

HUMBOLDT STATE UNIVERSITY

University Senate

Tuesday, March 7, 2017, 3:00-5:00 pm, Goodwin Forum (NHE 102)

1. Announcement of Proxies
2. Approval of and Adoption of Agenda
3. Approval of Minutes from the Meeting of February 21, 2017
4. Reports, Announcements, and Communications of the Chair
5. Reports of Standing Committees, Statewide Senators, and Ex-officio Members
6. TIME CERTAIN: 3:15-3:30 PM - Open Forum for the Campus Community
7. TIME CERTAIN: 3:30-3:45 PM - Academic Technology Update (QLT Best Practices Guide)
8. Action Item: Senate Approval of 2016/2017 Distinguished Faculty Award Recommendations
9. Sense of the Senate Resolution on Adoption of "Guidelines on Intellectual Property Agreements Resulting from Extraordinary University Support" (20-16/17-FAC – March 7, 2017)
(Guidelines on IP Agreements Resulting from Extraordinary University Support)
10. Resolution to Amend the Bylaws of the University Senate to Alter Requirements for Notifying the President of Senate Actions (15-16/17-CBC – March 7, 2017) Second Reading
11. Resolution on uDirect Student Milestones (18-16/17-APC – March 7, 2017) First Reading
12. Resolution on Creating a University Policies Committee to Serve as a Standing Committee of the University Senate (21-16/17-EX – March 7, 2017) First Reading
13. TIME CERTAIN: 4:30 PM – Resolution on Approving Program Student Learning Outcome for General Education and All-University Requirement (13-16/17-GEAR – March 7, 2017) Second Reading
(Appendix – Draft Proposal for Pilot Assessment of GEAR Program SLOs)
(Appendix – Summary of Changes)
14. TIME CERTAIN: 4:45 PM – Resolution on Approving Area Specific Student Learning Outcomes for General Education and All-University Requirement (14-16/17-GEAR – March 7, 2017) Second Reading

HUMBOLDT STATE UNIVERSITY
Senate Chair's Report
Senate Meeting, March 7, 2017

Last week we held the first Senate Chairs' meeting of the spring. Conversation was wide ranging, but focused mainly on how campuses anticipate responding to the CO's GE Task Force and also how campuses organize and execute their enrollment management functions. Campuses seem evenly split between those who house EM in Academic Affairs and Student Affairs. Attention to this is rising in relation to GI 2025 work.

As an FYI, I'm also passing along here a recent Senate resolution from Cal Poly condemning the Executive Order establishing the travel ban on individuals entering the US from seven Muslim majority nations. This is the only such resolution I've seen so far.....

Demand that Trump rescind travel ban for Muslims

[Concerned Cal Poly Community](#)



We, the undersigned faculty and staff at the Cal Poly State University, San Luis Obispo, condemn the actions of President Trump in establishing an Executive Order barring individuals from entering the USA from seven Muslim-majority nations. The Executive Order is not consistent with the values and principles of this country.

This country was founded on the principle of welcoming immigrants. The Statue of Liberty is emblematic of this principle. We are a country of immigrants. Immigrants are central to our vibrant culture and have enabled this country to be successful in so many ways. We have benefited immeasurably from the diversity of ideas as well as the technical, cultural, and linguistic insights brought by immigrants.

Academic scholarship depends on the free and open exchange of ideas. Universities depend on immigrant and non-citizen scholars for their contributions to research. The ability of our scholars to attend international conferences is important for productive research.

The Executive Order has had a disruptive impact on many CSU students and faculty, jeopardizing their education, work, and well-being. International students enrich the quality of education for all our students by providing diversity of experiences.

It is a fundamental principle enshrined in the Constitution that we shall not discriminate on the basis of religion. The Executive Order is in direct contradiction to this fundamental belief. In trying to protect us from terrorists, we may, in fact, be making Americans less safe --- both abroad and at home.

We call upon all of you to act in accordance with the spirit and with the convictions of the judiciary and pressure President Trump to rescind his Executive Order barring Muslims from the seven designated countries. We call upon all of you to pressure Congress to pass legislation overturning the Executive Order. Finally, we call upon the CSU to make known its unequivocal opposition to the Executive Order and to provide legal support for affected students and faculty.

This petition will be delivered to:

- CSU Chancellor Timothy White
- CSU Board of Trustees
- CSU Academic Senate

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, March 7, 2017

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

February 7 and 21, 2017

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

Present February 7: Joice Chang, Paul Cummings, Alex Gradine for Mary Glenn, Mary Glenn, Michael Goodman, Zach Kihm, Michael Le, Clint Rebik, Mary Virnoche (chair)

Absent February 7: Brandon Dolfi, Heather Madar (schedule conflict)

Guest: Andrew Stubblefield, U-Direct Committee Chair

Present February 21: Joice Chang, Paul Cummings, Brandon Dolfi, Alex Gradine for Mary Glenn, Mary Glenn, Michael Goodman, Zach Kihm, Michael Le, Clint Rebik, Mary Virnoche (chair)

Absent February 21: Heather Madar (schedule conflict)

U-Direct Departmental Milestone Setting and Common Consequence

On February 21, the APC reviewed the resolution draft based on February 7 meeting discussion. The committee suggested some clarifying language. The APC sent the resolution forward concurrently to the Senate Executive Committee, ICC, U-Direct Committee and Chairs via Deans.

Excess Enrollment (2/21)

Mary Glenn reported that she met with Associate Dean CNRS, Rick Zechman, Interim Dean CAHSS, Noah Zerbe and AVP APS Colleen Mullery to discuss possible changes to the HSU excess enrollment policy. They agreed fact find on other CSU excess enrollment support and report back to APC. Mary Virnoche agreed to contact Rick to confirm he shared the fact-finding information with Interim Dean of CPS Chris Hopper. APC is tabling this topic until we receive more information: it will remain on the list of possible upcoming topics.

CCAT Priority Registration

After uncertainty if we had all the information we needed at the 2/7 meeting, Clint Rebik gathered additional information and reported at the 2/21 meeting on the CCAT request for student instructor priority registration. Priority registration would involve 6-8 student instructors. CCAT instructors currently wait to set their teaching schedules until after they have registered: this delays the scheduling and enrollment in CCAT classes. Clint looked at the registration pattern last fall for current CCAT instructors: Out of 6 student instructors - 3 registered right at their reg time; 1 registered within 4 hours of their reg time; 1 registered 1 day late; and 1 registered 3 days after their registration time. The APC discussed that getting CCAT instructors to register at their given registration times might somewhat mitigate the scheduling challenges. Last year APC received a similar request from residence life Community Advocates (CAs). That request was denied. The APC also discussed similar challenges for supplemental instruction (SI) student instructors and other student workers on campus. The APC found that while the scheduling may be a challenge, there is no data to suggest that the challenge meets the

criteria outlined in the priority registration policy (below). Request declined. Mary V. sent the decision to Sarah Ray, Program Leader of Environmental Studies.

Category C - Students who would not otherwise achieve their academic goals within a reasonable period of time because they participate in an ongoing, university-sanctioned activity that significantly benefits the university. (See Procedures, Section A.3. for general eligibility criteria.) The coordinator of the activity must apply to the Academic Policies Committee (APC) on behalf of the students, for possible inclusion in Category C.

Assessment Requirement Resolution (2/21)

The resolution on assessment requirements and accountability was tabled until roll out of new assessment coordinator. (Moved: Michael Le; 2nd: Michael Goodman). Unanimous.

Golden 4 by 60 Update (2/17)

Mary V. emailed Steve Ladwig, Admissions Director, asking for information on the new HOP Canvas site and the APC request for incorporating a “Golden 4 by 60” message, as well as pathways to direct students to registering for Golden 4 classes right from their orientation module. Steve wrote that they were just beginning to build the course in Canvas. He confirmed that they would be targeting all our first year students with this message. He is exploring the availability of first year further advising with Director of Academic and Career Advising Center (ACAC), Kathy Thornhill. He confirmed that at a minimum they could build a slide to deliver the message. He also copied Nicholas Conlin, HOP Coordinator, on the communication. APC will continue to follow Golden 4 by 60 action items.

Federal Common Rules Changes and HSU IRB Policy

Ethan Gahtan, IRB Chair, responded to Mary Virnoche’s email query about changes to the HSU IRB policy given Common Rule changes (see below). Ethan reported that they have been following and discussing the changes to the Common Rule. He wrote that he hopes the HSU “IRB will work with the other CSUs to interpret the changes and have a consistent policy response to the new federal rules.” He copied the interim IRB co-chairs, Carrie Aigner, Psychology and Amber Gaffney, Psychology, on our communication. They will be leading the IRB during Ethan’s sabbatical. Mary suggested that the policy would likely come through APC (or university policies) and that it would be a good idea to have a member of the Senate Committee involved in Human Subjects Policy changes.

Background: The U.S. Department of Health and Human Services and fifteen other Federal Departments and Agencies have issued final revisions to the Federal Policy for the Protection of Human Subjects (the Common Rule). The Final Rule was published in the Federal Register on January 19, 2017. Unless the new administration blocks the change (see Harvard blog below), it is supposed to go into effect on January 19, 2018 requiring review and update of HSU EM:P14-02 Policy for the Protection of Human Subjects in Research (<https://www2.humboldt.edu/policy/PEMP14-02Policy-Protection-Human-Subjects-Research>).

