

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, September 14, 2021

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Maxwell Schnurer, APC Chair

Membership: Clint Rebik, Kathy Thornhill, Matthew Derrick, Malluli Cuellar, Morgan Barker & Humnath Panta

September 9, 2021

The Academic Policies Committee operates for the University Senate to create and review policies that impact the academic work at Humboldt State. We are a driven committee of staff, students and faculty that are hoping to provide policy that matches the values of Humboldt state. We view policy making as part of the necessary work to foreground justice and student-focused education at Humboldt State and hope to write and advise on policy to forward those goals. We work in collaboration with the ICC and academic programs with a working process intended to share common ground for success.

For fall of 2021 the committee will be working on:

- Minors, certificates and concentrations policy. This policy will codify the university-wide definitions and policies for academic programs. This policy will include clarification of roles and responsibilities and quality assurance expectations.
- Updated syllabus policy with particular focus on mode of instruction.
- Updated course numbering policy.
- Student learning community policy framed at the University level.

Faculty and university senators are invited to apply to be part of this exciting committee. We are actively seeking new partners. Please contact Mary Watson (mary.watson@humboldt.edu) if you are interested in joining the committee or the chair if you have questions about the work.

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

Integrated Curriculum Committee:

Submitted by Jill Anderson, ICC Chair

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

ICC Members:

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

Current Vacancies: CNRS Chair representative, CNRS faculty representative to GEAR Subcommittee/ICC, Graduate Council representative, Student representatives (2), University Librarian

Subcommittee Reports

- **Academic Policies Committee (APC)** The APC is working to identify priorities for the AY. The first policy slated to be brought forward to the ICC for collaboration this semester is on certificates and minors which is a continuation of work begun last AY. The APC is also looking to fill vacancies, especially connecting with faculty with interest in equity work.
- **Academic Program and Planning Subcommittee (APPC)** In the first subcommittee meeting, the APPC discussed and reviewed program proposal guides in preparation for review of the details in the upcoming polytechnic programs. Communication and roadmaps for proposal processes are being developed. The APPC also discussed online education and collaboration for the review of e-learning courses in the future.
- **Course and Degree Change Subcommittee (CDC)** The CDC jumped right in to reviewing curricular proposals that are in curriculog. There are more than 150 proposals in the cue and the CDC is making plans to review them in a timely way that is equitable for the committee members.
- **General Education and All University Requirements (GEAR) and Assessment Subcommittee** In their first meeting, the GEAR committee discussed preparations for the course recertification process and brought forward notes on the GEAR course proposal forms to the full committee for discussion.

Program Review Cycle. Associate Director of Academic Assessment, Mark Wicklund, brought forward a plan to expand the program review cycle for six year to seven in alignment with accreditation review cycles. Dr. Wicklund is working to define the 7-year program cycle and communicate with chairs.

GEAR Recertification Process. Dr. Lisa Termain provided an overview of questions and points for consideration on the process of recertification of GEAR courses.

- Recertification processes should go through curriculum to have a clear record of course certifications. Review for recertification will go through the GEAR subcommittee as outlined in the ICC bylaws. If a course is being changed curricularly at the same time it is going through recertification, it will be reviewed by both the CDC and the GEAR subcommittees.
- A few edits were proposed for the GEAR course proposal forms that were drafted last AY. GEAR and ICC are working with Academic Coordinator Bella Grey to populate the forms into curriculum.
- The GEAR committee is refining a process to recertify courses with multiple designations (e.g. Area C and DCG) at the same time instead of having them recertify for one area at a time.
- The recertification process is planned to go in seven year cycles in accordance with Resolution 30-21/21 ICC.

Online Learning Discussion. The committee discussed the expiration of the WSCUC online learning accommodation in December and the future of online learning at HSU. This discussion revealed two areas for consideration, short term planning for spring 21 and long term planning for what online learning and distance education looks like at HSU in future years. Spring semester details are being communicated from the Provost's office level. On the long-term scale, plans for collaborative engagement of the campus community are underway for the discussion of online learning and review of policies that affect development, review, and delivery of online coursework.

Academic Senate CSU (ASCSU):

Submitted by Stephanie Burkhalter and Ara Pachmayer, ASCSU Representatives

These CSU reports have been provided by the Chancellor's Office in the past few months to ASCSU senators:

[The Employees of the California State University 2020](#) report

[Faculty Recruitment and Retention 2020 Report](#)

[Graduation Initiative 2025 Advisory Committee Report: Recommendations and Reflections](#) (July 2021).

The ASCSU Plenary took place all day on 9/2/21 and 9/3/21, with standing committee meetings meeting on 9/1/21. Senator Burkhalter has been appointed to Faculty Affairs Committee and took part in that committee's deliberations. The next plenary is scheduled for 11/4 and 11/5. As a result of the ASCSU's lobbying efforts last year, the Chancellor's Office has agreed to offer assigned time to first-year senators beginning in Spring 2022.

Quite a bit of time was spent in the session Thursday, 9/2/21, discussing the wide variation across CSU campuses in face-to-face classes and repopulation plans. For example, CSU-Fullerton is at 60% FTF, San Diego State is aiming for 80% in person, and CalPoly SLO is aiming for 85%. Only Humboldt and CSU-Bakersfield are in the low 30% for FTF classes in Fall 2021. Faculty are very concerned that the modality they chose for their classes in March might not be the safest now that the Delta variant is spiking in their communities.

