

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, March 6, 2018

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Kerri Malloy, APC Chair

Committee Members:

Michael Goodman, Stephanie Burkhalter, Ramesh Adhikari, Heather Madar, Michael Le, Rock Braithwaite, Mary Virnoche, Clint Rebik, Kerri Malloy, (recruiting for student members).

Meeting Dates for Spring 2018: Meeting time: 11AM-11:50AM

Meeting Place: BSS 402

January	24
February	7, 21
March	7, 21
April	4, 18
May	2

Committee Meetings Reports:

February 21

- Initiated work on the definitions and guidelines for department and schools. Will continue this work at the next meet.
- Discussion on class attendance in response to an inquiry from faculty to the Office of Student Rights and Responsibilities. Discussion will continue.
- Work on the Classroom Disruptive Behavior Policy and the Academic Integrity Policy continues with the Office of Student Rights and Responsibilities.

February 7

- Committee reviewed responses to inquiries regarding the request from the College of Professional Studies to change the Department of Social Work to the School of Social Work. The committee forwarded the request to SenEx for placement on the University Senate agenda.
- Christine Mata from the Office of Student Rights and Responsibilities presented and took questions on recommended changes to the Classroom Disruptive Behavior Policy and the Academic Integrity Policy. Additional information and draft language will be forthcoming.
- Discussion on informational item regarding a change in the TOFEL score from the Office of the Provost that will be on a future University Senate agenda.

January 14

- Committee reviewed a request from the College of Professional Studies to change the Department of Social Work to the School of Social Work. Further information was requested before the recommendation is forwarded to the University Senate.
- Committee reviewed draft changes to the Disruptive Behavior Policy.

December 6:

- Committee reviewed changes to the Syllabus Policy to incorporate accessible technology initiative requirements for accessible syllabi.
- Initiated discussion on a request to review Appendix R – Student Grievance for possible updates.

October 11:

- Committee reviewed the Course Numbering Policy via email and forwarded it on the ICC for reviews.
- Committee will be discussion revisions to:
 - Academic Honesty Policy proposed by the Dean of Students
 - Syllabus Policy as part of bringing the campus into compliance with the Accessible Technologies Initiative

September 27:

- Committee provided feedback and questions on the proposed Advising Policy.
- Committee will be sending forward revisions to the Course Numbering Policy to reflect the elimination of remedial course.

September 13:

- Committee completed the review, edited the Posthumous Degree Policy, and will be sending it forward to the Senate for a first reading.
- Committee reviewed the draft of the Advising Policy. This item took up the bulk of the meeting and will be the main item at the September 17 meeting.

August 30:

- Committee reviewed and discussed the Posthumous Degree Policy

Inquiries:**Add/Drop Date Report:**

The Committee is gathering the necessary information to prepare and send to the University Senate the first annual report on the impacts of the decoupling of the Add/Drop from the Census date.

Add/Drop Date

Inquiry on the Add/Drop date being on holiday. Internal discussion on the number of exceptional add/drops that may be a result of this, the date not always being on holiday, and that student have access to their Student Center 24/7. Registrar indicates there has not been an uptick since due to the Add/Drop date landing on holiday.

Discussion with the Academic Technology Faculty Contributors (formerly known as the Canvas Faculty Contributors) to have global messages to students posted on dashboards that indicate upcoming academic deadlines:

- Add/Drop
- Credit/No Credit
- Final Day to Withdraw

Students would see the notice when they log into Canvas and would be posted a week before the deadline.

Also, there was a discussion with Academic Technology Faculty Contributors on integrating the academic calendar into the Canvas calendar for students and faculty.

Appointments and Elections Committee:

Submitted by Katia Karadjova, AEC Chair

Updated Spring 2018 General Faculty Election Results and AEC Appointments

Faculty Elected Positions:

GENERAL FACULTY President, 2 year term

Stephanie Burkhalter

GENERAL FACULTY Representative to the ASCSU, 3 year term

Noah Zerbe

INTEGRATED CURRICULUM COMMITTEE (ICC)

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

Julia Alderson – Faculty Member (At-Large), 3 year term

Subcommittee on Course and Degree Changes (CDC)

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

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

Claire Till - Faculty Member from CNRS, 2 year term

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

PROFESSIONAL LEAVE COMMITTEE

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

Rae Robison

SPONSORED PROGRAMS FOUNDATION BOARD

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

- Two Faculty Members, 4 year terms

Carly Marino

Harold Zald

UNIVERSITY FACULTY PERSONNEL COMMITTEE (UFPC)

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

Joshua Meisel

- Faculty Member CPS, 1 year term

Christopher Aberson

UNIVERSITY SENATE

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

Jeff Dunk

Tenure Line At-Large Faculty Delegate, 3 year term

Ara Pachmayer

Tenure Line **CNRS** Instructional Faculty Delegate, 1 year term

Lucy Kerhoulas

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

James Woglom

Appointment and Elections Committee Appointed Positions:

ACADEMIC POLICIES COMMITTEE

- Faculty Member, 3 year term

Kayla Begay

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION COMMITTEE

- Faculty Member, 2 year term

Troy Lescher

APPOINTMENTS AND ELECTIONS COMMITTEE (AEC)

- Two Faculty Members, 1 year terms

Brandice Gonzalez-Guerra

Julia Alderson

CENTER FOR COMMUNITY BASED LEARNING (formerly CSLAI)

