

Tuesday, November 9, 2021, 3:00pm, Goodwin Forum, and Virtual Meeting ID: 828 2073 0017

Chair Monty Mola called the meeting to order at 3:00pm on Tuesday, November 9, 2021, via Zoom and in Goodwin Forum; a quorum was present.

**Members Present**

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

**Members Absent**

Capps, Finley, Jackson, Meriwether

**Guests**

Amber Blakeslee, Amy Moffat, Bella Gray, Carmen Bustos Works, Chris Aberson, Cutcha Risling-Baldy, Cyril Oberlander, Eric Riggs, Joy Finney, Joy Mehn, Kayla Begay, Lauren Lynch, Lisa Bond-Maupin, Mike Le, Maxine Mota, Rachael Gipson, Peggy Metzger, Ryan Rasmussen, Shawna Young, Sheila Rocker Heppe, Sherie Gordon, Simone Aloisio, Steve St Onge, Sulaina Banks, Taylor Sorrels

**CFA Interruption Statement**

CFA Chapter President Senator Cannon read the attached Interruption Statement from the California Faculty Association

**Announcement of Proxies**

Aloisio for Capps, St. Onge for Meriwether

**Approval of and Adoption of Agenda**

M/S (Moyer/Tillinghast) to approve the agenda

Chair Mola asked that a motion be made to amend the agenda to indicate that item number 13 has a time certain of 4:30 PM

M/S (Moyer/Tillinghast) to amend the agenda to indicate that item number 13 has a time certain of 4:30 PM

Motion to approve the agenda as amended passed unanimously

**Approval of Minutes from the meeting on October 26, 2021**

M/S (Marcum/Tillinghast) to approve the minutes from the October 26, 2021 meeting

Motion to approve the minutes passed unanimously

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

Chair Mola apologized for the lack of a Chair report this week, and noted that the Board of Trustees meeting that happened earlier in the afternoon was exciting.

**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**

Dean Cyril Oberlander spoke regarding Elsevier negotiations, encouraging the Senate to get in contact with him should they have any questions.

**Resolution on Policy Allocating Assigned Time for Exceptional Service to Students (04-21/22-FAC – November 9, 2021 – Second Reading)**

Senator O’Neill noted there were no changes made to the Resolution or Policy since the First Reading.

Senator Cannon spoke in favor of the Resolution, stating that he feels it does a lot to make this more accessible to those who are experiencing cultural taxation.

Senator Aghasaleh spoke against the Resolution, explaining that while he is in favor of lessening cultural taxation for faculty of color, this policy should include language that indicates that if a faculty member of color is taking time off, then another faculty member of color should be the one to teach any course they will necessarily be unable to teach.

Senate vote to approve the Resolution on Policy Allocating Assigned Time for Exceptional Service to Students **passed with dissent.**

Ayes: Anderson, Burkhalter, Cannon, Capps, Doyle, Gonzalez, Graham, Marcum, McGuire, Miller, Mola, Moyer, Ndura, O’Neill, Pachmayer, Schnurer, A. Thobaben, M. Thobaben, White, Wrenn, Wynn

Nays: Aghasaleh

Abstentions: Bell, Cuéllar, Meriwether, Miyamoto, Roohparvar, Teale, Tillinghast, Woglom

**Resolution on Minors, Concentrations and Academic Credit-Granting Certificates Policy (05-21/22 – APC – November 9 2021 – Second Reading)**

Senator Schnurer explained the changes made to the Resolution from the First Reading, and

encouraged the Senate to vote in favor of the policy.

M/S (Moyer/Graham) to send the Resolution back to committee

Senator Moyer spoke against the Resolution, and explained that it is still too confusing for the Senate to responsibly pass. She noted: the definitions are confusing; it is unclear as to whether or not students are able to choose which they get (a minor or a certificate or both on their transcripts); the reason that minors are reviewed as part of the program review cycle, but not certificates; the guidelines for proposing academic granting certificates, among other things.

Senator Schnurer spoke against the motion to send back to committee, noting that it is better to have something than nothing, since this is needed badly and has been being worked upon for a long time by many people.

Senator Wrenn noted that postponing the motion to a certain time is an option. If it were to be voted upon today, the Senate could amend a previous action, or modify a motion.

Senator Moyer withdrew her motion to send the Resolution back to committee.

M/S (Moyer/Anderson) to postpone this item until the next meeting

Senator Schnurer encouraged the Senate not to postpone, because while there might be confusion about the Resolution itself, the key elements of the policy are necessary and valuable, such that it's worth it to move forward.

Senator O'Neill offered appreciation to Senator Schnurer, and pointed out that amending a policy also requires quite a process, and spoke in support of postponing the Second Reading in order to get it right the first time.

Senator Schnurer opined that if this is put off to the 30<sup>th</sup>, the Senate will have a version of the same sort of conversation, and noted that one of the sticking points from Senator Moyer is actually a point of pride, that being the stipulation that it is possible for minors to also be academic certificates.

Senator Woglom spoke in favor of the motion and assured Senator Schnurer that he will be available to meet to talk about it.

Chair Mola recognized Dean Oberlander, who spoke in favor of the motion, stating that he loves the work the committee has done, but that it needs more time so that the language can be made more clear

Senate vote to postpone the Second Reading of the Resolution on Minors, Concentrations and

Academic Credit-Granting Certificates Policy until the meeting on November 30, 2021 **passed with dissent.**

Ayes: Aghasaleh, Anderson, Burkhalter, Cannon, Capps, Doyle, Graham, Marcum, McGuire, Meriwether, Miller, Miyamoto, Mola, Moyer, Ndura, O’Neill, Wrenn

Nays: Bell, Cuéllar, Gonzalez, Schnurer, A. Thobaben, M. Thobaben, White

Abstentions: Capps, Miller, Pachmayer, Roohparvar, Teale, Tillinghast, Woglom, Wynn

**TIME CERTAIN: 3:30 PM – Faculty Hiring Update for the 21/22 AY and 22/23 AY with Simone Aloisio and Amber Blakeslee**

AVP Aloisio and Executive Director Blakeslee gave the attached presentation.

**TIME CERTAIN: 4:15 PM – CFA Bargaining Update and Process with CFA President Loren Cannon**

CFA President Cannon gave the attached presentation.

**~~TIME CERTAIN: 4:30 PM – Integrated Assessment and Planning Update with Lisa Bond-Maupin and Amy Moffat~~**

This item remained unmoved during this meeting; the presentation will take place at the next meeting on November 30, 2021.

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

**Academic Policies:**

- 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 (Tillinghast/Moyer) motion to adjourn

**Meeting adjourned at 4:54 pm**



## **California Faculty Association's Interruption Statement**

As part of our continuing commitment to racial justice work, when we experience examples of racial narratives, racism, or whiteness in our meetings or as we conduct our business, we will speak up.

This means we can interrupt the meeting and draw the issue to one another's attention.

We will do this kindly, with care, and in good faith.

This statement is a reminder that we commit to do this in the service of ending systems of racial oppression, and others as well.

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[BIOL - 550 - 21-1344](#). Course title and description update to improve student learning. Removal of BIOL 307 as a recommended preparation. Addition of BIOL 340 (Genetics) as a required prerequisite.

**Current: Systematics.** Detect, describe, and explain biological diversity. Explore evolutionary, numerical, and cladistic approaches to classifying organisms and assessing their relationships. Recommended preparation: BIOL 307.

**Proposed: Phylogenetic Systematics.** Methods for elucidating the tree of life. Explore computational resources to infer phylogenetic trees and comparative approaches to answer questions in evolutionary biology.

[Chemistry B.A. - Change Concentration/Emphasis Requirements - 20-998](#). Add CHEM 485 (1 unit) capstone as a required course for the Chemistry BA program. Increases total unit by 1, but still compliant with all HSU/CSU policy. This will correct an error in the last program change for the Chemistry B.A. where the requirement was inadvertently removed.

[Chemistry Minor - Change Concentration/Emphasis Requirements - 20-1046](#). Existing curriculum requires students to take 15 approved upper division units as described in the catalog. The proposed change adds courses that the department has historically accepted, now allowing students to take ONE upper division course outside of Chemistry (BIOL 564, ENGR 351, GEOL 312, OCN 330, or PHYX 315, 325 or 340). Consultation with impacted departments is on file. No change in total units.

[Environmental Science and Management - Change Concentration/Emphasis Requirements - 20-1182](#). ESM is removing BIOL 105 from the Ecological Restoration Concentration, & replacing it with a second upper division restricted elective. BIOL 105 is no longer a prerequisite to BOT 350 (required in the Ecological Restoration concentration). Additionally, ZOOL 110 has been added as a prerequisite to BIOL 105, therefore removing BIOL 105 removes a hidden prerequisite, gives students flexibility, and decreases time to graduation.

**Ethnic Studies, CRGS, Multicultural Queer Studies, and Women's Studies packet:**

[CRGS - 330 - 21-1198](#). **Women of Color Feminisms.** Course suspension and replacement in the CRGS major core and the Women Studies and Ethnic Studies minors with new course, CRGS 331 due to a curricular redesign.

[CRGS - 331 - 21-1197](#). New course titled: **Radical Futures: Race, Environment, and Social Justice.** This course has been developed by the department to address the gap in transnational and decolonial analysis identified in the self-study for program review. Once offered as a special topic for CRGS 480, this new course is replacing the suspended CRGS 330 in the CRGS major core. This new course will also be utilized by the newly proposed Certificate in Climate Justice and Resilience Leadership currently under review with CDC.

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**Description:** Examine global environmental justice movements responding to colonialism, racial capitalism, neoliberalism. Interrogate science, modernity and progress; contrast with decolonial futures. Multiple disciplinary perspectives: critical ethnic studies, decoloniality, history, art, film studies, social science.

[CRGS Major - Change Core Requirements - 21-1207](#). Ties proposals [CRGS - 330 - 21-1198](#) and [CRGS - 331 - 21-1197](#) together by officially replacing CRGS 330 with CRGS 331 in the CRGS major core.

[CRGS - 430 - 21-1149](#). Course title, description, and unit change. Currently, this course is can be offered for 3-4 units, however, historically has been offered for 4 units. This change locks the course unit value at 4 units.

**Current: "Queer" Across Cultures.** Explores diversity of categories and meanings of sexuality, sex, and gender across cultures. Analyzes transformation due to colonialism, nationalism, and economic and cultural globalization. Explores intersections with race, class, nation.

**Proposed: Decolonizing Gender and Sexuality.** Explores how gender and sexuality are central to racial capitalism, colonialism, nationalism, and politicized religion. Examines how scholars/activists/artists are drawing upon the past to reimagine gender, sexuality, body, nation, land, and economy to envision decolonized futures.

[WS - 315 - 21-1199](#). Sex, Gender & Globalization. This low enrolled course is being suspended suspension. The course will be replaced by CRGS 430 in the CRGS Women's Studies emphasis, and simply removed from the list of electives in the Women Studies Minor.

[CRGS - Change Concentration/Emphasis Requirements - 21-1211](#). This is a program change proposal for CRGS Women Studies emphasis that removes WS 315 as a required course in the emphasis and moves CRGS 430 from the list of emphasis electives to being a required emphasis course.

[Women's Studies Minor - Change Concentration/Emphasis Requirements - 21-1208](#). This is a program change proposal for Women Studies Minor that replaces WS 315 with CRGS 430 in the list of minor electives.

[Multicultural Queer Studies Minor - Change Core Requirements - 21-1210](#). This is a program change for Multicultural Queer Studies Minor that simply reflects the title and unit change of CRGS 4030.

[ES - 210 - 21-1200](#). New course titled: **CouRaGeouS Cuentos Production**. This course has been developed by the department to increase student retention through the high-impact practice of hands-on learning. Once offered as a special topic for ES 280, this new

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course will be added to the list of electives in the CRGS Ethnic Studies Emphasis and the Ethnic Studies minor.

**Description:** Edit and produce *CouRaGeouS Cuentos*, the annual CRGS student journal. Gain experience on the evaluation of submissions, curating a body of work, copyediting, typesetting, and designing. Organize release party.

[ES - 317 - 21-1214](#). New course titled: **Campus Dialogue on Race**. This course has been developed by the department to help HSU realize its commitment to racial justice by allowing the students to earn credit for engaging with the annual Campus Dialog on Race event series. Once offered as a special topic for ES 480, this new course will be added to the list of electives in the CRGS Ethnic Studies Emphasis and the Ethnic Studies minor.

**Description:** Engage in annual Campus Dialogue on Race events through readings, discussion, and analysis. Explore impact of racism and its intersections with all forms of oppression. Attend events relating to racial justice and social transformation.

[CRGS - Change Concentration/Emphasis Requirements - 21-1209](#). Program change proposal adding the 2 newly proposed courses, ES 210 (CouRaGeouS Cuentos Production) and ES 317 (Campus Dialog on Race), as electives in the CRGS Ethnic Studies emphasis.

[Ethnic Studies Minor - Change Concentration/Emphasis Requirements - 21-1206](#). Program change proposal adding the 2 newly proposed courses, ES 210 (CouRaGeouS Cuentos Production) and ES 317 (Campus Dialog on Race), as electives in the Ethnic Studies Minor.

[JMC - 105 - 21-1369](#). **Introduction to Mass Communication**. Course description update to improve course currency:

**Current:** The history, economics, ethics, and conflicts in US mass media practices. How mass media laws and industries affect and have affected our culture, economy, and political community over time. Using basic media criticism concepts, we will evaluate the honesty, independence, and productivity of various mass media and the effects they have on individuals and society.

**Proposed:** Explore the transformations in mass communication, examining the technological innovations and social, cultural and political impacts of media on individuals and society. From the advent of the printing press to wireless radio and television transmissions, mass communication is explored mainly from the perspective of consumers and how they relate to media.

[JMC - 120 - 21-1373](#). **Beginning Reporting**. Course description update to improve course currency:

**Current:** Learn and practice the basic skills of reporting, interviewing and journalistic storytelling for a wide variety of audiences. Improve your writing and oral communication skills

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and become a more organized thinker about content. Prerequisite for several journalism courses.

**Proposed:** Practice basic skills of reporting and journalistic storytelling. Hone effective thinking, interviewing and writing skills. Craft informational social media posts and reported stories for online or print media. This course is a prerequisite for several other journalism courses.

[JMC - 125 - 21-1342](#). Course title and description update to improve course currency:

**Current: Introduction to Journalism Tools.** Introduction to journalistic storytelling through audio, still photography, video, and website design.

**Proposed: Media Making Tools.** Get hands-on introduction to audio and visual software, apps and multimedia tools to effectively create true stories.

[JMC - 134 - 21-1366](#). Course title and description update to improve course currency:

**Current: Photojournalism & Photoshop.** Develop a strong foundation of photography skills through techniques in framing, composition, lighting, caption writing and layout and design. Students work with digital SLR cameras and edit using Photoshop software to optimize images for publication while examining ethical and legal issues associated with the profession.

**Proposed: Photojournalism.** Gain a foundation of digital photography while documenting the world around you. Learn Adobe Photoshop editing software to optimize your images for publication. Students will photograph people and events and learn to compose compelling images applying the ethical and legal principles in the photojournalism profession.

[JMC - 150 - 21-1329](#). Course title and description update to improve course currency.

**Current: Digital design.** Learn to use the Adobe Creative Suite to design publications, brochures and other materials for news, public relations, advertising and business.

**Proposed: Media Design.** Gain critical knowledge and skills in typography, layout and graphic design using Adobe Illustrator and InDesign to create a portfolio of projects useful for careers in news, public relations, advertising and business.

[JMC - 154 - 21-1331](#). Course title and description update to improve course currency:

**Current: Radio Production.** Learn the techniques and skills needed to produce live on-air and edited radio programs for the student-run radio station KRFH, 105.1FM.

**Proposed: Radio & Audio Production.** Get hands-on learning in multitrack digital audio production essential for careers in radio, television, filmmaking, podcasting, music mixing, and documentary. Learn microphone technique, broadcast sound board operation, and writing for the student-run radio station KRFH, 105.1FM. Class may be taken concurrently with JMC 155 KRFH On Air Workshop.

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[JMC - 155 - 21-1330](#). Course title and description update to improve course currency:

**Current: KRFH Workshop.** Be a DJ, talk show host or live music producer on the student run radio station KRFH, 105.1FM.

**Proposed: KRFH On Air Workshop.** Be a DJ and create live weekly music, talk, sports or other shows on KRFH, the student-run radio station broadcasting at 105.1 FM and on KRFH.net. Students learn all aspects of working at a radio station by being a part of a management team. May be taken concurrently with JMC 154.

[JMC - 156 - 21-1332](#). **Video Production.** Course description update to improve course currency. Sustainability-related designation addition with the approval of the Sustainability fellow.

**Current:** Learn to produce videos with a clear message that will capture the attention of the masses. Basic video production skills in field camera use and Adobe Premiere Pro editing. Work on a variety of projects including public service announcements, promotional videos and news stories with a message of social justice and environmental responsibility.