The Faculty Affairs committee put forward a resolution, "Continued Accommodations and Flexibility in the Time of COVID-19," which addressed some of these concerns. This resolution was granted a waiver of the first reading and passed the body. The remainder of the resolutions were heard under first reading. We ask that you review the resolutions that were presented for first reading and send us any feedback you would like us to share with the ASCSU standing committees working on these resolutions before the second reading and potential passage of them in November's plenary.

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| 1. Academic Freedom and Teaching Modality in the COVID-19 Pandemic. Waiver was not granted. | <u>AS-3499-21/FA</u>
First Reading/Waiver |
| 2. Suspension of Mandatory Peer Observations of Instruction and Student Evaluations for Ay 2021-22. Waiver not granted | <u>AS-3500-21/FA</u>
First Reading/Waiver |
| 3. Continued Accommodations and Flexibility in the Time of COVID-19. Waiver was granted. Resolution Passed | <u>AS-3501-21/FA</u>
First Reading/Waiver |
| 4. Acknowledgment of Changes to Math Requirements in International Baccalaureate Programs | <u>AS-3503-21/APEP</u>
First Reading |
| 5. Support for General Education (GE) System Office Review Standards for Area F (Ethnic Studies) | <u>AS-3505-21/ APEP</u>
First Reading |
| 6. Support for the CSU Education Deans' Statement in Support of Culturally Sustaining, Equity Driven, and Justice Focused | <u>AS-3507-21/ APEP</u>
First Reading |

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3499-21/FA
September 2-3, 2021
First Reading/Waiver

**ACADEMIC FREEDOM AND TEACHING MODALITY IN THE COVID-19
PANDEMIC**

- 1 1. **RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 recognize that we are still dealing with the COVID-19 pandemic and the very
3 contagious Delta variant; and be it further
- 4 2. **RESOLVED:** That the faculty have a right to make decisions as to what pertains to
5 their teaching environment and their personal health; and be it further
- 6 3. **RESOLVED:** That to avoid canceling classes, faculty have the ad hoc flexibility to
7 rapidly pivot face-to-face courses temporarily to virtual instruction during acute or
8 dynamic transitory extenuating circumstances such as sudden COVID-19 spikes,
9 childcare, elder care, and for physical and/or mental health management; and be it
10 further
- 11 4. **RESOLVED:** That the ASCSU request that the Chancellor's Office (CO) declare that,
12 for as long as COVID-19 remains a concern, course modality be determined by the
13 faculty member; and be it further
- 14 5. **RESOLVED:** That ASCSU urge individual campuses to accept instructor-initiated
15 changes in the mode of instruction in response to the changing conditions of the
16 pandemic; and be it further

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

- 18 • CSU Board of Trustees,
- 19 • CSU Chancellor,
- 20 • CSU campus Presidents,
- 21 • CSU campus Senate Chairs,
- 22 • CSU campus Senate Executive Committees,
- 23 • CSU Provosts/Vice Presidents of Academic Affairs, and
- 24 • President of California Faculty Association (CFA).

25 ***RATIONALE:*** *Given the complexity and fluidity of the pandemic, faculty members are in the*
26 *best position to make quick decisions about maintaining safety in the classroom.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3500-21/FA
September 2-3, 2021
First Reading/Waiver

**SUSPENSION OF MANDATORY PEER OBSERVATIONS OF INSTRUCTION AND
STUDENT EVALUATIONS FOR AY 2021-2022**

- 1 **1. RESOLVED:** That the ASCSU recognize that because of the COVID-19 pandemic, a
2 large proportion of teaching within the CSU is being accomplished through virtual
3 and/or asynchronous instruction from remote locations, including faculty members'
4 homes; and be it further
- 5 **2. RESOLVED:** That the ASCSU recognize the myriad inequities associated with
6 working remotely, including access to technology, lack of privacy, family concerns
7 and interruptions, and others; and be it further
- 8 **3. RESOLVED:** That the ASCSU recognize the inherent and systemic biases in peer
9 observations and student evaluations, including racial/ethnic, gender, sexuality, age,
10 appearance, and other biases, and that such biases are likely exacerbated by teaching
11 remotely; and be it further
- 12 **4. RESOLVED:** That the ASCSU strongly urge the Chancellor's Office to continue the
13 suspension throughout the CSU system of mandatory student evaluations of teaching
14 implemented in Spring 2020 to the 2021-2022 AY; and be it further

- 15 **5. RESOLVED:** That the ASCSU strongly urge the Chancellor's Office to suspend–
16 throughout the CSU system– all mandatory peer observations of teaching during the
17 2021-2022 Academic Year (AY); and be it further
- 18 **6. RESOLVED:** That the ASCSU urge the Chancellor's Office to allow faculty to opt in
19 to peer observations of instruction and to student evaluations of teaching during AY
20 2021-2022; and be it further
- 21 **7. RESOLVED:** That the ASCSU urge the Chancellor's Office to allow individual faculty
22 to decide whether peer or student evaluations of teaching from AY 2021-2022 are
23 included in their permanent personnel files; and be it further
- 24 **8. RESOLVED:** That the ASCSU urge the Chancellor's Office to instruct campuses that
25 the absence of peer observations of instruction or student evaluations of teaching for
26 AY 2021-2022 in personnel files, will not adversely affect personnel decisions; and be
27 it further
- 28 **9. RESOLVED:** That the ASCSU distribute this resolution to the:
- 29 • CSU Board of Trustees,
 - 30 • CSU Office of the Chancellor,
 - 31 • California Faculty Association (CFA),
 - 32 • California State Student Association (CSSA),
 - 33 • CSU campus Provosts,
 - 34 • CSU campus Presidents,
 - 35 • CSU campus Senate Chairs, and the

- 36 • CSU Emeritus and Retired Faculty and Staff Association (CSU ERFSA).

