

Tuesday, February 12, 2019, 3:00pm, Goodwin Forum (NHE 102)

Chair Stephanie Burkhalter called the meeting to order at 3:03pm on Tuesday, February 12, 2019 in Goodwin Forum, Nelson Hall East, Room 102; a quorum was present.

Members Present

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

Members Absent

Brumfield, Dawes, Enyedi, Gomez, Gough, N. Malloy, Rossbacher

Guests

Jenessa Lund, Rock Braithwaite, Christine Mata, Dale Oliver, Lisa Castellino, Lisa Bond-Maupin, Casey Park, Stephanie Lane, Holly Martel, Edy Reynoso, Jennifer Eichstedt, Kumi Watanabe-Schock, Jay Schock, Marisa D'arpino, Corey Strauss, Cyril Oberlander, Peggy Metzger, Randy Hyman, Jeanne Rynne, Meredith Oram

Announcement of Proxies

Mata for Brumfield, Rynne for Dawes, Braithwaite for Enyedi, Keever for Gough, K. Malloy for N. Malloy

Approval of and Adoption of Agenda

M/S (Alderson/Wrenn)

Motion carried unanimously

Approval of Minutes from the January 29, 2019 Meeting

M/S (Alderson/Wrenn) to approve the Minutes of January 29, 2019

Motion carried unanimously

Reports, Announcements, and Communications of the Chair

- Written report attached

In addition to the written report, Chair Burkhalter reported that the Senate/Library/AS co-sponsored pre-forum went well, and that the search firm will use all data submitted from the pre-forum, the online feedback form, and the open forum. She reminded faculty senators they can speak to their representatives on the committee (herself, Dr. Jim Graham, and/or Dr. Renee Byrd) as needed.

Chair Burkhalter continued, noting that SenEx decided to allot the standing discussion item an hour every other meeting instead of 30 minutes each meeting. She finished her supplementary report by reminding the Senate that Officer Elections within the Senate will be happening as soon as possible, and urged everyone to consider putting their name forward.

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

Academic Policies:

- Written report attached

Appointments and Elections:

- Written report attached

Constitution and Bylaws:

- Written report attached

Faculty Affairs:

Senator Mola reported they have been busy with items on agenda today, and are also looking at other areas of Appx J. He reported some things FAC will prepare for the following semester include early tenure, the definition of “faculty work,” among others.

Integrated Curriculum Committee:

Senator Alderson reported the ICC will be bringing a follow-up Resolution related to the Institutional Learning Outcomes to the next Senate meeting, and is still examining learning communities and the online learning policy.

Associated Students:

Senator Sandoval reported yesterday’s AS Board of Directors meeting was canceled due to lack of quorum, and that tomorrow, February 13, the Financial Literacy Workshop will be in LIB 317 from 4:00pm–6:00pm.

ASCSU Statewide Senate:

- Written report attached

Provost’s Office:

- Written report attached

President’s Office:

- Written report attached

Consent Calendar from the Integrated Curriculum Committee

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

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

Student Corey Strauss read from the attached remarks.

Sense of the Senate Resolution on CSU Electronic Core Collection Funding (08-18/19-EX – February 12, 2019)

M/S (Wrenn/K. Malloy) to move the Resolution

Motion passed unanimously

M/S (Wrenn/K. Malloy) to offer a friendly amendment to change the first three clauses to “whereas,” instead of “resolved,” because only the last two “resolved” clauses are actionable.

Senator Zerbe pointed out that such an amendment would leave the Resolution with a mixed format, since conventionally there are either “whereas,” clauses followed by a “resolved,” clause(s), or there are “resolved,” clauses followed by a “rationale” section. Senator Zerbe noted he’d be happy to defer to the Executive Committee to wordsmith as needed, so the Resolution can be voted upon today.

Chair Burkhalter ceded the floor to Parliamentarian Abell for explanation.

Senator Wrenn motioned to withdraw his previous motion for friendly amendment

Motion passed unanimously without a second

Senate vote to approve the Sense of the Senate Resolution on CSU Electronic Core Collection Funding **passed without dissent.**

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

Nays: none

Abstentions: Enyedi

Resolution on Amendments to Appendix J "Definitions of Terms and Abbreviations" & "Assessment of the Areas of Performance for RTP" (09-18/19-FAC – February 12, 2019) First Reading

Before a motion was offered to bring the Resolution to the floor, discussion ensued about the process for approving amendments to Appendix J, and is summarized as follows:

- At Chair Burkhalter's request, Senator Le explained his interpretation of Appendix J, Section XI: Amendments.
- Chair Burkhalter then explained her interpretation and asked for Senators to weigh in.
- Senator Mola pointed out that past amendments to Appendix J have been voted upon in a Faculty Session of the University Senate, and argued past practices should hold here.
- Senator K. Malloy requested an interpretation from Parliamentarian Abell.
 - Parliamentarian Abell opined that past precedent was for changes to Appendix J be voted upon in a Faculty Session
- Senator Zerbe pointed out that Appendix J has not been updated in a meaningful way for three years, and suggested a conversation between SenEx and the California Faculty Association may be prudent.

M/S (K. Malloy/Moyer) to refer the Resolution to SenEx for review and decision on parliamentary procedure.

Senator K. Malloy stated this parliamentary issue should have been settled before bringing the Resolution to the Senate.

Chair Burkhalter disagreed, and stated she felt it important to show the conflict and tension between the guiding documents.

Senator Mola rose a point of order to initiate the Time Certain presentation.

TIME CERTAIN: 4:00-4:30 PM – Discussion Item: Issues of Racism, Equity, Diversity and Elitism; continued discussion facilitated by Kumi Watanabe-Schock, Casey Park, and Jennifer Eichstedt:

Library Services Specialist Kumi Watanabe-Schock, Associated Students Coordinator Casey Park, and Dr. Jennifer Eichstedt gave the attached presentation.

Resolution on Amendments to Appendix J "Definitions of Terms and Abbreviations" & "Assessment of the Areas of Performance for RTP" (09-18/19-FAC – February 12, 2019) First Reading [con't]:

M/S (Mola/Byrd) to strike Resolution 09-18/19-FAC and Resolution 10-18/19-FAC from the agenda as First Readings in favor informal consideration

Senate Vote on M/S (Mola/Byrd) to informally consider Resolution 09-18/19-FAC and

Resolution 10-18/19-FAC **passed**.

Ayes: Alderson, Bacio, Creadon, Dawes, Keever, Kerhoulas, Le, K. Malloy, N. Malloy, Maguire, Sandoval, Tarlton, Thobaben, Parker

Nays: Byrd, Gomez, Johnson, Mola, Rizzardi, Virnoche, Wrenn

Abstentions: Brumfield, Enyedi, Gough, Karadjova, Woglom, Zerbe

Resolution on Amendments to Appendix J "Definitions of Terms and Abbreviations" & "Assessment of the Areas of Performance for RTP" (09-18/19-FAC – February 12, 2019) First Reading and **Resolution on Amendments to the Personnel Data Sheet (10-18/19-FAC – February 12, 2019) First Reading** **Informal Consideration:**

Discussion ensued and is summarized below:

- Senator Mola briefly explained Resolution 10-18/19-FAC and the proposed updates to the Personnel Data Sheet, as well as the proposed amendments to Appendix J's "Definitions of Terms and Abbreviations," and "Assessment of the Areas of Performance for RTP" within Resolution 09-18/19-FAC.
- Senator Moyer suggested adding a note in the "service," or "creative," section that reminds faculty again to include instances of creating inclusive learning environments, or offer instruction on how to identify such instances
- Senator K. Malloy noted his concern that if the Senate is asked to approve changes to the PDS, then they may be setting a precedent requiring Senate approve a new PDS every time it changes.
- Senator Byrd clarified that people are grandfathered in to other versions of the University's local RTP process, according to the CBA.
- Senator Alderson spoke in favor of both Resolutions.
- Senator Thobaben suggested Chair Burkhalter call a meeting of the General Faculty to discuss these Resolutions.

M/S (Woglom/Creadon) motion to adjourn

Meeting adjourned at 4:59pm

HUMBOLDT STATE UNIVERSITY

Senate Chair's Report

Senate Meeting, February 12, 2019

The presidential search “pre-forum” co-sponsored by the University Senate, HSU Library and Associated Students was a success, with 50+ campus community members participating in some or all of the event. Many thanks to Library Dean Cyril Oberlander for the expert facilitation and fast turn-around in reporting of the data. I have attached a brief report that provides the main ideas reported out by the table hosts during the event (organized by theme of table). If you would like to see more data, including thoughts written down by participants and table hosts during the event, please email me and I will send you the extended version of the report. The full report from the pre-forum is now accessible to the members of the Trustees Committee for the Search for the President (TCSP) as well as the ACTCSP and the executive search firm. The presidential search open forum held in KBR on February 4, 2019, seemed to provide some important information about community and campus priorities for the next HSU president. As a member of the ACTCSP, I attended all of the event and took notes, which I provided to the search firm to supplement what they observed. Once the search firm staff draft a “challenges and opportunities” document, they will post it as part of the job description for review by the candidates for HSU president.

As part of our planning for the discussions on issues of racial equity and inclusion on campus, the Senate Executive Committee reviewed the data collected from the exercise facilitated by Dr. Edy Reynoso of ODEI and Jennifer Eichstedt, Professor of Sociology and member of the DEIC, in the January 29, 2019, Senate meeting (they will share these data with Senate in today's discussion). Based on these data, I suggested three topics, and that for two of them we combine the 30-minute time that was allotted for each Senate meeting for discussion into an hour. This means at two Senate meetings we will have a one-hour discussion and at two meetings we will not have a designated discussion time for these topics. ODEI Director Johnson is working with members of the DEIC to organize facilitation and identify potential invitees. As of now the proposed schedule of topics is:

- Feb 26 (1 hour) What does it mean to be a Hispanic Serving (Thriving) Institution? In what ways should the institution reflect and engage with its growing Latinx student body?
- April 2 (1 hour) What are the safety concerns of students, staff and faculty of color on campus and in the community? How can HSU create a safer and more welcoming environment for all?
- April 16 (30 minutes) What policies should Senate consider passing address equity issues on campus? How can Senate consider equity in all of its work?

