 3rd floor of library, will be a pre-forum to come together and provide feedback to the newly elected ACTCSP about what the campus community would like to see in a new president for HSU.

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

M/S (K. Malloy/Maguire) to accept the reports as read

Motion carried unanimously

Chair Burkhalter noted that there will be time set aside at the next meeting to review the reports from this meeting.

**Academic Policies:**

- Written report attached

**Appointments and Elections:**

- Written report attached

**Constitution and Bylaws:**

- Written report attached

**Faculty Affairs:**

- Written report attached

**Integrated Curriculum Committee:**

- Written report attached

In addition to the written report, Senator Alderson told the Senate to expect a virtual ICC Consent Calendar emailed before the break for approval.

**Associated Students**

Senator Sandoval reported the following: Yanida Cruz is the student representative to the ACTCSP; Associated Students is looking to see what the next steps to change the mascot would be; and that the IRA committee had their first meeting.

**University Resources and Planning Committee:**

- Written report attached

**ASCSU Statewide Senate:**

- Written report attached

In addition to the written report, Senator Creadon noted the continued lack of CSU reviewers is still a problem, to the point that community college reviews alone can approve courses for transfer. The ASCSU passed a resolution at the last plenary to allow lecturers and FERP faculty to be CID reviewers, which they hope will increase the number of available people to review. Senator Creadon also reported that the resolution for the adoption of the tenets of system level shared governance is ongoing, and they're planning to insert language to communicate dissatisfaction with the definition of "expedited consultation," and to eliminate the language that the Chancellor shall decide everything in the absence of anything else.

**Student Affairs:**

Interim VP Brumfield reported that he has signed a contract with Connie Stewart's office regarding the Children's Center; Connie will be the Project Manager for the Children's Center budget challenges, and in the next few months she'll be working to develop a survey for needs assessment, so the offices will have the appropriate data to make budget decisions.

**Administrative Affairs:**

- Written report attached

In addition to the written report, VP Dawes reported that the new Associate Vice President for Human Resources, David Montoya, is on campus and that there will be an Open Forum on December 13 to get to know him.

**Provost's Office:**

The Provost reported that the Fall Graduation Reception will be in the Great Hall from 4-6PM on Friday, December 7 and encouraged everyone to attend and celebrate students' success.

**President's Office:**

- Written report attached

**Consent Calendar from the Integrated Curriculum Committee**

The attached 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**

Mark Baker read from the attached prepared remarks.

**Resolution on Academic Honesty and Integrity (02-18/19-APC – December 4, 2018) Second Reading**

M/S (Dunk/Le) to edit the first line of the Resolution to say "President" instead of "Provost"

Motion approved unanimously

Senate vote to approve the Resolution on Academic Honesty and Integrity **passed**.

Ayes: Alderson, Bacio, Byrd, Brumfield, Creadon, Dawes, Dunk, Enyedi, Gough, Parker, Karadjova, Keever, Kerhoulas, Maguire, N. Malloy, K. Malloy, Mola, Moyer, Pachmayer, Rizzardi, Thobaben, Virnoche, Woglom, Wrenn

Nays: Le, Sandoval

Abstentions: none

**TIME CERTAIN: 3:45-4:15 PM – Information Item: Student Fee Taskforce Report:**

Budget Director Amber Blakeslee gave the attached presentation.

**Discussion Item: Issues of Racism, Equity, Diversity and Elitism; continued discussion**

Chair Burkhalter opened by stating that the Senate Executive Committee decided to include a 30 min standing Discussion Item for each remaining Senate meeting this Academic Year to continue discussing these issues, but that the format and topics were not decided upon. Chair Burkhalter opened the floor to hear Senators' thoughts on the forum moving forward.

Discussion ensued and is summarized below:

- Senator Virnoche suggested looking at plans already in place at the university and scheduling reports to be given at the Senate as a mechanism for more voices to be heard within those processes, so that this body can be important for not only discussion, but also for action.
- Chair Burkhalter noted she has had a request to hear a presentation about what is going on around campus or in the community, such as the Diversity, Equity, and Inclusion Council, Equity Arcata..etc.
- Senator Creadon agreed and opined that gathering information about what's going on already would be helpful in brainstorming what to do next from within and/or alongside one of those initiatives.
- Chair Burkhalter mentioned that there are three models she's seen used within other CSU Senates: Campus Climate Committees, Faculty Focused Diversity Committees, and Presidential Diversity Committees. She compared those models with HSU's Diversity, Equity, and Inclusion Council, which is a body outside of the Senate under direction from ODEI. She asked how Senators would want to work with them, or if the Senate would prefer creating an ad-hoc committee or taskforce specifically for these issues.
- Provost Enyedi acknowledged Mark Baker's comments, and shared that HSU has had a multiple-year association with Government Alliance on Racial Equity (GAIR), whose website includes good racial equity action plans. The Provost read from their website: "Our theory of change requires normalizing conversations about race, making sure we have a shared understanding of commonly held definitions of implicit bias and institutional and structural racism. Normalizing and prioritizing our efforts creates greater urgency and allows change to take place more expeditiously. We must also operationalize racial equity, integrating racial equity into our routine decision-making processes, often via use of a Racial Equity Tool and development and implementation of measurable actions..." He shared the website URL:  
<https://www.racialequityalliance.org/resources/racial-equity-action-plans-manual/>
- Chair Burkhalter stated she believes the Senate needs to figure out how to meet with DEIC and what they're doing to make sure the Senate is included.
- Senator K. Malloy stated he believes the two bodies of work are not necessarily the same thing, but rather that the Senate work on an Equity Action Plan would be informed

by the Senators already on the DEIC. If the Senate were to undertake this as a group (opposed to a taskforce) then the Senate is going to be able to do something a little more powerful. He stated everyone on the Senate influences policy and needs to engage on this as a committee of the whole, and that he agrees with the Provost's idea to have the DEIC come in and help with subject matter expertise.

- Chair Burkhalter shared that some Campus Climate Committees on other Senates were authorized to give outside survey firms the power to survey their students, staff, and faculty, and mentioned she could find those surveys to share
- Senator Le shared in response that Lisa Castellino has performed those surveys before and has held presentations about the findings (view the presentation here: [https://ie.humboldt.edu/sites/default/files/oie\\_nsse\\_diversity\\_part\\_iii\\_results\\_12\\_2017\\_lisa\\_castellino.pdf](https://ie.humboldt.edu/sites/default/files/oie_nsse_diversity_part_iii_results_12_2017_lisa_castellino.pdf)) and noted that they ask freshman, seniors, and faculty members to participate, so it is not a full sample; but they do compare their sample numbers to other CSUs.

#### **Resolution on Humboldt State University Institutional Learning Outcomes (06-18/19-ICC – December 4, 2018) First Reading**

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

Motion passed unanimously

Senator Alderson introduced the Resolution and recalled that at the last meeting, Mark Wicklund framed the ILOs specifically around the reaccreditation visit fast approaching. Senator Alderson pointed out five of the proposed outcomes surround core competencies as requested by WASC, alongside the equity ILO and the sustainability ILO. The Resolution attached to the ILOs is meant to illustrate why and how HSU is undertaking the WASC points of action, and is designed with the idea that HSU will be able to show these to accreditors as the first step taken to develop a university-wide plan.

Senator Alderson reported these ILOs have gone through numerous vetting chains of command (both within the ICC and the Council of Chairs meetings) and have been through many bouts of wordsmithing, and that she hopes Senate discussions can be about philosophical aspects rather than more wordsmithing or grammar.

Senator Alderson ceded the floor to Mark Wicklund, who shared his main concerns are that the ILOs be assessable, that faculty support them, and that they are able to be distributed across campus.