<http://blogs.harvard.edu/billofhealth/2017/01/18/final-common-rule-revisions-just-published/>

eLearning and Disruptive Students

The Canvas Approvers Group met on February 22 to discuss several issues raised by APC on behalf of faculty members. Mary Virnoche, APC Chair, attended the meeting. Kerry Malloy, Senator and new Approvers Group Member, also attended representing faculty.

Faculty rights to suspend disruptive students from participating in an online discussion forum.

The group decided that faculty had the same rights to manage “disruptive students” in an online environment as they do in a face-to-face environment. We discussed a broad need to train faculty around 1st amendment rights and managing student discussion online and face-to-face. As the student judicial code covers students by way of their status as an HSU student, the eLearning policy itself does not require changes. The eLearning support team agreed they would develop a technical FAQ (procedure) for addressing disruptive online posting: Suspending student participation in a given forum (not from the entire class) would be one of those steps. Christine Mata from the Dean of Students Office agreed to share resources so that messaging would be the same across mediums of teaching.

Faculty Technical Access to Add and Drop Students from Canvas

Faculty have access to add and drop students from their Canvas course for the first two weeks of the semester -- until the close of add/drop. At that point, all students not registered for a course will be removed from the Canvas course. At that point, the student will need to go through the existing process for late add of a course before they can be added into Canvas.

Student Complaints about an Online Instructor

The Canvas Approvers Group also discussed student complaints about their online experience. Students have directed their complaints to CEEE. Mary Virnoche clarified for the group that the eLearning policy places instructor evaluation (and related functions) in the academic units. She asked CEEE to follow those processes which direct the student to the Department Chair if they are not satisfied with the instructor response.

Appointments and Elections Committee:

Submitted by Jen Corgiat, AEC Chair

Please see the following results as of March 6, 2017. Please note that since the highlighted positions still need to be filled, AEC will be sending out another Call for Nominations soon after faculty return from Spring Break.

Elected Faculty:

GENERAL FACULTY

General Faculty Secretary/Treasurer, 2 year term

Josh Zender

INTEGRATED CURRICULUM COMMITTEE (ICC)

Subcommittee on Academic Master Planning (AMP)

Marissa Ramsier - (At-Large), 3 year term

Subcommittee on Course and Degree Changes (CDC)

John-Pascal Berrill - Faculty Member (CNRS), 3 year term

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

Meenal Rana - Faculty Member from CNRS, 3 year term

Sondra Schwetman - Faculty Member from CAHSS, 2 year term

PROFESSIONAL LEAVE COMMITTEE

- Tenured Faculty Member, 1 year term

Josh Smith

- Tenured Faculty Member, 2 year term

John-Pascal Berrill

- Tenured Faculty Member, 2 year term

Han-Sup Han

- Tenured Faculty Member, 2 year term

Laura Hahn

SPONSORED PROGRAMS FOUNDATION BOARD

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

- Faculty Member, 4 year term

Andrea Achilli

UNIVERSITY FACULTY PERSONNEL COMMITTEE (UFPC)

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

Ben Marschke

- Faculty Member from CAHSS, 2 year term

Marcy Burstiner

UNIVERSITY SENATE

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

Kerri Malloy

- Tenure Line At-Large Faculty Delegate, 3 year term

Cindy Moyer

- Tenure Line Non-Instructional Faculty Delegate, 3 year term

Katia Karadjova

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

Melanie Michalak

- Tenure Line **CNRS** Instructional Faculty Delegate, 3 year term

Monty Mola

- Tenure Line **CPS** Instructional Faculty Delegate, 3 year term

Gregg Gold

Appointed Faculty:

ACADEMIC POLICIES COMMITTEE (APC)

- Faculty Member, 3 year term

Stephanie Burkhalter

- Faculty Member, 3 year term

Ramesh Adhikari

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION COMMITTEE

- Faculty Member, 2 year term

Holly Scaglione

APPOINTMENTS AND ELECTIONS COMMITTEE (AEC)

- Faculty Member, 1 year term

Katia Karadjova

- Faculty Member, 1 year term

Brandice Gonzalez-Guerra

CENTER FOR COMMUNITY BASED LEARNING (formerly CSLAI)

- Faculty Member from CPS, 1 year term

Meenal Rana

- Faculty Member from CAHSS, 2 year term

Meredith Williams

- Faculty Member from CNRS, 2 year term

COMMITTEE ON FACULTY RTP CRITERIA AND STANDARDS

- Faculty Member from CAHSS, 3 year term

- Faculty Member from CPS, 3 year term

Duties: To provide a mechanism for approval of department/unit criteria and standards and to provide a mechanism for the revision of existing approved standards. To ensure department/unit criteria and standards are in alignment with university standards and criteria as specified in Appendix J and that criteria and standards are not overly complex or prone to misinterpretation.

CONSTITUTION AND BYLAWS COMMITTEE

- Faculty Member, 2 year term

Please refer to [Senate Bylaws](#), Section 11.6 for committee description.

FACULTY AFFAIRS COMMITTEE

- 2 Faculty Senators, 3 year terms

Duties: "In conformance with the Unit 3 Collective Bargaining Memorandum of the Understanding (MOU), the Committee shall consider matters that involve particularly the individual or collective relationship of faculty to the university ... This committee parallels a like standing committee of the Academic Senate of the California State University. ..."

FACULTY AWARDS COMMITTEE

- Three Faculty Members - 1 year terms

Eugene Novotney

Alexandru Tomescu

Daniela Mineva

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

- Faculty Member (CNRS), 3 year term

John Steele

INSTRUCTIONALLY RELATED ACTIVITIES COMMITTEE (IRA)

Candidates were recommended by the Appointments and Elections Committee to the President for final appointment.

- Faculty Member, 1 year term

Ramesh Adhikari

- Faculty Member, 1 year term

Troy Lescher

- Faculty Member, 1 year term

Paul Cummings

INTERCOLLEGIATE ATHLETICS ADVISORY COMMITTEE (IAAC)

- Faculty Member, 2 year term

Professor Emeritus Joseph Leeper

- Faculty Member, 2 year term

Mark Wicklund

INTERNATIONAL ADVISORY COMMITTEE

- Faculty Member from CPS or the University Library, 3 year term

Young S Kwon

INTERNATIONAL PROGRAMS SCREENING COMMITTEE

- 3 Faculty Members, 3 year terms

Ara Pachmayer

Leena Dallasheh

Brianne Hagen

PARKING AND TRANSPORTATION COMMITTEE

- Faculty Member, 1 year term

Cutchu Risling Baldy

- Faculty Member, 1 year term

STUDENT FEE ADVISORY COMMITTEE

- Faculty Member, 2 year term

STUDENT GRIEVANCE COMMITTEE

- Faculty Member from CAHSS, 3 year term

Sondra Schwetman

UNIVERSITY CENTER BOARD

Candidate was recommended by the Appointments and Elections Committee for final approval from the UC Board.

- Faculty Member, 2 year term

Steve Martin

UNIVERSITY RESOURCES AND PLANNING COMMITTEE

- Faculty Member, 2 year term

James Woglom

UNIVERSITY POLICIES COMMITTEE

- Faculty Member, 1 year

Troy Lescher

- Faculty Member, 1 year

John Meyer

UNIVERSITY SPORTS FACILITIES SCHEDULING ADVISORY GROUP

- Faculty Member, 1 year term

Justus Ortega

Faculty Affairs Committee:

Submitted by George Wrenn, FAC Chair

The Committee met on March 1, 2017. Meetings will occur in spring on March 22, 29, April 12 and 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 1:

Absent: Rob Cliver, Colleen Mullery, Marissa O'Neill

Agenda:

- 1) Extraordinary Support Resolution and Guidelines revisions
 - 2) Assigned time of Department Chairs
 - 3) Class scheduling: what works, what doesn't
 - 4) Continue discussion of shared governance (including voting rights for CFA Chapter President)
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- 1) Extraordinary Support Resolution and Guidelines revisions.

The resolution reviewed at Senate on February 21 Senate has been re-submitted as a Sense of the Senate resolution. The second paragraph in the written agreements section was deleted, per Senate feedback.

- 2) Assigned time of Department Chairs.
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The Committee reviewed a series of reports shared by Volga Koval on department chair assigned time. Senator Mola will be assisting with data analysis; summarized data will be brought forward to Senate as a discussion item in April.

3) Class scheduling: what works, what doesn't.

The Chair reviewed progress to date (outreach to Bella Gray and John Flice), and the group discussed next steps and the scope of what can be accomplished this year. The Chair will be requesting data available through Schedule25 on classes that were not assigned rooms.

4) Continue discussion of shared governance (including voting rights for CFA Chapter President).

A Resolution on voting rights for the CFA Chapter President has been crafted and will be sent to SenEx.

University Resources and Planning Committee:

Submitted by Mark Rizzardi and Alex Enyedi, URPC Co-Chairs

URPC written report for the University Senate's March 7, 2017 meeting.