- Faculty Member from CPS, 1 year term

Meenal Rana

COMMITTEE ON FACULTY RTP CRITERIA AND STANDARDS

- Faculty Member from CAHSS, 3 year term

Sondra Schwetman

- Faculty Member from CNRS, 3 year term

Yvonne Everett

- Faculty Member from CPS, 3 year term

Whitney Ogle

CONSTITUTIONS AND BYLAWS COMMITTEE

- Two Faculty Members, 2 year terms

Jeffrey Abell

Joice Chang

DISABILITY, ACCESS, AND COMPLIANCE COMMITTEE

- Faculty Member, 2 year terms

Jill Pawlowski

FACULTY AFFAIRS COMMITTEE

- Faculty Senator, 3 year term

Katia Karadjova

- Faculty Member (At-Large), 3 year term

Abeer Hasan

- Faculty Member (At-Large), 3 year term

George Wrenn

FACULTY AWARDS COMMITTEE

- Three Faculty Members, 1 year terms

Eugene Novotney

Whitney Ogle

Alexandru Tomescu

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

- Faculty Member from CAHSS, 2 year term

Cutchu Risling-Baldy

INSTRUCTIONALLY RELATED ACTIVITIES COMMITTEE (IRA)

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

- Three Faculty Members, 1 year terms

Ramesh Adhikari

Jamey Harris

Aaron Donaldson

INTERCOLLEGIATE ATHLETICS ADVISORY COMMITTEE (IAAC)

- Faculty Member, 2 year term

Shelia Alcea

INTERNATIONAL ADVISORY COMMITTEE

- Faculty Member from University Library, 3 year terms

Katia Karadjova

- Two Faculty Members from CAHSS, 3 year terms

Tony Silvaggio

Garrick Woods

INTERNATIONAL PROGRAMS SCREENING COMMITTEE

- Three Faculty Members, 3 year terms

**Meenal Rana
Katia Karadjova
Ramesh Adhikari**

PARKING AND TRANSPORTATION COMMITTEE

- Two Faculty Members, busiun 1 year terms

**Eugene Novotney
Bo Burrus**

STUDENT GRIEVANCE COMMITTEE

- Faculty Member from CPS, 3 year term

Taylor Bloedon

UNIVERSITY CENTER BOARD

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

- Two Faculty Members, 2 year terms

**Mark Rizzardi
Armeda Reitzel**

UNIVERSITY RESOURCES AND PLANNING COMMITTEE

- Two Faculty Members, 2 year terms

**Mark Rizzardi
Kerri Malloy**

UNIVERSITY POLICIES COMMITTEE

- Faculty Member, 1 year

Troy Lescher

UNIVERSITY SPORTS FACILITIES SCHEDULING ADVISORY GROUP

- Faculty Member, 1 year term

Tony Silvaggio

AEC Continues to solicit nominations for the following positions:

Elected Position Openings:

UNIVERSITY FACULTY PERSONNEL COMMITTEE (UFPC)

Faculty serving on the UFPC will receive 6 units of Assigned Time per year. Please note: faculty participating in the Faculty Early Retirement Program are eligible for nomination after receiving approval from the Provost.

- Faculty Member (**CNRS**), 2 year term

Please refer to the following page for information regarding the duties of the UFPC:

<http://www2.humboldt.edu/senate/ufpc>

Appointed Position Openings:

CENTER FOR COMMUNITY BASED LEARNING (formerly CSLAI)

- Faculty Member (CNRS), 2 year term

Duties: The Committee advises and provides direction to the Coordinator of Service Learning/Experiential Education through the formulation of policies, procedures, and strategic planning for the University's Service Learning and Experiential Education Initiative.

INTERNATIONAL ADVISORY COMMITTEE

- Faculty Member (CPS), 3 year term

Duties: Provides advisory support for, and promotes programs and initiatives that foster international educational opportunities for the campus community.

INTERNATIONAL PROGRAMS SCREENING COMMITTEE

- Faculty Counselor, 3 year term

Duties: Review applications, interview applicants, and submit recommendations to the Chancellor's Office.

Constitution and Bylaws Committee:

Submitted by Michael Le, CBC Chair

Wednesday, February 21, 1:00pm – 1:50pm; Nelson Hall 119

Members Present:

- Jeremy Shellhase, Faculty (2016-2018)

- Joseph McDonald, Student (2017-2018)
- Joice Chang, Faculty (2016-2018)
- Mary Watson, Parliamentarian, Staff (2016-2018)
- Michael Le, Staff Senator, Chair (2017-2018)
- Leena Dallasheh, Faculty (2017-2019)

Quorum: Yes: majority of committee members with at least one representative from the faculty and at least one representative from either staff or students.

Business:

Policy on committees, task force, teams, and other groups convened to conduct business on behalf of the institution.

1. **Description:** CBC has been asked for a Constitution and Bylaws Interpretation of who is included in the campus community and should be allowed to attend Senate Meetings. This evolved into the CBC is researching sunshine laws (Ralph M. Brown Act and the Bagley-Keene Act) about public and nonpublic meeting types. CBC was advised by Alison N. Kleaver, University Counsel that HSU committees are not subject to either of these laws as Ralph M. Brown Act applies to legislative bodies of local agencies and Bagley-Keene Act applies to units doing business on behalf of the state.
2. **Action:** CBC is researching principles from these two laws and Peer CSU policies on defining Committees, Workgroups, task forces, Councils, associations, and other groups convened to conduct business on behalf of the university. In addition CBC is looking for guidelines for the “group’s” responsibility to be transparent (e.g., publish meetings dates/times, agenda, and meeting minutes).
3. **Assignments based on [“Jigsaw” Method](#)**
 - a. **Meetings Notes:** Using the [“Jigsaw” Method](#) to break apart a large task into smaller tasks, the following assignments were made in 2/7/2018 meeting.
 - i. Joice Chang: Ralph M. Brown Act
 1. [Report](#)
 - ii. Jeremy Shellhase & Joseph McDonald: Peer CSU Policy
 1. [Report](#)
 2. [CSU Sacramento Advisory Groups, Guidelines for the Establishment of](#)
 - iii. Leena Dallasheh: Bagley-Keene Act
 1. [Report](#)
 - iv. Mary Watson: HSU Policy
 1. [Report](#)
 - v. Michael Le: CSU System Policy
 1. No CSU Policy
 2. [Governance Handbook for Councils, Committees, Task Forces and Ad Hoc Task Forces](#)