Senator Virnoche stated that, as she is representing a number of chairs from her college, she needs to share that they've asked for intentional feedback on ILOs 1 and 2 before the Resolution moves forward for a Second Reading. She stated that they haven't had an

opportunity as chairs to engage and talk about these ILOs, and her body of chairs as has asked for an aggregate discussion space.

Senator K. Malloy stated his belief that the ILOs have been vetted within the Council of Chairs as well as the ICC, and that he's heard about them all over campus.

M/S (K Malloy/Creadon) waive the First Reading of the Resolution on Humboldt State University Institutional Learning Outcomes

Voting occurred and the motion **did not pass**.

M/S (Alderson/Dunk) to extend the meeting five minutes.

Motion carried unanimously

Chair Burkhalter recognized Vice Provost Rock Braithwaite, who reminded Senators that during the next WASC accreditation visit, they're going to expect HSU to have at least one semester of assessment data of core competencies from all of the General Education courses. He echoed the statements that urged forward momentum on measureable outcomes, because the alternative would leave us without time for aligning and measuring learning, which would further compresses and put work on departments and programs.

Senator Mola shared his reason for voting "nay" on Senator K. Malloy's motion was because he'd love for there to be a phrase in the Resolution about periodic evaluation of the ILOs.

Senator Alderson requested any other comments be directed to her.

The Resolution will return for a Second Reading.

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M/S (Wrenn/Mola) motion to adjourn

**Meeting adjourned at 5:03pm**

# HUMBOLDT STATE UNIVERSITY

## Senate Chair's Report

### Senate Meeting, December 4, 2018

The results of the General Faculty election to select the two faculty representatives to serve on the Advisory Committee to the Trustees Committee for the Selection of the President (ACTCSP) have been tallied and the results are: Jim Graham, Associate Professor in Environmental Science and Management and Renée Byrd, Assistant Professor in Sociology and Criminology and Justice Studies. Thanks to both for stepping forward to serve on this important committee.

At the request of Provost Enyedi, consistent with section 714 of the Faculty Handbook, the Senate Executive Committee approved the addition of senator Kerri Malloy as a representative of the Senate and the Diversity Equity and Inclusion Council (DEIC) to the Search Committee for the Vice Provost and Dean of Undergraduate and Graduate Studies.

Building on the one-hour forum held at the November 13, 2018, meeting, the Senate Executive Committee agreed that similar to last year's standing agenda item on the budget, the Senate will include a standing item on diversity, equity and inclusion in the agenda for the remaining Senate meetings in AY18-19. The topics, length and format of these discussions have not yet been determined and ideas from all senators are welcome. Senator K. Malloy and ODEI Director Johnson asked that the Senate create an equity plan for Senate. The purpose and components of this plan, and how it would relate to the campus equity plan being developed by the DEIC, could be discussed during the standing diversity, equity and inclusion discussion time.

At their November meeting, ASCSU passed a resolution on the Trustees Presidential Search policy (see attached). Many CSU campuses have concerns about the policy, especially the restriction on campus visits for the finalists, and the policy will be discussed at the December 6 Council of Senate Chairs meeting.

Note that **on Monday, February 4 (time to be determined)** the Trustees Committee for the Selection of the President (TCSP) will hold **an open forum on campus**. The format of this forum is likely to be similar to the open comment period of a Board of Trustees meeting, and it likely will be held in the Kate Buchanan Room. It is important for the campus community to participate in this forum, as it will be live-streamed and recorded for view by the candidates for president. The TCSP now consists of the following members: Peter Taylor (Chair), Jane Carney, John Nilon, Emily Hinton (student) (their bios can be found at <https://www2.calstate.edu/csu-system/board-of-trustees/meet-the-board-of-trustees>).

**The Senate is sponsoring a 'pre-forum', which is scheduled for Thursday, January 31, 3-5pm in Library 301H (Humboldt Scholars Lab). I ask that senators plan to participate and put this in your calendars now.** The Library is providing the space and the layout, Dean Oberlander's expert facilitation, and liquid refreshments, and Associated Students is providing snacks and publicity support. The purpose of this pre-forum is for diverse members of the campus community to come together and participate in dialogue that will provide the basis for organized feedback to the ACTCSP. This feedback will focus on the skills, qualities and experience that the campus community would like the next president of the university to possess and the opportunities and challenges that leading HSU presents. **Please personally extend invitations to staff, faculty, students and administrators whom you think would be interested in this opportunity.**

November 30, 2018

Dr. Catherine Nelson, Chair  
Academic Senate, CSU  
The California State University  
401 Golden Shore  
Long Beach, California 90802-4210

**RE: November 8-9, 2018**

Dear Dr. Nelson:

Thank you for forwarding the packet of resolutions adopted by the Academic Senate of the California State University at its November 9-9, 2018 meeting. We are pleased to provide the response below.

**1) AS-3346-18/APEP/AA: Requirements for Appointment of Course Outline of Record (COR) Evaluators for the California Course-Identification (C-ID) Process**

We appreciate the work the ASCSU has done over the past several years in response to Senate Bill 1440 (Padilla, 2010). The Academic Senates of the California State University (CSU) and the California Community Colleges (CCC) collaborated to develop discipline faculty-led, statewide efforts to identify Transfer Model Curriculum (TMC) and the included C-ID course descriptors for Associate Degrees for Transfer (ADTs). When initially envisioned, only tenured CSU faculty were approved to conduct the work necessary to make this process move forward.

Over the past several years, however, the initial faculty engaged in this work moved on to other assignments, or have retired. Additional CSU faculty are needed to conduct the work within the ADT process due to the backlog of CCC Course Outlines of Record (COR) waiting C-ID course approval. The lack of CSU reviewers has created serious delays in the process; thus, the CCC Chancellor's Office recently decided to allow community colleges to submit their ADTs without C-ID review and approval if the course(s) within the degree have been in the C-ID review queue for 45 days or more. To alleviate this gap in CSU faculty participation, additional CSU faculty are needed as COR reviewers for community college courses awaiting C-ID approval.



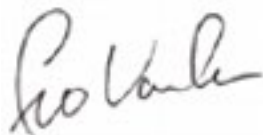
Dr. Catherine Nelson  
November 30, 2018  
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The swift work of the ASCSU on this matter is appreciated. This resolution will allow for an expanded pool of well-qualified, CSU faculty reviewers and will ensure significant CSU participation in the ADT process.

**2) AS-3347-18/FGA: Presidential Search Process in the California State University System:  
Announcement of Finalists and Visits to Campuses**

The future success of the California State University depends on the recruitment of outstanding faculty, staff and leadership. The current presidential selection process recognizes the importance of understanding the campus, its character, and its needs as well as the needs of the community. One of the goals of the current process is to ensure a diverse pool of the most highly qualified and accomplished candidates. The confidential process balances these needs by beginning with open conversation with faculty, staff and students on campus. This is complemented by a committee representative of the elected campus members from the faculty, students, and staff; as well as members of the greater community, the administration and Trustees. Releasing finalists' names would discourage excellent and highly qualified and diverse candidates from applying for the position. For this reason, we will maintain the confidential nature of the search process.

Sincerely,



Leo Van Cleve  
Assistant Vice Chancellor  
Liaison to the ASCSU

c: Dr. Timothy P. White, Chancellor  
Dr. Loren J. Blanchard, Executive Vice Chancellor, Academic and Student Affairs  
Mr. Steve Relyea, Executive Vice Chancellor & Chief Financial Officer  
Mr. Garrett P. Ashley, Vice Chancellor, University Relations and Advancement  
Ms. Melissa Bard, Vice Chancellor, Human Resources

# HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, December 4, 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.

### 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 by the President are implemented

#### **Update:**

The Committee will be reviewing the final draft of the Advising Policy on December 5 with Kathy Thornhill. The policy will then be forwarded to SenEx for referral to Faculty Affairs.