The URPC met on Friday, March 3, 2017. Initial discussion covered communication of phase 1 and phase 2 budget reductions. For both phases, the Provost will work closely with the academic deans, chairs, and other leaders in the Academic affairs; likewise for the other vice presidents and their leadership teams. For the general HSU community, the URPC will schedule an open forum for Monday, March 20 to provide university members details - and gather feedback - about phase 1 cuts. The Budget Office is developing a web page where budget reduction details will be shared, public input can be provided, and a responding FAQ will be posted. A similar approach will be followed with the developing phase 2 reductions, with intermediary public communication dates to be in early May and middle of August. Phase 2 reductions should be finalized by October 31.

The URPC also discussed a formal reserve policy; namely the operating, maintenance, and capital reserves. Operating reserves which are designed as "short-term loan" intended for either "rainy days" or strategic investments; funds should be replenished within a year. We would like our reserve to be near 10% of HSU's base budget expenditures.

Maintenance reserves are designed for unforeseen facility issues; i.e., an emergency repair fund. The CSU recommends somewhere between 1 and 3% of current replacement value of the university; this would be a range of \$6.7-20.1 million for HSU. We will start with a target of 0.5% (\$3.4 million).

Capital reserves are used as essentially a "down payment" on future capital projects. The CSU now requires campuses to chip-in 10% of the cost for planning and building future projects. We would like to keep a reserve equal to 10% of HSU's slice in the CSU's 5-year Capital Improvement Plan.

HSU's current reserves are far short of those desired values stated in the reserve policy. The reserve policy, however, provides a responsible fiscal goal for which HSU should strive to achieve.

HSU Quality Learning & Teaching (QLT) Best Practices Guide

*(Adapted from the CSU Quality Online Learning and Teaching (QOLT) Instrument**, 2016)*

1. Course Overview and Introduction

1.1* Instructor uses course environment to provide clear and detailed instructions for students to begin accessing all course components, such as syllabus, course calendar, assignments, and support files.

1.2* Detailed instructor information is available to students and includes multiple formats for being contacted by students, availability information, brief biographical information, and a picture of the instructor.

1.3* Course description includes the purpose and format of the course, as well as prerequisite knowledge and competencies, if applicable.

1.4 Online etiquette expectations for various forms of course communication and dialog (e.g., chat, hangout, email, online discussion) are presented and clear to the student.

1.5* Academic integrity or "code of ethics" is defined. Related institutional policies for students to adhere are clearly stated and/or links to those policies (e.g., online catalog; institution web page) is provided.

1.6 A list of technical competencies necessary for course completion is provided, identifying and delineating the role/extent the online environment plays in the total course.

1.7 Instructor provides samples of prior student work and an opportunity for students to ask related questions.

1.8 Instructor asks students to share their own learning goals for the course.

2. Assessment and Evaluation of Student Learning

2.1* All student learning outcomes are specific, well-defined, and measurable.

2.2* Grading policy is provided in a manner that clearly defines expectations for the course and respective assignments.

2.3* The learning activities (including graded assignments as well as ungraded activities) promote the achievement of the student learning outcomes.

2.4* The assessment instruments (e.g., rubrics) are detailed and appropriate to the student work and respective outcomes being assessed. This includes assessing modes of online participation and contributions.

2.5* Throughout the semester, instructor provides multiple opportunities to give feedback on student learning, as well as helping students "self-check" their learning.

2.6 Periodically, instructor solicits feedback from students regarding their learning and potential improvements that may be made to the course.

3. Instructional Materials and Resources Utilized

3.1* Instructor provides students with adequate notice and time to acquire course materials. Syllabus clearly indicates whether textbooks and materials are required or recommended.

3.2 Instructor articulates the purpose of each instructional material and how it is related to the course, activities, learning objectives and success of the student.

3.3 When possible, instructor promotes or provides options in terms of how students acquire course materials, including Open Educational Resources.

3.5* There are a variety of instructional material types and perspectives, while not overly relying on one content type, such as text.

3.6 Modeling academic integrity, instructor appropriately cites all resources and materials used

*Core 24 objectives – identified as minimum subset for the course

throughout the course.

4. Student Interaction and Community

4.1* At the beginning of the course, instructor provides an opportunity for students to introduce themselves to develop the sense of community.

4.2 Instructor provides information about being a successful online learner.

4.3* Navigation throughout the online components of the course is logical, consistent, and efficient.

4.4* Learning activities facilitate and support active learning that encourages frequent and ongoing peer engagement.

4.5 The modes and outcomes for student interaction are clearly communicated.

4.6 Instructor clearly explains his or her role regarding participation in the online environment. Instructor participates and manages, yet lets students take reasonable ownership.

4.7* The course learning activities help students understand fundamental concepts, and builds skills outside of the course.

5. Facilitation and Instruction

5.1 Instructor helps identify areas of agreement and disagreement on course topics.

5.2 Instructor helps students understand importance of course topics and related outcomes.

5.3 Instructor actively strives to keep course participants engaged and participating in productive dialogs.

5.4 Instructor encourages students to explore new concepts through the course experience.

5.5 Instructor helps focus discussions on relevant issues.

5.6* Instructor provides feedback in a timely manner.

5.7 Instructor sends communications about important goals and course topics as opportunities arise.

5.8* Instructor sends reminders of due dates and duration of respective modules, as well as other instructions to keep students on task.

6. Technology for Teaching and Learning

6.1 Technological tools and resources employed support the student learning outcomes.

6.2 * Instructor takes advantage of the current tools provided by the Learning Management System (or similar) to enhance learning.

6.3 Technological tools and resources used in the course enable student engagement and active learning.

6.4 * Instructor provides clear information regarding access to technology and related resources required in course.

6.5 Acceptable technological formats for assignment completion and submissions have been articulated.

7. Learner Support and Resources

7.1 Instructor states her or his role in the support process.

7.2 * The course syllabus (or related) lists and/or links to a clear explanation of the technical support provided by the campus and suggestions as to when and how

students should access it.

- 7.3 * Course syllabus provides an introduction to campus academic (non---technical) support services and resources available to support students in achieving their educational goals, e.g., Disability Support Services, Writing Center, Tutoring Center.
- 7.4 Course syllabus (or related) provides information regarding how the institution's student support (non---academic, non---technical) services and resources (e.g., advising, mentoring) can help students succeed and how they can use these services.

8. Accessibility and Universal Design

- 8.1 * Syllabus (or similar) links to campus accessibility policy.
- 8.2 Instructor articulated how s/he proactively supports a wide range of learning styles and abilities of all students, as opposed to just making reactive accommodations for those with registered disabilities. Note: This support does not entail sacrificing academic rigor or student learning outcomes. The goal is supporting the needs of all learners as opposed to having an inflexible teaching and learning process.
- 8.3 * Students are given accessibility information and policies related to the online course environment.
- 8.4 Students can clearly ascertain the role of the instructor in providing support for those officially registered with the campus disability services office.
- 8.5 * Course materials created by the instructor or from external sources are in formats that are accessible to students with disabilities.
- 8.6 All tools used within LMS or that are third---party are accessible and assistive technology ready.
- 8.7 If accessibility of a particular course resource or activity is not practicable, instructor provides an equally effective accessible alternative for students.

9. Course Summary and Wrap-Up

- 9.1 Instructor provides students with opportunities to ask questions as a form of closure and to foster insight into their accomplishments.
- 9.2 Instructor provides students with feedback about their overall learning and progress made during the term.
- 9.3 Instructor provides opportunities for students to reflect on their learning and connect their individual learning goals with the expectations (stated learning objectives and outcomes) of the instructor.

10. Mobile Platform Readiness

- 10.1 General course content on main page does not include pop---up screens, moving text, large images, or long headings/labels.
- 10.2 Audio and video content can be displayed easily on multiple platforms such as PCs, tablets, and mobile devices.

10.3 Course should take into consideration and reduce the number of steps user must take to reach primary content.

10.4 Instructor limits amount of course content that does not contribute directly to student learning outcomes.

** The Quality Online Learning and Teaching (QOLT) program was launched in 2011 by California State University, Learning Management Systems Services. QOLT is a compilation of research and learning and teaching best practices that provide opportunities to improve course design and delivery through self and peer review. As a QOLT campus, HSU has a variety of faculty development opportunities and resources dedicated to supporting the success of all our learners. Though the QOLT Instrument was designed for blended and online courses, these best practices apply across all course formats, including the face-to-face classroom. The QLT Best Practices Checklist version serves as a method in applying these research-based learning and teaching practices across any course format.

QOLT was developed from various research and literature including:

- [Rubric for Online Instruction](#) -- to assist development and evaluation of online courses while promoting dialog about the nature of student learning.
- [Quality Matters](#) -- a faculty-centered, peer-review process to certify quality of online/blended courses; universities all over the world subscribe to QM standards/processes.
- [Quality Online Course Initiative](#) --- an online course rubric and evaluation system developed in the state of Illinois to help colleges and universities improve accountability of their online courses.
- [Online Course Evaluation Program](#): developed by the Monterey Institute for Technology and Education, a criteria-based evaluation tool to assess/compare the quality of online courses.
- [Universal Design for Learning](#): Ensuring Access through Collaboration and Technology.
- [Community of Inquiry](#): addresses course quality on three aspects including Social Presence, Teaching Presence, and Cognitive Presence.
- QOLT was also shaped by existing research related to effective teaching and learning, such as "[Seven Principles of Good Practice in Undergraduate Education](#)" (Chickering & Gamson, 1987)
- An expanded version, titled "[Seven \(Plus Three\) Principles for Good Practice in Undergraduate Education](#)."

