

HUMBOLDT STATE UNIVERSITY
University Senate Written Reports – April 12, 2016
Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

The Committee met on 4/4/16 at 8am in SBS 405.

Members present: Clint Rebik, Zitlaly Macias, Andrew Stubblefield, Paul Cummings, Michael Goodman

Items Discussed:

1. Resolution on Revisions to Academic Honesty Policy. Will appear as a first reading in the Senate on 4/26/16.
 2. Resolution on Minimum Grade to Receive Credit in Golden Four Courses. Will appear as a first reading in the Senate on 4/26/16. Raises minimum for credit from C- to C in lower division Area A and Area B: Mathematics requirements. Will ensure consistency for all students taking the course starting in Fall 2016.
 3. Resolution on Revisions to Policy on Faculty-Initiated Drop for Non Attendance. Will appear as a first reading in the Senate on 4/26/16. Removes a point of confusion whereby a student who notifies the instructor could insist that their seat be saved, even if no compelling reason is provided for their non-attendance in the first week of class.
 4. The committee also discussed a petition for early registration dates for Community Advocates (i.e. Residence Hall Staff). As per existing policy the APC considers such requests and will provide a written response.
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Appointments and Elections Committee:

There will be a call put out shortly for two newly vacated positions:

- Tenure Line Faculty At-Large Senator. The replacement will be for the remainder of the vacated term starting fall 2016, going until the conclusion of the Spring 2018 semester.
 - ICC/GEAR Committee Chair. The GEAR committee is a satellite committee of the Integrated Curriculum Committee (ICC).
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Faculty Affairs Committee:

Faculty Affairs Committee met on Monday, April 4. We submit Resolution 22-15/16 and Resolution 23-15/16 for second reading. Resolution 23-15/16 on Protocol for Conducting In-

class Electronic Course Evaluations has been modified to remove the suggestion of who could serve as a proctor for the evaluations. This provides flexibility for each department to decide whether proctoring evaluations is part of administrative staff workload. The “best practices of survey research” component has been more clearly specified. No changes were necessary to the Resolution 22-15/16 on Course Evaluations by Students (CEbS), however, college staff have asked that the Senate expedite approval of this resolution so that it is in place for this semester. If the resolution were in place this semester, CEbS would open on Monday 4/25 and end on Sunday 5/8 at 11:59pm. Staff had been planning to open CEbS on Monday, 4/18 and closing it by Friday, 5/6. FAC also recommends expedited approval of Resolution 23-15 so that faculty can use the protocol to conduct in-class evaluations this semester.

We offer for first reading of Resolution 24-15/16 on Intellectual Property Policy. Since the document has been revised and edited extensively, in addition to the fully revised policy included with the resolution, we provide a summary of the major changes to the existing policy (P09-03) in lieu of a document that fully tracks all changes (which would most likely be highly unreadable. Note that current policy 09-03 can be found at the following link:

<http://www2.humboldt.edu/policy/PEMP09-03Intellectual-Property-Policy>

1. Added Table of Contents
2. Under I.B. changed “Office of Research, Graduate Studies & International Programs” to “Advisory Board for Research and Creative Projects’
3. Under I.C.2. changed Office of Research, Graduate Studies & International Programs to “Advisory Board for Research and Creative Projects”
4. Changed all references to the “Dean of Research, Graduate Studies & international Programs” to the “Dean of Research, Economic and Community Development”.
5. Clarified throughout that “Foundation” means Sponsored Programs Foundation.
6. Changed all references to “extraordinary resources” to “extraordinary support” to be consistent with CBA with California Faculty Association.
7. Deleted sections I.E.12. and II.A.2.e. regarding “extraordinary resources” to be consistent with instructions in The 08/09 Senate resolution that established current policy (P09-03).
8. Under Section I.C. “Governing Principles” added principle, “Extraordinary Support” (consistent with CSU-Chico policy), which states, “It will be presumed that extraordinary support has not occurred in the absence of a written agreement between the University and the particular creator(s) that acknowledges the provision of extraordinary support”.
9. Deleted I.E. “Key Terms” section and replaced with CSU-Chico policy’s more expansive “Key Terms” section.
10. Clarified I.E.5. Key Term “Extraordinary Support”; noted that eLearning support or eLearning course transformation grants are not extraordinary support (unless otherwise specified by written agreement).
11. Added I.E.22. “University” to be clear that University means Humboldt State University and associated self-support organizations, such as Extended Education.
12. Added footnote to I.E.23. “work for hire” to explain current intellectual property law on whether regular faculty work is considered to be “work for hire”.
13. Changed II.A. to “General” consistent with CSU-Chico policy.