The Senate Executive Committee is examining ways to address a request made by the University Faculty Personnel Committee (UFPC) for additional assigned time for its members. The number of retention, tenure and promotion files that require review by the UFPC has increased substantially in the past two years due to tenure-track hiring. The ongoing discussion regarding how to address the challenges facing the UFPC involves the Faculty Affairs Committee (potential Appendix K revisions), the Office of Academic Affairs and the Interim Vice President for Faculty Affairs.

Presidential Search Pre-Open Forum held 1/31/2019
Organized by University Senate, Associated Students, and Library
Report of Feedback (brief version)

Reference Link to [Handouts](#)

Summary Table of Report-outs of Groups
(two per round, in order of rounds)

Theme	Qualities, skills, and experience
Budget & Fundraising	<ol style="list-style-type: none"> 1. Be transparent and communicate on roles and decision-making to the campus and broader community 2. Utilize effective processes for managing budgets and increase capacity for fundraising 3. Develop staff that is effective at being connected to all aspects of HSU and the community, including tribes, to improve perception of HSU and increase fundraising 4. Implement cost-benefit analysis that includes assessment of all costs and benefits, such as volunteer labor 5. Maintain and expand support for students including cultural centers (multicultural center), academic centers (e.g., INRSEP), and children's center. 6. Create an initiative that engages in fundraising around issues of environmental sustainability and social justice
Campus & Community Engagement	<ol style="list-style-type: none"> 1. Be present and buy in; ongoing personal relationships within campus and community will show president wants to be part of the community 2. Communicate concern directly about the safety and wellbeing of POC 3. Assimilate into the community in order to engage in cohesive community collaboration 4. As far as possible, make an effort to visit departments, communities, groups on campus and in surrounding area to engage in people-to-people relationships 5. Be proactively concerned with and willing to allocate resources to engaging in conversations about climate change and diverse community concerns on campus and in the community 6. Foster mutually beneficial relationship with the community with opportunities for campus and community to participate (K12 events, classes for community members)
Diversity, Inclusion & Equity	<ol style="list-style-type: none"> 1. Support efforts that fund diverse communities and accessibility 2. Have knowledge of and connection to where we are and the racist history and present culture of the area 3. Demonstrate experience in DEI (Diversity, Equity and Inclusion) topics with competence and confidence. 4. Support (\$) and build the programs we already have that serve our underrepresented students 5. Demonstrate experience with and willingness to engage in structural work such as addressing housing and job discrimination 6. Understand the current racial dynamics in the campus and community
Recruitment & Retention	<ol style="list-style-type: none"> 1. Create a common vision of who we are and what we want to be that highlights strengths and aligns with career paths for students 2. Invest in the wellbeing of campus community as a whole, which includes faculty and staff as well as students

	<ol style="list-style-type: none"> 3. Invest more money into recruiting and supporting students; for example, increase fundraising for student scholarships so that they can graduate without debt. 4. Invest in retaining faculty and staff, including addressing trailing spouse issues. 5. Prioritize giving students an experience, including in the community before and after they get here, creating excitement about learning, and helping them acclimatize to the academic community. 6. Continue place-based learning communities, and create one for transfer students
Vision & Leadership	<ol style="list-style-type: none"> 1. Engagement, Engagement, Engagement 2. Recognize the strengths of this place 3. Be a good listener who is effective and also personable 4. Be engaged and unbiased, for example, regularly consults with people who challenge them and helps them to think critically. 5. Be open-minded but also knowledgeable about the CSU system and and prioritize student education over anything else 6. Demonstrate clear communication and accountability; be strong, but listen and build relationships at all levels.
Other	<ol style="list-style-type: none"> 1. Listen to the negative news and marketing to be informed, create solutions to address our problems, and increase positive marketing about the campus 2. Expand investment in basic needs 3. Increase transparency with the President's Cabinet; for example, the Cabinet should not include only administrators, meeting times should be known, and minutes should be available. 4. Break the hierarchy and make it more level; for example, by attending student events and coming to department meetings 5. Have some background in environmental justice aligning with HSU vision, mission and values, while also valuing all forms of education at HSU 6. Successfully straddle Chancellor's Office asks (executive memoranda, goals) with campus and community needs while compassionately communicating both ways.

GENERAL EDUCATION TASK FORCE REPORT

Recommendations for GE Review and Reform

CONTEXT FOR GENERAL EDUCATION REVIEW

A robust General Education (GE) program is an invaluable component of a baccalaureate degree offered by the California State University (CSU) system. The CSU seeks to ensure undergraduate students succeed in meeting their academic goals by providing an environment where education writ large, lifelong learning, and civic engagement can flourish when the depth of each student's chosen major is combined with the breadth of the GE program.

This is clearly articulated in a description of the General Education program at one particular campus, although others have similar statements:

“One of the principles on which a modern university rests is the assumption that there is an important difference between learning to make a living and building the foundation for a life. While the first goal is important, the second is fundamental.

In focusing on the students' development as whole or “educated” people, a university distinguishes itself from a trade school. The goal of a university education is not simply the acquisition and application of knowledge, but the creation of people who firmly grasp the worth of clear thinking and know how to do it; who understand and appreciate the differences between peoples and cultures as well as their similarities; who have a sense of history and social forces; who can express thought clearly and have quantitative ability; who know something about the arts as well as how to enjoy them; who can talk and think intelligently about the physical and life sciences, the humanities, and literature; and, above all, who have the desire and capability for learning. This goal is why a university degree is so highly valued by individuals, employers, and the community at large.” (<http://catalog.csus.edu/colleges/academic-affairs/general-education/>)

BACKGROUND FOR GE REVIEW AND REFORM IN THE CSU

Arising from mounting concerns about the erosion of confidence in the value of higher education, higher costs of education borne increasingly by students, attenuated times to degree completion, and low persistence rates, many institutions and systems of higher education have taken on comprehensive reform of their GE programs. A unifying motive for such reform has been a conclusion that GE programs have stagnated while the diversity of students, education, workplace skills and needs, and technology have, by sharp contrast, changed dramatically.

Nationwide and in California, there is increasing pressure to reform GE. These pressures come from State legislators, community stakeholders, foundations and other non-profit groups, boards of trustees, university administrators, faculty and students. Although these

stakeholders have legitimate interests in general education, the review and reform (while collaborating with such stakeholders) *must* be led and implemented by faculty. Faculty are the experts in both disciplinary thinking and the pedagogical practices required for student learning to occur. Reform must be squarely situated in the enfranchisement of faculty to enact it.

Regardless of any external pressures to review and reform GE, it is time for the CSU to engage in its own review of the system's GE requirements. The most recent effort to revise GE occurred in 2008 ("Give Students a Compass"), resulting in the requirements that GE be both assessed as a program in and of itself and developed in a manner consistent with the American Association of Colleges and University's Liberal Education for America's Promise, or LEAP outcomes. However, the basic structure of CSU GE requirements has remained largely unmodified for several decades. Society, the demographics of our students, pedagogy, content and curriculum in many disciplinary fields, all have changed; therefore, it is incumbent on the faculty to lead efforts to revise general education in the CSU system.

The CSU also has been subject to mandates affecting graduation requirements beyond GE instituted by the CSU Board of Trustees in Title 5 education code (e.g., the American Institutions/American History requirement, and the upper-division writing assessment requirement, or GWAR). In addition, individual CSU campuses have implemented campus-based requirements to graduate above and beyond the CSU-wide GE, statutory and Board requirements. Taken together, such graduation requirements situated as extramural to the GE program create the perception that non-major degree requirements are piecemeal rather than integrated, and undermine the ability to assess them all holistically consistent with the LEAP outcomes.

Aside from the foregoing imperatives suggesting the need for review and reform, Graduation Initiative 2025, with its core intent to eliminate administrative and academic barriers to student success and to eliminate equity gaps, has provided additional incentive to undertake a comprehensive review of the CSU's GE and related requirements.

THE ACADEMIC SENATE CSU TASK FORCE

The Academic Senate of the CSU (ASCSU), with the concurrence of the CSU Chancellor's Office, established a [GE Task Force](#), which held its first meeting in March 2017. The Task Force was comprised of several members of the CSU faculty, two CSU students, a staff member from the CSU Office of the Chancellor, and one faculty representative from each of our sister institutions, the University of California and the California Community Colleges. Two members of the Board of Trustees also participated on the Task Force because of their interest in the subject matter, however they did not officially represent the Board.

GE TASK FORCE GUIDING PRINCIPLES

One of the first aims of the Task Force was to establish principles to underpin its review of the GE program in the CSU. These principles were used to evaluate the status quo as well as to form the basis for recommendations for change. Throughout the work, each member tried **always** to keep students at the forefront of any discussion featuring one overarching goal: educating students with the skills, abilities and dispositions needed for success. Accordingly, the Task Force agreed on the following principles underpinning a recommended GE program:

1. The GE program must indeed be a CSU systemwide program, with internal coherence and consistency, and with its goals and relationship to other aspects of higher education understandable to students, faculty, and external stakeholders alike (e.g., legislators, taxpayers, and employers).
2. The GE program must align readily with the curricula offered by the California Community Colleges and, when possible, the University of California, so that transfer among these sister institutions is in no way impeded and, ideally, enhanced.
3. The GE program should meet all three goals of higher education, i.e., familiarization with “ways of knowing,” proficiency with fundamental skills, and enhancement of the dispositions of an engaged citizenry.
4. The GE program should contain clear learning outcomes and be reviewable and subject to assessment and alteration where and as needed.
5. The GE program, in particular, campus course offerings, should allow for appropriate campus autonomy within the systemwide GE program to express the uniqueness and strengths of each campus without hampering student transfer.
6. The GE program should be coherent, easy to navigate, and consistently provide high quality learning experiences for all CSU students.
7. The GE program should lead to persistence to degree completion and increased confidence in the students’ ability to succeed in college.
8. The GE program should be delivered in a context relevant to students (e.g., by encouraging campus-driven “themes” and “pathways” that link and provide multiple angles of view on a topic of significance).
9. The GE program and related graduation requirements should be properly proportionate to the number of required units for the entire undergraduate curriculum.