3. [Committee, Task Force, Team: What's the Difference? Why Does It Matter?](#)
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Faculty Affairs Committee:

Submitted by George Wrenn, FAC Chair

Meetings are open to the campus community. The Committee meets every other Thursday at 9 a.m. in Library 118.

The Faculty Affairs Committee addresses matters involving the individual or collective relationship of faculty to the University. The Committee can be reached through the Senate's Faculty Affairs web page: <https://www2.humboldt.edu/senate/faculty-affairs-committee>.

February 22 Agenda and Meeting Notes

Members Present: Monty Mola, Colleen Mullery, Marissa O'Neill, Mark Wilson, George Wrenn (chair)
Absent: Renée Byrd

Agenda:

1. Department Chair assigned time/compensation - review policy language
2. Tenure Track Density – review draft resolution

Meeting Notes:

1. Department Chair assigned time/compensation - review policy language
 - a. The committee finalized policy language for a first reading on March 6th.
2. Tenure Track Density – review draft resolution
 - a. The draft resolution was finalized for the March 6th Senate.

February 29 Agenda and Meeting Notes

Members Present: Monty Mola, Marissa O'Neill, Mark Wilson, George Wrenn (chair)
Absent: Renée Byrd, Colleen Mullery
Guest: Cheryl Johnson (Office of Diversity, Equity, and Inclusion)

Agenda:

1. Addressing Diversity and Inclusion in the Faculty Handbook (with guest Cheryl Johnson)

Meeting Notes:

1. Addressing Diversity and Inclusion in the Faculty Handbook (with guest Cheryl Johnson)
 - a. Cheryl Johnson provided an overview of microaggression training, including its importance for retention efforts and institutional culture, the value in providing training to faculty, and training efforts to date. A wide-ranging discussion touched on: how and when to provide training for faculty; impacts on workload; how to reach different

faculty cohorts (tenured/tenure-track/lecturer); alternative training such as the Institute for Student Success; and strategies for incorporating training into RTP (through Appendix J, Appendix K, and/or departmental criteria & standards) on a voluntary or mandatory basis.

- b. The FAC Chair shared examples of efforts to address diversity and inclusion at other universities, which the group briefly reviewed. See attached *Examples of How Universities Address Inclusiveness and/or Diversity in Promotion/Tenure or Professional Development*.

Faculty Affairs will consider ways to move forward in a positive direction; discussion will continue at the next meeting.

Examples of How Universities Address Inclusiveness and/or Diversity in Promotion/Tenure or Professional Development

HSU Faculty Affairs Committee – February 29, 2018

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Princeton, Inclusive Teaching Series

<https://mcgraw.princeton.edu/inclusive-teaching-series>

Inclusive Teaching

What does it mean for classrooms to be inclusive spaces? How can Princeton's community enhance learning by more fully engaging with diversity? The Inclusive Teaching at Princeton series invites undergraduate and graduate students, postdoctoral associates, faculty, and staff to come together to discuss diversity in teaching and learning at Princeton today. The McGraw Center, together with the Office of the Dean of the College, Teagle Foundation, Office of the Dean of the Graduate School, Office of the Dean of the Faculty, and the Vice Provost for Institutional Equity and Diversity are co-sponsoring this series to create a framework for a campus dialogue exploring these questions.

The goals of the inclusive Teaching at Princeton series are:

- To promote campus conversations about the important role that teaching plays in creating an inclusive University community.
- To increase awareness of best practices for inclusive teaching, both improving climate and allowing faculty and graduate student participants to take these important ideas with them into their future teaching projects.
- To offer faculty and graduate students access to a variety of expert perspectives on diversity and inclusion in the classroom.
- To create Princeton-specific resources for inclusive teaching.
- To assist all teachers and learners engage more meaningfully with the diversity in their classrooms.

Yale Center for Teaching and Learning

<https://ctl.yale.edu/InclusiveTeachingStrategies>

Inclusive Teaching Strategies

Inclusive teaching refers to pedagogy that strives to serve the needs of all students, regardless of background or identity, and support their engagement with subject material. Hearing diverse perspectives can enrich student learning by exposing everyone to stimulating discussion, expanding approaches to traditional and contemporary issues, and situating learning within students' own contexts while exploring those contexts. Students are more motivated to take control of their learning in classroom climates that recognize them, draw relevant connections to their lives, and respond to their unique concerns (Ambrose et. al, 2010).

Berkeley Office for Faculty Equity & Welfare

<https://ofew.berkeley.edu/equity/advancement>

Contributions to Diversity

The Academic Personnel Manual (APM) 210 **policy states that faculty contributions to diversity should receive recognition and reward in the academic personnel process. Faculty are offered an opportunity to provide a statement describing such contributions for each merit review.**

APM 210:

Criteria for Appointment, Promotion, and Appraisal

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“The University of California is committed to excellence and equity in every facet of its mission.