14. Added section II.A.1. to clarify ownership of faculty, staff and student intellectual property created without University Resources (i.e. in the course of normal faculty work). This section adds a provision that faculty voluntarily may share their intellectual property materials with other instructors or the University, and they have the right to revoke their permission to use those materials at the end of a semester if they do so in writing to their department chair or Dean.
15. Added to section II.B.1.b. that when the University does provide extraordinary support towards a faculty creation and exercises its equity interest in that creation, "A written document, signed by the faculty member and the University, preferably prior to initiation of the project, will be executed to acknowledge the University's license and equity interest and the faculty member's commitment to cooperate with the University. This written agreement must specify the term (length of time) during which the University's interest extends and whether or not its interest extends to only original materials or future (new or revised) materials as well."
16. Added section. II.A.2. "Sponsored Funding" section consistent with CSU-Chico Policy
17. Added section II.A.3. "Written Agreements" section consistent with CSU-Chico Policy. Strengthened language about the necessity establishing written agreements before contracts and awards are accepted, and if that is not possible, as early in the creation process as is possible.
18. Expanded section II.B.1.a. "Faculty Creations" to be more specific about faculty copyright ownership rights.
19. Specified in section II.B.1.b. University's ownership interest in faculty creations when extraordinary support is provided.
20. Eliminated in section II.B.1.c. "In the case of patent, the title to an invention shall be assigned to the University".
21. Eliminated in section II.B.1.d. "In distance education courses the faculty owns the copyright but the University will receive a royalty free license to use the material".
22. Specified in section II.B.1.c. University's ownership rights when University initiates project designed to result in copyrightable intellectual property.
23. Clarified in section II.B.1.d. that some contracts negotiated with an outside sponsor may establish copyright terms that deviate from the policy with the consent of the faculty involved and the appropriate college Dean.
24. Clarified in section II.B.2.b. University equity interest in staff creations when staff utilize University resources outside of the scope of their employment.
25. Clarified in section II.B.3. student ownership rights and University equity rights in student creations; eliminated the vague when "the University incurs costs associated with the work" in section II.B.3.b. and added section II.B.3.c. regarding the provision of extraordinary support.
26. In section II.C.1., changed title to "Patentable Intellectual Property" and provided additional detail in definition for section II.C.
27. Added section II.C.2. "Disclosure," including prior text from deleted "Framework" section, and adding clarification from CSU-Chico policy "Disclosure" section.
28. In section II.C.3.a., eliminated "Patents will be assigned to the university regardless of the sources of funding when there is extraordinary use of University resources"; all detail about university equity interest as the result of provision of extraordinary support is now in Section

II.C.3.b. Clarified in II.C.3.a. when faculty hold exclusive ownership of patent that is the result of normal faculty bargaining unit work (consistent with CSU-Chico policy).

29. In section II.C.3.c. indicated that if University and faculty engage in a University-initiated project that results in patentable intellectual property, a written agreement must be signed by “the faculty involved and the University’s designee” and that if the agreement conflicts with the intellectual property policy, “the parties must explicitly agree to supersede this policy”.