**Proposed:** Experience hands-on learning and produce videos that will capture the audience's attention. Learn basic skills in field camera production and Adobe Premiere Pro editing. Work on a variety of video projects with a message of social justice and environmental responsibility.

[JMC - 160 - 21-1335](#). Course title and description update to improve course currency:

**Current: El Leñador Newspaper.** This course will focus on the fundamentals of reporting, storytelling, and newspaper production with emphasis on news covering Latinx and diverse communities. Students work collaboratively with classmates to produce the monthly English/Spanish newspaper and create multimedia content for the website [ElLenadornews.com](http://ElLenadornews.com).

**Proposed: El Leñador News.** Work as a reporter, photographer, designer, translator, copyeditor, or in another role to produce El Leñador, the student English/Spanish newspaper and website with stories that matter to the Latinx and diverse communities. Open to all majors. Spanish not required to participate. Prerequisite may be waived for majors outside of journalism. Contact faculty adviser.

[JMC - 309 - 21-1325](#). Course title and description update to improve course currency:

**Current: Analyzing Mass Media Messages.** Analyze mass media materials prepared by practitioners in arts, humanities, social sciences, and science and technology. Oral and written discussion of materials and related topics.

**Proposed: Analyzing Media Messages.** Analyze contexts and influence of media messages in music, film, social media and other forms to improve our media literacy and to better understand the human condition.

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[JMC - 318 - 21-1364](#). **Media Research.** Course description update to improve course currency:

**Current:** Logic and tools used in communication studies. Aspects of survey and experimental research. Practical uses by mass media professionals. Become a more critical consumer of empirical research in the mass media and society.

**Proposed:** Learn about research methods including public opinion polls, focus groups, interviews and textual analysis. Design original research projects on environmental and social justice in the current media landscape.

[JMC - 320 - 21-1341](#). **Advanced Reporting.** Course description update to improve course currency:

**Current:** Advanced interviewing techniques. Locate, examine, and incorporate documents as part of a news reporting process.

**Proposed:** Enhance your skills in reporting and gathering information. Learn how to find great story ideas and interesting people to interview to improve your storytelling.

[JMC - 322 - 21-1340](#). **Editing.** Course description update to improve course currency:

**Current:** Typography, newspaper layout and design, editing, news evaluation, reference materials, headline writing, making news meaningful, newspaper law, copy fitting, makeup, editorial problems.

**Proposed:** Become a better writer by copyediting and critiquing other written works. Learn the skills of crafting headlines and making stories meaningful for audiences.

[JMC - 323 - 21-1326](#). **Public Relations.** Course description update to improve course currency:

**Current:** The history, theory, and practice of public relations in a broad range of organizations and institutions, its impact on publics, and its functions in society. The course includes legal and ethical issues, case problems, publicity techniques, and practice in the process of public relations program planning and management.

**Proposed:** Learn fundamentals of strategic communication, brand-building, audience engagement and content creation to prepare for a career in public relations, communications, marketing, community relations and advocacy.

[JMC - 324 - 21-1327](#). Course title and description update to improve course currency:

**Current: Advanced News Writing.** Nonfiction feature writing. Long form and alternative storytelling formats. Read and analyze feature stories from magazines, newspapers, and online publications.

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**Proposed: Feature Writing for Publication.** Explore the evolution, strengths and complications of telling long-form journalistic true stories. Practice writing non-fiction narrative for online and print publication. Consider the business of freelance writing.

[JMC - 325 - 21-1334](#). **Osprey Magazine Production.** Course description and requisite update to improve course currency and requisite and repeatability clarity:

**Current:** Work as a writer, editor, layout designer, photographer or in another role and collaborate with other student staff members to create and publish the Osprey general feature magazine.

**Proposed:** Work as a writer, editor, photographer, layout designer, digital artist, or in another role and collaborate with other student staff members to create and publish the Osprey general feature magazine. Not repeatable for JMC major credit.

**Proposed Requisite:** JMC 120. Non-JMC majors may waive prerequisite with IA.

[JMC - 328 - 21-1328](#). **Media Law.** Course description update to improve course currency:

**Current:** Laws which guarantee and protect privileges and define duties and responsibilities of mass media. Constitutional law, privacy, libel, contempt of court, governmental regulations pertinent to mass media.

**Proposed:** Discover the laws that protect the rights of the public and the media. Explore the First Amendment and issues of copyright, privacy, defamation, indecency and public access to governmental meetings and documents.

[JMC - 334 - 21-1367](#). Course title and description update to improve course currency:

**Current: Advanced Photojournalism & Photoshop.** Intermediate to advanced skills in the practice of photojournalism and Photoshop, portfolio development, and freelancing methods.

**Proposed: Advanced Photojournalism.** Learn intermediate to advanced skills in photojournalism and Photoshop. Build portfolio of work and learn how to be a freelance photographer. Create long-form visual narratives with an emphasis on editing for presentation and publication. Open to all majors. Prereq. 134 can be waived with completion of another digital photography course with C or better grade.

[JMC - 354 - 21-1365](#). **Media Advertising.** Course description update to improve course currency:

**Current:** Role of advertising in media industries. Use of media in retail advertisers' promotion.

**Proposed:** Examine the advertising profession and how it relates to social, ethical and behavioral contexts. Create advertising campaigns and explore creative development and



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account management. Course prepares students for careers in advertising, marketing, public relations and media.

[JMC - 355 - 21-1337](#). Course title update to improve course currency. Addition of JMC 154 as a required pre-requisite in addition to the already required JMC 155.

**Current: Advanced KRFH Workshop.** Work as a manager, take a leadership or mentoring role and be live on the air on the student-run radio station KRFH 105.1 FM. Course is not repeatable for major credit.

**Proposed: Advanced KRFH On Air Workshop**

[JMC - 360 - 21-1336](#). Course title and description update to improve course currency. Addition of JMC 160 as a required pre-requisite in addition to the already required JMC 120.

**Current: Advanced El Leñador Newspaper.** This class will focus on the fundamentals of reporting, storytelling, and newspaper production with emphasis on news covering Latinx and diverse communities. Students work collaboratively with classmates to produce the monthly English/Spanish newspaper and create multimedia content for the website [ElLenadornews.com](http://ElLenadornews.com).

**Proposed: Advanced El Leñador News.** Take on a leadership position with El Leñador and practice advanced reporting and storytelling to produce the student monthly English/Spanish newspaper and website that creates news that matters to the Latinx and diverse communities. Develop professional skills, build your portfolio. Open to all majors, Spanish not required to participate.

[JMC - 450 - 21-1333](#). Course title and description update to improve course currency:

**Current: Media Management.** Personnel; audience and sales rating; programming and promotion; regulations.

**Proposed: Media Management and Entrepreneurship.** Become a media entrepreneur. Design a media product, learn to create a startup company and explore the successes and failures of those in the business.

[JMC - 480 - 21-1372](#). **Special Topics.** Course description update to improve course currency:

**Current:** Selected topics in the journalism news and public relations fields that rotate instructors and subject matter each semester. Previous topics include environmental journalism, sports journalism, war reporting, parody news, covering challenging topics and more.

**Proposed:** Selected media topics that change each semester. Offerings include environmental journalism, investigative journalism, sports journalism, war reporting, parody news, food and

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travel storytelling, opinion writing, media and social change, covering challenging topics, and more. Check with department to see the current semester topic.

[JMC - 482 - 21-1339](#). Course title and description update to improve course currency.

**Current: Mass Media Internship.** Assignment on newspapers or magazines, in broadcast media, or in public relations or advertising. Supervised by employing organization. Observe, report, and discuss.

**Proposed: Media Internship.** Gain professional on-the-job learning experience related to your career interest in a media-related position. Learn relevant skills and network with potential employers.

[JMC - 499 - 21-1370](#). **Directed Study.** Course description update to improve course currency:

**Current:** Promising students pursue journalism and communications material in depth. Papers, oral reports.

**Proposed:** Independent student project of in-depth work related to media, journalism, public relations or communications. May include written, multimedia or documentary-type production with faculty supervision.

[Oceanography Minor - Change Core Requirements - 21-1270](#). Oceanography Minor is adding the following elective options: BIOL 418, BOT 356, CHEM 341, ESM 462, FISH 375, FISH 478, GEOL 332, GEOL 312, PHYX 315, PHYX 420, ZOOLOGY 314, ZOOLOGY 556. Departments offering these courses have been consulted and issued written approval for the inclusion of their classes in the Oceanography minor.

[PSCI - 303 - 21-1347](#). Course title and description update to improve course currency:

**Current: Third World Politics.** Examination of the politics of inequality and power in developing countries from historical, economic, social, cultural, and international perspectives.

**Proposed: Global Inequalities.** Examination of the politics of inequality and power in low-income countries from historical, economic, social, cultural, and international perspectives.

[PSCI - 485 - 21-1349](#). **Capstone Seminar in Politics.** Department of Politics would correct the repeatability for credit of this course. This course has varying topics and the department intends to allow students to take the course multiple times with varying topics for credit. This proposal aligns the course repeatability indicated in the electronic catalog with the student registration system.

[SPED - 738 - 21-1358](#). **School of Education** would like to change the unit value of SPED 738 (Fall SPED Student Teaching) from 9 to a range of units from 5 to 9. This change is driven by the approved last year program proposal for a BA in Liberal Studies Elementary Development with an Integrated Special Ed teaching credential, which requires 5 units of student teaching. The Special Ed credential students will continue to take this class for 9 units, while the

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BA+Credential students will take it for 5 units. The change in unit value will not affect the planned WTUs for the supervisors.

[SPED - 739 - 21-1359](#). School of Education would like to change the unit value of SPED 739 (Spring SPED Student Teaching) from 9 to a range of units from 5 to 9. This change is driven by the approved last year program proposal for a BA in Liberal Studies Elementary Development with an Integrated Special Ed teaching credential, which requires 5 units of student teaching. The Special Ed credential students will continue to take this class for 9 units, while the BA+Credential students will take it for 5 units. The change in unit value will not affect the planned WTUs for the supervisors.

[WS - 107 - 21-1287](#). Course title and description update to improve course currency:

**Current: Women, Culture, History.** Trace US women's movements (of different ethnicities, races, and sexualities) as they relate to international movements. Humanistic approach: consider artistic expressions as well as original documents.

**Proposed: Women, Narrative, History.** Use frameworks of intersectional feminist theory and dominant and counter narratives to read and interpret memoir, autobiography, novels, essays, and poetry from diverse writers in the U.S.

**HUMBOLDT STATE UNIVERSITY**

**University Senate**

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

04-21/22-FAC – November 9, 2021 – Second 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. 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.

**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 – November 9, 2021 – Second 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

**Commented [MDS1]:** Change to lower case for consistency.

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, ~~concentrationconcentration~~, 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).

Commented [MDS2]: Added comma for clarity.

#### **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.

**Commented [MDS3]:** Deletion of "semester or quarter," suggestion by C. Moyer.

**Formatted:** Strikethrough

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, academic credit-granting certificate or concentration will be proposed by the sponsoring academic unit and then must be reviewed and recommended by each of the following:

**Commented [MDS4]:** Added "academic credit-granting"

- 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~~

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

**Commented [MDS5]:** Replaces "minor" with concentration. Fixes error.

- 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~~ academic credit-granting certificate will have sufficient enrollment. Describe how the ~~minor~~ academic credit granting certificate 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;

**Commented [MDS6]:** Replaces "minor" with academic credit-granting certificate.

- 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.

This policy uses elements of the San Francisco State policy on Certificate Programs, on the CSU Channel Islands Policy on Minors, CSU Channel Islands Certificate Requirements, CSU Monterey Bay Policy on Program and degree concentrations, and CSU Executive Order 1099.

**Commented [MDS7]:** Notes credit for preceding policy work.

#### **Expiration Date**

#### **History**

Issued: MM/DD/YYYY

Revised: MM/DD/YYYY

Edited: MM/DD/YYYY

Reviewed: MM/DD/YYYY

Updated: March 8, 2018



# HUMBOLDT STATE UNIVERSITY

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

[Policy Number]

Academic Policies Committee

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### Purpose of the Policy

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### **Policy Details**

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- c. The course or program is offered through a distinct technology, such as online delivery; or
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Stateside academic credit-granting certificates will be covered by tuition, but self-support academic credit granting certificates have additional charges.

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- Chancellor's office (in the case of new concentrations)

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- 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:

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

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- 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 academic credit-granting certificate will have sufficient enrollment. Describe how the academic credit granting certificate will enhance student education.
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#### **Expiration Date**

#### **History**

Issued: MM/DD/YYYY

Revised: MM/DD/YYYY

Edited: MM/DD/YYYY

Reviewed: MM/DD/YYYY

Updated: March 8, 2018

# Faculty Hiring Update

## University Senate

November 9, 2021

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- **Simone Aloisio**, AVP Faculty Affairs
- **Amber Blakeslee**, Executive Director of Finance & Budget



# ➤ Overview of Funding Sources

- **\$25 Million - State Funding for Polytechnic Transition (2021-22 State of CA Budget)**
- **\$533,000 - AB 1460 Ethics Studies Requirement (2021-22 CSU Budget Memo)**
- **Existing Resources within Academic Affairs (CMC\*)**

*Note: all funding sources reflect ongoing sources of funding residing within the University's Operating Fund*

\*CMC = Centrally Managed Commitments is a department within Academic Affairs for centrally held divisional costs

# ➤ \$25 Million Polytechnic Funding

- **Accelerate launch of new polytechnic academic programs (Fall 2023)**
  - **AY 22/23 hires focused on up front planning work, such as accreditation and program development**
  - **Larger number of faculty hires anticipated in AY 23/24 with launch of programs**
- **Anticipate hiring ~100 faculty over the next 7 years in new poly programs (~75% Tenure Line)**
  - **Number of hires subject to change based on enrollment needs**

## ➤ Process

- 29 positions approved
- Department faculty identified needs, presented them to Deans
- Deans, AVPs, Provost met to approve positions



## ➤ Approved Positions

- Art (Ceramics)(CMC)
- Business (Digital Marketing) (CMC)
- Computer Science (Cyber) (Poly)
- Computer Science (Software Engineering) (Poly)
- Critical Race Gender Sexuality Studies (Black and Latinx Studies): *Search process in progress (Ethnic Studies)*
- Critical Race Gender Sexuality Studies (Asian Studies)(*Ethnic Studies*)
- Education (Special Education) (CMC)
- Energy Systems Engineering (Poly)

## ➤ Approved Positions

- Engineering (Master's Degree) (Poly)
- English/World Language and Culture (Joint Appointment TESL/TEFL & Applied Linguistics) (CMC)
- Environmental Resources Engineering (January 2022) (Poly)
- Environmental Science and Management (Eng/Fire) (Poly)
- Film (CMC)
- Fire (Poly)

## ➤ Approved Positions

- Forestry (Rangeland Fire) (Poly)
- Geography Environment & Spatial Analysis/Environmental Science and Management (Joint Appointment: Geospatial). (Poly)
- Math (Data Science) (Poly)
- Math (Data Science) (Poly)
- Mechanical Engineering (Poly)
- Mechanical Engineering (Poly)
- Music (Music Education) (CMC)

## ➤ Approved Positions

- Native American Studies (*Ethnic Studies*)
- Native American Studies (Engineering) (Poly)
- Psychology (School Psychology) (CMC)
- Social Work (CMC)
- Sociology (Cannabis Studies) (Poly)
- Wildlife (CMC)
- Library (CPS) (CMC)
- Library (sustainability) (Poly)

## ➤ Leading Information

- Polytechnic program buildout needs for delivery of 2023 academic programs as outlined in the polytechnic prospectus
- Growth and/or significant loss of faculty due to retirement
- Specialty accreditation compliance requirements
- Alignment with the university strategic plan and/or values expressed in the polytechnic prospectus
- **Next Steps (Cluster hires and/or Individual searches)**

## ➤ Cluster Hire Areas

- Indigenous Science/Serving Indigenous Communities – Met and decided not to pursue this one this academic year
  - ~~Environmental Science and Management~~
  - ~~Forestry (Rangeland Fire)~~
  - Social Work- individual search
  - Wildlife- individual search



## **Cluster Hire Areas**

- **Fire and Natural Resources-** mini clusters emerging in fire, geospatial and math
  - Environmental Science and Management (Fire/Geo)
  - Forestry (Rangeland Fire)
  - Fire
  - Geography Environment & Spatial Analysis/Environmental Science and Management (Joint Appointment: Geospatial)
  - Math (Data Science)

## **Cluster Hire Areas**

- **Data Science and Technology** – three positions clustered
  - Business (Digital Marketing)- individual search
  - Computer Science (Cyber)
  - Computer Science (Software Engineering)
  - Math (Data Science)



## **Cluster Hire Areas**

- **Engineering** – cluster affirmed
  - Energy Systems Engineering
  - Engineering (Master's Degree)
  - Mechanical Engineering
  - Mechanical Engineering
  - Native American Studies

