

HUMBOLDT STATE UNIVERSITY
University Senate Written Reports – April 26, 2016
Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

The APC met on April 14th. Members present: Stubblefield, Burgess, Rebik, Cummings and Zitlaly.

1. Revisions to faculty initiated drop policy –*First reading to Senate on 4/26/16.*
 2. Revisions to Academic Honesty Policy - online activities. –*First reading to Senate on 4/26/16.*
 3. Policy for courses taught by undergrads –*Decided that existing C-78 designation is working well, no need for new policy.*
 4. Resolution on Passing Grade for Golden Four Courses. –*Withdrawn from consideration after reversal of impending CSU-wide policy.*
 5. Review of existing academic policies for relevance and enforcement/enforceability. –*Plan made to review policies implemented prior to April 2012 for next meeting.*
 6. Decision on Petition for Early Registration for Community Advocates. –*Not granted. Written explanation provided to petitioner. It was felt that community advocates could perform role without early registration, and many other student groups also contribute equally to campus mission.*
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Appointments and Elections Committee:

A call was put out on April 22nd 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).

The call for nominations will close at 5:00pm on Thursday, April 28th; election ballots will be sent out the first week in May.

Constitutions and Bylaws Committee:

- I. Report from Fri Apr 15, 2016 Meeting

- A. Meeting called to order at 9:00 in NHE 116 with Abell (Chair), Guzman, and Locher. Kyte and Shellhase were absent.
 - B. CBC made no edits to first reading resolution of Appendix J re: making it consistent with the current electronic handling of Working Personnel Action files. Unedited version comes to Senate as a second reading at today's meeting.
 - C. CBC edited the first-reading resolution of Appendix J re: aligning eligibility for voting on Appendix J to the revised definition of General Faculty voting membership. Edits were made to Article IX.D so that it explicitly states those voting groups eligible to vote on Appendix J. (Groups are tenured or probationary faculty even if on temporary leave, FERP Faculty whether teaching during the semester or not, and administrator's with retreat rights.) Edited version comes to Senate as a second reading at today's meeting.
 - D. CBC drafted amendments to Section 6.0 of the Senate Constitution re: changing agenda notification and materials posting deadlines for Senate meetings. CBC agreed unanimously to forward these amendments to Senate as a first reading at today's meeting.
 - E. CBC drafted amendments to Bylaws to maintain consistency with the proposed Senate Constitution amendments mentioned in I.D. CBC agreed unanimously to forward these amendments to Senate as first reading at today's meeting.
 - F. CBC discussed Section 9.0 of the Constitution with the intention of developing a formal interpretation for the Senate. The issue: must all three electorates vote on proposed amendments to the Senate Constitution in order for those amendments to be approved? Or are amendments considered approved once the GF votes yes and any other electorate (AS or Staff Council) approves? The committee was unwilling to put forward an interpretation since two of our members were absent and no proxies had been assigned. We postponed discussion until the following meeting.
 - G. Meeting adjourned at 9:45.
- II. Report from Fri Apr 22, 2016 Meeting
- A. Meeting called to order at 9:00 in NHE 116 with Abell (Chair), Guzman, Kyte and Locher. Shellhase was absent. Guzman was proxy for Shellhase.
 - B. CBC discussed interpretation of Section 9.0 of the Constitution as mentioned in Item I.F above.
 - 1. On a vote of 4-1 the committee interpreted Section 9.0 as follows: all electorates must be given the opportunity to vote on proposed amendments to the Constitution before they can be considered approved.
 - 2. CBC felt that this interpretation was more in the spirit of shared governance than allowing an amendment to pass without one of the electorates expressing its viewpoint.
 - 3. The committee also cited the second clause of Section 9.0 as requiring a vote of all electorates. That clause states: "Senate-approved proposals to amend this Constitution shall then be forwarded to the General

Faculty, Associated Students, and Staff Council for a vote.” The term “Shall” is prescriptive in our Constitution and therefore requires the proposed amendments be voted on by all three electorates.

4. The committee acknowledged that this interpretation leaves open the possibility that an electorate could delay a proposed amendment to the Constitution by never taking up the proposed amendment in their agenda. Thus we recommend that the Senate consider amending Section 9.0 to establish a timeline for voting on amendments.

