

HUMBOLDT STATE UNIVERSITY

University Senate

Tuesday, November 10, 2015, 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 October 27, 2015
4. Reports, Announcements, and Communications of the Chair
Written Report
5. Reports of Standing Committees, Statewide Senators, and Ex-officio Members
Written Reports
6. Consent Calendar (11/10/15) from the Integrated Curriculum Committee
(ICC Instructions for Accessing Nolij)
7. TIME CERTAIN: 3:15-3:30 PM - Open Forum for the Campus Community
(Open Forum Procedures)
8. Resolution to Allow Designees as Proxies for ex-officio Senators in *Bylaws*
(10-15/16-CBC-November 10, 2015)
Second Reading
9. Resolution to Amend the General Faculty Constitution to Clarify the Voting Membership
of the General Faculty (11-15/16-CBC-November 10, 2015)
First Reading
10. Resolution on Syllabi Policy (9-15/16-APC-November 10, 2015)
First Reading
11. Resolution Establishing a Task Force on Student Evaluations (12-15/16-FAC-November
10, 2015)
First Reading
12. DISCUSSION ITEM: Academic Freedom; Faculty Affairs Committee
<http://chronicle.com/article/The-Gravest-Threat-to-Colleges/233449/>
13. TIME CERTAIN: 4:50 PM - University Senate Group Photograph, Kellie Brown

HUMBOLDT STATE UNIVERSITY

Senate Chair's Report

November 10, 2015

Julie Alderson and I visited with the Senate leadership and key committee chairs at San Diego State University last week. It was informative to hear about their processes and structures, and some of our findings from that visit will inform an upcoming review of the effectiveness of our University Senate at Humboldt State. We are looking forward to hosting a series of conversations with Senators and other key stakeholders across the University to explore what is working well and what we could improve with respect to our Senate and policy process at HSU.

Discussions around strategic plan implementation continue. Primary consideration is focused on how to integrate strategic plan implementation with the WASC process, which will also be gearing up this year.

I've asked the ad hoc Committee on University Policies to (a) develop a proposal for the policy process on campus; and (b) begin a review of existing committees on campus to inform a discussion of potential restructuring that might reduce the number of committees on campus.

Finally, a task force on student evaluations has been struck. Originally, the charge of that group was to analyze the potential shift to a new platform for administering evaluations. A number of concerns have been raised extending the scope of that task force's work. These include a number of offensive and harassing comments left by students in their comments. The charge of that group has broadened and it is coming on the Senate agenda soon.

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports - November 10, 2015

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

APC meetings are held on Tuesdays at 1:00-1:50 in SBS 405.

Andrew Stubblefield, Chair

Members: Jena Burgess, Ethan Gahtan, Su Karl, Paul Cummings, Michael Goodman, Clint Rebik

The Academic Policy Committee has made final edits to the syllabus policy which will be presented to the Senate for a first reading on 11/10/15. The Committee is also discussing the issue of Impaction. Input was solicited from the Senate in discussion on 10/27/15. We have also solicited input from the Integrated Curriculum Committee. A meeting is currently being scheduled with chairs of impacted programs, Dean Smith, and Steve Ladwig from Enrollment Management. Andrew is serving on task force that is making recommendations for the implementation of UDirect graduation plan software. The task force will make recommendations to the Academic Policy Committee for formulation of specific campus policies related to the implementation of UDirect.

Appointments and Elections Committee:

A call for nominations to fill the newly established University Policies Committee went out October 28th. The Appointments and Elections Committee received one nominations for the vacant positions and made the following appointments:

- University Policies Committee

John Meyer, Politics, *Faculty Representative*

There is still one vacant faculty seat open. The University Policies Committee is charged with reviewing the existing policy processes on campus and recommending to the Senate for its approval a policy process that address the campus need for a transparent, efficient, and clear policy process rooted in principles of shared governance. Appointments from Associated Students and Staff Council are still forthcoming.

Spring elections will take place the last week of January (25-29th) 2016. The call for nominations is slated to come out late this semester, with a reminder shortly after faculty return in January.

California Faculty Association:

CFA and the Chancellor's office have been certified to Fact Finding in our continuing salary negotiations. Fact Finding is the final stage in the statutory process for labor negotiations that have not reached a settlement. The Chancellor's offer remains a 2% compensation increase for the second year of the current three year contract. The CFA is fighting for a 5% GSI and a 2.65% SSI for eligible faculty. Fact Finding dates have been scheduled in late November and early December. We anticipate a Fact Finder's report shortly afterward.