## **Commitment to Diverse Recruitment**

**We ask each search to include one or both of the following:**

- Requirement of each candidate to submit a diversity statement with their application materials.
- Include a preferred qualification in one or more of the following areas in the position announcement:
  - Preferred expertise in Traditional Ecological Knowledge
  - Preferred experience with Indigenous populations
  - Preferred expertise in sustainability
  - Preferred experience with Latinx populations
  - Preferred experience in interdisciplinary collaboration
  - Preferred experience with BIPOC populations

## **Cluster Hiring Working Group Goals**

- Retaining existing BIPOC faculty
- Identifying strategies to support the success recruitment and retention of the forthcoming T/TT faculty for Fall 2022.
- Support the consideration of proposed cluster hires

## **> Timelines and Next Cycle of Recruitments**

- Unsuccessful searches will be re-conducted next cycle
- Consult Dean about moving unapproved positions to next cycle
- Planning for 23/24 cycle to begin in Spring 2022

# **Thank you**

- Questions

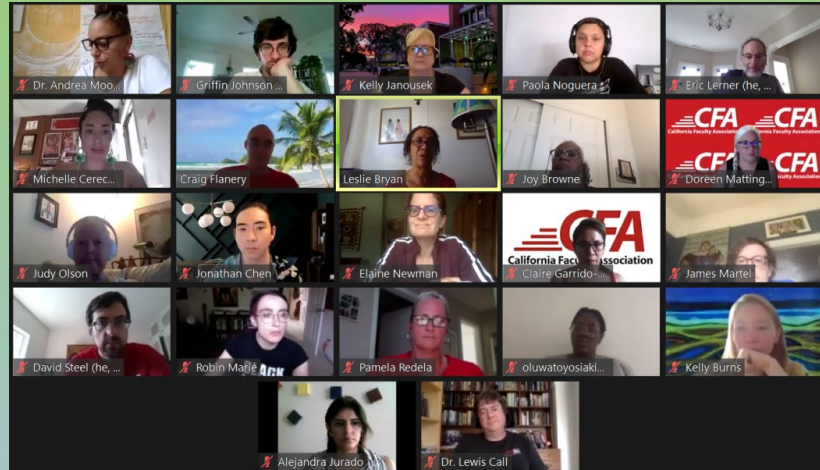
# An Overview

HSU Senate Nov 9, 2021





# We Are the California faculty association



**28,000+ Faculty**  
Professors, Lecturers, Counselors,  
Librarians, and Coaches

**23 Campuses**

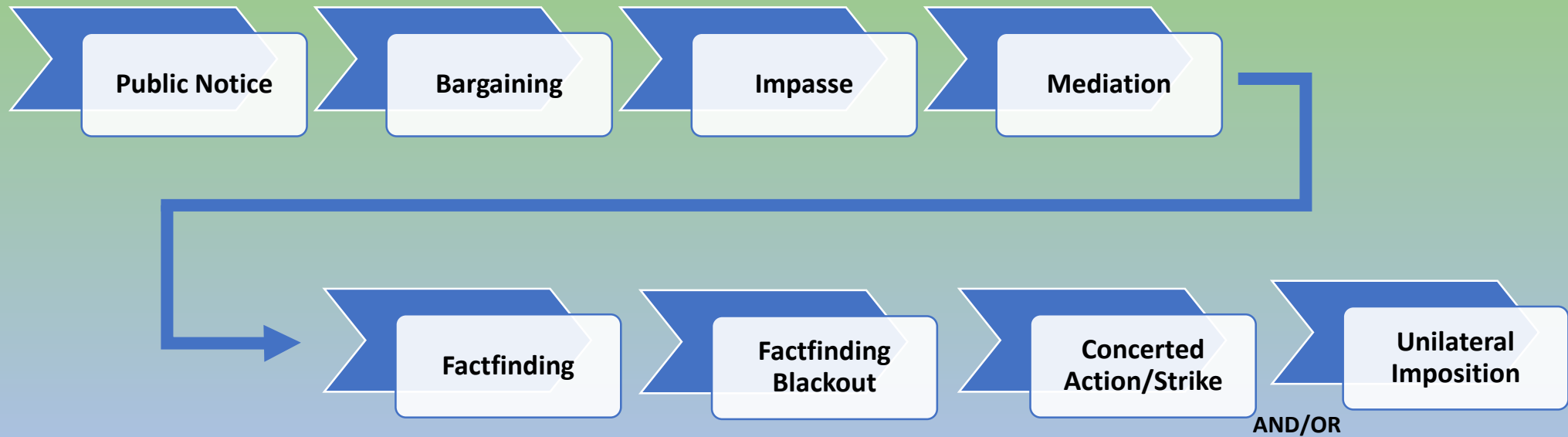
**Showing Up**  
for our students, community, the CSU  
budget, and a fair contract for all faculty

# How we got here:





# The bargaining process



CFA Proposals:  
See  
[cfabargaining.org](http://cfabargaining.org)

- Rights, Respect, and Justice
  - Workload
    - Course caps, Lib/Counselor WL, Cultural Taxation
  - Academic Freedom
  - Increase Parental Leave
  - Lecturer Path to Permanence
  - Multi-year Contracts Coaches
  - Range Elevation
  - Alternative to Police Intervention
  - Address Bias in Student Evaluations

CSU Proposals:  
See  
[cfabargaining.org](http://cfabargaining.org)

- Parking Fees Increased
- Reprimands (3-5 yrs)
- Sabbatical Leaves
- Article 16 (Discrimination) and Ability and Timeliness of Grievance Filing

# Salary Proposal

	CFA Proposal	CSU Proposal
2020-21	<ul style="list-style-type: none"><li>• 4% General Salary Increase</li></ul>	<ul style="list-style-type: none"><li>• 0%</li></ul>
2021-22	<ul style="list-style-type: none"><li>• 4% General Salary Increase</li><li>• 2.65% Service Salary Increase</li><li>• 2.65% Post Promotion Increase</li></ul>	<ul style="list-style-type: none"><li>• 2% General Salary Increase</li></ul>
2022-23	<ul style="list-style-type: none"><li>• 4% General Salary Increase</li><li>• 2.65% Service Salary Increase</li><li>• 2.65% Post Promotion Increase</li></ul>	<ul style="list-style-type: none"><li>• Ability to re-open and talk</li></ul>



# 2015 Fight for Five

## Poised for Collective Action



PROFESSOR  
LABOREM INFINITUM  
Director of Quality  
Public Higher Education

WE CAN DO IT!  
Educate Students  
Honor Faculty  
Elevate California



# HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, November 9, 2021

Standing Committees, Statewide Senators and Ex-officio Members

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## Academic Policies Committee:

Submitted by Maxwell Schnurer, APC Chair

### Report back

- The APC met on October 25 and November 5. Participants worked both in the subcommittee meetings and also asynchronously.
- The policy governing new Minors, Concentrations and academic credit-granting Certificates is up for a second read at the Senate on Tuesday Nov 9. The committee reviewed proposed feedback and changes.
- APC reviewed the current policy on syllabi. Primary areas of edit are:
  - Online modes of instruction
  - Changing prose to be more student-forward/anchored in student learning
  - Create a structure that could foreground decolonizing strategies (course development and syllabus policy) for learning spaces.
  - Faculty labor and clarity of communication to students.
  - Reviewed 3 other university policies (SF state, San Marcos & Chico)
  - Discussion of how to include policies (accessibility, disruptive student, add/drop etc)
  - Discussion of course schedule planning tools and templates to make faculty work easier.

Feedback requested! If you have feedback or suggested changes for the syllabus policy please email the chair of APC. Current policy is here:

<https://policy.humboldt.edu/course-syllabus-policy>

Charge of the committee: **Duties:** “Develops and maintains the academic policies of Humboldt State University. Receives requests and agenda items from the Integrated Curriculum Committee (ICC), the University Senate, APC members and other university community members; works with the ICC to prioritize items; vets changes and proposals through the ICC with recommendations forwarded to the Senate” ([Senate Bylaws](#), Section 11.2).

Next meeting is: Monday November 15 at 10am.

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## Integrated Curriculum Committee:

Submitted by Jill Anderson, ICC Chair

### ICC Report of November 2nd 2021 Meeting

Regular meeting times are Tuesdays from 9-11am with the Full ICC and ICC Subcommittee meeting on alternate weeks.

#### **ICC Members:**

Ramesh Adhikari, Jill Anderson (ICC/APC Chair), Brad Ballinger, Kayla Begay, Vincent Biondo, Carmen Bustos-Works, Christine Cass, Eden Donahue, Bella Gray (Curriculum Coordinator), Lucy Kerhoulas (CDC Chair), Heather Madar, Bori Mazzag, Cindy Moyer, Marissa Ramsier, Clint Rebik, Cutcha Risling-Baldy, Marisol Ruiz-Gonzalez, Maxwell Schnurer (APC Chair), Justus Ortega, Jenni Robinson, Sheila Rocker-Heppe, Lisa Termain (GEAR Chair), Mary Watson (administrative coordinator), Mark Wicklund, George Wrenn, and Rick Zechman

Current Vacancies: Graduate Council representative, Student representatives (2)

#### **Subcommittee Reports**

- **Academic Policies Committee (APC)** The Syllabus policy is the current focus and feedback is welcome from all.
- **Academic Program and Planning Subcommittee (APPC)** The APPC discussed the policy on new courses proposed for a minor and the ICC bylaws on an appeals process for committee decisions, detailed more below.
- **Course and Degree Change Subcommittee (CDC)** The CDC continues to review proposals in curriculum at an efficient rate, moving through large packets of connected proposals.
- **General Education and All University Requirements (GEAR) and Assessment Subcommittee** The GEAR committee has been reviewing GEAR related course proposals and working through the new processes, bringing forward sticky points for full ICC consideration.

**GEAR Certification and Recertification Processes.** The GEAR committee has been working through the GEAR course certification and recertification process and brought forward questions to gain more historical knowledge and work through sticking points. Proposals related to DCG and Area E had historical processes where detailed matrices were submitted with proposals. These matrices had more detailed information than that included in the newly implemented GEAR forms. Discussion considered the importance of maintaining DCG content in keeping with the origins of the requirement through student driven advocacy. Steps moving forward are to review and revise the DCG policy from 2000 to define a process that honors the intention of this curricular area and aligns with current policies and learning

outcomes. An additional point came forward from the review of courses certifying for more than one GEAR content area. These courses will be asked to complete the GEAR form for each certification sought to show thoughtful alignment of the curriculum with the learning outcomes but will be asked to contribute to GEAR assessment for only one certified area at this time. The GEAR committee is working with everyone proposing GEAR courses on materials and guidelines for proposals.

**ICC Bylaws Review.** The ICC is reviewing the committee bylaws and discussed two points related to organization of the committee and curricular processes. The first was the appeals processes mentioned in a single sentence in the bylaws but without process details outlined. The committee discussed the benefits of individual processes for senate committees versus a senate level process for decision making in all committees. The second point was in the balancing of the membership in the committee with faculty representation from the colleges and at-large representatives. This discussion brought up points related to diversity of perspectives on committees and all the various lines that diversification can happen. Discussion of practical suggestions around large scale diversification in University service occurred including proposing a faculty fellow position related to supporting faculty from underrepresented groups participation in service. The ICC is committed to support the larger Senate efforts in diversification of representation and implementation of support systems and cultural structures for sustainable engagement.

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## **University Policies Committee:**

Submitted by George Wrenn, UPC Chair

University Policies Committee - November 9, 2021

Submitted by George Wrenn, UPC Chair

No specific policies have been submitted to UPC for review at the time of this report.

The Committee is scheduled to meet next on November 24th. The Chair is reviewing UPC annual reports, University Policy pages, and the CSU Policy Library.

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## **University Resources and Planning Committee:**

Submitted by Jim Woglom, URPC Co-Chair

**URPC Report**



The URPC convened twice since the last Senate meeting, once as a whole committee and once as a portion of the committee meeting with the Polytechnic Implementation Working Group on Budget, Finance, and Reporting. Polytechnic reporting will be affected through the Polytechnic Communication Working Group.

URPC member Jim Graham presented his thoughts regarding our charge to develop a new budget model and related planning, suggesting that our shared thinking should be based around a continuous improvement model. The factors outlined in his presentation, attached, have been adapted to worksheets which are held in a shared folder and which will be addressed at the next URPC meeting.

Director Blakeslee then demonstrated the use of Openbook, a public-facing dashboard that can be used to look at budget allocations across the University.

The University Rollforward Guidelines, developed by the committee and adopted in AY 2018, are up for reconsideration and revision on the established three-year cycle written into the initial guidelines. A working group consisting of Amber Blakeslee, [Rouhollah Aghasaleh](#), and Jim Woglom have been tasked with developing two alternative draft options of the roll-forward guidelines for consideration by the entire committee at our next meeting.

Please consider bringing any budget or resource-related concerns to the attention of URPC so that we might discuss them and communicate those concerns to the Senate and the University Community. E-mail Jim Woglom at [jw2311@humboldt.edu](mailto:jw2311@humboldt.edu) or phone or text him at (908)3379921. The use of transparent shared governance mechanisms helps to ensure equitable consideration of campus wide issues, with opportunities for discussion and subsequent action by an inclusive partnership of stakeholders.

# UNIVERSITY RESOURCES & PLANNING COMMITTEE

October 15, 2021

1:00 PM – 2:30 PM

In-person meeting location: CCR

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## 2021-22 URPC:

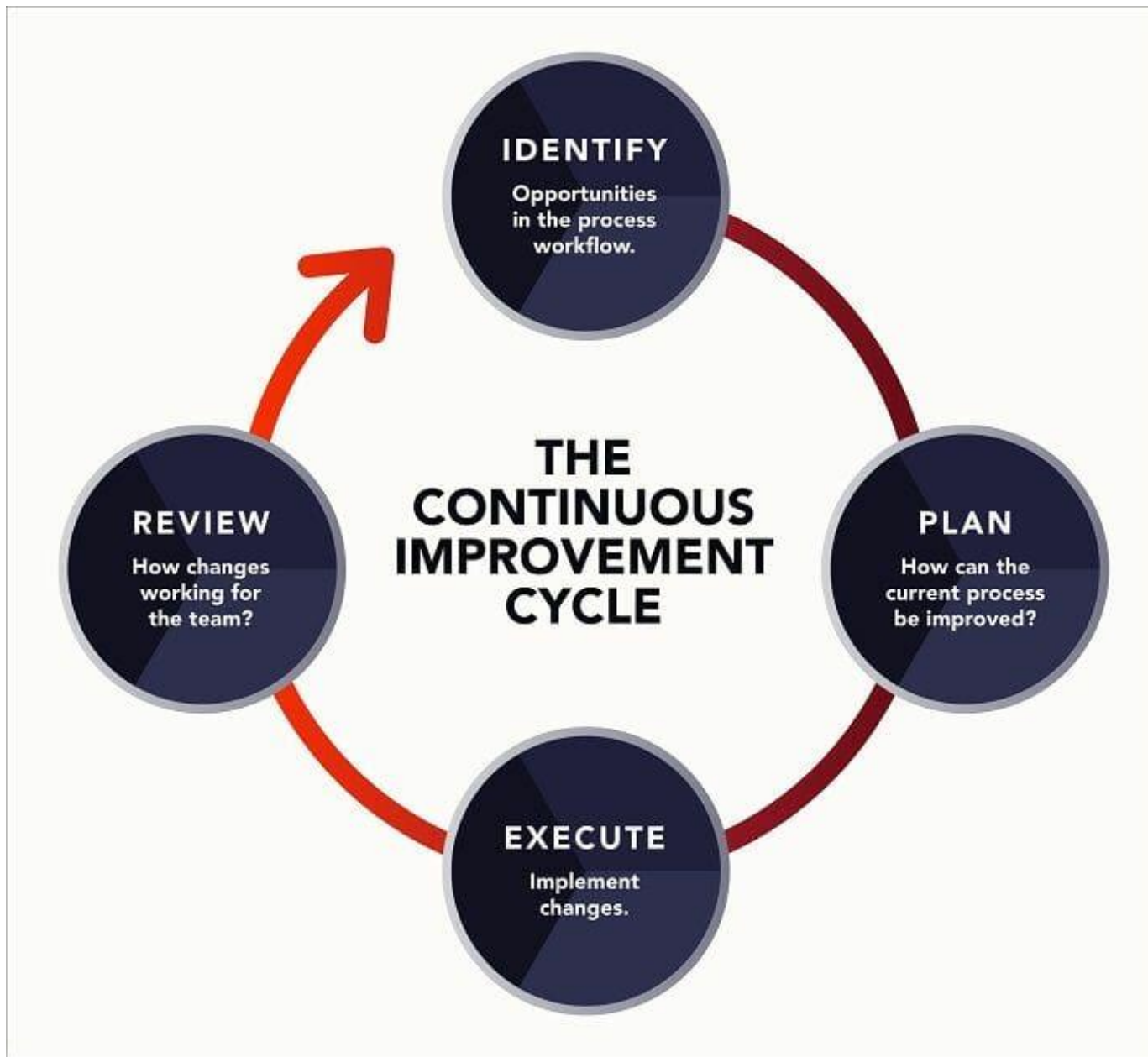
In-person	Virtual		In-person	Virtual	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Jenn Capps, Co-Chair (non-voting)	<input type="checkbox"/>	<input type="checkbox"/>	Jeremiah Finley, Student (voting)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	James Woglom, Co-Chair (tie break vote)	<input type="checkbox"/>	<input type="checkbox"/>	Vacant, Student (voting)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Jim Graham, Faculty (voting)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Amber Blakeslee, Advisor (non-voting)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Rouhollah Aghasaleh, Faculty (voting)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Kevin Furtado, Advisor (non-voting)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Nicole Jean Hill, Faculty (voting)	<input type="checkbox"/>	<input type="checkbox"/>	Jamie Rich, Advisor (non-voting)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Anthony Baker, Staff (voting)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Simone Aloisio (non-voting)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Arlene Wynn, Staff (voting)	<input type="checkbox"/>	<input type="checkbox"/>	Jenessa Lund, Advisor (non-voting)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Shawna Young, Dean (voting)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Michael Le, Advisor (non-voting)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sharooz Roohparvar, VP (voting)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Brigid Wall, Notes (non-voting)
<input type="checkbox"/>	<input type="checkbox"/>	Jason Meriwether, VP (voting)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Patrick Orona, Notes (non-voting)
<input type="checkbox"/>	<input type="checkbox"/>	Frank Whitlatch, VP (voting)	<input type="checkbox"/>	<input type="checkbox"/>	

