

Tuesday, October 26, 2021, 3:00pm, Virtual Meeting ID: 828 2073 0017

Chair Monty Mola called the meeting to order at 3:00pm on Tuesday, September 28, 2021, via Zoom; a quorum was present.

**Members Present**

Aghasaleh, Anderson, Bell, Burkhalter, Cannon, Capps, Cuellar, Gonzalez, Gordon, Graham, A. Thobaben, M. Thobaben, McGuire, Meriwether, Miller, Mola, Moyer, Ndura, O'Neill, Roohparvar, Pachmayer, Schnurer, Teale, Tillinghast, White, Woglom, Wrenn, Wynn

**Members Absent**

Finley, Jackson

**Guests**

Amber Blakeslee, Carmen Bustos-Works, Chris Aberson, Cyril Oberlander, Jenessa Lund, Lupita Rivera Cid, Mike Le, Pedro Martinez, Peggy Metzger, Sheila Rocker Heppe, Sulaina Banks

**Announcement of Proxies**

St. Onge for Meriwether as needed

**Approval of and Adoption of Agenda**

M/S (Wynn/Wrenn) to approve the agenda

Motion to approve the agenda passed unanimously

**Approval of Minutes from the meeting on October 12, 2021**

M/S (Cannon/Anderson) to approve the minutes from the October 12, 2021 meeting

Motion to approve the minutes passed unanimously

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

- Written report attached

**Consent Calendar from the Integrated Curriculum Committee**

The attached ICC Consent Calendar was approved unanimously

**General Consent Calendar**

It was noted there were no items for consideration on the General Consent Calendar to consider

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

It was noted that Alex Kent and Rhiannon Miramontes were signed up to speak about the rules for attending musical performances, but were not in attendance.

**TIME CERTAIN: 3:30 PM – Resolution on HSU Graduate Learning Outcomes (02-21/22 – ICC – October 26, 2021 – Second Reading)**

Senate vote to approve the Resolution on HSU Graduate Learning Outcomes **passed without dissent**

Ayes: Aghasaleh, Anderson, Burkhalter, Bell, Cannon, Cuéllar, Doyle, Gonzalez, Graham, Marcum, Meriwether, McGuire, Miller, Miyamoto, Mola, Moyer, Ndura, O’Neill, Pachmayer, Schnurer, Teale, Tillinghast A. Thobaben, M. Thobaben, White, Woglom, Wrenn, Wynn

Nays: none

Abstentions: Capps, Roohparvar

**Resolution on Extraordinary Service Policy (04-21/22 – FAC – October 26, 2021 – First Reading)**

This Resolution is brought by the Faculty Affairs Committee; it does not require a motion to be moved to the floor.

Senator O’Neill explained HSU had a policy on exceptional service and it came out of the 2014 Union contracts, which was set to expire in 2017, and so this policy expired in 2017. She continued, noting the purpose of this is to have course release to alleviate cultural taxation on BIPOC, LGBTQ+ faculty and other minoritized populations, so the committee has rewritten the policy as well as streamlined the application process so that it isn't so burdensome for people to apply.

Senator Aghasaleh suggested that since any successful BIPOC faculty would need to take time off teaching, it might be worth it to recommend that their class be taught by another BIPOC faculty member.

Chair Mola noted his appreciation and reminded everyone that this policy covers all Unit 3 faculty, which includes counselors, as well as coaches and librarians.

**Resolution on Minors, Concentrations and Academic Credit-Granting Certificates Policy (05-21/22 – APC – October 26, 2021 – First Reading)**

This Resolution is brought by the Academic Policies Committee; it does not require a motion to be moved to the floor.

Senator Schnurer explained that the APC received much feedback from many groups on campus, including faculty, administration, and students on as many as 75 different feedback points and changes that happened then. From there, another version came out in September which yielded more changes. He noted the core goal is to make clear as possible what the

procedures and definitions are of what minors, certificates, and concentrations are. He explained that the policy details new clear guidance about whether or not one can minor in their major, the number of units that can be transferred is clearly identified. He further noted the certificates one is obviously a little bit more complicated because there are a wide variety of certificates at this campus.

This policy only governs academic credit granting certificates, and those aren't just granted by the University; extended education also grants academic credit certificates and CPU credits and this policy asked them to be a part of the University, since they are part of what we do and we need to honor and support and connect and collaborate with their contributions. Certificates at this university can be run stateside, they can also be run by extended education; there's some language in there about faculty who are teaching in certificate programs and also some assessment and ICC check in pieces as well. He noted the committee also thinks that there's a good distinction now between stateside and self-support certificates that could help to clear up for future proposals of new certificates.