On 19-28 October CFA members conducted a Strike Authorization Vote online and in person on all 23 CSU campuses. The outcome of that vote was announced on Wednesday, 4 November. Ninety-four percent voted in favor of authorizing the CFA Board of Directors to initiate job actions, up to and including a strike, if a settlement with the Chancellor's office cannot be achieved. Turnout for the strike vote was 80% of membership.

On 20 October Mike Camann and Guy Aronoff met with Assembly member Jim Wood at his Eureka office. Assembly member Wood subsequently wrote to Chancellor White and urged him to reach a fair settlement with the CFA.

On 17 November 2015 CFA members from all 23 campuses will rally at the Chancellor's office in Long Beach during the November CSU Board of Trustee's meeting.

CFA is holding weekly meetings to discuss campus strategies in the Fight-for-Five campaign. Meetings are on Mondays from 12:00-12:30 PM. Locations vary depending upon room availability—please contact CFA if you want to attend these planning sessions, or look for weekly email announcements that list that week's meeting room. All faculty are invited, and lunch is provided for attendees.

Departments that would like a CFA representative to visit faculty meetings to discuss bargaining and upcoming events should contact the CFA office at union@humboldt.edu. An executive board officer will arrange to visit your meeting and will answer questions.

Constitutions and Bylaws Committee:

Membership: Jeffrey Abell (Chair), Kathryn Guzman, Brian Kyte, Mary Locher, Jeremy Shellhase

Meeting Time and Location: Wednesday from 09:00-10:00 in NHE 113.

- Meetings since last Senate Report
 - 10/14/15 with Abell (Chair), Guzman, Kyte, Locher (who took over for Corgiat as non-MPP staff member), Shellhase
 - 10/21/15 with Abell (Chair), Guzman, Kyte, Shellhase
 - 10/28/15 with Abell (Chair), Guzman, Kyte, Locher, Shellhase
 - 11/04/15 with Abell (Chair), Guzman, Kyte, Locher, Shellhase

- Update on past agenda items
 - Our revisions to University Senate Bylaws to allow “designees” for ex-officio members comes to Senate today as second reading.
 - Our revisions to membership and “in-residence” language of General Faculty Constitution comes to Senate today as first reading.
 - We have identified “bylaws-appropriate” sections from the Integrated Curriculum Committee (ICC) Constitution and will forward these recommendations to the ICC for its members to consider. Formal steps to create ICC Bylaws will only be undertaken if ICC wants to proceed.
 - We have started to review Senate Standing Committee listings in Section 800 of the Faculty Handbook. Inconsistencies between Section 800 and current governing documents will be reported to Senate as information items. Suggested revisions will be forwarded to Senate as general consent items. Approved revisions will be forwarded to Office of Academic Affairs which maintains Section 800.
 - We have made minor edits to the structure of the General Faculty Constitution. We will not bring these to Senate until action has been taken on the revisions to the membership and “in-residence” language of the General Faculty Constitution.
 - We have made no progress on aligning Staff Council bylaws with University Senate Bylaws.

- New agenda items
 - Clarify what constitutes quorum for Senate standing committees and other senate related committees.
 - Determine whether our committee is the appropriate body to interpret and rule on Senate actions whose constitutionality has been called into question.

Next CBC Meeting: November 18, 2015

Faculty Affairs Committee:

The Faculty Affairs Committee met on Friday, 6 November, at 8:00 in NHE 119.

We discussed and drafted the Resolution Establishing a Task Force on Student Evaluations, which will come to the Senate on 11/10/15.

We discussed language that will be provided along with student course evaluations this semester, instructing students as to the tone and content of their responses.

Integrated Curriculum Committee

The ICC continues working on:

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

**University Senate
ICC Consent Calendar
11-10-2015**

14-236

Anthropology Program Change form

The department proposes to remove STAT 108 as a core option as the LDGE Area B provides sufficient preparation for majors. They want to add a new core option ANTH 330: Method and Theory in Bioanth (14-239). As ANTH 330 covers the material, the department also wants to remove ANTH 338 Biological Anthropology Lab (1 unit) as a major requirement. In addition the department is proposing a number of new Archeology courses which have previously been offered as special topics (14-300 to 304). The catalog copy contains slightly revised outcomes as well.