Additional Attendees: Patrick Malloy (virtual)

## Meeting Minutes:

1. Approve Minutes from 10/01/21- Approved without alterations
2. Update on Year Three Reduction Plan for OAA
  - a. In the midst of planning for the university's polytechnic build out, Academic Affairs had fiscal year 2021-22 to work through the final \$3 million in assigned reductions. OAA analyzed previous budgeting practices within the division and identified some unevenness on how departments were being allocated funded. Data informed funding models (FTES, majors, labs, etc.) were developed by OAA and used to realize the year three reductions in the 2021-22 original budget. This approach allows for flexibility within Academic Affairs by creating one-time funds to support areas as they transition to the new model and provide time to refine the models to best meet the needs of the students/division/university.
    - i. Discussion on the communication of these changes in the colleges and the importance of the narrative explaining the model and data in an accessible way.
3. Review of the [President's Charge](#)
  - a. Roll Forward – review and update roll forward guidelines
    - i. Robust discussion of the [current guidelines](#) and their goal of incentivizing responsible spending and increasing transparency when developed.
  - b. Budget, reporting and finance - enhance and align budget planning efforts in conjunction with polytechnic working group priorities

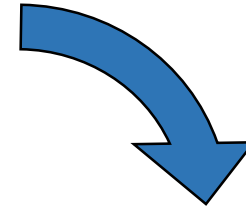
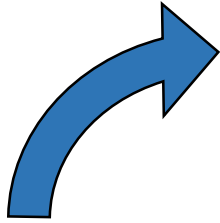
- i. Discussion of past planning activities, the shift to multiyear planning, the use of “scalable” with a recommendation to update language used to “adaptive” or “responsive”, and the importance of the accompanying narrative to the success of this work.
    - c. Process improvement – CIO and UBO will be looking at broad process improvement opportunities on campus
- 4. Report from Budget, Finance and Reporting Polytechnic Working Group
  - a. Agenda item moved to next meeting due to time
- 5. Review Enrollment Data and Metrics (Peter Martinez)
  - a. Agenda item moved to next meeting due to time
- 6. OpenBook Demo
  - a. Agenda item moved to next meeting due to time



Continuous Process Improvement

## Identify Opportunities

- President's charge
- Polytech transition (funding, etc.)
- New strategic plan
- Overview of financial processes
- Redefine/redocument processes



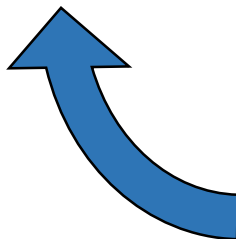
## Review & Update Process

3 year planning process with annual updates

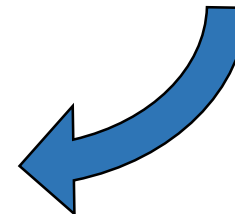
- Template plan
- Overview of HSU's financial processes
- etc.

## Annual Plan

1. Goals
2. Stakeholders
3. Schedule
  1. Activities
  2. Deadlines
4. Deliverables
5. Issues List
6. etc.



Execute  
While updating plan



- Continuous improvement
  - How we improve annually
  - Linear annual process
  - Document for URPC and HSU

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## Emeritus & Retired Faculty & Staff Association

Submitted by Marshelle Thobaben, Senate Representative for ERFSA

TO: HSU-University Senate  
From: Marshelle Thobaben  
Date: November 8, 2021  
Re: HSU-ERFSA Report

### HSU-ERFSA Membership Meeting Presenters

- Thank you to Dr. Maxwell Schnurer for his excellent presentation on *Challenging Sexualized Violence at Humboldt State and Beyond* at the October membership meeting.
- This Thursday, November 11, Vice President, University Advancement Frank Whitlatch and staff from HSU Foundation will provide information on estate planning as well as how planned gifts can support HSU.
- Additionally, Keith Parker, Fisheries/Molecular Biologist from the Yurok Tribe of California will present on *Traditional Ecological Knowledge in the Klamath River Basin: A Salmon and Lamprey Case Study*
- This semester's final presenter Dr. Robert Gearheart will present on December 9th *From Arcata to Accra-Natural Wastewater Treatment and Water and Sanitation for Health: Arcata Marsh and Wildlife Sanctuary to Worldwide*. Bob is considered the grandfather of natural treatment systems, has spearheaded groundbreaking research on the use of constructed wetlands for stormwater and wastewater treatment.

### Emeritus Policy Implementation Phase

I have been working closely with Simone Aloisio, Associate Vice President for Faculty Affairs, Stephanie Vick, Academic Personnel Services Manager, Mary Watson, Administrative Support Coordinator and Monty Mola, University Senate Chair on the development of the forms for retired faculty, staff and administrators who meet the criteria to apply for emeritus status. The nominators recommendations are due electronically to the University Senate Office no later than February 1st. Information and forms are available on the HSU-ERFSA webpage:

<https://erfsa.humboldt.edu/> **Applying for Emeritus Status.**

### Coordinating Committee

The HSU-ERFSA Coordinating Committee is meeting on Thursday, Nov.11<sup>th</sup>.

Respectfully Submitted,

Marshelle Thobaben, HSU-University-ERFSA Representative to the University Senate

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### **President and President's Administrative Team Report to University Senate**

Tom Jackson, Jr., President  
Sherie C. Gordon, Chief of Staff  
Shahrooz Roohparvar, CFO/VP Administration and Finance  
Jason Meriwether, VP Enrollment Management  
Jenn Capps, Provost and VPAA  
Cooper Jones, Executive Director of Athletics and Recreational Sports  
Frank Whitlatch, VP Advancement  
Lisa Bond-Maupin, Deputy Chief of Staff (Editor)

#### **Campus Culture and Operations**

President Jackson and Provost Capps are traveling to Long Beach to attend the **CSU Board of Trustees meeting** this Tuesday, November 9th, 2021, and present to the Education Policy Committee regarding the university's collective work to transition to a polytechnic university. The Education Policy committee meeting starts at 1:10 pm on the 9th and ours is an information item before the committee to change the university's name to **California State Polytechnic University, Humboldt** or Cal Poly, Humboldt for short. If you would like to review the agenda and watch the live stream of the Board of Trustees meeting click [here](#). An action item on this matter is forthcoming at the January 2022 BOT meeting.

#### **Pride**

Last week, HSU hosted a two-morning **virtual visit from members of the staff of the legislature, Governor's Office, and Chancellor's Office**. Members of HSU staff, faculty and student bodies provided a series of presentations about HSU of interest to the visitors. The purpose of the visit was to learn more about HSU toward more informed advocacy. Presentation topics included:

- Enrollment and managing enrollment growth as a polytechnic
- Student success, GI 2025, and high impact approaches to student retention
- Academic strengths and academic program plans as a polytechnic
- Basic needs
- Polytechnic implementation and funding allocation

*Thank you* to everyone who contributed to the preparation and participated in the two-day event. We experienced a high level of engagement and received very positive feedback from our visitors and the Chancellor's Office about the visit and about where we are/are headed as a university.

#### **Academic Program Excellence**



The Office of Academic Affairs is proud to provide information about the **29 Tenure/Tenure Track (T/TT) positions** that have been approved across the three colleges to search for in the forthcoming year. These approvals were informed by a collaborative process that occurred within and across departments, amongst the department chairs in partnership with their deans and finally through several consultative meetings between the deans, the Associate Vice Presidents in Academic Affairs and the Provost. The approved positions are:

1. Art (Ceramics) CMC
2. Business (Digital Marketing) (CMC)
3. Computer Science (Cyber) (Poly)
4. Computer Science (Software Engineering) (Poly)
5. Critical Race Gender Sexuality Studies (Black and Latinx Studies): *Search process in progress (Ethnic Studies)*
6. Critical Race Gender Sexuality Studies (Asian Studies): *Search process in progress (Ethnic Studies)*
7. Education (Special Education) (CMC)
8. Energy Systems Engineering (Poly)
9. Engineering (Master's Degree) (Poly)
10. English/World Language and Culture (Joint Appointment TESL/TEFL & Applied Linguistics) (CMC)
11. Environmental Resources Engineering (January 2022) (Poly)
12. Environmental Science and Management (Eng/Geo/Fire) (Poly)
13. Film (CMC)
14. Fire (Poly)
15. Forestry (Rangeland Fire) (Poly)
16. Geography Environment & Spatial Analysis/Environmental Science and Management (Joint Appointment: Geospatial). (Poly)
17. Math (Data Science) (Poly)
18. Math (Data Science) (Poly)
19. Mechanical Engineering (Poly)
20. Mechanical Engineering (Poly)
21. Music (Music Education) (CMC)
22. Native American Studies: *Search process in progress (Ethnic Studies)*
23. NAS (Engineering) (Poly)
24. Psychology (School Psychology) (CMC)
25. Social Work (CMC)
26. Sociology (Cannabis Studies) (Poly)
27. Wildlife (CMC)
28. Library (CPS) (CMC)
29. Library (Sustainability) (Poly)

The approved positions were informed by the following:

- Polytechnic program buildout needs for delivery of 2023 academic programs as outlined in the polytechnic prospectus.
- Growth and/or significant loss of faculty due to retirement.
- Specialty accreditation compliance requirements.
- Alignment with the university strategic plan and/or values expressed in the polytechnic prospectus.

Through faculty creativity, focus on diversity equity and inclusion, and interdisciplinarity, numerous **cluster hire proposals** were put forward. While many of the cluster hire proposals and associated lines were not approved, four cluster hire opportunities emerged as possibilities. They include:

Indigenous Science/Serving Indigenous Communities- Met and decided not pursue a cluster hire around this theme this year.

- *Environmental Science and Management*
- *Forestry (Rangeland Fire)*
- Social Work- individual search
- Wildlife- individual search

Fire and Natural Resources- Met and decided to pursue two smaller clusters surrounding geospatial and fire.

- *Environmental Science and Management (Fire/Geo)*
- *Forestry (Rangeland Fire)*
- Fire
- Geography Environment & Spatial Analysis/Environmental Science and Management (Joint Appointment: Geospatial)
- Math (Data Science)- likely move to the technology cluster.

Technology Cluster- Met and decided to pursue a cluster hire modeling adding the second data science position (still pending finalization) and business doing an individual search.

- Business (Digital Marketing)- individual search
- Computer Science (Cyber)
- Computer Science (Software Engineering)
- Math (Data Science)
- Math (Data Science) (still pending finalization of inclusion here)

Engineering – Cluster hire approach affirmed and moving forward.

- Energy Systems Engineering
- Engineering (Master's Degree)
- Mechanical Engineering
- Mechanical Engineering

- Native American Studies

*\*Italicized lines are represented in more than one cluster and do not represent additional lines*

HSU has made great strides in the past few years in our recruitment of BIPOC faculty however we still have some work to do. The Provost invites each department or cluster conducting a search to include one or both of the following in their search processes to help us continue to move toward our university goals of **recruiting diverse faculty**:

1. Require each candidate to submit a diversity statement with their application materials.
2. Include a preferred qualification in one or more of the following areas in the position announcement:
  - a. Preferred expertise in Traditional Ecological Knowledge
  - b. Preferred experience with Indigenous populations
  - c. Preferred expertise in sustainability
  - d. Preferred experience with Latinx populations
  - e. Preferred experience in interdisciplinary collaboration

The **Cluster Hiring Working Group** has resumed its meetings led by Dr. Ndura AVP of ODEI and the Campus Diversity Officer and co-led by Dr. Simone Aloisio and will focus its efforts on:

1. Retaining existing BIPOC faculty.
2. Identifying strategies to support the success recruitment and retention of the forthcoming T/TT faculty for Fall 2022.
3. Support the consideration of proposed cluster hires.

Lastly, we recognize that the recruitment timeline feels very short for a successful hire by August 2022. Please note that if your search does not result in the identification of a successful candidate you will be permitted to re-conducted your search. Additionally, if your position request was not approved in this cycle, we would encourage you to consult with your dean about immediately moving that request for consideration in the 2023-2024 hiring cycle which we will begin planning for much earlier with a tentative plan to discuss T/TT positions in the Spring of 2022 for the 2023-2024 hiring cycle.

### **Sustainability**

**HSU was again named a Green College** by the Princeton Review. [For the 2022 guide, which can be accessed for free at princetonreview.com/green-guide](https://www.princetonreview.com/green-guide), the Princeton Review named 420 schools as Green Colleges based on administrator surveys and [STARS](#) (Sustainability Tracking, Assessment, & Rating System) ratings. Survey topics ranged from clean energy career preparation to campus initiatives and solar-powered facilities.

To generate this year's list of top-performing schools, Princeton Review editors analyzed more than 25 survey data points to tally Green Rating scores for the schools on a scale of 60 to 99.

Data comes from a range of areas from University operations and student life, to sustainability in academics and food and beverage purchasing ([see the full list of data points used here](#)). The colleges featured in the guide include information on each school's use of renewable energy, recycling and conservation programs, and career guidance for green jobs. The profiles also include information on the schools' admission requirements, cost, and financial aid. [For information, check out HSU's profile at princetonreview.com.](#)

## **ASCSU Report for 11-9-21 Senate**

Senators Burkhalter and Pachmayer participated in the ASCSU plenary on November 4-5. Senator Burkhalter also sits on the ASCSU Faculty Affairs Committee, which met on Wednesday, November 3.

The next ASCSU Plenary is January 21-22, 2022. We request that you review the first reading resolutions that will be voted on at the January plenary and provide us with your feedback (see list below and attached resolutions). To review the resolutions that passed during the plenary, visit the ASCSU resolutions [page](#).

In addition to the discussing common issues of concern and reviewing and voting on resolutions, the senators participated in a 2-hour Moving Beyond Bias training. There were also several time-certain presentations.

### **Summary of discussion of issues in Spring 2022 campus repopulation and continuing concerns about Covid-19 pandemic**

- For Spring 2022, campuses have different rates of face-to-face versus online instruction based on their local COVID-19 rates. CSU-Bakersfield is facing very high case rates, so they will be only 30% in person. Sonoma State is similar to HSU in that it will be 70% face-to-face and 30% online. CSU-Maritime has been back 99% face to face.
- Faculty expressed support for their campuses extending the WSCUC waiver so that in the Spring, if the pandemic surges again, campuses can pivot to more than 50% online (note: online for WSCUC includes fully online, hybrid and hyflex)
- Many mentioned that students didn't want to go back face to face and would stop out instead of returning in the Spring. CSSA may be collecting data to support this anecdotal information.
- Senators expressed concerns about the economic impacts of Covid on student, staff and faculty (relates to living out of state rule, affordable housing, raises, how to recruit and retain faculty, staff and students in the face of economic concerns).
- Senators reported that requests for changes in course modality to move online by faculty with special situations, such as being immunocompromised or caring for elderly parents, are routinely being turned down.
- Senators expressed concern about the impact on RTP files of COVID teaching modalities and home-schooling of children.
- Senators noted that graduate students are being affected in specific ways by the pandemic (for example, limited field experiences, isolation)

### **Time Certain presentations**

#### **Fabiola Moreno Ruelas CSSA Liaison**

- CSSA need a student trustee for two years. Nominations can be made at <https://calstatestudents.org/involvement/student-trustee-search/>
- Students are still recovering from the pandemic including financially, finding jobs and seeing what's next.
- Many students do not want to go back to campus especially juniors and seniors. They feel, what is the point of going back.