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## **Constitution and Bylaws Committee:**

Submitted by Mike Le, CBC Chair

**Roll Call (Quorum Met: 5/6):** Michael Le, Staff Senator, Chair (2018-2019), Jeff Abel, Parliamentarian, Faculty (2018-2020) Joice Chang, Faculty (2018-2020), Leena Dallasheh, Faculty (2017-2019), and Mary Watson, Non-MPP Staff (2018-2020)

#### **Absent Members:**

Joseph McDonald, Student (2018-2019)

#### **Old Items:**

##### **I. Guiding Document Discrepancies**

- a. There is a conflict between the University Senate Constitution (USC) and the General Faculty Constitution (GFC) on when term begin.
  - i. CBC will propose that the new Senate term begin on June 1 st (same time as General Faculty) as opposed to “the day following the last day of the spring semester.”
- b. There is a conflict between the University Senate Constitution (USC) and the General Faculty Constitution (GFC) about how to fill a vacancy.
  - i. Since faculty have the right to determine how their faculty are elected and replaced, the USC will be updated to reflect the GFC.

## II. Shared Governance Website

- a. CBC would like to found a website dedicated to Shared Governance. This site would be a repository for all Shared Governance documents.

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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. Advising Policy

FAC awaits a draft advising policy from APC.

#### 2. Appendix J

FAC has drafted modifications of several sections of Appendix J to explicitly include language on equity and inclusion. We have also drafted modifications to the Personnel Data Sheet, which we plan to bring to the senate for approval in the near future.

### 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.
5. Clean up and modification of Appendix K.

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## Administrative Affairs:

Submitted by Doug Dawes, Vice President of Administrative Affairs

The Administrative Affairs team published its [semiannual newsletter](#). I hope that each of you take an opportunity to review the successes the team has had over the past several months.

### Facilities

- Construction for the Seismic Retrofit project for the Theatre and the Library is well underway. The project is on schedule and within budget.
- Due to extreme popularity at Thanksgiving break, a third bus was added to the Homeward Bound Program for Winter Break. 75% of the tickets sold within the first 4 minutes when tickets went on sale at 9:00 this morning. As of 3:00 pm, there are only 6 seats left for LA and 18 left for San Francisco.

- Roofing replacements for Redwood Hall and the Wildlife Building are in design, preparing for construction this summer.
- Facilities is gearing up to replace elevators at Gist Hall, the Library, and the Natural Resources Building over Winter Break.

#### Human Resources

- I am pleased to announce that David Montoya will be joining the HSU family on December 11 as the Associate Vice President for Human Resources. I appreciate all the work the search committee employed in the successful search.

#### Accounting & Student Financial Services

- Sylvia Shively, University Controller, has announced her retirement date for early May 2019; recruitment for her replacement is currently underway.
- All Auxiliary and ancillary audits are now complete.
- The Extended Education audit has been closed successfully
- Three of the five resolutions for the Information Security audit have been submitted
- The Accounting team is continuing to work on process efficiencies and have begun completing Journal Entries for internal billing and chargebacks versus creating an invoice, vouchering and then cutting ourselves checks, thus dramatically reducing time on these functions and should help Accounts Payable with their work load.
- Of the 23 campuses 12 campuses had deficiencies in A-133 Single Audit for 2017-18, Humboldt was not one of them.

#### UC Dining Services

- Humboldt State University has received an A+ on peta2's Vegan Report Card this year! The competition has been fierce this year, but Humboldt State University has shown it is a strong contender, that values access to vegan food that all students can enjoy.

#### Contracts, Procurement and Payables

- Admin Affairs Division is starting to use Concur and while there are still little kinks to work out; overall it's been a successful pilot.
- Campus Marketplace is scheduled to launch when we return from break in January. There are two trainings set in December, and two in January. An email with the training times/dates/locations was sent to various list services including the ProCard list serve. (the attachment to this email was included)
- Included in Marketplace will be Amazon Business.
- There are revised [ProCard Guidelines](#), specifically the Cardholder and Approver responsibility sections. The website has been updated, portal announcement made, and in person visits are happening at various meetings across campus.
- The [Hospitality](#) policy has an expanded matrix with more examples.

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## Academic Senate CSU (ASCSU):

Submitted by Mary Ann Creadon, ASCSU Representative

November 30, 2018

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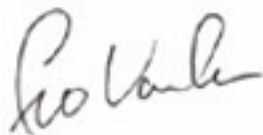
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Sincerely,



Leo Van Cleve  
Assistant Vice Chancellor  
Liaison to the ASCSU

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## Provost's Office:

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

### 1. Creating Change for Equity – Student Success Alliance (SSA) GI2025 Funding Allocations (2018-2019 FY)

On November 15, 2018, the funding allocation recommended to VPAA by the SSA was reported to the Chancellor's Office.

SSA met bi-weekly, beginning August 2018, to develop funding allocations for the GI2025 funds awarded to HSU for the 2018-2019 fiscal year. The table below outlines the distribution of \$1,404,058 recurring (base) funding and \$1,296,743 one-time funding. Funding was allocated across six mandated GI 2025 categories – Academic Preparation, Enrollment Management, Student Engagement and Wellbeing, Financial Support, Data-Driven Decision Making, and academic Barriers.

	Ongoing Base Funding		One Time Funding	
	%	\$\$	%	\$\$
<b>Academic Preparation</b>	20%	\$280,811.60	18%	\$233,413.74
<b>Enrollment Management</b>	12%	\$168,486.96	15%	\$194,511.45
<b>Student Engagement &amp; Wellbeing</b>	31%	\$435,257.98	35%	\$453,860.05
<b>Financial Support</b>	15%	\$210,608.70	25%	\$324,185.75
<b>Data-Driven Decision Making</b>	17%	\$238,689.86	5%	\$64,837.15
<b>Academic Barriers</b>	5%	\$70,202.90	2%	\$25,934.86
<b>Totals</b>	<b>100%</b>	<b>\$1,404,058.00</b>	<b>100%</b>	<b>\$1,296,743.00</b>



Earlier this semester, SSA recommended the allocation of \$1,200,000 GI 2025 funding to new faculty hires for Fall 2019. Combined with \$350,000 from Academic Affairs, and available college/library resources, 20 faculty searches were authorized and are underway.

## 2. Creating Change for Equity – Student Success Alliance (SSA) GI2025 Fund Allocation Planning for 2019-2020 FY, in collaboration with the Integrated Assessment, Planning and Budget Group (IAPB)

In early 2019, the SSA will begin work with the IAPB to develop the mechanism for GI2025 fund allocations for the 2019-2020 FY. In alignment with the IAPB process, it is anticipated that the SSA will create a (i) GI 2025 SSA Project Review Form and a (ii) GI 20215 Rubric designed to evaluate department requests for GI2025 funding.

## ICC Consent Calendar for 12/4/18 University Senate Meeting

### **14-330 PSYC BA Program Change**

Rearranging requirements to program, while not revising total units to degree. PSYC 323 (Sensation & Perception) will be moved from the Core to the Breadth Area. PSYC 419 (Family Violence), an active course not currently required, will be added to the Breadth Area. PSYC 488 (Regression/Multivariate Topics) will be moved from the Capstone Area to the Breadth Area. PSYC 433 (Stress & Wellness) will be removed from the Breadth Area (and it will be either suspended or eliminated from the catalog in the near future).

### **16-157 PSYC 415 Adult Development & Aging**

Reactivating the course (suspended since 14/15) and changing title, description and prerequisites. Title change to "Psychology of Aging and Older Adulthood". The course will be placed back into the Breadth Area where it resided previously.

Description change. Existing: "Patterns of growth/change from middle adulthood through old age. Developmental theories, methodologies, research findings, and personal perspectives on adulthood and aging." Proposed: "Covers changing U.S. demographics, how biological, social, and cultural contexts interact to influence the behavior of older adults (ages 65+), theories of aging and longevity, and psychopathology."