Contributions in all areas of faculty achievement that promote equal opportunity and diversity should be given due recognition in the academic personnel process, and they should be evaluated and credited in the same way as other faculty achievements. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California’s diverse population, or research in a scholar’s area of expertise that highlights inequalities. Mentoring and advising of students and faculty members, particularly from underrepresented and underserved populations, should be given due recognition in the teaching or service categories of the academic personnel process.”

...

University and Public Service—The faculty plays an important role in the administration of the University and in the formulation of its policies. Recognition should therefore be given to scholars who prove themselves to be able administrators and who participate effectively and imaginatively in faculty government and the formulation of departmental, college, and University policies. Services by members of the faculty to the community, State, and nation, both in their special capacities as scholars and in areas beyond those special capacities when the work done is at a sufficiently high level and of sufficiently high quality, should likewise be recognized as evidence for promotion. Faculty service activities related to the improvement of elementary and secondary education represent one example of this kind of service. Similarly, contributions to student welfare through service on student-faculty committees and as advisers to student organizations should be recognized as evidence, as should contributions furthering diversity and equal opportunity within the University through participation in such activities as recruitment, retention, and mentoring of scholars and students.

University of Oregon, Peer Review and Evaluation of Teaching

<https://academicaffairs.uoregon.edu/peer-review-and-evaluation-teaching>

UO Senate legislation of 1996 and the 2015-2018 Collective Bargaining Agreement between the university and United Academics require periodic peer review and evaluation of teaching for all faculty. The legislation also established criteria and procedures for conducting these reviews and evaluations. These criteria and procedures are equally relevant to the peer review and evaluation of teaching for tenure-related faculty and instructional non-tenure-track faculty.

Peer review of teaching is the written assessment of a class observation and the contextual material informing that observation (e.g., syllabus, faculty member’s self-assessment, other framing information provided by the faculty member). Peer reviews are an opportunity to support and improve faculty teaching efforts, and to assess how individual teaching choices reflect the department’s curriculum and goals.

Evaluation of teaching is done for promotion and/or tenure, contract renewal or merit raises, and involves multiple windows into a faculty member's teaching including: peer review, student evaluation and self-assessment, narratives or inventories.

Departments are urged to adopt procedures that protect both the formative and summative nature of the separate peer review and evaluation of teaching processes.

Recommended Principles

- A key purpose of the peer review should be fostering collegial, open exchange around faculty members' development as teachers.
- **The peer review should consider and encourage the faculty member's efforts to design for and foster an inclusive classroom environment.** Examples of which are provided in [TEP's resources on inclusive teaching](#), and the [Division of Equity and Inclusion's examples of contributions to institutional equity and inclusion](#).

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Faculty Equity Statements for Tenure, Promotion and Review

<https://inclusion.uoregon.edu/content/faculty-equity-statements-tenure-promotion-and-review>

This page provides background on **the new requirement for faculty** to incorporate discussions of contributions to institutional equity and inclusion within their personal statements for review, tenure, and promotion. It includes some recommended **best practices for committees and heads responsible for reviewing and assessing such statements.**

A guidance document for instructional faculty on preparing their statements summarizing contributions to institutional equity and inclusion can be found [here](#).

University of Oregon (Continued)

Background

- Collective Bargaining Agreement between UO and United Academics ratified in October 2013 stipulates the personal statement of a candidate for tenure and promotion should "include **discussion of contributions to institutional equity and inclusion.**" (Article 20, Sec 8, p 32).
- Promotion reviews for Career Non-Tenure Track faculty carry a similar requirement (Article 19, Section 11, p 4).
- **The University and the Union agreed to make this expectation mandatory rather than optional to encourage all faculty to play a proactive role in fulfilling the UO's institutional goals of equity and inclusion.** Hundreds of faculty across every unit in campus are already engaged in this work, and this policy places the University at the forefront nationally of research universities in this area.

- The requirement is intended to be interpreted broadly. It can be fulfilled through:
 - service, research, and/or teaching,
 - activities at the UO or within academic and professional associations, non-profit, governmental, and/or private sector organizations,
 - addressing a wide range of equity and inclusion issues.

Implementation

- **Support to faculty preparing statements.** The Vice President for Equity and Inclusion and CoDaC have prepared a document (view [here](#)) that provides some direction for the types of work that faculty may engage and pursue to meet this requirement. CoDaC faculty are also available to meet with faculty preparing statements individually to review their records and provide support. They can be contacted at codac@uoregon.edu
- **Inclusion within other forms of review:** While the CBA stipulates that the discussion of contributions to equity and inclusion should be included in statements of candidates for tenure and promotion, faculty undergoing other types of review, including third year reviews (pre-tenure) and third and sixth year reviews (post-tenure) should also include contributions to institutional equity and inclusion within their personal statements.
- Departmental, college, and university-wide review committees preparing reviews of candidate files **should include a specific discussion of the candidate’s contributions to institutional equity and inclusion in their reports.** This discussion should summarize the candidate’s contributions and offer any evaluation of the impact this contribution has had with respect to teaching, research and service, as well as to the department, program, discipline or institution.

The rubric below offers of examples of faculty contributions to equity and promotion. The column and row headings offer a rubric that *could* be used to evaluate and situate a faculty member’s contributions.