He concluded, explaining that the parts about concentrations is mostly guided by chancellor's office guidelines, such that HSU will be brought into alignment with the Chancellor's Office.

Chair Mola ceded the floor to Dean Oberlander. Dean Oberlander noted that requiring nonacademic certificates to be vetted through the ICC will be problematic for extended education.

Senator Graham approved of the policy, but asked for clarification about whether minors are only for undergraduate matriculated students and certificates are for everybody else.

Senator Moyer suggested that concentrations do not belong in this policy. She also noted that the statement that a minor that is very skilled based could also be a certificate is challenging and could lead to questions.

Senator Teale noted that the new peace corps program, which is a certificate, doesn't fit some of the definitions as written.

Senator Schnurer responded to the questions, noting that this policy only covers academic credit granting certificates, and is only for newly proposed academic credit granting certificates.

Senator Schnurer agreed with Senator Moyer, and stated he thinks it'll be smart to have a major version of this, as well as collaborating with the ICC is have a guidance document the sort of like process guide that allowed sort of gives folks the step by step process about what they need to do to propose new minors, certificates, or concentrations.

**Time Certain: 3:30 PM - Information Item: National Center for Faculty Development and Diversity – Dr. Elavie Ndura, ODEI**

VP and Campus Diversity Officer Dr. Elavie Ndura gave the attached presentation.

**Time Certain: 4:00 PM - Enrollment Update/Fall Welcome - Dr. Jason Meriwether, Peter Martinez, and Mike Le**

The attached information was shared with the Senate.

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

**Academic Policies:**

- Written report attached

**Constitution and Bylaws:**

- Written report attached

**Integrated Curriculum:**

- Written report attached

**University Resources and Planning:**

- Written report attached

**President and President's Administrative Team:**

- Written report attached

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M/S (Woglom/White) motion to adjourn

**Meeting adjourned at 4:55 pm**

Meeting Chat Record:

## **University Senate Chair Report October 26, 2021**

I hope everyone is hanging in there during week 10 of this semester. I was in numerous meetings last week that caused a whipsaw of different emotions. During the Polytechnic Steering Committee meeting, there was a sense of eager anticipation. The mood was light, folks were excited and motivated to do the work and help HSU transition to Cal Poly Humboldt.

In a number of different meetings, I heard from lecturer faculty that are concerned about keeping their jobs, department chairs and ASCs that are trying to keep their heads above water and about how budget reductions are affecting student, staff, and faculty morale. These meetings (rightfully) had a much more somber mood.

We are in a weird place. It feels like HSU is about to rocket off into a bright future, but there are many that feel like they will be left behind. As we bridge to that bright future, let us use our collective wisdom to ensure that we all make it off the platform. Our isolation on the Lost Coast makes finding local talent with the expertise to teach our courses difficult. Let us do what we can to hang onto our lecturers as our enrollments recover. Let's figure out how to fix in-range progressions so that our staff can see a pathway toward higher wages. Let's make sure that the workload is manageable for all of us.

Thanks,  
Monty

**Integrated Curriculum Committee Consent Calendar  
University Senate Meeting October 26, 2021**

[PHYX - 441 - 21-1293](#). Physics department would like to remove the phrase: "Recommended preparation: MATH 311(C) or MATH 315(C)." from the course description and add MATH 311 (Vector Calculus) or MATH 315 (Advanced Calculus) as a co-requisite (in addition to the existing pre-requisite of PHYX 340 (Mathematical & Computational Methods), and co-requisite of MATH 313 (Ordinary Differential Equations)).

[OCN - 301 - 21-1265](#) "Marine Ecosystems - Human Impact". Modifies pre-requisites to make the course more accessible to students as an UD GE option, including transfer students. The updated pre-requisite requires OCN 109 (drops OCN 109L) or completed LD GE Area B. Many community colleges offer OCN 109 without a lab, therefore it will be easier for transfer students to register in OCN 301.

[OCN - 320 - 21-1266](#) "Physical Oceanography". Modifies pre-requisites to make the course more accessible to prepared students from other majors. OCN 109 is dropped from being required to recommended. Removes OCN 109L (many community colleges offer OCN 109 without a lab) and PHYX 211 from required pre-requisites. Adds MATH 205 to an alternative to MATH 110 and/or MATH 215.