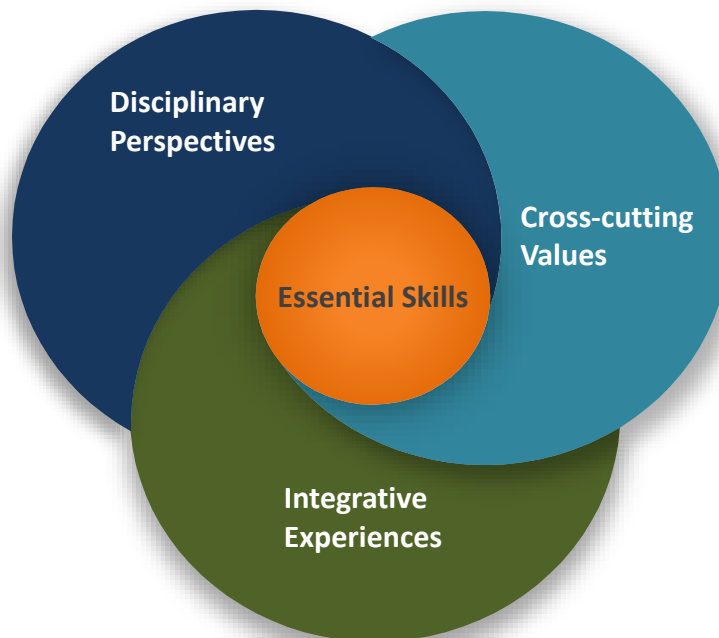
10. The GE program should consist of the highest-quality educational experiences and high-impact practices: encouraging multi-disciplinary efforts, establishing student-student and student-faculty interaction, amplifying the creativity and energy of faculty, instilling curiosity in students, and enhancing their joy of learning.

With these principles in mind, the Task Force has developed the following conceptual framework/model for general education in the CSU, proposed a structure for unit allocation, and provided examples of what the model might look like when operationalized on a campus.

A Conceptual Framework for General Education in the CSU

PURPOSE

The purpose of the conceptual framework (model) is to describe how the General Education (GE) curriculum can provide meaningful, impactful learning experiences as students move through their academic programs in the CSU. The GE curriculum at each CSU campus should engage students in the practices and habits of mind which exist across multiple disciplines using high-impact, learner-centered pedagogies that scaffold the knowledge and skills students are expected to demonstrate. The curriculum also should provide students with opportunities to develop stewardship/leadership/advocacy around the values that distinguish each CSU campus. Learning outcomes for GE programs should articulate these multiple dimensions accordingly.



A visualization of the conceptual framework for General Education in the CSU, illustrating the multidimensionality and integrative intentionality of the GE program. At the core are the Essential (foundational) Skills that are taught, then reinforced and scaffolded throughout the GE curriculum. Surrounding the core are Disciplinary Perspectives (ways of knowing), Cross-cutting Values (institutional priorities), and Integrative Experiences (learner-centered, multidimensional experiences which contextualize the GE program), all of which tie together and make coherent the courses students take to complete their GE programs.

THE FRAMEWORK

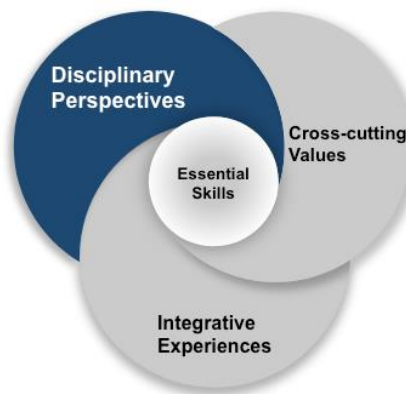
Essential Skills make up the nucleus of GE and serve as the foundation of a college education and lifelong learning. Traditionally considered the “Golden Four” of basic skills requirements as described in [EO 1100-Revised](#) and part of the WASC Senior College and University Commission



(WSCUC) core competencies, these skills must be learned, practiced, bolstered, and threaded throughout the curriculum. Information literacy, another WSCUC core competency not listed here as a stand-alone requirement, should also be integrated throughout GE and the major. The Essential Skills include:

- Quantitative Reasoning
- Written Communication
- Oral Communication
- Critical Thinking

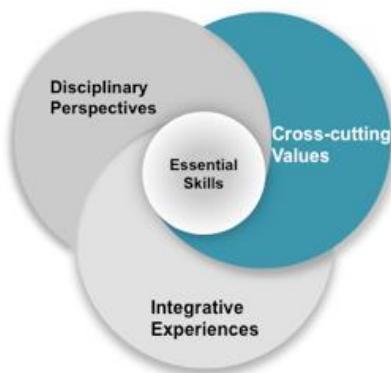
Disciplinary Perspectives include the core concepts, habits of mind, methods of inquiry, and ways of understanding that are specific to each distinct discipline. Considered the “breadth of knowledge” areas, these courses provide students with insight into the traditions of a discipline, while also providing robust opportunities to practice and to develop further the



Essential Skills using the traditions of a discipline. Campuses may choose to thematically link or infuse a Cross-cutting Value with a Disciplinary Perspective within a GE pathway or minor. The Disciplinary Perspectives include:

- Arts
- Humanities
- Life Science
- Physical Science
- Social Science

Cross-cutting Values are broad, multifaceted dimensions that reflect the mission/priorities of the CSU and the distinctive institutional values of each campus. The term “cross-cutting” reflects the ways in which the issues and concepts inherent within these values overlap with each other, transcend lock-step categorization, and may be addressed from multiple viewpoints and disciplinary perspectives. The broad grouping of Cross-cutting Values is intended to challenge campuses to identify/define the dimensions and develop GE pathways/minors and associated learning outcomes that encompass their institutional values. The Cross-cutting Values include three broad categories:



- Diversity and Social Justice, which may include cultural competency, equity, equality, human rights, and issues of diversity in all of its forms (e.g., race, ethnicity, gender, sexual orientation, age, ability, etc.).
- Democracy in the U.S., which may include American and California government and history.
- Global Awareness and Civic Engagement, which may include global issues of environmental, social, political, cultural, economic, and ethical importance, as well as the ways in which students may act as advocates, stewards, and activists to effect change and solve problems at the local, state, regional, national or global levels.

Integrative Experiences. These are the pedagogical strategies, evidence-based practices, and learner-centered experiences that are embedded within and connect the Essential Skills, Disciplinary Perspectives, and Cross-cutting Values throughout the GE program. These experiences serve as the means of scaffolding learning in GE as students progress from lower- to upper-division coursework and may be centered on a specific problem or theme. These experiences help to contextualize and provide coherence/intentionality to the GE program. These upper-division courses may involve or be a part of learning communities, research experiences, service learning, collaborative learning, problem- or theme-based learning, hands-on learning, study abroad, capstone courses, and/or signature experiences that reflect the identity of each campus.



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GE LEARNING OUTCOMES

It is not appropriate for the CSU to dictate what the specific learning outcomes should be for each Essential Skill, Disciplinary Perspective, Cross-cutting Value, and Integrative Experience. However, all GE learning outcomes should draw extensively on the Essential Skills, as these are the skills that students use to demonstrate their learning. Learning outcomes (specific indicators of learning) for each dimension should be articulated by campuses and speak to the unique priorities and demographics of the campus. The explicit articulation of GE learning outcomes is needed for programmatic assessment of GE and for the clear communication of the purpose, goals, and expectations of GE to the students and campus community.

PROPOSED STRUCTURE AND UNIT ALLOCATION

CSU GE BREADTH REQUIREMENTS = 42 SEMESTER UNITS

Essential Skills (12 semester units), 3 semester units in each of the following subareas:

- Written Communication
- Oral Communication
- Critical Thinking
- Quantitative Reasoning

Disciplinary Perspectives (15 semester units), 3 semester units in each of the following subareas:

- Arts
- Humanities
- Life Science
- Physical Science
- Social Science

Cross-cutting Values (9 semester units), 3 semester units in each of the following subareas:

- Diversity and Social Justice
- Democracy in the U.S.
- Global Awareness and Civic Engagement

Integrative Experiences (6 semester units), only at the upper-division level

These courses should be anchored to lower-division GE; optimally within a specific pathway, GE minor, or GE certificate program; and cannot be double counted with the major.

Essential Skills	Disciplinary Perspectives	Cross-cutting Values	Integrative Experiences
12 semester units	15 semester units	9 semester units	6 semester units
<ul style="list-style-type: none"> • Written Communication (3) • Oral Communication (3) • Critical Thinking (3) • Quantitative Reasoning (3) 	<ul style="list-style-type: none"> • Arts (3) • Humanities (3) • Life Science (3) • Physical Science (3) • Social Science (3) 	<ul style="list-style-type: none"> • Diversity and Social Justice (3) • Democracy in the U.S. (3) • Global Awareness and Civic Engagement (3) 	<ul style="list-style-type: none"> • At the upper-division level (anchored to lower-division GE) • Optimally, within a specific pathway, GE minor, or GE certificate program • Cannot be double counted with the major
ES	DP	CCV	IE

GOALS AND RATIONALE FOR THE PROPOSED CHANGES IN GE REQUIREMENTS

PRIMARY GOALS

In adherence to its guiding principles, the Task Force operated under the following assumptions and goals regarding the subject area distributions and unit totals outlined above.