University of Oregon (Continued)

	Individual impact: Equity work with individual students, faculty, community members or organizations	Programmatic impact: Equity work establishing or providing significant leadership to a formalized program	Institutional impact: Contributing to efforts that strengthen institutional policy or practice
RESEARCH	*Research agenda incorporates equity and inclusion issues and/or diversity in objects of study (e.g. Psychology faculty incorporates diverse individuals within theirsubject pool)	*Leading or participating in a research group that addresses equity and inclusion (e.g. Law school faculty leads a research group on gender and labor)	*Establishing or supporting the creation of new academic initiatives(e.g. Education faculty establishes a disability studies research initiative)
TEACHING	*Efforts toward equity, diversity and inclusion in undergraduate and graduate	*Participating in a disciplinary mentorship or pipeline program	*Creating a new academic program, courses or

	teaching and mentoring(e.g. Journalism faculty incorporates themes of equity and inclusion within introductory course assignments)	(i.e. PPPM faculty attends mentorship conference for underrepresented graduate students)	graduate specialization focused on equity (e.g. Ethnomusicologist leads development of a new MA program in music of the African diaspora)
SERVICE	*Work with diverse groups of individual students and/or organizations on and off campus(e.g. Business faculty advises undergraduate Women in Business group)	*Participating in program building efforts (e.g. Environmental studies faculty collaborates with indigenous groups to produce multiple environmental impact studies)	*Creation or leadership role in new UO program serving community constituencies (e.g. Economist establishes summer pipeline program for low income high school students)

Northeastern, Preparation and Format of Tenure and/or Full Professor Promotion Dossiers

<https://www.northeastern.edu/advance/wp-content/uploads/2016/01/Model-Tenure-Dossier-2016.pdf>

Preparation and Format of Tenure and/or Full Professor Promotion Dossiers, February 2017

Changes to 2016 document:

- Minor editorial updates and clarifications
- Definition of arm’s length reviewers
- Definitions and examples for optional addition of activities related to diversity, equity, and inclusion

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Dossier Section E – Candidate’s Statements and Supporting Evidence

Statement on Teaching

You should begin with a statement of your teaching philosophy. You should identify courses taught and discuss your involvement in curriculum development, supervision of graduate and undergraduate students, and advising. Your statement may place quantitative student evaluations in context, for example by comparing your evaluations with those in similar-sized courses in your discipline, with other courses at the same level, courses taught mainly for majors/non-majors, and so forth. **You should also discuss other contributions to teaching, such as development of pedagogical tools or interactive pedagogical methods, or components related to diversity, equity, and inclusion*, and should describe actions you have taken to incorporate appropriate shared learning goals—e.g., goals of the major discipline and/or NUPath. Your statement should describe your efforts to integrate classroom-based and experiential education and any other involvement with co-op or other form of experiential education.**

...

*New for 2017-18 are **optional** additions to your teaching/research/service statements about your involvement in activities related to diversity, equity, and inclusion. For definitions of terms and examples of activities, please see Section 5.0 at the end of this document.

...

5.0 DEFINITIONS OF TERMS AND EXAMPLES OF ACTIVITIES INVOLVING DIVERSITY, EQUITY, AND INCLUSION

5.1: Definitions:

“**Diversity** refers to all of the ways in which people differ, including primary characteristics, such as age, race, gender, ethnicity, mental and physical abilities, and sexual orientation. It also includes secondary characteristics, such as education, income, religion, country of origin, work experience, language skills, geographic location, and family status. Put simply, diversity refers to all of the characteristics that make individuals different from each other and, on its most basic level, refers to heterogeneity.”

Northeastern (Continued)

“**Equity** refers to the process of creating equivalent outcomes for historically underrepresented populations and oppressed individuals and groups. Equity is about ending systematic discrimination against people based on their identity or background.”

“**Inclusion** describes the sense of belonging that traditionally marginalized individuals and groups feel when they are empowered to participate in the majority culture as full and valued members, shaping and redefining that culture in different ways.”

5.2: Examples of ways faculty might engage in diversity, equity, and inclusion activities:

Teaching and engagement with students:

- Efforts to recruit and enroll students from diverse backgrounds
- Pedagogy that discusses diversity, inclusion, and equity in the classroom

Research/Scholarly/Creative Activity:

- Research/Scholarly/Creative Activity centered on diversity, inclusion, and equity issues
- Recruitment of diverse groups into research studies
- Inclusion of diverse groups into research teams or creative activity

Service to the University and to the Profession:

- Participation in diversity efforts in the department and college and university
- Engagement in strategies to recruit diverse faculty and diverse students
- Involvement with unit or university activities to promote diversity, equity, or inclusion

(Note: this list is neither exhaustive nor prescriptive)

Note: Definitions are based on terminology from Williams, D., *A Matter of Excellence: A Guide to Strategic Diversity Leadership and Accountability in Higher Education*. American Council on Education, 2013. <http://www.acenet.edu>

Dartmouth, Inclusive Excellence Faculty Working Group, Recommendations

<https://inclusive.dartmouth.edu/sites/ie.dev/files/ie/wysiwyg/2016-05-faculty-working-group.pdf>

Inclusive Excellence Faculty Working Group, Recommendations for Actions, Metrics and Accountability, and Overall Communications, May 1, 2016

III. Professional Development

1. Investment in mentoring

- a. Require departments to have formal mentoring programs
- b. Develop institution-wide mentoring opportunities and support informal and peer mentorship
- c. Metrics: levels of participation; satisfaction with mentoring from surveys
- d. Accountability: acknowledge and reward mentoring activities on annual Faculty review form;

Chairs/Deans

2. Provide regular and voluntary professional development programming around diversity and inclusion for all members of the community, including faculty.

