

# HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, April 11, 2017

Standing Committees, Statewide Senators and Ex-officio Members

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## Academic Policies Committee:

Submitted by Mary Virnoche, APC Chair

March 28, 2017

Members: <http://www2.humboldt.edu/senate/academic-policies-committee>

**Present:** Paul Cummings, Michael Goodman, Alex Gradine (For Mary Glenn), Zach Kihm, Michael Le, Clint Rebik, Mary Virnoche (chair)

**Absent:** Joice Chang, Brandon Dolfi, Heather Madar (schedule conflict)

**Guests:** Steve Ladwig, Director, Admissions, Nicholas Conlin, Coordinator, HOP, Kathy Thornhill, Director, ACAC

### Golden 4 and New Student Orientation

Process for first-time first-year student orientation and registration: Each student completes online tutorial. Once they complete the orientation they are released to register. Between June 19-30 new students may also call the advising staff. In addition, a professional advisor reviews all first-year student schedules. Professional advisors contact all students whose schedules suggest they need to make some changes. Advisors confirm that each schedule has at least 1 golden four, no upper division courses and reaches 15 units.

Lower Division Transfers: There are few (30-40) lower division transfers and only some of those lack one Golden 4. (The idea here is that we should not spend too much time trying to address this particular group.)

Concerns with Past Tutorials: Too much information was pushed into this initial training. There are some pieces that legally need to be included (e.g. Title IX and the alcohol policy). Students have asked for more purposeful and gradual delivery of information as it is needed, which the orientation program is trying to do.

Golden 4 Messaging: We talked about positive messaging about Golden 4 completion, rather than negative consequences. For example: "Students who complete their Golden 4 during their first two years (or before 60 units) and take 15 units each term are more likely to maintain good academic standing and graduate in 4 years." (Kathy/Steve/Nicholas to consult on this messaging in tutorial?). Mary Glenn to incorporate into marketing campaign out of her office, as discussed at APC meeting earlier in the year.

Meeting Outcome on Tutorial: Orientation will test its new and improved Canvas Tutorial with a group of incoming first year first time students. They may request consultation with Mary Virnoche on carrying out that pilot test.

U-Direct Warning System on Golden 4: Can we automate a Golden 4 drop warning? “You are dropping a class that is one of the Golden 4. Students who complete these classes in their first two years are more successful in school.” (Clint checking into this.)

#### Prerequisite Setting

We discussed setting an across the board prereq in upper division GE for Golden 4 completion. There was concern that this takes the decisions about curriculum out of the hands of faculty/departments and that all Golden 4 are not “true” prereqs for success in upper division GE courses.

#### **Faculty Advising In General and Probation**

Faculty Affairs needs to take up training on advising. We need protocols on advising and particularly on probation advising. We need data on advising loads across programs and departments and strategies to mitigate high loads. We will continue this discussion at the next meeting and decide if a resolution is needed or would be helpful.

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## **Constitutions and Bylaws Committee:**

Submitted by Jeff Abell, CBC Chair

- I. This semester the CBC meeting is scheduled for every other Thursday from 3-4 pm in NHE 120. Our next meeting is Thursday Apr 13. Agenda for that meeting is in Item III below.
- II. The CBC meeting scheduled for Thursday Apr 6 was re-scheduled for Thursday Apr 13.
- III. Agenda for next meeting:
  - A. CBC will discuss and edit the following draft amendment to Bylaws 12.61. The goal of the amendment is to: 1) allow outgoing Senators to vote for future Senate officers if their replacement for the following year has not been chosen, or is not present in person or by proxy; 2) create more flexibility for the Senate to schedule the election of Senate officers

12. 61 The annual election of Senate officers, Standing Committee chairs, and members of the Appointments and Elections Committee shall be conducted at ~~the first a~~ Senate meeting within one month following the election of new Senators. ~~Incoming and continuing Senators may vote in person or by proxy. Nominations shall be made in accordance with the provisions for eligibility outlined in the Constitution.~~

12.61.i. Nominations shall be made in accordance with the provisions for eligibility outlined in the Constitution.

[12.61.ii. Incoming and continuing Senators may vote in person or by proxy. Senators who are not continuing may vote if the incoming Senator who will replace them has not yet been determined or is absent from the meeting and has not delegated a proxy.](#)

*(Remaining items in this section will be renumbered accordingly.)*

- B. Refine ideas for improved communication of committee meeting times and agenda items. Present ideas as discussion items at future Senate meeting.
- C. Develop interpretation of “member of the University community” as it relates to Bylaws 10.75 (pending Senate or SenEx approval to proceed.)

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## **Faculty Affairs Committee:**

Submitted by George Wrenn, FAC Chair

### **Faculty Affairs Committee Report – March 29, 2017**

The next meetings will occur on April 12 and April 26. Meetings are open to the campus community. The Committee currently meets in Library 118 at 8 a.m.

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>.

