

Tuesday, May 8, 2018, 3:00pm, Goodwin Forum (NHE 102)

Chair Julie Alderson called the meeting to order at 3:03pm on Tuesday, May 8, 2018 Goodwin Forum, Nelson Hall East, Room 102; a quorum was present

Members Present

Alderson, Bacio, Byrd, Dawes, Eschker, Frye, Johnson, Karadjova, Le, Maguire, K. Malloy, N. Malloy, Michalak, Mola, Oliver, Ortega, Pence, Rizzardi, Rossbacher, Thobaben, Virnoche, Wrenn

Members Absent

Black-Lanouette, Brumfield, Creadon, Dunk, Enyedi, Moyer, Mularky

Guests

Robert Keever, Stephanie Burkhalter, Lisa Castellino, Jenessa Lund, Manohar Signh, Peg Metzger, Rick Zechman, Chris Hopper, Alison Pritchard, Steve Smith, Lisa Bond-Maupin, Connie Stewart, Shelia Rockar-Heppe, Craig Wruck, Cyril Oberlander, Amber Blakeslee, numerous representatives from College of the Redwoods

Announcement of Proxies

Braithwaite for Enyedi, K. Malloy for Creadon, Thobaben for Dunk, Gold for Moyer

Approval of and Adoption of Agenda

M/S (Gold/Ortega) to approve the agenda

Motion carried unanimously

Approval of Minutes from the April 24, 2018 Meeting

M/S (Gold/K. Malloy) to approve the Minutes of April 24, 2018

Motion carried unanimously

Reports, Announcements, and Communications of the Chair

M/S (K. Malloy/Gold) to accept all written reports as read

Motion carried

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

Academic Policies:

- Written report attached

Appointments and Elections:

- Written report attached

Constitution and Bylaws:

- Written report attached

Faculty Affairs:

- Written report attached

University Policies:

- Written report attached

Statewide Senate (ASCSU):

- Written report attached

University Resources and Planning Committee:

- Written report attached

President's Report:

- Written report attached

Consent Calendar from the Integrated Curriculum Committee

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

General Consent Calendar

It was noted there were no items for approval on the General Consent Calendar

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

It was noted there were no speakers signed up for the Open Forum

Resolution on a new Post Licensure BS in Nursing (18-17/18-GEAR – May 8, 2018) First Reading

M/S (Oliver/Gold) to move the resolution

Motion carried unanimously

Senator Oliver first recognized the unusual circumstances in which this resolution and curriculum is being brought forward, and spoke to the fact that the ICC has urged him to bring it forward quickly and that the ICC is looking for the proposed program to serve acute community needs and draw from community to make it happen. He introduced Dr. Alison Pritchard, Director of Health Occupations from College of the Redwoods, one of the key people who worked on the proposal, to speak.

Using the program proposal, Dr. Pritchard spoke to the benefits and fiscal plan for the

program, and the fiscal plan for the program.

Senator Oliver then introduced Connie Stewart, Executive Director for the California Center for Rural Policy and Valerie Reed from United Indian Health Services, and requested Connie Stewart speak to the community aspect of the program. Dir. Stewart spoke to the plan to create an endowment to fund the program, and anticipated staffing needs. She stated also that in order to begin fundraising, the program should be approved formally, otherwise, she would not be able to gather actual funds, rather pledges. She hopes that if it is approved, they can have a program director start in January 2019, and the program can start fall 2019.

M/S (Thobaben/Eschker) to make a friendly amendment to the Resolution, text of which was distributed on paper to Senate.

Motion to amend the Resolution carried unanimously

M/S (Thobaben/Le) to further amend the Resolution, text of which was distributed on paper to Senate.

Senate vote to further amend the Resolution **failed**

Ayes: Dunk, N. Malloy, Johnson, Thobaben

Nays: Gold, Wrenn, Virnoche, Moyer, Creadon, Maguire, Rizzardi, Karadjova, Oliver, Eschker, K. Malloy, Michalak, Frye, Mola

Abstentions: Enyedi, Pence, Le, Bacio, Dawes

Discussion ensued and is summarized below:

- Senator Gold shared his discomfort with the resolution noting that typically Senate doesn't tell departments to include or remove courses. He also noted that fundraising would not be easy if Senate were to put approval off.
- Senator Eschker spoke to his discontent that even though it was agreed to not have the last SenEx meeting, this resolution is brought forward.
- Guest Manohar Singh, Dean of the College of Professional Studies, noted that HSU is not on the hook for financial support for this program.
- Senator Ortega questioned possible outcomes if the endowment goal is not reached.
- Dean Singh clarified the program will move forward step by step, and that a launch will not be approved without attaining the first threshold for funding these positions.
- Senator Ortega queried if any faculty members in the Kinesiology Department vetted the proposal, since it is written as being housed there. He noted his primary concern, despite his agreement with having a nursing program on campus, is the nuts and bolts of the program is not in available.
- Senator Frye observed that page 3 of Resolution lists Learning Outcome 5: "...successful

students will use communication theories/techniques and demonstrate communication...” but informational literacy is different than communication. Potentially, if there is an SLO explicitly stating students have an improved communication, then a matching course should be explicit as well.

- Senator Eschker asked Connie Stewart if approval of this program could wait, or if it needs pass now.
- Dir. Stewart clarified she’d be unable to solicit funding until the program is approved. Monies raised would go toward hiring the Director, who can then apply for one-time funding grants. If this program is not approved today, there’s a risk of putting the start off until 2020.
- Senator Mola shared that he plans to vote in support, but he is concerned that this is the second time in the last 5 years a piece of curriculum came to Senate that was not written by HSU faculty members and Senate needs to be thoughtful going forward.

M/S (Oliver/Greg) to waive First Reading

Senate vote to waive first reading **passed**

Ayes: Gold, Wrenn, Virnoche, Pence, Le, N. Malloy, Moyer, Bacio, Johnson, Creadon, Maguire, Rizzardi, Karadjova, Oliver, Eschker, K. Malloy, Michalak, Frye, Dawes, Mola

Nays: Ortega

Abstentions: Enyedi, Dunk, Thobaben

Discussion ensued and is summarized below:

- Senator Ortega spoke against the Resolution noting that pushing curriculum forward is not in line with shared governance or consultation.
- President Rossbacher commented that she and Provost Enyedi have met multiple times with Dir. Stewart and Dean Singh, and asked for multiple iterations of the budgets to make sure it can be supported only using endowment funding. She noted this community effort may offer a potential for legislative support.
- CFA Chapter President Byrd shared her discomfort with the lack of shared governance, but noted perhaps Senate can consider allowing it now, because it is correcting a past mistake (getting rid of Nursing).
- Senator Gold spoke in favor of the resolution, and noted that there were non-administrators heavily involved in this program’s creation as well, pointing out it is coming through the ICC

Senate Vote to approve Resolution on a new Post Licensure BS in Nursing (18-17/18-GEAR – May 8, 2018) **passed without dissent**

Ayes: Dunk, Gold, Wrenn, Virnoche, Le, N. Malloy, Moyer, Bacio, Johnson, Creadon, Maguire,

Rizzardi, Karadjova, Oliver, Eschker, K. Malloy, Michalak, Ortega, Frye, Dawes, Mola, Thobaben

Nays: none

Abstentions: Enyedi

M/S (Thobaben/Mola) to designate Resolution on a new Post Licensure BS in Nursing (18-17/18-GEAR – May 8, 2018) an emergency item

Motion carried unanimously

TIME CERTAIN: 3:30-4:00 PM – Discussion Item: Reflection on budget talks within the Senate

Senator Rizzardi distributed a paper copy of the attached URPC Co-Chairs' Response to Dr. Bunsis Presentation.

Senator Byrd will share Dr. Bunsis's full report with the Senate Office to share with the Senate

M/S (Gold/Ortega) motion to adjourn

Meeting adjourned at 4:03 pm

HUMBOLDT STATE UNIVERSITY
Senate Chair's 2017/2018 Year-End Report
Senate Meeting, May 8, 2018

The Student Fee Task Force had its final meeting on Monday, May 7th. We are finalizing the report on our findings and recommendations, and expect to have it ready for distribution by the end of this week. I will forward it along as an information item to Senators as soon as it is complete.

Please do review the document sent along with the written reports regarding the proposed post-licensure Bachelors of Science Program in Nursing curriculum, titled *HSU RN BSN Program Proposal*. We will have additional guests at our meeting who can speak to questions Senators may have about the program and its funding.

For this week's final budget conversation I am hoping that we can discuss how the budget process rolled out this year. While in my opinion this year's experience was much more transparent and inclusive than in years past, I have heard dissatisfaction from many regarding this issue. I would like to reflect on such concerns, with the goal of providing specific recommendations for the URPC about how to refine the process for AY 2018-19.