To learn more about [HSU's QOLT Program](#) and the ongoing faculty development opportunities, please contact: elarning@humboldt.edu



Humboldt State University 2016. (updated 2/2017 kvl)

HUMBOLDT STATE UNIVERSITY
University Senate

**Sense of the Senate Resolution on Adoption of “Guidelines on Intellectual Property
Agreements Resulting from Extraordinary University Support”**

20-16/17-FAC – March 7, 2017

RESOLVED: That the [Academic-University](#) Senate of Humboldt State University recommends to the President adoption of the attached document: “Guidelines on Intellectual Property Agreements Resulting from Extraordinary University Support”; and be it further

RESOLVED: That these Guidelines shall take effect upon the date of their approval by the President, shall be shared appropriately with the CFA and the HSU community, and shall be made accessible through the University’s Intellectual Property policy web page.

RATIONALE:

A definition of “Extraordinary University Support” was intentionally omitted from the interim Intellectual Property Policy adopted in 2009 through Senate Resolution #05-08/09-FA (Revised).

These Guidelines were created: 1) to provide a framework for defining Extraordinary University Support for those entering into intellectual property agreement, and 2) in response to the CSU Collective Bargaining Agreement 2014-2017, Section 39.6, which stipulates that Extraordinary University Support “be addressed by separate individual agreements at the campus.” They represent an effort to address long-standing uncertainties and questions about Extraordinary University Support and how it is defined through intellectual property agreements and in University policy.

These Guidelines were written to conform to CBA language on intellectual property (Article 39). The HSU faculty are the principal audience for these Guidelines; Extraordinary University Support as it relates to staff and students is addressed only in brief. The principal function of these Guidelines is to set boundaries on what should be considered Extraordinary University Support; this is evident in the section that indicates what *does not* constitute extraordinary support for Faculty. These Guidelines are intended for use until such time as the CSU and/or HSU adopt permanent policies addressing this aspect of intellectual property.

Additional Background:

Extraordinary University Support has been addressed by the Senate through resolutions, debate, and policies going back more than ten years.

In 2004, Resolution #20-04/05-EP, *General University Policy on Distance Learning*, was introduced and approved by the Senate in 2005-06. It states:

Extraordinary institutional support is defined by situations wherein the institution incurs actual resource costs associated with the creation or delivery of a DL course that go above and beyond the normal costs of mounting traditional courses delivered without DL. Extraordinary support includes, but is not limited to, release time for the development of the course, time invested by other HSU employees, and equipment purchased exclusively to support the course in question. Extraordinary support does not include support that would be given towards traditional classes in the normal course of university business, for example: use of Blackboard or Moodle, technical support and equipment for smart classrooms, or the use of campus computer labs to write papers or perform calculations.

In 2009, the Senate recommended revision of HSU's Intellectual Property Policy (*Resolution on Draft HSU Intellectual Property Policy #05-08/09-FA (Revised)*) upon successful CSU/CFA negotiation of a definition of "extraordinary support":

That the Academic Senate of Humboldt State University recommends to the President that the interim period shall end when the CSU Administration and the California Faculty Association (CFA) successfully negotiate the definition of "extraordinary support" in the Collective Bargaining Agreement (CBA), at which time the policy must return to the Academic Senate for revision and ratification as a permanent policy.

Subsequently, the CSU Collective Bargaining Agreement 2014-2017, Section 39.6, stipulated that the Agreement "does not apply to those materials created with extraordinary University support, which shall be addressed by separate individual agreements at the campus."

On April 21, 2015, the question of extraordinary support was again addressed in Senate discussion of draft eLearning policy. Senate minutes indicate:

The College of eLearning and Extended Education Associate Vice President, Alex Hwu, spoke on behalf of the eLearning Policy, stating that the intention of the policy is to support the needs of faculty and students, to protect faculty's Intellectual and Property Rights and to support faculty's Right of First Refusal.

Comment on the policy draft included: "Needs to be a specific list and clear language about what defines extraordinary support."

Faculty Affairs was charged in 2015/16 with drafting a revised Intellectual Property policy that would include a clear definition of extraordinary support.

In spring 2016, a revised Intellectual Property policy (24-15/16-FAC) passed the Senate unanimously but was not approved by the President, who cited CSU legal counsel and development of a system-wide policy in declining to approve the new policy.

Guidelines on Intellectual Property Agreements Resulting from Extraordinary University Support ¹

These guidelines provide a framework for individual agreements between the University and individual faculty, staff, and students regarding intellectual property rights resulting from Extraordinary University Support.

The Sponsored Programs Foundation has its own intellectual property procedures; the SPF Administrative Manual should be consulted for policies followed by the Foundation.

Relationship to Faculty Collective Bargaining Agreement ²

The 2014-17 Collective Bargaining Agreement (CBA) strongly supports faculty intellectual property rights and the principle that alteration of those rights must be acknowledged and demonstrated through written agreement with the University.

The CBA recognizes a distinction between materials created as part of the **ordinary** activity of faculty in their role as teachers, scholars and researchers and materials created with **extraordinary** University support.

The CBA stipulates that faculty do not waive their intellectual property rights to “any materials created without extraordinary University support (...) in the course of normal bargaining unit work (...)” (39.2).

The CBA also stipulates that materials created with extraordinary University support “shall be addressed by separate individual agreements at the campus” (39.6).

Consistent with the CBA, these guidelines provide a framework for written agreements acknowledging extraordinary University support. This framework consists of: 1) guidelines on written agreements, and 2) guidelines for defining extraordinary University support in written agreements.

Article 39.2 of the CBA specifies that: “nothing contained herein shall be interpreted to be a waiver of the right of either party to assert use rights to, or to assert ownership rights of, any materials created without extraordinary University support by faculty unit employees in the course of normal bargaining unit work pursuant to Article 20 of the Agreement, regardless of whether that party has ever asserted a right of use or ownership in the past.”

Faculty seeking to clarify or contest University claims to intellectual property created as the result of what may be considered “work made for hire,” should contact the California Faculty Association. ³

Written Agreements

¹ These Guidelines are based upon, and adapt language from, CSU Fresno’s *Guidelines on Intellectual Property Agreements Resulting from Extraordinary Support By The University* (APM 541). Access at: http://www.fresnostate.edu/mapp/documents/apm/541_Guidelines_intellectual_prop_agmts.pdf

² These guidelines do not supersede or establish an alternative to terms of employment established in the Collective Bargaining Agreement (CBA). Intellectual property produced in the normal course of activity with ordinary University support, or as personal work without any University support, is likewise governed by the CBA.

³ In the academic context, federal case law indicates that much of the work faculty do, such as write scholarly articles or create new course materials, can be excluded from “work for hire,” whereas work done by staff in their regular capacity as an employee, is typically included as “work for hire.” (See American Association of University Professors, “Defending the Freedom to Innovate: Faculty Intellectual Property Rights after *Stanford v. Roche*” (2015). Access at: <http://www.aaup.org/report/defending-freedom-innovate-faculty-intellectual-property-rights-after-stanford-v-roche>).

Written agreements about intellectual property ownership, other rights and royalty sharing (net proceeds) should be made prior to accepting a sponsored award or contract or beginning work on a project in which the University or member of the University community in addition to the creator/inventor seeks to claim an equity interest or license. This includes all contracts in which the University or member of the University community claims to be providing extraordinary support to a member of the University community for purposes of establishing an intellectual property right. The absence of an agreement implies that extraordinary support has not been provided.

~~If it is not possible to establish terms in writing before the contract or award is accepted by, or extraordinary support is provided to, the faculty, staff or student, such agreement should be made before beginning the work expected to lead to the creation of intellectual property. When such written agreements have not been made prior to the creation of the intellectual property, such a written agreement should be prepared immediately following the creation and disclosure as required by other provisions of this policy and any sponsor agreements.~~

Collaboration on creations/inventions between members of the University Community promotes innovation and student success. Co-creation of a scholarly paper establishes joint copyright of the work presented in that paper, absent University or sponsor agreements that alter those rights. Publication of work co-authored between members of the University Community, including attribution of work contributed to the project, is governed by the ethical guidelines of authorship adopted by their professional societies and the scholarly publishers in their field. Typically, absent a University or sponsor agreement, a single collaboration between members of the University community, for example between faculty and students, will not require establishing terms of co-creation and co-publication in a written agreement. If the project is ongoing and/or has the potential for development of copyrightable or patentable intellectual property, the terms of relative contribution of each creator/inventor should be established early in the project through a written agreement.

Separate individual agreements are public information and are subject to public records requests pursuant to the California Public Records Act.

All separate individual agreements involving the sharing or transfer of intellectual property rights under these guidelines shall be finalized in writing and signed by the President or designee and the staff member(s), student(s) and/or faculty member(s). Faculty agreements shall comply with the review provisions of the Collective Bargaining Agreement.

Defining Extraordinary University Support

Extraordinary University Support means resources not usually available to all members of the University community in a similar employment or classification or otherwise obvious by the individual's job description and duties.