37 ***RATIONALE:*** *When teaching remotely, faculty face grave inequities. First, not all faculty*
38 *members have equal access to high-quality technology, including internet access, because of financial*
39 *capabilities, geographic location, and other factors. Second, faculty members have different living*
40 *environments, with inequality in access to private spaces from which to teach. Third, faculty*
41 *members experience factors and circumstances that intrude into the remote classroom, including*
42 *children at home (with daycare and school largely unavailable for working families), elderly*
43 *parents, roommates, and other relatives at home, and other situations that can be largely*
44 *uncontrollable. All of these things can result in biased and unfair perceptions of teaching by faculty*
45 *peers and students.*

46 *Much research indicates that student evaluations of teaching within ordinary classroom*
47 *environments are biased by gender, by race, and are unrelated to student learning (Hamermesh &*
48 *Parker, 2005; Mitchell & Martin, 2018; Uttl, White, & Gonzalez, 2017). These biases are*
49 *likely to be exacerbated in remote teaching environments.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3501-21/FA
September 2-3, 2021
First Reading/Waiver

**REQUEST FOR CONTINUED ACCOMMODATIONS AND FLEXIBILITY IN THE
TIME OF COVID-19**

- 1 **1. RESOLVED:** That the ASCSU request that the Chancellor urge campus presidents, in
2 the context of the continuing pandemic, to be flexible, compassionate, and
3 accommodating in responding to evolving conditions; and be it further
- 4 **2. RESOLVED:** That the ASCSU request that all campuses permit individual
5 instructors working with their department chairs to modify curriculum and pedagogy
6 (including modality of instruction) as needed to meet their particular emergent
7 circumstances and constraints and to best deliver instruction to their students; and be
8 it further
- 9 **3. RESOLVED:** That ASCSU urge all campuses to honor as much as possible flexibility
10 in established programs, practices, and policies regarding online instruction; and be it
11 further
- 12 **4. RESOLVED:** That the ASCSU urge that the Chancellor's Office request extension
13 of the WSCUC authorization of virtual learning through Spring, 2022; and be it
14 further
- 15 **5. RESOLVED:** That the ASCSU urge all campuses to honor the safety article in the
16 Collective Bargaining Agreement (CBA - Article 37) and remain compliant with

17 Health Insurance Portability & Accountability Act (HIPAA) and Family Education
18 Rights and Privacy Act (FERPA) requirements, particularly by protecting the privacy
19 of medical information when seeking vaccination exemptions and/or access to
20 alternative modalities of instruction; and be it further

21 **6. RESOLVED:** That the ASCSU request that the Chancellor direct all campus
22 presidents, or their designated agents, to frequently report timely campus COVID
23 diagnosis counts and vaccination counts, broken out by faculty, staff, and students in
24 a single, easily accessible location such as a web-based dashboard or table; and be it
25 further

26 **7. RESOLVED:** That the ASCSU distribute this resolution to the:

- 27 • CSU Board of Trustees,
- 28 • CSU Office of the Chancellor,
- 29 • CSU Presidents,
- 30 • California Faculty Association (CFA),
- 31 • California State University Employees Union (CSUEU)
- 32 • California State Student Association (CSSA),
- 33 • CSU campus Provosts,
- 34 • CSU campus Presidents,
- 35 • CSU campus Senate Chairs, and the
- 36 • CSU Emeritus and Retired Faculty and Staff Association (CSU ERFSA).

37 **RATIONALE**¹: We are still in the midst of an ongoing COVID-19 global pandemic. A
38 state of emergency was declared in California by Governor Gavin Newsom March 4, 2020, and
39 remains in effect to this day. With the explosion of the delta variant of SARS-CoV-2, which is
40 highly transmissible with a viral load roughly 300-1,000 times the viral load of the original
41 SARS-CoV-2 virus², and which is transmissible by vaccinated individuals³, our campuses are
42 still experiencing an ongoing public health crisis. We are also very likely to be facing future
43 variants with characteristics different from previous ones, and quite possibly in ways that cannot
44 yet be anticipated.

45 This historic pandemic has had inequitable impacts on different groups across different socio-
46 spatial geographies⁴, including racial⁵, gender⁶, age⁷, employment⁸ disparities; disparities in access
47 to healthcare⁹ and in vaccination rates¹⁰; as well as disparities in exposure,¹¹ comorbidities,¹² and

¹ Our thanks to Aracely Alvarez, Christopher Espino, Rebecca Galvan, and Fabian Montoya, M.A. Geography students at Cal State LA, for their invaluable research assistance.

² Li, B. et al. Preprint at medRxiv <https://doi.org/10.1101/2021.07.07.21260122> (2021); Cha, S. <https://www.reuters.com/business/healthcare-pharmaceuticals/delta-cases-show-300-times-higher-viral-load-skorea-study-2021-08-24/> (2021).

³ Riemersma, K. et al. Preprint at medRxiv <https://doi.org/10.1101/2021.07.31.21261387> (2021).