March 29 Meeting Notes

Absent: Colleen Mullery

Agenda:

1. Updates: Lecturer survey, CFA President voting rights, class scheduling, lab evaluation, RTP Criteria and Standards Committee
2. Review of Assigned Time data (with guest Monty Mola)

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1. Updates: Lecturer survey, CFA President voting rights, class scheduling, lab evaluation, RTP Standards and Criteria

Lecturer survey: will be administered by OIE beginning April 24 and closing on May 8. A draft of the survey will be provided by April 13.

CFA President voting rights: Mark Wilson and Mike Camann summarized Senate discussion.

Class scheduling: The Committee has requested data on classes that could not be scheduled in Schedule 25. Bella Gray has reported that there will be a delay in providing this information. The Chair has asked that information be provided by the end of the semester.

Lab evaluation instrument: a Resolution and final draft of the new instrument are being prepared for Senate in April.

RTP Criteria and Standards Committee: following a request to change this to a standing committee, the Chair is researching the history of this committee and its description in the Senate's Constitution and Bylaws and the Faculty Handbook. The Committee very briefly discussed alternatives to the standing committee designation. Additional research and consultation are needed.

## 2. Review of Assigned Time data (with guest Monty Mola)

The Committee reviewed Department Chair assigned time data and considered next steps. It was agreed that a Senate resolution is warranted to address key issues: assigned time should be proportional to unit load, assigned time should not come out of collateral duties, and a formula should be established that takes into account FTES, number of majors in department, FTEF and percentage of lecturers and tenure-track in department, and what is being done at other CSUs. It was noted that detailed data on WTUs can be obtained in the Faculty Assignments by Department (FAD) Reports. Given the additional work to be done, this topic will carry over into 2017/18.

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## **Integrated Curriculum Committee:**

Submitted by Dale Oliver, ICC Chair

### **Double-Counting**

The Integrated Curriculum Committee (ICC) has had two discussions this spring regarding double-counting of the American Institutions (AI) courses. The current academic policy is to allow one AI course to double-count as a lower division Area D requirement. After the first discussion, the ICC asked the General Education and All University Requirements (GEAR) committee to investigate practices across the CSU and to prepare a recommendation for the ICC Committee about the possibility of double-counting the second AI course. At the second ICC discussion, the GEAR committee recommended consideration of course proposals that are written to purposefully to address student learning outcomes from AI and from one of the GE areas (other than area D). The ICC then directed the Academic Master Planning (AMP) subcommittee to gather input from the campus - particular from academic department chairs.

AMP met for discussion on April 4. That meeting was predicated by a call for input from academic department chairs from across campus. Twelve chairs and one dean provided input via email, and three department chairs attend the AMP meeting. Based on the input and subsequent discussion, the Academic Master Planning subcommittee will recommend to the ICC that there be no change to the current allowance for double-counting American Institutions courses. However, the AMP will

recommend to the ICC that course proposals which address student learning outcomes from AI and from another GE area would be reviewed in good faith. Thus, it is possible that in the future, a modified existing AI course or GE course, or a new course, may be recommended for double-count for both AI and a GE area (other than area D) should the course demonstrate sufficient treatment of student learning outcomes from both areas.

### **Co-requisite Math Remediation**

Included in the consent calendar for the ICC are modest modifications to a handful of Math courses so that co-requisite math remediation may be extended to all first-time freshman. If an incoming student requires two semesters of remediation, the goal is for them to finish remediation and a baccalaureate-level math course by the end of their first year. If an incoming student requires one semester, then the same goal can be accomplished by the end of their first semester. The expansion is being made because of the documented success of co-requisite math remediation at other institutions. The new co-requisite experiences are being aligned with the CSU report on Quantitative Reasoning.

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## **Statewide Senate:**

Submitted by Mary Ann Creadon and Kerri Malloy, Faculty ASCSU Representatives

As representatives to the ASCSU, Kerri Malloy and I welcome the Chair of the Academic Senate of the CSU to our meeting: Christine Miller, Professor of Communication Studies at Sacramento State University.

Interim meetings of the standing committees of the ASCSU will be held next Friday, April 21. The next plenary is May 19-20.

Added to this report is an attached memo from Gerry Hanley, AVC of Academic Technology Services for the CSU, regarding a one-day workshop on Supplemental Instruction to be held at the Chancellor's Office on April 21. The memo announcing this opportunity was also sent to Presidents, Provosts, and Vice Provosts; thus, some faculty may already know about it. This is a reminder of the importance of SI for student success, and for retention and graduation, and so of the potential usefulness of the workshop for faculty and staff.

