

Tuesday, November 13, 2018, 3:00pm, Goodwin Forum (NHE 102)

Chair Stephanie Burkhalter called the meeting to order at 3:04pm on Tuesday, November 13, 2018 Goodwin Forum, Nelson Hall East, Room 102; a quorum was present.

Members Present

Alderson, Bacio, Brumfield, Burkhalter, Byrd, Dunk, Enyedi, Gough, Johnson, Kerhoulas, Le, Maguire, Karadjova, Keever, K. Malloy, N. Malloy, Mola, Moyer, Pachmayer, Parker, Rizzardi, Sandoval, Thobaben, Virnoche, Woglom, Wrenn, Zerbe

Members Absent

Creadon, Dawes, Le, McConnell, Rossbacher

Guests

30+ staff, students, and community members were in attendance, as well as: Paul Pitino, Roger Wang, Chant'e Catt, Cyril Oberlander, Bella Gray, Joice Chang, Maral Attallah, Mira Friedman, Rick Zechman, Lauren Lynch, Gregg Gold, Manohar Singh, Donn Peterson, Mark Wicklund, Molly Kresl, Stephanie Lane, Brigid Wall, Melissa Whipkey, Lucas Allen-Custodio, Jennifer Eichstedt, Tera Mar, Dale Oliver, Manohar Singh, Laura Garcia, Heather Saylor, Peggy Metzger, Lisa Castellino, Lisa Bond-Maupin, Marlon Sherman, Ron White, Amber Blakeslee, Holly Martel

Announcement of Proxies

Amber Blakeslee for Dawes, Bacio for Le, Zerbe for Creadon

Approval of and Adoption of Agenda

M/S (Dunk/Woglom)

Motion carried unanimously

Approval of Minutes from the October 30, 2018 Meeting

M/S (Dunk/Maguire) to approve the Minutes of October 30, 2018

Motion carried unanimously

Reports, Announcements, and Communications of the Chair

- Written report attached

Chair Burkhalter recognized University Police Chief Donn Peterson.

Chief Peterson reported that some fliers (which have previously surfaced on other California campuses and even on campuses nationwide) had recently been posted around HSU by a person or persons who, based on their attire, are potentially white nationalist(s) or white

supremacist(s). He described the flier as a white sheet of paper with the message “it’s okay to be white” in very distinct font, with no other information. He noted that UPD were made aware of the fliers’ existence hours after they had already been posted. He encouraged the campus community to call UPD or contact him directly via his cellphone number if reprehensible fliers or messages are posted in the future as soon as they are noticed, and stated that even if they fall under the protection of “free speech” and no criminal charges are able to be filed, he and the UPD would like to be aware of malicious messages in case those posting them are involved in off campus hate groups or have affiliations with people who may cause harm to the campus community.

Senator Gough asked what actions could be taken if reprehensible messages are covered under free speech. Chief Peterson answered that if the person(s) posting the fliers are students, disciplinary actions could be taken. If the person(s) posting fliers are not students, it would still be valuable to know who had done it so they could be investigated further.

Senator Virnoche asked if the Chief could share whether or not the fliers were targeting certain faculty members or students in particular. Chief Peterson stated he doesn’t have any information that they were specifically targeting anyone or any particular building or bulletin board, but again noted that the posting of the fliers were a coordinated effort, since they have been seen on other campuses in the USA. He also noted that 18-20 months ago these same fliers were spread throughout campus, and the UPD had taken notice then.

Senator Dunk commented that there was a recent Washington Post article (Press, Associated. “‘It’s Okay to Be White’ Flyers Posted at Idaho University.” *The Washington Post*, 6 Nov. 2018, https://www.washingtonpost.com/national/higher-education/its-okay-to-be-white-flyers-posted-at-idaho-university/2018/11/06/f7b82440-e1d3-11e8-ba30-a7ded04d8fac_story.html?utm_term=.053a4355ae3d) written about these exact fliers, and noted that according to the article the intent of the fliers is to stir up trouble and recruit white nationalists. Chief Peterson noted that if someone follows HSU message posting rules, even if their message is hateful, then the conversation changes. He concluded, stating if UPD knows who posted the message, then they can investigate that person or persons further.

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

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

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

Motion carried unanimously

Academic Policies:

- Written report attached

Appointments and Elections:

- Written report attached

Constitution and Bylaws:

- Written report attached

Faculty Affairs:

- Written report attached

Integrated Curriculum Committee:

- Written report attached

University Resources and Planning Committee:

- Written report attached

ASCSU Statewide Senate:

- Written report attached

President's Office:

- Written report attached

Consent Calendar from the Integrated Curriculum Committee

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

General Consent Calendar

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

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

Student Laura Garcia read from the attached prepared remarks.

Student Heather Saylor read from the attached prepared remarks.

Student Melissa Whipkey spoke about her experience as a person of color on campus, and noted that she has not seen any sort of resolve or response to various complaints around issues of racial equity and safety on campus. She noted that she's been affected by a large amount of passive aggressive racism from multiple faculty members and non-poc students in classroom settings, and that she and other students have felt attacked by faculty members and students. She stated that if HSU is going to recruit students of color from out of the area, then the University needs to protect those students. She opined that part of the reason HSU has a problem with low enrollment is because students of color do not feel safe or supported on campus or in the community. She posited questions to the Senate, as follows:

- Regarding the conference President Rossbacher mentioned in her report, what would be the point of sending everyone to this, and what does the conference have to do with racial equity and diversity?
- Since HSU has received a grant for being a Hispanic Serving Institution, where is that money going to serve students of color, especially Chicano students?
- How are faculty responding to diversity in the classrooms by creating a safe and inclusive space for learning?
- How are faculty changing their curriculum to be more culturally and historically correct?
- How do we break the tenured faculty mentality of ‘you can’t tell me what to do or what to teach’?
- How is HSU supporting students of color both academically and mentally/physically?
- How is HSU addressing the racially motivated community at large, not only in the classroom but also in the community where we live after we leave class every day?

Student Lucas Allen-Custodio spoke to his experience living in the Arcata community for ten years, and as a student within the CSU system at CR and HSU five years. He began stating that he, “is here to speak up for my indigenous brothers and sisters and brothers and sisters of color on campus and in the community. ... I’m using the fact that I am a cis-gendered white male, and I’m using that white privilege to come and express that I’ve seen and heard enough intolerance on campus, especially amongst faculty and staff for students who are people of color and indigenous students here on campus and in the community.” He stated that we’ve not had any time in class to talk about race and issues and that he has not seen enough inclusion in the classroom. He stated that it is troublesome that not all professors speak about race and inclusion in the classroom. He noted that Senate meetings in the past have touched upon these issues, but are left aside as though the issue is solved. He concluded stating this dialog must be continual here in the Senate and in the classroom.

Resolution on Academic Honesty and Integrity (02-18/19-APC – November 13, 2018) First Reading

M/S (K. Malloy/Dunk) to move the resolution

Motion carried unanimously

Senator K. Malloy stated that this is a reintroduction of a previously moved Resolution which was ultimately referred back to the Academic Policies Committee for revision

Senator Moyer noted that the current Resolution contains many typographical errors and encouraged cleanup.

Senator Woglom suggested that a link to bibliographic website(s) such as purdueowl.com be included within the Resolution or policy to make proper citation easier for students.

The Resolution will return for a Second Reading.

TIME CERTAIN: 3:40-4:40 PM – Discussion Item Facilitated by Ron White: Issues of Racism, Equity, Diversity and Elitism, informed by Dr. Sherman’s Open Forum remarks at the October 30 Senate Meeting:

Mr. Ron White, Humboldt Area Foundation Program Manager, stated that he’s asked Professor Marlon Sherman to frame this discussion, and Provost Alex Enyedi to briefly talk about the consequences of not moving forward on this issue for students and HSU as a whole. He noted that his role in this discussion is to help the Senate and community members move toward active solutions and make concrete suggestions as to how we at HSU are going to make racial equity more real on this campus, and how will we address past and present pain points in order to help this university survive.

Dr. Sherman reported that he first came to speak at Senate when students reported to him that they’d been individually disrespected and that Indigenous Peoples and Indigenous systems of knowing had been disrespected, which to him means three things: that students are seen as objects rather than people; that Indigenous Peoples are seen as lesser human beings, which is an attitude that has apparently not changed for 500 years; and that a significant number of professors on this campus exhibit egocentric and discipline centric outdated belief systems (despite telling themselves and others that they are enlightened on these issues). He noted these professors continue working here despite the fact that HSU’s own governing documents, approved by this full Senate, say that professors should be emphasizing particular ways of looking at the world, like awareness, inclusivity and sensitivity in the process of furthering their disciplinary activities.