[OCN - 330 - 21-1267](#) "Chemical Oceanography". Modifies pre-requisites to make the course more accessible to students. OCN 109 is dropped from being required to recommended and OCN 109L is removed entirely. The updated pre-requisite requires only CHEM 110.

[OCN - 340 - 21-1268](#) "Geological Oceanography". Modifies pre-requisites to make the course more accessible to students. OCN 109 is dropped from being required to recommended and OCN 109L is removed entirely. The updated pre-requisite requires GEOL 109, and MATH 101T or MATH 102.

**HUMBOLDT STATE UNIVERSITY**  
**University Senate**

**Resolution to Adopt New Graduate Learning Outcomes**  
02-21/22-ICC – October 26, 2021 – Second Reading

**RESOLVED:** That the University Senate of Humboldt State University recommends to the President that the university adopt the Graduate Learning Outcomes listed in this document.

**RATIONALE:**

Updating HSU's Graduate Learning Outcomes was identified as a priority by the Graduate Council to improve applicability across programs and responsiveness to institutional priorities on equity and justice. The current Graduate Learning Outcomes include specific language that is not reflective of the content of all graduate programs. The language of the proposed learning outcomes broadens their scope to make them more functional for curricular alignment and assessment. In addition, the proposed learning outcomes were reviewed by the Working Group on Climate for Grad Students of Color, who recommended the addition of outcome seven, Equity and Justice. The addition of this learning outcome is in alignment to HSU's institutional commitment to social, racial, economic, and environmental justice. The included Graduate Learning Outcomes were approved without dissent during the HSU Graduate Council meeting in Spring 2021.

## HSU Graduate Learning Outcomes

### (1) Specialized Knowledge

Students will be able to develop specialized field knowledge and integrated knowledge across content areas.

### (2) Frameworks

Students will be able to evaluate a range of viewpoints embedded within varying frameworks that may include temporal, cultural, linguistic, sociopolitical, or technological contexts.

### (3) Critical Inquiry

Students will be able to engage in critical inquiry using effective search and evaluation strategies.

### (4) Application

Students will be able to integrate knowledge and practice through application of disciplinary or interdisciplinary learning across a variety of contexts.

### (5) Communication

Students will be able to communicate ideas effectively to multiple audiences orally and in writing.

### (6) Ethics

Students will be able to reason ethically in evaluating various perspectives, policies, and/or practices relevant to one's field of study.

### (7) Equity and Justice

Students will be able to demonstrate research knowledge, practices, and dispositions associated with equity and social, racial, economic, and environmental justice as these apply to effective practices in the discipline.

Acknowledgement: Graduate Learning Outcomes adapted in part from University of San Diego



**HUMBOLDT STATE UNIVERSITY**

**University Senate**

**Resolution on Policy Allocating Assigned Time for Exceptional Service to Students**

04-21/22-FAC – October 26, 2021 – First Reading

**RESOLVED:** That the Humboldt State University Senate recommends to the President that the attached Policy on the Allocation of Assigned Time for Exceptional Levels of Service to Students (dated XXXX) be approved.

**RATIONALE:** Article 20, Section 20.37 of the Collective Bargaining Agreement (CBA) between CSU and the California Faculty Association (CFA) establishes a program under which the CSU will provide assigned time for faculty providing exceptional levels of service to students. That clause requires Campus Senates establish the specific criteria and process by which such awards would be made.

**UNIVERSITY SENATE  
HUMBOLDT STATE UNIVERSITY**

**Allocation of Assigned Time for Exceptional Levels of Service to Students**

**1. OVERVIEW**

To provide a process for all Unit 3 faculty to apply and compete for assigned time for exceptional levels of service to students that supports the priorities of the California State University (CSU) system and support Humboldt State University's (HSU) Purpose and Strategic Plan pursuant to Article 20, Section 20.37 of the Collective Bargaining Agreement (CBA) between CSU and the California Faculty Association (CFA). The purpose of this allocation of assigned time is to alleviate cultural taxation of faculty members who are Black, Indigenous, or otherwise Persons of Color, are LGBTQ+, or are of other marginalized identities. Any faculty member may apply for this award.

**2. PROFESSIONAL LEAVE COMMITTEE**

The Professional Leave Committee shall be charged with reviewing applications and making recommendations to the Provost on the allocation of assigned time subject to the provisions outlined below.