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, Annual Report for AY 2017/2018 Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Kerri Malloy, APC Chair

**For additional information on items below please see the Academic Policy Committee reports to the University Senate for 2017-2018.*

Committee Membership:

Michael Goodman, Stephanie Burkhalter, Ramesh Adhikari, Heather Madar, Michael Le, Rock Braithwaite, Mary Virnoche, Clint Rebik, Kerri Malloy

Policies Approved by the University Senate:

1. Posthumous Degrees and Certificates of Achievement Policy (P17-0)
2. Course Syllabus Policy (P18-01)
3. Course Numbering Policy

Policies Carried Forward for AY 2018-2019

1. Academic Honesty and Integrity Policy
 - a. Final draft ready for first SenEx meeting of 2018 -2017 academic year.
2. Classroom Disruptive Student Behavior Policy Still is draft form with work to be completed
3. Advising Policy
 - a. In draft form
4. Policy on the Designations of Departments, Schools and Programs
 - a. Draft will be presented to the committee at the start of the 2018-2017 academic year.
 - b. Once approved will move forward with request from the Department of Social Work to change designation to the School of Social Work.

Policies to be Reviewed by the Committee in AY 2018-2019:

1. Review of Appendix R – Student Grievance for potential updates.
2. Academic Probation/Good Standing

Informational Items:

1. TOFEL score change discussed and forwarded to the University Senate by the Office of the Provost for notification.

Appointments and Elections Committee:

Submitted by Katia Karadjova, AEC Chair

Updated Spring 2018 General Faculty Election Results and AEC Appointments

Senate Elected Positions:

General Faculty Vice President, University Senate Vice Chair, and Chair of the Faculty Affairs Committee

Monty Mola

University Senate Third Officer and Chair of the Academic Policies Committee

Kerri Malloy

Chair of the Constitution and Bylaws Committee

Michael Le

Chair of the University Policies Committee

Jennifer Maguire

Faculty Elected Positions:

GENERAL FACULTY President, 2 year term

Stephanie Burkhalter

GENERAL FACULTY Representative to the ASCSU, 3 year term

Noah Zerbe

INTEGRATED CURRICULUM COMMITTEE (ICC) Chair, 3 year term

Julia Alderson

Chair, Standing Committee on General Ed & All-University Requirements (GEAR) Curriculum and Assessment

John Steele – Faculty Member (At-Large), 3 year term

Subcommittee on Course and Degree Changes (CDC)

Ramesh Adhikari - Faculty Member (CNRS), 3 year term

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

Claire Till - Faculty Member from CNRS, 2 year term

George Wrenn - Faculty Member from the University Library, 2 year term

PROFESSIONAL LEAVE COMMITTEE

- **Tenured** Faculty Member, 1 year term

Rae Robison

Matthew Derrick

SPONSORED PROGRAMS FOUNDATION BOARD

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

- Two Faculty Members, 4 year terms

Carly Marino

Harold Zald

UNIVERSITY FACULTY PERSONNEL COMMITTEE (UFPC)

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

Joshua Meisel

- Faculty Member CPS, 2 year term

Christopher Aberson

- Faculty Member CNRS, 2 year term

Robert Zoellner

UNIVERSITY SENATE

Lecturer Faculty Delegate (Colleges, Library, Counseling, Coaches), 3 year term

Jeff Dunk

Tenure Line At-Large Faculty Delegate, 3 year term

Ara Pachmayer

Tenure Line **CNRS** Instructional Faculty Delegate, 3 year term

Lucy Kerhoulas

Tenure Line **CAHSS** Instructional Faculty Delegate, 3 year term

James Woglom

Appointment and Elections Committee Appointed Positions:

ACADEMIC POLICIES COMMITTEE

- Two Faculty Members, 3 year terms

Kayla Begay
Michael Goodman

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION COMMITTEE

- Faculty Member, 2 year term

Troy Lescher

APPOINTMENTS AND ELECTIONS COMMITTEE (AEC)

- Two Faculty Members, 1 year terms

Brandice Gonzalez-Guerra
Julia Alderson

CENTER FOR COMMUNITY BASED LEARNING (formerly CSLAI)

- Faculty Member from CPS, 1 year term

Meenal Rana

- Faculty Member from CNRS, 1 year term

Sherrene Bogle

COMMITTEE ON FACULTY RTP CRITERIA AND STANDARDS

- Faculty Member from CAHSS, 3 year term

Sondra Schwetman

- Faculty Member from CNRS, 3 year term

Yvonne Everett

- Faculty Member from CPS, 3 year term

Whitney Ogle

CONSTITUTIONS AND BYLAWS COMMITTEE

- Two Faculty Members, 2 year terms

Jeffrey Abell
Joice Chang

DISABILITY, ACCESS, AND COMPLIANCE COMMITTEE

- Faculty Member, 2 year terms

Jill Pawlowski

FACULTY AFFAIRS COMMITTEE

- Faculty Senator, 3 year term
Katia Karadjova
- Faculty Member (At-Large), 3 year term
Abeer Hasan
- Faculty Member (At-Large), 3 year term
George Wrenn

FACULTY AWARDS COMMITTEE

- Three Faculty Members, 1 year terms
Eugene Novotney
Whitney Ogle
Alexandru Tomescu

GEAR (General Ed & All-University Requirements) CURRICULUM & ASSESSMENT COMMITTEE

- Faculty Member from CAHSS, 3 year term
Cutchu Risling-Baldy
- Faculty Member from CPS, 3 year term
Francis DeMatteo

INSTRUCTIONALLY RELATED ACTIVITIES COMMITTEE (IRA)

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

- Three Faculty Members, 1 year terms
Ramesh Adhikari
Jamey Harris
Aaron Donaldson

INTERCOLLEGIATE ATHLETICS ADVISORY COMMITTEE (IAAC)

- Faculty Member, 2 year term
Shelia Alcea

INTERNATIONAL ADVISORY COMMITTEE

- Two Faculty Members from CAHSS, 3 year terms
Tony Silvaggio
Garrick Woods

- Faculty Member from University Library, 3 year term

Katia Karadjova

- Faculty Member from CPS, 3 year term

Jayne McGuire

INTERNATIONAL PROGRAMS SCREENING COMMITTEE

- Three Faculty Members, 3 year terms

Meenal Rana

Katia Karadjova

Ramesh Adhikari

- Faculty Counselor, 3 year terms

Joseph Diémé

PARKING AND TRANSPORTATION COMMITTEE

- Two Faculty Members, 1 year terms

Eugene Novotney

Bo Burrus

STUDENT GRIEVANCE COMMITTEE

- Faculty Member from CPS, 3 year term

Taylor Bloedon

UNIVERSITY CENTER BOARD

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

- Two Faculty Members, 2 year terms

Mark Rizzardi

Armeda Reitzel

UNIVERSITY RESOURCES AND PLANNING COMMITTEE

- Two Faculty Members, 2 year terms

Mark Rizzardi

Kerri Malloy

UNIVERSITY POLICIES COMMITTEE

- Faculty Member, 1 year

Troy Lescher

UNIVERSITY SPORTS FACILITIES SCHEDULING ADVISORY GROUP

- Faculty Member, 1 year term

Tony Silvaggio

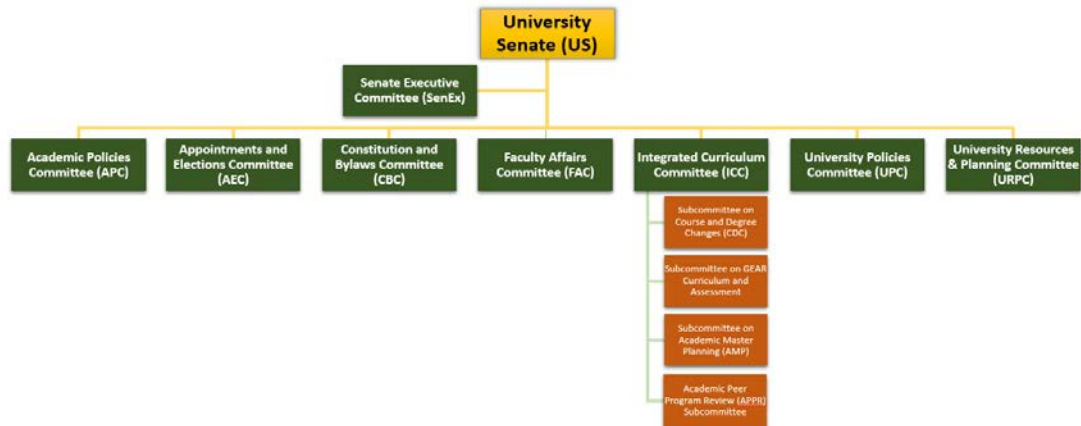
Constitution and Bylaws Committee:

Submitted by Michael Le, CBC Chair

Prepared on behalf of the Constitutions and Bylaws Committee by the CBC Chair

I. Summary of 2017-2018 Committee work

- The primary focus of the CBC this year was to close out unfinished business from the prior year. To meet this goal, several items were discussed and closed and other items were rolled into a larger discussion item that will need to be completed next year. This item (titled Clarification on committees, subcommittees, and task forces) will examine the Humboldt State University Senate structure and issue clarifying documents for committees about operating and complying with the Senate Constitution and Bylaws. As a result of this work, a revision to the Bylaws will be proposed during fall 2018.