Dr. Sherman stated that the students who spoke during the Open Forum did a great job, and we need to acknowledge that these folks are listening, watching, thinking, analyzing, researching and now speaking out. Dr. Sherman continued, pointing out that the guiding documents of the HSU state that it is the professors’ responsibility to teach subject matter that’s relevant to their students in a manner that is helpful and relevant to the students. He noted that the Resolution on Racialized Violence (03-16/17-EX) commits this campus to the “safety and well-being of our students, staff and faculty of color,” and that “the Senate will collaborate with ODI and others to develop clear institutional mechanisms for internal accountability... first and foremost because it is the right thing to do... Furthermore, many of our conversations this year have been about implementing the university’s strategic plan, in which two of the four goals reference diversity. One of those goals declares our desire to prepare responsible leaders for a diverse world. The second diversity related goal declares our desire to create meaningful relationships across difference.”

Dr. Sherman then read aloud for the record the following Facebook post written by an anonymous HSU faculty member:

“Parents: I know many of us have socially awkward students or troubled ones who won’t ask for help or some who have ‘reasons’ for not doing the work. Here are some tips for them: college is hard. Professors don’t have to learn how to teach, we just have to be subject matter experts. Oftentimes it’s up to you to take control of your learning. We get it that sometimes life becomes overwhelming, but college isn’t for everyone. There are lots of secure, good-paying jobs that don’t require it. If you want to be in college you have to treat it like a job, even if you have another job on the side.”

Dr. Sherman concluded in his own words, that it should be fairly obvious after reading these remarks, some changes must be made so we can recruit and retain students in a meaningful way.

Provost Enyedi then expressed his gratitude to the students who spoke during the Open Forum for bringing their collective wisdom, experience, passion, and voices to the table. He then briefly went over the attached PowerPoint presentation.

M/S (Virnoche/Mola) to suspend rules to allow anyone to speak.

Motion carried unanimously.

Professor Maral Attallah of the Critical Race, Gender & Sexuality Studies department, spoke to her experiences on campus as a woman of color, who teaches primarily students of color. She stated that supporting faculty of color can be as simple as advisors and professors in the sciences or other departments not joke that CRGS or Ethnic Studies are “irrelevant” or how these courses “take away from” a major in Forestry or Cellular Molecular Biology. She stated that curriculum does need to be changed, but a good step forward is to learn about and advocate for other disciplines and not talk down about them. She then shared experience of combative, disruptive, white nationalist, racist, transphobic students in her classroom, and that these students and the lack of support outside of her college, has frightened her such that she has contacted UPD, and is considering employment elsewhere.

Mr. White acknowledged her comments, and thanked her for sharing her experience. He asked for clarification on what policy is within the institution to address when a faculty member is in fear of a student or suffers harassment.

Senator Byrd noted that the issue of academic conduct that Professor Attallah spoke to is a persistent issue for marginalized faculty, and called for consistent implementation of existing institutional grievance policy.

Professor Attallah suggested that in instances of grievance hearings between students and

professors, an advocate from the professors' department or discipline be in attendance as well, to lend support and a greater understanding of the discipline. She noted that former Dean of Students, Randi Darnall-Burke, told her the procedures for these disciplinary hearings are recommended by the CSU Chancellor's Office.

Provost Enyedi expressed surprise that the Chancellor's Office would tell a local campus how to deal with issues of student conduct, and stated that he and VP Brumfield would get together and check this issue out.

Professor Elizabeth Eschenbach of the Environmental Resources Engineering department noted that she has had experience with destructive students, and had gotten the same response from the Dean at the time.

Senator Byrd noted that a lack of institutional memory is an issue, and may be inhibiting the deep cultural transformation that the university needs.

Senator Dunk opined that self-realization about implicit bias may be necessary for professors to see that there is a problem, and that top-down policies may result in a lack of buy-in.

Office of Diversity, Equity and Inclusion Director Cheryl Johnson noted that the Diversity Equity Inclusion Council is currently being formed, and one of the charges will be to create a Leadership Equity Plan to be used campus-wide, and to help every department create their own specific plans. She noted that some aspects of change must be top-down, since waiting for everyone to change their own hearts and minds is unrealistic.

Mr. White stated his agreement that policies and institutional practices must change first so that hearts and minds can follow. He suggested building this discussion item as a standing item into the agenda.

Discussion Item: ICC Revised Institutional Learning Outcomes

ICC Chair Julie Alderson and Professor Mark Wicklund gave the attached the presentation, and noted that the Senate should expect a Resolution from the ICC coming for a First Reading. She concluded the presentation stating that this group of revised ILOs is an example of a concrete step forward HSU can take to demonstrate institutional commitment to the issues of equity and examining individual programs' relationships to the institutional learning outcomes.

M/S (Byrd/Karadjova) motion to adjourn

Meeting adjourned at 5:01pm

HUMBOLDT STATE UNIVERSITY

Senate Chair's Report

Senate Meeting, November 13, 2018

The Senate Executive Committee met with Chairman of the Board of Trustees, Adam Day, on Monday, November 5. During his visit to campus, Chairman Day also met with the family of slain student David Josiah Lawson, with students, with the Student Success Alliance, and with President Rossbacher, among others. Chairman Day observed that communication at HSU between different constituencies on campus and between campus and the community needs improvement. He drew our attention to the struggles that HSU is having recruiting and retaining students, especially students of color. He maintained that the campus is in danger of moving even deeper into a "death spiral," whereby the campus cannot attract enough students to maintain certain levels of state support, which will eventually lead to cuts in our budget and programs, which will then make us an even less attractive campus to students, which will further decrease enrollment and state support. He urged us to work together as a campus community to address racial equity and improve the climate for students of color.

Chairman Day also mentioned that he had read Humboldt State University Senate Resolution [05-18/19-EX](#) "Sense of the Senate Resolution on the CSU Board of Trustees' Policy for the Selection of Presidents". He stated that in his experience with searches for eleven CSU presidents that it was critically important to keep the candidates' names confidential, which makes campus visits impossible. He also stated that the trustees were unwilling to consider making a member of the ACTCSP a member of the TCSP, but that in his experience the ACTCSP and the TCSP work "hand-in-glove" together. On November 7, 2018, the Academic Senate of CSU-San Marcos, which is also involved in a presidential search, passed as Sense of the Senate resolution, AS-746-18, almost identical to HSU's Sense of the Senate resolution (the Senate Chair of their Academic Senate contacted me to ask if they could use our resolution's text). It has been suggested on the Senate Chairs' listserv that the next steps for communication of opposition to the Trustees' Policies on Presidential Searches should be that the ASCSU sponsor a resolution with the basic elements of HSU's Sense of the Senate resolution.

The Senate Executive Committee met for its regular meeting on Tuesday, November 6. We discussed the format for the November 13, 2018, Senate meeting discussion of the issues brought up by Dr. Marlon Sherman in his remarks during the open forum at the October 30, 2018, Senate meeting. After the October 30 Senate meeting, Cheryl Johnson, Executive Director of ODEI, reached out to Dr. Sherman and met with him and an experienced facilitator from the local community, Ron White, to discuss how to frame the Senate discussion. At the SenEx meeting, Director Johnson and Senator Kerri Malloy asked that the November 13, 2018, Senate discussion be extended to a one-hour time certain from the 30-minute time certain voted on by Senate in the October 30 meeting, and asked that Ron White facilitate the discussion. SenEx Committee agreed with their proposal and today's agenda reflects that decision. Many thanks to Dr. Sherman, Director Johnson and Senator Malloy for working together to ensure a solid foundation for today's discussion focused on the issues of racial equity and elitism that Dr. Sherman highlighted in his remarks.

I encourage everyone to view an effective and informative one-hour presentation from a GI2025 Symposium breakout session titled, "Actually Achieving Equity". This presentation, given by [Frank Harris](#), Professor, Postsecondary Education in the College of Education, San Diego State University and [J. Luke Wood](#), Dean's Distinguished Professor of Education in the College of Education, San Diego State University, is based on their extensive research at multiple campuses and addresses how campuses can shift their cultures and practices to be more equity-centered. It really helped me to put into perspective

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the work we need to do on this campus and to see how we can map our way forward to address some of the challenges we face. To view, see this link:

<https://www2.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/symposium/2018-symposium>

The election for faculty representatives and staff representative to the ACTCSP will begin on Wednesday, November 14. Faculty, I encourage you to vote. As reflected in the meeting minutes, in the faculty session of the October 30 Senate meeting, several faculty senators expressed their sense that representation of the CNRS and CPS colleges would not robust without restriction of the election to limit selection of the two seats on the ACTCSP to faculty from CNRS and CPS (because the current Senate Chair's appointment is in CAHSS and the Chair is an appointed member of the ACTCSP). Given the short timeline of the election, with November 30 as the Chancellor's Office preferred deadline for seating faculty representatives on the ACTCSP, I called a regular general faculty election, with nominations open to faculty in all colleges, librarians and coaches. Per section 8.32 of the General Faculty Constitution, "In elections where multiple positions are to be filled, those whose votes when added together constitute 66.7% or more of the votes cast will be elected. If there are more candidates retained than required for multiple positions, a run-off election will be held of those candidates." Depending on the results of the first round of this election, there may be a run-off election scheduled in the week in which we return from Fall Break.