Faculty Affairs Committee:

Faculty Affairs Committee met Monday, April 18. We discussed further revisions to the University Intellectual Property policy (UIPP) draft presented in the 4-12-16 Senate report. At the request of Senator Thobaben on behalf of retired faculty members, Burkhalter raised the issue of policy coverage of retired faculty. AVP Mullery suggested that since retired faculty are no longer Unit 3 employees, it is unclear legally whether the policy can cover retired faculty. It was pointed out that this is one of the reasons that the CBA does not cover retired faculty. However, in order to avoid misunderstandings in the future in which a retired faculty member’s intellectual property continues to be used against their consent after their separation from the University, Mullery stated the policy can stipulate that faculty, upon indication of their intent to separate from the University, must be informed of their intellectual property rights under the UIPP and provided with an opportunity to indicate which parts (if any) of their intellectual property they agree can continue to be used by the University or members of the University Community (such as other faculty) after their separation. Burkhalter added text to II.B.1.a. to indicate that faculty, once they provide official notice to the University that they intend to separate, must be informed of their IP rights and provided the opportunity to withdraw their consent for use of their intellectual property.

Burkhalter also raised the issue brought to her by Senator Flynn of the Appointments and Elections Committee that the Advisory Board for Research and Creative Projects within the UIPP creates yet another committee on which it will be challenging to recruit faculty to serve. Flynn asked if the duties of Advisory Board could be folded in with another committee on which multiple faculty serve, such as the Sponsored Program Foundation Board or the Planning Committee for Research, Scholarship and Creative Activities (PCRSC). Since the PCRSC’s duties center on review of RSCA and McCrone grant applications, the intellectual property duties of the Advisory Board of the UIPP would not be a good fit. Burkhalter crafted an alternative configuration of the Advisory Board for Research and Creative Projects that would make it a subcommittee of the Sponsored Programs Foundations Board (this is available upon request). Upon review of this alternative configuration, Flynn indicated that the Advisory Board’s duties as currently described would increase the workload significantly and unexpectedly for the current Sponsored Programs Board directors and their buy-in would need to be cultivated ahead of time so that they would agree to carry out the new intellectual property duties. In the future, when the intellectual property policy has been in place for a few years and the extent

(and time commitment) of the duties associated with the Advisory Board have become clearer, then Faculty Affairs Committee should consider approaching the Sponsored Programs Foundation Board about taking over the duties of the Advisory Board.

Several members of FAC indicated that the name “Advisory Board for Research and Creative Projects” is not very reflective of the duties with which the Board is charged and is easily confused with the Planning Committee for Research, Scholarship and Creative Activities (PCRSC). FAC member Wrenn, who had reviewed many CSU IP policies in the process of drafting the UIPP, noted that 1) several CSU campuses have a committee (separate from their Foundation’s Board of Directors) to oversee intellectual property policy, and 2) CSU-San Marcos’s version is called the University Intellectual Property Committee and CSU-LB’s version is called the Advisory Committee for Patents and Copyrights. The FAC decided that University Intellectual Property Policy Committee was a clearer and more appropriate name for the Advisory Board for Research and Creative Projects and the name change has been made throughout the 4-26-16 UIPP draft.

Burkhalter met with Rhea Williamson, Dean of Research, to discuss the draft UIPP. Dean Williamson indicated that virtually all intellectual property rights agreements are written agreements, but most of these are electronic. Burkhalter added a definition of “written agreements” in section I.E.24 of UIPP that includes electronic as well as paper agreements, and specified that an email, by itself, is not a written agreement for purposes of determining intellectual property rights.

Dean Williamson was concerned that under the new policy, every written agreement negotiated by the University on behalf of faculty would have to go through a pre-clearance review by the Advisory Board for Research and Creative Projects (now called the University Intellectual Property Committee in the 4-26 version). Burkhalter indicated that this was not the case; as it was conceived in P09-03, the Advisory Board review capacity is mainly as an appeals body. Burkhalter cleaned up the language in Section III.A.2 of the draft UIPP to make the appeals function of the Board clearer and separate from the other duties of the Board.

Dean Williamson indicated that she would prefer that FAC draft, and the Senate approve, the appeals process of the University Intellectual Property Committee (aka The Advisory Board for Research and Creative Projects) and she agreed that it should have a recusal provision. Burkhalter agreed with Williamson that a process should be described in the draft UIPP; a description of this process has been added as “Appendix A” to the 4/26/16 draft.

In other business, an email was sent by Burkhalter to all faculty announcing that the electronic in-class course evaluations protocol is available for faculty to use. College staff will open evaluations on Monday, April 25 and close them by 11:59pm on Sunday, May 8. Reminder emails will be sent to students on April 28, May 3 and May 8.

Integrated Curriculum Committee:

ICC Report for Senate.

For the past several years, the Academic Master Planning subcommittee of the ICC has been working on revising the PREP process. The material below describes our recommendation for revisions.