Prereq change: remove PSYC 311 and replace with PSYC 240(C) or PSYC 242(C) reflects how knowledge of child/adolescent development is not fundamental for this course. Since PSYC 311's prereq is: PSYC 240(C) or PSYC 242(C), this change is just eliminating PSYC 311 and NOT adding any course prereqs.

### **18-235 PSYC 433 Stress and Wellness**

Suspend course per program change 14-330.

### **17-207 Rangeland Resources Science Program Change**

Various changes are proposed based on external review of the program and various government standards for qualifications for employment in the field. The changes are:

- Add to the Core: ESM 105: Natural Resources Conservation (3 units), SOIL 460: Soil Management & Erosion Control
- Remove from the Core: GEOL 109: General Geology (4), RRS 285/SOIL 285: Rangeland Resource Seminar, GEOL 306: General Geomorphology (3), SOIL 363: Wetland Soils (3)
- Eliminate the RRS Capstone course and add one unit to SOIL 460 to allow for more time for students to work on their capstone project.
- Total Core units change from 79 units to 77 units.
- To the list of additional Rangeland Courses DELETE RRS 461: Wildland Resources Capstone (1); ADD ECON 423: Environmental and NR Economics (3) and ADD a choice of one of WLDF 301: Principles of Wildlife Management (3) or ESM 215: Natural Resources and Recreation (3) or FOR 321: Fire Ecology (3) - Create packages of recommended electives enabling students to focus knowledge in various areas of emphasis: Botany, Ecological Restoration, Geospatial Technology, Fire, NR Policy, Soils, Sustainable Agriculture

### **17-208 RRS 285: Rangeland Resource Seminar - Suspend course**

### **17-209 RRS 460: Rangeland and Ranch Planning**

Change from 2 units of C-16 to a total of 3 units (1 of C-4 and 2 of C-16). This change moves the former capstone course material into this course, which gives students longer to work on their capstone project.

**17-210 RRS 461: Capstone**

Suspend course, the content will be moved into RRS 460 which will become a 3-unit course. Both these courses are project-based, and the program believe that students will do better with more time focused on one project.

**17-211 SOIL 285: Wildland Soil Seminar**

Suspend course, course goals will be included in SCI 100.

**17-212 SOIL 460: Forest & Range Soils Management.**

Change course title to Wildland Soil Management and Erosion Control - update course description to reflect the WILDLAND soils focus of the course including fire effects and erosion control.

**17-213 SOIL 461: Capstone**

Suspend course - eliminating this course allows students more room for elective courses

**17-248 Interdisciplinary Studies: Dance Studies program change**

Proposed changes address these objectives: 1) update curriculum to align with changes in professional standards; 2) increase student preparedness for professional dance careers and graduate study; 3) encourage stronger proficiencies in rhythmic skills and choreography; and 4) enhance efficiencies within the dance program that reduce the WTU cost of the program.

Summary of changes to the Dance Core:

- Require 2 levels/classes of Choreography - Choreography I (1 unit), (Change DANCE 389: Choreography Workshop from a 3 unit course to a 2-unit course (now named Choreography II)
  - Add a new 1-unit Music For Dancers Course and Drop the requirement to take either MUS 104: Intro to Music or MUS 110: Music Fundamentals (3 units each)
  - Move DANCE 489: Dance Performance (1 unit) from Electives to Core
  - Add DANCE 400: Bodyworks to the Core
  - Change DANCE 330: Modern/Contemporary III from 3 units to 2
  - Add TA 494: Senior Seminar (2 units) - Career Skills education that was previously taught DANCE 330 and DANC 389 (both classes that will have reduced units), will now be covered in this course.
- TOTAL: After all of these changes, the total units in the core will remain 31.

Other minor changes: Change the title of all Modern Dance courses to Modern/Contemporary Dance.

**17-249 Dance Minor**

Increase the required core to 10 units (from 9) by adding the new DANCE 288: Music for Dancers. The core formerly included the 3-unit DANC 389: Choreography Workshop. As in the major, that will be replaced by a two-course sequence: DANCE 389: Choreography 1 (1 unit) and DANC 389: now renamed Choreography 2 (and now 2 units).

The Dance minor will remain a total of 19 units.

**17-250 DANC 103: Modern I**

Change title to Modern/Contemporary I

**17-251 DANCE 103T: Modern I Skills Maintenance**

Change title to Modern/Contemporary I Skills Maintenance

**17-252 DANC 104: Modern II**

Change course title to Modern/Contemporary II

**17-253 DANC 104T: Modern II Skills Maintenance**

Course title change to Modern/Contemporary II Skills Maintenance

**17-254 DANC 288: Music For Dancers**

New 1 unit C-2 course - intended to focus on hearing and understanding musical rhythm and styles as related to dance. Will be a required course for both the Dance Major and Minor.

**17-255 DANC 289: Choreography I**

New course, 1 unit of C-7, with a pre-req of DANC 103: Modern/Contemporary I or DANC 110: Ballet I, or DANC 120: Jazz Dance Styles I. This will be a required course for Dance Majors and Minors; with the addition of this course, Majors will now have two choreography courses, thus enabling students to better develop their skills with choreography.

**17-256 DANC 303: Dance in World Culture**

Change from 2 units of C4, and 1 unit of C12 to 2 units of C1 and 1 units of C12. (The course will remain 3 units). This change is being made so that the lecture part of the class can move from a dance classroom to a traditional "lecture" classroom. The class needs only one unit's worth of dance activity to be held in a dance studio.

**17-257 DANC 330: Modern III**

Change title to Modern/Contemporary III, revise course description to remove "students explore professional opportunities and prepare for auditions." (Dance students will now get this content in TA 494: Senior Seminar.) Change from 3 units (1 of C4 and 2 of C12) to just 2 units of C12.

**17-258 DANCE 330T: Modern III Skills Maintenance**

Course title change to Modern/Contemporary III Skills Maintenance

**17-259 DANCE 389: Choreography Workshop**

Change course title to Choreography II, revise course description, reduce units from 3 (C7) to 2 (still C7). Pre-req of DANC 288: Music for Dancers and 289: Choreography I.

**17-260 DANC 485 Interdisciplinary Dance Seminar**

This course is being suspended to address low enrollment and to better serve student needs by combining some content with TA 494 (Senior Seminar) and some with DANC 389 (Choreography II).

**17-330 ANTH 691 Comprehensive Exam**

New course proposal. Professors will receive 1 unit of assigned time for this 3 unit, mandatory credit/no credit C-78 course. The course is not repeatable though it is designed for distance education. Prerequisites are ANTH 670, 671, 672 (C) 673 (C), 678 (C), and 682 (C). The course description reads

“Students work toward completion of the comprehensive examination with guidance from faculty. Comprehensive exams are generally completed during students’ final semester in the MA program (Credit/No Credit). The department anticipates offering 1 each semester. This option is frequently a common option in Anthropology Mas as it better suits job requirements and, in this case, will help with the low number of faculty available to oversee theses and improve time to graduation statistics.

### **17-332 PROGRAM CHANGE B.A. in Criminology and Justice Studies**

This program change package updates the Knowledge Based Requirements (KBR) course lists in the major and does not impact overall units. The change allows this relatively new major to clarify the major requirements and is linked to their 5-year study "Pilot Conversion" of the CJS major.

First, the department seeks to establish new, permanent versions of courses that have been piloted as Special topics and add them to the KBR areas as follows: SOC 466-Migration & Global Economy (17-338) to the Inequalities KBR; add new course CRIM 455-Policing Bodies: Race & Riots (17-342) to the Law KBR; add new courses CRIM 420-Drugs & Society (17-339) and CRIM 430-Law & Dissent (17-340) to the Justice & Policy KBR.

Second, remove a less popular course CRIM 432-Crime & Rural Communities (suspended with 17-341) from the Inequalities KBR.