1. **Decrease the total number of units** devoted to GE in the undergraduate degree program to 42 semester units. Reducing the total number of units required in GE will align the CSU with several other institutions of higher learning, offer high-unit major programs some “breathing room,” facilitate additional Associate’s Degree for Transfer (ADT) pathways, and encourage persistence, graduation, and closure of equity gaps.
2. **Eliminate the practice of “double counting”** of courses, which complicates students’ ability to navigate GE curricula. In addition to being highly dependent on reliable advising, double- and triple-counting, particularly with courses in the major, cuts against the conceptual logic of general education sought by the Task Force. In other words, when students simply take a class because it fulfills multiple requirements, GE becomes a box-checking exercise rather than an intentional, coherent experience.
3. **Minimize the number of non-major requirements outside of GE** by incorporating them into the GE program. These include requirements such as American Institutions and diversity/cultural competency. Other campus-based graduation requirements such as coursework in languages other than English also can—and should--be accommodated within the GE program. The Task Force believes these worthwhile requirements deserve explicit inclusion in GE curricula. Moreover, because they are completely consistent with the tenets of the conceptual model of general education offered by the Task Force, their inclusion makes the model even more compelling. It has been our abiding goal to bring coherence, logic and intentionality to the set of non-major requirements which constitute a baccalaureate education, so we consider extra graduation requirements to be antithetical to that goal.
4. **Leverage upper-division GE** as the way in which students synthesize their learning and demonstrate mastery of the skills, disciplinary knowledge, and values embedded throughout the program; as the way in which the intentionality, coherence, and objectives of the GE program are realized; and as the way in which a campus may emphasize its signature values. Upper-division GE offers more complex and integrative learning, which is easily made available through the integrated packages of GE pathways, minors, certificates, capstones, and signature coursework. The majority of Task Force members consider integrated upper-division GE courses to be vital to the integrity of the proposed GE program.

RATIONALE

The following rationale underpins each of the categories in the conceptual model offered by the Task Force.

Essential Skills

12 semester units

- Written Communication (3)
- Oral Communication (3)
- Critical Thinking (3)
- Quantitative Reasoning (3)

ES

The **Essential Skills** serve as the anchor to which all other GE courses are attached. These are the skills that are drawn upon to demonstrate achievement of learning outcomes and should therefore be reinforced in every GE course.

Consistent with (a) recommendations made in the Quantitative Reasoning Task Force Report, (b) campus feedback offered to the Chancellor’s Office on possible changes to EO 1100, and (c) a request by the Chancellor’s Office to consider relocating the current Area B4 (Quantitative Reasoning) requirement to an area featuring other foundational requirements (currently Areas A1, A2 and A3), the model situates Quantitative Reasoning with the other Essential Skills of Oral and Written Communication and Critical Thinking, bringing the total number to 12 semester units.

Disciplinary Perspectives

15 semester units

- Arts (3)
- Humanities (3)
- Life Science (3)
- Physical Science (3)
- Social Science (3)

DP

The **Disciplinary Perspectives** of Arts, Humanities, Life Science, Physical Science, and Social Science are highlighted in the proposed structure. These disciplinary contexts offer exploration into unique ways of knowing in each discipline, and preserve the hallmark of breadth in the GE program. Each Disciplinary Perspective is allocated 3 units at the lower-division level, bringing the total number of semester units to 15 for this area in the proposed model, although those considering these recommendations should resolve the issue of assigning laboratory units in Life Science and/or Physical Science.

The **Cross-cutting Values** area of the conceptual model affords the opportunity for campuses to highlight their institutional values and the CSU’s commitment to them.

Cross-cutting Values

9 semester units

- Diversity and Social Justice (3)
- Democracy in the U.S. (3)
- Global Awareness and Civic Engagement (3)

CCV

Collectively, these values are made visible through GE and serve as curricular anchor points for other GE areas, thereby lending credence to the overall logic of the GE program. Each Cross-cutting Value is allocated 3 units at the lower-division level, bringing the total number of semester units to 9 in the proposed model.

With regard to the first broad category featured in the model as a Cross-cutting Value, “Diversity and Social Justice,” the Task Force discovered during its work that all 23 campuses in the CSU have some requirement focused on diversity/cultural competency and/or social justice. Some campuses include the requirement in GE, while others identify it as a graduation requirement outside of the GE program. The

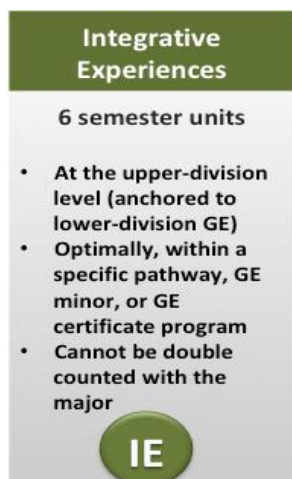
Task Force was clear and unanimous in its conclusion that coursework featuring cultural

awareness and social justice should be articulated as a core, Cross-cutting Value in the CSU, and included within GE.

Another area made visible by the proposed structure is “Democracy in the U.S.” The Task Force acknowledges the Trustees’ requirement to ensure that all CSU graduates “acquire knowledge and skills that will help them to comprehend the workings of American democracy and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens” (Title 5, section 40404). This requirement is called ‘American Institutions,’ and Title 5 is silent on the number of units to be devoted to this endeavor. Currently, most campuses require 6 semester units in the area, and some campuses include these units within their GE program, while others do not. In addition, campuses variously “double count” such coursework. The Task Force deemed it appropriate that this Cross-cutting Value be integrated into the GE program as a 3-unit core value that contributes to the intentionality and coherence of the GE package rather than a stand-alone, supervenient graduation requirement.

Finally, the Task Force acknowledged the importance of “Global Awareness and Civic Engagement” by situating it as a Cross-cutting Value in the CSU. This area highlights the imperative to expose students to issues occurring in the world around them. As borders between nations become less distinct and ecosystems are increasingly threatened, the CSU must prepare students for our international, multicultural society and encourage them to be stewards of change, working to find solutions to global problems. As a Cross-cutting Value, this area asks students to consider, across a broad range of subjects, how their engagement in local, regional, statewide, national and/or international affairs impacts society and the environment.

The **Integrative Experiences** area of the proposed model is envisioned to promote the main objectives of providing breadth, depth, intentionality, and campus autonomy to the GE



Integrative Experiences
6 semester units

- At the upper-division level (anchored to lower-division GE)
- Optimally, within a specific pathway, GE minor, or GE certificate program
- Cannot be double counted with the major

IE

program. It transforms the current requirement of 9 semester of upper-division GE (UDGE) disbursed evenly across breadth Areas B, C, and D into a proposed 6 semester units of UDGE, which are not necessarily tied to a specific discipline but are deeply connected to and built upon GE work in the Essential Skills, Disciplinary Perspectives, and Cross-cutting Values. The Task Force believes that Integrative Experiences courses should be the realization of the intentionality and coherence of the GE program for each campus.

With regard to breadth, the majority of Task Force members consider an UDGE requirement in the CSU compelling as a “best practice” and a signature feature of sound GE pedagogy, but two issues gave us pause. The first is whether 9 semester units is a “magic number” which should be preserved, and the second is the distribution of those units solely in Areas B, C and D. While on the face of it, distribution in those three areas seems to promote breadth, isolation of those three areas, to the exclusion of the other two as possibilities, creates

an artificial and limiting standard. The Task Force reasoned that breadth could be achieved by letting campuses determine disbursement, as long as these units were not situated in a student's major, and as long as they do not "double count" with other GE or graduation requirements. Breadth is implicated in these two issues because of the student's exposure to upper-division coursework outside of the major, and because of the dedicated objective that these units serve, which is to foster the synthesis of learning experiences across the broad swath of courses included in a GE pathway or minor.

With regard to depth and intentionality, most members of the Task Force were enthusiastic about the prospect that these units can be strategically deployed as the culmination of a graduated, scaffolded, and coherent set of integrative learning experiences while promoting deeper inquiry beyond a student's major. Furthermore, the more complex and sophisticated integrative learning that UDGE offers is best made available through the integrated packages of pathways, certificates, GE minors, capstones, and signature courses.

The potential for interdisciplinary pathway minors, certificates, badges, capstones or other means of showcasing the ways in which the students' General Education experience promotes Integrative Experiences is exciting. Thus, the Task Force recommends providing maximum latitude to campuses within the confines of a system policy which defines the goals of Integrative Experiences but does not prescribe how to achieve them. Such decisions are properly the province of campus faculty, in consideration of institutional goals and autonomy. Therefore, the Task Force intentionally offers no recommendations on issues such as course sequencing, course content, student learning outcomes, and other operational strategies or approaches. Instead, the model simply features the means to pursue such pedagogical opportunities, using evidence-based practices and learner-centered approaches.

The Task Force wishes to emphasize the importance of Integrative Experiences in programmatic assessment of GE. Just as is required of programs in each major, the GE program itself must be assessed holistically. Moreover, the assessment of GE programs must provide evidence of the development of learning in all the elements of the GE program. It is difficult to provide that evidence without a robust and full upper-division element, which is why a majority of the Task Force members recommends 6 semester units at the upper-division level. Mastery of the more complex, synthesizing content in two upper-division Integrative Experiences courses can be assessed by way of signature assignments designed to exhibit that mastery.

The Task Force also notes that reciprocity of upper-division GE must be preserved. In other words, matriculated students who complete upper-division GE units at one CSU campus and then transfer to another cannot be required to repeat upper-division GE units at their receiving campus. However, because of the purpose, importance, and uniqueness of UDGE Integrative Experiences courses in a student's GE program, the Task Force discourages the practice of allowing additional UDGE units to satisfy lower-division GE requirements.

OTHER CONSIDERATIONS

In sum, the unit totals and subject area distributions discussed above afford the opportunity for students to see why they are doing what they are doing as they proceed through their GE program. Student perceptions of the purpose and value of their GE courses hopefully will shift from a checklist of disparate categories of courses needed for the diploma to a meaningful learning journey that empowers them to become independent thinkers and educated citizens of the global community, able to transform their learning into meaningful action. Not only does the proposed model offer an overall logic to GE requirements, but it also offers milestones, which will help students mark their progress. For instance, a student member of the Task Force expressed that it was motivational to be able to say, “I’ve learned my Essential Skills, now I’m ready to use these skills in my Disciplinary Perspectives and other GE courses.” This sense of logic and coherence to the GE program is a driving force behind the recommendations of the Task Force.