**3. ASSIGNED TIME BUDGET AND REPORTING**

Pursuant to Article 20, Section 20.37 of the CBA, the CSU has agreed to provide resources to each campus for assigned time for exceptional service to students.

**3.1 Accountability and Expenditures**

3.1.1. Humboldt State University shall expend all funds allocated under this program. HSU shall provide an accounting of expenditures for this program for the prior fiscal year no later than November 1 of the subsequent year to the Professional Leave Committee, the University Senate, the Campus CFA President, and the CSU.

3.1.2. Any unused funds shall roll over for use in the following academic year.

For accounting purposes, costs of assigned time shall be calculated based on the vacant rate.

3.1.3. Awards shall normally be provided in 3 WTU increments.

**4. ELIGIBILITY AND RESTRICTIONS**

**4.1. Eligibility**

All Unit 3 faculty employees are eligible to submit an application to request assigned time for exceptional service to students.

Faculty who have previously received assigned time under this program and have not filed a final report on their activities are not eligible to apply again until their final report has been received.

## **4.2. Restrictions**

Assigned time can only be utilized during the academic year (August – May) during which the activity is performed.

## **5. TIMELINE**

Applications will be due on October 1. Awards will be announced on or before December 15.

## **6. APPLICATION MATERIALS**

An application for assigned time to support exceptional levels of service to students shall consist of: 1) a brief narrative, not to exceed two pages; 2) a current curriculum vitae (CV). The narrative should include a description of service activities and how students are impacted.

## **7. SUPPORTED ACTIVITIES AND REVIEW CRITERIA**

### **7.1 The following activities may be supported**

7.1.1. Student mentoring, advising, and outreach, especially as these activities support underserved, first-generation, and/or underrepresented students.

7.1.2. The development and implementation of high-impact educational practices; curricular redesign intended to improve student access and success.

7.1.3. Service to the department, college, university, or community that exceeds the normal expectations of all faculty.

7.1.4. Assignment to courses where increases in enrollment have demonstrably increased workload.

7.1.5. Other extraordinary forms of service to students.

### **7.2 Review Criteria**

7.2.1. Demonstrated impact on first-generation, underrepresented, or historically underserved populations

7.2.2. Demonstration that the impact on and/or quality of student experience could not be maintained without an increase in workload and that exceeds the faculty member's work assignment/regular duties

7.2.3. The quality of the activity demonstrates impact on student success and/or educational experience

## **8. RECOMMENDATIONS**

8.1 The Professional Leave Committee shall assign each proposal one of three ratings: (A) Highly Recommended; (B) Recommended; or (C) Not Recommended.

8.2 The Professional Leave Committee shall submit its evaluations and the application materials to the Provost who, in consultation with the appropriate administrator responsible for assigning

workload (e.g., Dean or Vice-President for Enrollment Management and Student Affairs), shall make the final determination regarding the approval or denial of the proposal.

## **9. INFORMATION PROVIDED TO APPLICANTS**

Once a decision is reached by the Provost, the Provost shall forward the decision to the candidate. If an application is denied, an explanation why the proposal was denied and the evaluation of the Professional Leave Committee shall be provided to the applicant.

## **10. APPEALS**

Applicants may appeal the decision by the Provost to approve or deny their proposal. Decisions made by the Appeals Committee shall be final and binding and are not subject to the grievance procedures specified in Article 10 of the CBA.

### **10.1 Appeals Committee**

The Appeals Committee shall comprise one member of the Professional Leave Committee, two faculty Senators, and the Provost or designee who shall be a non-voting ex officio member. The Appeals Committee shall be appointed by the Senate Executive Committee.

### **10.2 Timeline and Notification of Appellate Decisions**

Appeals of the decision made by the Provost shall be made, in writing, to the Chair of the University Senate and shall be filed no more than ten working days after the date upon which the Provost notifies the applicants of the decision. The Chair of the University Senate shall ensure the appointment of the Appeals Committee within ten working days of receiving the first appeal. The Appeals Committee shall complete their review in no more than thirty working days after receipt of the appeal. The Appeals Committee shall send the appellant notification of its decision.