II. Committee Information

A. Official 2017-2018 Membership

1. Michael Le, Staff Senator, Chair (2017-2018)
2. Mary Watson, Parliamentarian, Staff (2016-2018)
3. Joice Chang, Faculty (2016-2018)
4. Jeremy Shellhase, Faculty (2016-2018)
5. Leena Dallahseh, Faculty (2017-2019)
6. Joseph McDonald, Student (2017-2018)

B. 2017-2018 Membership Changes

1. Senator Le replaced Senator Wren in October 2018 as Chair

2. Representative McDonald was appointed in January 2018
- C. Prospective 2018-2019 Membership
1. Michael Le, Staff Senator, Chair (2018-2019)
 2. Jeff Abel, Faculty and Parliamentarian (2018-2020)
 3. Joice Chang, Faculty (2018-2020)
 4. Leena Dallasheh, Faculty (2017-2019)
 5. Joseph McDonald, Student (2018-2019)
- D. Meetings
1. CBC held 10 meetings under the direction of Chair Le.

III. Items of Business Resolved

- A. Approved Resolutions
1. [16-16/17-CBC: Resolution to Add Section 10.0 Interpretation to the Constitution of the University Senate](#)
 2. [02-17/18-CBC: Resolution to Amend the Bylaws of the University Senate to Alter Voting Eligibility for Election of Senate Officers](#)
- B. Resolutions Pending Approval
1. None
- C. Interpretations
1. None
- D. Discussions
1. **Lecturer role in department- and college-level shared governance processes.** CBC voted to end discussion.
 2. **Posting of vote tallies with all election results.** CBC voted to end discussion.
 3. **Gendered Language.** CBC reviewed the Senate Constitution and Bylaws for gender-specific language, none found. CBC ended discussion.

IV. Items of Business Unresolved

- A. Approved Resolutions
1. None
- B. Resolutions Pending Approval
1. None
- C. Interpretations
1. **Definition of “University Community” members.** CBC voted to absorb this item into a clarification document on committees, subcommittees, and task forces.
- D. Discussions
1. **Improving communication of standing committee work.** CBC voted to absorb this item into a clarification document on committees, subcommittees, and task forces.
 2. **Carefully track adherence to recent governing document amendments and policies.** CBC voted to absorb this item into a clarification document on committees, subcommittees, and task forces.

V. Items of Business to be continued

A. **Clarification on committees, subcommittees, and task forces.** This item absorbs the following items:

1. Improving communication of standing committee work.
2. Carefully track adherence to recent governing document amendments and policies.
3. Definition of "University Community" members

Faculty Affairs Committee:

Submitted by George Wrenn, FAC Chair

COMPLETED BUSINESS 2017-18 (reverse chronological)

Faculty Lecturer Participation in Shared Governance

In spring 2017, FAC developed a survey with incoming Chair Virnoche, which the Office of Institutional Effectiveness administered on May 4, 2017. The survey asked lecturers how they are involved in shared governance and departmental decision-making. In October 2017, Marissa O'Neill summarized the survey results, which indicate varied and extensive levels of service. Seventy percent of lecturer faculty consider participation in shared governance important; eighty-two percent deem compensation for service important; seventy-one percent deem voting rights important. Kerri Malloy, who brought the shared governance issue to Faculty Affairs in 2016-17, visited the Committee on November 9 to review survey results. A wide-ranging discussion touched on practices around entitlements, inequities in assigned time across colleges, service workloads across campus, cash compensation vs. WTUs, and how to bring clarity to compensation and assigned time practices.

Senate discussed survey results on April 24, 2018. Senators expressed interest in a study of lecturer faculty voting rights, as expressed in departmental by-laws.

Department Chair Assigned Time

Monty Mola initiated FAC review of department chair assigned time in 2016-17, when he visited the Committee on February 15, 2017. In 2017-18, Mola led the development of an assigned time formula, which he presented to department chairs on February 8. The resolution and policy, based on a modified Sacramento State's formula, passed the Senate on April 24, 2018 (14 yeas, 7 nays, 6 abstentions; chair cast the deciding vote). See: Resolution on Department Chair Assigned Time Policy (15-17/18-FAC – April 24, 2018).

Per outgoing chair Virnoche, Faculty Affairs considered addressing chair assigned time through CFA bargaining. CFA was disinclined to pursue given other areas of focus in current negotiations, and FAC thought the issue most effectively addressed at the campus level, therefore FAC did not pursue this strategy.

The Committee notes that difficulty in obtaining data related to chair workload hampered its work. FAC encourages the University to streamline mechanisms for obtaining current-year departmental FTEF, FTES, and headcounts.

Phase 2 Budget Reductions

The President's Cabinet shared a Phase 2 Budget Reduction Options Memo on October 31, 2017. FAC sought feedback and developed a detailed assessment, providing comments on many area of concern (included in FAC Report for January 18, 2018, available in University Senate Written Reports for January 23, 2018). FAC members questioned the decision-making process, the extent of the cuts to academics, the detrimental impacts of increased class size and WTU reductions, reductions to the number of lab classes, and the focus on CNRS, which has a strong record of streamlining and re-aligning in response to the budget shortfalls that have come with program growth.

FAC presented its concerns again for URPC members at the Faculty Affairs meeting on January 18, 2018. In this discussion, process questions dominated:

- The need for adequate master planning, integrated assessment and related organizational change;
- The importance of meeting enrollment and retention targets to improve budget and meet resource needs of students;
- The need to do a better job with data to support proposed reductions;
- The need for performance-based budgeting based on benchmarks;
- The importance of addressing capacity issues, improving the resource request process, and allowing the colleges to plan for growth.

Also addressed: the complexity of reducing DFW rate; evidence of higher failure rates in large classes; the large variability in class size and student-faculty ratios (SFR); the importance of providing students with choice; and faculty workload.

Tenure-Track Density

At the October 19 meeting, Wilson proposed FAC review of tenure density, given concerns and uncertainty amongst the faculty about the University's plan to reach a tenure density of 75%, which is a CSU goal, or 65%, which is an HSU strategic plan goal. The failure to achieve stated goals impacts workload, shared governance, and research opportunities, and it creates difficulties in filling chair positions. Mullery and Koval obtained and shared data on tenure density; the Committee reviewed and agreed to develop a Sense of Senate Resolution Calling for a Plan to Increase Tenure Density (14-17/18-FAC), which passed

On March 6, 2018 (20 yeas, 1 nay, 4 abstentions).

Subsequent to passage of the resolution, the Office of the Chancellor distributed the *Report of the Task Force on Tenure Density in the California State University (January 19, 2018)*.

Its recommendations (p. 15):

A. System

- Establish a standard definition for tenure-density and disseminate definition to campuses.
- Develop a new metric for the number of students (FTES) to tenure-track faculty (FTEF) ratio, to better gauge the capacity of campuses with regard to tenure-track faculty.
- Establish a process for reporting systemwide and campus metrics, including tenure density and student-to-tenure-track faculty ratio (SFR, FTEF, and FTES).
- Collect and disseminate campus and system data on an annual basis.
- Lobby the legislature and governor, in collaboration with CFA, ASCSU, faculty, and students, for more state funding to meet tenure-track faculty needs to better serve CSU students.

B. Campuses

- Develop a campus-specific tenure density plan (that should include targets) based on the needs and resources of the campus.
- Ensure that, at the campus level, when a tenure-track faculty member leaves the university, he or she is replaced with another tenure-track faculty member (although depending on academic program needs, not necessarily in the same discipline or specialty).
- Recruit, hire, and retain a diverse and qualified group of tenure-track faculty each year that exceeds the number of tenure-track faculty leaving the campus.
- Consider qualified lecturer faculty for tenure-track faculty positions, as appropriate.
- Monitor and report to all relevant parties annually the progress on meeting the goals.

Lab Evaluation Instrument implementation

The resolution to implement a lab evaluation instrument (25-16/17-FAC) passed on April 11, 2017. The President notified of approval on September 14, 2017. Wrenn and Alderson provided implementation guidance during the fall pilot phase. Wrenn met with CNRS Administrative Analyst Julie Tucker to assist with questions about rollout and Alderson sought feedback from deans and chairs regarding CNRS and university-wide implementation. CNRS successfully administered the pilot with 26 faculty volunteers (81 labs) in fall 2017. Although successful, a post-test fix to the Likert scale was necessary. CNRS has provided a letter to participating faculty, to be included in personnel files, indicating that files will include scores from both the original and corrected instrument. CNRS expanded the pilot to the entire college in the spring semester.

Faculty Personnel Action Dates Calendar

Faculty Affairs reviewed the calendar of Personnel Action Dates because of a concern that the number of days between the IUPC file receipt and file close provides insufficient review time. Anecdotal reports indicated that some departments request early access to allow more time for feedback, which might otherwise be rushed. The Committee deemed changes to the calendar unnecessary. In conjunction with this topic, FAC discussed InterFolio access procedures. AVP Mullery reported that issues regarding file access in the pilot phase had been resolved. Faculty have permission to add, remove, or exchange documents until the file is closed.