PREP Revisions

These revisions

- Are based on feedback from faculty who have completed the reports since HSU established PREP.
- Are intended to create process and reports that are meaningful and useful at both the program and University levels.

The goal is to use this revision without further changes for at least three years, after which revisions and improvements will be considered, based on what is learned from the use of this version of the PREP process.

I. Annual PREP Report Timeline

A. Program SLO Assessment Report

1. Report Template Available Aug. 10
2. Programs are encouraged to discuss the report in retreat/meetings before the start of the semester
3. Due Date for report is Oct. 30
4. See below for questions/process for the report
5. Assessment Coordinator will provide each program with a list of any changes that need to be re-assessed by Jan. 15 for the report due the next Fall.

B. Enrollment/Diversity/Student Success Report

1. Data and Report Template available by Jan. 10
2. Programs are encouraged to discuss the data/report in retreat/meetings before the start of the semester
3. Due date for Report is March 30
4. See below for questions/process for the report

C. Program Changes and Resource Request Report – will be eliminated

D. Department/Faculty Activity Report

1. Add the 5-year plan update to this report
2. Due date is May 15

II. Follow-up Action on Annual PREP Reports

A. One of the purposes of the reports is to give the department a record of their discussions, intentions, and actions related to the various report topics

B. After the due dates for each of Program SLO Report and the Enrollment/Diversity/Student Success report, department chairs will give a brief summary of their report at a department

chair meeting – highlighting both unresolved problems and changes that resulted in improvements. The Assessment Coordinator will be present at those meetings.

C. Based on the meetings (and reading of reports as needed), the Assessment Coordinator will collate and summarize the trends, issues, and themes that emerge from those reports. This information will then be used to guide Faculty Development offerings in the following years.

III. Other Recommendations

A. Replace Compliance Assist with an easier-to-use, more effective program

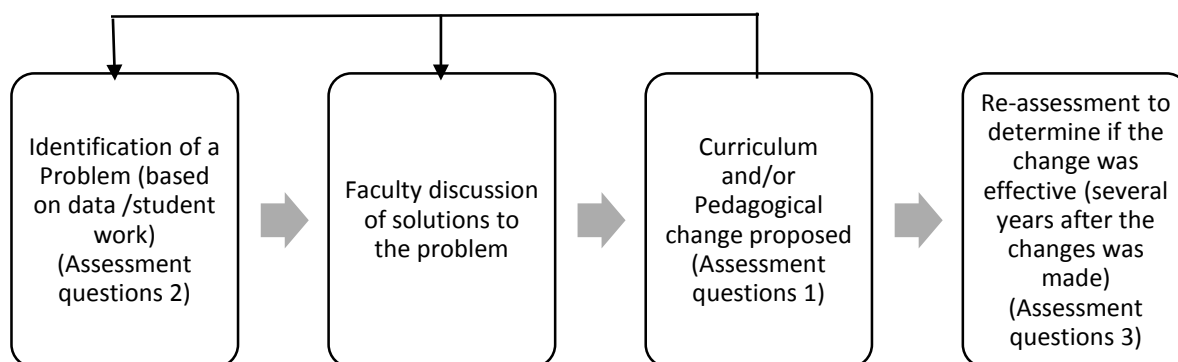
B. Hire an Assessment Coordinator (combined with Faculty Development Coordinator) who would

1. Keep track of curriculum changes that need to be re-assessed, and inform programs of their annual re-assessment assignments

2. Collate trends, issues, themes from PREP reports and use that information to guide the Faculty Development program.

IV. Revised Program SLO Assessment Process/Questions

A. Preface Most faculty are constantly evaluating the learning of their students. When problems are detected, faculty often hold informal discussions about the problems they are seeing. Often these informal discussions move to more formal discussions that lead to curricular changes or department-wide decisions to try a different pedagogy in some or all courses. Generally, the problems that are being addressed will affect the achievement of one or more of the program’s Student Learning Outcomes. After a few years, the program is able to assess student work (or other data such as graduation rates or student success rates in a course) to determine if the changes were effective. While this process is quite different from the traditional assessment process, it effectively achieves the assessment goals of thoughtful program improvement based on data. This process is shown in the diagram below:



As an example, this assessment process could begin with a hallway conversation or a sidebar discussion at department meeting, with a faculty member expressing frustration about student case studies most recently collected, or about how badly students have begun doing on a

specific section of the midterm. In some cases, the issue stops there – no one else has seen the same problem. But in other cases, the frustration resonates. Several faculty members agree, and they generally have an idea about how to address the problem. It's at this point – before the curriculum or pedagogical change is proposed – that the group looks at some examples of student work to determine how widespread the problem seems to be, both in the number of students manifesting the problem, and in the number of contexts in which it seems to occur (they'll want to rule out a possible “assignment effect” – where a particular assignment design might create a problem that doesn't seem to crop up in similar contexts). Once they've confirmed their sense that the problem is a fairly broad one, the group can propose a curriculum change and/or pedagogical shift.