⁴ Dummer, T. (2008) <https://www.cmaj.ca/content/178/9/1177>

⁵ Liao, T. and F. De Maio (2021) <https://jamanetwork.com/journals/jamanetworkopen/fullarticle/2775303>.

⁶ Gausman, J. and A. Langer (2020) <https://doi.org/10.1089/jnh.2020.8472>.

⁷ Gutman (2021) <https://www.theatlantic.com/health/archive/2021/08/covid-vaccination-timeline-children/619729/>.

⁸ Saenz, R. and C. Sparks (2020) <https://carsey.unh.edu/publication/inequities-job-loss-recovery-amid-COVID-pandemic>.

⁹ Ndugga, N. and S. Artiga (2021) <https://www.keff.org/racial-equity-and-health-policy/issue-brief/disparities-in-health-and-health-care-5-key-question-and-answers/>

¹⁰ Ndugga, N. et. al (2021) <https://www.keff.org/coronavirus-covid-19/issue-brief/latest-data-on-covid-19-vaccinations-race-ethnicity/>.

¹¹ Gaitens, et. al (2021) <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7913818/>.

¹² Patel, J. et. al (2020) <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7221360/>.

48 *long-term health impacts¹³. These disparities are also present across county and local scales¹⁴,*
49 *leading to different campuses experiencing different phases of the pandemic (entering a wave,*
50 *cresting, etc.) at different times. This requires local and individual autonomy in decisions that*
51 *weigh both curricular and pedagogical issues with individual health and welfare concerns. This*
52 *includes the autonomy to return to virtual instruction or another instructional modality when local*
53 *circumstances warrant.*

54 *In addition to these disparities, many of our students, staff, and faculty in the CSU are*
55 *immunocompromised, have household members that are immunocompromised, or have*
56 *comorbidities that make them more susceptible to COVID-19, requiring vaccination exemptions*
57 *and/or access to alternative modalities of instruction. We remind CSU and campus*
58 *administrations that, in providing these necessary accommodations, they are governed by applicable*
59 *CSU policies regarding confidentiality, privacy, and security of health records, as well as state and*
60 *federal law, and that information shall be used only for the specific purpose intended and only*
61 *accessible to CSU personnel who have a business need-to-know.*

62 *Finally, in order to make informed and timely decisions, it is important to have public access to*
63 *relevant data about COVID-19 outbreaks and vaccination rates on campus. This information*
64 *can be provided in a full-service dashboard¹⁵, a web page¹⁶, or a table appended to an existing and*

¹³ Ludvigsson (2020) <https://onlinelibrary.wiley.com/doi/10.1111/apa.15673>.

¹⁴ California Department of Public Health (2021) <https://covid19.ca.gov/>; Mayo Clinic (2021) <https://www.mayoclinic.org/coronavirus-covid-19/map/california>

¹⁵ Example from CSU Fullerton: <http://coronavirus.fullerton.edu/on-campus-case-count/>

¹⁶ Example from San Jose State University: <https://www.sjsu.edu/healthadvisories/covid19-dashboard/index.php>

65 *easy-to-find webpage*¹⁷. *Some examples of timely and useful reporting include the CSU Fullerton*
66 *Campus Case County, CSUN's Reported COVID-19 Cases on their Health and Safety page,*
67 *and San Jose State University's COVID-19 dashboard.*

DRAFT

¹⁷ Example from CSUN: <https://www.csun.edu/csmasone/health-and-safety>

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3503-21/APEP
September 2-3, 2021
First Reading

**ACKNOWLEDGEMENT OF CHANGES TO MATH REQUIREMENTS IN
INTERNATIONAL BACCALAUREATE PROGRAMS**

- 1 1. **RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 acknowledge changes to the Math requirements in International Baccalaureate (IB)
3 programs; and be it further
- 4 2. **RESOLVED:** That the ASCSU remind campuses that an individual CSU campus can
5 go beyond the credit by examination list in awarding CSU General Education (GE)
6 credit for area B4; and be it further,
- 7 3. **RESOLVED:** That the ASCSU request the input of the Mathematics Council and
8 individual campus senates in updating the system-wide external exam credit list; and
9 be it further,
- 10 4. **RESOLVED:** That the ASCSU distribute this resolution to:
- 11 • CSU Campus Senate Chairs,
 - 12 • California State Student Association (CSSA),
 - 13 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
 - 14 • International Baccalaureate (Global Centre, Washington DC), and the
 - 15 • CSU Math Council.

16 **RATIONALE:** *The CSU has a systemwide list that specifies minimum credits to be awarded*
17 *for external exam credit. Part of this list specific to IB includes the criteria, units, GE units,*

18 *and GE Area to be awarded for courses taken as part of IB degree programs. This list needs to*
19 *be updated to incorporate recommendations regarding these elements for the two new Higher-Level*
20 *IB courses — Mathematics: Analysis and Approaches (Higher Level) and Mathematics:*
21 *Applications and Interpretations (Higher Level).*

22 *The last time IB “Further Mathematics (Higher Level)” was offered, ended in May 2020.*
23 *The replacement courses “Mathematics: Analysis and Approaches (Higher Level)” and*
24 *“Mathematics: Applications and Interpretations (Higher Level)” were offered for the first time*
25 *with a completion date of May 2021. This means that there are students on campuses now that*
26 *have these two ‘replacement’ courses but that the CSU System does not yet have systemic*
27 *recommendation regarding equivalencies.*