- a. Training and toolkits on diversity in curricula and disrupting implicit bias in the classroom through DCAL
- i. Rewards for departments in which all faculty participate
- b. Metrics: levels of participation; demonstrated changes to syllabi and curricula
- c. Accountability: Chairs/Deans/Provost

Occidental College, Faculty Handbook

[https://www.oxy.edu/sites/default/files/assets/Dean_of_College/Faculty%20Handbook%202016-17%20\(Official%20Version%20JG\).pdf](https://www.oxy.edu/sites/default/files/assets/Dean_of_College/Faculty%20Handbook%202016-17%20(Official%20Version%20JG).pdf)

B. Criteria for Reappointment, Tenure and Promotion

Conversion from the rank of Instructor to Assistant Professor is contingent upon completion of the appropriate terminal degree. This is specified at the time of initial appointment and does not require a departmental recommendation or action by the Advisory Council. Timing associated with the tenure process begins at the beginning of the next school year after this conversion of rank.

In all other cases the College acts according to the following criteria in considering faculty members for reappointment, tenure and promotion. Tenure is granted only to persons of demonstrated success in

each of these criteria. Within the three criteria for evaluation established below, departmental and institutional considerations may play a role in reappointment, tenure or promotion decisions. Effective teaching is a necessary condition for retention. Excellence in professional achievement or outstanding service to the College cannot compensate for ineffective teaching.

1. Teaching

In general an effective teacher is one whose work is characterized by commitment to subject, to student, and to constant improvement in teaching. The effective teacher has a systematic and coherent knowledge of the field and keeps current with its developments, and is able to communicate this knowledge. **An effective teacher is actively concerned with the intellectual development of all students, and employs pedagogical approaches both in and outside the classroom to create an inclusive learning environment that is responsive to, and promotes the success of, a diverse group of students.** Effective teaching may include community-based learning, community-engaged teaching, and mentoring undergraduate research (including community-based research). Effective teaching encourages critical thinking, welcomes diversity of opinion, is cognizant and respectful of difference, and is considerate and fair. The effective teacher also welcomes and profits from constructive criticism.

Virginia Tech Promotion and Tenure Guidelines 2017-18

https://www.provost.vt.edu/content/dam/provost_vt_edu/promotion_tenure/Clinical_Promotion_Guidelines_2017-2018.pdf

Dossier Outline

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Executive Summary

Provide an executive summary, no more than three pages in length in outline form. Consider opening the executive summary with a paragraph that describes the candidate's research and scholarly work and the context in which they are working. The summary should address accomplishments and significant contributions pertinent to the candidate's field, which may include the following, but are not necessarily limited to these topics or to this list order:

- Awards
- Education
- Research and teaching interests
- Professional appointments
- Publications. Full listing of selected (or all, if page limit allows) should be included
- Candidates for promotion to professor should include in the executive summary only publications and other scholarly contributions since their promotion to associate professor. Candidates for promotion to professor may include all publications and scholarly activities in the appropriate section of V. Research and Creative Activities.
- Competitive grants (selected, or all if page limit allows)

- Other sponsored research (selected, or all if page limit allows)
- Courses taught (selected, or all if page limit allows)
- Student advising (selected, or all if page limit allows)
- Outreach and professional service (selected, or all if page limit allows)
- Inclusive practices and diversity initiatives (selected, or all if page limit allows). Candidates should include a list of activities that promote or contribute to inclusive teaching, research, outreach, and service.

Oregon State Criteria for Promotion and Tenure

<http://academicaffairs.oregonstate.edu/faculty-handbook/promotion-and-tenure-guidelines>

...

Oregon State University is committed to maintaining and enhancing its collaborative and inclusive community that strives for equity and equal opportunity. All faculty members are responsible for helping to ensure that these goals are achieved.

Stipulated contributions to equity, inclusion, and diversity should be clearly identified in the position description so that they can be evaluated in promotion and tenure decisions. Such contributions can be part of teaching, advising, research, extension, and/or service. They can be, but do not have to be, part of scholarly work. **Outputs and impacts of these faculty members' efforts to promote equity, inclusion, and diversity should be included in promotion and tenure dossiers.**

...

Columbia, Proposal on Procedures In Arts And Sciences For Documenting Teaching Excellence

http://fas.columbia.edu/files/fas/content/EPPC.Teaching.Eval_Report.final_v2.pdf

Proposal on Procedures In Arts And Sciences For Documenting Teaching Excellence

EPPC subcommittee on Teaching Evaluations in Promotion and Hiring Decisions

Appendix I. Example of a departmental statement on exemplary teaching

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We seek to teach courses in which students gain a new perspective that forever alters how they interact with the world, and that cements a love of lifelong learning about the natural world. We work to realize these program goals through the following methods:

- Active learning, in which students are provided an opportunity in class to actively interact with course material through class discussions, audience response systems, discussions and problem-solving sessions with classmates. Active learning has been documented in numerous studies to enhance both student engagement and student learning.

- Formative feedback and rubrics, in which students are provided examples of the types of assignments that will ultimately lead to a summative assessment of learning in the course, and given feedback on how their performance aligns with a rubric describing various performance levels in the course. Formative feedback has been demonstrated to reduce student anxiety and stress, and to increase learning.
- Inclusive teaching, in which students from diverse background, cultures and learning styles are considered when pedagogical techniques and examples for discussion are selected. Inclusive teaching increases the retention of diverse groups in educational programs. For example, when discussing individual scientists, we encourage the use of examples from diverse cultures, genders and ethnic groups, if appropriate to the pedagogical goals of the class. In addition, we recognize that some students readily contribute to discussions in class, but others may have cultural or personal barriers that inhibit expression, so we encourage providing a variety of modalities by which students can demonstrate their mastery of course material.