International Faculty Support

In October and November, Mola reached out to various UCs to learn how they support international faculty who face immigration and green card issues. He found that UC departments provide support with paperwork and identify attorneys who can assist with immigration issues. Mola reviewed options for fee support, which the University could provide through departmental trusts, Sponsored Programs, or formal contract language. Mola also met with Alison Kleaver, the University's Counsel, to review options.

The Provost's Office issued a memorandum on October 25, 2017, directing the Center for International Programs to "facilitate processing of necessary documents for application for the H-1B visa for a newly hired non-immigrant probationary faculty member" (see: Administrative Memorandum VPAA 17-01. Subject: Academic Affairs Policy on Support for Non-Immigrant Probationary Faculty - Visa Acquisition)

ONGOING BUSINESS (reverse chronological)

Briefing from Committee on Faculty RTP Criteria & Standards

RTP C&S notified the FAC Chair in April 2018 that work is complete on analysis and comparison of departmental RTP standards. Findings will be reviewed with UFPC on April 30, 2018 (Outgoing and incoming FAC chairs will attend). Following this meeting, RTP C&S will present their findings to Faculty Affairs.

In the previous academic year, RTP C&S reported to FAC (per March 22 meeting notes): “comparative analysis of standards is underway and has revealed the need to promote effective models and provide templates to departments in preparation for the next round of review; work with IUPCs is needed to ensure that standards are applied effectively in evaluation.” In fall 2018, RTP C&S plans to share findings and recommendations with department chairs and IUPCs in advance of the next five-year review cycle (to begin in spring 2019).

Early Grade Release

The Committee, at the behest of AVP Mullery, considered options for increasing student teaching evaluation response rates through early release of grades. Registrars Clint Rebik and Travis Brunner attended two FAC meetings to discuss options. Ultimately, a “late” release system, based on an SFSU model, was considered suitable and worth implementing. Grades for those who have not completed evaluations would be released late (the suggested time period was 2 days), to encourage completion. FAC will develop a resolution and policy in fall 2018-19. Rebik has verbally indicated that late grade release can be implemented in fall 2018 if Senate and President approve a policy by the end of September.

An outstanding issue related to this topic is annual review of response rates and scores by the Senate. FAC requested institutional reporting on teaching evaluation scores and response rates in 2016-17, based on the directive of Senate Resolution #17-13/14-FAC (passed November 12, 2013), which tasks IRP (now OIE) with providing, through the Faculty Affairs Committee, a report of "institution-level data on the previous term's teaching evaluations."

It has since been clarified (Virnoche in conversation with Hylton in September 2017) that OIE will be in a position to provide reporting when and if administration of teaching evaluations is centralized. In the meantime, the request should go to college offices.

Student Teaching Evaluation review

On March 29, Steve Martin (ESM Department Chair) visited to review his department's recent experience with evaluations. Low response rates and egregious comments, including racially motivated and gender-specific comments, continue to be of concern.

Martin noted that two faculty in his department received permission to use paper evaluations; he recommends that all probationary faculty be given this option, with the goal of increasing response rates, encouraging more thoughtful responses, and reducing the number of offensive comments that anonymity may encourage. Discussion and analysis is likely to continue in 2018-19; FAC should consult with CNRS Administrative Analyst Julie Tucker regarding the feasibility of a hybrid paper/electronic system.

Diversity and Inclusion in the Faculty Handbook

Following FAC's conversation with Zerbe (Politics) and Boone (CNRS Dean) in January 2017, the Committee continues to examine ways to address macro- and micro-aggressions, explicit and unconscious bias, and culturally inclusive pedagogy, in the Faculty Handbook and/or RTP.

Cheryl Johnson visited Faculty Affairs on March 1 to advocate for faculty participation in micro-aggression training. The Committee considered options for implementation and issues surrounding a training requirement. Also under consideration:

- A faculty statement on diversity to be appended to the Faculty Handbook;
- Revision of RTP requirements to reflect and strengthen institutional commitment to diversity and inclusion. This could be expressed through faculty professional development, scholarship, service, or teaching.

The FAC Chair compiled and shared examples of institutions that address diversity and inclusion in their faculty handbooks. These include: Columbia, Dartmouth, Northeastern, Occidental College, Oregon State, University of California, Berkeley, University of Oregon, and Virginia Tech. At HSU, both Native American Studies and CRGS have developed departmental standards related to diversity. These examples were included in the Senate Written Reports for March 6, 2018.

Current Appendix J language on diversity is limited to a sentence on teaching effectiveness (Appendix J, B.1.a.6):

Constructive and professional relationships with students are important for a strong academic program, therefore, it is expected that faculty demonstrate sound academic advising, effective counseling of students on course-related matters, the ability to work with a diverse student population, and availability of the faculty member on a regular basis to assist the academic needs of students.

Evaluation and discussion will continue in the next academic year. Changes to the Faculty Handbook would require a vote of the General Faculty.

Faculty Awards

FAC initiated discussion of faculty awards following a request to eliminate the lecture requirement for Outstanding Service Award winners.

FAC introduced a Resolution on Faculty Awards Presentation (06-17/18-FAC – October 17, 2017) which revised language in Faculty Handbook Section 800 (Committees), to allow additional presentation options. Senators indicated that additional changes to the faculty awards process would be welcome, including review of committee composition and requirements; therefore, Senate referred the resolution to committee. FAC returned to this topic in subsequent meetings. Discussion revealed the need for an overarching review of faculty awards, including types of awards (including the addition of service learning and diversity/inclusion awards), the mechanics of nomination and submission, and submission requirements (which vary by award).

The Committee sought feedback from the President's Office and the Faculty Awards Committee. The President's Office emphasized the importance of proper acknowledgment and celebration of award recipients. The Faculty Awards Committee offered numerous suggestions in response to specific proposals for streamlining (proposed: require fewer letters of support; allow abbreviated CVs; impose word limits on letters and/or statements of teaching/scholarship; accept nominations from department chairs; and reduce or eliminate the requirement for six semesters of teaching evaluations).

This topic will be renewed in 2018-19.

Other Ongoing Business

Other issues brought to FAC's attention in 2017-18 or otherwise outstanding include:

- Faculty Handbook clean-up. The Faculty Handbook contains references to numerous non-existent positions. FAC did not initiate this review in 2017-18. FAC Chair should work with Senate ASC Watson on a review.
- Appendix J: issue brought to FAC's attention include language on early tenure (ambiguous, strengthen); addressing the achievement gap; critical appraisal criteria (Boyer); evaluation of advising and variety of evaluation methods (originated in RTP Criteria and Standards and was brought to FAC's attention by Senate chair Alderson). Senate has touched on advising throughout the academic year.
- Examination of departmental by-laws related to lecturer faculty voting rights; consider a campus-wide policy on voting rights similar to those in place at other CSUs.
- Evaluation of lecturers. Consider options for providing feedback that is more meaningful.
- Limiting Senate voting on curricular issues to faculty. This concern was brought to Faculty Affairs' attention in 2016-17.
- Distribution of Voting Rights on Senate. FAC developed a "Resolution to Amend the Constitution of the University Senate to Grant Voting Membership to the CFA President" in January 2017. SenEx subsequently reviewed the Resolution and proposed discussion of voting rights at the March 28 Senate meeting. Discussion resulted in a call for additional feedback and broader discussion of membership and voting rights in 2017-18.
- Class and Classroom Scheduling. Concerns about scheduling have been expressed sporadically since the implementation of the Schedule25 system. In spring 2017, FAC obtained graphed data from the Office of Institutional Effectiveness (shared with Senate) and requested data from Bella Gray (Events Coordinator) on the number and types of unscheduled and manually scheduled classes each semester (Schedule25 typically can't place up to 100 classes each semester). This data could not be provided by the end of 2016-17 academic year; it was not requested in 2017-18 and this issue lies dormant.
- Providing an "undo" mechanism for students who submit teaching evaluations for the wrong class. FAC is not inclined to pursue this unless a widespread problem becomes evident.
- Advising Policy. Monitor and assist with policy development.
- Excess Enrollment Policy. Monitor and assist with policy development

Integrated Curriculum Committee:

Submitted by Dale Oliver, ICC Chair

In the 2017-18 Academic Year, the ICC:

- Responded to over 250 Curriculum proposals (about the same as the previous year)
- Collaborated with the Mathematics Department and the English Composition Program to produce curriculum that is responsive to the EO 1110 mandate to eliminate math and English remediation by Fall 2018. The 2018-19 catalog will reflect all of the changes.
- Collaborated with the three academic college offices and several faculty to facilitate construction of curriculum that is responsive to the EO 1100 mandate to eliminate our 400-level Area E courses and offer new Area E courses at the lower division level. The 2018-19 catalog will reflect most of the changes, and all incoming first-time college students at HSU will have access to a well-designed Area E course at the lower-division level. These course are focused on building student success, and will serve existing and emerging place-based learning communities across the campus.
- Offered feedback to policy proposals from the Academic Policies Committee, including the syllabus and course numbering policies
- Approved substantial revisions to the program in Liberal Studies Elementary Education, and conducted a careful review (through the Academic Master Planning subcommittee) of the proposed RN to BSN degree program, which has been approved unanimously by the ICC.
- Reviewed and approved the GEAR subcommittee plan for assessment of GEAR Program-level learning outcomes, and for re-purposing the existing 37 SLOs as content criteria for the GEAR courses.
- Expanded the pilot (from 4 program reviews to 8 program reviews) of a new subcommittee (Peer Program Review Subcommittee) to provide collegial feedback on the 5-year program reviews that were received this past March.
- In response to the Provost's "curriculum chill" and in cooperation with the GEAR subcommittee, have begun work on a GEAR management plan. The first step in the plan is to gather feedback on new GEAR curriculum guidelines.
- Revised the ICC Constitution to align with the Senate constitution, to formalize the new Peer Program Review Subcommittee, and to focus the expectations for the GEAR committee.