28 *Clearly, the rationale for this resolution is two-fold: first, to encourage campuses to use their best*
29 *judgment in assessing appropriate credit, and second, for the CSU to engage in evaluation*
30 *processes to provide systemwide recommendations regarding these updated IB courses.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3505-21/APEP
September 2-3, 2021
First Reading

**SUPPORT FOR CSU GENERAL EDUCATION (GE) SYSTEM OFFICE REVIEW
STANDARDS FOR AREA F (ETHNIC STUDIES)**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 support CSU GE System Office Review Processes and Implementation Standards for
3 Area F (Ethnic Studies); and be it further
- 4 **2. RESOLVED:** That the ASCSU distribute this resolution to:
- 5 • CSU Campus Senate Chairs,
 - 6 • California State Student Association (CSSA),
 - 7 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA), and the
 - 8 • Academic Senate for the California Community Colleges.

9 ***RATIONALE:*** *At the September 2021 meeting of the Chancellor’s General Education*
10 *Advisory Committee GEAC was made aware of concerns regarding the “too stringent” standards*
11 *(per discussion on CLAC listserv) or “too lenient” (individual CSU Ethnic Studies Faculty)*
12 *regarding CSU GE review processes and Area F alignment determinations. The requirement for*
13 *a CCC course outline of record to be deemed to meet the CSU Area F (Ethnic Studies)*
14 *requirements is that the course meet 3 of the 5 core competencies in Ethnic Studies ([AS-3460-](#)*
15 *[20/AA “Adopting the Amended Recommended Core Competencies for Ethnic Studies”](#))*

16 *For GE review, the initial review of Course Outlines of Record (COR) is typically done by two*
17 *reviewers. The pool consists of Articulation Officers (O), faculty on a short-term buy-out,*

18 *Chancellor's Office (CO) administrative staff, CO faculty administrators (including special*
19 *consultants and others in similar roles). CO staff then review and reconcile this first level review. If*
20 *the COR is submitted for Intersegmental General Education Transfer Curriculum (IGETC),*
21 *then another round of review and reconciliation occurs with the University of California Office of*
22 *the President (UCOP).*

23 *For Ethnic Studies, reviewers were trained prior to engaging in the CSU GE review process by*
24 *faculty with disciplinary expertise. The CORs submitted for CSU GE Area F were evaluated as*
25 *described above (AOs, faculty, CO staff/faculty). Those CORs - with mixed reviews - went back*
26 *to the faculty disciplinary expert for a final determination.*

27 *Most courses submitted for Area F certification by the California Community Colleges (CCC)*
28 *(approximately 90%) have been approved for Area F. Of those for which the reviewers did not*
29 *produce the same authorize/do not authorize decision, approximately 35% were ultimately*
30 *approved during the standard secondary review process. We do note that Ethnic Studies faculty*
31 *expertise is used during the CSU GE review process.*

32 *To respond to student need and to respond to the timeline contained within Executive Order (EO)*
33 *1460, the CSU GE review process for Area F (Ethnic Studies) has also allowed retroactive*
34 *approval of CCC courses to meet area F given that many of the outlines of record submitted were*
35 *submitted to meet timeline needs but before the Community College was able to appropriately*
36 *modify their course for CSU GE Area F compliance.*

37 *We also note that the CCC system has adopted a requirement that there be an Ethnic Studies*
38 *requirement for each CCC degree program but that this requirement may or may not align with*
39 *the CSU Ethnic Studies requirement. Only CSU GE courses approved for Area F can be used*
40 *to systemically meet CSU GE requirements.*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3507-21/APEP
September 2-3, 2021
First Reading

**SUPPORT FOR THE “CSU EDUCATION DEANS' STATEMENT IN SUPPORT OF
CULTURALLY SUSTAINING, EQUITY DRIVEN, AND JUSTICE FOCUSED
PEDAGOGIES”**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 recognize, endorse, and distribute the *CSU Education Deans' Statement in Support of*
3 *Culturally Sustaining, Equity Driven, and Justice Focused Pedagogies*; and be it further
- 4 **2. RESOLVED:** That the ASCSU distribute this resolution to:
- 5 • CSU Board of Trustees,
 - 6 • CSU campus Presidents,
 - 7 • CSU campus Senate Chairs,
 - 8 • CSU Deans of Education,
 - 9 • California Faculty Association (CFA),
 - 10 • California State Student Association (CSSA),
 - 11 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA), and
 - 12 • Superintendent of Public Instruction, Tony Thurmond.

13 ***RATIONALE:*** *The full statement from the Education Deans reads:*

14 *“As Leaders of College and Schools of Education in the California State*
15 *University System (CSU), we are directly opposed to any theory, practice, or*
16 *action that interferes with the educational process. Our goal is to ensure that*
17 *we prepare educators who can uplift, inspire, and engage students, all*
18 *students. We will continue to provide educators with the tools that will allow*

19 *them to embed student culture and lived experiences, including language, race,*
20 *and ethnicity into the curriculum so that each educator can engage each*
21 *student. We are educators and that is our job.*

22 *It is our responsibility to prepare educators to value and educate all children.*
23 *To do so, future educators must recognize children's individual strengths and*
24 *needs, the community cultural wealth they bring with them to the classroom,*
25 *and the systemic challenges and opportunities that impact their experiences in*
26 *TK12 schools. This requires that future educators grapple with the realities*
27 *of structural racism in our society. We stand with our faculty, students, and*
28 *alumni who engage culturally sustaining, equity-driven, and justice-focused*
29 *pedagogical practices in order to improve learning opportunities for all*
30 *students.”*