- Academic dishonesty is a huge problem. Students are not taking virtual school seriously due to the trauma of Covid and social justice issues.
- She finds faculty and student concerns are aligned and is hopeful for collaboration on the CSSA Policy Agenda that was passed in October. CSSA wants to work together and assure students are informed about relevant issues. Policy Agenda was a collaborative process and any student could submit an item to be a part of the policy agenda. The agenda includes 4 priorities and 17 goals. The CSSA sees potential for the most collaboration on two priorities:  
Priority 3 – Ensure the academic success and holistic education experience of all students  
Priority 1 – Ensure students have access to baseline services and resources to enable educational accessibility and equity

### **CSU Chancellor Joseph I. Castro**

- Priorities relate to GI 2025, the basic needs of our students, investment in infrastructure to enhance classrooms. The budget request for FY22 will be 16% greater and includes \$1 billion for deferred maintenance. Must be approved by Board of Trustees.
- Related to technology equity, we launched CSUccess to ensure all new students have access to quality mobile tech. Being expanded to 13 campuses in January.

### **ASCSU Chair Report**

- The chair wants to ensure we engage directly with statewide and nationwide legislators. The goal is to inform legislation rather than having it imposed on us. Faculty should read AB928 (signed into law in October) and provide feedback to ICAS. We need to defend CSU transfer pathway. The language of the bill is a single lower division GE pathway for CSU and UC. The pathway should uphold the expectations for transfer students.
- Continuing to monitor ethnic studies requirements in terms of how to enable symmetry between the ethnic studies requirements in the Community College system.
- Some senators expressed that some issues had arisen in the chat at the September plenary, which made them uncomfortable. Is it possible for us to turn off the chat for a plenary (other than sharing things)? Opened up for discussion. Senators voted to retain the chat feature during plenary but with more rigorous ground rules.

Other time certain presentations/conversation: Student trustees Krystal Raynes and Maria Linares, Sylvia Alva, EVC for Academic & Student Affairs, Ryan Storm, AVC System Budget. Charles Toombs, CFA president

### **Resolutions**

#### **First Reading (will return at January plenary for 2<sup>nd</sup> reading)**

- AS-3510-21/EX Apportionment of Academic Senate CSU (ASCSU) Seats
- AS-3511-21/AA Role of Shared Governance for Decisions on Instructional Modality
- AS-3513 -21/FGA Updated Legislative Advocacy Guidelines for the Academic Senate of the California State University (ASCSU)
- AS-3514 -21/FA Faculty Rights to Due Process in Letters of Reprimand Within the CSU
- AS-3515 -21/APEP Establishing Core Competencies for CSU General Education (GE) Areas A1, A2, A3, and B4 (the “Golden Four”)
- AS-3516 -21/AA Studying Online Education and the Impact of Campus Initiatives

- AS-3517 -21/FA Faculty Rights to Due Process in Disciplinary Action Procedures Within the CSU
- AS-3518 -21/EX Increasing the Membership of the Ad Hoc Committee to Advance Equity, Diversity, and Inclusion within the ASCSU
- AS-3519 -21/FA Support of Faculty Supervision of Student Research, Scholarly, and Creative Activities in the CSU
- AS-3520-21/FA Recognition and Support of Faculty Participation in Shared Governance

### **Waiver of First Reading**

- AS-3509-21/FGA/FA Support for CSU Campus Requests for WSCUC Continued Authorization for Remote Instruction as Needed during COVID-19 Pandemic: **PASSED**
- AS-3512-21/APEP Commendation for Assistant Vice Chancellor Marquita Grenot-Scheyer: **PASSED**

### **Second reading**

- AS-3500-21/FA (Rev) Suspension of Mandatory Peer Observations of Instruction and Student Evaluations for Academic Year 2021-22: **PASSED**
- AS-3503-21/APEP (Rev) Acknowledgment of Changes to Math Requirements in International Baccalaureate Programs: **PASSED**
- AS-3505-21/APEP (Rev) Supporting CSU System Office Review Standards for General Education Area F (Ethnic Studies): **PASSED**
- AS-3507-21/APEP (Rev) Support for the CSU Education Deans' Statement in Support of Culturally Sustaining, Equity Driven, and Justice Focused Pedagogies: **PASSED**

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-3510-21/EX  
November 4-5, 2021  
First Reading/Waiver

**APPORTIONMENT OF ACADEMIC SENATE CSU (ASCSU) SEATS**

- 1     • **RESOLVED:** That the Academic Senate of the California State University (ASCSU),  
2     as required by [ASCSU Bylaw 9](#), approve the results of the Executive Committee’s  
3     campus census of Full-Time Equivalent Faculty (FTEF) from the Fall 2021 data for  
4     the purpose of apportionment/reapportionment of Senate seats among the  
5     campuses; and be it further
- 6     • **RESOLVED:** That the ASCSU approve the distribution of a third seat to the seven  
7     campuses with the highest FTEF based on the 2021 data as follows (from highest to  
8     lowest); and be it further
- 9     • **RESOLVED:** That the ASCSU distribute this resolution to the:
- 10         • CSU Board of Trustees,  
11         • CSU Chancellor Joseph I. Castro,  
12         • CSU Executive Vice Chancellor for Academic and Student Affairs, Sylvia A.  
13             Alva,  
14         • CSU Assistant Vice Chancellor for International and Off-Campus Programs,  
15             Leo Van Cleve,  
16         • CSU campus Presidents, CSU Provosts/ Vice Presidents of Academic Affairs,  
17         • CSU campus Senate Chairs,  
18         • CSU campus Senate Executive Committee,  
19         • CSU Emeritus and Retired Faculty and Staff Association (ERFSA), and the



- 20           • California Faculty Association (CFA), and the California State Student  
21           Association (CSSA).

22           ***RATIONALE:*** *Article II, Section 1 of the ASCSU Constitution provides that*  
23           *the membership of the ASCSU will consist of "...two senators per campus plus an*  
24           *additional senator from each of the seven largest campuses apportioned on the basis of*  
25           *FTEF." To implement this provision, our [Bylaw 9](#) requires that each year the*  
26           *Executive Committee "...conduct a "census" using the most recent and reliable Fall*  
27           *FTEF data to determine whether reapportionment of seats among campuses is*  
28           *necessary. The results shall be presented to the Senate for approval at its first meeting*  
29           *in the calendar year." Fall 2021 FTEF data by campus is included in Attachment*  
30           *1. In order from highest to lowest, the seven largest FTEF campuses are CSU*  
31           *Long Beach, CSU Fullerton, CSU Northridge, San José State University, San*  
32           *Diego State University, San Francisco State University, and CSU Sacramento.*  
33           *Those are the same campuses that currently have a third senator, so no re-*  
34           *apportionment is necessary. This resolution approves the results of the 2021 census*  
35           *and re-affirms the assignment of a third senator to those seven campuses with the*  
36           *largest FTEF.*



## Fall 2021 Instructional Faculty FTE

Campus	Tenure-Track FTE	Lecturer FTE	Total Faculty FTE	7 Highest FTEF
Bakersfield	237.3	227.1	464.4	
Channel Islands	151.4	176.3	327.7	
Chico	427.8	286.1	713.9	
Dominguez Hills	305.2	340.8	646	
East Bay	346.1	245.1	591.2	
Fresno	589.7	511.6	1101.3	
Fullerton	822.4	660.8	1483.1	2
Humboldt	220	133.5	353.5	
Long Beach	819.7	786.9	1606.6	1
Los Angeles	530.6	568.4	1099	
Maritime	53	23.8	76.7	
Monterey Bay	178.8	156.3	335.1	
Northridge	766.5	677	1443.5	3
Pomona	539.7	511.8	1051.6	
Sacramento	685.2	549.1	1234.3	7
San Bernardino	424.8	317.6	742.4	
San Diego	772.3	586.7	1359	5
San Francisco	695	559.7	1254.8	6
San Jose	731.2	695.6	1426.8	4
San Luis Obispo	683	372.4	1055.4	
San Marcos	282.3	317.3	599.6	
Sonoma	232.9	125.8	358.7	
Stanislaus	280.2	206.8	487.1	
<b>Systemwide</b>	<b>10775.3</b>	<b>9036.6</b>	<b>19811.9</b>	

### Notes:

- Data as of October 31, 2021 snapshot.
- Includes active instructional faculty based on primary classification code.
- Excludes faculty on leave.
- FTE reflects the sum of all appointments per campus for each included faculty member.

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-3511-21/AA  
November 4-5, 2021  
First Reading/Waiver

**ROLE OF SHARED GOVERNANCE FOR DECISIONS ON INSTRUCTIONAL  
MODALITY**

- 1    1. **RESOLVED:** That the Academic Senate of the California State University (ASCSU)  
2    acknowledge and thank WSCUC for extending the process to Summer 2022 for  
3    seeking continued authorization for remote instruction; and be it further
- 4    2. **RESOLVED:** that the ASCSU reaffirm the role of shared governance on each of our  
5    campuses for making campus decisions about seeking continued authorization for  
6    remote instruction; and be it further
- 7    3. **RESOLVED:** that the ASCSU reaffirm the role of shared governance on each of our  
8    campuses for short- and long-term decisions about instructional modality in our  
9    academic programs; and be it further
- 10   4. **RESOLVED:** That the ASCSU distribute this resolution to the:
- 11        • CSU Board of Trustees,
  - 12        • CSU Chancellor,
  - 13        • CSU campus Presidents,
  - 14        • CSU campus Senate Chairs,
  - 15        • CSU Provosts/Vice Presidents of Academic Affairs,
  - 16        • California Faculty Association (CFA),
  - 17        • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),

18        ***RATIONALE:*** *All twenty-three campuses in the CSU system are faced with short-*  
19        *and long-term questions around campus modalities as they pertain to student success*  
20        *and academic planning. Sometimes such decisions need to be made quickly, for*  
21        *example to respond to external opportunities such as the WSCUC request for*  
22        *authorization for remote instruction. Given the far-reaching short- and long-term*  
23        *implications of these kinds of decisions, they are best made through regular and*  
24        *traditional processes of shared governance.*

DRAFT

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-3513-21/FGA  
November 4-5, 2021  
First Reading

**UPDATED LEGISLATIVE ADVOCACY GUIDELINES FOR THE ACADEMIC  
SENATE OF THE CALIFORNIA STATE UNIVERSITY (ASCSU)**

- 1    1. **RESOLVED:** That the Academic Senate of the California State University (ASCSU)  
2    acknowledges the Legislative Advocacy Guidelines & Priorities per AS-3418-13/FGA  
3    (Rev); and be it further
- 4    2. **RESOLVED:** That the ASCSU recognizes that formal ASCSU positions on legislative  
5    bills other than Oppose or Support are not recognized in the passage of state  
6    legislation and that a position of “**Need More Information**” may have value in the  
7    formative stages of state legislation; and be it further
- 8    3. **RESOLVED:** That the ASCSU adopt updated ASCSU Legislative Advocacy  
9    Guidelines & Priorities (below) to guide its legislative advocacy:
- 10    ASCSU Legislative Advocacy Guidelines & Priorities
- 11        I. Legislative advocacy of the California State University (ASCSU) shall  
12        give priority to legislation that:
- 13              A. Has the potential to affect access, affordability, and quality in  
14              California higher education, as broadly defined.
- 15              B. Affects faculty purview over the curriculum and modes of  
16              instruction.

- 17 C. Affects the academic freedom of faculty, students, and  
18 institutions of higher education.
- 19 D. Affects the financial and budgetary health of higher education,  
20 including, but not limited to unfunded mandates.
- 21 E. Affects faculty influence over governance of higher education  
22 per the Higher Education Employer/Employee Relations Act  
23 (HEERA) Section 3561.
- 24 F. In these areas, highest priority shall be given to addressing  
25 legislation that is specifically directed toward the California State  
26 University (CSU).
- 27 II. Advocacy efforts should be a year-round activity and not confined to  
28 any single point in the legislative process.
- 29 III. Advocacy efforts should be carried out not only for the purpose of  
30 influencing specific bills, but also for the purposes of:
- 31 A. Raising legislative awareness of the ASCSU as the voice of the  
32 CSU faculty in academic and curricular matters.
- 33 B. Developing on-going working relationships with individual  
34 legislators and their staffs.
- 35 C. Encouraging early consultation with CSU faculty through the  
36 Academic Senate in the drafting of bills affecting academic  
37 matters within the CSU.

- 38 IV. To maximize the effectiveness of ASCSU advocacy efforts, the  
39 Academic Senate should:
- 40 A. Establish positions on proposed legislation as early as possible in  
41 the legislative process (ideally no later than mid-March) so that  
42 these positions can serve to guide both individual and collective  
43 advocacy efforts.
- 44 B. Positions adopted on legislation that are considered High priority  
45 should typically be one of the following:
- 46 • **Support** – the ASCSU is in favor of the bill as currently  
47 written or finds that what minor objections may exist are  
48 not sufficient to prevent the ASCSU from supporting it.
  - 49 • **Oppose** – the ASCSU is in opposition to the bill in its  
50 entirety and sees no way in which it could be amended  
51 to make it acceptable.
  - 52 • **Need More Information** – aspects of the bill are not  
53 fully developed for ASCSU to render a clear position.
- 54 C. The full Senate shall be consulted when developing positions on  
55 legislation, but there will be times when this may not be practical,  
56 such as during the summer, or in the rapidly evolving committee  
57 process in the spring. On such occasions, as per the Academic

58 Senate of the California State University Bylaws, the ASCSU  
59 Executive Committee is empowered to act on behalf of the  
60 Senate. In such cases, however, the Executive Committee must  
61 exercise all due diligence in keeping the Senate informed of its  
62 actions.

63 D. The Fiscal & Governmental Affairs Committee and the  
64 Legislative Specialist shall have the responsibility for regularly  
65 reporting to the Senate on the status of legislation in which it has  
66 an interest.

67 V. The ASCSU shall coordinate its advocacy efforts, where possible, with  
68 other stakeholders in California higher education in order to maximize  
69 effectiveness. Such groups may include but are not limited to: the  
70 California State University, Academic Senates of the University of  
71 California and the California Community Colleges, the California  
72 Faculty Association, the Emeriti and Retired Faculty Association and  
73 the California State Student Association.

74 VI. The ASCSU may consider developing its own legislative proposals and  
75 seeking a legislative sponsor to carry them. This should be done  
76 carefully, however, and only after consultation with other interested  
77 parties.

78 ; and be it further



79 **4. RESOLVED:** That the ASCSU distribute this resolution to the:

- 80 • CSU Board of Trustees,
- 81 • CSU Chancellor,
- 82 • CSU campus Presidents,
- 83 • CSU campus Senate Chairs,
- 84 • CSU campus Senate Executive Committees,
- 85 • CSU Provosts/Vice Presidents of Academic Affairs,
- 86 • CSU campus articulation officers,
- 87 • California Faculty Association (CFA),
- 88 • California State Student Association (CSSA),
- 89 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
- 90 • Academic Senate for the California Community Colleges,
- 91 • Academic Senate of the University of California,
- 92 • California Community Colleges' Board of Governors, and the
- 93 • University of California Board of Regents.