## **11. CONDITIONS OF ASSIGNED TIME**

A faculty unit employee granted assigned time under this program shall provide a final report to the Provost via the Office of Faculty Affairs office no later than the last day of the semester immediately following the use of assigned time. The report shall be copied to the Professional Leave Committee and the College Dean or Vice-President for Enrollment Management and Student Affairs as appropriate. The report shall provide evidence that the proposed activities were completed and that the impact on the students was as claimed in the original application. Faculty are ineligible to receive further assigned time from this program until their report is received.

**HUMBOLDT STATE UNIVERSITY**  
**University Senate**

**Resolution on Minors, Concentrations and Academic Credit-Granting Certificates**

**05-21/22-APC – October 26, 2021 – First Reading**

***RESOLVED:*** That the University Senate of Humboldt State University recommends to the President and Provost that the following policy governing proposed Minors, Academic credit-granting certificates, and concentrations be adopted.



# HUMBOLDT STATE UNIVERSITY

## Policy governing proposed Minors, Academic credit-granting certificates, and concentrations

[Policy Number]

Academic Policies Committee

**Applies to:** All new proposals for minors, academic-credit granting certificates and concentrations.

**Supersedes:** Curricular Guidelines for Minors at HSU (4/10/2011) and amends the Guidelines for Approving New Certificate Programs (3/11/2014 - #29-13/14-ICC).

### Purpose of the Policy

This policy revision intends to make more clear what minors, academic credit-granting certificates and concentrations are at HSU. The policy also provides guidance for new and proposed minors, academic credit-granting certificates and concentrations including assessment and requirements for submitting new minors, academic credit-granting certificates and concentrations.

### Table of Contents *(optional; suggested for longer documents)*

- I. Definitions
- II. Policies governing new proposals for minors, academic-credit granting certificates and concentrations
- III. Specific guidelines for proposing new minors
- IV. Specific guidelines for proposing new concentrations
- V. Specific guidelines for proposing new academic credit-granting certificates

### Definitions

**Minor.** A minor is a course of study designed to emphasize a disciplinary or multidisciplinary specialty, or area of special interest, for a matriculated student. Minors will be 12-24 units and offer a sustained course of study that complements academic work. Students are generally prohibited from earning a major and minor from the same degree program. Exceptions can be made in combinations in which: 1) at least 9 units required for the minor are not already required for the major. In cases where there are concentrations within the minor or major, a student must take concentrations such that at least 9 units for the minor are not counted towards the major, and 2) the major and minor must have different titles.

**Certificate.** An academic credit granting Certificate is a cohesive course of study, shorter than a degree program, designed to provide students with training focused to

enhance their professional/career opportunities. A certificate is a course of study designed to increase the skills associated with a specific area of study. A certificate may be awarded to a person, matriculated or not, who completes the designated course of study. Academic credit-bearing certificates are often provided through extended education but may be offered by academic programs at the BA or MA levels. Certificates may be used for professional qualifications.

*Concentration.* A concentration is a focus within a major program that is less than half of the units in a major program that appears on a student transcript. Emphasis is a subdivision of a concentration that does not appear on a diploma. Prior to implementation of any option, concentration or special emphasis (or similar subprogram) approved under this delegation, the campus shall obtain a Chancellor's Office confirmation of compliance with CSU policy and applicable law (EO 1071).

### **Policy Details**

#### **II. Policies governing new proposals for minors, academic-credit granting certificates and concentrations**

Minors, academic credit-granting certificates and concentrations are subprograms of academic units at Humboldt State. Every subprogram will uphold the vision and responsibilities of Humboldt State University and the California State University system.

Academic credit-granting certificates shall be 6-20 units. Concentrations shall be less than half of the major program.

Minors can be academic credit-granting certificates if they are skill-focused and approved as such but are not automatically available as certificates.

Minors shall be regularly reviewed and shall be included in the upcoming 7-year program review cycle.

Academic credit-granting Self-support certificates must meet all current standards for academic programs at Humboldt State. Academic credit-granting certificates proposed for self-support shall be designed primarily for career enrichment or retraining. Credential or academic credit-granting certificate programs can be offered by an academic department or by extended education.