31 *Also, per [EdWeek.org](https://www.edweek.org),*

32 *“As of August 26, 27 states have introduced bills or taken other steps that*
33 *would restrict teaching critical race theory or limit how teachers can discuss*
34 *racism and sexism, according to an Education Week analysis. Twelve states*
35 *have enacted these bans, either through legislation or other avenues.”*

36 *These actions to limit educational practices that provide tools for faculty, teachers, and*
37 *students to fully engage culturally-appropriate, diversity-affirming, and justice-focused*
38 *pedagogy are problematic. The ASCSU has endorsed the Education Dean’s*

39 *statements, in part, to bring awareness to the statement and highlight the CSU*

40 *commitment to student success in all of its forms.*

41 ***Attachment:*** *CSU Education Deans' Statement in Support of Culturally*

42 *Sustaining, Equity Driven, and Justice Focused Pedagogies*

DRAFT



Educator Preparation & Public School Programs
 401 Golden Shore, 6th Floor
 Long Beach, CA 90802-4210

www.calstate.edu

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

As Leaders of College and Schools of Education in the California State University System (CSU), we are directly opposed to any theory, practice, or action that interferes with the educational process. Our goal is to ensure that we prepare educators who can uplift, inspire, and engage students, all students. We will continue to provide educators with the tools that will allow them to embed student culture and lived experiences, including language, race, and ethnicity into the curriculum so that each educator can engage each student. We are educators and that is our job.

It is our responsibility to prepare educators to value and educate all children. To do so, future educators must recognize children's individual strengths and needs, the community cultural wealth they bring with them to the classroom, and the systemic challenges and opportunities that impact their experiences in TK12 schools. This requires that future educators grapple with the realities of structural racism in our society. ***We stand with our faculty, students, and alumni who engage culturally sustaining, equity-driven, and justice-focused pedagogical practices in order to improve learning opportunities for all students.***

Signed by:

Aimee Nelson, Director, Center for Careers in Teaching, Fullerton
 Angela Trethewey, Dean, CSU Chico
 Brian Sevier, Dean, CSU Channel Islands
 Cathi Draper Rodriguez, Chair, CSU Monterey Bay
 Cheryl Ney, Dean, Charter College of Education, CSU Los Angeles
 Chinaka DomNwachukwu, Dean, CSU San Bernardino
 Cynthia Grutzik, Dean, Graduate College of Education, San Francisco State University
 Deborah Summers, Associate Dean, Chico State
 Deedee Perez-Granados, Associate Dean, School of Social Sciences and Education, CSU Bakersfield
 Edward Jadallah, Dean, College of Education, California State University Monterey Bay
 Ernest Black, Systemwide Director, CalStateTEACH
 Fred Uy, Director, CSU Office of the Chancellor
 Heather Lattimer, Dean, San José State University

CSU Campuses
 Bakersfield
 Channel Islands
 Chico
 Dominguez Hills
 East Bay

Fresno
 Fullerton
 Humboldt
 Long Beach
 Los Angeles
 Maritime Academy

Monterey Bay
 Northridge
 Pomona
 Sacramento
 San Bernardino
 San Diego

San Francisco
 San José
 San Luis Obispo
 San Marcos
 Sonoma
 Stanislaus

Hend Gilli-Elewy, Interim Dean, Cal Poly Pomona
James L. Rodríguez, Dean, CSU Bakersfield
Jann Pataray-Ching, Chair, Cal Poly Pomona
Jenelle S. Pitt Parker, Associate Dean, Kremen School of Education and Human Development,
CSU Fresno
Jennifer Ostergren, Dean, CSU San Marcos
Jessica Zacher Pandya, Dean, CSU Dominguez Hills
Joanne M. Van Boxtel, Interim Associate Dean, Cal Poly Pomona
Kathy Howard, Associate Dean and Director of Clinical Experiences and Partnerships, CSU
Channel Islands
Kevin Taylor, Director, School of Education, Cal Poly San Luis Obispo
Kim Case, Associate Dean, Fullerton
Laura Alamillo, Dean, Sonoma State
Laura Portnoi, Associate Dean, CSU Long Beach
Laurie Stowell, Director of the School of Education, Cal State San Marcos
Lisa Hutton, Interim Associate Dean, CSU Dominguez Hills
Lisa Kirtman, Dean, CSU Fullerton
Marcos Pizarro, Associate Dean, San José State University
Oddmund Myhre, Dean, CSU Stanislaus
Pia Wong, Associate Dean, Sacramento State
Randy Yerrick, Dean, Fresno State
Rebecca Bustamante, Associate Dean, CSU-Long Beach
Rebecca Justeson, Director, School of Education, CSU Chico
Rebecca M. Bustamante, Associate Dean, CSULB
Robert Williams, Dean, CSU East Bay
Sasha Sidorkin, Dean, Sacramento State
Shari Tarver Behring, Dean, CSU Northridge
Shireen Pavri, Dean, CSU Long Beach
Stacie Robertson, Interim Associate Dean, CSU San Bernardino
Y. Barry Chung, Dean, College of Education, San Diego State University

Emeritus & Retired Faculty & Staff Association

Submitted by Marshelle Thobaben, Senate Representative for ERFSA

Summer activities included

- Sent HSU-ERFSA Coordinating Committee's Letter of Support for HSU's Transition to Polytechnic University to President Jackson—Letter attached.
- Developed an HSU-ERFSA web page: <https://erfsa.humboldt.edu/>
- Working with University Senate Chair Monty Mola & Associate Vice President of Faculty Affairs, Simone Aloisio, to developed guidelines for applying for Emeritus Status based on the new Emeritus Status Policy 2021 Emeritus Status: University Senate [Resolution 20-20/21-FAC](#) & [Policy](#). Sought Senate clarification on HSU-ERFSA being able to nominate a retired HSU employee under certain conditions.