The SenEx Committee is planning an open forum for the campus community organized on behalf of the Senate to occur prior to the Chancellor's Office scheduled campus open forum (the CO open forum is scheduled for Monday, February 4, time and place still to be determined). The purpose of this forum is to provide organized feedback to the ACTCSP regarding the skills, qualities and experience that the campus community would like the next president of the university to possess and the opportunities and challenges that leading HSU presents. Regarding the format of this forum, at the November 6th SenEx Committee meeting, several senators remarked that they appreciated the facilitation of last year's URPC open forum by Dean of the Library, Cyril Oberlander. We agreed that we would like a participatory forum that includes small group discussion with large group reporting, guided by questions and organized thematically around important aspects of the presidency. Some of these themes are likely to be: 1) leading with a compelling vision and effective leadership style; 2) engaging productively with campus and community; 3) ensuring financial sustainability (e.g., budget and fundraising); 4) promoting student success; 5) fostering a diverse, equitable and inclusive campus; and 6) other. Dean Oberlander has agreed to facilitate and he and I crafted a basic design for the forum that is participatory, engaging and effective for a two-hour session, while recognizing that many people will only be able to participate for part of the forum. Unfortunately, he cannot facilitate during the original day and time chosen by SenEx Committee, which was January 25, 2019, 1-3pm, because he is scheduled to be out of town. He suggested an alternative day and time of **Thursday, January 31, 3-5pm**, and given his experience and skill in facilitation, I think it is best for Senate to accommodate his schedule. If you have concerns or objections with moving the forum to January 31, 3:00-5:00pm, please let me know. Since Goodwin Forum is booked at that day and time, the forum will take place in **Library 301H, Humboldt Scholars Lab**. Dean Oberlander has asked for a few senators to volunteer to facilitate some of the small group discussions, which includes participation in a very brief training that he has prepared. I call on any senator who wants to be more involved in the process of choosing the next president of HSU to

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volunteer for this role at the forum. At a minimum, it is important for senators to plan to attend the forum and offer their thoughts for the ACTCSP to consider.

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University Senate Written Reports, November 13, 2018

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Kerri Malloy, APC Chair

APC meets at 2:00 PM in BSS 508 on the following dates: ~~8/29~~; ~~9/12~~; ~~9/29~~; ~~10/10~~; ~~10/24~~; ~~11/7~~; 12/4

Committee Membership:

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

August 29

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

September 12

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

September 26

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

October 10

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

October 24

- Meeting cancelled due a lack of a quorum.

November 7

- The committee is meeting virtually to review the draft of the advising policy that will be forwarded to SenEx.
 - Members of APC met with the Office of Student Rights and Responsibilities to gain an understanding of how policies are recommended by the Senate and approved by the President are implemented
-

Appointments and Elections Committee:

Submitted by Julia Alderson, AEC Chair

Andre Buchheister (Fisheries Biology) was appointed as CNRS Faculty Representative to the International Advisory Committee

Constitution and Bylaws Committee:

Submitted by Mike Le, CBC Chair

Roll Call (Quorum Met: 5/6)

Michael Le, Staff Senator, Chair (2018-2019), Jeff Abel, Parliamentarian, Faculty (2018-2020)
Joice Chang, Faculty (2018-2020), Joseph McDonald, Student (2018-2019), and Mary Watson, Non-MPP Staff (2018-2020)

Absent Members:

Leena Dallasheh, Faculty (2017-2019)

New Items

I. Guiding Document Discrepancies

- a. There is a conflict between the University Senate Constitution (USC) and the General Faculty Constitution (GFC) on when terms begin. CBC likes the idea of beginning the new

Senate on June 1 st (same time as General Faculty) as opposed to “the day following the last day of the spring semester.”

- b. There is a conflict between the University Senate Constitution (USC) and the General Faculty Constitution (GFC) about how to fill a vacancy. Since faculty have the right to determine how their faculty are elected and replaced, the USC will be updated to reflect the GFC.

II. Possible Guiding Document Issues and Questions

a. GFC 3.2 Representation to Other Organizations

- i. The General Faculty shall elect those persons who represent it to appropriate university committees, campus auxiliary governing boards, and state organizations. In cases of appointment of representatives, names of appropriate appointees shall be put forward by the University Senate Appointments and Elections Committee’s Faculty Subcommittee to be confirmed by the Executive Committee of the General Faculty. The General Faculty may authorize these representatives to use such funds as are available for such purpose.
- ii. ISSUE - There is no such thing as a Faculty Subcommittee of AEC.

b. GFC 4.31 Other Terms of Office

- i. Other Terms of Office for elected General Faculty representatives shall be as defined in the HSU Faculty Handbook, Section 800. Terms of office for elected Faculty senators-at-large and Lecturer senators shall be as defined in the University Senate Constitution and Bylaws.
- ii. ISSUE - Section 800 is not policy. It’s a collection of information that sometimes falls out of date. CBC is looking for a better way to maintain this information.

c. GFC 4.7 Vacancies

- i. ISSUE - There is a reference to GFC section 3.2, which does not contain the desired referenced information.

d. GFC 4.72 The Secretary/Treasurer

- i. ISSUE - There is a reference to GFC section 4.61, which does not contain the desired referenced information.

Faculty Affairs Committee:

Submitted by Monty Mola, FAC Chair

Attendees: Renee Bird, Julia Gomez, Laura Hahn, Abeer Hasan, Cheryl Johnson, Monty Mola, Kirby Moss, Marissa O’Neill, Mark Wilson and George Wrenn

Current Work

1. Advising Policy

FAC met with ACAC director, Kathy Thornhill, on November 1. We discussed how advising is currently done on campus, who has been and who is responsible for advising students who are on academic probation, a developing advising assessment, concerns about faculty workload and how we might move forward.

2. Appendix J

FAC has identified sections of Appendix J where language on equity and inclusion can be incorporated. Draft modifications are under development.

Future Work

1. Appendix J: Early Tenure, Faculty Workload (Collateral Duties), Clean up
2. Faculty workload survey
3. Create policy to support international faculty in obtaining permanent resident status.
4. Explore policy on lecturer voting rights within academic departments.

Integrated Curriculum Committee:

Submitted by Julia Alderson, ICC Chair

After receiving campus wide feedback, the ICC has revised the proposed Institutional Learning Outcomes. Mark Wicklund and I will introduce them at the 11/13 Senate meeting. (Please see Item 11 on the agenda, with its accompanying documents.) ICC's original intention was to bring this item forward for a first reading at this meeting. However, it was determined at SenEx that it would be preferable to offer them up as an informational item first, and then as a formal resolution at the meeting on 11/27. Please direct any additional comments about the ILOs to Mark and myself.

University Resources and Planning Committee:

Submitted by Mark Rizzardi, URPC Co-Chair

URCP Senate Report: November 13, 2018

The URPC's meeting on November 2, 2018 primarily covered: (1) URPC communication strategy, (2) Graduation Initiative 2025 proposal distributions, and (3) discussion of Draft Roll Forward Guidelines.

A URPC sub-group on communication strategies recommended that the URPC hold a forum in the fall and spring semester each academic year to allow the URPC to keep the campus informed on budget related activities. Fall (September) would highlight how we ended up and the direction for the year ahead. Spring (February) would be an update and overview of proposals under consideration. URPC will hold a forum in December which will include information related to this year's GI 2025 distribution and

how SSA will operate going forward with their process guided by their work with the Integrated Assessment, Planning & Budget (IAPB) group. The Budget Office is currently working with Marketing & Communications to help create an infographic explaining the current budget (expenditures and revenue). The Budget Office is also exploring creating videos which would explain the budget.

Provost Enyedi briefed the URPC on GI 2025 proposed distributions. In summary:

- HSU has made solid progress on five out of the six metrics, with graduation rates at all-time highs. However, HSU's equity gaps have increased and we have significant work to do in this area.
- Academic College budgets increasing by \$2.7 million for faculty hires
- Student Success Alliance (SSA) has been working to determine how the remaining approximately \$3 million (\$1.4 million in base budget) will be distributed between the six categories outlined by the system: Academic Preparation, Enrollment Management, Student Engagement & Wellbeing, Financial Support, Data-Driven Decision Making, & Academic Barriers.
- The Provost will submit a report to the Chancellor's Office on November 15th detailing the final percentages of the allocations that will go to the state legislature:
 - Academic Preparation - 25%: Expansion of Learning Communities
 - Enrollment Management - 12%: 2 Additional Professional Advisors, Roving Advisor Pilot in CCAEs, Chatbots
 - Student Engagement & Wellbeing - 29%: Basic Needs Single Point of Contact, Additional FTE in CARE services, Clubs central coordinator support position; one-time funding for Housing deposit program and basic needs
 - Financial Support - 17%: Expand student employment opportunities
 - Data-Driven Decision Making - 14%: Additional 2 FTE to support assessment for the Office of Institutional Effectiveness
 - Academic Barriers - 3%: Academic scheduling position
- SSA working to develop a campus wide, transparent and collaborative process for proposals for future GI 2025 allocations that incorporate equity and assessment.