30. In section II.C.3.d regarding faculty participation in University-negotiated contracts with outside sponsors added, “Any agreements about ownership of intellectual property, and the details of profit-sharing arrangements, shall be recorded in a written document, signed by the faculty involved, the outside sponsor and the University’s designee. If the agreement conflicts with portions of this policy, the parties must explicitly agree”.

31. In section II.C.4.b. clarified University’s interest in staff patentable intellectual property created outside of the scope of employment using University or auxiliary resources. Indicated that when staff have questions about University equity interest that they contact their union representatives or human resources staff, instead of the Dean of Research, who might have an interest in facilitating University equity in staff-created intellectual property.

32. In section II.C.5.a provided description of when students own their intellectual property (consistent with CSU-Chico policy). Eliminated “Patents will be assigned to the University regardless of the source of funding when there is extraordinary use of University resources”.

33. In sections II.C.5.b, c., d. and e., clarified the University’s equity interest in student patentable intellectual property created under various conditions of University support.

34. In section II.C.5.f. added provision that students may ask the Advisory Board for Research and Creative Projects to help resolve disputes with the University regarding their intellectual property ownership rights.

35. Edited section II.E. to be more concise but made no substantive changes.

36. Eliminated section V. “Implementation” and included substantive text in section III.A.1. “University Administration”

37. Eliminated section VI. “Periodic Policy Review” and integrated the substance referring to Advisory Board for Research and Creative Projects under section III.A.2. “Advisory Board for Research and Creative Projects”

38. In section III.A.1 made clear the responsibilities of the Dean of Research, Economic and Community Development to negotiate intellectual property rights on behalf of the University and to oversee implementation of the intellectual property policy. Also highlighted that any changes to the policy must be approved by the Academic Senate.

39. In section III.A.2., deleted the prior text regarding the Advisory Board for Research and Creative Projects and combined old text and new text in reconfiguration of the “Advisory Board for Research and Creative Projects,” while retaining the essential duties assigned to the Board in P09-03. The Board now has seven members instead of nine, but keeps the essential requirement that a majority of the Board be comprised of faculty. One faculty from each college shall be appointed to serve three-year terms on the Board and the chair of Faculty Affairs Committee will also serve. The other members are the Vice President for Academic Affairs (Provost) or his/her designee, the Associate Vice President for College of eLearning and Extended Education and the Dean of Office of Research, Economic and Community Development, who will chair the committee. A requirement that the Board meet at least once a

year was added along with a provision that “When a Board member is an interested party in a disagreement related to determining the University’s contribution to the development of particular intellectual properties or about the application of this policy to a specific case, he/she must recuse him/herself from the deliberations and resulting recommendations of the Board.” 40. Clarified in section IV.B. that net proceeds are to be determined after the costs incurred by the Principal Investigator, the University, and/or SPF in establishing the intellectual property claim have been subtracted from the gross proceeds.

Integrated Curriculum Committee:

The ICC continues working on:

- Curriculum Proposals
 - Revisions to the PREP process and WASC Core Competency Assessment.
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Labor Council:

On April 6, 2016, the HSU Labor Council passed the following resolution:

**Resolution in support of the California Faculty Association from the
Humboldt State University Labor Council
April 5th, 2016**

Whereas, we believe that standing in solidarity is in the best interest of all California State University unions; and

Whereas, because a stable, supported workforce and workplace means quality education for California State University students; and

Whereas, we believe all California State University employees deserve a living wage;

Therefore, be it resolved that Humboldt State University Labor Council hereby supports the California Faculty Association in its plans for a system wide strike on April 13-15 and 18-19. We support the California Faculty Association as it presses hard to ensure the professional working conditions and reasonable learning conditions that are essential for quality education.

And be it further resolved that, although other unions representing Humboldt State University employees may not be able to engage in a sympathy strike, we share a collective bond with the California Faculty Association because we are all California State University unions. We bargain with the same employer, share the same worksite, and serve the same students. The combined membership of our unions represents a critical mass of CSU employees.