Fall Luncheon Presentations: Sept. 9, 2021

11:30-Noon: *Open dialogue with special guest CSU Faculty Board of Trustee Romey Sabalius.* Trustee Sabalius was recently *reappointed to his third term* by Governor Newsom. He has been a Professor of German in the Department of World Languages & Literatures at San José State University since 1995. He discussed the broad issues of interest to the Board of Trustees and invited members to share their opinions about HSU's transitioning to a polytechnic university

Noon-1:00pm: We wish to thank *Provost Capps and Chief of Staff to the President Sherie Gordon* for their excellent presentation and dialogue about HSU's future as a polytechnic university. The *Final Draft of the Polytechnic Prospectus* was submitted to the Chancellor's Office last week. The documents related to the Polytechnic Prospectus study are available at: <https://www.humboldt.edu/polytechnic>

HSU ERFSA - Emeritus and Retired Faculty and Staff Association

President's Office
Humboldt State University
1 Harpst Street
Arcata, CA 95521

August 20, 2021

Dear CSU Board of Trustees, Chancellor Castro, President Jackson:

Members of the Coordinating Committee of the Emeritus and Retired Faculty and Staff Association of Humboldt State University (HSU) are highly supportive of the proposal to transition HSU to a Polytechnic University. The Polytechnic Prospectus prepared by the HSU administration, faculty and staff is an excellent plan for this transition. We encourage you to formally approve this plan that will provide important services to our students, our community and the state and beyond.

We are pleased that the proposed polytechnic campus will focus on the need to increase and further diversify student numbers. Given the ongoing changes in ethnic diversity in our state, country, it is critical that our students have the opportunity to learn from other students and, of course, from a diverse faculty and staff. HSU's success in becoming a Hispanic-Serving Institution in 2014, and the recipient of grants from the federal Department of Education has been and will be critical as the university evolves into a polytechnic campus.

We continue to be pleased that student support programs are excellent and developing at the university. The Place-Based Learning Communities, the Student Learning Community and the Educational Opportunity Program are good examples of ways to assist new students that will be attracted to Cal Poly Humboldt. The future of students will also benefit from the proposed combined Academic & Career Advising Center.

The university's continuing excellent collaboration with the local College of the Redwoods is critical to our community and especially for health care. It is good to see that HSU has advisory groups that include Native Americans and community leaders.

This is an exciting time for HSU, the California State University System and Humboldt County as HSU becomes a diverse polytechnic. The members of the HSU Emeritus and Retired Faculty and Staff Association are pleased to see the successes of their university and will do all we can to assist in the transition to a polytechnic campus. Thanks to you

and your colleagues for your good leadership of the CSU System and for your caring consideration of the Polytechnic Prospectus. We look forward to your important decision.

Sincerely,

Coordinating Committee of the Emeritus and Retired Faculty and Staff Association
Marshelle Thobaben, Emerita Professor, Nursing, Co-Chair, University Senate
Representative

Ken Fulgham, Emeritus Professor, Rangeland Resources Sciences, Co-Chair, Treasurer

Jeffrey Borgeld, Emeritus Professor, Oceanography, Membership Chair

Bernadette Cheyne, Emerita Professor, Theatre, Film and Dance, Program Chair

Susan Dobie, Emerita Lecturer, Communications, At-large Representative

James Floss, Emeritus Lecturer, Communications, At-large Representative

Rollin Richmond, President Emeritus; Past Chair

Cc: Frank Whitlatch, Vice President for University Advancement

September 14, 2021
President and President's Administrative Team Report to University Senate

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

People

Dr. Enoch Hale presented at On-Demand: Leaders from Humboldt State and VCU Discuss HyFlex Learning to over 1000 people on the interplay of HyFlex learning modalities, student engagement, faculty support & development, and institutional leadership. Even Chancellor Castro gave a nod to Dr. Hale. Great job.

Community

Our appreciation goes out to Shoshanna of Arcata Main Street and the many volunteers from on campus and off who contributed to the creation of a “**green and gold corridor**” along G and H streets welcoming our students to Arcata. They worked with local businesses to place signs, HSU banners, and other swag in windows along the way. The desire for an in-person welcoming event persists among Arcata Main Street when it is within public health guidelines to do so. Thank you Shoshanna and all of our Arcata friends who want Arcata to feel like home to our students.



Shoshanna (Arcata Main Street and HSU faculty) and Molly Pucillo (HSU President's Office) prepare to welcome students.