94 ***RATIONALE:*** *Over the past several years, legislative advocacy efforts by the*  
95 *ASCSU have become more extensive as (1) state legislative activity affecting*  
96 *California higher education continues to increase, both in terms of the number of bills*  
97 *and in the willingness of the legislature to involve itself directly with matters of access,*  
98 *curriculum, and modes of instruction, and (2) the ASCSU itself has become more*  
99 *active in responding to and helping shape proposed legislation. One result of this has*  
100 *been recognition of a need for a set of generally agreed-upon guidelines that will allow*  
101 *the ASCSU to prioritize and direct its advocacy activities, whether carried out*  
102 *individually or collectively, in an ongoing and strategic manner. The document*

103            *“ASCSU Legislative Advocacy Guidelines & Priorities” is intended to provide this*  
104            *guidance.*

DRAFT

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-3514-21/FA  
November 4-5, 2021  
First Reading

**FACULTY RIGHTS TO DUE PROCESS IN LETTERS OF REPRIMAND  
WITHIN THE CSU**

- 1   **1. RESOLVED:** That the ASCSU recognize that CSU faculty have a fundamental right  
2   to due process, including in reprimands; and be it further
- 3   **2. RESOLVED:** That the ASCSU recognize that while the Collective Bargaining  
4   Agreement addresses procedures for reprimands in Article 18, the Collective  
5   Bargaining Agreement does not prohibit campuses from developing policies  
6   concerning procedures involved in letters of reprimand; and be it further
- 7   **3. RESOLVED:** That the ASCSU recognize that due process includes fairness in  
8   procedures and the right to defend oneself against allegations of wrongdoing; and be  
9   it further
- 10   **4. RESOLVED:** That the ASCSU recommend that CSU campus Senates address faculty  
11   rights to due process in procedures involved in letters of reprimand, including but not  
12   limited to the following:
- 13         • requirements for notifying faculty when such actions are being considered  
14         but before letters of reprimand are written;
- 15         • providing faculty with any written documents, witness statements, or other  
16         evidence being considered before letters of reprimand are written;

- 17           • allowing faculty to submit any information or evidence to appropriate CSU
- 18           administrator(s) before letters of reprimand are written;
- 19           • allowing faculty to meet with appropriate CSU administrator(s)
- 20           accompanied by the California Faculty Association (CFA) and/or faculty
- 21           representative(s) before letters of reprimand are written; and be it further

22 **5. RESOLVED:** That the ASCSU distribute this resolution to the:

- 23           • CSU Board of Trustees,
- 24           • CSU Office of the Chancellor,
- 25           • California Faculty Association (CFA),
- 26           • California State Student Association (CSSA),
- 27           • CSU campus Presidents,
- 28           • CSU campus Provosts/Vice Presidents of Academic Affairs,
- 29           • CSU campus Senate Chairs,
- 30           • CSU College Deans, and the
- 31           • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

32           ***RATIONALE:*** *The United States Constitution guarantees a fundamental right to*  
33           *due process in the 5<sup>th</sup> and 14<sup>th</sup> amendments. Due process includes fair procedures and*  
34           *the right to defend oneself against allegations of wrongdoing. Article 18 in the*  
35           *Collective Bargaining Agreement does not specify rights of faculty to respond to*  
36           *allegations of wrongdoing before letters of reprimand are written, only after letters of*  
37           *reprimand have already been written, which allows CSU administrators to begin*  
38           *reprimands for faculty without ever speaking to them or receiving any information from*

39 *them. CSU Executive Order 1096 (revised) indicates that in cases involving*  
40 *accusations of discrimination, harassment, retaliation, dating/ domestic violence, or*  
41 *stalking, investigation procedures must give equal opportunity to complainants and*  
42 *respondents to meet with administrators and to provide information and evidence, and*  
43 *give respondents the right to receive information about allegations of wrongdoing*  
44 *against them (Article III, Section C, Campus Investigation Process, Parts 3 {Intake*  
45 *Interview} and 7 {Investigation Procedure}). The Supreme Court decision in*  
46 *National Labor Relations Board v. J. Weingarten Inc. (1975) provides Weingarten*  
47 *Rights to CSU faculty members, including the right to be accompanied by a CFA or*  
48 *faculty representative(s) to any investigatory interviews with CSU administrators, and*  
49 *the right to receive copies of documents, allegations, and any other evidence that is being*  
50 *considered in investigating a possible reprimand or disciplinary action. Weingarten*  
51 *rights apply to any investigatory interview where a person is required to defend their*  
52 *conduct.*

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-3515-21/APEP  
November 4-5, 2021  
First Reading

**ESTABLISHING CORE COMPETENCIES FOR CSU GENERAL EDUCATION  
(GE) AREAS A1, A2, A3, AND B4 (THE “GOLDEN FOUR”)**

- 1   **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)  
2       reaffirm the primacy of the faculty role in curricular matters as specified in the Higher  
3       Education Employer-Employee Relations Act (HEERA), articulated in the “Report  
4       of the Board of Trustees Ad Hoc Committee on Governance, Collegiality and  
5       Responsibility in the California State University,” and embodied in accepted  
6       California State University (CSU) shared governance practices; and be it further
- 7   **2. RESOLVED:** That the ASCSU, in collaboration with the appropriate disciplinary  
8       experts, develop core competencies associated with each of the “golden four”  
9       General Education elements: Oral Communication (CSU GE Area A1), Written  
10      Communication (CSU GE Area A2), Critical Thinking (CSU GE Area A3), and  
11      Mathematics/Quantitative Reasoning (CSU GE Area B4); and be it further
- 12   **3. RESOLVED:** That the ASCSU develop these competencies to establish clear and  
13      uniform college level standards for the golden four; and be it further
- 14   **4. RESOLVED:** That the ASCSU develop such competencies with the intent that they  
15      be incorporated into California State University General Education Breadth

16 requirements (CSU General Education Breadth Requirements (formerly Executive  
17 Order 1100)); and be it further,

18 5. **RESOLVED:** That the ASCSU request that the competencies be appropriately  
19 elaborated and incorporated into the UC/CSU “Guiding Notes for General  
20 Education Course Reviewers” and the UC/CSU “Standards, Policies & Procedures  
21 for Intersegmental General Education Transfer Curriculum (IGETC)”; and be it  
22 further,

23 6. **RESOLVED:** That the ASCSU distribute this resolution to.

- 24 • CSU Board of Trustees,
- 25 • CSU campus Provosts,
- 26 • CSU campus Senate Chairs,
- 27 • California State Student Association (CSSA),
- 28 • California Intersegmental Articulation Council,
- 29 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
- 30 • Academic Senate for the California Community Colleges, and the
- 31 • Academic Senate of the University of California.

32 ***RATIONALE:*** *The “golden four” are the four lower division GE requirements --*  
33 *Oral Communication (CSU GE Area A1), Written Communication (CSU GE*  
34 *Area A2), Critical Thinking (CSU GE Area A3), and*  
35 *Mathematics/Quantitative Reasoning (CSU GE Area B4) -- that are required for*  
36 *all transfer admissions and prior to enrollment in upper division GE coursework.*

37 *There is often tension between campus autonomy and “systemness” constraints. While*  
38 *individual CSU campuses can expand on the minimal requirements inherent in CSU*  
39 *GE policy, the recent changes to the CSU General Education Breadth Requirements*  
40 *(formerly Executive Order 1100) to include core competencies for General Education*  
41 *Area F (Ethnic Studies) have set a precedent for the inclusion of specific competencies*  
42 *as GE requirements. Such inclusions provide appropriate system level guidance that*  
43 *can be consistent with campus level implementation while still preserving autonomy.*  
44 *Academic standards for General Education should be consistent from one CSU*  
45 *campus to another.*



## PROPOSED RESEARCH STUDY INTO TEACHING MODALITIES, CAMPUS INITIATIVES AND STUDENT SUCCESS

In May of 2016 the ASCSU passed Resolution AS-3250-16/FGA (Rev) that called for an evaluation of system-wide online learning. In that resolution, it links to both the ASCSU and the CSSA online learning white papers each of which allude to the need for best practices. In March of 2020, the covid pandemic forced the CSU to move the vast majority of its courses online. Since then campuses have invested heavily in faculty training to help faculty in teaching online and in equipment to close the digital divide and equity gap. While pre-covid only a small minority of students and faculty had experience with on-line teaching and learning, now the majority have. Consequently, there is a developing consensus that after the pandemic subsides, the University will not simply return to its pre-covid practices; and part of that emerging new normal, online education will play a much more prominent role than before.

It is within the nexus of these events that we note the time is upon us to investigate empirically the antecedents to and consequences of quality online education. The literature shows conflicting results. On one hand, there appears to be no significant difference between virtual vs. face-to-face on variables such as grades and course repeats. On the other hand, much more detailed analysis shows many interaction effects, such as differences in online vs. hybrid, synchronous vs. asynchronous classes and active vs. passive faculty and students, as was shown in a pilot for this study Professors Rodan and Schutte conducted in the summer of 2019. In that pilot study, student outcome data from one CSU campus, using course-taking records from 2005 to 2017, were assessed by ethnic status, number of online courses (by both synchronous and asynchronous) and time to graduation (grad rates). It is significant to note some of the preliminary results from that pilot project:

- Online courses taking and ethnicity. Taking online courses slows time to graduation<sup>1</sup>, but it does not do so evenly for all ethnicities. Hispanic and Pacific Islanders take longer to graduate when taking online courses, while Asian, Black and Others do better (graduate faster) by taking online courses.
- Course retaking. Non-URM students who fail both online and in-person courses are more likely to pass if the courses is retaken face-to-face. There are no significant differences between any other combinations of initial/retake/URM/non-URM.
- Synchronous vs asynchronous online courses. In our preliminary investigation, we see that the proportion of synchronous courses is negatively related to time to graduation (i.e. more synchronous courses means shorter time to graduation) and positively related to course GPA.

These findings are just an initial foray into the data from a single campus. While interesting, the results do not get at the full set of questions. Thus, the aim of the proposed study is to better understand how the different resources campuses provide to support on-line instruction contribute to student success and how different student populations (e.g. URM/ non-URM) benefit from that provision. This will help policy makers direct the allocation of scarce resources in the most effective manner. The study will also seek to replicate the earlier single campus findings at the system level and explore any campus level contingencies.

### Summary of Proposed Methods

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<sup>1</sup> It is possible that this is a function of course availability, for example if students take classes online a semester later after not finding that class they need as an in-person class.

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-3516-21/AA  
November 4-5, 2021  
First Reading

**STUDYING ONLINE EDUCATION  
AND THE IMPACT OF CAMPUS INITIATIVES**

- 1 1. **RESOLVED:** That the ASCSU reaffirm its interest in evaluating online education  
2 expressed in AS-3250-16/FGA (Rev); and be it further
- 3 2. **RESOLVED:** That the ASCSU endorse the proposed study set out in the attached  
4 white paper, “Proposed Research into Antecedents and Outcomes in Online  
5 Education and their Interaction with Student Demographics”; and be it further
- 6 3. **RESOLVED:** That the ASCSU request the Chancellor’s Office make available to the  
7 principal investigators on the project, the system-wide up-to-date data requested in  
8 the study proposal; and be it further
- 9 4. **RESOLVED:** That the ASCSU distribute this resolution to the:
- 10 • CSU Chancellor,  
11 • Executive Vice Chancellor for Academic and Student Affairs,  
12 • Assistant Vice Chancellor for Academic Research and Resources,  
13 • Chair of the Committee for Academic Technology and Online Education,  
14 • CSU Provosts/Vice Presidents of Academic Affairs,  
15 • CSU Board of Trustees,  
16 • California State Student Association (CSSA), and the  
17 • CSU Emeritus and Retired Faculty & Staff Association (CSU ERFSA)

18        ***RATIONALE:*** *The ASCSU has for some time been interested in better*  
19        *understanding the relative efficacy of online instruction, as expressed in AS-3250-*  
20        *16/FGA (Rev). The white paper introduced with the resolution sets out a proposed*  
21        *study to look into online instruction across the system and seeks to answer the*  
22        *question “what campus resources supporting students and faculty lead to better*  
23        *outcomes in online courses”? As disruptive as the COVID-19 coronavirus has been*  
24        *and as tragic its consequences, it has led to significant investments in technology and*  
25        *training across the system as courses were moved online during 2020; those*  
26        *investments have continued in 2021. The study seeks to understand where those*  
27        *investments were most effective and how those initiatives interacted with student*  
28        *characteristics in terms of the outcomes they delivered.*  
29        *It is widely believed that when the pandemic abates, the CSU will not simply return*  
30        *to what used to be business as usual; that a new normal will emerge in which*  
31        *technology and online learning modalities will play a larger role than before<sup>1</sup>. While*  
32        *we are often guided in our thinking by the idealized notion of the “traditional*  
33        *student”, students in their late teens or early twenties who study full-time in a*  
34        *residential setting; but those students are increasingly rare. A large proportion of*  
35        *students in the CSU work part time or full time, are not residential and commute to*  
36        *campus, and many are returning to higher education years after graduating high*

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<sup>1</sup> i.e. pre-covid.

37 *school. Just as the traditional student model should not be the only guide to*  
38 *educational delivery, neither should our default response be the traditional classroom.*  
39 *COVID -19 has created an important natural experiment and an opportunity to*  
40 *learn more about how support for online modalities influences learning outcomes. It is*  
41 *important that we use the opportunity to study the data so as to guide future planning*  
42 *and decision making.*

DRAFT

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-3517-21/FA  
November 4-5, 2021  
First Reading

**FACULTY RIGHTS TO DUE PROCESS IN DISCIPLINARY ACTION  
PROCEDURES WITHIN THE CSU**

- 1   **1. RESOLVED:** That the ASCSU recognize that CSU faculty have a fundamental right  
2   to due process, including in disciplinary action procedures; and be it further
- 3   **2. RESOLVED:** That the ASCSU recognize that while the Collective Bargaining  
4   Agreement addresses procedures for disciplinary actions in Article 19, the Collective  
5   Bargaining Agreement does not prohibit campuses from developing policies  
6   concerning disciplinary action procedures; and be it further
- 7   **3. RESOLVED:** That the ASCSU recognize that due process includes fairness in  
8   procedures and the right to defend oneself against allegations of wrongdoing; and be  
9   it further
- 10   **4. RESOLVED:** That the ASCSU recommend that CSU campus Senates address faculty  
11   rights to due process in disciplinary action procedures, including but not limited to  
12   the following:
- 13       • requirements for notifying faculty when such actions are being considered  
14       but before such actions are initiated;
- 15       • providing faculty with any written documents, witness statements, or other  
16       evidence being considered before such actions are initiated;

- 17           • allowing faculty to submit any information or evidence to appropriate CSU  
18           administrator(s) before such actions are initiated;
- 19           • allowing faculty to meet with appropriate CSU administrator(s)  
20           accompanied by California Faculty Association (CFA) and/or faculty  
21           representative(s) before such actions are initiated; and be it further

22 **5. RESOLVED:** That the ASCSU distribute this resolution to the:

- 23           • CSU Board of Trustees,  
24           • CSU Office of the Chancellor,  
25           • California Faculty Association (CFA),  
26           • California State Student Association (CSSA),  
27           • CSU campus Presidents,  
28           • CSU campus Provosts/Vice Presidents of Academic Affairs,  
29           • CSU campus Senate Chairs,  
30           • CSU College Deans,  
31           • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

32 ***RATIONALE:*** *The United States Constitution guarantees a fundamental right to*  
33 *due process in the 5<sup>th</sup> and 14<sup>th</sup> amendments. Due process includes fair procedures and*  
34 *the right to defend oneself against allegations of wrongdoing. Article 19 in the*  
35 *Collective Bargaining Agreement does not specify rights of faculty to respond to*  
36 *allegations of wrongdoing before disciplinary actions are initiated, only after*  
37 *disciplinary action(s) are already pending, which allows CSU administrators to begin*  
38 *punishments for faculty without ever speaking to them or receiving any information*  
39 *from them. Article 19 specifically allows for creation of additional steps in the*

40 *disciplinary action process, including opportunities for informal consultation between*  
41 *faculty and appropriate administrators (19.3). CSU Executive Order 1096 (revised)*  
42 *indicates that in cases involving accusations of discrimination, harassment, retaliation,*  
43 *dating/ domestic violence, or stalking, investigation procedures must give equal*  
44 *opportunity to complainants and respondents to meet with administrators and to*  
45 *provide information and evidence, and give respondents the right to receive information*  
46 *about allegations of wrongdoing against them (Article III, Section C, Campus*  
47 *Investigation Process, Parts 3 {Intake Interview} and 7 {Investigation Procedure}).*  
48 *The Supreme Court decision in National Labor Relations Board v. J. Weingarten*  
49 *Inc. (1975) provides Weingarten Rights to CSU faculty members, including the right*  
50 *to be accompanied by a CFA or faculty representative(s) to any investigatory*  
51 *interviews with CSU administrators, and the right to receive copies of documents,*  
52 *allegations, and any other evidence that is being considered in investigating a possible*  
53 *disciplinary action. Weingarten rights apply to any investigatory interview where a*  
54 *person is required to defend their conduct.*

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-3518-21/EX  
November 4-5, 2021  
First Reading

**INCREASING THE MEMBERSHIP OF THE AD HOC COMMITTEE TO  
ADVANCE EQUITY, DIVERSITY, AND INCLUSION (AEDI) WITHIN THE  
ASCSU**

- 1   **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)  
2   increase the membership of the ad hoc committee to Advance Equity, Diversity, and  
3   Inclusion. The overarching mission would be to identify ways in which the ASCSU  
4   might advance its equity, diversity, and inclusion goals. The Committee will consist  
5   of at least seven (7) Senators appointed by the Executive Committee, with at least one  
6   member from the Executive Committee. The Committee will select its Chair and  
7   Vice Chair. The Committee, established in 2019, will continue through the 2021-  
8   2022 session of the ASCSU and report to the Executive Committee by June 1, 2022.  
9   It is anticipated that the work of this Committee is such that the 2021-22 Executive  
10   Committee will extend the Committee's work into the 2021-22 academic year and  
11   receipt of the Committee's end of year report; and be it further
- 12   **2. RESOLVED:** The Committee's charge is to review ASCSU policies, procedures, and  
13   processes in order to provide recommendations to the Executive Committee about  
14   ways to increase equity, diversity, and inclusiveness in the Senate. Some possible  
15   activities for this Committee to explore include:



- 16 • Reviewing ASCU documentation, specifically the Constitution and Bylaws  
17 with recommendations for identifying bias and making appropriate  
18 changes.
- 19 • Recommending ways in which mentorship can be instituted to support new  
20 Senators.
- 21 • Exploring ways in which Senate practices can encourage and support the  
22 formation of affinity groups.
- 23 • Reviewing the membership of and leadership of Senate Committees and  
24 considering any changes in both that would increase opportunity and  
25 equity.
- 26 • Examining procedural practices on the floor, such as coordinating a  
27 speaker's list, and making suggestions for changes that would improve the  
28 representation of diverse voices.
- 29 • Considering campus recruitment of new Senators and prohibitions to  
30 participation of diverse faculty and making suggestions as to any role the  
31 ASCSU might play in recruiting and retaining diversity within the ASCSU.
- 32 • Identifying ways to advance a feedback-rich culture within the ASCSU.
- 33 • Determining where funding is needed to support ASCSU actions that  
34 would increase equity, diversity, and cultural inclusivity.