As another consideration, it should be noted that the unit total and distribution recommendations described herein do not change GE certification for transfer students. In other words, a transfer student would be “GE certified” with 36 units in Essential Skills, Cross-cutting Values, and Disciplinary Perspectives coursework just as occurs now, and when they transfer to a CSU campus, they still would need to complete 6 additional semester units in upper-division GE. The unit distributions and unit totals are consistent with IGETC, with Title 5, and with SB 1440 (the Star Act).

A third consideration relates to what might be colloquially called “carve outs” in the proposed model to capture graduation requirements such as American Institutions, diversity/equity/race/ethnicity (e.g., Ethnic Studies courses), second English composition, and languages other than English requirements. Since these requirements are entirely consistent with the aims of general education, and since articulating them within the conceptual model embeds them even more intentionally in the student’s experience, the Task Force encourages that specific attention be paid to the ways in which such courses are integrated into the GE program.

With regard to Integrative Experiences, a fourth consideration is whether upper division courses should be included at all in the CSU general education program. While the majority of Task Force members strongly supported them as vital to the integrity of the GE program because they synthesize and make transparent what it seeks to accomplish, the minority view should be acknowledged: the Task Force could not identify another higher education institution with this requirement; it adds units to the general education program; it was established at a time when we had fewer transfer students; and finally, upper-division GE has been in place for decades, and yet these courses do not appear to have accomplished what the conceptual model asks of them, i.e., the intentional scaffolding of learning from introduction to development to mastery. On balance, the majority deems upper-division GE critical to

assessing the development of learning in the GE program, and to demonstrating the seriousness with which the CSU views GE learning, as well as the importance it has in a student's undergraduate career.

A fifth consideration regarding the proposed model is that it neither requires nor prevents a course or series of courses dedicated to a First-Year Experience. As with many facets of its recommendations, the Task Force considered such an approach to be in the purview of a specific campus and its faculty. However, the Task Force noted that such courses may be included in the GE program via lower-division GE requirements, such as in the Essential Skills, Disciplinary Perspectives, or Cross-cutting Values areas. The majority of Task Force members support a First-Year Experience program as a high-impact practice that holds particular value and meaning for student populations in the CSU.

Finally, the Task Force discussed on several occasions that the present funding model might encourage departments to offer GE courses in an effort to generate FTES and the resulting resources that extend from student enrollment. In addition to noting that campuses should be "held harmless" during a transition period while any changes in the GE program take place, the Task Force briefly discussed the prospect that the CSU might fund GE courses at the university level, which would be particularly beneficial for courses in the Integrative Experiences area. Removing financial incentives based on student enrollment numbers might result in a greater focus on the best pedagogical strategies and curriculum design to maximize student learning rather than on how to maximize student enrollment in a particular course.

POTENTIAL CATEGORIES OF GE PATHWAYS

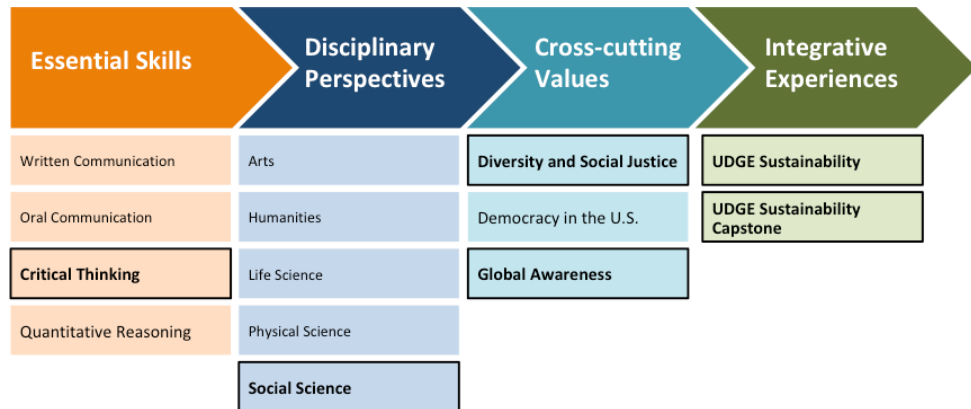
The Task Force recognizes the CSU campuses that have already made great strides in providing students a coherent and intentional GE program under the existing Executive Orders (e.g., Chico State's [Pathways in General Education](#)). The Task Force has been inspired by these efforts as well as other GE reforms across the nation (e.g., Virginia Tech's [Pathways to General Education](#)). The following illustrates how the proposed CSU GE model may be packaged into three broad categories of pathway options for students. A shared theme, problem, or issue, relevant to a Cross-cutting Value, links GE courses within these pathways.

I. GE Minor Pathway

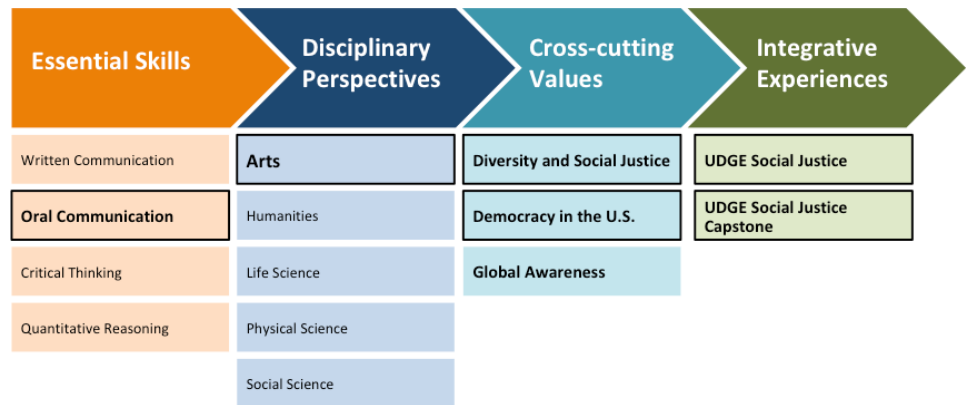
- Best option for students beginning their programs as first-time freshmen.
- Includes a minimum of 18 semester units (6 courses):
 - one Essential Skills course (3 units), e.g., in the Critical Thinking category
 - one Disciplinary Perspectives course (3 units), e.g., social and economic sustainability, art and social justice
 - two Cross-cutting Values courses (6 units), and
 - two Interdisciplinary Experiences courses (6 units), one of which serves as a capstone experience.

- Facilitates the creation of freshman learning communities or First-Year Experience programs organized around a problem/issue highlighted by a Cross-cutting Value.
- Examples provided below illustrate the subareas from which courses may be selected to fulfill the 18-unit (6 course) GE minor; students would still complete courses in all other GE areas to meet the 42-unit requirement.

Example 1. GE Minor in Sustainability for a STEM major



Example 2. GE Minor in Social Justice for a social science major



II. GE Certificate or Special Programs Pathway

- Best option for transfer students or students opting into a pathway after completing most to all of their lower-division GE coursework, particularly in the Essential Skills and Disciplinary Perspectives areas.
- Includes a minimum of 9 semester units from at least one Cross-cutting Values course (3 units) and two Integrative Experiences courses (6 units), with one Integrative course serving as a capstone.
- Facilitates learning communities/cohorts, including student equity support organizations established for transfer students of color (e.g., CSU East Bay’s Sankofa Scholars, GANAS, and TAPASS).

III. Traditional GE Program—the traditional distribution model

- Students select from all available GE courses that fulfill each GE area.

NEXT STEPS

THIS IS JUST THE BEGINNING

This report is the culmination of nearly two years of dedicated work by the General Education Task Force. The document seeks to provide a solid starting point for discussion and reflection and is offered up for wide dissemination, discussion, and ultimately, shared governance-based recommendations to further enhance all CSU students' baccalaureate education. It is vital that students learn within a robust, dynamic general education environment in programs centered on coherent, intentional student learning. The liberal education provided by GE is a liberating education.

Curriculum planning, development and revision are led by the faculty; therefore, the ASCSU is the appropriate body to lead the next phase of GE reform, consonant with the principles and practices of shared governance. Wide, full consultation and consideration of this report is now needed, so the ASCSU is strongly urged to champion and lead the next phase of this important process. Initially, Task Force members anticipated they could help marshal those efforts and, after casting a wide consultative net, make changes to these recommendations prior to encouraging their implementation. However, in the wake of the most recent revisions to Executive Order 1100, the work of the Task Force intentionally slowed, in order to take stock of how those revisions affected both campus programs and systemwide conversations. In the wake of this report, important conversations will be many, varied, and appropriately situated in shared governance contexts both on campuses and systemwide.

The Task Force suggests that among groups the ASCSU consult with are the following: standing committees of the ASCSU; the Chancellor's General Education Advisory Committee (GEAC); campus senates; campus GE committee chairs and/or directors of GE programs; other interest groups relevant to GE; the Academic Senates of the California Community Colleges and the University of California; and the California State Students Association.

Task Force members have appreciated the opportunity to consider the ways in which the California State University system can craft a GE program that best serves the needs of students on each campus. Naturally, members of the Task Force are willing to answer any clarifying questions that come to the ASCSU as the work continues, and wish the ASCSU well as the process moves forward.

Respectfully submitted,

Members of the General Education Task Force

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HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, February 12, 2019

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Kerri Malloy, APC Chair

Committee Membership:

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

January 29

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

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

Addition to Committee Membership:

APC is pleased to welcome AS representative Paola Valdovinos to the committee.

Current Committee Priorities:

Advising Policy (finalizing and sending to FAC)

Classroom Disruptive Behavior Policy

Spring Meeting Dates:

January	29	8 AM - 8:50 AM (BSS 402)
February	11	3 PM - 3:50 PM (BSS 508)
February	26	8 AM - 8:50 AM (BSS 402)
March	11	3 PM - 3:50 PM (BSS 508)
March	26	8 AM - 8:50 AM (BSS 402)
April	8	3 PM - 3:50 PM (BSS 508)
April	23	8 AM - 8:50 AM (BSS 402)
May	6	3 PM - 3:50 PM(BSS 508)

August 29

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

September 12

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

September 26

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

October 10

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

October 24

- Meeting cancelled due a lack of a quorum.