Work still in progress

- Curriculum Proposals received in the spring of 2018
- Revise GEAR course proposals guidelines as outlined in Senate Resolution 17-17/18 on updating GEAR Program SLOs and Area Specific Content Criteria
- Provide support, review plans for Programs affected by EO 1071, with particular emphasis on supporting efforts to bring the English BA program into compliance.

Review and finalize new Early Start courses in Math and English for summer 2019.

University Policies Committee:

Submitted by Justus Ortega, UPC Chair

Over the course of the 2017-2018 academic year the University Policy committee was charged with reviewing several new or revised policies. In the Fall semester 2017, the UPC primarily was focused on reviewing the Animals on Campus, Flag policy, and Temporary Food Policy, making sure each policy was vetted by the stakeholders and ultimately passed by the Senate for adoption by the President. The primary focus of the UPC in the Spring semester 2018 was to review and revise the Temporary Food Policy and to work with the Senate and President's office on updating the Policy webpage. In the process of updating the policy webpage, we worked with Senate Office, Provost Office and President Office on identifying and evaluating 40+ existing policies, guidelines and procedures that were on the policy website. The UPC continued this work of determining which of these older policies are still in effect, superseded, or should be eliminated to the end of the semester and will need to be resumed in Fall 2018.

In addition to our work on developing new policy and reviewing old policies, the UPC evaluated the efficacy of the "policy on Policies" implementation. The results of this assessment were reported to the senate in the UPC Efficacy Report on Policy on Policies. Some of the highlights include:

- The process of formulating and adopting new policy has been implemented successfully with only small modification to the *Policy Template* being needed.
 - This process of formulating new policy seems to be successful in obtaining stakeholder input and feedback.
- The University Policy Committee in coordination with the President's Office, Academic Affairs Office, and Senate Office is now engaged in the process of reviewing and organizing existing university policies on our campus.
 - This initial process is intended to ensure that a comprehensive collection of university policies is transparent and available to the university community. Where ambiguities emerge, these will be brought to the Senate for review.

It should be recognized that this ongoing process of reviewing existing policies every five years and/or removing older policies may place a substantial demand on staff time and resources.

University Resources and Planning Committee:

Submitted by Mark Rizzardi and Alexander Enyedi, URPC Co-Chairs

To: University Senate, Humboldt State University

From: The University Resources and Planning Committee (URPC)
Subject: 2017-18 Annual Report

Agendas for all the year's URPC meetings are available at the URL <http://budget.humboldt.edu/uprc>. Most of the minutes and supplemental materials are also available at that website. What follows is a brief summary of the URPC's 2017-18 academic year.

The URPC initiated its academic year with a half-day retreat where the Committee prioritized work for the coming year. The URPC had finished the 2016-2017 AY year with the Phase-1 budget reductions pending and the Phase-2 budget proposals pending for October 2018. In addition, on August 25, 2018, the President charged the URPC with the following: (1) Continue to implement strategic budgeting principles and define strategic assets, (2) Recommend a balanced budget for 2017-18 that eliminates the University's structural deficit and which includes University-wide engagement in the process, (3) Initiate the planning process for 2018-19 using actual previous-year enrollment data not future-year targets, (4) Continue to develop multi-year budget plans, (5) Develop recommended guidelines for "roll-forward" of unspent balances at the conclusion of a fiscal year, and (6) review quarterly budget reports/projections for the current fiscal year.

Phase-2 reductions were the major topic/focus of the URPC during the 2017-2018 academic year. The URPC took the leading role as a facilitator in fostering University-wide discussions on the development and vetting of Phase-2 proposals. The URPC hosted three open forums to discuss the HSU budget with staff, students and faculty. The October 5, 2017 Open Forum was more general in nature where an update of the budget situation was provided and general audience information was collected. The Cabinet released its preliminary Phase-2 reduction proposals at the end of October. The December 8, 2017 Open Forum used a lively fish-bowl style format and gathered input from the audience regarding the Phase-2 proposals. The February 2, 2018 Open Forum allowed the the URPC and Cabinet to provide updated information to the University community and answer further questions. On February 23, 2018 the Cabinet released its final decisions on Phase-2 budget cuts following careful deliberation and consideration of the HSU community. Using the University's Strategic Plan as a guideline, the URPC provided feedback to the President regarding the Cabinet's Phase-2 decisions. One overarching theme of the URPC's letter to President Rossbacher was that the University needs to be very mindful of its communication so that students, faculty, staff, and the community are aware of the "what", "why", and "how" of the administration's budgetary decisions. It also recommended that "change management" be used in implementing some of the recommendations so that the specifics of exactly what to change and how, can be best determined as guided by the University's strategic goals.

The URPC believes it has completed all but two of the charges provided by the President. The Committee has drafted, but not finalized two separate guidelines for "roll-forward" (unspent budget available at year-end on a one-time basis) and strategic assets. Additional stakeholder vetting on these two drafts will occur over the summer, with a plan to finalize both once the URPC reconvenes in August 2018. The URPC also recommended two new policies. The first was a Space Management Policy as developed by the University Space & Facilities Advisory Committee. The second was a Budget Oversight

policy which mandates quarterly reports from University departments. This Budget Oversight policy will not only satisfy a recent Chancellor's Office policy (Policy Number 2002.00), but should help keep our Major Business Units more aware of their expenditures, make real-time budget information more widely available, and identify the initiation of deficit spending so it can be addressed more quickly (and stopped).

Academic Senate CSU (ASCSU):

Submitted by Mary Ann Creadon and Erick Eschker, ASCSU Representatives

Note: This report was submitted prior to the last plenary of the year, which will take place May 10-11, 2018.

Significant Resolutions passed this year:

- September 2017 resolution supporting the extension and preservation of DACA. ASCSU continued throughout the year to support Chancellor White in his declarations of support for the policy.
- September 2017 resolution objecting to the severely constrained timeline and lack of consultation in the preparation and release of Executive Orders 1100 and 1110, and urging the Chancellor's Office to put into abeyance and delay implementation of the orders until at least Fall 2019.
- November 2017 resolution supporting standards for B4 quantitative reasoning courses as outlined in the Quantitative Reasoning Task Force Report, as well as support for a fourth year of high school quantitative reasoning.
- March 2018 resolution opposing in principle an increase in tuition for students in the CSU, as well as urging that the state of California recognize that it must invest in the CSU to support its mission of providing access to quality higher education for California residents.
- March 2018 resolution recommending increased support for mental health and counseling support services on our campuses.

Other significant actions undertaken by the ASCSU during this academic year:

- The Senate forwarded two nominees to the governor for the Board of Trustees Faculty Trustee position. One of those nominees, former Senator Romey Sabalius, was appointed to the Board. Trustee Sabalius is a professor in the Foreign Languages Department at San Jose State University.
- The release of Executive Orders 1110 and 1100 raised questions about the commitment of the CSU administration to shared governance, to consultation, and to control of curriculum by the faculty. This led to the formation in the fall of a joint group consisting of CSU administration and ASCSU Executive Committee members. That group has met

several times, and is now working on a second draft of a joint paper on the principles of shared governance, to include also the role of faculty in controlling curriculum, and the proper process for consultation.

- The ASCSU awaits a second reading of a resolution supporting a white paper on student success being drafted by the Academic Affairs Committee of the Senate. That white paper argues that the definition and understanding of student success has been wrested from its proper place as residing in faculty/student interaction in the classroom, and has been turned over primarily to the sole value of time-to-degree. The white paper concludes that if the term is to be used by the CSU, it must be returned to the interaction between faculty and students in the daily teaching and learning experience.
 - The Fiscal and Governmental Affairs Committee of the Senate met in Sacramento in April with legislators to help with efforts to increase funding to the CSU.
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President's Office:

Submitted by Lisa Rossbacher, President, Humboldt State University

Dear colleagues –

As I prepared this written report for the final University Senate meeting of this academic year, I have focused on some of the positive accomplishments of 2017-18. Here are a few of them.

Our academic year began with a solar eclipse. Although our characteristic Redwood Coast fog prevented us from seeing it on campus, many University community members travelled to sunnier locations where they were able to observe this event. They brought back stories of awe, 360-degree sunsets, the “diamond ring” effect, and traffic jams.