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Humboldt State

Appendix J

B. Assessment of the Areas of Performance for RTP

1. Effectiveness

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(4) Teaching effectiveness is assessed primarily through collegial evaluation of classroom teaching and summary analysis of student evaluations by peers. Evaluations of teaching effectiveness shall be based primarily on written statements from colleagues within the candidate's academic discipline(s). The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways, such as classroom visitations, team teaching, guest lecturing, etc. Multiple observations, conducted over a period of time, are preferable to a single observation conducted solely for personnel purposes.

(5) Other academic contributions to teaching effectiveness to be evaluated by colleagues include but are not limited to: course syllabi, learning outcomes, exams, and other learning activities.

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

...

Office of Diversity, Equity, and Inclusion

...

To meet longer term goals, ODEI has formed a partnership with the newly created Center for Teaching and Learning (CTL). ODEI will centralize training sessions on equity and diversity through the CTL. The CTL will be a “convener” of instructional design, trainings, culturally relevant pedagogy, and racial dialogues. In addition, the CTL in collaboration with ODEI, will engage experts in the field of racism, privilege, inclusivity, and other social justice issues that intersect in higher education. ODEI has also been attending various stakeholder meetings across campus and through dialogue has begun to integrate equity, inclusion and race into the various initiatives and conversations that are taking place on campus. ODEI will also partner with HR to develop staff trainings and professional development opportunities.

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Humboldt State (Continued)

Center for Teaching and Learning

<http://ctl.humboldt.edu/content/teaching-and-learning-tips#learning14>

Weekly "Teaching and Learning Tips" -- Collectively Supporting Learning

...

Tip #14: What Are Inclusive Teaching Strategies?

Inclusive teaching strategies refer to any number of teaching approaches that address the needs of students with a variety of backgrounds, learning styles, and abilities. These strategies contribute to an overall inclusive learning environment, in which students feel equally valued. “Even though some of us might wish to conceptualize our classrooms as culturally neutral or might choose to ignore the cultural dimensions, students cannot check their sociocultural identities at the door, nor can they instantly transcend their current level of development... Therefore, it is important that the pedagogical strategies we employ in the classroom reflect an understanding of social identity development so that we can anticipate the tensions that might occur in the classroom and be proactive about them” (Ambrose et. al., 2010, p. 169-170).

Native American Studies, Criteria and Standards for Retention, Tenure and Promotion Department of Native American Studies, April 2017

https://hraps.humboldt.edu/sites/default/files/docs/nas_rtp_criteriastandards-approvedapril2017.pdf

...

This document outlines the evaluation criteria and standards for faculty members in department, along with Appendix J, for the evaluation of all three areas of retention, tenure and promotion.

These criteria and standards will include an evaluation of the candidate's contributions to achieving the department's mission to foster a program curriculum that fosters diversity, social justice and cultural democracy with a commitment to scholarly rigor, theoretical clarity, and critical/creative pedagogy, all while recognizing the individual's and department's responsibility to indigenous communities.

Integrated Curriculum Committee:

Submitted by Dale Oliver, ICC Chair

For the past few weeks the GEAR committee, the AMP subcommittee, and the ICC have been discussing changes in the ICC constitution and refinement to the GEAR curriculum guidelines. The discussions have led to the two resolutions submitted for first readings at today's meeting: resolutions 16-17/18, and 17-17/18).

Curriculum Chill

The work proposed for the latter resolution is relevant to what has been termed the "curriculum chill." On Tuesday, February 13, the Vice Provost sent the following email to department chairs, which was then to be sent from chairs to their faculty:

Based on feedback from WASC Senior College and University Commission (WSCUC) and our campus Steering and Self-Study Committee, HSU needs to prioritize student learning and success to articulate the meaning, quality, and integrity of our degree programs. As a result of these recommendations, we are asking the Integrated Curriculum Committee (ICC) to review the curriculum proposal process to include student learning, retention, and graduation. Until these changes are implemented the ICC will only be reviewing the following curriculum proposals:

1. Course/Program changes received on or before December 15, 2017.
2. Course/Program changes that address compliance with CSU Executive Orders.
3. Program restructure designed to decrease time to graduation.

ICC Response to the Curriculum Chill (DRAFT – subject to revisions for the April 3 meeting)

The ICC supports the "curriculum chill" requested by the Provost, and recommends that it last through the 2018 calendar year.

In the latter half of the fall of 2017, the ICC had a series of discussions regarding a temporary chill on curriculum for the General Education and All University (GEAR) program. A summary of this discussion, from the December 5, 2017 ICC minutes, follows.

The Academic Master Planning Committee (AMP) has identified the development of a comprehensive management plan for the GEAR program as a primary task for 2018. This management plan will address assessment of student learning, resource allocation, governance, and the curriculum proposal and review processes. The purpose

of this effort is to create a framework by which the GEAR curriculum is regularly examined relative to inclusive student success, alignment with CSU system-wide expectations (EO 1100), coherence of the student learning experience, and efficiency within academic affairs. AMP will not do this work alone, but will consult and coordinate with key constituencies, including the GEAR committee, The office of the Vice Provost, the ICC, the University Senate, The Course Offerings Group, Associated Students, College Deans, Department Chairs, and Faculty.