November 7

- The committee is meeting virtually to review the draft of the advising policy that will be forwarded to SenEx.

- Members of APC met with the Office of Student Rights and Responsibilities to gain an understanding of how policies are recommended by the Senate and approved the President are implemented.

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.

Appointments and Elections Committee:

Submitted by Julia Alderson, AEC Chair

Spring 2019 General Faculty Elections Results as of February 6, 2019

Faculty Elected Positions:

GENERAL FACULTY Treasurer / Secretary, 2 year term

Joshua Zender

GENERAL FACULTY Representative to the ASCSU, 3 year term

Mary Ann Creadon

INTEGRATED CURRICULUM COMMITTEE (ICC)

Subcommittee on Course and Degree Changes (CDC)

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

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

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

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

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

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

PROFESSIONAL LEAVE COMMITTEE

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

Tasha Howe

Anne Paulet

Daniela Mineva

SPONSORED PROGRAMS FOUNDATION BOARD

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

- Two Faculty Members, 4 year terms

Katia Karadjova
Jeff Kane

UNIVERSITY FACULTY PERSONNEL COMMITTEE (UFPC)

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

Nikola Hobbel

- Faculty Member (CAHSS), 2 year term

Marcy Burstiner

- Faculty Member CNRS, 1 year term

Yvonne Everett

UNIVERSITY SENATE

Tenure Line At-Large Faculty Delegate, 3 year term

Mark S. Wilson

Tenure Line CPS Instructional Faculty Delegate, 3 year term

Jen Maguire

Tenure Line CPS Instructional Faculty Delegate, 1 year term

Jill Pawlowski

Tenure Line CAHSS Instructional Faculty Delegate, 3 year term

Maxwell Schnurer

Appointment and Elections Committee Appointed Positions:

ACADEMIC POLICIES COMMITTEE

- Faculty Member, 3 year term

Matthew Derrick

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION COMMITTEE

- Faculty Member, 2 year term

Jennifer Brown

APPOINTMENTS AND ELECTIONS COMMITTEE (AEC)

- Two Faculty Members, 1 year terms

Brandice Gonzalez-Guerra
Armeda Reitzel

CENTER FOR COMMUNITY BASED LEARNING (formerly CSLAI)

- Faculty Member from CAHSS, 2 year term

Jennifer Brown

COMMITTEE ON FACULTY RTP CRITERIA AND STANDARDS

- Faculty Member from CPS, 3 year term

Sarita Ray-Chaudhury

DISABILITY, ACCESS, AND COMPLIANCE COMMITTEE

- Faculty Member, 2 year terms

Tim Miller

FACULTY AWARDS COMMITTEE

- Three Faculty Members - 1 year terms

Daniela Mineva

INSTRUCTIONALLY RELATED ACTIVITIES COMMITTEE (IRA)

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

- Three Faculty Members, 1 year terms

Susan Bloom
Stephen Nachtigall

PARKING AND TRANSPORTATION COMMITTEE

- Two Faculty Members, 1 year terms

Garrick Woods
Liza Boyle

STUDENT FEE ADVISORY COMMITTEE

- Faculty Member, 2 year term

Brandice Gonzalez-Guerra

UNIVERSITY CENTER BOARD

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

- Faculty Member, 2 year term

Steven R. Martin

UNIVERSITY RESOURCES AND PLANNING COMMITTEE

- Faculty Member, 2 year term

James Woglom

Constitution and Bylaws Committee:

Submitted by Mike Le, CBC Chair

Roll Call (Quorum Met: 6/6)

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), Joseph McDonald, Student (2018-2019)

Spring meetings will be held in SBS 345 from 3 to 3:50 pm on Wednesdays.

- February 20th
- March 6th
- March 27th
- April 10th
- April 24th

New Items

I. Staff Senator Committee Membership

- a. There are several statements about how to select a staff member for a Senate committee. Working with the Staff Council, CBC will change the statements to be identical.

Continuing work

II. 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 Bylaws and Rules of Procedures (USBRP) 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.

III. 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.
-

Academic Senate CSU (ASCSU):

Submitted by Mary Ann Creadon and Noah Zerbe, ASCSU Representatives

Senate committees meet this Friday, so a fuller report will be available at the next Senate meeting.

Two years ago the ASCSU convened a Task Force to examine the current structure of CSU general education, and to imagine possibilities for a revised GE program. The GE Task Force was told to “dream big,” with no mandate that the report would provide necessary policy changes or any recommendations at all to the Chancellor. The report has now been written and sent back to the ASCSU.

The Task Force was made up of a faculty representative from both the California Community Colleges and the University of California, as well as one administrator from the CSU Chancellor’s Office, and two representatives from the CSU Board of Trustees. The rest of the Task Force was made up of student representatives from CSSA (either two or one, as their situations allowed), and CSU faculty from the ASCSU in various relevant positions, such as officers from GEAC (the Chancellor’s General Education Advisory Committee) and the chairs of the Academic Affairs and Academic Preparation and Education Programs of the ASCSU).

The ASCSU will now determine the next steps, if any, with regards to the report. The ASCSU Senate Chair, Catherine Nelson, distributed the report to various constituencies, including campus Senate Chairs. It needs to be emphasized again that, at this point it is not clear what will happen with the report. The ASCSU Executive Committee will meet this Friday morning and discuss their next steps. If they want ASCSU senators to take feedback from constituencies across the system so that the report can be revised, then we will want to receive the HSU feedback within the next two or three weeks, so we can return with that feedback to the Senate meetings in Long Beach in March.

Please read the report and make any notes for questions or advice, but wait until we find out how the ASCSU Executive Committee wants to proceed before sending your comments to Noah Zerbe or Mary Ann Creadon.

Provost's Office:

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

I am attending the CSU Academic Council at LAX this week so I would like to share the following updates from Academic Affairs. Specifically, I want to highlight the recent activities of the Student Success Alliance (SSA), and provide an update on the strategic enrollment management (SEM) plan implementation as it relates to Fall 2019 student enrollment.

A. Creating Change for Equity - Student Success Alliance (SSA) and GI2025 Funding

Part 1. \$436,000 Allocation of GI 2025 Funding to Support Expanded HSU Student Employment

On 2/5/19, I announced ([here](#)) that \$436,000 of GI 2025 funding had been allocated to directly support HSU student employment.

In Fall 2018, HSU's Student Success Alliance (SSA) recommended use of GI 2025 funding to create new and/or expanded opportunities for on-campus student employment. This recommendation aligns with the GI 2025 pillar "Financial Support." This funding will create 271 new employment opportunities for our students.

Students will be hired to work directly with faculty on research projects and scholarship, undergo professional development opportunities, gain new experiences in peer mentoring, and have opportunities to work additional hours in current programs because of expanded services and hours of operation.

Part 2. RFP for GI2025 Funding Announced (2019-2020 Academic Year)

A campus-wide request for proposals (RFP) was made by the SSA on February 01, 2019 to determine the 2019-2020 AY GI2025 funding allocations. Frequently asked questions (FAQs) about the RFP can be found [here](#).

Click [here](#) for full details of the GI 2025 Fund RFP process.

The RFP application form is available [here](#).

The RFP timeline and proposal process was developed in collaboration with the Integrated Assessment, Planning and Budget (IAPB) Initiative team.

Additional information about IAPB is available [here](#).

B. Strategic Enrollment Management (SEM) Plan Implementation Update

Part 1. Formation of the Enrollment Management Implementation Team (EMIT)

On 02/08/19, invitations from President Rossbacher and me were sent to 22 faculty and staff to join the Enrollment Management Implementation Team (EMIT) with the following charge:

A new committee called the “Enrollment Management Implementation Team” (EMIT) is being established to provide oversight by a broadly representative group of campus stakeholders. EMIT will assume leadership responsibility for coordinating the implementation of the strategies and initiatives outlined in the SEM plan, serve as a clearinghouse for vetting new ideas about enrollment management related activities, and ensure that all campus constituencies receive clear communication about the University’s progress toward attaining our enrollment objectives.

This week (2/11-2/15), Dr. Randy Hyman, Interim Associate VP for Enrollment Management, will seek HSU student participation with EMIT via outreach to the leadership of Associated Students. The message to request/solicit EMIT membership is included at the end of this Senate report.

Part 2. Local Student Recruitment Activities for Fall 2019 and Fall 2020

Outcomes 1 and 2 of the 2018-2023 [HSU SEM Plan](#) specifically address how HSU intends to recruit future students. The recruitment of local high school students is a key component of HSU’s student recruitment efforts. Here is a summary of current activities involving local students:

1. Office of Admissions has purchased ALL local junior and senior prospective contacts from the College Board for inclusion in the HSU admissions database. Prior to 2018, a smaller name list was purchased thus not every local student received communication from HSU. Now, ALL local high school students receive direct contact from HSU.
2. Office of Admissions in collaboration with MarComm developed and deployed a “local student prospect” communication plan directed to each purchased contact name using a series of five recruitment emails that highlights the local student experience with HSU. This communication plan has generated 11,900 communication messages to 1,354 local students during Fall 2018.
3. Office of Admissions now deploys a dedicated local recruiter to serve Humboldt and Del Norte counties with specific emphasis for outreach to local tribal communities. The local recruiter visited every each local high school twice this fall – first, for regular HSU recruitment presentations (that included instant admission to HSU), and second, to provide application assistance during “Cash for College” workshops.
4. In Spring 2019, the local recruiter will return visit local high schools to conduct seminars for juniors and present HSU scholarships at graduating senior award nights. Office of Admissions also deploys the local recruiter when requested by guidance counselors to support an interested student or provide a specialized presentation.
5. In Fall 2018, a new position “Local Pathways Coordinator” (funded by HSU’s Award for Innovation in Higher Education) was created for the Office of Admissions. The Local Pathways Coordinator redesigned the existing “I’ve Been Admitted to College” (IBAC) program for local 8th

graders to fit strategically into the Admissions broader communication plan to local students. During Fall 2018 and Spring 2019, 1,337 local (Humboldt and Del Norte County) 8th grade students visited campus for IBAC events. This represents 98% of all 8th graders in the North Coast region. Media coverage of the IBAC events is available [here](#).