Faculty members have found alternatives to high-cost textbooks that have saved HSU students over \$1 million in the last two years.

The Youth Educational Services program – more often known simply as Y.E.S. – celebrated its 50th anniversary of providing students with opportunities for service learning and community engagement.

El Lenador celebrated its fifth-year anniversary as a student-run bilingual newspaper.

The University Senate recommended new or revised policies on budget reserves, animals on campus, and a number of governance-related topics. The “Resolutions and Action Tracker” is proving to be a valuable tool in tracking the Senate’s work. Other campuses in the California State University have

expressed interest in HSU's approach to shared governance as reflected in the inclusive organization of our Senate.

As a community, we continued navigating the path toward a balanced and sustainable budget, aided by new on-line tools that have made the University's budget information readily accessible.

With the help of many people across campus, the accreditation self-study report was completed and submitted to the WASC Senior College and University Commission, and our site visit was completed in March. We will receive the Commission's report and their recommendations this summer.

The California State University recognized the need for new seismic upgrades to the Library and Theater Arts building – and is providing \$36.6 million to fund these projects. A noteworthy point is that these upgrades are being funded entirely by the CSU; no HSU funds are required to make this project happen. Typically, campuses need to fund at least 10% of projects like this, so we are very fortunate to be receiving this level of support for these capital projects.

KHSU launched a Spanish-language radio station that serves the region with news, music, and public affairs programming. Bringing programming from *Radio Bilingüe* to Humboldt and Del Norte counties was funded by primarily by the Humboldt Area Foundation, the California Endowment, the Smullin Foundation, and the James Irvine Foundation, and the station features reporting and contributions by HSU students.

The HSU Foundation completed a \$100,000 fundraising campaign for the "Go Green" Fund to support student internships for sustainability-related projects.

HSU received national recognition this year for multiple accomplishments, including the number of graduates serving in the Peace Corps, the renewable energy work being done by the Schatz Energy Research Center, our work to address food insecurity among students, our progress in sustainability, and as being named a top public university in the West.

Of course, the past year included its challenges, too. One year later, the off-campus murder of HSU student David Josiah Lawson remains unsolved. Several current students died during the last year. The University's budget issues are significant, and every action to reduce costs inevitably has had an impact on people. Some members of our community still describe feeling unwelcome. And students continue to report experiencing food and housing insecurity. These are issues that we must and will continue to address in 2018-19. On a personal level, my mother's passing on the eve of her 93rd birthday last November is a loss that I think about every day.

To conclude on a positive note, next Saturday, we are graduating 1,875 students, who range in age from 20 to 68 years old. The graduates represent 30 countries and 39 states and territories. And the average undergraduate Grade Point Average is 3.06. Commencement is an important life accomplishment for each of the graduates, and it is the culmination of the work of the entire University community. The day

is a wonderful celebration of HSU's mission and purpose. So we conclude this academic year with commitment, hope for a restful and productive summer, and a resolve to continue our work together next fall.

I am grateful for the time and energy that so many people have invested in our educational mission this year. I wish you all peace, rejuvenation, and time to read all those books that have been piling up on your desk this year.

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on a new Post Licensure BS in Nursing

18-17/18-GEAR – May 8, 2018 – First Reading

RESOLVED: That the University Senate approves the proposed post-licensure Bachelors of Science Program in Nursing as outlined in curriculum proposals 17-301 to 17-311 (Nolij).

RATIONALE: *Since 2012 the North Coast region of California has been without a local option for Nursing professionals to earn a Bachelor's Degree in nursing. The two-year nursing program at College of the Redwoods provides the education and training necessary for students to earn their Registered Nursing (RN) license and to be employed as professional nurses. The proposed program is to provide a pathway for holders of RN licenses to earn a Bachelor of Science Degree in Nursing (BSN).*

The BSN pathway was added to the HSU academic Master Plan with the CSU Chancellor's office in 2014-2015, giving HSU the option to propose a new BSN program. The curriculum of the program was constructed under the direction of Dr. Alison Pritchard, Director of the Registered Nursing Program at College of the Redwoods, with coordination provided by Dr. Chris Hopper, Interim Chair of the Department of Kinesiology and Recreation Administration and Faculty Associate to the Dean of the College of Professional Studies. Dr. Lorie H. Judson, Professor Emerita of the Patricia A. Chin School of Nursing, and executive Director of the Chin Family Institute for Nursing at CSU Los Angeles, served as external reviewer of the curriculum, which she rated favorably. Dr. Judson wrote, "It is my opinion that this curriculum fits well with the aim of the completion of a BSN, by offering content to expand horizons through community/population health and prepare a leader who can actively make a difference by engaging in local, regional, state and national healthcare discussions, plans and actions. Preparation in care management strengthens the understanding of the client outside the acute care facilities and illuminates the continuum of care. The curriculum proposed also serves to ground the graduate in evidence-based interventions by delving into the research process and the data through the study of Informatics, necessary to bring about change. The addition of the Nutrition course for the chronically ill will serve to prepare the graduate to begin work in settings outside the acute care facilities to promote a culture of health and illness management."

The Academic Master Planning Subcommittee of the Integrated Curriculum committee has been reviewed the proposal in detail. The Integrated Curriculum voted unanimously in support of the proposed BSN program, and forwards it now with a recommendation of approval to the University Senate.

Since the proposed BSN is post-licensure, the program will require only two tenure-track faculty members, both of whom will be supported by endowments established by local health-care organizations through the coordinated efforts of Connie Stewart, Director of the California Center for Rural Policy. The program will require only classroom space at HSU. The necessary lab facility will be provided through a partnership with the College of the Redwoods Nursing Program. Moreover, the need for clinical placements in a post-licensure program are minimal, requiring placement only in the fall semesters. Since the College of the Redwoods Nursing program clinical placements are in the spring semesters, there will be no competition between programs for regional clinical placements.

Additional Information.

Although the full curriculum proposals are available on Nolij (17-301 thru 17-311), the proposed catalog copy is listed below.

Bachelor of Science Degree with a major in Nursing (BSN)

Department Chair

Rock Braithwaite, Ed.D.

Department of Kinesiology and Recreation Administration

Kinesiology and Athletics 305

707-826-4536

Humboldt.edu/kra

The BSN Program

The mission of the RN to BSN Program is to prepare nurse leaders who are culturally competent in rural areas populated by diverse communities, including indigenous communities. The HSU graduate nurse is an effective practitioner who seeks solutions to societal health needs and problems, understands ethical disparities in healthcare and advocates for the physical and psychosocial health of the region's communities. The nursing curriculum leads to the Bachelor of Science degree with a major in Nursing (BSN). The RN-BSN program is available to registered

nurses who have completed an RN program (associate degree). The program is designed to accommodate working nurses with approximately half of the coursework available online.

Students completing this program will be able to:

- Demonstrate leadership in nursing practice with ethical reasoning and actions to promote advocacy, collaboration, and social justice
- Demonstrate accountability for self and nursing practice including continuous engagement in life-long learning
- Improve patient health outcomes by accessing, analyzing, and interpreting data and information at the individual/family and community level
- Implement a systematic approach to analyze real or potential problems for the purpose of developing, testing, and evaluating innovative solutions within healthcare settings for rural populations
- Use communication theories/techniques and demonstrate communication/collaboration with colleagues, transdisciplinary groups, including the use of informatics, to promote relationships with individuals/families and communities
- Plan and provide patient-centered, empathic, and coordinated care that contributes to safe and high quality outcomes for diverse populations.

Preparation

Students who possess a California Registered Nursing license and an Associate of Arts or Associate of Science Degree in Nursing (ADN) are eligible to apply for the program. Applicants are screened competitively based on a variety of indicators. In order to be accepted to the RN-BSN Program, students must meet admission criteria, including completion of all the prerequisites for admission to the Nursing major prior to acceptance into the major. All students who wish to be accepted must submit (by February 15) an application to the Nursing program during the spring semester of each academic year in addition to being admitted to Humboldt State University.

REQUIREMENTS FOR THE MAJOR

The following are admission requirements:

- Associate of Arts or Associate of Science Degree in Nursing (ADN) and completion of 70 units
- California Registered Nursing (RN) license without restrictions
- 2.75 or higher GPA in Nursing courses and from all transfer institutions

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 66-81. The Upper Division

Area B General Education requirement is met by the coursework within the Bachelor of Science degree for Nursing. Students must earn a C or better in all BSN courses in the major.