While the management plan is developed, vetted, and prepared for implementation, the ICC will limit its review of proposals of new GEAR courses and proposals of new GEAR designations for existing courses. The ICC will review only those GEAR proposals submitted in 2018 which are explicitly supported by the appropriate Dean's office as necessary for improving inclusive student success. Therefore, departments interested in submitting GEAR curriculum proposals should work closely with their academic Dean to establish the rationale for the review and communicate that rationale via a memorandum signed by the Dean or Associate Dean.

Before the ICC took the opportunity to enact the chill (being concerned primarily with completing the curriculum processes required by EO 1100 and EO 1110 at the beginning of the spring 2018 semester), the Provost issued the more general call for a curriculum chill through the email message listed above.

During the curriculum chill, the ICC is “to review the curriculum proposal process to include student learning, retention, and graduation.”

The ICC proposes the following guidelines for the curriculum chill:

- 1) The curriculum chill will be in effect for the 2018 calendar year. Beginning in spring of 2019, all curriculum proposals will be eligible for review and possible inclusion in the 2020-2021 catalog.
- 2) During the curriculum chill, the ICC will
 - a. Review curriculum proposals which were submitted before the end of 2017, which have been submitted in response from a CSU Chancellor’s office, which represent routine maintenance of the existing curriculum (e.g., updating titles, prerequisites, or course descriptions), or which are deemed critical for improving student time to graduation by the appropriate faculty and academic dean.
 - b. Develop a comprehensive management plan for general education, as described in our meeting agenda from December 5, 2017. Included in that development is the implementation of a process to revise guidelines for courses in the general education areas, as outlined in the resolution on Updating GEAR Program SLOs and Area Specific Content Criteria (17-17/18-ICC/GEAR – March 6, 2018).

- c. Design and Implement a paperless curriculum proposal process that embeds considerations for student learning, retention, and graduation.
- 3) Seek input and advice through the councils of chairs and program leaders of the three academic colleges.

Faculty, program leaders, and department chairs who are considering revisions to their curriculum should work closely with the office of their academic dean to determine if this work meets **one** of the following criteria:

Is the curriculum proposal in response to an Executive Order (EO 1071, EO 1100, EO 1110)?

Is the curriculum proposal routine maintenance of the existing curriculum that does not require extensive review?

Is the curriculum proposal important for reducing time to graduation?

President's Office:

Submitted by Lisa Rossbacher, President, Humboldt State University

I am very grateful for the support and understanding from the University Senate and the entire University community regarding the critical importance of addressing HSU's budget deficit as quickly as possible. Since the budget plan was distributed on February 22, I have received a number of helpful comments and suggestions for ways to address our budget shortfall. I have also received some responses arguing either that the deficit is not real or that area X is already operating efficiently and therefore should be exempted from participating in addressing the budget. With a projected shortfall of \$9 million in 2019-20, we must look at all possible ways to align our budget with our resources.

At a recent meeting of HSU's Advancement Foundation Board, I described the University's budget situation. One of the Board members said "We would call this 'bankruptcy' in the business world." The more I have pondered this, the more I see that HSU is not bankrupt -- not even close. Here's why. HSU has the fourth highest funding per full-time equivalent student in the CSU. The only campuses with more funding per student are the smaller and newer campuses that are on a major growth trajectory: Cal State Maritime, CSU Channel Islands, and CSU Monterey Bay. Thus, HSU has more funding per student than 19 of the universities in the system.

In terms of spending relative to our peer institutions in the CSU (the ones with enrollments between 7,000 and 10,500 full-time equivalent students), HSU spent 7% more per student than the next highest campus, and we spent 12% more than the average for the four other campuses in our enrollment range.

Bankruptcy is not having money. HSU has resources -- more than many of our peers, relative to our enrollment. We are simply not being efficient in how we are using the funds we have, and we are

currently in a pattern of spending more than we have available. Our goal is to live within our means, which we can accomplish and still spend more than our peer average per student.

So, this isn't bankruptcy. We are overspending, over committing, and not living within our means – but we are not bankrupt. We're working on this solution collectively, and the net result will be a stronger and more sustainable financial position for our University.

On another topic, I want to share an encouraging and positive event that happened on campus last week. A group of about 50 fourth graders from Crescent City visited the HSU campus last Friday. The students came from Smith River Elementary School and Mary Peacock Elementary School, both in the Del Norte School District.

This visit was part of HSU's Talent Search (<http://www2.humboldt.edu/talentsearch/talent-search-trio>). This federally-funded pre-college program helps elementary and high-school students be academically prepared and ready for college when they graduate from high school. Hosting these young people on campus is particularly valuable, because it helps them picture themselves at a college or university – maybe even Humboldt State.

When I asked how many of the fourth graders were on the HSU campus for the first time, many hands went up. Then I asked if they planned to go to college. Most of the hands went up then, too. (One young student in the front row exclaimed, "As if I had a choice!") And then I asked how many of them were thinking about attending Humboldt State. A gratifyingly large number of hands were raised here, too. This speaks to the value of early recruiting and outreach.

These students from Del Norte County were an amazingly sharp group. After I finished my welcome, the students' hands started shooting up again with their questions. "How did you decide to become a geologist?" "What do you like most about being the president of HSU?" "When did you first study rocks?" "What's the most important thing to be successful as a college president?"

Whoa! Hand out the application materials now! This Talent Search event brought some amazing young people to Humboldt State. One of HSU's strategic goals is to recruit more local students. I hope every one of these fourth graders from Del Norte County comes here. They'll bring some major talent and diversity to the class of 2030.

As always, I am available to answer questions.