35 These activities are expected to culminate in annual reports to the Executive  
36 Committee, with a set of recommendations regarding changes to institutional  
37 procedures and policies that may serve to increase equity and inclusiveness within the  
38 ASCSU; and be it further

39 **3. RESOLVED:** That the ASCSU distribute this resolution to the:

- 40 • CSU Board of Trustees,
- 41 • CSU Chancellor,
- 42 • CSU campus Presidents,
- 43 • CSU campus Senate Chairs,
- 44 • CSU campus Senate Executive Committees,
- 45 • CSU Provosts/Vice Presidents of Academic Affairs,
- 46 • California Faculty Association (CFA),
- 47 • California State Student Association (CSSA),
- 48 • Emeritus and Retired Faculty and Staff Association (ERFSA),
- 49 • Academic Senate for the California Community Colleges,
- 50 • Academic Senate of the University of California,
- 51 • California Community Colleges' Board of Governors, and the
- 52 • University of California Board of Regents.

53 ***RATIONALE:*** *In light of the Anti-bias trainings in which the ASCSU*  
54 *participated during the 2020-21 and 2021-2022 academic years, the interrupting*  
55 *Racism training during the first plenary of the academic year 2019, and the recent*  
56 *CSU Chancellor Office increase of the ASCSU budget that allows first-year senators*  
57 *to serve on ASCSU Standing Committees, a conversation continues among many*

58 *senators aimed at further encouraging a theme and the creation of a culture of*  
59 *inclusiveness and anti-bias be adopted. The ASCSU continues to advance this*  
60 *agenda by moving beyond individual actions, interactions, and attitudinal changes, but*  
61 *also striving for appropriate changes in institutional policies and procedures.*

DRAFT

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-3519-21/FA  
November 4-5, 2021  
First Reading

**SUPPORT OF FACULTY SUPERVISION OF STUDENT RESEARCH, SCHOLARLY,  
AND CREATIVE ACTIVITIES IN THE CSU**

- 1 **1. RESOLVED:** That the ASCSU recognize that faculty supervision of student research,  
2 scholarly, and creative activities is a high-impact practice that is linked with student  
3 engagement, retention, success, and social mobility; and be it further
- 4 **2. RESOLVED:** That the ASCSU recognize that faculty supervision of student research  
5 scholarly, and creative activities is essential for student learning within many  
6 undergraduate and graduate degree programs across the CSU; and be it further
- 7 **3. RESOLVED:** That the ASCSU strongly urge the Chancellor's Office to protect  
8 undergraduate and graduate student opportunities to work on research, scholarly, and  
9 creative activities with faculty within the CSU, a distinguishing feature of the CSU  
10 compared to community colleges offering baccalaureate degrees; and be it further
- 11 **4. RESOLVED:** That the ASCSU recognize that it is detrimental to the quality of  
12 education in the CSU and a violation of the Collective Bargaining Agreement to not  
13 compensate faculty for supervision of undergraduate and graduate student research,  
14 scholarly, and creative activities; and be it further

- 15 **5. RESOLVED:** That the ASCSU recognize that elimination of units used to compensate  
16 faculty who supervise students enrolled in Directed Undergraduate Study and other  
17 “s-factor” courses constitute increases in faculty workload; and be it further
- 18 **6. RESOLVED:** That the ASCSU recognize that compensation for faculty supervision of  
19 student research, creative, and scholarly activities in the CSU is enshrined in the  
20 Collective Bargaining Agreement in Appendix H (which references *Education Programs*  
21 *and Resources*, EP&R 76-36, identified in Article 20 Changes) and in approved course  
22 and undergraduate and graduate degree program proposals; and be it further
- 23 **7. RESOLVED:** That the ASCSU recognize that supervision of student research,  
24 scholarly, and creative activities is a direct instructional activity and is not  
25 compensated with units allocated to tenure-line faculty for service or indirect  
26 instructional activities (e.g., academic advising, curriculum development, committee  
27 service); and be it further
- 28 **8. RESOLVED:** That the ASCSU strongly urge the Chancellor’s Office and campuses to  
29 stop efforts by CSU administrators to unfairly deny compensation received for  
30 supervision of student research, scholarly, and creative activities; and be it further
- 31 **9. RESOLVED:** That the ASCSU distribute this resolution to the:  
32       • CSU Board of Trustees,  
33       • CSU Office of the Chancellor,  
34       • California Faculty Association (CFA),

- 35 • California State Student Association (CSSA),
- 36 • CSU campus Presidents,
- 37 • CSU campus Provosts/Vice Presidents of Academic Affairs,
- 38 • CSU College Deans,
- 39 • CSU campus Senate Chairs, and the
- 40 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

41 ***RATIONALE:*** *Research in higher education indicates that student engagement is*  
42 *the most critical factor in retention for undergraduate students (Tinto, 2012; Upcraft,*  
43 *Gardner, & Barefoot, 2005). Students who do not feel engaged are most at risk for*  
44 *leaving higher education prematurely. Among high-impact practices, undergraduate*  
45 *research has the most positive effects with regard to promoting student engagement*  
46 *(Boyd & Wesemann, 2009; Chickering & Kub, 2005; Jenkins, 2015; Kub,*  
47 *2008; Kub, 2018; Nagda et al., 1998). The CSU's recent 2020 publication,*  
48 *Transforming Tomorrow, indicates that "the hallmark of a CSU education includes*  
49 *experiential learning to engage, retain, and propel students to successful careers" (p.*  
50 *2).*

51 *The Collective Bargaining Agreement is the governing document on faculty workload.*  
52 *Across the CSU, faculty are currently compensated for teaching courses with*  
53 *enrollments specified clearly in EPE&R 76-36 (contained in the CBA in Appendix*  
54 *H in the Memorandum of Understanding "Article 20 Changes") and/or in campus*  
55 *approved course proposals. Across the CSU, faculty are currently compensated with*  
56 *units for a wide variety of work activities, including supervision of student research*

57 *and scholarly activities, student advising, coordinating/ directing graduate programs,*  
58 *servng as chair of University committees, and other duties. Attempts to solve budget*  
59 *shortfalls by eliminating opportunities for students and increasing faculty workload are*  
60 *a violation of the Collective Bargaining Agreement (CBA) and an act of bad faith.*  
61 *Faculty workload is not determined by resources, but by the CBA. Faculty*  
62 *supervision of students is faculty teaching of students and requires direct compensation.*

DRAFT



**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-3520-21/FA  
November 4-5, 2021  
First Reading

**RECOGNITION AND SUPPORT OF FACULTY PARTICIPATION IN  
SHARED GOVERNANCE**

- 1   **1. RESOLVED:** That the Academic Senate California State University (CSU) affirm its  
2   commitment to and appreciation for faculty who engage in shared governance as part  
3   of their faculty service activities; and be it further
- 4   **2. RESOLVED:** That the Academic Senate CSU urge campus academic senates to  
5   review their retention, tenure, and promotion documents to ensure that they  
6   encourage faculty at appropriate stages of their academic careers to engage actively  
7   and productively as contributors to academic governance; and be it further
- 8   **3. RESOLVED:** That the Academic Senate CSU urge campus academic senates to  
9   establish campus award programs, if they do not already exist, to recognize  
10   exceptional faculty contributors to academic governance at each stage of their  
11   academic careers; and be it further
- 12   **4. RESOLVED:** That the Academic Senate CSU encourage local campus senates to  
13   establish and support formal or informal mentorship programs that encourage new  
14   faculty members, at appropriate stages of their careers, to become full, well-rounded  
15   academic citizens of their campuses through participation in shared governance; and  
16   be it further



17 **5. RESOLVED:** That the Academic Senate CSU urge campus academic senates to create  
18 mechanisms to ensure lecturer faculty are fairly compensated for their participation in  
19 faculty governance, and be it further

20 **6. RESOLVED:** That the Academic Senate CSU urge campus administrators, including  
21 presidents and provosts, to provide active and material support for such mentorship  
22 programs and award programs, as well as sufficient assigned time to fairly compensate  
23 faculty for their governance activities; and be it further

24 **7. RESOLVED:** That the Academic Senate CSU urge campuses to increase TT density,  
25 as there are many faculty governance roles that are designated for TT faculty. With  
26 low TT density, these roles are spread out over fewer and fewer people, which  
27 effectively increases the workload, often resulting in important work left undone, and  
28 be it further

29 **8. RESOLVED:** That the ASCSU distribute this resolution to the:

- 30 • CSU campus Senates,
- 31 • CSU campus Presidents,
- 32 • CSU campus Provosts/Vice Presidents of Academic Affairs.

33 ***RATIONALE:** This resolution focuses on faculty governance rather than the broader*  
34 *category of service. Retention, tenure, and promotion (RTP) processes, as implemented,*  
35 *often undervalue service, particularly as fewer and fewer tenured and tenure-track*  
36 *faculty are available to provide service to the university. This resolution advocates for*  
37 *service to be meaningfully considered with service contributions counting as much as*

38 *research or teaching. Particular emphasis is placed on mid-career and senior-level*  
39 *involvement in faculty governance, with midcareer faculty expected to take on the*  
40 *responsibilities of leadership positions as their careers advance.*

41 *Typical Ph.D. programs do much to train scholars in their disciplines. Few programs*  
42 *train Ph.D. recipients in skills appropriate to teaching and even fewer provide*  
43 *guidance for potential faculty members in service and governance.*

44 *Sometimes Ph.D. advisors and later the new faculty members' CSU faculty mentors*  
45 *explicitly discourage a strong commitment to service, which is seen as providing fewer*  
46 *benefits than research or teaching endeavors, and/or benefits that are less portable*  
47 *across institutions.*

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**ASCSU Plenary Draft Minutes  
September 2-3, 2021  
CSU Office of the Chancellor Zoom**

*(Please note: The agenda will be revised to include additional Committee recommendations, after standing committee meetings adjourn on September 1<sup>st</sup>, 2021)*

**Thursday, September 2, 2021 – 9:00 noon to 5:00 p.m. (Virtual)**  
*ASCSU New Senator Orientation 12:00 to 1:00 p.m.*  
*Senate Social - 5:00 p.m. to 7:00 p.m.*

**Friday, September 3, 2021 – 8:00 a.m. to 3:00 p.m. (Virtual)**  
*Moving Beyond Bias (MBB) Training 9:00 a.m. to 11:00 a.m. (Virtual)*

**ROLL CALL**

**(Bakersfield)** Millar, Martinez; **(Channel Islands)** Grzegorzczuk, Pereira; **(Chico)** Boyd, Ford; **(Dominguez Hills)** Norman, Talamante; **(East Bay)** Glass, Wu; **(Fresno)** Jenkins, Schlievert; **(Fullerton)** Matz, Milligan, Stambough; **(Humboldt)** Burkhalter, Pachmayer; **(Long Beach)** Janousek, Klink, Soni; **(Los Angeles)** Bezdecny, Riggio; **(Maritime)** Isakson, Tsai; **(Monterey Bay)** Leuzinger, Lopez-Littleton; **(Northridge)** Ricks, Sussman, Swenson; **(Pomona)** Speak, Urey; **(Sacramento)** Hamilton, Holl, Van Gaasbeck; **(San Bernardino)** Groen, Steffel; **(San Diego)** Butler-Byrd, Csomay, Ornatowski; **(San Francisco)** Collins, Gerber, Yee-Melichar; **(San José)** Curry, Rodan, Van Selst; **(San Luis Obispo)** Laver, Rein; **(San Marcos)** Barsky, Pellicia; **(Sonoma)** Ostroff, Senghas; **(Stanislaus)** Filling, Nakano; **(ERFSA)** Schutte

**CALL TO ORDER AND WELCOME**

With a quorum being present, the meeting was called to order and Chair Collins welcomed the body.

**APPROVAL OF THE AGENDA**

Approved.

**APPROVAL OF THE MAY 13-14, 2021 MINUTES**

[Approved.](#)

**PRESENTATIONS/INTRODUCTIONS**

**CSU Campuses**  
Bakersfield  
Channel Islands  
Chico  
Dominguez Hills  
East Bay

Fresno  
Fullerton  
Humboldt  
Long Beach  
Los Angeles  
Maritime Academy

Monterey Bay  
Northridge  
Pomona  
Sacramento  
San Bernardino  
San Diego

San Francisco  
San José  
San Luis Obispo  
San Marcos  
Sonoma  
Stanislaus

New senators were introduced to the body.

## ANNOUNCEMENTS

### COMMITTEE OF THE WHOLE: CAMPUS CONCERNS & COVID-19

The time was well spent on a heartfelt conversation about how campuses are addressing repopulation. Several deficiencies were noted and campuses were encouraged to share best practices with their colleagues in the spirit of overcoming the challenges.

### ASCSU GROUP ZOOM PHOTO

A photo was taken of the new senate with screen shots of each page of the Zoom meeting.

## REPORTS

### [Chair – Robert Keith Collins](#)

His written report may be found in Dropbox.

### Standing committees

#### [Academic Affairs \(AA\) – Simon Rodan, Chair](#)

His written report may be found in Dropbox.

It is with deep humility that I offer my report on the Academic Affairs committee's first meeting of the 2021/22 academic year.

The committee's business fell into four categories: reports, a discussion of priorities for the coming year, a meeting with members of the Council on Ethnic Studies steering committee, and a discussion of issues of possible resolutions.

Let me begin with reports; several liaison reports were tendered in written form (Summer Arts Advisory Council, the CIO Council, and the ITL Advisory Board Report.

Turing to reports from the Chancellor's Office, AVC. Minor reported that the GI 2025 Advisory Committee had concluded its work and recommended no changes in program goals. He noted that problems being encountered in closing the achievement gap were not new and which was behind the Advisory Committee's call for concerted collective action. He expected a more granular focus on progress moving forward to better understand differences in outcomes which were not related to the resources allocated to addressing the problem. He also noted that powerful degree planning tools were not being as widely utilized as might be hoped which may be impeding progress to degree completion. There are also issues with what is flagged to students and advisors; for instance, they may not be alerted when students sign up for courses that are not needed to make progress to degree completion or when the drop courses on a critical path to completion. He mentioned that some campuses were piloting providing faculty with

more detailed information about students in their classes at the start of the semester, such as their course taking history and information on their prior academic performance. The committee noted that this may be problematic as research has shown that outcomes may be strongly influenced by an instructor's priors and such information may lead to a self-fulfilling prophecy. Dr. Minor mentioned three other matters; an initiative to encourage campuses to prioritize the allocations of resources for class scheduling before other projects such as infrastructure; a continuing focus on students' basic needs and increased attention into the underlying issues with high DFW courses that may be bottlenecks to degree completion.

AVC Wrynn discussed several issues in a wide-ranging discussion with the committee; first was the implications of AB927 and the processes for dealing with potential overlaps in degrees offered in the Community Colleges and the CSU. Ultimately, with input from CSU faculty, resolution would be between the two systems' chancellors. The committee considered this a small but significant improvement on the earlier status quo in which there was little the CSU could do if community colleges proposed a program that overlapped significantly with ones already offered in the CSU. On course modality, she noted that prior to COVID a very small percentage of classes were taught on-line; during the pandemic almost all were; and where we end up when the dust settles is hard to say, but it will not be a top-down number, but rather determined campus by campus, and discipline by discipline, based on needs. WASC requirements and the Department of Education's definition of an online course all played into the eventual new equilibrium. She noted that some campuses are facing significant enrollment challenges and that AB927 will potentially exacerbate them. There was some discussion of the Assembly Select Committee on the Master Plan for Higher Education's report "Keeping the Promise" and the possibility of future legislative reorganization of California's higher education system. On the issue of changing Graduation Writing Assessment Requirement (GWAR), a report from the CO task force looking into GWAR is due soon; an issue of concern is that meeting the requirement by examination is seen as inequitable. Finally, Dr. Wrynn noted that the budget now included an additional \$16m in recurring base funding for Ethnic Studies and that the three bills, AB927, AB928 and AB1111 were all expected to pass into law.

Turning to priorities for the coming year, the committee briefly discussed a summary of prior resolutions brought forward from AA since 2005 and whether it was worth following up on any of their recommendations. As to the current year's priorities, a list of possible items of concerns was discussed including:

- Ethnic Studies course reviewing
- AB927 (CCC 4-year degrees)
- AB928 Transfer rationalization
- Pedagogy post covid - mix of modalities experiences - changing face of HE
- GWAR
- Commendation for faculty work during the pandemic



- Project rebound (funding and website)
- LMS - budget for training and time for migration
- Shared governance and modality
- Legislative interference
- Sustainability issues
- Mental health
- Campus climate
- Working with campus senates
- Zoom meetings
- High unit majors
- Access to data (GI2025)
- Academic dishonesty
- Ethical investing of CSU cash reserves
- Student perspectives through the eyes of a counselor/ombudsperson
- Advising tools

The committee has not reached a consensus on which of these to prioritize; work on narrowing the focus is ongoing.