Draft Roll Forward Guidelines were further discussed. The idea is to establish formalized, documented process and attempt to address the "use it or lose it" mentality, create flexibility at all levels, including a University Strategic Initiatives Pool and deliberately build reserves as outlined in the University Operating Fund Reserve Policy. This guideline will be revisited and like evolve over time. The current draft can be found adjacent to the minutes for November 2 at <http://budget.humboldt.edu/urpc> .

The November 16 meeting will finalize Roll Forward Guidelines, review 2019-20 CSU Support Budget Request, and formalize agenda for Open Forum.

Academic Senate CSU (ASCSU):

Submitted by Mary Ann Creadon, ASCSU Representative

1. **Chair Nelson** referred us to her written report distributed last night. Chair Nelson's current and past chair reports can be found at http://www.calstate.edu/AcadSen/Records/Chairs_Reports/

2. Excerpts from Other Reports

- **Academic Affairs** discussed the following topics.
 - Artificial Intelligence and its potential impact on curriculum
 - Observing the 20th Anniversary of the center for community engagement
 - Call for inclusion of tuition in Cal Grant B for freshman
 - Closing the achievement gap
 - Data-based decision making
 - Augmentation of Student Success White Paper
 - Immigration status of students
 - Need for C-ID course reviewers
 - Alternative faculty appointments
 - Use of standardized tests in admissions
 - Funding for the Electronic Core Collection
- **Academic Preparation and Education Programs** discussed the following topics.
 - Update on the West Ed study looking at implementation of EO 1110
 - Disciplinary councils
 - Negative publicity about teacher education programs across the country
 - Proposal for a 4th (senior) year of quantitative reasoning in the a-g admissions standards
 - Proposal for a 3rd year of science in the a-g requirements (being considered by the UC also)
 - Update on student progress/classifications under the new EO 1110 structure
 - Resolutions (see below)
 - C-ID CORE faculty (course reviewers)
 - C-ID FDRG membership (in charge of maintaining discipline transfer curriculum)
 - Discipline council support
 - Commendation of Bechtel Corporation (January)
- **Faculty Affairs** discussed the following topics.
 - State budget allocation to support unconscious bias training
 - Allocation of \$25m for tenure-track hiring
 - Appointment of clinical faculty (tenure-track with little or no scholarly activity expectations)
 - Presidential search process
 - Course Hero (posting of course materials)

- Request for instructor/grade information
- EO 1100 and 1110 implementation
- **Fiscal and Governmental Affairs** discussed the following topics.
 - Directory of who ASCSU legislative representatives are, including who represents the areas served by satellite campuses
 - White paper on student success
 - Planning for lobbying
 - Tracking of legislation
 - Tuition
 - Campus budget allocations
- **GE Advisory Committee** discussed the following issues.
 - Results of a survey of history chairs asking advice on units granted for AP modern history.
 - CCC Online College update (workforce, non-baccalaureate preparation)
 - GE Task Force report
 - Review of campus survey on best practices in GE assessment—will be looking at campus GE curriculum maps
 - Standardization of GE across the system as a result of EO 1100(rev.) implementation.
- **Senator Soni Report on ASCCC Plenary Meeting** He highlighted the following topics discussed at the plenary.
 - The CCC Online College has no CEO and no faculty named yet.
 - There is a new CCC funding formula that includes incentives based upon student success. (Base plus enrollment, allocation based upon low income students, allocation based upon success) This may eventually move to a 60-20-20% breakdown.
 - Guided Pathways <http://cccgp.cccco.edu/>

3. Faculty Trustee Sabalius reported on the GI 2025 conference. The Board met in its annual retreat the day before. There was disappointment expressed that the ASCSU Chair was not invited to attend. This practice may be reconsidered next year. He reported on his busy schedule since our last plenary, including many campus visits and meetings with faculty across the state. We anticipate a supplemental budget “ask” to the legislature of an additional \$456m. This would address deferred maintenance, student basic needs and enrollment growth of 5%. There is an increasing awareness of the magnitude of the CSU’s deferred maintenance problem. It is important to advocate for major increases in budget augmentation while the economy is healthy. He continues to argue for a deferred maintenance augmentation of at least \$1b. Deferred maintenance has a negative impact on student success. We need working, accessible infrastructure. Faculty Trustee reports can be found at http://www.calstate.edu/AcadSen/Records/Faculty_Trustee/index.shtml

4. We commended former Chair Chris Miller who is leaving our body to assume an administrative position on her Sacramento campus.

5. We passed the following resolution upon second reading. Copies of this and other resolutions can be found at <http://www.calstate.edu/AcadSen/Records/Resolutions/>.
 - a. **Observing the 20th Anniversary of the CSU Center for Community Engagement, and Student Success in Service Learning and Community Engagement** is self-explanatory.

6. We passed the following resolutions after waiving a second reading. Normally first reading items are distributed to campuses for feedback. However, if the ASCSU deems an item to be urgent (e.g. the need to provide input before a policy or piece of legislation is being considered) it may waive the second reading. Copies of this and other resolutions can be found at <http://www.calstate.edu/AcadSen/Records/Resolutions/>.
 - a. **Requirements for Appointment of Course Outline of Record (COR) Evaluators for the California Course-Identification (C-ID) Process** establishes criteria and a process for the appointment of CSU reviewers of CCC courses submitted for inclusion in CCC Associate Degrees for Transfer (ADTs). Tenured, tenure-track and full-time lecturer faculty and FERP faculty with expertise in curriculum and articulation are eligible for appointment by the CSU Executive Committee. The delay in appointing CSU course reviewers has hindered the approval of campus ADTs, preventing students from utilizing this preferred avenue for transfer. CCC leadership has been urging expediting of this process for some time now.
 - b. **Presidential Search Process in the California State University System: Announcement of Finalists and Visitors to Campuses** argues for a return to the practice of conducting open searches for campus presidents. The ASCSU wanted to offer advice in time to inform the coming presidential searches this academic year.

7. We introduced the following resolutions that will be considered for adoption at our January plenary. Copies of this resolution should be available shortly for campus review.
 - a. **Adoption of “Tenets of System Level Governance in the California State University”** is self-explanatory. (See text at the end of this report.)
 - b. **Misappropriation of CSU Faculty Instructional Materials by Course Hero** opposes the use of faculty intellectual property by this entity without the permission of the faculty members affected. It asserts that this misappropriation enables academic dishonesty.
 - c. **A Call for the Inclusion of Tuition in the Cal Grant B Program for Freshman** This program currently does not provide funds to low-income freshmen to cover tuition.
 - d. **Increased Funding for the Electronic Core Collection (ECC)** Not only is this collection used by all 23 campuses, but this approach to acquisitions continues to save our campuses significant resources every year.
 - e. **Notification of CSU Parties Involved in a California Public Records Act Request** requests that the CSU keep the appropriate individuals informed when requests under the CPRA may affect them.
 - f. **Closing the Achievement Gap and Increasing College Completer Outcomes and Success for All CSU Students** supports this goal, commends the CSU’s commitment to achieving this goal, applauds the GI 2025 initiative for its commitment to the goal, commends the

ITL for its support in reaching this goal, lists factors affecting equity, and asks that additional analyses be conducted to look at equity in other outcomes such as major selection and employment experiences after graduation.

g. Encouraging Responsible Curriculum Development and Modification Under HEERA

Asserts that research supports our system's previous approach to remediation and that too much focus on graduation rates may result in some negative consequences, reiterates a concern about flawed approach to shared governance evidenced in the development and implementation of EOs 1100(rev.) and 1110, encourages campus senates to assert their control over the curriculum, and encourages the CSU administration to engage in data-driven and genuine consultation regarding the future of these two executive orders.

h. Requirements for Appointment to be a Faculty Discipline Review Group (FDRG)

Member for the California Course-Identification (C-ID) Process clarifies the criteria and process for these appointments. These individuals oversee the Transfer Model Curricula (TMCs) that can be incorporated into CCC campus Associate Degrees for Transfer and the content of the courses which populate these degrees.

i. Creation of California State University Discipline Councils encourages the Chancellor's Office to maintain contact lists of appropriate faculty for all disciplines for which a Transfer Model Curriculum exists and support electronic communications for those groups and to support the formation of discipline councils for those groups, similar to the Math and English Councils.

j. Examining the Impact of Attrition and Enrollment Growth on the Number of CSU

Students asserts that increasing graduation rates, in and of itself, may not increase the number of graduates over time, encourages the CSU to recognize the impact of student attrition, urges the creation of a task force to examine student attrition, and supports the request of additional state funding to fully support an increase in the number of students served by the CSU. Background information related to this resolution can be found at <https://www.dropbox.com/s/jd9eesjag7mnyqy/Stohs-Schutte%20-%20Oct%202018%20Grad%20Rate%20Myth.pdf?dl=0>

8. Jennifer Eagan (CFA Liaison) reported the following.

- Election Update
 - All but 2 CFA-endorsed candidates were elected with the possible exception of two people in races still too close to call (State Superintendent of Public Instruction and Insurance Commissioner).
 - CFA was out if force at the Newsome election celebration. Many students also attended.
 - Proposition 10 failed despite CFA endorsement.
 - Most CFA-endorsed senate candidates were elected or may be elected when final vote tallies come in.
 - CFA-endorsed candidates did well in assembly races. Several races still do not have definitive results.