Therefore, be it finally resolved that we stand together to protect the bargaining process and to support our sisters and brothers in the California Faculty Association.

University Resources and Planning Committee:

The URPC met Friday April 8 to consider and discuss the Cabinet's draft of the 2016-2017 HSU Operating Fund Base Budget Proposal. Based on (i) current revenue and expenditure assumptions (as of 4/7/2016), (ii) mandatory costs, and (iii) base budget savings, \$1.35 million is available to strategically allocate in support of institutional priorities.

The Cabinet proposal provides base budget allocations for tenure track faculty hires, base budget support for additional course sections and personnel in IRP and RISS. Also proposed are personnel support campus sustainability efforts (connected to the HSU Climate Action Plan) and personnel in support of government relations.

The Base Budget Proposal also includes an allocation to the HSU contingency fund which can be used to build the institution's reserve fund. Both contingency and reserve funds serve to cover unexpected costs or revenue reductions during a given fiscal year. The URPC will continue to discuss the Operating Fund Base Budget Proposal at our next meeting on April 22, 2016.

Statewide Senate:

Please see the CSU Undergraduate Outcomes Report and separate (attached) Executive Summary. The Undergraduate Outcomes Report is available via the following link:
https://www2.humboldt.edu/senate/sites/default/files/CSU%20Undergraduate%20Outcomes%20Report_FINAL.pdf

CSU UNDERGRADUATE OUTCOMES REPORT

Graduation Rates, Persistence Rates, and
Analysis of Factors Related to Outcomes

EXECUTIVE SUMMARY

As required by the Budget Act of 2015



APRIL 1, 2016

www.calstate.edu

This report was prepared by the CSU Office of the Chancellor in response to Senate Bill No. 97 (Budget Act of 2015) Chapter 11 SEC. 86 3.1.

CSU Undergraduate Outcomes Report

Executive Summary

The California State University (CSU) is a recognized national leader in educating—and graduating—a broad, high-need, and historically underserved student population. We are proud of our working students, students with family responsibilities, active and retired service members, first-generation college-attending students, and those who speak English as a second language. We are proud to be the gateway to education for many communities that in the past were excluded from the traditional higher education models. Fifty-four percent of our fall 2015 entering freshmen seek to be among the first generation of their family to earn a bachelor degree (33 percent also are among the first generation of their families to attend college).

In that context, the CSU has dedicated itself over the past decades to improving measured outcomes of student success, including graduation rates. We have achieved marked and provable success in these measures. The CSU has done so while maintaining these core principles: 1) educational access must be broad, which means holding admission standards relatively level, and 2) a bachelor's degree must be earned, which means maintaining high academic standards.

The CSU continues to focus on improving measureable success outcomes. The CSU is also working diligently to ensure students gain the soft skills—such as teamwork, collaboration and problem solving—that California's employers demand.

While this report is responsive to data requests—and thus, very number-intensive—these figures should be understood in the context of public higher education's larger mission. If the CSU were only to educate those who are most-prepared and most-capable of a four-year graduation, then we would fail our larger mission. Instead, the CSU strives to empower its students to achieve all that they can in as timely and effective a manner possible.

Over the decades, we have learned a great deal about how best to serve our diverse student population. This report was developed—as required by the State Budget Act of 2015—to address freshman and transfer student graduation outcomes and the factors that may impact these rates. This report includes an analysis of success outcomes by race/ethnicity, gender, socioeconomic status, proficiency at entry, course of study, employment status, transfer units, and part-time or full-time status. This report also presents actionable changes and practices for addressing these barriers.

This report intends to address the following, as stated in Senate Bill 97 No. 97 Chapter 11 SEC. 86 3.1:

No later than April 1, 2016, the Trustees of the California State University shall report to the Director of Finance and, in conformity with Section 9795 of the Government Code, to the Legislature on factors that impact systemwide four-year and six-year graduation rates and systemwide two-year and three-year transfer graduation rates for all students and for low-income and underrepresented student populations in particular. The report shall include, but not be limited to, an analysis of the extent to which course availability, course of study, employment status, transferred in units, and part-time or full-time status impact graduation rates and time to

degree. The report shall also include an analysis of the extent to which particular barriers vary by campus and student population and present actionable changes in university policy and practices for addressing identified barriers.