Faculty

For faculty, extraordinary support does not include such resources as:

- Academic year salary;
- Office space and office furniture and equipment, including a personal computer;
- Usual services of University support staff including technology support from ITS;
- Common library resources;
- Usual laboratory space and equipment and its common usage unless the intent of providing such resources is specifically to support the development of intellectual property for acquisition by the University.

In addition to the foregoing, absent a written agreement acknowledging receipt of University extraordinary support, the following resources do not, in and of themselves, constitute forms of extraordinary support:

- Mini-grants such as CSU Research, Scholarly, and Creative Activities, Faculty Development awards, Diversity Development awards, and Incentives Funding;

- eLearning instructional support and eLearning Course Development Grants. It is understood that online teaching has become a part of a faculty member's expected workload and that use of any equipment such as laptops or tablets, or acceptance of any stipends or assigned time to prepare a face-to-face course or new course for on-line delivery do not constitute provision of extraordinary support;
- Sabbatical or difference-in-pay leaves;
- Startup funds or startup assigned time;
- Advising/academic program Chair assigned time.

Staff

For staff, most work resulting in intellectual property is considered within the scope of the job duties of the individual unless there is a written agreement to the contrary. Therefore, the usual situation for staff employees is that creations or inventions that may result from an individual's work does not result from extraordinary university support and, thus, is work for hire (see footnote 3 above). Some exceptions to this general situation may result, which the staff employee should bring to the attention of appropriate individuals to insure agreement about intellectual property rights and ownership.

Students

For students, extraordinary university support means the use of resources that are not ordinarily available to University students in the course of their academic programs.

Graduate Teaching Assistantships and Tuition Waivers shall not be considered extraordinary support. Use of specialized University facilities shall not be considered extraordinary support unless identified as such by a written agreement enacted prior to student's involvement in work.

HUMBOLDT STATE UNIVERSITY
University Senate

**Resolution to Amend the *Bylaws of the University Senate* to Alter Requirements for Notifying
the President of Senate Actions**

15-16/17-CBC – March 7, 2017 – Second Reading

RESOLVED: That the University Senate of Humboldt State University approves the attached amendments to the *Bylaws of the University Senate*; and be it further

Proposed Amendments with Track Changes (these assume Agenda Notification Constitutional Amendment passes)

2.7 Voting:

2.71 Voting on motions to approve resolutions, sense of the senate items and other action items that do not require general consent will be taken by calling the roll of the Senate.

2.72 A roll call vote on any other motion not listed in 2.71 shall be taken if requested by a member of the Senate.

2.73 The terms “unanimous” or “without dissent” shall be used in the minutes when all votes are affirmative. Unanimous shall mean an affirmative vote without abstentions. Without dissent shall mean an affirmative vote with abstentions.

~~2.74 Policy recommendations adopted by the Senate shall be recorded in the minutes of the meeting at which they were adopted and shall be formally presented to the President of the University after approval of the minutes.~~

~~2.75 The Senate, upon a two-thirds majority vote, may declare that an emergency exists and that a given policy recommendation or other matter before it requires immediate presentation to the President of the University or other appropriate agent.~~

9.0 PRESIDENTIAL APPROVAL NOTIFICATION OF SENATE ACTIONS

9.1 Resolutions and policy recommendations of the University Senate shall be transmitted to the University President by the Friday after the meeting in which they were approved. ~~within one week following the Senate meeting in which the minutes containing said recommendations are approved.~~ Reactions of the University President to the policy recommendations adopted by the University Senate shall be forwarded to the Chair of the Senate ~~within two weeks of the President’s receipt of the recommendation.~~ A Senate action approved by the President shall become official university policy at the time the President

~~approves the action and shall be implemented as soon as is practical, which may precede its appearance in the university policy file.~~

~~2.759.2 The Senate, upon a two-thirds majority vote, may declare that an emergency exists and that an approved resolution or given policy recommendation or other matter before it requires immediate presentation be transmitted to the President of the University or other appropriate agent the same day.~~

~~9.29.3 The Chair of the Senate shall ensure that the President is informed promptly notified of Senate approved resolutions and policy recommendations actions by the appropriate deadline. At each Senate meeting, the Chair of the Senate shall report the status of resolutions and policy recommendations that were transmitted to the President. that would require implementation in fewer than two weeks after Senate action, in order that such action is not unduly delayed.~~

~~9.3 In the absence of official communication from the President of the University regarding policy recommendations adopted by the University Senate, presidential approval of the recommendations shall be presumed.~~

RATIONALE: *The Policy on Policies (recommended by Senate Resolution 06-16/17-UPC and approved by President Rossbacher on mm/dd/yy) stipulates a timeline for the President to respond to Senate action and a procedure that policy must follow after it has been recommended by the Senate. Language related to these issues is also present in the Senate bylaws. Since the language is now encoded in University Policy and since the bylaws cannot obligate the President to action outside of their participation as a member in Senate and Senate Standing committee meetings, this amendment removes that language from the bylaws.*

This amendment also changes the deadline to notify the President of Senate-approved resolutions and policy recommendations. Notification will normally take place at the end of the week in which the action was taken (rather than two weeks later when the minutes in which the action was recorded are approved). There is no parliamentary basis to wait for minutes to be approved before notification of an action can be sent to the President. Emergency items would be forwarded the same day as approval. Under this amendment (and the four-week timeline for the President's response now encoded in the Policy on Policies) the Senate could wait up to five weeks after recommending a proposal before it receives word on the President's response; up to six weeks before it reconvenes to discuss the President's response. For emergency items, the maximum wait time could be reduced by two weeks.

Lastly, this amendment explicitly requires the Chair of the Senate to report on the status of resolutions and policy recommendations which are pending Presidential approval.

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on uDirect Student Milestones

18-16/17-APC – March 7, 2017 - First Reading

RESOLVED: That the University Senate recommends to the Provost that each department/program be required to establish within u.direct a milestone course for each of their majors; and be it

RESOLVED: That students who do not successfully complete their milestone course before reaching a unit threshold, set by the department/program, will receive a “milestone hold” on their student account; and be it

RESOLVED: That (faculty) advisors will use the milestone hold as a mechanism to generate discussion on the significance of the milestone for student success and the implications for likely major success for students failing to meet the milestone.

RATIONALE: HSU will launch the u.direct degree planning software in Fall 2017. Faculty and professional advisors will be asked to use the software in advising students in registering for Spring 2018 courses, as well as long-term degree planning. The u.direct planning committee has asked the Senate to initiate common department/program level use of u.direct for supporting degree progression. This policy is an initial step in that direction. The APC notes that many departments and programs may already have a prerequisite course structure that supports the goals of this policy. In those cases, there is no need to create new milestone classes; rather, the department/program may use existing curricular structures to generate the u.direct mechanisms for milestone holds. In addition, department/program might select a milestone course outside the major when that course is essential to successful progression in the major. The APC recognizes that many advisors are already engaging in these types of conversations with their advisees. The APC anticipates that these milestone flags will serve to reinforce those conversations, as well as help facilitate those conversations where they are not already structured and/or happening.

TIMELINE: Given that advising with u.direct will begin in late October 2017, the u.direct committee should in Spring 2017 notify departments/programs about the need for selecting milestone courses and unit thresholds. The u.direct committee will work with the registrars office to set Fall 2017 deadlines and processes for incorporating milestone information into the u.direct system.

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution to Amend the *Bylaws and Rules of Procedure of the University Senate* to Include a University Policies Committee as a Standing Committee of the University Senate

21-16/17-EX – March 7, 2016 – First Reading

RESOLVED: That the University Senate authorize this amendment to Section 11 of the *Bylaws and Rules of Procedure of the University Senate*, establishing a University Policies Committee as a Standing Committee; and be it further

RESOLVED: That the Committee be chaired by a senator, who shall be elected annually by the Senate, and shall also serve as a member of the Senate Executive Committee; and be it further

RESOLVED: That the Committee include in its membership, in addition to the chair, two faculty members appointed by the Appointments and Elections Committee, one non-MPP staff member appointed by Staff Council, and one student appointed by Associated Students; and be it further

RESOLVED: That the Committee members be appointed for staggered, three-year terms, except for the student member, who shall be appointed for a one-year term; and be it further

RESOLVED: That the Committee include as ex officio, non-voting members the Vice President for Enrollment Management and Student Affairs (or designee) and the Vice President for Administrative Affairs (or designee); and be it further

RESOLVED: That the Committee be responsible for reviewing policy items addressing all university policies that do not fall under the purview or charge of the other Senate standing committees; and be it further

RESOLVED: That the Committee be responsible for overseeing the ongoing implementation of the newly established (AY16-17) University policy process and recommending to the Senate any changes that might be needed to ensure a transparent, efficient, and clear policy process rooted in principles of shared governance; and be it further

RESOLVED: That the Committee be responsible for reviewing the existing configuration of shared governance committees on this campus and recommending to the Senate changes that advance the goals of reducing redundancies, ensuring clear committee charges and reporting of recommendations, and fostering more transparent and effective university decision-making.