- We had a great partnership with the CSU administration, CSSA and others. Given that success, it was disappointing to see executive compensation increases being taken up by the Board so soon after our budget became final.
- We are closely monitoring how the \$25m for new hires is being allocated/spent.
- Our contract runs out in 2020. While we are grateful for the raises under this contract, we are still “digging out of a compensation hole” dating back to before the big budget cuts. We are trying to educate faculty of the need to continue our strong efforts to address faculty issues. Bargaining has never been easy in this system.
- CFA is working on a paper on tenure density. We expect it to be released in June. Lecturer conversion to tenure-track positions, the impact of decreases in tenure-track counselors, etc. are issues currently being discussed.

9. Alumni Trustee John Nilon shared his personal story of being an undergraduate in the CSU. He intended to transfer from college in Colorado to UCSB but had his admission delayed a term. He attended CSC, Bakersfield for 10 weeks prior to transfer. His great experience with the faculty in Bakersfield led him to remaining there to finish his degree. He expressed his belief that we have a very special faculty in the CSU. His wife had a similar experience with her CSU professors. Two of his children are alums and the third hopes to attend CSUSM next year. **In response to questions/comments:** In at least some cases, it appears that open presidential searches result in a smaller pool of candidates than do closed searches. The search firm we have used assures us that this is the case across the country. He will work to help collaboration between the administration and faculty be even more effective. He will look into the issues surrounding the use of non-tenure-track faculty and tenure density. He addressed both our relationship with the legislature and our funding challenges. We may need to focus more attention on advocacy efforts at the legislative district level. Alumni can be a key component in building momentum for adequate funding for the CSU. He will ask the Chancellor about the status of the proposed task force on tenure/alternative types of appointment. We need to do a better job of maintaining email addresses for our graduates. He is very interested in student mental health issues and the need to do a better job of getting young men of color to attend our campuses. The state is considering a bond issue which might bring us \$4b to deal with deferred maintenance. However, unless the state pays off the bond, this will not help much with our funding challenges. Faculty diversity is an important topic for the CSU. We need to do a better job of concisely communicating what the CSU means to the state in terms of workforce development. We need to balance efficiency with effectiveness in what we do. We may want to consider the idea of designating all campus alcohol sales-related revenues go to funding student services, especially mental health services.

10. EVC Loren Blanchard began by lamenting the unfortunate and senseless shootings of young people, including college students, that took place last night in Thousand Oaks. CSU students were involved. We are putting our inter-campus cooperation plan into effect to assist CSU, Northridge in any way needed including counseling of students.

Next week the Board will be focusing on student mental health. We are partnering with local and regional support services to increase our ability to meet student needs. Student basic needs (food, housing) will also be addressed. We will provide an update on the services we offer to our military veterans. We have over 21,000 service members, veteran's, and service family members attending the CSU. The Board will get an update on the GI 2025. We are proud of the number of students who are achieving a quality degree from the CSU. Our 4-year graduation rates have improved from 23% to 25% over the past year, the 6-year rate from 59 to 61, 2-year transfer student rate 35% to 38%, and the 4-year transfer student rate 75% to 78%. The URM graduation gap decreased from 12.2% to 10.5% and the Pell-eligible gap decreased from 12.6% to 9.5% over that same period.

GI 2025 workgroups continue their work. There is broad representation from across our system on these groups. They have done a great job in outlining some priorities for the coming years. Four foci going forward include:

- Campus implement of student preparation initiatives.
- Framework for student care and well-being.
- Increasing student course loads.
- Improving advising.

Note: Board meetings are livestreamed: <https://www2.calstate.edu/csu-system/board-of-trustees>

Dr. Blanchard addressed the public information request about faculty information and course grades. Our counsel's office has negotiated what we feel is a more reasonable request. Chair Nelson was thanked for her role in this process. We have a committee on technology and on-line education. It replaces other committees. It is focused on increasing student access. This committee will begin meeting later this month. The committee is composed of administrators from across the system, the ASCSU Executive Committee, and the CSSA President.

In response to questions about: The Interpretation of EO 1100 (rev.): We hope to help campuses be responsive to EO 1100 and align with system expectations without being overly prescriptive. Faculty Development Opportunities for Lecturers: The faculty representatives involved in overseeing those programs should be consulted on those issues.

11. AVC Ryan Storm and Director Kara Perkins made a presentation about the CSU budget. They began with a historical review. The numbers are grim. We have lost a lot of buying power over the past 14 years. Real (adjusted for inflation) budget per student has dropped significantly. The holes in our budget from 6 years ago have not been filled even as our allocation has grown. Expenses per student are significantly lower than at our comparison institutions and a fraction of what they are at UC. We are VERY efficient (unfortunately). Our students graduate with significantly less debt than the national average. The base budget supplement request/projection has \$75m for the Graduation Initiative, \$206.1m for 5% enrollment growth, \$147.8 for employee compensation increases (approximately 3% increase), \$80m for academic facilities and infrastructure needs and \$45.4m for mandatory cost increases (health care benefits, retirement contributions, etc.) for a total of

\$554.3m. We are asking the state for a general fund increase of \$456 and expect a \$98.3m increase student fund revenue (based on 5% enrollment increase) for the total of \$554.3m. The system anticipates also asking for a one-time funding augmentation of \$15m to meet student basic needs and \$250m for deferred maintenance. As soon as the Board approves a budget request, advocacy will begin in earnest. Capital financing options for the state/CSU were reviewed. The best solution for the CSU might be for the state to put additional debt service funding into our base budget and allow us to borrow and repay our own construction funds. This would be a cheaper and faster alternative to having the state issue general obligation or lease-revenue bonds. Many technical questions regarding lobbying strategies, capital funding, recurring vs. one-time funding, etc. were asked and thoroughly answered. Of note is the possibility that if we ever make a pitch for a major increase in capital funding, this may be an opportune year with a new state administration taking office and a relatively robust economy.

12. Joe Nino (CSSA Chair) CSSA has been focused on voter registration and turnout. They are now refocusing their attention on their legislative/advocacy agenda. CSSA was glad to attend the GI 2025 conference and hopes that we can do things to remove the student success equity gap. Campuses are encouraged to nominate individuals for consideration for the student trustee position. CSSA is working with our sister segments' students to ensure adequate financial aid is available to all deserving students. They are preparing to weigh in on the proposed CSU executive compensation policy.

13. James Swartz (ERFSA Liaison) ERFSA is working with the CO to create better links across campuses. They are discussing our current tuition structure which is based upon unit tiers rather than units. Note: ERFSA provides many very valuable resources for retired and nearly-retired CSU employees. The website is particularly valuable. <http://csuerfa.org/>

Tenets of System Level Shared Governance in the California State University

The Academic Senate of the California State University (ASCSU) and the Chancellor affirm their commitment that joint decision making is the long-accepted manner of shared governance at the system level.ⁱ Shared governance refers to the appropriately shared authority, responsibility and cooperative action among governing boards, administration and faculty in the governance and accountability of an academic institution.ⁱⁱ

The Constitution of the ASCSU establishes the purpose of the systemwide senate, as well as the means of consultation and decision making by which the senate will act.ⁱⁱⁱ Both the ASCSU and the chancellor recognize there will be areas of consultation and decision making in which one party or the other will have primary responsibility.^{iv} In the case of the faculty, primacy includes academic programs, curricula, methods of instruction, and areas of student life that directly relate to the educational process.^v In these areas the ASCSU is the formal policy-recommending body on systemwide academic and curricular policy

and matters that directly impact them; it is also the primary consultative body on the academic implications of systemwide fiscal decisions.^{vi} The authority of the faculty in these areas derives from its recognized expertise in academic matters. The chancellor maintains administrative responsibility for the institution. The chancellor shares responsibility for the defining and attaining of systemwide goals, which may include goals for the educational program, and the communication that links all components. In the case of academic policy, proposals for changes in policy or for new policy may arise from academic administrators.^{vii} Both parties accept the fiduciary and governing authority of the Board of Trustees of the California State University ultimately to set policy. For the CSU, consultation must take place with the ASCSU in areas of faculty primacy described above. This primacy means the faculty voice is given the greatest weight, although the authority for the final decision resides in the Office of the Chancellor. In areas of faculty primacy, recommendations of the faculty are normally accepted, except in rare instances and for compelling reasons.^{viii}