Third, this change will add SOC 480 (4 units) special topics to each of the Knowledge Based Requirement (KBR) areas within the major, with a note requiring advisor approval of topics. It has been challenging for the department to make meaningful use of DARS and OIE data when so many of these courses are currently offered under special topics, adding SOC 480 as an option will facilitate better tracking and transparency for students.

### **17-333 MA in Public Sociology - PROGRAM CHANGE**

Proposal allows graduate students more flexibility to pick electives while concurrently suspending three 500-level sociology courses (SOC 530, 535, 550) due to low enrollments and staffing.

### **17-338, NEW COURSE SOC 466 Migration & the Global Economy (4)**

Establish new, permanent course for Criminology & Justice Studies (CJS) major to be included in the Inequalities Knowledge Based Requirement course list (program change proposal 17-332). Offered previously as SOC 480 special topics. Elevating to permanent course aligns with faculty plan for direction and variety of CJS curriculum.

### **17-339, NEW COURSE CRIM 420 Drugs and Society (4)**

Establish new, permanent course for Criminology & Justice Studies (CJS) major to be included in the Justice & Policy Knowledge Based Requirement course list (program change proposal 17-332). Offered previously as SOC 480 special topics. Elevating to permanent course aligns with faculty plan for direction and variety of CJS curriculum.

### **17-340, NEW COURSE CRIM 430 Law and Dissent (4)**

Establish new, permanent course for Criminology & Justice Studies (CJS) major to be included in the Justice & Policy Knowledge Based Requirement course list (program change proposal 17-332). Offered previously as SOC 480 special topics. Elevating to permanent course aligns with faculty plan for direction and variety of CJS curriculum.

**17-341, SUSPEND COURSE CRIM 432 Crime & Rural Communities**

As part of proposal 17-332 CJS program change, the department is suspending CRIM 432. There is less student interest and less faculty interest and expertise in this area. The program change adds new courses in place of CRIM 432, which retains sufficient variety for students and scheduling.

**17-342, NEW COURSE CRIM 455 Policing Bodies: Race & Riot (4)**

Establish new, permanent course for Criminology & Justice Studies (CJS) major to be included in the Law Knowledge Based Requirement course list (program change proposal 17-332). Offered previously as SOC 480 special topics. Elevating to permanent course aligns with faculty plan for direction and variety of CJS curriculum.

**17-343 Suspend SOC 530 Individual and Society (per 17-333)**

**17-344 Suspend SOC 535 Dispute Resolution (per 17-333)**

**17-345 Suspend SOC 550 Social Structure and Inequality (per 17-333)**

**17-346 SOC 583 Quantitative Research Methods**, changing from C-5 (3 units) plus C-13 (1 unit) to C-5 (remaining 4 units, but will be entirely seminar format) only. This format was piloted as SOC 680, worked well and will better help students meet outcomes.

**18-211 FOR 250 Intro to Forest Operations**

Remove prerequisites FOR 130 or FOR 131. Content not needed. Department wants to assist students in progressing more quickly toward degree.

**18-223 FOR 350 Forest Harvesting Systems**

Current prerequisites are FOR 131, 210 and 250. Removing 131 from this list. Department wants to assist students in progressing more quickly toward degree.

**18-224 FOR 450 Harvesting Systems Design and Cost Analysis**

Current prerequisites are FOR 250 and FOR 365 and recommended FOR 350 and FOR 353. Change to FOR 250 only. Department wants to assist students in progressing more quickly toward degree.

**18-103 Forestry – All Concentrations**

Changing passing grade from D to C-. Brings department's grade expectations into alignment with the rest of the college

**18-213 MUS 107B Brass Chamber Music**

Change mode from C-10 to C-78.

This class does not work like a typical college class. Instead, the students who register for the class are divided into trios, quartets, quintets, etc. Each small group rehearses by itself for a couple of hours each week AND each group has a 1-hour coaching with the professor. (This class is scheduled TBA. It works more like an S-Classification course than a (-class course, but there is no S-classification for groups of students.) The professor for this class gets 1.3 TWUs, and in such a situation we expect the course to have 3 or 4 groups. Because of budget cuts (and at times, the number of students who register for the course), we need to be able to offer a 1/2 section of the course at .65 for the professor, meaning just 2 groups in the class with the students still earning 1 unit. The only way we can figure out to make this

work is to create a C-78 course, where a full section=2-4 groups-1.3 WTUs and a 1/2 section=2 groups=.65 WTUs.

### **18-214 MUS 107G Guitar Chamber Music**

Change mode from C-10 to C-78.

This class does not work like a typical college class. Instead, the students who register for the class are divided into trios, quartets, quintets, etc. Each small group rehearses by itself for a couple of hours each week AND each group has a 1-hour coaching with the professor. (This class is scheduled TBA. It works more like an S-Classification course than a (-class course, but there is no S-classification for groups of students.) The professor for this class gets 1.3 TWUs, and in such a situation we expect the course to have 3 or 4 groups. Because of budget cuts (and at times, the number of students who register for the course), we need to be able to offer a 1/2 section of the course at .65 for the professor, meaning just 2 groups in the class with the students still earning 1 unit. The only way we can figure out to make this work is to create a C-78 course, where a full section=2-4 groups-1.3 WTUs and a 1/2 section=2 groups=.65 WTUs.

### **18-215 MUS 107J Jazz Combos**

Change mode from C-10 to C-78.

This class does not work like a typical college class. Instead, the students who register for the class are divided into trios, quartets, quintets, etc. Each small group rehearses by itself for a couple of hours each week AND each group has a 1-hour coaching with the professor. (This class is scheduled TBA. It works more like an S-Classification course than a (-class course, but there is no S-classification for groups of students.) The professor for this class gets 1.3 TWUs, and in such a situation we expect the course to have 3 or 4 groups. Because of budget cuts (and at times, the number of students who register for the course), we need to be able to offer a 1/2 section of the course at .65 for the professor, meaning just 2 groups in the class with the students still earning 1 unit. The only way we can figure out to make this work is to create a C-78 course, where a full section=2-4 groups-1.3 WTUs and a 1/2 section=2 groups=.65 WTUs.

### **18-216 MUS 407B Brass Chamber Music**

Change mode from C-10 to C-78.

This class does not work like a typical college class. Instead, the students who register for the class are divided into trios, quartets, quintets, etc. Each small group rehearses by itself for a couple of hours each week AND each group has a 1-hour coaching with the professor. (This class is scheduled TBA. It works more like an S-Classification course than a (-class course, but there is no S-classification for groups of students.) The professor for this class gets 1.3 TWUs, and in such a situation we expect the course to have 3 or 4 groups. Because of budget cuts (and at times, the number of students who register for the course), we need to be able to offer a 1/2 section of the course at .65 for the professor, meaning just 2 groups in the class with the students still earning 1 unit. The only way we can figure out to make this work is to create a C-78 course, where a full section=2-4 groups-1.3 WTUs and a 1/2 section=2 groups=.65 WTUs.

### **18-217 MUS 407G Guitar Chamber Music**

Change mode from C-10 to C-78.

This class does not work like a typical college class. Instead, the students who register for the class are divided into trios, quartets, quintets, etc. Each small group rehearses by itself for a couple of hours each week AND each group has a 1-hour coaching with the professor. (This class is scheduled TBA. It works more like an S-Classification course than a (-class course, but there is no S-classification for groups of

students.) The professor for this class gets 1.3 TWUs, and in such a situation we expect the course to have 3 or 4 groups. Because of budget cuts (and at times, the number of students who register for the course), we need to be able to offer a 1/2 section of the course at .65 for the professor, meaning just 2 groups in the class with the students still earning 1 unit. The only way we can figure out to make this work is to create a C-78 course, where a full section=2-4 groups-1.3 WTUs and a 1/2 section=2 groups=.65 WTUs.

### **18-218 MUS 407J Jazz Combos**

Change mode from C-10 to C-78.