The CSU 2009 Graduation Initiative aspired to increase six-year graduation rates for first-time full-time freshmen by eight percentage points to 54.0 percent. The fall 2009 first-time full-time freshman cohort surpassed this goal by three percentage points, with a six-year graduation rate of 57.0 percent. Many factors contributed to the gains in both persistence and graduation rates, including improved college readiness, increased and improved student services, and increased course availability. While the graduation rate goal was exceeded, attainment gaps remain.

While not a specified part of the 2009 graduation initiative, graduation rates have increased for students who enter the CSU system as undergraduate transfers in recent years. The two-year graduation rate for undergraduate transfer students for the fall 2011 cohort was 26.7 percent, the three-year graduation rate was 62.4 percent, and the four-year rate was 72.9 percent. The average earned transfer units at entry has also increased, contributing to these improved graduation rates. Similar to freshmen rates, attainment gaps remain.

Graduation rates for first-time freshmen who started in fall 1975 were 10.8 percent graduated in four years or less, and 33.5 percent graduated in six years or less. By the cohort of students who started in fall 1990, the four-year graduation rate had dipped to 6.6 percent and the six-year graduation rate had improved to 37.8 percent. The rates for the 2000 cohort were 13.1 percent graduated in four years or less, and 47.8 percent graduated in six years or less. The most recent graduation rates are the highest they have ever been. Additionally, over the last decade, actual mean time to degree has decreased by half of a year. More freshmen are earning their degrees in five years (or less) rather than six. Similarly, transfer students are earning their degrees in a shorter timeframe.

Advanced statistical analyses revealed that for first-time freshmen, preparation at entry is the strongest indicator of collegiate success outcomes. Preparation is affected by economic advantage and K-12 resources and quality. The CSU through pre-matriculation efforts and supplemental academic support seeks to mediate historic differences in preparation. For transfers, major choice and employment in the first term of enrollment were strong indicators of success outcomes. Through partnerships with community colleges (SB 1440), improved advisement, and flexible scheduling the CSU works to ensure efficient paths to success.

By reviewing the descriptive and analytical findings in this report, as well existing literature on student success, the following actionable changes/foci in campus policies, programs, and practices to further improve persistence and graduation rates merit consideration. These and other efforts by our campuses are making a difference.

The recommendations resulting from this report for actionable changes focus on:

- Preparation
- Sense of belonging/connectedness
- Academic support
- Efforts to mediate the influence of socioeconomic differences
- Efforts to articulate clear pathways to degree and career

- Actively leveraging data
- Efforts to minimize administrative hurdles

The actionable changes reflect opportunities to better inform student paths through advisement, to provide courses and services at critical moments, to establish improved academic and social integration, and to increase engagement in academic discourse with faculty who are experts in their chosen fields. Providing high-quality interaction with faculty and advisors for our students remains a CSU priority. Campuses have seen gains from purposeful efforts in these actionable areas and expect continued improvement in student outcomes in coming years.

The CSU has and will continue to meet its Master Plan role of serving California's educational need, as such we need to remain cognizant of the variation of experience, backgrounds, priorities, expectations, resources, and goals of our students as they pursue higher education.

For freshmen who expect to earn their degrees in four years or less and transfers with similar expectations to graduate in two years or less, we persevere to ensure they have every opportunity to do so. We also recognize that some of our students will explore opportunities across disciplines which may require studies to extend a little longer. We see attainment of all types as critical in the academic and social growth of the student who will in turn add to California and its economy for decades to come.

Our students are California. We meet them where they are when they arrive. We are proud of who they become as part of our ever growing CSU community.



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