The whole process above would be summarized in the “Assessment Process based on on-going curriculum/pedagogy revisions” template for the annual assessment report.

Often times the traditional start-with-an-SLO process does not uncover the difficulties that students are having in a program, even though faculty are very aware of places that students struggle. One reason for this is the broad nature of the SLOs; depending upon what data is collected, the assessment results may show that students are succeeding with an SLO, when faculty can cite other evidence that shows students are struggling with material that would affect their full achievement of the same SLO. An assessment process that begins with identified problems permits programs to focus all their time and energy into improving student learning rather than completing assessment exercises that lead to conclusions that students are effectively meeting an SLO.

Each year, programs will have the option to choose whether their annual assessment project will be to assess an SLO using the traditional process, or whether they will use their on-going curriculum/pedagogy process as the basis for their annual program assessment.

Traditional Assessment Process: The program will examine student work to determine how effectively the program is meeting one of the program SLOs.

OR

Assessment Process based on on-going curriculum/pedagogy revisions.

Answer the following questions based on ongoing conversations and assessment of student work among your program faculty.

1) What curriculum changes were made in the past year to improve student learning?

What pedagogical changes have you tried in the past year to improve student learning?

Why were these changes made? Provide the data/evidence/student work that demonstrated the need to make these changes.

What program SLO(s) will be affected by these changes? What effects on student learning do you expect to see as a result of this change?

At what point in the future will enough students have been affected by this change that it will be appropriate to assess whether the change was effective?

2) What curriculum or pedagogical changes are your program discussing for this next year and beyond?

What data/evidence/student work demonstrates the need to make some changes?

What program SLO(s) would be affected by these changes?

3) HSU's Assessment Coordinator has provided you with the list of curricular/pedagogical changes that are due to be re-assessed this year. Please examine data/evidence/student work to determine if those changes were effective. (Note: If a program has more than two re-assessments to complete in a year, the program and assessment coordinator may consult and agree to delay reassessment of some of the changes for future years.)

D. Five-Year Review Program Review Questions

1) Are there any program SLOs that have not been examined during the past five years? If so, does this suggest that the program SLOs should be revised? If not, please plan to address those SLOs through the traditional assessment process next year.

2) Identify the HSU Outcomes and WASC Core Competencies that your major coursework helps students meet at a high level. Identify the HSU Outcomes and WASC Core Competencies that your majors meet based on their GEAR coursework.

V. Revised Annual Enrollment/Diversity/Student Success Questions/Process

Preamble:

One guiding principle for Program Review is that it should not focus on completing a report to satisfy a campus obligation; rather, it should be part of ongoing program faculty discussion about fostering student success. PREP reports done in isolation by a busy chair or by a small subgroup of faculty can feel pointless. More importantly, they fail to capture the insights and discussions that occur during the entire academic year, whenever program faculty gather. This template represents a different approach – one that captures those insights and discussions, making the process meaningful enough that we can commit to following it for the next four years.

Faculty talk frequently about how their students are doing, often informally or as sidebar conversations in meetings focused on other topics. These sessions can be very valuable, but

they can also be difficult to translate into reflective review or plans for the future. Instead, consider convening your colleagues in a series of single-topic departmental meetings, or perhaps a retreat, for extended conversations about both the encouraging and the disappointing trends in student performance, and for exploration of promising solutions. To inform this activity, data will be easy to access via the Tableau dashboards that were introduced in Fall 2015. You can, of course, also consider additional kinds of data for your program. The open-ended questions we have provided below are intended to structure the programmatic conversations, but they are not meant to be their culmination.

The new process won't end with your submission of a report to the PREP website, although that part remains necessary as it contributes to the self-study report for periodic program review and serves as a record of ongoing reflection. Instead, these focused Department level conversations that take place in September and October will lead to robust college-wide and ultimately campus-wide discussions among faculty, chairs, deans, provost and other stakeholders to describe and share what was learned.

Questions: (Each Question will be linked to specific data.)