The committee had another productive dialog with members of the Council on Ethnic Studies (CES) Steering Committee, Drs. Monteiro, Karenga, and Pizaro. The CES was concerned that on some campuses Ethnic Studies faculty were not involved in the regular curricular approval process for GE Area F courses. There was extended discussion of the particular nature of the disciplinary specialization of Ethnic Studies and the importance of having Ethnic Studies faculty and departments involved in the process. Members of the committee shared their own campus' processes for Area F course GE approval noting that all courses are reviewed by departmental curriculum committees before being sent to the campus GEAC for approval as a GE Area F course; and in all cases discussed campuses relied on Ethnic Studies faculty to provide disciplinary expert input into all Area F courses being considered. It was the sense of the committee that as far as many of its members was aware, Ethnic Studies faculty members were directly involved at two different points in the regular GE course approval process.

Nevertheless, more information will be sought. The CES steering committee elections are to be held in October.

Finally, several possible resolutions were considered but the committee chose not to move forward on any at this time, but instead to gather additional information before bringing them to the body.

### [Academic Preparation and Education Programs \(APEP\) – Rick Ford, Chair](#)

The very hard working yet funnest committee covered a lot of ground in their first meeting of AY 2021-2022.

After welcoming new liaisons and members we dove into a packed agenda that engaged us in several enlightening conversations and an impressive slate of actions: We discussed the fall 21 CO leadership retreat, the GEAC meeting the previous day, CO responses to our spring resolutions and we reviewed and formally approved our annual APEP report from 20-21. This generated a laundry list of substantive issues including:

- Changing admissions standards
- Area F approval processes
- Chancellor office responses to spring resolutions sponsored by APEP,
- Changes to International Baccalaureate curriculum and testing
- Education Deans' Statement
- B4 Guidelines Adoption
- Responses to AB 130, 927,928, 1111

With the help of CO liaison AVC Jeff Gold and invited guest AVC James Minor we engaged in a lengthy discussion about the highlights and takeaways of the WestEd reports covering outcomes from EO 1110.

Applying life-saving triage principles to these many issues, we focused attention on those most time sensitive. Our actions included providing critical feedback to CO liaison Marquita Grenot-Schuyer regarding an informal workgroup and their meeting summary concerning implementation of AB 130 that passed into law earlier this summer. Our input included a recommendation to add 3 faculty, as determined by the Executive Committee to that informal workgroup. We also received from AVC Grenot-Schuyer a formal statement from the system Education Deans regarding freedom of content and pedagogy as well as information on Gates foundation funding and associated next steps to be taken by the CSU Learning lab.

Finally, APEP completed initial drafts on three resolutions that will be coming to the full senate as first readings:

“Acknowledgement of Changes to Math Requirements in International Baccalaureate programs”

This resolution brings to light the need for timely action to respond to changes in IB curriculum and testing. In particular, credit by exam for IB mathematics will need attention and certification.

“Support for CSU GE System Office Review Standards for Area F (Ethnic Studies)”  
This resolution is intended to provide amplification of the imperative that all courses, particularly those submitted for review by the CCCs meet 3 of the 5 Ethnic studies core competencies.

And lastly “Support for the “CSU Education Deans' Statement in Support of Culturally Sustaining, Equity Driven, and Justice Focused Pedagogies”

Systemwide Deans of Colleges of Education have gone on record opposing restrictions on equity-minded pedagogy and content that have unfortunately been occurring around the country. This resolution calls for the ASCSU to recognize, endorse, and distribute the Deans' statement.

### Faculty Affairs (FA) – Irene Matz, Chair

Colleagues, it is my honor to chair the Faculty Affairs Committee following in the HUGE shoes of Senator and ASCSU Chair Norman.

We are fortunate to have many returning members who have the experience and history of this most important committee to lead us forward. In the midst of this pandemic, our resolutions are critical in supporting faculty in their efforts maintaining, as much as possible, the safety and health of our students, as well as their own.

Our meeting began with the traditional sharing of campus updates. Hearing the voices of our senators across campuses gives us the opportunity to listen to the issues, offer our input, and recognize the positive policies and practices throughout the CSU system. Conversations, although unique to campuses, held similarities, as well. Mostly, the concerns encompassed repopulations – the modalities that could not be changed, compromised health issues, and inconsistencies with gender and minorities in addressing their issues and the immediacy of questions. These concerns have given us ideas for our resolutions that appear most imperative in resolves and actions.

We are fortunate to have the Chancellor's Office liaisons who gave an update of their offices and an opportunity for questions. Ms. Tammy Kenber, Associate VC for Human Resources Management, who is new to the committee, discussed faculty diversity and the program, Moving Beyond Bias (MBB) and its value. A few of the committee members have attended these sessions, and there was a variety of comments regarding their experience.

Dr. Ganesh Raman, Associate VC for Research & Initiatives, a returning member to our committee, discussed the federal grants and the support of undergraduate students who are motivated to pursue a doctoral degree; our scholarships would give them this support. Dr. Raman is presenting his information on research and students' success to the Board of Trustees (BoT). We look forward to hearing about his feedback from the BoT.

CFA President Toombs joined us as a guest speaker and gave a thorough report of the upcoming and present issues and faculty concerns. His comments mirror the report given at our Plenary. We are hopeful that he will be a regular guest at our meetings.

Some of our topics proposed for the year include:

- Defining units received by tenured/tenure-track faculty for service (i.e., SET units or the 3 WTUs we receive each semester)



- Disciplinary actions within the CSU with the goal of establishing due process for faculty
- Supporting supervision of student research, scholarly, and creative activities in the CSU (including fair compensation for faculty for this work)
- Administrative push to capture mode of instruction
- Need for CO to bargain with CFA toward a fair contract
- Academic Freedom
- Workload associated with accommodating students who are unable to participate in F2F or hybrid instruction
- Responses to COVID-19 and the Delta variant
- Repopulation – modalities, vaccinations
- Mental health concerns for both students, faculty, and staff
- Voices for non-tenured track faculty in the CSU
- Faculty workload aligning with RTP expectations
- Diversity – hires, retention, inclusivity

We plan on collaborating with other committees knowing the strength and value of more voices in creating resolutions and include all elements and concerns. We plan to collaborate with FGA on a resolution for mental health for students, faculty and staff.

We completed three resolutions for the September 2-3, 2021 Plenary and ask for waivers because of the urgency of these issues.

1. “Academic Freedom and Teaching Modality in the COVID-19 Pandemic”, AS-3499-21/FA
2. “Suspension of Mandatory Peer Observations of Instruction and Student Evaluations for AY 2021-22” AS-3500-21/FA
3. “Continued Accommodations and Flexibility in the Time of COVID-19”, AS-3501-21/FA

We plan to invite Chancellor Office representatives to our meeting, as well as other community members, to share our work and listen to their insights and perceptions on current issues and urgent items.

### **Fiscal & Governmental Affairs (FGA) – Elizabeth Boyd, Chair**

New and returning FGA members welcomed one another to the committee with a game of popcorn and favorite ice cream/gelato/sorbet flavors. Members shared campus repopulation status and other relevant issues.

Members dove into an overview of FGA committee and member roles, responsibilities, and timeline of work. Legislative Specialist & Senator Jerry Schutte provided a detailed orientation to legislative and budgetary resources, which dovetailed into a comprehensive presentation on state and CSU budget resources by Executive Budget Director & FGA CO Liaison Jeni Kitchell. AVC Institutional Research & Analyses & FGA CO Liaison Ed Sullivan provided data and analyses which supplemented the orientation.

Members discussed implications and logistics around the passage of budget trailer bills,

particularly AB 130 and the intrusion into faculty curriculum for single subject credentialing.

FGA met with CFA Liaison & Senator Steven Filling who provided an update on legislation of which CFA rendered a formal position. FGA members look forward to strengthening our relationship with CFA in the coming year.

Members heard a report from FGA Chair, yours truly, on summer activities, including a brief overview of potential FGA priorities from the ASCSU-CO Leadership Retreat. FGA formally approved the AY 20-21 Annual Report and commended former FGA Chair Hoven-Stohs & committee for a tremendous amount of work last year.

Within the context of FGA's role and responsibility in the ASCSU, and notwithstanding the close monitoring of legislative bills and budgetary developments throughout the year, FGA members split into breakout rooms to brainstorm and develop FGA's priorities for the upcoming Academic Year. The list was comprehensive; an excerpt from the list is as follows:

- Determining best mechanisms for proactive work with legislators and staffers prior to legislative bill creation including both strategically planned legislator visits to campuses and electronic forms of advocacy.
- An update to FGA responsibilities in the Bylaws, which would build on EDI discussions held last year.

#### Drafting Resolutions

- to refresh FGA & ASCSU legislative positions as currently utilized per AS-3418-13/FGA.
- to promote mental health & wellness - counselors, staff/faculty resources.
- on a stable and sustainable budget for the CSU system, including the ASCSU.
- financial aid reform which includes total cost of attendance.
- equitable funding between the CCC and CSU.
- promotion of fiscal transparency across the CSU campuses.
- Collaboration with standing committees and other organizations on future communications.

Members identified interest in contributing to subsets of priorities and expect to begin progress on resolutions prior to the October interim meetings.

FGA extends its gratitude to FGA ExComm Liaison and Senator David Speak for his comprehensive debrief on the business of Executive Committee. FGA members anxiously await results for several legislative bills, including AB 928, and look forward to updates from Legislative Specialist and Senator Schutte who is in for the long game listening to legislative sessions extending into the holiday weekend.

## Trustee

**CSU Faculty Trustee** – Romey Sabalius

- He expressed his thanks to us for placing his name on the governor's desk as one of two selected from the seven finalists.
- He assured us of his solid effectiveness. The next meeting will be online. Trust in him has grown over time as new faculty trustees start out with some suspicion.
- Now he has roles of responsibility, and he is senior to 2/3 of the Board members. He will serve as a mentor to an in-coming trustee. He has signed up for 8 campus visits in Fall semester and will request a meeting with the Academic Senate, Statewide senators and CFA at each campus he visits.
- He will continue to schedule TrusTea time to socialize. He encourages new senators to use this time to share their ideas and concerns.

### **Other committees and committee liaisons:**

#### General Education Advisory Committee (GEAC) – Mark Van Selst, Chair

- Written report is in Dropbox.

### **SPEAKERS**

#### **Sylvia A. Alva** – Executive Vice Chancellor, Academic & Student Affairs

- Susan Phillips is the Interim replacement for LuoLuo Hong
- Rethinking enrollment management beginning with admissions
- Thanked us for our responses to repopulation.
- CSEU has supported the vaccination process.
- Expectation that faculty, staff and students wear face masks.
  - Working on accommodation for those who read lips, play wood instruments.
- Working intentionally around legislation that will impact the CSU.
  - Lean into some of the angst that contribute to legislators running with a student story.
  - Reflect on where have we been slow to respond?
- Was drawn to the leadership position because of the Chancellor's bold vision.
- She is preparing for her first Board of Trustees meeting.
- Policy introduced around Credit for Prior Learning.
- Scholarship and discovery update (noting innovative methods used during the pandemic).
- Update on Graduation Initiative at the midpoint.
- Chair Collins read a commendation to EVC Alva.

**Joseph I. Castro** – CSU Chancellor

- Thanks for our hard work. There is no handbook for our current task.
- Keep health and safety at the forefront of our plans.
- Hopeful that CFA will approve vaccination requirement
- Best budget since 1984 evidence that when the CSU works together, we are unstoppable.
- New budget will be bold and requesting a \$550-700 million increase.
- 9,000 new students will be allocated to highest demand campuses
- Sent a letter to Berman that the CSU will support AB 928.
- We have the opportunity to streamline the transfer system, and this will help deserving students, highlighting importance of the faculty role UC, CCC and CSU.

**Charles Toombs** – President, California Faculty Association, CFA Liaison Report

- Reminder to vote in the recall election. CFA position is to vote no.
- Bargaining will continue as our contract was extended to 9/30.
- It seems the CFA is far apart on salary and job security and is waiting on academic freedom response.
- CFA will be bringing meetings to campus.
- A new faculty designation proposed. CFA has several questions.
- Repopulation varies by campus.
  - The percentage of classes held face-to-face seems to be high.
  - There are concerns about administrative accommodation of faculty requests.
  - Next Tuesday Chapter presidents are meeting to provide an update.
- Expect CFA will sign off on the vaccination requirement. The vast majority of members are in favor of this.
  - However, there are concerns about verification of vaccination status on campuses and how data will be protected in light of the Chico State data breach.

**Jerald Schutte** – CSU-ERFSA Liaison

- The CFO resigned and there are two openings on the Board.
- They are watching the 85% increase in long-term care costs.
- We are reminded that FERP faculty can join along with retired annuitants.
- The Small Grant program is open.

**Fabiola Moreno Ruelas** – CSSA Liaison Report

- Ms. Moreno Ruelas is a 4<sup>th</sup> year student at San Diego State majoring in Political Science and is happy to be our liaison. She appreciated the retreat and the CSUnity meeting to begin planning their agenda for this year.
- Several of their priorities match with those of the ASCSU and we called upon to follow their example and take up protection of students on the basis of caste.

**Jose Solache** – Alumni Council Liaison

- As a past leader of CSU Dominguez Hills he expressed his appreciation to represent the California State University system as a part of the Alumni Council. He runs the Chamber of Commerce for Lakewood and is a past School Board member of Lynwood Unified and current member of the Lynwood City Council. Feel free to reach out to him via social media.
- He is interested in the measures we are taking to ensure the safety of students, staff and faculty during the pandemic. He enjoys the advocacy for our system in Sacramento working together with the ASCSU as one family.

**Ryan Storm** – Assistant Vice Chancellor, System Budget

- The presentation was supplemented by slides which focused on the State of California's economic outlook and covered three topics:
  1. What's known.
  2. Emerging issues.
  3. Potential Content of 2022-23 budget request.

### **MOVING BEYOND BIAS (MBB) TRAINING**

The ASCSU continued its MBB training Friday morning.

### **COMMENDATIONS**

The ASCU commended the following individuals by reading the resolutions approved below.

**Sylvia A. Alva** – Executive Vice Chancellor, Academic & Student Affairs

- EVC Ava was recognized after her report (see above) and expressed her appreciation for the Senate's gesture.

**LuoLuo Hong** – Assistant Vice Chancellor, Student Affairs & Enrollment Management

- AVC Hong was recognized and expressed her appreciation for inviting her to receive the commendation.

**Catherine Nelson** – Immediate Past Chair

- Immediate Past Chair Nelson was recognized and expressed her appreciation for the recognition and the poem and encouraged us to keep fighting to make a difference.

**Fred Wood** – Interim Executive Vice Chancellor, Academic & Student Affairs

- Interim EVC was unable to attend for personal reasons.

### COMMITTEE RECOMMENDATIONS

Continued Accommodations and Flexibility in the Time of COVID-19 Pandemic Waiver	<a href="#"><u>AS-3501-21/FA</u></a> First Reading <i>Approved</i>
Commendation for Interim Executive Vice Chancellor Fred Wood	<a href="#"><u>AS-3502-21/EX</u></a> <i>Approved</i>
Commendation for Executive Vice Chancellor Sylvia A. Alva, Ph. D.	<a href="#"><u>AS-3504-21/EX</u></a> <i>Approved</i>
Commendation for Commendation for Associate Vice Chancellor Luoluo Hong, Ph. D.	<a href="#"><u>AS-3506-21/EX</u></a> <i>Approved</i>
Commendation for Senator Catherine Nelson, Ph. D.	<a href="#"><u>AS-3508-21/EX</u></a> <i>Approved</i>

### THE FOLLOWING RESOLUTIONS WERE INTRODUCED FOR FIRST READING CONSIDERATION:

Academic Freedom and Teaching Modality in the COVID-19 Pandemic Waiver was not granted.	<a href="#"><u>AS-3499-21/FA</u></a> First Reading/Waiver
Suspension of Mandatory Peer Observations of Instruction and Student Evaluations for Ay 2021-22 Waiver was not granted.	<a href="#"><u>AS-3500-21/FA</u></a> First Reading/Waiver
Acknowledgment of Changes to Math Requirements in International Baccalaureate Programs	<a href="#"><u>AS-3503-21/APEP</u></a>
Support for General Education (GE) System Office Review	<a href="#"><u>AS-3505-21/ APEP</u></a>

Standards for Area F (Ethnic Studies)

Support for the CSU Education Deans' Statement in Support  
of Culturally Sustaining, Equity Driven, and Justice Focused  
Pedagogies

AS-3507-21/ APEP

**ADJOURNMENT (3:25 P.M.)**