This class does not work like a typical college class. Instead, the students who register for the class are divided into trios, quartets, quintets, etc. Each small group rehearses by itself for a couple of hours each week AND each group has a 1-hour coaching with the professor. (This class is scheduled TBA. It works more like an S-Classification course than a (-class course, but there is no S-classification for groups of students.) The professor for this class gets 1.3 TWUs, and in such a situation we expect the course to have 3 or 4 groups. Because of budget cuts (and at times, the number of students who register for the course), we need to be able to offer a 1/2 section of the course at .65 for the professor, meaning just 2 groups in the class with the students still earning 1 unit. The only way we can figure out to make this work is to create a C-78 course, where a full section=2-4 groups-1.3 WTUs and a 1/2 section=2 groups=.65 WTUs.

### **18-237 Music Guitar Performance**

The Music Department has long taught MUS 386: Teaching Applied Music and 386L- Teaching of Applied Music Lab in two sections - one for teaching piano and one for teaching voice. We have split these into two separate sets of courses: MUS 381 (L): Piano Pedagogy (Lab) and MUS 382(L): Vocal Pedagogy (Lab). The old MUS 386 was in the list of electives for the Music Studies, as well as in all four emphases of the Performance Concentration. We corrected the Vocal and Piano Performance Emphases when we submitted the original change, but forgot to revise the elective lists in Music Studies, Instrumental Performance, and Guitar Performance. With this change, we are finishing the job.

Both MUS 381 and 382 will be included in the elective list for the Music Studies Concentration.

The Pedagogy courses will be removed from the elective lists for the Instrumental and Guitar Performance Concentrations.

### **18-219 REC 282 Diving First Aid Introduction to HSU Diving**

Course number change from 282 to 252. This course is a prerequisite for REC 262, REC 362, REC 383 and REC 471 and REC 472. Change to REC 252 reduces confusion about which course to take first when looking at the catalog.

### **18-212 ART 437 Professional Practices in Art**

Current level restriction is Juniors and Seniors only. Change to Seniors only to get them out faster

### **17-280 Theatre Arts Program Change**

Eliminate the two emphasis tracks (Performance, and Design and Technology). Create an elective list that includes opportunities for professional development in a variety of areas including acting, design, technology, and participation in a regional theatre festival. Create a clear progression from beginning 10-level to advanced 400-level courses. Clarifying practicum courses and requiring students to have



significant hands-on experience in theatre productions to better align with SLO and increase employability. Finally, reduce major requirements from 52 to 48 units (34 units in the Core and 14 elective units - previously it was 36 units of Core plus 16 units of an emphasis). TA 328 to be taken for 1 unit/semester for a total of 4 units. Integrate core concepts in theatre literature, analysis and criticism into two classes rather than three.

**TA 328 to be taken for 1 unit/semester for a total of 4 units.**

**17-281 TA Minor Program Change.** TA 326 and TA 327 are being suspended, so TA 328 will remain in the minor with these parameters: "...at least one, but no more than three units (counting toward the minor) of TA 328".

**17-282 TA 121 Makeup for Stage and Screen.** Course number change (121 -> 221) since they typically have students take the course in their 2nd year and the course was designed for students with a year of college experience. Change in mode of instruction. From 2 units of C-12 (activity) to 1 of C-12 and 1 of C-3 (lecture) which creates a reduction in WTU while the Student Credit Units remain at 2.

**17-283 TA 137 Theatre Production Techniques.** Changing course number from TA 137 to TA 237 because they want students to have a year of TA coursework before they take this course. Decreasing units from 4 to 3 since the content can be covered adequately in 3 hours/week of meeting time.

**17-284 TA 215 Acting 2: Principles of Voice & Movement.** Removing the only prereq (TA 105) to allow students to take this at the same time or before TA 105, allowing for faster time to degree.

**17-285 TA 315 Acting 3: Advanced Principles of Acting for the Stage.** Removing "Acting 3" from the title. Adding an optional TA 105 to the existing prereq of TA 215 to allow non-majors who have completed only TA 105 to enroll. This allows for less experienced students to enroll and move through the curriculum at a faster pace.

**17-286 TA 325 Studio Productions.** Units earned will remain the same, but the mode of instruction is changing from C-5 to C-78. There will be no compensation (no Assigned Time), so cost savings of 1-4 WTU will be a benefit of the revision.

**17-287 TA 326 (Performance Practicum).** Suspend course and integrate content in to TA 328 (Practicum) which will be an every-semester requirement for all TA majors. This will alleviate confusion about which practicum to register for in a given semester.

**17-288 TA 327 (Pre-Production Practicum)** Suspend course and integrate content in to TA 328 (Practicum) which will be an every-semester requirement for all TA majors. This will alleviate confusion about which practicum to register for in a given semester.

**17-289 TA 328 Production Practicum.** Changing course description (without changing content or outcomes) and repeat limits (currently repeatable without limits, revising to 4 completions). Students will need to take this 4 times for 1 unit with a total of 4 units earned. New description: "Required laboratory course for students' participation in departmental mainstage productions. Opportunities include acting, design, stage management, house management, publicity, directing/assistant directing, and run crews."

**17-290 TA 340 Theatre History I** - course title change to "Theatre History and Criticism I". Content changing to incorporate some aspects covered in TA 448 which is being suspended simultaneously. There was already a good deal of overlap between these courses (and between TA 341 and TA 448).

**17-291 TA 341 Theatre History II** - course title change to "Theatre History and Criticism II". Content changing to incorporate some aspects covered in TA 448 which is being suspended simultaneously. There was already a good deal of overlap between these courses (and between TA 340 and TA 448).

**17-292 TA 351 Principles of Stage Directing.** Changing course number from 351 to 451. Also restricting enrollment to juniors and seniors since directing requires previous theatre production experience.

**17-293 TA 367 "Performance Workshop"** is a new course carrying 1-4 units of C-12 (activity). Description: "Special topics in stage performance and actor training. Subject and areas of focus vary." This course will be a prescribed elective as was noted in 17-280, a program change to the BA in Theatre Arts. Repeatable for a total of 4 completions and students are allowed to enroll in multiple sections in a term.

**17-296 TA 415 Acting 4: Advance Principles of Acting for the Camera.** Change title to "Acting for the Camera" and ease up the prereq. Current prereq: TA 315 (note that 105 and 215 are prereqs for TA 315). They are removing TA 315 and will only enforce TA 105 and TA 215 as prereqs. Goes with TA package.

**17-297 TA 431 Scene Design Technology.** Suspend course and incorporate some content into proposed new course, TA 387, Design & Technology Workshop".

**17-298 TA 433 Lighting Design Technology.** Suspend course and incorporate some content into proposed new course, TA 387, Design & Technology Workshop".

**17-299 TA 436 Costume Design Technology.** Suspend course and incorporate some content into proposed new course, TA 387, Design & Technology Workshop".

**17-300 TA 448 Critical Analysis State and Film.** Suspend course, as content overlaps with TA 341 (Theatre History II). Some content already taught in TA 340 as well.

**17-313: This is a Program Change form describing minor changes (17-314, 17-315, 17-316 & new course proposal 18-229 for proposed HED 345 Health Messaging and Mass Media) to Health Promotion Emphasis within the Exercise Science/Health Promotion Concentration of the Kinesiology BS degree.** Changes are needed to match up with recent changes in the content areas of the Certified Health Education Specialist (CHES) exam. This degree concentration is primarily designed to prepare students for the exam. The changes look good. Minor issue: MAP should be updated to reflect recent changes to supplemental ENGL/STAT, but currently shows "Internship KINS 482" for "Summer or Fall 7 units", taking the degree to 119 units (assuming ENGL 104 = 3 units, and assuming STAT 108 is 3 units).

**17-314 HED 388: Community Based Health Promotion Programs.** Proposed name change (formerly HED 388 Health Related Behavior Change). Promoting health and exercise in the community. Added prerequisite HED 390, allows HED 388 to go into greater depth.