Consultation and mutual respect are key components of shared governance. Effective consultation and joint decision making result in decisions that better serve the CSU and its students. While discussions may take place in different forms with other constituencies, faculty consultation means that there is an established process of deliberation that offers a means for the faculty—either as a whole or through authorized representatives—to develop and provide formal input in advance of decision making on the particular issue under consideration. System level policy affecting faculty primacy areas shall result from consultation between the chancellor and the ASCSU. Joint decision making in these areas results from effective consultation, as characterized below. While the ASCSU serves as the official voice of the faculty on systemwide issues, campus senates serve as the official voice of their respective faculty. Consistent with the precepts of this document, but not expressly addressed herein, campuses have their own relationships with the Office of the Chancellor. A normative culture of meaningful consultation must be characterized by:

- openness and transparency;
- commitment to civility, integrity, respect and open communication;
- mutual responsibility for decisions;
- trust, including trust of good intentions;
- a commitment to responsible participation on the part of all parties;
- a respect for evidence-based deliberation;
- a recognition of established best practices and promising new data-driven practices in the evaluation of subjects under consideration; and
- a recognition that consultation must allow both parties the time to consider, debate, develop their responses and work toward consensus while recognizing the need to proceed in a timely manner.

In accordance with the above described culture of consultation, any plan or policy that could affect faculty primacy areas and that may actually or potentially result in an executive order, shall be provided in draft form to the ASCSU body (or Executive Committee if during the summer), allowing for a reasonable review period (normally expected to approximate 75 days). If requested by the Executive

Committee, additional extensions to obtain feedback may be authorized by mutual agreement. Each party recognizes that there will be occasional circumstances in which time constraints do not allow for normal systems of consultation to work effectively. The formal consultation process will therefore make provision to allow for an explicit agreement between the ASCSU and the chancellor to engage in a mutually agreed-upon process of expedited consultation in such cases, while still recognizing the formal role of the academic senates as the faculty voice on the matters under consideration. In the unlikely event that agreement cannot be reached, the chancellor will decide. Because an expedited process is not the most optimal form of consultation and shortchanges a robust shared governance process, its use should be limited to those rare circumstances that justify departing from the more comprehensive process intended by this document.

Ultimately, genuine consultation based on sound reasoning occurs only in such a time and manner that each party has a reasonable opportunity to affect the decision being made.

ⁱ In California, the faculty role in shared governance and the centrality of joint decision making in that process is clarified in the Higher Education Employee Relations Act (HEERA); HEERA was to establish collective bargaining for faculty at CSU to insure that in doing so, traditional shared governance practices are not inhibited or undermined: *“The Legislature recognizes that joint decision making and consultation between administration and faculty or academic employees is the long-accepted manner of governing institutions of higher learning and is essential to the performance of the educational missions of these institutions, and declares that it is the purpose of this chapter to both preserve and encourage that process. Nothing contained in this chapter shall be construed to restrict, limit, or prohibit the full exercise of the functions of the faculty in any shared governance mechanisms or practices...”* <https://www.perb.ca.gov/laws/statutes.aspx#ST3560>

ⁱⁱ <https://www.aaup.org/report/statement-government-colleges-and-universities>.

ⁱⁱⁱ http://www.calstate.edu/acadsen/records/about_the_senate/documents/constitution_2013_revision.pdf

^{iv} <https://www.aaup.org/report/statement-government-colleges-and-universities>.

^v <https://www.aaup.org/report/statement-government-colleges-and-universities>.

^{vi} http://www.calstate.edu/acadsen/records/about_the_senate/documents/constitution_2013_revision.pdf

^{vii} <https://www.aaup.org/report/statement-government-colleges-and-universities>.

^{viii} [*Report of the Board of Trustees’ Ad Hoc Committee on Governance, Collegiality, and Responsibility in the California State University*](#). Adopted by the Board of Trustees of the California State University, September 1985.

Addendum

This document resulted from a series of meetings between members of the ASCSU Executive Committee (Christine Miller, Catherine Nelson, Simone Aloisio, Thomas Krabacher, and Robert Keith Collins) and members of the leadership team at the Office of the Chancellor (Timothy White, Loren Blanchard, Christine Mallon, James Minor and Leo Van Cleve). The meetings took place during the 2017-18 academic year, and culminated in mutual agreement on May 8, 2018.

The following definitions aided in the crafting of this document:

Chancellor: For the purpose of this document the Chancellor refers broadly to the functions assigned to the Chancellor and the staff who work in the Office of the Chancellor.

The following definitions are used by the American Association of University Professors and the American Conference of Academic Deans in surveys of higher education governance in 1970 and 2001. (1)

“Consultation: Consultation means that there is a formal procedure or established practice which provides a means for the faculty (as a whole or through authorized representatives) to present its judgment in the form of a recommendation, vote or other expression sufficiently explicit to record the position or positions taken by the faculty. This explicit expression of faculty judgment must take place prior to the actual making of the decision in question. Initiative for the expression of faculty judgment may come from the faculty, the administration, or the board.”

“Discussion: Discussion means that there is only an informal expression of opinion from the faculty or from individual faculty members; or that there is formally expressed opinion only from administratively selected committees.”

(1) <https://www.aaup.org/NR/rdonlyres/97F85F15-0C93-4F2D-8291-E0E3DAC00329/0/01surv.pdf>

President's Office:

Submitted by Lisa Rossbacher, President, Humboldt State University

I will be unable to join you at this week's University Senate meeting; I will be attending the November meeting of the California State University Board of Trustees' meeting. A primary focus of the meeting will be approving the CSU operating budget request for 2019-20. The proposal is expected to include the following requests for new funding (in addition to maintaining existing support):

- The CSU plans to request funding for \$554.1M in total incremental expenditures, including \$455.8M in new general funding from the state and \$98.3M of new tuition revenue associated with increased enrollment.
- The new revenue would be used for the following priority areas:
 - Graduation Initiative 2025: \$75M
 - Five percent enrollment growth in full-time equivalent students: \$205.9M (*Note: HSU will not be eligible for any of these funds until our enrollment levels have increased to the current target of 7,603 FTES California-resident students; HSU is currently about 12% below this target, while other CSU campuses are up to 24% above their funded targets.*)
 - Employee compensation: \$147.8M
 - Academic facilities and infrastructure needs: \$80M
 - Mandatory costs: \$45.4M
- The CSU is also requesting one-time funding for:
 - Deferred maintenance: \$250M
 - Basic Needs partnerships: \$15M

After the Trustees approve the operating budget request, it will be forwarded to the Governor and the Department of Finance for consideration as the proposed 2019-20 state budget is developed. The preliminary state budget will be released in January 2019.

Other topics on the Board of Trustees' agenda include a progress report on Graduation Initiative 2025, a report on student fees at all the CSU campuses, and recognition of student veterans.

Of particular interest for Humboldt State will be remarks to the Board by HSU student veteran Matt Aldrete and the Board's discussion (and, we hope, approval) of the donation of land from the City of Arcata to HSU. The City proposes giving 884 acres of property contiguous to the Jacoby Creek Forest to the University, for use as a living laboratory for the College of Natural Resources and Sciences for research and field experiences.

I have had the opportunity to read the transcribed remarks by Professor Marlon Sherman from the last Senate meeting, and I regret that I will not be able to attend this meeting to participate in the continued discussion. Professor Sherman has raised some important and challenging questions, and I very much

appreciate the University Senate's commitment to exploring and addressing the issues he has highlighted.

I also ask all of you to join me in sending best wishes to our colleagues at the CSU campuses in Chico, Sonoma, Channel Islands, and Northridge. Three of these campuses are seriously impacted by the fires along the Central Coast and in inland Northern California, and two of them have also been deeply affected by the shooting in Thousand Oaks early Thursday morning.

I have come today to talk to you on behalf of my fellow peers in the Social Work Department as well as other students of color on campus. I chose to go to school here because of the openness of everyone and the belief that this school was diverse. This is the message that the university gave me and many other students before I got here, but this is not necessarily the case.

On Thursday, November 1st it was reported to us by our professors that there were white supremacists on campus while students were on campus attending classes. There are many students of color, as well as faculty and staff, that attend school here and the white supremacists who came onto this campus, and then began walking around, that felt potentially threatening to the lives of these students, faculty and staff. We had to find out at the end of the day during our last class that since that morning there were white supremacists on campus and that they were now walking around campus.