BSN Courses (27 units)

- NRSB 348: Development for Professional Practice (3)
- NRSB 350: Pathophysiology for Nursing Practice (3)
- NRSB 372: Health Assessment and Promotion across the Lifespan (2)
- NRSB 373: Health Assessment and Promotion across the Lifespan Lab (1)
- NRSB 390: Nursing Informatics and Information Literacy and Competency (3)
- NRSB 460: Nursing Leadership and Care Management (3)
- NRSB 470: Community/Public Health Nursing (3)
- NRSB 471: Community Public Health Nursing Lab (3)
- NRSB 490: Introduction to Nursing Research (3)
- HED 451: Nutrition for Chronic Disease (3)

Lower Division Units Awarded for NCLEX-RN (10 units)

Upper Division Units Awarded for NCLEX-RN (7 units)

Total Nursing Units of NCLEX-RN (17)

HSU RN-BSN Program Proposal

Background:

Former generic HSU nursing program was prelicensure – students take licensing exam after graduation, regardless of degree earned. CR nursing program is also pre-licensure

- Required at least 5 full-time faculty (1 for each specialty area – med/surg, pediatrics, obstetrics, geriatrics and psych-mental health.
- 900 hours of clinical learning in acute and community settings
- Clinical learning required mandated 1-10 faculty/student ratios, creating the need for a large pool of part-time, clinical faculty – at least 20
- Required on-site nursing skills lab and lecture classrooms
- State mandated to be regulated by CA Board of Nursing (BRN)

RN-BSN Proposal is post-licensure. Students are licensed RN's. They have learned the basics of how to be a nurse. Baccalaureate degree occurs after license, not before, as in former program.

- Requires two full-time faculty; these faculty teach/supervise clinical activities in community course and health assessment course.
- Community health clinical (90 hrs) occurs in the community in community setting; is faculty-coordinated and preceptor-based
- Program does not require clinical faculty
- Does not require nursing skills lab
- Is not regulated by CA Board of Nursing

Important to Note:

- Closure of the generic (prelicensure) baccalaureate nursing education resulted in an acute shortage of baccalaureate-prepared nurses in the region and fewer nurses who have gone on to earn Master's degrees.
 - Employers in the community prefer/must have a BSN-prepared staff. College of the Redwoods requires MSN prepared faculty. St. Joseph Hospital will soon need an 85% BSN-prepared staff.
- The Institute for Medicine and the National Advisory Council for Nursing Education and Practice (NACNEP) have called for at least two-thirds of the nurse workforce to hold baccalaureate or higher degrees in nursing. Currently, only 55 percent of the nation's nurses hold degrees at the baccalaureate level and above (AACN (2017).
- A baccalaureate degree is also required to practice as an active duty registered nurse. The Veteran's Administrations has also established that a baccalaureate degree is the minimum degree that nurses have for promotion beyond the entry level (AACN 2017).
- Although there is often no difference in salary, 79.6% of employers have a strong preference for a BSN graduates over an ADN or diploma (AACN, 2017).
- The BSN heightens nurses' concepts of the profession, enhances their communication and clinical reasoning skills, and contributes to successful adaptation to an ever-changing health care environment. **According to the National Institutes of Health (2014), "for every 10% increase in nurses with bachelor degrees, the likelihood of patient mortality falls by 7% in hospital settings".**

- Magnet status “is the most prestigious distinction a health care organization can receive for nursing excellence and quality patient outcomes. Organizations that achieve Magnet status are part of an esteemed group that demonstrates superior nursing practices and outcomes” (American Nurses Credentialing Center (AACN, 2017). Currently 389 hospitals in the country hold Magnet Status. Twenty-six of those hospitals are in the state of California.
 - Magnet hospitals have 14% lower odds of inpatient death within 30 days and 12% lower odds of failure-to-rescue compared with patients for in non-Magnet hospitals (McHugh, Kelly, Smith, Wu, Vanak, & Aiken, 2013).
 - St. Joseph Hospital plans to seek Magnet Status.

AACN (American Association of Colleges of Nursing). (2017). The Impact of Education on Nursing Practice. Retrieved June 4th, 2017 from: <http://www.aacn.nche.edu/media-relations/fact-sheets/impact-of-education>

National Institutes of Health. (2014). Nurse Staffing and Education Linked to Reduced Patient Mortality. Retrieve June 6th, 2017 from: <https://www.nih.gov/news-events/news-releases/nurse-staffing-education-linked-reduced-patient-mortality>

McHugh, M. D., Kelly, L. A., Smith, H. L., Wu, E. S., Vanak, J. M., & Aiken, L. H. (2013). Lower Mortality in Magnet Hospitals. *Journal Of Nursing Administration*, 54.

A. Relationship to College of the Redwoods Associate Degree Nursing program:

There is no relationship between College of the Redwoods and HSU regarding the proposed HSU RN-BSN nursing program. Therefore, any concerns related to shared accountabilities, accreditation, etc. are unfounded.

B. Accreditation

Program authors are very aware that the proposed program must be accredited by a national nursing education accrediting body. Therefore, the first and most critical charge for the program administrator is to seek accreditation through the Commission of Collegiate Nursing Education (CCNE). The accreditation process includes:

- Submission of a letter of request signed by a) the chief executive officer (e.g., president) of the institution in which the program is located, b) the chief academic officer (e.g., provost) of the institution, and c) the chief nurse administrator of the nursing unit requesting new applicant status which includes evidence of institution accreditation, CSU Chancellor’s Office approval and a description of how the program will meet accreditation standards.
- Self-Study and on-site evaluation within 2 years of being granted applicant status but no sooner than one year following initial enrollment of students.
- Accreditation actions are retroactive to the date of the initial site visit. Therefore, the initial site visit must occur in the second year of the program to ensure the first class graduates from an accredited program.

C. HED 451 Nutrition for Chronic Disease:

- Chronic conditions consume 75% of health care spending in the U.S.
- Two conditions are especially problematic: Heart Disease and Diabetes
 - Heart disease is the leading cause of death among men and women in the US.
 - Diabetes is known to increase the risk for heart disease.
 - There are 30 million people living with Diabetes in the US.
- Poor diet, obesity and inactivity are all leading factors in developing both conditions.
- Understanding the relationship between nutrition and chronic illness in these conditions and others is relevant to the provision of nursing care to individuals, families, groups and communities.

D. Cultural Competence

In general, concepts relevant to nursing curricula can be stand-alone or integrated. In this case, cultural competence is integrated, as demonstrated by the following course student learning outcomes:

NURS 348 Transitional Concepts in Baccalaureate Nursing Practice

- Identify social, political, cultural, and economic factors and trends that have influenced/are influencing the development of professional nursing.

NURS 372 Health Assessment and Promotion Across the Lifespan

- Describe health/illness beliefs, values, attitudes and practices in diverse populations.

NURS 373 Health Assessment and Promotion Across the Lifespan Lab

- Develop an evidence-based and culturally appropriate health counseling/teaching plan from the results of health history, health/illness beliefs, and physical examination.

NURS 471 Community/Public Health Nursing Lab

- Utilize theoretical and empirical knowledge from nursing, biological, social, and public health sciences in nursing practice to focus on promoting the health of at risk, rural, and indigenous communities, aggregates, families, and individuals.
- Discuss the roles of the Community/Public Health Nurse (C/PHN) and the application of the nursing process in working with at risk, rural and indigenous communities, aggregates at risk, families, and individuals at the primary, secondary, and tertiary levels of prevention.
- Analyze concepts of health promotion and protection in at risk, rural, and indigenous community/aggregates/family health and describe the role of the community health nurse in promoting family/community self-care competence.

NURS 470 Community/Public Health Nursing

- Recognize the leadership role of a community/public health nurse in delivering high quality health care with an awareness of patient safety to communities, including schools, agencies and clinics within a community.
- Describe the significance of community/public health nursing research to explain community health phenomenon and inform community health nursing practice.

- Participate in the political process by examining healthcare policies at the local, state and federal levels and well as recognize insurance-driven policies that affect populations.
- Incorporate into the nursing process those nursing practices that foster social justice and maintain human dignity, with an awareness of ethical dilemmas that must be recognized and addressed.

E. Pathophysiology

- Pathophysiology is the study of abnormal physiological processes that cause or are associated with disease or injury – crucial content for RN's to be successful members of any clinical team.
- An Associate Degree nursing program includes anatomy and physiology – the body and how it works. Pathophysiology teaches the who, what, why, how and when of abnormal physiology – what goes wrong when things go wrong, and why, across the lifespan.
- 13 of the 17 RN-BSN programs at CA CSU's include a 3 unit (majority) or a 4 unit pathophysiology course.
- Knowledge of pathophysiology enables anticipatory care, rather than reactive care; the why of what is happening in any given patient care situation.
- Pathophysiology courses most commonly include treatments, manifestations, and mechanisms of disease across the lifespan

F. CSU-Chico's RN-BSN Articulation Agreement with College of the Redwoods

- An articulation agreement exists, and has for three years
- CR nursing students/graduates are given enrollment preference, along with students in 18 other counties
- Each year, 1-2 students out of 55 graduates enroll
- Enrollments are impacted – admission is ranked per point system.
 - Points given for employment and residence in one of 18 counties
 - GPA 3.0 in last three semesters; 2 points for 3.0; 4 points for 3.5 and above
- CR students have stated GPA requirement, point system, distance, online-only are enrollment detractors

G. Classroom space

Classroom space needed for lecture only; CR will make its nursing skills lab available at no charge to HSU for NURS 373 Health Assessment and Promotion Across the Lifespan Laboratory, thereby eliminating the need for a large, expensive nursing skills lab on the HSU campus.