For a degree, credential, or certificate program, or for individual academic-credit-bearing courses to be offered in extended education: (1) CSU Operating Funds shall be either unavailable or inappropriate for supporting the offering(s), and (2) at least one of the following additional criteria shall be met:

- a. The courses or program is designed primarily for career enrichment or retraining (Education Code section 89708); or

- b. The location of the courses or program offerings is removed from permanent, state-supported campus facilities; or
- c. The course or program is offered through a distinct technology, such as online delivery; or
- d. For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds; or
- e. For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds. (1099)

At the discretion of the University, academic credit earned in certificate programs may be awarded at the graduate and undergraduate levels. Certificate programs may grant Continuing Education Units (CEUs), or they may include non-credit offerings. Each certificate proposal shall address the number of semester or quarter credits needed for completion and be explicit about the academic credit for matriculated students. There may be additional policies necessary to planning and developing certificate programs that grant academic credits.

Faculty teaching in all programs that offer credit-bearing certificates must be reviewed through appropriate APS/HR procedure.

Credit granting self-support certificates shall result in a positive impact on HSU facilities, services, faculty, staff and students as per EO 1099 supplanting policies.

Academic credit-granting certificates, minors and concentrations must be reviewed and approved by the ICC according to guidelines. Proposals will be submitted using appropriate curriculum forms and/or online review software such as Curriculog.

Stateside academic credit-granting certificates will be covered by tuition, but self-support academic credit granting certificates have additional charges.

Each proposed new minor, certificate or concentration will be proposed by the sponsoring academic unit and then must be reviewed and recommended by each of the following:

- Sponsoring department (if appropriate)
- Academic dean (if appropriate)
- ICC
- Senate
- Provost
- President
- Chancellor's office (in the case of new concentrations)



### III. Specific guidelines for proposing new minors

The following criteria must be met when proposing a new minor:

- Describe the program need/rationale for the new minor framed by the institution's vision and strategic goals. Provide evidence that the new minor will have sufficient enrollment. Describe how the minor will enhance student education.
- The exact title of the new minor being proposed.
- List of courses and descriptions for all required units for the new minor. All prerequisite courses must be clearly identified. If the minor requires completion of HSU general education courses before entering the minor, these shall be clearly identified as prerequisite courses. If the program allows for the choice of courses, all pathways shall be clearly mapped to ensure consistent application of minor learning goals.
- Any new courses created for the minor must be clearly identified in the proposal.
- All course work for a minor must be satisfied with a 2.0 GPA in minor work or above. Any additional GPA requirement must be included in the proposal.
- Students must have 6 HSU units in residence for any minor or 9 units if the minor is more than 20 units.
- Students must take at least 6 units for the minor at the upper division (300 and above) or 9 units if the minor is more than 20 units.
- A maximum of 3 units for the minor can be internships or independent study unless the minor is designed to include more and has prior approval.
- All courses that meet the requirements of a minor may be used, as appropriate, simultaneously to meet requirements in general education, credentials, certificates, or complementary studies.
- The curriculum for a minor course of study must meet at least three of the Institutional Learning Outcomes (ILOs) for Humboldt State University. Proposals must include an assessment plan that would allow for the student learning that met those ILOs to be demonstrated.
- Documentation of all campus-required curricular approvals.

### IV. Specific guidelines for proposing a new concentration

The following criteria must be met when proposing a new concentration:

- Describe the program need/rationale for the new concentration framed by the institution's vision and strategic goals. Provide evidence that the new minor will

have sufficient enrollment. Describe how the minor will enhance student education.

- The exact title of the new subprogram and the complete degree designation and title of the major degree program housing the new subprogram (e.g., Bachelor of Science in Chemistry with a Concentration in Biochemistry);
- A list of courses and required units constituting that new subprogram;
- Total units required to complete the entire degree, including the combination of subprogram and major program;
- The complete list of courses and required units constituting the major degree program as approved by the Chancellor's Office (EO 1071);
- A 4-year major-and-subprogram roadmap for first year students and a 2-year major-and-subprogram roadmap for transfer students;
- The CSU degree program code (formerly called "HEGIS") that students use to apply to the major degree program;
- The campus-proposed CSU degree program code to be used to report enrollments in the concentration (may be the same as the degree code);
- A detailed cost-recovery budget for self-support subprograms to be offered within state-support major degree programs; and
- Documentation of all campus-required curricular approvals.