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March 13, 2017

Campuses sharing best practices in  
supplemental instruction  
**Attn: Provosts and VP Student  
Affairs**

**MEMORANDUM**

To: CSU Presidents

From: Gerry Hanley   
Assistant Vice Chancellor, Academic Technology Services

RE: CSU Supplemental Instruction Strategies: Sharing and Adopting Proven Practices

California State University Fullerton and Fresno have received national and international recognition for their implementation of specific methodologies of Supplemental Instruction (SI), administration of SI services and evidence of increasing student success and closing achievement gaps. Many campuses are developing their supplemental instruction strategy and have requested a face-to-face meeting for sharing exemplary practices that are producing excellent outcomes on CSU campuses.

In response to campus requests, the CSU Academic Technology Services department has organized a free one-day SI demonstration, workshop and planning meeting for any CSU campus wishing to send representatives to the Chancellor's Office on Friday April 21, 2017. Campuses are implementing their SI strategy in different ways and campuses are welcome to send representatives that meet their campus needs. Travel to the SI meeting will be subsidized. Campuses within driving distance will receive funding of \$50 for each representative attending (maximum of 4 per campus). Campuses not within driving distance will receive funding of \$500 for each representative attending (maximum of 4 per campus). Campuses are responsible for reimbursing the participants' travel expense claims in accordance with the CSU travel policy.

**WHAT IS SI?** SI/Supplemental Instruction is a high-impact practice for student success, proven to increase student retention, mitigate student risk factors, minimize achievement gaps and improve time to degree. SI is an inclusive, non-remedial approach that provides regular review sessions outside of class in which students work collaboratively by discussing readings, comparing notes, working together to predict test items and sharing ideas for improving course material. Out-of-class review sessions are led by SI Leaders, students who took the course previously and excelled. SI Leaders receive extensive training and then attend all class lectures, take notes and act as models to those currently taking the course. Courses selected for SI tend to be those with significantly higher-than-average number of students receiving grades of D, F, or W.

**CSU SI PROGRAM:** The Chancellor's Office (CO) has supported a Supplemental Instruction Community since the summer of 2015, with campus representatives and CO personnel meeting monthly

to discuss best practices and progress within and across campuses. A majority of campuses included Supplemental Instruction (SI) as part of their Student Success Plans submitted in September 2016, yet many were in early stages of development and implementation.

The spring SI workshop will:

- Provide a framework of successful Supplemental Instruction as a significant learning support program;
- Support campuses in their planning, implementation and assessment of SI effectiveness;
- Showcase data and impact of mature CSU SI programs;
- Feature several SI Leaders in a student panel session sharing their stories of success; and
- Provide networking with other campuses to leverage the success already in action.

Please have your campus representatives **register by March 24, 2017** at <http://regonline.com/si-summit>. Below is an overview of the SI workshop agenda. If you have questions regarding this event, please contact Brett Christie ([bchristie@calstate.edu](mailto:bchristie@calstate.edu), 707-486-6519). For further information regarding Supplemental Instruction in the CSU, see <http://si.csuprojects.org>

***DRAFT***

<b>Friday April 21, 2017</b>	<b>Supplemental Instruction Schedule</b>
8:00-9:00 am	Continental breakfast and coffee in the lobby Check-in outside of Dumke Auditorium
9:00 - 9:15 am	Welcome and Introductions (Dumke)
9:15 - 10:00 am	Opening Address: Supplemental Instruction as a Significant Strategy for Student Success and Inclusive Excellence (Dumke) *
10:00 - 10:30 am	Center of Excellence for SI at CSU Fullerton (Dumke) *
10:30 - 10:45 am	BREAK
10:45 - 11:15 am	Success of the Fresno State SI Program (Dumke) *
11:15 - 11:45 am	San Diego State: SI Program on the Rise (Dumke) *
11:45 am - 1:15 pm	Lunch break from 11:45 am-12:30 pm (Lobby/Foyer/Breakout Rooms/Patio) <ul style="list-style-type: none"> <li>• SI Student Leader Panel from 12:30 - 1:00 pm (Dumke) *</li> <li>• Describe afternoon concurrent sessions and logistics</li> </ul>
1:15 - 2:30 pm	Keys to a Successful SI program – 4 concurrent sessions: <ul style="list-style-type: none"> <li>• Successfully Administering SI at Your Campus (Munitz)</li> <li>• Recruiting and Training Faculty and SI Leaders for Success (Anacapa)</li> </ul>

	<ul style="list-style-type: none"> <li>• Getting Quality Data to Demonstrate the Impact of SI (Coronado)</li> <li>• Supplemental Instruction Demonstration Session (Wallace)</li> </ul>
2:30 - 2:45 pm	BREAK
2:45 - 4:10 pm	Keys to a Successful SI program – 4 concurrent sessions: <ul style="list-style-type: none"> <li>• Same sessions and locations as above</li> <li>• Attendees rotate to next choice</li> </ul>
4:15 - 4:45 pm	Wrap-Up; Feedback; Next Steps (Dumke)

\*These sessions will be streamed live and recorded for ongoing access. The afternoon concurrent sessions will not be live streamed.

- c: CSU Provosts and Vice Presidents of Academic Affairs  
CSU Vice Presidents for Student Affairs