Cont'd

H. Administrator and Faculty

The California Board of Registered Nursing (BRN) does not regulate RN-BSN programs. Therefore, there is no need to hire faculty who meet BRN-required specialty areas (med/surg, pediatrics, obstetrics, geriatrics and psych/mental health).

CCNE Accreditation Standards related to program administrator and faculty:

The chief nurse administrator:

- is a registered nurse (RN);
- holds a graduate degree in nursing;
- holds a doctoral degree if the nursing unit offers a graduate program in nursing;
- is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes
- is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and
- provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.

Elaboration: The administrative authority of the chief nurse administrator is comparable to that of chief administrators of similar units in the institution. He or she consults, as appropriate, with faculty and other communities of interest to make decisions to accomplish the mission, goals, and expected program outcomes.

Faculty are:

- sufficient in number to accomplish the mission, goals, and expected program outcomes;
- academically prepared for the areas in which they teach; and
- experientially prepared for the areas in which they teach.

Elaboration:

- The full-time equivalency (FTE) of faculty involved in each program is clearly delineated, and the program provides to CCNE its formula for calculating FTEs.
- The overall faculty (whether full-time or part-time) is sufficient in number and qualifications to achieve the mission, goals, and expected program outcomes.
- Faculty-to-student ratios ensure adequate supervision and evaluation and meet or exceed the requirements of regulatory agencies and professional nursing standards and guidelines.
- Faculty are academically prepared for the areas in which they teach.
- Academic preparation of faculty includes degree specialization, specialty coursework, or other preparation sufficient to address the major concepts included in courses they teach.
- Faculty teaching in the nursing program have a graduate degree.
- The program provides a rationale for the use of any faculty who do not have a graduate degree.
- Faculty who are nurses hold current RN licensure.
- Faculty teaching in clinical/practicum courses are experienced in the clinical area of the course and maintain clinical expertise.
- Clinical expertise may be maintained through clinical practice or other avenues.

Faculty Qualifications typical of RN-BSN faculty searches posted in HigherEdJobs.com:

Areas of teaching expertise of particular interest include:

- Community and Public Health Nursing
- Leadership and Professional Engagement
- Professionalism and Patient Safety
- Teaching with active learning strategies

Note: This is generic and not detailed as to specific courses. Faculty qualifications TBD for specific HSU courses.

Education Requirements:

- Earned doctorate in nursing or related field or other educational qualifications appropriate to the position (PhD or DNP Preferred)

Required Qualifications:

- Graduate degree in nursing from an accredited school of nursing
- Demonstrate knowledge and experience in networking with Health Care Facilities
- Demonstrate ability to teach on-line nursing courses
- Established record of excellence in teaching, advising, mentoring, developing curriculum and other pedagogical activities
- Established record of excellence in service and/or professional productivity
- Expertise and experience in teaching specialty
- Licensed Registered Nurse and eligible for licensure in the State

URPC Co-Chairs' Response to Dr. Bunsis Presentation

On May 3rd, 2018, Dr. Howard Bunsis, an accounting professor from Eastern Michigan University, visited Humboldt State University as a guest of the California Faculty Association (CFA). He presented his review of Humboldt State University's publicly available financial data that he had performed at the behest of the CFA.

Dr. Bunsis' analysis of HSU's budget scenario diverged starkly from similar studies that members of the University Resources & Planning Committee have publicly presented and published over the course of the last two academic years. The University Resources and Planning Committee (URPC) has suggested that, as a result of years of deficit spending, we are facing a budget shortfall that necessitates strategic cuts as a corrective measure. Dr. Bunsis, conversely, contends that rather than facing impending fiscal hardship, we actually have access to a surplus of approximately \$20 million that could be used at our discretion. Our findings are clearly at odds.

The URPC is a representative body of the HSU all-university Senate consisting of stakeholders from throughout the University, including students, staff, faculty, and administrators. We convene bi-weekly to review and advise on decisions regarding the distribution of our finite institutional resources.

One of the aims of having a deliberative committee consistently engaged in this process is to ensure shared governance in the stewardship of our revenue towards the success of our students, and we all take that goal very seriously. To this end, the University Budget Office (UBO), acting in their advisory capacity to the URPC, has gone to great lengths to offer detailed and up-to-date information on the financial state of the University, while simultaneously advising on the numerous laws and CSU policies that direct and restrict the manner in which those resources can be allocated. We value differing interpretations of the information the UBO has compiled and presented to us, as disparate readings and understandings can only help us to come to more informed decisions.

This was not Dr. Bunsis' first appearance on campus. In 2010, he was hired by the CFA, under similar circumstances, to question the administrative characterization of the school's finances. We are concerned that Dr. Bunsis' presentation to campus was an attempt to undermine the credibility of our committee's process through insinuation that we are knowingly misrepresenting both data and policies. Beyond our discomfort with his characterization of our motives and actions, our reading of Dr. Bunsis' findings suggests that they do not reflect a holistically informed view of the CSU's rules governing the use of funds.

This is echoed in President Richmond's and Provost Snyder's 2010 letter to the campus (attached), "The most important point is that Professor Bunsis apparently misunderstood the many laws and policies guiding how HSU spends money. In arguing that HSU enjoyed a "solid financial position" with a multi-million dollar reserve, he seems to believe that all funds can be used for any purposes - that HSU can pay for daily operations using things

like parking fees, student housing payments, construction bond monies, and other designated funds. None of this is allowed.” The same holds true eight years later. Dr. Bunsis’ presentation fails to address information integral to the issues at hand and does not convey a wholly accurate representation of our budget, or the financial challenges we face as a University. These are challenges that, left unchecked due to uninformed optimism, could have consequential effects on the sustainability of our University.

Dr. Bunsis essentially admitted that his presentation and report are advocacy pieces, and we unequivocally encourage campus groups’ to advocate their positions. That being said, the URPC and others have been studying this issue, and it is our understanding that we have overspent our budgets for too many years, and must now take action to right our course for the sake of the ongoing health and viability of the University.

Our responsibility is to offer both today's students and tomorrow's students the best educational experience possible. That means sticking to a sustainable budget, a persisting institutional challenge for HSU that has been identified in our last two WSCUC reports as a problem that needs to be addressed. We acknowledge that our stances in this regard are not always popular or easy to accept, but they reflect what we believe needs to be done so that we can all continue the work of providing an excellent education for students at Humboldt State University.

Information, updates, and reports related to the University’s budget are available on the HSU Budget Office website at budget.humboldt.edu.

Sincerely,

Alex Enyedi

Provost

URPC Co-Chair

Mark Rizzardi

Professor of Mathematics

URPC Co-Chair

The following is an earlier letter written in 2010 in response to a recent Bunsis analysis.

A Message from the President **May 7, 2010** - Perspective on Union's Budget Letter

Dear Colleagues,

Many of you recently received a letter from the faculty union about a report it commissioned on HSU finances. The report was written by a Professor Howard Bunsis of Eastern Michigan University.

From the feedback we have received, we are concerned that the report's misleading conclusions have created confusion and misunderstanding. And unfortunately, it comes at the end of a year in which the campus community has made real progress in working together to address big challenges. Because of that, we would like to provide some context.

The most important point is that Professor Bunsis apparently misunderstood the many laws and policies guiding how HSU spends money. In arguing that HSU enjoyed a "solid financial position" with a multi-million dollar reserve, he seems to believe that all funds can be used for any purposes - that HSU can pay for daily operations using things like parking fees, student housing payments, construction bond monies, and other designated funds. None of this is allowed. We do not operate like a for-profit business, and there is no massive "reserve" that HSU can spend as we please. We are disappointed Professor Bunsis did not take the time to contact our campus budget staff to gain a better understanding of this.

Further, it is clear that public universities in California are struggling financially. To suggest that Humboldt State University does not have a budget problem is irresponsible. The union itself has been one of the groups lobbying hard for more higher education funding, which makes its endorsement of Professor Bunsis' rosy outlook somewhat mystifying.

We have worked very hard to open up HSU's budget process. Many more people are now involved, and much more information is being provided (see the [Budget Office website](#)).

In contrast with that positive work, we believe the union's letter simply creates discord and controversy, and we understand some union administrators feel that sort of thing is helpful. At the state level, in particular, this is seen as an acceptable tactic related to collective bargaining. However, we are very disappointed in the timing and the fact that some HSU faculty leaders chose to sign this letter when we and the Academic Senate have committed to working together more cooperatively. Their actions undermine our efforts to move toward a more collegial, collaborative and respectful structure for university governance.

The end of the semester should be a time of celebrating the many successes of our students and of wishing our soon-to-be graduates the best. It is not a time to launch a divisive debate about a complex and questionable report on campus finances.

Humboldt State University has come a long way this year in terms of working more collaboratively and strategically on behalf of our students. Much has been accomplished, and we know we can do even more to make HSU a stronger institution by continuing these efforts in years to come. We very much appreciate the efforts of so many people who have been involved.

Thank you for your attention.

Sincerely,

Rollin C. Richmond, President

Robert Snyder, Provost