V. Specific guidelines for proposing a new academic credit-granting certificate:

The following criteria must be met when proposing a new academic credit-granting certificate

- Describe the program need/rationale for the new academic credit-granting certificate framed by the institution's vision and strategic goals. Provide evidence that the new minor will have sufficient enrollment. Describe how the minor will enhance student education.
- Proposals for academic credit-granting certificates shall meet the standards outlined in the HSU policy on certificates (<https://policy.humboldt.edu/policy-certificates>).
- New certificate proposals shall clearly identify the type of certificate (Academic, non-credit, certificate of participation).
- Clear explanation of the academic credit earned or not earned through the completion of the certificate.
- Self-support academic credit-granting certificates (in conformance with EO 1099 and EO 1102) must include:
  - specification of how all required EO 1099 self-support criteria are met;

- assurance that the proposed program does not replace existing state-support courses or programs;
- evidence that the academic standards associated with all aspects of academic credit-granting certificates are identical to those of comparable state-supported CSU instructional programs;
- explanation of why state funds are either inappropriate or unavailable;
- a cost-recovery program budget;
- the student per-unit cost;
- the total cost for students to complete the program.

### **Expiration Date**

### **History**

Issued: MM/DD/YYYY

Revised: MM/DD/YYYY

Edited: MM/DD/YYYY

Reviewed: MM/DD/YYYY

Updated: March 8, 2018

# National Center for Faculty Development & Diversity

## HSU Becomes Institutional Member!

### University Senate Discussion

*Initiative Lead:*

*Dr. Elavie Ndura, Associate Vice President & CDO*

*26 October 2021*



## What Is NCFDD?

- The National Center for Faculty Development & Diversity (NCFDD) is an independent professional development, training, and mentoring community of faculty, postdocs, graduate students, & administrators from over 500 colleges and universities.
- NCFDD is 100% dedicated to helping academics thrive in the Academy.
- NCFDD partners with colleges and universities to provide professional development and external mentoring.
- NCFDD programs and services are designed to help scholars increase their research productivity and work-life balance.



## How NCFDD Works

- Annual subscription for an unlimited number of users at HSU to access NCFDD full suite of online, on-demand trainings and support resources.
- Provides external mentoring and professional development training centered on helping faculty, grad students, postdocs, & administrators achieve outstanding research & writing productivity while having full and healthy lives off-campus.



# NCFDD Core Curriculum: 10 Key Skills for Thriving in Academic Positions

January: Every Semester Needs A Plan

February: [Align Your Time With Your Priorities](#)

March: Develop A Daily Writing Practice

April: [Mastering Academic Time Management](#)

May: Every Summer Needs a Plan

June: [Moving From Resistance to Writing](#)

July: The Art of Saying 'No'

August: [Cultivating Your Network of Mentors, Sponsors and Collaborators](#)

September: Overcoming Academic Perfectionism

October: [How to Engage in Healthy Conflict](#)

November: Strategies for Dealing with Stress and Rejection



# Significance of This Investment

- **BIPOC faculty & graduate students have spoken** AND **HSU leaders have listened** by investing in their success and well-being!
- All faculty and graduate students will take advantage of NCFDD **mentoring and coaching!**
- This membership communicates that HSU faculty & graduate students are worth the investment: \$20,000.00 annual fee!
- **Timely investment** as HSU becomes Polytechnic, thus elevating research capacities.
- Membership in NCFDD will **support recruitment, hiring, retention, & success of cluster hires & existing BIPOC faculty.**





## Process to NCFDD Membership Activation

- October 4, 2021: Proposal discussed with & approved by Provost Capps
- October 14, 2021: Telephone meeting with NCFDD Director of Institutional Partnerships
- October 18, 2021: Membership Form & MOU submitted
- October 19, 2021: SenEx conversation
- October 19, 2021: Onboarding conference call scheduled
- October 20, 2021: Onboarding conference call (Dr. Monty Mola, Jeanne Riecke, & Dr. Elavie Ndura)
- October 21-27, 2021: Campus communication
- October 26, 2021: University Senate conversation
- **November 1<sup>st</sup>, 2021: Membership is active and open for faculty & graduate students to create their individual NCFDD accounts**



## Discussion

- What's coming up for you as you learn about HSU investing in NCFDD institutional membership to animate institutional commitment to supporting the wellbeing and success of BIPOC & all faculty and graduate students?
- What questions do you have about this initiative?