**17-315 HED 392 Community and Population Health.** Prerequisite change only: adding pre/co-requisite HED 390 allows HED 392 to go into more depth.

**18-229 HED 345 Health Messaging and Mass Media.** New course proposal. Pre/co-requisite HED 390. Methods of information dissemination to maximize community health. 3-unit lecture (C-1 classification): study of theories of mass communication and health message dissemination with practical application in the development of culturally appropriate messaging on various communication platforms for the promotion of health behaviors and programs. Prepares students for Certified Health Education Specialist (CHES) exam.

**17-316 Abandoned course change.** This was a proposal for course name change [HED 444 Health Messaging and Mass Media; proposed name change, formerly HED 444 Worksite Health Promotion] ? but it was deemed more appropriate to develop as a new course, with proposal below:

18-XXX (unknown tracking number)

HED 345 Health Messaging and Mass Media. New course proposal. Pre/co-requisite HED 390. Methods of information dissemination to maximize community health. 3-unit lecture (C-1 classification): study of theories of mass communication and health message dissemination with practical application in the development of culturally appropriate messaging on various communication platforms for the promotion of health behaviors and programs. Prepares students for Certified Health Education Specialist (CHES) exam.

**17-264 Course Change GEOG 301 International Environmental Issues & Globalization (3)**

This existing upper division GE area D course has been revised in alignment with the department's five-year plan to explicitly focus on environmental justice. Revisions will better communicate the refined focus of this course. Adding DCG non-domestic designation based on revisions, including additional focus on power structures, resistance and social movements, etc. New course will be renumbered and title revised to GEOG 307: Globalization and Environmental Justice. ESM was consulted regarding this change as the course is included as an option in ESM (and will remain as option with the new number and title).

**17-268 GEOG 375 Tibet and Himalaya**

Revise course. Retain regional approach, adding and refining focus on ethnicity, culture, religion, globalization, identity politics, power and privilege, etc. Aligns with department's five-year plan. Add DCG non-domestic attribute. Course number will change to GEOG 376.

Hello Everyone. My name is Mark Baker. I'm in the Politics Department and I coordinate the Environment and Community Master of Arts in Social Science graduate program. I'm here today about the proposed Institutional Learning Outcomes. I wish to argue that we should not replace the current bachelaraute outcome concerning the pursuit of social justice, with the proposed outcome #1, which refers only to the ability to "identify and evaluate the principles of equity..."

Let me explain why.

A significant portion of my workload involves coordinating the Environment and Community Program, which I have done since coming to HSU 12 years ago. The E&C program focuses on the complex interrelationships between the environment, broadly defined to include built and natural environments, and society. We are comprised of approximately 20 faculty members whose home departments are scattered across all three colleges. Our program is oriented around the principles of sustainability, equity and the pursuit of just solutions to the myriad socio-political-ecological challenges we face today. I have always felt that the E&C program was an excellent fit with HSU, especially given our university's core value of environmental and social responsibility and action.

The analysis of injustice is a core component of our curriculum. In their first semester at HSU all our graduate students read and discuss Beverly Tatum's excellent article "Defining Racism, Can We Talk?", in which she defines racism as a system of advantage based on race. Tatum's article enables us to analyze systems of unequal advantage, of power and privilege, that create the injustices we see all around us. AND her article helps us identify how to take action, to walk in the opposite direction of the moving walkway of racism that so deeply structures our everyday reality.

In our curriculum we also focus on the socio and political movements, local and global, that challenge these systems of advantage based on race as they intersect with other axes of inequality. Most of these movements self-identify as justice movements, not equity movements. Vulnerable communities on the front lines of climate change and their diverse allies have formed the climate justice movement. Farmworkers in California and their allies advocate for water justice and the human right to water. African American communities rising up against police brutality and the inequities of the judicial system demand **justice** and the right to simply live while black. The Southern Poverty Law Center exposes white supremacy and states on their website that they "seek justice for the most vulnerable people in society." The list goes on and on of efforts to reject systems of advantage based on race and to transform institutions to promote justice. The equity lense, rooted in political theory that centers individual rights, provides limited leverage to

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University Senate Meeting: December 4, 2018

analyze and challenge **systems** (political, economic and social) of unequal power, privilege, and oppression.

Providing students with the tools to analyze these interlocking systems empowers them to understand and engage with efforts to walk against the moving walkway of racism, whether that walkway be on our own campus or off.

HSU's values of social and environmental responsibility and action and the University learning outcome concerning the pursuit of social justice, I would argue, are more important than ever to retain, particularly at this historical juncture in our country. Replacing the pursuit of justice with the ability to "identify and evaluate equity" departs significantly from our current orientation and collective vision of who we are as a university. Adopting this proposed language weakens the foundation of this important component of our curriculum and pedagogy, especially as it becomes a central pillar of assessment. Let's not allow arguments about measurable outcomes to drive us away from core university values. Let's respond to assessment and other imperatives in a manner that retains the integrity of our mission and values, in a manner that produces learning outcomes that speak to our distinctive qualities that make HSU a campus of choice.

Thank you very much.

# Student Fee Task Force Update

December 4, 2018

Amber Blakeslee, University Budget Office  
On behalf of the Task Force

# Agenda

- Task Force Charge: *Examine mandatory student fees at HSU, determine whether they are serving the current needs of students, and make recommendations for future changes*
- Task Force Membership
- Overview of Category II Fees
- Overview of Recommendations
- Progress and Next Steps

# Student Fee Task Force Membership

<b><i>Convenor:</i></b>
President Lisa Rossbacher

President Lisa Rossbacher
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<b><i>Faculty members:</i></b>
Dr. Julie Alderson, Professor of Art and Chair of the University Senate, 2017-18
Dr. Dale Oliver, Professor of Mathematics and Chair of the University Senate Integrated Curriculum Committee, 2017-18

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<b><i>Student members:</i></b>
Elijah Chandler, Chair, Student Diversity Committee, 2017-18
Flinn Crosby, Member, University Resources and Planning Committee, 2017-18
Courtney Getter, Member, Intercollegiate Athletic Advisory Committee and student athlete (rowing), 2017-18
Joey Mularky, President, Associated Students, 2017-18
Casey Park, Chair, University Center Board, 2017-18
Kassandra Rice, Administrative Vice President, Associated Students, 2017-18

Elijah Chandler, Chair, Student Diversity Committee, 2017-18
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Flinn Crosby, Member, University Resources and Planning Committee, 2017-18
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Courtney Getter, Member, Intercollegiate Athletic Advisory Committee and student athlete (rowing), 2017-18
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Joey Mularky, President, Associated Students, 2017-18
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Casey Park, Chair, University Center Board, 2017-18
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Kassandra Rice, Administrative Vice President, Associated Students, 2017-18
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<b><i>Advisors/Resource people:</i></b>
Amber Blakeslee, Budget Officer
Dr. W. Wayne Brumfield, Interim Vice President of Student Affairs
Jenessa Lund, Executive Director, Associated Students
Kate Stroup, Administrative Support, Student Affairs
Sandy Wieckowski, Manager, Student Financial Services