Campus Culture and Operations

Campus representatives within the HSU administrative divisions are completing Phase 2 of our **strategic planning process** this month. Colleges and other select Units are preparing to build on this work and complete Phase 3 this Fall. Divisional Phase 2 plans are being vetted and finalized and will be available on our strategicplan.humboldt.edu website in early October. Division level plans build on our collaborative envisioning in Phase 1 and identify priorities and desired outcomes connecting to the [Phase 1 goals](#) and to the [Pillars of Inclusive Excellence](#). Phase 3 will involve key initiatives and measurable objectives. This work continues to integrate assessment preparation and is being guided by our Integrated Assessment and Planning Working Group, co-led by Amy Moffat and Lisa Bond-Maupin.

The **implementation phase of the HSU's polytechnic transition** will be led by Provost Jenn Capps and Chief of Staff Sherie Cornish Gordon. The implementation process will follow a similar structure to last spring's self-study structure convening a steering group and several working groups focused on specific areas. The implementation working groups and the associated leads are as follows:

- Facilities: Eric Riggs, Dean of the College of Natural Resources and Sciences and Michael Fisher, Associate Vice President for Facilities Management
- Curriculum and Academic Programming: Eileen Cashman, Department Chair and Professor of Environmental Engineering and Jenn Capps, Provost and Vice President of Academic Affairs
- Budget, Finance, and Reporting: Amber Blakeslee, Director, University Budget Office and Simone Aloisio, Associate Vice President of Faculty Affairs
- Technology and Infrastructure: Bethany Rizzardi, Chief Information Officer
- Enrollment and Growth Management: Pedro Martinez, Director of Admissions and Shawna Young, Dean of the College of Professional Studies
- Inclusive Student Success (GI 2025): Carmen Bustos-Works, Associate Vice President of Academic Programs and Jason Meriwether, Vice President of Enrollment Management
- Communications: Lisa Bond-Maupin, Deputy Chief of Staff and Special Assistant to the President and Sherie Gordon, Chief of Staff to the President

A general call out to the campus community for folks wishing to engage is forthcoming following the first implementation steering group meeting which is populated by working group leads. A few important notes regarding representation:

- Diverse representation during our implementation is #1 priority. Leads will be seeking a broad range of perspectives, expertise, position type and affiliation with HSU (internal and external).
- Budget, Finance, and Reporting will include some intentional representation from the University Resource and Planning Committee (URPC) committee to increase cohesive budget planning and reduce silos.
- Inclusive Student Success (GI 2025) will also act as the team that informs GI 2025 funding recommendations to the Provost.
- Curriculum and Academic Programming will be populated in large part by the program development leads for the academic programs which are due to launch in 2023. Additional membership will include representation bringing TEK knowledge and guidance, the sustainability faculty fellow, and our health programming lead.

In support of polytechnic implementation, Nancy Olson (HR) and Billie Herman (ITS) are co-leading what is now called our **People-Centered Change Leadership** (formerly Change Management) initiative with the support of the **People-Centered Change Team**. This group representing staff and faculty from across campus are serving as ambassadors and champions of people-centered change management informed by the [Prosci ADKAR](#) model adopted by the CSU. This work will be integrated into the implementation of our polytechnic plan to maximize our inclusive success. Information for those interested in professional development in this area is available at:

<https://training.humboldt.edu/content/change-management-%E2%80%93-prosci-adkar-basics-6>

Academic Program Excellence

OAA leadership anticipates that most courses can be fully in-person for spring 2022 and is planning for the campus to be fully reopened. The expectation is that faculty will be back on campus to serve students in person unless public health situations change such that governing agency guidelines indicate operational changes. **Here are some important guidelines for Department Chairs** as you build out the spring schedule.

- WSCUC's temporary authorizations for distance learning expire in December 2021. Beginning in spring 2022, programs are expected to return to pre-pandemic learning modalities.
- If programs want to create online pathways or degrees (and you are absolutely encouraged to do so) this application requires both substantive change approval from WSCUC and Chancellor's Office approval. Ordinarily, this process can take up to 18 months but there may be a way to cut down the time to approval. Please contact your dean and Dr. Bustos-Works immediately if you are seeking a swift approval of a permanent online pathway.
- WSCUC considers any modality that is not fully F2F (hybrid, hyflex, and synchronous and asynchronous online) to be online modalities.
- Per the e-learning policy, when the change from F2F to online instruction results in a major change to the course or program, a curricular change proposal must be submitted to the ICC, please see the [curricular deadlines](#).
- The following types of courses and student populations should continue to be prioritized for in-person delivery but please work with your Associate Deans as you plan:
 - Courses for first-year students, especially in math, English, and place-based learning communities
 - Courses requiring specialized equipment
 - Courses requiring in-person pedagogies, promoting on-time graduation and/or completion of graduation requirements or learning experiences, such as labs, field experiences, site placements, or specialized discussion-based or project-based experiences.

Scheduling Guidelines for all Programs for Spring 2022:*

- *In-person delivery*: At least 70% of courses in your program should be scheduled for in-person delivery.
- *Hybrid, Hyflex, and Online Delivery*: Hybrid and Hyflex delivery is now considered online delivery by WSCUC and should be 30% of courses scheduled for the spring. These online modes can be taught in any combination of Hybrid, Hyflex, and Online (synchronous and asynchronous) delivery.

*Note: This does not apply to programs that have already been granted permanent distance learning status by WSCUC and Chancellor's Office.

Please know that we recognize that there are some students (particularly master's degree-seeking students and transfer students who have only engaged with HSU in an online fashion and some flexibility in consideration of these students will absolutely be allowed and encouraged.