I remember sitting there in shock wondering if something would happen to someone here on campus. When our professors were done telling us about this, a white male came into our class and he looked very suspicious. I remember feeling scared because of the way he was presenting himself; holding his bag tightly and not saying anything but looking around the class until turning around and leaving. All of us were on edge because of what we had just heard and then he walked in. We weren't trying to make him seem like he had to be one of the supremacists, but that's the first thing that came to mind. I felt too unsafe to even go to the bathroom, I couldn't hold it, so I went, but I was so scared. I had to ask someone to come and get me after class and walk me home because I was nervous. As I am sure a lot of other students who were informed felt as well.

That night I checked my email constantly to see if we had received anything from the school addressing the issue, but nothing. It has been almost two weeks and the whole school has not been informed. Something needs to be done about issues like this. We can't wait for something dangerous or even deadly to happen, again, before we have a conversation about the issue of racism here in this county.

What we want

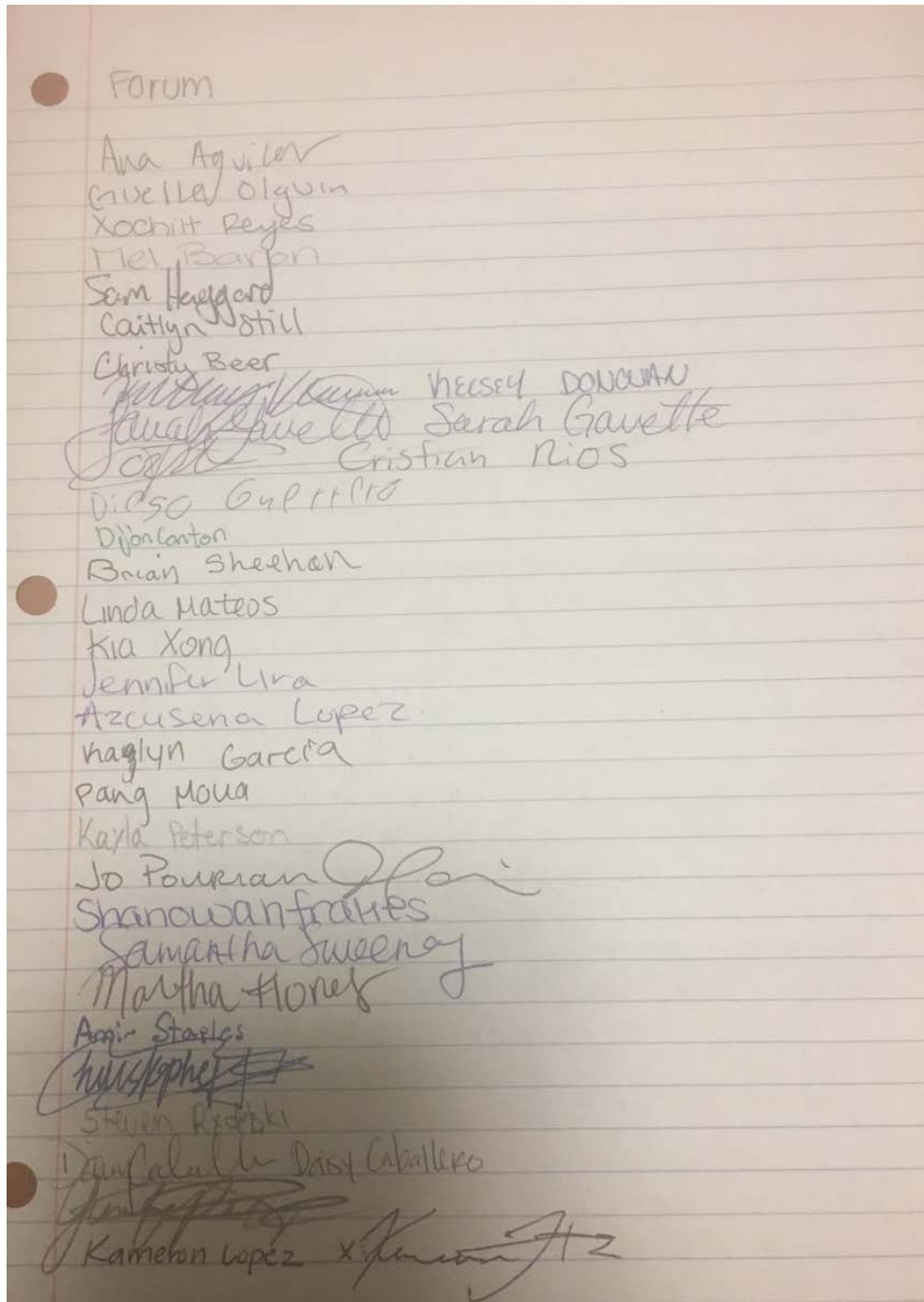
- To be informed the moment incidents like this happen, not an hour or two later but the moment that the university becomes aware of an issue like this.
- To be informed about what the university is doing to address the situation and what we can do as students to help keep each safe.

Laura Garcia
University Senate Open Forum Remarks
November 13, 2018

- A public conversation or discussion about the incident in ways that acknowledge what happened without minimizing it or pushing it aside.
- More support for people of color here on campus- to reassure people of color that they are welcome here.