RATIONALE: As the primary policy recommending body of the University, the University Senate has been asked to consider a wide-range of policy items that do not fall under the purview of any of the existing Senate standing committees. In the absence of a committee to handle these items, the

Senate Executive Committee had assumed this responsibility. A University Policies Committee has been created on an ad hoc basis and demonstrated its value to the Senate over more than a year of service. The charge of this Standing Committee would be expanded from its Ad Hoc predecessor to explicitly include consideration of the shared governance committee structure on campus, something previously discussed informally among Senators, but not explicitly included in the Ad Hoc Committee resolution.

HUMBOLDT STATE UNIVERSITY
University Senate

**Resolution Approving Program Student Learning Outcome for
General Education and All-University Requirement**

13-16/17-GEAR – March 7, 2017 – Second Reading

RESOLVED: Approval of an overarching GE Program SLO, as presented below and applied to the GE program in satisfaction of EO 1061¹ & 1100² in addition to the unique Diversity and Common Ground (DCG) requirements at HSU.

¹EO 1061: Graduation Requirements in United States History, Constitution and American Ideals

²EO 1100: General Education Breadth Requirements

Proposed GE Program Über SLO

The General Education Program at Humboldt State University is designed, in concert with the major, to ensure that all graduates have attained the knowledge, skills, experiences, and perspectives necessary to achieve the HSU Baccalaureate Student Learning Outcomes.

Upon completion of the General Education Program students will be able to:

- Communicate effectively through oral, written, and quantitative methods.
- Demonstrate the ability to locate, assess, and employ information relevant to the discipline, approach, or method.
- Demonstrate depth of knowledge of United States history and politics.

They will apply these skills to:

- Critically evaluate information through methods of thoughtful inquiry.
- Analyze and consider diverse, multicultural, and interdisciplinary perspectives.
- Apply knowledge to principled action and professionalism across disciplines.

The diversity of thought fostered by the GE Program enhances the knowledge and abilities developed within the major program to assure graduates have made noteworthy progress towards becoming truly educated persons.

RESOLVED: A charge be given to the GEAR committee regarding the development of detailed assessment plans, crafted in collaboration with key GE faculty and members of ICC. An Appendix is included to summarize this charge.

RESOLVED: This GE reform and adoption of an overarching GE SLO would transpire without forcing current GE courses to go through a re-certification process through the ICC, which is in accordance with the Strategic Plan on better coordination and integration of academics.

RATIONALE: General Education All-University Requirement outcomes are too numerous (currently 39 in total) to allow for meaningful ongoing assessment. Therefore, the General and All-University Requirements (GEAR) committee was formed in order to provide a forum in which

General Education (GE) assessment, planning, and general oversight could be discussed and managed in a consistent manner. The primary task of the committee included the clarification and revision of the HSU's GE student learning outcomes (SLO) and the assessment of student learning. Committee members strived to streamline the SLOs so faculty and students could universally apply them to a broad array of discipline specific content.^{1,2} The committee also sought to identify a central component of student learning that all GE courses could support and enhance. The result was the **GE Program SLO**, seen above.

A companion proposal outlines area-specific SLOs that simultaneously satisfy Executive Orders (EO) 1061 & 1100. The purpose of the proposed GE Program Über SLO is to facilitate assessment of GE as a program at the university level. The content of the area-specific SLO would not be assessed at the university level as the GEAR committee recommends assessment of this content at the department level or instructor level. The GE Program Über SLO can be broken into three main components where assessment is concerned. The first component comprises the core competencies and LEAP learning outcomes, which have not been numbered to avoid prioritization. The GEAR committee proposes, with input from faculty, we use the American Association of Colleges and Universities Valid Assessment of Learning in Undergraduate Education (AACU VALUE) rubrics as templates to create appropriate assessment tools for the HSU GEAR program. The second and third components are related to the American Institutions and DCG requirements, thus faculty input will be solicited to craft appropriate assessment tools. Each of these components will be addressed in detail upon approval of this resolution in full collaboration with the ICC and invested faculty members.

APPENDIX: DRAFT PROPOSAL FOR PILOT ASSESSMENT OF GEAR PROGRAM STUDENT LEARNING OUTCOMES

RATIONALE: Part of the mission of the GEAR committee is to provide guidance for ongoing and meaningful assessment of student learning. It is important as educators to know how our students' creative and critical thinking skills have developed while at HSU. With that in mind, we developed the **GEAR Program SLO** seen above.

We recognize that this pilot plan is only the beginning of a more comprehensive, campus-wide initiative. We also recognize the need to get started as soon as possible, both to satisfy the WASC requirement for ongoing assessment of student learning and, most importantly, to learn from faculty how the GEAR outcomes intersect with their current GE course curriculum, objectives, and learning outcomes. A small-scale pilot project will enable us to begin this most important dialogue with GE faculty. In Fall of 2017, GEAR will collaborate with the new Assessment Coordinator in the Office for Institutional Effectiveness in this effort.

The proposed GEAR outcomes include elements intended to assess students' ability to synthesize data from multiple areas (e.g., schools of thought, academic approaches, methods of learning) and draw conclusions that will contribute directly to their ability to address real world issues effectively.

Based on the skills outlined in the upper portion of the GEAR outcomes (following "Upon completion of the General Education Program...") the American Association of Colleges and Universities (AACU) published VALUE Rubrics for Critical Thinking, Written Communication, Oral Communication, Quantitative Reasoning, and Information Literacy will be used as a departure point for discussions among small groups of faculty teaching GE courses in Areas A, B, C, D, and E. The GEAR committee will solicit volunteers from these areas through appropriate channels.

Based on the skills outlined in the lower portion of the GEAR Outcome (following "They will apply these skills to:") and using a combination of the AACU published VALUE Rubrics, we will create a rubric to be used for discussions among small groups of faculty teaching GE courses in Areas B, C, D, and E. The GEAR committee will solicit volunteers from these areas through appropriate channels.

We will present the rubric to these faculty members to modify it as needed to fit an assignment that is either already included within their GE course curriculum, or that could be included with minor changes. We will operate on the assumption that much of what is outlined in the GEAR outcomes are already included, at least to some extent, in most (possibly all) GE courses. The faculty discussions will be key for tailoring the rubrics to reflect GEAR area differences.

It is our intention to use faculty feedback from this pilot assessment program to help inform our process as we expand GE assessment campus-wide.

PROCESS:

- Identify faculty who teach GE courses in Areas A, B, C, D, and E (1-2 from each area) and send the template GEAR Rubric via e-mail asking for comments and feedback
- Arrange in-person meetings with each faculty group to discuss and modify the rubric to reflect components most relevant to each Area (A, B, C, D, or E)
- Identify/Craft/Create a target assignment in each course (one per faculty participant) that can be assessed using the common rubric
- Faculty collect target assignments/student artifacts (number of assignments and scoring data TBA)
- Faculty groups reconvene to assess target assignments and discuss results
- Faculty groups share data and insights with GEAR committee representatives
- GEAR Committee members review data from faculty groups, make adjustments as needed, and expand process to include more faculty in subsequent review cycles

PROPOSED TIMELINE:

Spring 2017

- Assemble faculty groups and facilitate discussions to create rubrics for Areas A, B, C, and D.
- Faculty Identify and/or Create target assignment for each GE course (1 per faculty)

Fall 2017

- Faculty groups collect target assignments by the end of October
- Faculty groups meet to assess student work with common rubric and share findings with GEAR committee
- GEAR Committee modify process as needed

APPENDIX: SUMMARY OF CHANGES

*Subject area title changes reflect language from EO 1100

Current SLO	Proposed SLO
<p>Area A: Basic Subjects:</p> <p>Minimum 9 semester units (one course in each subarea)</p> <p>A1: Oral Communication (3 semester units)</p> <p>Upon completing this requirement students will:</p> <ol style="list-style-type: none"> 1. demonstrate mastery of writing a well-composed and mechanically competent essay consisting of an introduction, claim (thesis), support (argument), and conclusion. 2. explain how the effectiveness of communication is influenced by the form, content, and context of someone’s writing. 3. practice the discovery, critical evaluation, reporting, and appropriate citation of information. <p>A2: Written Communication (3 semester units)</p> <p>Upon completing this requirement students will:</p> <ol style="list-style-type: none"> 1. demonstrate mastery of writing a well-composed and mechanically competent essay consisting of an introduction, claim (thesis), support (argument), and conclusion. 2. explain how the effectiveness of communication is influenced by the form, content, and context of someone’s writing. 3. practice the discovery, critical evaluation, reporting, and appropriate citation of information. <p>A3: Critical Thinking (3 semester units)</p> <p>Upon completion of this requirement, students will be able to:</p> <ol style="list-style-type: none"> 1. identify the premises and conclusion of an argument and determine its validity and soundness. 2. analyze, criticize and advocate ideas. 3. distinguish deductive from inductive argument forms, identify their fallacies, and reason inductively and deductively. 4. distinguish matters of fact from issues of judgment or opinion and reach well-supported factual or judgmental conclusions from a wide diversity of real world examples 	<p>*Area A: English Language Communication and Critical Thinking:</p> <p>Minimum 9 semester units (one course in each subarea)</p> <p>A1: Oral Communication (3 semester units) A2: Written Communication (3 semester units)</p> <p>Students taking courses in fulfillment of sub-areas A1 and A2 will be able to:</p> <ul style="list-style-type: none"> • Develop knowledge and understanding of the form, content, context, and effectiveness of communication. • Develop proficiency in oral and written communication in English, examining communication from rhetorical perspectives, and practicing reasoning and advocacy, organization, and accuracy. • Practice the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively. • Actively participate and practice both written communication and oral communication in English. <p>A3: Critical Thinking (3 semester units)</p> <p>Students taking courses in fulfillment of subarea A3 will be able to:</p> <ul style="list-style-type: none"> • Understand logic and its relation to language; elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought; and the ability to distinguish matters of fact from issues of judgment or opinion. • Develop the ability to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well-supported factual or judgmental conclusions.