6. The Local Pathways Coordinator, in collaboration with Humboldt County Office of Education (HCOE), will add a new phase to the Local Pathways communication effort in Spring 2019. All local 10th grade students will visit campus in Spring 2019 to build on the 8th grade IBAC experience. This cohort of students will receive mentoring on how to apply to college (including Cal State Apply), and emphasize the critical need to complete A-G requirements.
7. HSU recently established a formal relationship with College of the Redwoods (CR) via the establishment of a “HSU/CR The CR Transfer Specialist” position (funded by HSU’s Award for Innovation in Higher Education). This position provides a critical link between HSU and CR to assist transfer students to seamlessly transition to the university. In January 2019, the Transfer Specialist coordinated four HSU academic department visits to the CR campus to interact with prospective transfer students. Numerous workshops have been held to assist CR students apply to HSU for Fall 2019. In addition to CR’s Eureka campus, these workshops are being conducted on the Klamath/Trinity and Del Norte CR branch campuses. A final series of application workshops will occur in February 2019 prior to the closing of Fall ’19 applications to the CSU (on 2/28/19).
8. Office of Admissions continues to partner with Northern Humboldt School District (Jim Ritter) to bring small groups of students to campus for classroom visits/presentations.
9. Office of Admissions has enhanced the annual “High School and College Counselors’ Conference” by including a novel “Academic Showcase” (funded by HSU’s Award for Innovation in Higher Education) to highlight CAHSS, CNRS and CPS programs and faculty. The Academic Showcase demonstrates HSU’s high quality academic experiences to local counselors (to encourage them to recommend HSU as a “school of choice”)
10. MarCom has launched "Get Ready Humboldt", a new marketing campaign (funded by HSU’s Award for Innovation in Higher Education). "Get Ready Humboldt" engages community leaders (including many local employers) and current HSU & CR students in sending the message that “college is important for a career”, and that “HSU and CR” are two great local options. Details about the program are available [here](#).

Part 3. Student-to-Student Call Campaign (Fall 2019 Recruitment)

Enrollment Management, the Office of Admissions, and program/department faculty officially begin the student-to-student call campaign this week (2/11-2/15). The plan has current HSU students calling every admitted student over the next six-week period. Fisheries Biology, Film, Psychology will conduct calls this week. During the week of 2/18-2/22, Music, Journalism, Communications and the second round of Psychology (second round) will contact admitted students.

HSU’s Strategic Enrollment Management Plan ([SEM Plan](#)) along with an [update on all HSU student recruitment activities](#) is available via HSU’s Strategic Enrollment Management [home page](#).



HUMBOLDT STATE UNIVERSITY

Office of the President

February 8, 2019

To:

Sara Bacio, Transfer Coordinator
Kayla Begay, Faculty, NAS
Sherrene Bogle, Faculty, Computer Science
Leena Dallahseh, Faculty, History
Chris Harmon, Faculty, Chemistry
Frank Herrera, Multicultural Center
Donyet King, Housing and Residence Life
Stephanie Lane, Admissions
Peggy Metzger, Financial Aid
Libby Miller, Faculty, Education
Brian Mistler, Student Health and Wellbeing
Clint Rebik, Registrar

Edelmira Reynoso, ODEI
Tracy Smith, RAMP
Amy Sprowles, Faculty, Biology
Tyler Stumpf, Faculty, Business
Kathy Thornhill, ACAC
Mary Virnoche, Faculty, Sociology
Josh Zender, Faculty, Business
Amber Blakeslee, Ex Officio, UBO
Rock Braithwaite, Ex Officio, OAA
Lisa Castellino, Ex Officio, OIE
Holly Martel, Ex Officio, OAA
Christine Mata, Ex Officio, Dean of Students

From:

Lisa A. Rossbacher
University President

Alexander Enyedi
Provost and Vice President of Academic Affairs

Re:

Enrollment Management Implementation Team

Dear Colleagues,

We are at a critical juncture in the success of HSU's Strategic Enrollment Management (SEM) planning and implementation efforts, and we are inviting you to join a new leadership committee that will drive the initiative forward. During the past year, several HSU faculty and staff have worked to achieve two major steps in the SEM process. First, SEM Recruitment and Retention Councils, along with the Student Success Alliance (SSA), developed the [SEM Plan](#). Next, the Student Success Alliance (SSA) allocated [GI 2025 one-time funding and annual base funding](#) to support key initiatives outlined in the SEM Plan. With these two important steps accomplished, we need a leadership team to oversee coordination of ongoing efforts and assure successful implementation of the SEM Plan.

A new committee called the "Enrollment Management Implementation Team" (EMIT) is being established to provide oversight by a broadly representative group of campus stakeholders. EMIT will assume leadership responsibility for coordinating the implementation of the strategies and initiatives outlined in the SEM Plan, serve as a clearinghouse for vetting new ideas about enrollment-management-related activities, and ensure that all campus constituencies receive clear communication about the University's progress toward attaining our enrollment objectives.

Dr. Randy Hyman, Interim Associate VP for Enrollment Management, will chair the team. The goals, objectives, and outcomes articulated in the SEM Plan will frame the agenda for the team's work. Periodic updates to campus regarding EMIT's progress toward the achievement of enrollment objectives will be posted to the [SEM website](#).

We appreciate your willingness to serve as a member of this new oversight group and remain grateful for your continuing support of HSU students.

Cc: President's Cabinet

President's Office:

Submitted by Lisa Rossbacher, President, Humboldt State University

Written report for the Humboldt State University Senate meeting of January 43, 2019

The date above is in honor of my sister, who hates the month of February and refuses to acknowledge its existence. Most of you will probably think of this Senate meeting date as February 12. I'm sorry I won't be able to attend this meeting due to travel.

I spent two days last week at meetings of the California Council on Science and Technology, on whose board I serve as a representative of the California State University. This is an interesting group, which includes representatives of the Sandia National Labs, Lawrence Livermore, Stanford Linear Accelerator, NASA Ames, the University of California, the CSU, the California Community Colleges, Stanford University, and Cal Tech. The organization was founded about 30 years ago as a state equivalent to the National Academies of Science, Engineering, and Medicine to provide non-partisan expertise to California's decision makers. Recent efforts have included reports on topics ranging from the maker space movement to orphaned and abandoned wells. The signature program is the CCST Science Fellows program, in which early-career scientists are assigned to work with committees in the state legislature to provide analysis and advice. (If you're interested, more information is available at CCST.us, and the 2020 Fellows program is still accepting applications until February 28.)

The CCST is currently searching for a new Executive Director, following the retirement of the previous director, and I am serving on that search committee. If you or anyone you know might be interested, I encourage you to apply or recommend someone. Details about this position will be available shortly on the CCST website.

The CCST Board also held a half-day of briefings with members of Governor Newsom's Cabinet and policy advisors. These included the new economic and business advisor, new cabinet secretaries for natural resources and CalEPA, and his policy advisor for strategic growth. These meetings were very interesting, and, the discussion focused on both research opportunities and higher education. I was impressed by the sense of optimism in Sacramento associated with Governor Newsom's administration – and by the focus on how those of us in higher education need to be able to talk about how we are preparing students for the workforce. I am aware that discussing workforce preparation is anathema to some faculty, but we ignore this expectation at our peril. I have always believed that we can make a particularly strong argument by focusing our key messages on the career-related skills that students learn as part of their education – including communication, collaboration, problem-solving, analysis, and critical thinking.

This message from the Capitol briefings is consistent with that we have been hearing from Governor Newsom and legislators. Higher education in California needs to be able to articulate the ways in which we prepare students for jobs and careers and contribute to the state's economic, cultural, and social growth. As the CSU continues advocacy for the 2019-20 budget, this will be a continuing theme.

While I was in Sacramento I also connected with our local legislators, Assemblymember Jim Wood and State Senator Mike McGuire. Assemblyman Wood had been following the media coverage about student housing and food insecurity, and he is interested in learning more on his next visit to campus. Senator McGuire was at an off-site policy meeting, so I met with his Chief of Staff, but I know he continues to champion the new collaborative nursing program between HSU and College of the Redwoods as an important service to our region.

As always, I am available to answer questions.

Letter of Support

2/3/2019

Humboldt State University
1 Harpst Street Arcata, CA 95521

Dear University Senate, and Members: ~~Burkhalter, Mola, Malloy, and Watson.~~

This is a letter of support for the creation of Multi-Stall Gender Neutral bathroom on campus.

Overview

- 1. Project Summary:** To create a gender neutral multi-stall bathroom on the second floor of the Harry Griffith Hall (HGH) and next to Associated Students.
- 2. Objectives:** To create a more equitable and welcoming campus community and continue to be a leader in equality. By upholding the HSU mission Values "We believe in the dignity of all individuals, in fair and equitable treatment, and in equal opportunity. We value the richness and interplay of differences. We value the inclusiveness of diversity, and we respect alternative paradigms of thought."
- 3. Background and Rationale:** Creating these bathrooms would not be time or resource intensive, thus meeting HSU goal of creating more accessible bathrooms. As of now construction of single stall bathroom is HSU plan, this is time, money and logistically intensive. Lack of access to appropriate bathrooms is harmful (Academically, Dignity, Socially, Health both Mental and physical) to our QTLBG community. Furthermore it would be advantages for those with disabilities and families. This population is very common in the child development department that specializes in a major of Special Education. Multi-Stall reduces pressure of time. These proposed locations have an excess of bathrooms already. Multi-Stall gender neutral bathrooms have no negative effects.

For more information and outline please see our report.