1. Describe enrollment trends in your program, major(s), FTES, and retention/graduation rates. Summarize the range of faculty opinions covered in the discussion of this data and/or describe the action plan that is a result of the discussion.
2. Describe trends in the composition of your majors (such as diversity, level of college preparedness, time to degree etc.). Please highlight any significant findings or unique outliers. Summarize the range of faculty opinions covered in the discussion of this data and/or describe the action plan that is a result of the discussion.
3. Describe trends in overall course success rates for service courses as well as major courses. Please highlight any notable findings or opportunities for improvement you see in the coming year. If trends have been stable over time, to what do you attribute that stability? Summarize the range of faculty opinions covered in the discussion of this data and/or describe the action plan that is a result of the discussion.
4. Describe how your program has influenced student success rates. What efforts have you made to improve or what opportunities are available to improve it? If trends have been stable over time, to what do you attribute that stability? Summarize the range of faculty opinions covered in the discussion of this data and/or describe the action plan that is a result of the discussion.
5. Describe trends in inclusive student success for your program. What efforts have you made to improve or what opportunities are available to improve it? If trends have been stable over time, to what do you attribute that stability? Summarize the range of faculty opinions covered in the discussion of this data and/or describe the action plan that is a result of the discussion.

6. Summarize the actions that your program has taken in the past three to five years in response to Enrollment/Diversity/Student Success data. Based on the data, evaluate whether the changes have been effective.

For the 5-year program Review: What were your enrollment/diversity/student success goals from your previous Program Review MOU? Provide an update on those goals. Are they still relevant? If so, what have you done? What progress has been made? What will the program continue to do? If the goals are no longer relevant, why has the situation changed? What would be appropriate alternative goals?

University Advancement:

Please see the attached two page report from Vice President Wruck.

April 21, 2016

TO : University Senate
FROM : Craig Wruck
SUBJECT : report on john powell and Haas Institute activities

Among the goals of the Strategic Plan are to support diversity and strengthen partnerships with local communities. Humboldt State is doing both by joining several local and regional partners for an initiative called “Our North Coast.”

Led by the Humboldt Area Foundation, this 18-month initiative of public talks and intensive workshops—conducted by the UC Berkeley Haas Institute for a Fair and Inclusive Society—is aimed at creating a more welcoming and inviting climate for all cultures and backgrounds in Humboldt and Del Norte counties.

Humboldt State is hosting an inaugural event with Haas Institute director and renowned expert in civil rights and civil liberties, john a. powell. His public talk on The Science of Equality: Addressing Racial Anxiety, Implicit Bias & Stereotype Threat will be at 1 p.m., Thursday, May 5 in Goodwin Forum. Other Haas Institute staff will give future “Our North Coast” talks.

The initiative also includes classes for participants from various local organizations. They will explore best practices, tools, and resources. And they will create, test, and implement equitable, inclusive practices and policies.

By participating in “Our North Coast” HSU will be working directly with other leading community organizations to strengthen the wider North Coast community by identifying biases, creating solutions, and beginning to reverse the impact of inequality.

Attached is the flier for the May 5 presentations by john powell.

attachment

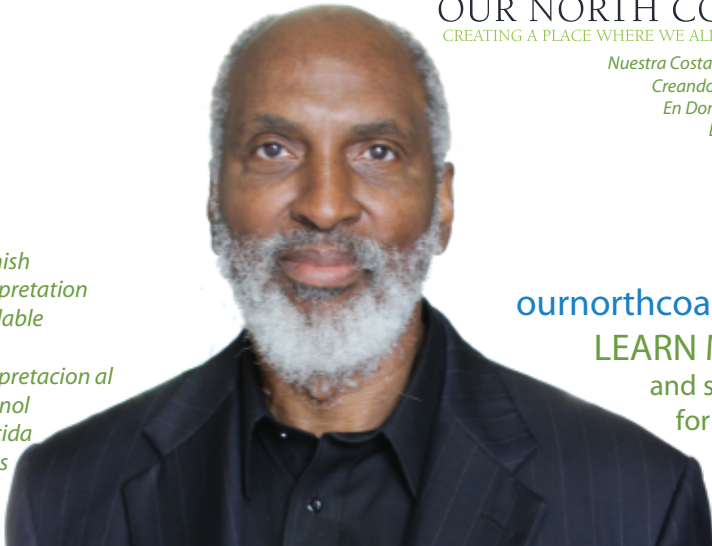
Giving Birth to A Society In Which Everyone Belongs

Free public talks with:
john powell



OUR NORTH COAST
CREATING A PLACE WHERE WE ALL BELONG

*Nuestra Costa del Norte:
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Writer, Civil Rights & Civil Liberties Expert
of the Haas Institute for a Fair & Inclusive Society

MAY 1:00 pm, Arcata: HSU Goodwin Forum

5

6:00 pm, Eureka:

HCOE Sequoia Conference Center
901 Myrtle Avenue



Donations welcome