Area B: Math & Science

Lower Division Outcomes:

Minimum 9 semester units (one course in each subarea)

B1: Physical Science (3 semester units)

B2: Life Science (3 semester units)

B3: Laboratory Activity (associated with a course taken to satisfy either B1 or B2)

Upon completing this requirement students will be able to:

1. apply scientific concepts and theories to develop scientific explanations of natural phenomena.
2. critically evaluate conclusions drawn from a particular set of observations or experiments.
3. demonstrate their understanding of the science field under study through proper use of the technical/scientific language, and the development, interpretation, and application of concepts.

B4: Mathematics/Quantitative Reasoning (3 semester units)

Upon completing this requirement students will be able to:

1. use skills beyond the level of intermediate algebra to solve problems through quantitative reasoning.
2. apply mathematical concepts and quantitative reasoning to problems.

Upper Division Outcomes:

Minimum 3 semester units*

B1: Physical Science (3 semester units)

B2: Life Science (3 semester units)

B3: Laboratory Activity (associated with a course taken to satisfy either B1 or B2)

Upon completing this requirement students will be able to:

1. apply scientific concepts and theories to develop scientific explanations of natural phenomena.
2. critically evaluate conclusions drawn from a particular set of observations or experiments.
3. discuss value systems and ethics associated with scientific endeavors

Area B: Scientific Inquiry and Quantitative Reasoning

Minimum of 12 semester units (3 must be at the upper division level*)

B1: Physical Science (3 semester units)

B2: Life Science (3 semester units)

B3: Laboratory Activity (associated with a course taken to satisfy either B1 or B2)

B4: Mathematics/Quantitative Reasoning (3 semester units)

Students taking courses in fulfillment of subarea B1-B3 will be able to:

- Develop knowledge of scientific theories, concepts, and data about both living and non-living systems.
- Apply and evaluate scientific principles and the scientific method.
- Apply and evaluate the potential limits of scientific endeavors and the value and ethics associated with the human conditions and the natural world.

Students taking courses in fulfillment of subarea B4 will be able to:

- Explain and apply basic mathematical concepts and solve problems through quantitative reasoning.
- Develop skills and understanding beyond the level of intermediate algebra.

* The following majors have Upper Division Area B requirements incorporated into the major requirements: Biochemistry and Chemistry, Biology, Fisheries Biology, Kinesiology, Oceanography, Rangeland Resource Sciences, Physics and Physics Astronomy (BS options only)

Area C: Arts and Humanities

Lower Division Outcomes:

Minimum 9 semester units (one course in each subarea)

Upon completing this requirement students will:

1. apply discipline-specific vocabulary and central discipline-specific concepts and principles to a specific instance, literary work or artistic creation.
2. respond subjectively as well as objectively to aesthetic experiences and will differentiate between emotional and intellectual responses.
3. explain the nature and scope of the perspectives and contributions found in a particular discipline within the Arts and Humanities as related to the human experience, both individually (theirs) and collectively.
4. Arts-specific SLO: demonstrate an understanding of the intellectual, imaginative, and cultural elements involved in the creative arts through their (or, "as a result of their") participation in and study of drama, music, studio art and/or creative writing.
5. Humanities-specific SLO: discuss the intellectual, historical, and cultural elements of written literature through their study of great works of the human imagination.

Upper Division Outcomes:

Minimum 3 semester units (one course in each subarea)

Upon completing this requirement students will:

1. apply discipline-specific vocabulary and central discipline-specific concepts and principles to a specific instance, literary work or artistic creation.
2. respond subjectively as well as objectively to aesthetic experiences and will differentiate between emotional and intellectual responses.
3. explain the nature and scope of the perspectives and contributions found in a particular discipline within the Arts and Humanities as related to the human experience, both individually (theirs) and collectively.
4. Arts-specific SLO: demonstrate an understanding of the intellectual, imaginative, and cultural elements involved in the creative arts through their (or, "as a result of their") participation in and study of drama, music, studio art and/or creative writing.
5. Humanities-specific SLO: discuss the intellectual, historical, and cultural elements of written

Area C: Arts and Humanities

Minimum of 12 semester units (3 must be at the upper division level)

Coursework that exclusively emphasize skills development are excluded from Area C; however, activities may include participation in individual aesthetic and creative experiences.

At least one course completed in each of these two subareas:

C1 Arts: Arts, Cinema, Dance, Music, and Theater

C2 Humanities: Literature, Philosophy, and Languages Other than English

Students taking courses in fulfillment of Area C will be able to:

- Cultivate intellect, imagination, sensibility, and sensitivity.
- Develop an understanding of the integrity of both emotional and intellectual responses.
- Cultivate and refine their affective, cognitive, and physical faculties through studying art, history, philosophy, literature, and great works of the human intellect.
- Develop a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures.

In addition to the above outcomes students taking courses in fulfillment of Area C 1 will be able to:

- Demonstrate depth and breadth of knowledge of the intellectual, imaginative, and cultural elements of the creative arts through the study and participation in drama, music, studio art, and/or creative writing.

In addition to the above outcomes students taking courses in fulfillment of Area C 2 will be able to:

- Demonstrate depth and breadth of knowledge of the historical, intellectual, imaginative, and cultural elements of the humanities through the study of history, literature, philosophy, and language.

<p>literature through their study of great works of the human imagination.</p>	
<p>Area D: Social Sciences</p> <p><u>Lower Division Outcomes:</u> Minimum of 9 semester units*</p> <p>Upon completing this requirement students will:</p> <ol style="list-style-type: none"> 1. apply the discipline-specific vocabulary, principles, methodologies, value systems and ethics employed in social science inquiry, to a specific instance. 2. explain and critically analyze human social, economic, and political issues from the respective disciplinary perspectives by examining them in contemporary as well as historical settings and in a variety of cultural contexts. 3. illustrate how human social, political and economic institutions and behavior are inextricably interwoven. <p><u>Upper Division Outcomes:</u> Minimum of 3 semester units</p> <p>Upon completing this requirement students will:</p> <ol style="list-style-type: none"> 1. apply the discipline-specific vocabulary, principles, methodologies, value systems and ethics employed in social science inquiry, to a specific instance. 2. explain and critically analyze human social, economic, and political issues from the respective disciplinary perspectives by examining them in contemporary as well as historical settings and in a variety of cultural contexts. 3. illustrate how human social, political and economic institutions and behavior are inextricably interwoven. 	<p>Area D: Social Sciences</p> <p>Minimum of 12 semester units (3 must be a the upper division level)*</p> <p>Courses that emphasize skills development and professional preparation are excluded from Area D. Coursework taken in fulfillment of this requirement must be taught from more than one disciplinary perspective dealing with human social, political, and economic institutions and behavior and their historical background. Students learn from courses in multiple Area D disciplines that human social, political and economic institutions and behavior are inextricably interwoven.</p> <p>Students taking courses in fulfillment of Area D will be able to:</p> <ul style="list-style-type: none"> • Analyze social phenomena from multiple disciplinary perspectives. • Analyze social phenomena considering contemporary, historical and cultural contexts. • Apply the principles, methodologies, and ethics employed in social scientific and historical inquiry.

<p>Area E: Lifelong Learning and Self-Development</p> <p>Minimum 3 semester units</p> <p>Upon completing this requirement students will:</p> <ol style="list-style-type: none"> 1. Students will explain and demonstrate an appreciation for the nature of being human as an integration of physiological, psychological, and socio-cultural influences. 2. Students will demonstrate preparation for the lifelong and complex process of selfunderstanding, self-analysis, and self-development as an individual among others. 	<p>Area E: Lifelong Learning and Self-Development</p> <p>Minimum 3 semester units</p> <p>Courses in Area E may follow a Freshman Year Experience (FYE) design to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings.</p> <p>Students taking courses in fulfillment of Area E will:</p> <ul style="list-style-type: none"> • Explain and demonstrate an understanding of the nature of being human as an integration of physiological, psychological, and sociocultural influences. • Demonstrate a preparation for the lifelong and complex process of self-understanding, self-analysis, and self-development as an individual among others.