## In Gratitude

- Provost Jenn Capps for actively listening and responding with transformational action to best support the success & well-being of BIPOC and other faculty & graduate students
- Dr. Monty Mola, Chair of University Senate & President of General Faculty for his transformative leadership and support for ODEI's initiatives
- All HSU faculty for translating our institutional vision of inclusive excellence into teaching, learning, research, and service actions that elevate student experience and success
- ODEI Team for co-leading by example

**LISTEN—COLLABORATE—TRANSFORM**





# HSU Fall Semester Enrollment

## Filters

- Anthropology
- Art
- Communication
- Critical Race Gender Se..
- English
- Environment and Com..
- Environmental Studies
- Geography Env Spatial ..
- History
- International Studies
- Journalism and Mass C..
- Music
- Native American Studi..
- Philosophy
- Politics
- Religious Studies
- Sociology
- Theatre, Film and Dance
- World Lang and Cultures
- Biological Sciences
- Chemistry
- Computer Science
- Engineering
- Environmental Science ..
- Fisheries Biology
- Forestry & Wildland Re..
- Geology
- Mathematics
- Oceanography
- Physics and Astronomy
- Wildlife
- Applied Technology
- Business Administrati..
- Child Development
- Economics
- Education
- Kinesiology & Recreati..
- Nursing
- Psychology
- Social Work
- Null
- Advising Center
- General Studies

CAHSS

CNRS

CPS

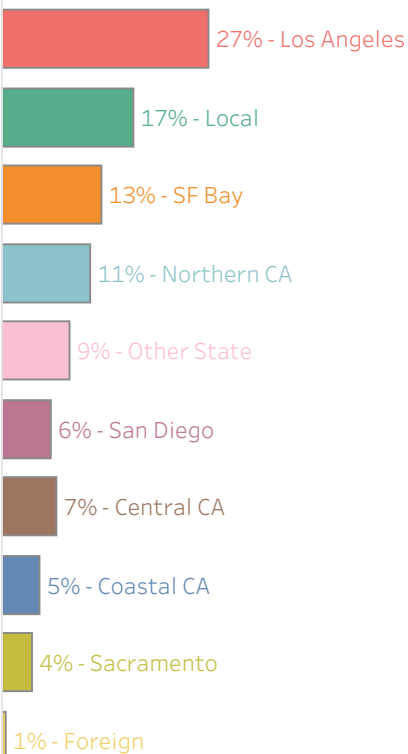
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## County of Origin (Fall 2021)



## Region of Origin (Fall 2021)



## Class Level

	Fall 2019	Fall 2020	Fall 2021
Freshmen	1,082	799	840
Sophomore	1,018	782	663
Junior	1,828	1,898	1,522
Senior	2,515	2,390	2,174
Total	6,443	5,869	5,199
Other PostBac	57	62	72
Credential	93	117	103
Master's	390	383	365
Total	540	562	540
Grand Total	6,983	6,431	5,739

## Sex (IPEDS)

	Fall 2019	Fall 2020	Fall 2021
Female	58%	59%	59%
Male	42%	41%	41%

## Campus Housing

	Fall 2019	Fall 2020	Fall 2021
Off-Campus	74%	88%	76%
On-Campus	26%	12%	24%

## First Generation

	Fall 2019	Fall 2020	Fall 2021
First-generation	51%	50%	47%
Not First-gen	43%	45%	49%
Unknown	6%	5%	3%

## Underrepresented Minority (URM)

	Fall 2019	Fall 2020	Fall 2021
Not URM	50%	50%	53%
Unknown	8%	7%	7%
URM	42%	43%	41%

## Median HSU Cumulative GPA

	Fall 2019	Fall 2020	Fall 2021
Freshmen	2.51	2.56	2.70
Sophomore	2.91	3.02	3.05
Junior	3.00	3.13	3.12
Senior	3.15	3.23	3.31
Total	3.03	3.14	3.20
Other PostBac	3.75	3.87	3.97
Credential	3.92	3.92	3.87
Master's	3.83	3.90	3.92
Total	3.83	3.90	3.92

## Pell Grant Recipient

	Fall 2019	Fall 2020	Fall 2021
No pell grant	49%	52%	56%
Pell grant recipient	51%	48%	44%

## Full-time Student

	Fall 2019	Fall 2020	Fall 2021
Full-time	92%	87%	87%
Part-time	8%	13%	13%

## Ethnicity/Race

	Fall 2019	Fall 2020	Fall 2021
African American	3%	3%	3%
American Indian	1%	1%	1%
Hispanic or Latino	33%	33%	32%
Pacific Islander	0%	0%	0%
Two or More Races	4%	4%	4%
Other/Unknown	8%	7%	7%
Asian American	3%	3%	3%
Two or More Races	2%	2%	2%
White	45%	45%	48%

URM

Un.:

Not URM