Laura Garcia

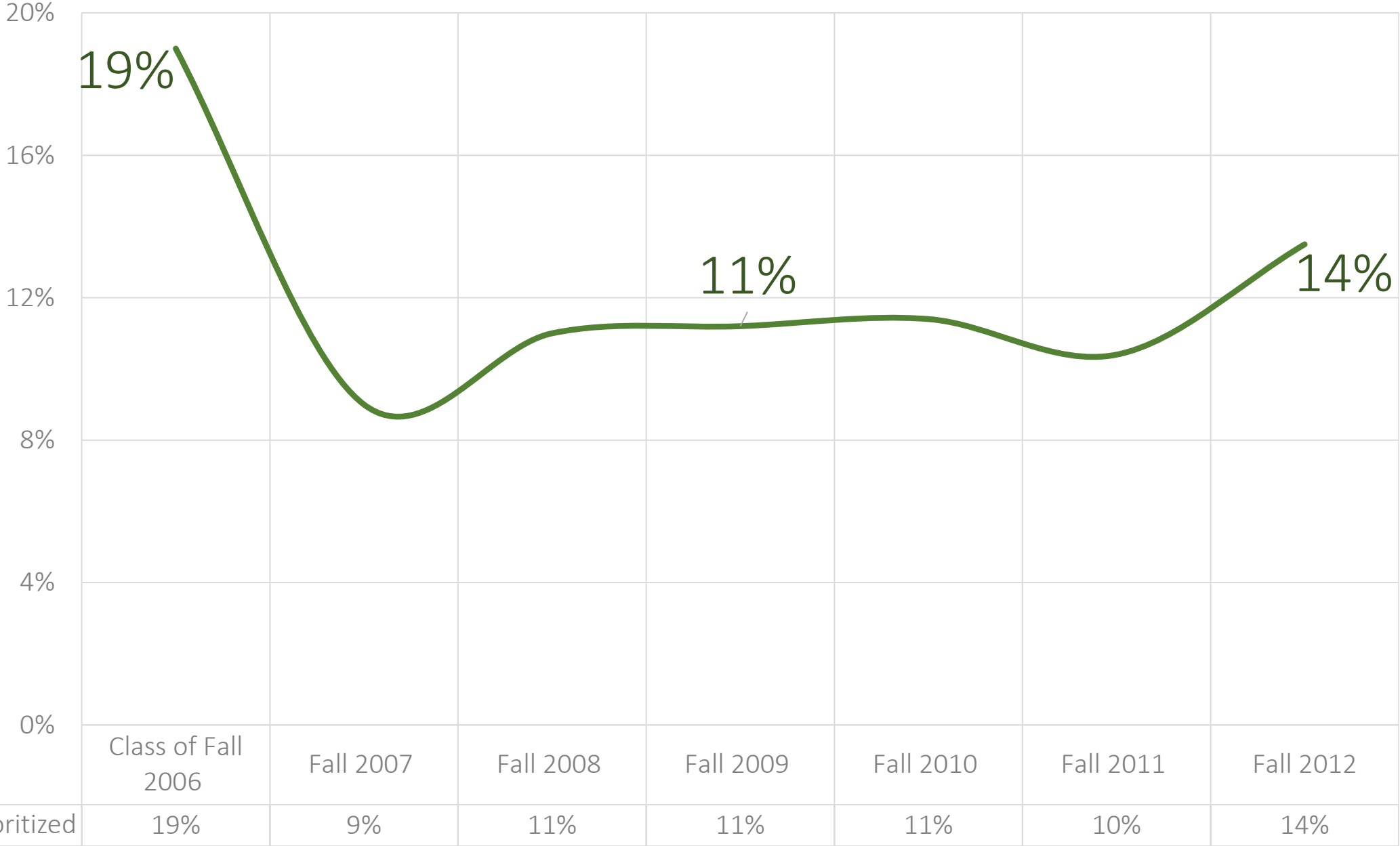
HSU Junior- Social Work Major



Heather Saylor
University Senate Open Forum Remarks
November 13, 2018

My name is Heather Saylor, and I am a junior in the Social Work program. On Thursday, November 1st, it was reported that there were alleged white supremacists or white nationalist on campus. The event in question happened on a weekday when the campus was live and active. According to the data produced by HSU, people of color make up 50% of the undergraduates in attendance here, meaning that when those white supremacists stepped foot on this campus, 50% of the students here were at risk or in danger. 50% of the HSU, students, not including staff or faculty were put in a position of risk by the University. This is an institution that they are a part of and support, and that they endorse and believe in. HSU has failed its students on November 1st when the presence of these people were not acknowledged publically and still have not been as of today. HSUs inability to alert its students of the situation including the foot chase with UPD while we were in class, not only affected the thousands of people who attend classes here, but also the community that we live in. From recent violence in the plaza to the past trauma of the racially motivated murder of Josiah Lawson, this community has gone through a lot. HSU hasn't always been there in the way that it should have. The trauma that students have endured here after entrusting the University with their safety is atrocious. Let us create a healthy learning environment for students. Let us be transparent with security issues that involve campus race relations. We are asking to be more transparent and to alert us when things like this happen, because none of us knew about it until the end of the day. We still don't know exactly what happened. These people were supposedly in full uniform and it's very scary.

Minoritized Student Equity Gap: 6 Year Graduation Rate



"Every system is perfectly designed to achieve the results it gets."

W. Edward Demming

Program Review and Assessment of Learning

Rationale for proposed changes

Why are we addressing this?

From WASC's letter of notification of HSU's accreditation:

The commission requires the institution to respond to the following issues:

...

"Implement a comprehensive university assessment plan developed by faculty so that effective assessment is consistent across the institution and widely shared among faculty, staff, and students. Improving the assessment of GEAR and consistently embedding the expectations for student learning in the standards faculty use to evaluate student work are components of effective assessment."

Why are we addressing this?

Between now and our next accreditation review in 2025-2026:

- Special visit for spring 2021 to address progress on
 - budgeting, enrollment management, and diversification of revenue sources
 - **a comprehensive university-wide assessment program**
- Mid-cycle review for spring 2022

Pertinent quotes from WASC's accreditation report:

Insufficient plans for continued development of assessment and program review

"...specific information on the campus's plans for continued development of internal processes, such as **assessment and program review**, was insufficient."

No alignment of program-level outcomes with institutional outcomes

"There is a lack of integration and **alignment of program-level outcomes to university-level outcomes**."

No evidence of meaningful data collection

"...many assessment plans (the core competency assessment plan; the graduate assessment plan) demonstrate viable assessment structures, but there is **no evidence that data has been gathered in a comprehensive and meaningful way**."

Uneven participation in program review; no university-wide assessment plan

"The **program review process...is still uneven** in terms of the number of programs actually assessed according to the assessment calendar. **The university lacks an overall assessment plan**—while the hiring of an assessment coordinator is encouraging, much work has yet to be done to link and align all assessment activities."

In preparation for WASC's 2021 visit:

- Revamp program-review process to increase participation and utility.
- Implement university-wide assessment program that is sustainable, supported, meaningful, reasonable, and not arduous.

Steps to a university-wide assessment program:

STEP ONE: Align outcomes across the university

STEP TWO: Implement university-wide use of the CSU's assessment plan template

STEP THREE: Implement a system of university-wide data collection

STEP FOUR: Establish annual assessment and reporting protocols

Steps to a university-wide assessment program

STEP ONE: *Align outcomes across the university*



ILOs highlight the general knowledge, skills, and dispositions that all students are expected to have upon graduating.

PLOs identify the specific discipline's knowledge, skills, and dispositions that program graduates are expected to have.

SLOs clearly convey the specific and measurable behaviors that students must demonstrate to achieve the PLOs.

Steps to a university-wide assessment program

STEP ONE: Align outcomes across the university

PROGRAM PLANNING RESOURCE GUIDE

Academic Programs and
Faculty Development
2017-2018

Sample outcomes for a Bachelor of Science degree in Biological Science

<i>ILO – Institutional Learning Outcome</i>	<i>PLO – Program Learning Outcome</i>	<i>SLO – Student Learning Outcome</i>
<i>Graduates will think critically and creatively and apply analytical and quantitative reasoning to complex problems.</i>	<i>Graduates will solve complex biological science problems.</i>	<i>Using biological science data sets, students will analyze and synthesize the data to solve a scientific problem in their interest area.</i>

The ILO is quite global. The PLO funnels the learning down to the specific discipline. The SLO outcome data will verify if the PLO and the ILO have been achieved. Note the connectivity (highlighted in yellow) between the ILO, PLO and SLO above. The relationship between the outcomes is significant as it demonstrates connectivity between outcome levels.

Steps to a university-wide assessment program

STEP ONE: Align outcomes across the university



- Revise our ILOs
- Distribute ILOs in curricula of major programs and GEAR program

Current HSU Baccalaureate Outcomes

HSU graduates will have demonstrated:

- effective communication through written and oral modes;
- critical and creative thinking skills in acquiring a broad base of knowledge and applying it to complex issues;
- competence in a major area of study; and
- appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities, and viewpoints.

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Challenges:

- Only three of five core competencies are referenced; information literacy and quantitative reasoning are not represented.
- Does our university-wide curriculum provide all students with opportunities to engage with a diverse range of people and views?
- Can we assess their appreciation of an expanded world perspective?

Current HSU Baccalaureate Outcomes

HSU graduates will be prepared to:

- succeed in their chosen careers;
- take responsibility for identifying personal goals and practicing lifelong learning; and
- pursue social justice, promote environmental responsibility, and improve economic conditions in their workplaces and communities.

Current HSU Baccalaureate Outcomes

HSU graduates will be prepared to:

- succeed in their chosen careers;
- take responsibility for identifying personal goals and practicing lifelong learning; and
- pursue social justice, promote environmental responsibility, and improve economic conditions in their workplaces and communities.

Challenges:

GEAR? Individual major programs?

- What are we expecting students to learn in preparation for successful careers? Where are we teaching those skills? Where we are assessing that learning?
- What are we expecting students to learn in preparation for identifying personal goals and practicing lifelong learning? Where are we teaching those skills? Where we are assessing that learning?
- How and where are we assessing learning of preparation for
 - pursuing social justice?
 - promoting environmental responsibility?
 - improving economic conditions?

Proposed Institutional Learning Outcomes

Strategy:

- Write five ILOs that correspond directly to the five core competencies that we are **required** to assess at the institutional level.
- Facilitate pursuit of one to three assessable ILOs that identify the knowledge, skills, and dispositions that represent the HSU ethos.

Proposed Institutional Learning Outcomes

In the course of achieving competence in a major area of study, HSU students will acquire skills that will prepare them for careers and thoughtful participation in democratic, civil society. Specifically, they will be able to

1. identify and evaluate the principles of equity as crucial to diverse, inclusive, and just communities in a globalized society;
2. explain the functions of the natural world and how social and economic systems depend on the resilience and conservation of ecological systems;
3. locate, evaluate, and employ information effectively and ethically for a wide range of purposes;
4. critically evaluate issues, ideas, artifacts, and evidence to guide one's thinking;
5. develop and express ideas effectively in writing;
6. effectively communicate orally for informational, persuasive, and expressive purposes; and
7. apply math concepts and skills to the interpretation and analysis of quantitative information in context.

Assessment planning:

- Multi-year plan identifies when and how each competency will be assessed.
- Includes mechanisms for interpreting, communicating, and using findings.
- Assessment regimen is overseen by a coordinator or committee.
- Findings are broadly shared with faculty.

Competencies as outcomes:

- Competencies are defined as assessable outcomes.
- Outcomes are accepted by faculty and integrated into curriculum and instruction.

Definitions of proficiency; agreement on expectations:

- Levels of proficiency expected at graduation are defined.
- Rating scale is employed to capture the quality and range of student performance.

Validity/Reliability:

- Faculty agree upon what amounts to reasonable evidence for the competencies and on collection methods.
- Methods are widely adopted and routine.
- Reviewers are calibrated to apply assessment criteria consistently—and inter-rater reliability is checked.

Use of Findings:

- Results are used to improve teaching, learning, and achievement.

Student Experience:

- Students have a grasp of
 - the core competencies,
 - the purpose of assessing them, and
 - how well students at HSU perform.
- Info is readily available to students on how they can improve their performance and why it's important to do so.