Sincerely, Cory Strauss and Oliver Winfield-Perez

COMMENTS FROM UNIVERSITY SENATE (1.29.2019)

Responses from 3 questions asked...

WHAT WOULD SENATE MEMBERS HOPE TO ACCOMPLISH THROUGH DEIC SESSIONS?

- Increased communication, realistic conversation about race & equity
- Meaningfully address concerns already highlighted
- Have framed discussions that arrive at actionable work that can be done
- Students feel more safe & have more opportunity to grow
- Humility in groups and ongoing self-critique & learning
- Policies that better operationalize equity
- Time for reflection - ongoing personally/systemically

continued->

WHAT WOULD SENATE MEMBERS HOPE TO ACCOMPLISH THROUGH DEIC SESSIONS?

- Practices linked to equity are made policy+linked to RTP
- Appendix J revisions to encourage investments in diversity in pedagogy
- All constituencies on campus have mutual respect & understanding of those they interact with
- Transparent cross-campus involvement
- Like to see more people involved in equity & diversity issues, with lots more people than just the usual suspects

SOME CONCERNS YOU HAVE FOR DEIC @ SENATE

- Concerned we don't actually do anything but talk a lot or just write value/vision statements but not change meaningful policy
- No more race/gender 101...Senate is not a workshop space
- Lack of ability to take action
- How will the work encourage self-critique and direct application to our work with students
- Concerned about the time devoted at each meeting, for it to be just more of the same - a lot of talking/memorizing but not a whole lot of tangible things.

Continued ->

SOME CONCERNS YOU HAVE FOR DEIC @ SENATE

- I worry that our senate conversations tend to get bogged down in showboating. I'd be concerned that we have a hard time talking productively
- Concerned about talking about equity at each meeting if not everyone will engage
- My greatest concern for the senate is if a collaborative effort can be addressed with not only the campus community but the extended community beyond
- How will the work encourage self-critique and direct application to our work with students

BRAINSTORM SOME POSSIBLE POLICIES FOR DEIC/SENATE TO TAKE ON

- Trainings for everybody on racial equity, indigenous knowledge, social justice
- Reports on the efforts that are going on or underway
- Work on reorganizing structure to create space/time/compensation for all faculty & staff to participate in trainings/guest lectures.
- Indigenous ways of knowing within creative and science classes
- Policy put in place that leads to action

Continued ->

BRAINSTORM SOME POSSIBLE POLICIES FOR DEIC/SENATE TO TAKE ON

- A better accountability process for faculty, staff, and students
- Policies that are student centered and reflect HSU's status as an HSI
- Fighting back against resistance and subversion from entrenched white faculty who do not want to change
- More action, not just talk & discussion. These half-hour sessions are important for increasing awareness
- I would like to see policy put in place that leads to action. Properly inspired action rather than forced

RACIAL EQUITY

Equity work at Humboldt State University (HSU) recognizes the historical and systemic disparities in opportunities and outcomes and provides resources necessary to rectify those disparities.

Racial equity at HSU will be achieved when one's racial identity no longer predicts, in a statistical sense, how one fares. Racial equity is one part of racial justice and works to eliminate policies, attitudes, and cultural messages that reinforce differential outcomes by race.

Adapted from the Education Trust-West and the Center for Assessment and Policy Development

ACTIONS FOR HSU TO CONSIDER: DOES OUR INSTITUTION DO THE FOLLOWING?

1. Know who your students are and will be.
2. Have frank, hard dialogues about the climate for underserved students with a goal of effecting a paradigm shift in language and actions.
3. Set and monitor equity-minded goals—and allocate aligned resources to achieve them.
4. Develop and actively pursue a clear vision and goals for achieving the high-quality learning necessary for careers and citizenship, and therefore essential for a bachelor's degree. <http://www.aacu.org/publications/step-up-and-lead>

WHAT DOES IT MEAN TO BE EQUITY-MINDED?*

Equity-minded practices are created through

1. Willingness to look at student outcomes and disparities at all educational levels disaggregated by race and ethnicity as well as socioeconomic status.
2. Recognition that individual students are not responsible for the unequal outcomes of groups that have historically experienced discrimination and marginalization in the United States.
3. Respect for the aspirations and struggles of students who are not well served by the current educational system.
4. Belief in the fairness of allocating additional college and community resources to students who have greater needs due to the systemic shortcomings of our educational system in providing for them.
5. Recognition that the elimination of entrenched biases, stereotypes, and discrimination in institutions of higher education requires intentional critical deconstruction of structures, policies, practices, norms, and values assumed to be race neutral.**

*Keith Witham, Lindsey E. Malcom-Piqueux, Alicia C. Dowd, and Estela Mara Bensimon, *America's Unmet Promise: The Imperative for Equity in Higher Education* (Washington, DC: Association of American Colleges and Universities, 2015).

**Keith Lawrence, Stacey Sutton, Anne Kubisch, Gretchen Susi, and Karen Fulbright-Anderson, *Structural Racism and Community Building*, Aspen Institute Roundtable on Community Change (Washington, DC: The Aspen Institute, 2004).

<http://www.aacu.org/publications/step-up-and-lead>

8 ACTIONS TO REDUCE RACISM IN COLLEGE CLASSROOMS

“Faculty members sometimes unknowingly or inadvertently contribute to a racist climate in their classrooms. But they can take steps to address racism more effectively in their teaching.”

Shaun R. Harper & Charles F. Davis III

<https://www.aaup.org/article/eight-actions-reduce-racism-college-classrooms#.XGHlMU1Yacw>

ENDING RACISM IN OUR CLASSROOMS

- 1. Recognize your implicit biases and remediate your racial illiteracy.*
- 2. Don't be surprised when a black male student writes well. Stop expecting the Latina student to speak for all Latinos. Quit thinking all Asian American students are the same.*
- 3. Become educated about WHITENESS and how it impacts our teaching and interactions.*

ENDING RACISM IN OUR CLASSROOMS

4. Learn about microaggressions; our students report them frequently.
5. Responsibly address racial tensions when they arise. (If you don't have the skills to do this, then reach out...)
6. Meaningfully integrate diverse cultures and peoples into the curriculum. (Not just a one-off inclusion)
7. Recognize that you and your faculty colleagues share much responsibility for racial inequities. Commit to fixing this!

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Human Resources & Academic Personnel Services

<https://training.humboldt.edu>

Whiteness and Microaggressions Training

Monday, February 25, 2019 - 11:00am to 1:00pm

This four-hour workshop (divided into 2 two-hour segments) will offer an introduction to the concept of whiteness, the significance of whiteness in our everyday lives, and how whiteness shapes our interactions. We will examine how whiteness affects various systems of advantage and what that looks like in our community. Additionally, we will explore how microaggressions are a manifestation of whiteness. We will address what microaggressions are, how we can identify them, and how they impact our daily interactions with one another.

CTL Spring 2019 programming:

- Faculty Learning Community on Scholarly Teaching
- Professional Learning Community on Equity in Community Engagement (faculty and staff)
- Faculty Learning Community on Re-imagining the Learning Experience
- Professional Learning Community on Asset-Based Equity in Your Practice
- Professional Learning Community on Infusing "Early Alert" Into Learning Environments
- Mid-Semester Feedback
- Teaching Excellence Symposium (details coming soon)

<https://ctl.humboldt.edu/content/center-teaching-learning-home>

INSPIRING EVENTS - OPPORTUNITY TO DIALOGUE

Campus/Community Dialogue on Race 11/4 - 11/8/2019

<http://dialogue.humboldt.edu/>

Black History Month

<https://aacaе.humboldt.edu/black-history-month>

International Education Week 2/11 - 2/15/2019

<https://extended.humboldt.edu/international-programs/international-education-week>

Social Justice Summit

<http://summit.humboldt.edu/>

And many more!

MORE PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Library SkillShops, L4HSU, Research Guides

Discussing Whiteness: <http://libguides.humboldt.edu/whiteprivilege>

Whiteness: <http://libguides.humboldt.edu/whiteprivilege/whiteness>

White Fragility: <http://libguides.humboldt.edu/whiteprivilege/fragility>

Humboldt Digital Scholar offers an archive of campus lectures and keynote speakers like

Can a Green University Serve Underrepresented Students?: Reconciling Sustainability and Diversity at HSU by Sarah Ray <http://hdl.handle.net/10211.3/157485>

MORE PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Equity Alliance of the North Coast

<https://www.hafoundation.org/Initiatives/Equity-Alliance-of-the-North-Coast>

Their monthly e-newsletter is full of training and book circle opportunities by not only Equity Alliance, but also NAACP, Equity Arcata, and HSU.

[January 2019 newsletter](#)

Equity Alliance is supporting the continuation of racial equity work at institutional & structural levels, building local capacity of local trainers & the organizations they serve for racial equity, and hosting public offerings to normalize conversations about race.

AND...

Equity Arcata

<https://www.equityarcata.com/>

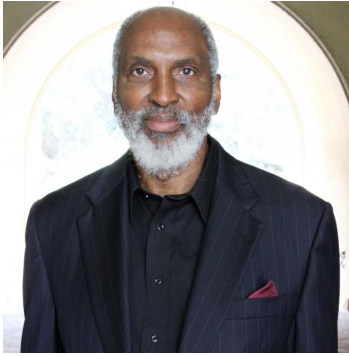
MARE: McKinleyville Alliance for Racial Equity

<https://www.times-standard.com/2018/02/09/mckinleyville-group-working-to-confront-race-issues/>

Library Diversity & Social Justice Working Group

<https://sites.google.com/humboldt.edu/librarydiversity>

OTHER RESOURCES



[Haas Institute for a Fair and Inclusive Society](#) @ UC Berkeley

John Powell's speech at HSU on March 5, 2016

Giving Birth to a Society In Which Everyone Belongs

<http://hdl.handle.net/10211.3/172163>

[Government Alliance on Race and Equity](#)

[Teaching Tolerance](#)

[Equity Alliance of the North Coast TOP 10 starter resources](#)