Amber Blakeslee, Budget Officer
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Dr. W. Wayne Brumfield, Interim Vice President of Student Affairs
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Jenessa Lund, Executive Director, Associated Students
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Kate Stroup, Administrative Support, Student Affairs
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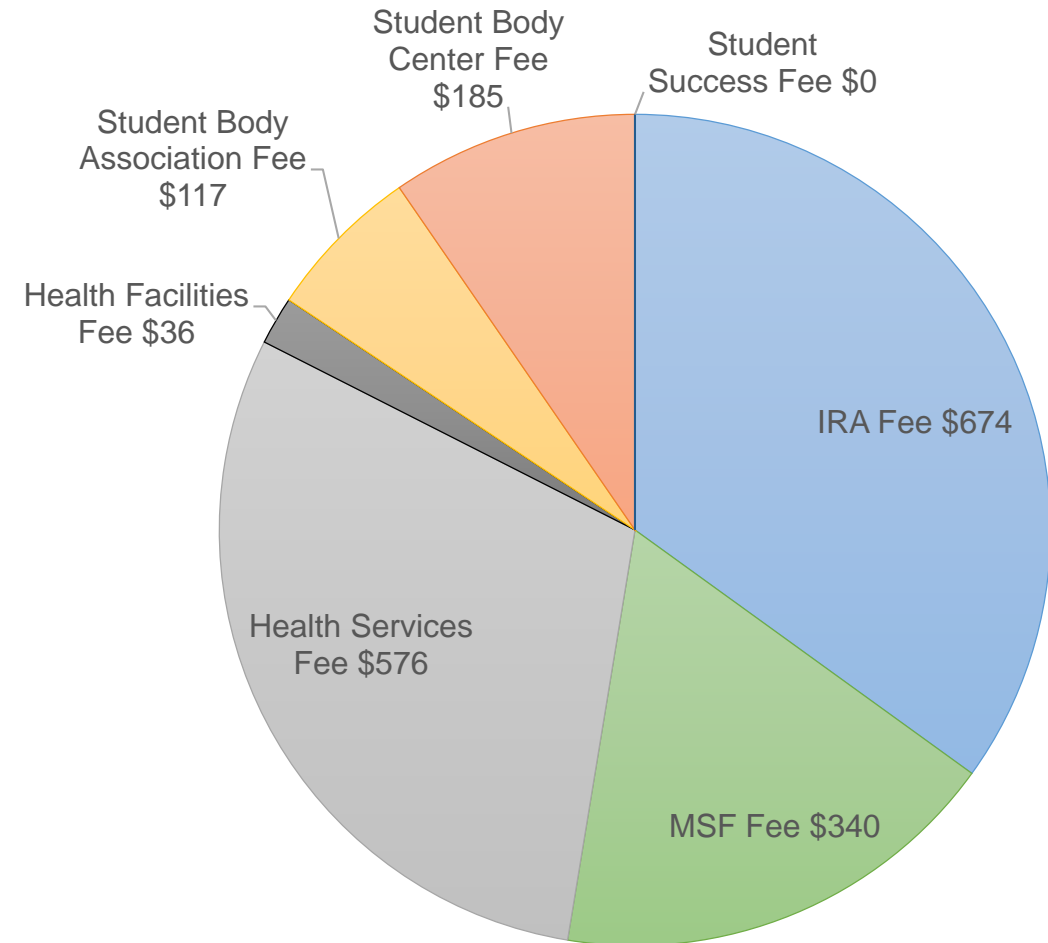
Sandy Wieckowski, Manager, Student Financial Services
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# What are Category II Fees?

- Campus-based fees that are required to be paid every semester (in addition to tuition)
- All CSU campuses have the same types of Category II fees, but the amounts and activities supported vary by campus
- HSU has the 5<sup>th</sup> highest Category II fees in the CSU
  - Had the 2<sup>nd</sup> highest back in 2012-13

2018-19 Category II Fees: \$1,928  
(based on annual, full-time rates)



<b>Category II - Campus Mandatory Fees</b>	<b>2018-19 Annual Rate*</b>	<b>CSU Average</b>	<b>HSU Rank in CSU**</b>	<b>Notes</b>
Instructionally Related Activities (IRA) Fee	674	213	1	Sonoma #2 at \$500
Materials, Services, and Facilities (MSF) Fee***	340	163	3	SLO #1 at \$1,210
Health Services Fee	576	320	3	Maritime #1-\$680, SLO #2-\$612
Health Facilities Fee	36	19	6	San Jose #1 at \$68, 11 at \$6
Student Body Association Fee	117	155	18	Bakersfield #1 at \$397
Student Body Center (Campus Union) Fee	185	466	20	Sonoma #1 at \$818
Student Success Fee	-	220	n/a	12 campuses have SS Fees
<b>Total Category II Campus Mandatory Fees***</b>	<b>1,928</b>	<b>1,556</b>	<b>5</b>	<b>HSU was #2 in 2012-13</b>

\*Rates reflect full-time annual fee rates

\*\*Reflects HSU's fee rates in relation to the rest of the CSU system (1 = highest, 23 = lowest)

\*\*\*System-wide fee rates include \$5 ID card fee within the MSF Fee category

# Overall Task Force Recommendations

- Recommend that student fee assessments be done on a regular cycle (perhaps every three years)
- Recommend that all fees be allowed to increase annually by the appropriate inflationary index (HEPI or MMI\*) given that fees have costs that regularly increase (e.g. minimum wage)
  - Increases should not be automatic, but could be authorized with appropriate justification, without referendum or alternative consultation
- Recommend that future fee increases be considered with sensitivity to the impact on student finances – no more than 5% total increase in Category II fees is a reasonable guideline
- Recommend a more integrated decision-making process so that everyone understands the purpose of each fee, reducing multiple requests to different fees for the same thing
- Recommend more and better communication about student fees

\*HEPI = Higher Education Price Index, MMI = Milliman Medical Index

# Fee Specific Recommendations

## Health Services Fee (Student Health Fee):

- Increase the fee over multiple years (IMPLEMENTED)
- Increase the fee annually by the Milliman Medical Index (MMI), if justified (IMPLEMENTED)

## Health Facilities Fee:

- Increase the fee (gradually over multiple years), which will provide funding to maintain and repair the existing facility and could help fund new space in a future building (IMPLEMENTED)
- Increase the fee annually by the Milliman Medical Index (MMI), if justified (IMPLEMENTED)
  - *Note: MMI increase applicable beginning in fall 2022*

## Student Body Association Fee (AS Fee) :

- Establish a single name for the fee and use it consistently
- Develop a structure for clear communication among student groups making decisions about fee funding, to ensure that fees are being used to maximum benefit

# Fee Specific Recommendations

## Materials, Services, & Facilities (MSF) Fee:

- Review the use of MSF fees to assess their alignment with the authorized use of these funds
- Re-assess the allocation methodology of the 50%/25%/25% distribution to the colleges
- Develop a process within Academic Affairs that involves students in the discussion of how fees are used

## Student Body Center Fee (Campus Union Fee):

- University Center create a more detailed report on revenues, how these funds are used and current reserve levels. How these funds are used is not clear, and accountability for how these funds are spent should be a high priority. (Lack of understanding may have led to lack of support for proposed fee increase in 2018-19)

## Instructionally Related Activities (IRA) Fee Recommendations:

- IRA Committee: Discuss and clarify criteria for funding prior to calling for proposals in 2019-20
- HEIF: Find ways to better communicate with students and build awareness about the fee and its benefits
- Athletics: University develop a multi-year plan to shift salaries/benefits to state support
- Athletics: Engage students in assessing role of Athletics, both intercollegiate and intramurals, in the life of the University
- Athletics: Consider other types of athletics (clubs, intramurals, etc.) when discussing fee support for Athletics

# Progress and Next Steps

- Student Fee Forum held on November 6, 2018 to gather input from students
- Budget Office developing long-range fee planning spreadsheets, analyzing financial impacts, and developing possible options
- Associated Students currently reviewing Task Force Report
  - Budget Office met yesterday with AS Executive Committee
  - Discussed which recommendations AS wants to see prioritized
- Action will need to be taken soon if changes are to be implemented in 2019-20

# Fee Resources

- [Humboldt State's Category II Fees](#)
- [Report from the Task Force on Student Fees](#)
- [Student Fee Advisory Committee](#)
- [HSU Tuition & Fees Information](#)
- [CSU Tuition & Fees Information](#)
- [CSU System Fee Policy Information](#)

Questions?