<p>American Institutions</p> <p>Minimum of 6 semester units</p> <p>At least one course completed in each of these two subareas:</p> <p>United States History</p> <p>Upon completing this requirement students will be able to:</p> <ol style="list-style-type: none"> 1. explain significant events covering a time span of at least 100 years of US history, including the relationships of US regions and relationships with foreign nations. 2. analyze the roles of major ethnic and social groups in the significant events above, and the contexts in which those events have occurred. 3. explain how these events illustrate both the continuity of “the American experience” and its derivation from other cultures by considering at least 3 of the following: politics, economics, social movements, and geography. <p>U.S. & California Government</p> <p>Upon completing this requirement students will be able to:</p> <ol style="list-style-type: none"> 1. distinguish the key philosophies of the framers of the U.S. Constitution. 2. demonstrate an understanding of the nature and operation of major U.S. political institutions and processes. 3. identify the liberties, rights, and responsibilities of citizens under the political system established by the U.S. Constitution. 4. demonstrate an understanding of the California Constitution and state and local government within the framework of evolving Federal-State relations. 	<p>American Institutions</p> <p>Minimum of 6 semester units*</p> <p>At least one course completed in each of these two subareas:</p> <p>United States History</p> <p>Students taking courses in fulfillment of U.S. History will be able to:</p> <ul style="list-style-type: none"> • Explain significant events covering a time span of at least 100 years of U.S. history, including the relationships of U.S. regions and relationships with foreign nations. • Analyze the role of major ethnic and social groups in the significant events above, and the contexts in which those events have occurred. • Explain how these events illustrate both the continuity of “the American experience” and its derivation from other cultures by considering at least three of the following: politics, economics, social movements, and geography. <p>U.S. & California Government</p> <p>Students taking courses in fulfillment of U.S. & California Government will be able to:</p> <ul style="list-style-type: none"> • Distinguish the key philosophies of the framers of the U.S. Constitution. • Demonstrate an understanding of the nature and operation of major U.S. political institutions and processes. • Identify the liberties, rights, and responsibilities of citizens under the political system established by the US Constitution. • Demonstrate and understanding of the California Constitution and state and local government within the framework of evolving federal-state relations. <p>*Students may elect to use one institutions course to substitute one course in D6: History or D8: Political Science. Only one institutions course can be used to</p>

	satisfy GE Area D requirements. See List of American Institutions courses.
<p>Diversity & Common Ground (DCG)</p> <p>Minimum of 6 semester units</p> <p>At least one course must be designated domestic DCG.</p> <p>Students taking courses in fulfillment of DCG will be able to:</p> <p>Analyze the complexity of diversity through the perspective of differential power and privilege, identity politics, and/or multicultural studies.</p>	<p>Diversity & Common Ground (DCG)</p> <p>Minimum of 6 semester units</p> <p>At least one course must be designated domestic DCG.</p> <p>Students taking courses in fulfillment of DCG will be able to:</p> <ul style="list-style-type: none"> • Analyze the complexity of diversity through the perspective of differential power and privilege, identity politics, and/or multicultural studies.

HUMBOLDT STATE UNIVERSITY
University Senate

**Resolution Approving Area Specific Student Learning Outcomes for General Education and
All-University Requirement**

14-16/17-GEAR – March 7, 2017 – Second Reading

WHEREAS: A companion proposal outlines an overarching GE Program SLO that simultaneously satisfies Executive Orders (EO) 1061¹ & 1100² in addition to the unique Diversity and Common Ground (DCG) requirements at HSU.

RESOLVED: In addition to the overarching GE SLO and its accompanying assessment plan, area-specific SLO are proposed as described by EO 1061 & 1100, where language for development of Freshman Year Experiences (FYE) in Area E is included as well as amendments to Area C2 Humanities to allow future double counting in American Institutions. An appendix that summarizes the changes is also included.

¹EO 1061: Graduation Requirements in United States History, Constitution and American Ideals

²EO 1100: General Education Breadth Requirements

Proposed Area Specific SLO

The following area specific SLOs are taken from EO 1061 & 1100, where descriptions developed from the EO are included to define each GE area.

Area A-English Language Communication and Critical Thinking

Minimum 9 semester units (one course in each subarea)

A1: Oral Communication (3 semester units)

A2: Written Communication (3 semester units)

A3: Critical Thinking (3 semester units)

Students taking courses in fulfillment of sub-areas A1 and A2 will be able to:

- Develop knowledge and understanding of the form, content, context, and effectiveness of communication.
- Develop proficiency in oral and written communication in English, examining communication from rhetorical perspectives, and practicing reasoning and advocacy, organization, and accuracy.
- Practice the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively.

- Actively participate and practice both written communication and oral communication in English.

Students taking courses in fulfillment of subarea A3 will be able to:

- Understand logic and its relation to language; elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought; and the ability to distinguish matters of fact from issues of judgment or opinion.
- Develop the ability to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well-supported factual or judgmental conclusions.

Area B-Scientific Inquiry and Quantitative Reasoning

Minimum of 12 semester units (3 must be at the upper division level*)

One course each in subareas B1, B2, and B4, plus laboratory activity related to one of the completed science courses.

B1: Physical Science (3 semester units)

B2: Life Science (3 semester units)

B3: Laboratory Activity (associated with a course taken to satisfy either B1 or B2)

B4: Mathematics/Quantitative Reasoning (3 semester units)

Students taking courses in fulfillment of subarea B1-B3 will be able to:

- Develop knowledge of scientific theories, concepts, and data about both living and non-living systems.
- Apply and evaluate scientific principles and the scientific method.
- Apply and evaluate the potential limits of scientific endeavors and the value and ethics associated with the human conditions and the natural world.

Students taking courses in fulfillment of subarea B4 will be able to:

- Explain and apply basic mathematical concepts and solve problems through quantitative reasoning.
- Develop skills and understanding beyond the level of intermediate algebra.

* The following majors have Upper Division Area B requirements incorporated into the major requirements: Biochemistry and Chemistry, Biology, Fisheries Biology, Kinesiology,

Oceanography, Rangeland Resource Sciences, Physics and Physics Astronomy (BS options only)

Area C-Arts and Humanities

Minimum of 12 semester units (3 must be at the upper division level)

Coursework that exclusively emphasize skills development are excluded from Area C; however, activities may include participation in individual aesthetic and creative experiences.

At least one course completed in each of these two subareas:

C1 Arts: Arts, Cinema, Dance, Music, and Theater

C2 Humanities: Literature, Philosophy, and Languages Other than English

Students taking courses in fulfillment of Area C will be able to:

- Cultivate intellect, imagination, sensibility, and sensitivity.
- Develop an understanding of the integrity of both emotional and intellectual responses.
- Cultivate and refine their affective, cognitive, and physical faculties through studying art, history, philosophy, literature, and great works of the human intellect.
- Develop a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures.

In addition to the above outcomes students taking courses in fulfillment of Area C 1 will be able to:

- Demonstrate depth and breadth of knowledge of the intellectual, imaginative, and cultural elements of the creative arts through the study of and participation in drama, music, studio art, and/or creative writing.

In addition to the above outcomes students taking courses in fulfillment of Area C 2 will be able to:

- Demonstrate depth and breadth of knowledge of the historical, intellectual, imaginative, and cultural elements of the humanities through the study of history, literature, philosophy, and language.

Area D-Social Sciences

Minimum of 12 semester units (3 must be at the upper division level)*

Courses that emphasize skills development and professional preparation are excluded from Area D. Coursework taken in fulfillment of this requirement must be taught from more than one disciplinary perspective dealing with human social, political, and economic institutions and behavior and their historical background. Students learn from courses in multiple Area D disciplines that human social, political and economic institutions and behavior are inextricably interwoven.

Students taking courses in fulfillment of Area D will be able to:

- Analyze social phenomena from multiple disciplinary perspectives.
- Analyze social phenomena considering contemporary, historical and cultural contexts.
- Apply the principles, methodologies, and ethics employed in social scientific and historical inquiry.

Area E Lifelong Learning and Self-Development

Minimum 3 semester units

Courses in Area E may follow a Freshman Year Experience (FYE) design to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings.

Students taking courses in fulfillment of Area E will:

- Explain and demonstrate an understanding of the nature of being human as an integration of physiological, psychological, and sociocultural influences.
- Demonstrate a preparation for the lifelong and complex process of self-understanding, self-analysis, and self-development as an individual among others.

American Institutions

Minimum of 6 semester units*

At least one course completed in each of these two subareas:

United States History

U.S. & California Government

Students taking courses in fulfillment of U.S. History will be able to:

- Explain significant events covering a time span of at least 100 years of U.S. history, including the relationships of U.S. regions and relationships with foreign nations.
- Analyze the role of major ethnic and social groups in the significant events above, and the contexts in which those events have occurred.
- Explain how these events illustrate both the continuity of “the American experience” and its derivation from other cultures by considering at least three of the following: politics, economics, social movements, and geography.

Students taking courses in fulfillment of U.S. & California Government will be able to:

- Distinguish the key philosophies of the framers of the U.S. Constitution.
- Demonstrate an understanding of the nature and operation of major U.S. political institutions and processes.
- Identify the liberties, rights, and responsibilities of citizens under the political system established by the US Constitution.
- Demonstrate and understanding of the California Constitution and state and local government within the framework of evolving federal-state relations.

*Students may elect to use one institutions course to substitute one course in D6: History or D8: Political Science. Only one institutions course can be used to satisfy GE Area D requirements. See List of American Institutions courses.

Diversity & Common Ground (DCG)

Minimum of 6 semester units

At least one course must be designated domestic DCG.

Students taking courses in fulfillment of DCG will be able to:

- Analyze the complexity of diversity through the perspective of differential power and privilege, identity politics, and/or multicultural studies.