ANTH 374 previously changed to ANTH 354 - will be effective 8/1/16.

14-239

ANTH 330 Method & Theory in Bioanth New Course Proposal

Anthropology proposes this new C-2 4 unit course which will be part of their Anthropology Methods choices. It has recommended preparation but no required preparation. The course will replace ANTH 111 and 338 and was previously offered as a special topics. The department intends to offer it annually in the spring. It is designed to facilitate advanced topical coverage and introduce topics students can explore further with science electives. The department says resources are either already available or being added/upgraded through MSF funds. The department notes that it also requires fewer WTUs than the replaced 338 which was offered more frequently thereby saving the college money.

14-245

CRIM 325: Law and Society

The department of Sociology proposes to change the pre-requisites for CRIM 325 from CRIM 225S to CRIM 225 or CRIM 225S.

Rationale. The Department of Sociology is creating a new course, CRIM 225, without the Service Learning Designation that is attached to the current 225S.

14-246

CRIM 410: Criminology Theory

The department of Sociology proposes to change the pre-requisites for CRIM 410 from CRIM 225S and junior standing or above to CRIM 325.

CRIM 325 is a prerequisite for 410 because it is part of the scaffolding of the major.

14-247

CRIM 225, Inequalities and Crime - New Course Proposal

A similar course, CRIM 225S, was offered for the last two years as a service learning designated course. Through careful monitoring, CJS determined that the course attempts to do too much and now propose a stand alone course without the service learning component. Course description: Examines the intersection of crime and inequality within families, communities, and nations.

14-248

New Course Proposal CRIM 362 Gender, Sexualities and Crime. This has been offered as SOC 480 (topic title: Gender, Sexuality and Crime), in the spring 2014 semester. This new course is incorporated in the Criminology major change (14-252). The syllabus conforms with the University syllabus policy.

14-249

CRIM 487 Community Action Research NEW COURSE PROPOSAL

**University Senate
ICC Consent Calendar
11-10-2015**

This new course proposal accompanies 14-252 a Program Change for the CRIM major. CRIM 487 is a new 4 unit capstone course for the Criminology major that was taught as a special topics course in spring 2015. Students will gain experience in community issues & social change through working with community groups. The syllabus conforms to the University syllabus policy.

14-252

Program Change
Criminology and Justice Studies

There are four changes that are included in this program change form. No changes to minimum units to degree.

1. The first is a core requirement change to replace CRIM 225S with CRIM 225.
2. CJS will remove the following under Capstone Option: One additional knowledge based class.
3. Add CRIM 487, Community Action Research, as a Capstone Option.
4. Adding courses. CRIM 362, WS 320, FILM 455, to the different knowledge areas of the CJS major.

Rationale:

1. CRIM 225 will cover the same content as 225S, but without the service learning component. This will allow instructors to go further in-depth with content and better prepare students before they do service learning. This will also aid transfer students who will not have taken CRIM 125.
2. CJS initially set up one additional knowledge based class as a capstone option to serve as a pressure release valve for the department. They found that students took regularly this option as students described it as easier. CJS also pointed out that students are resistant to learning research and analytical skills. Thus, this option is being removed.
3. Adding CRIM 487: Community Action Research provides an additional opportunity for students to develop and use high level methodology in projects that are culminating in nature.
4. The courses that are being added to the CJS knowledge areas:

Inequalities, Identities and Crime

CRIM 362: Gender, Sexualities and Crime. This course was once offered and meets an important need in the curriculum.

Social Research and Action Skills

WS 320: Act to End Sexualized Violence Seminar (3 units). This course provides hands-on skills building around issues of core concern for the CJS (community based strategies, intervention strategies).

FILM 455 (4) Grant Writing. Currently, FILM 455S is listed, but the TFD department offers both versions of this course and either would be appropriate. These changes will allow students to develop understanding of core concept more deeply.

14-300

ANTH 351 Archaeological Material Analysis NEW COURSE PROPOSAL

The department proposes this new C-2 4 unit course to serve as a hands-on introduction to interpreting artifacts and will be offered once every two years.

14-301

ANTH 352 Experimental Archaeology NEW COURSE PROPOSAL

Anthropology proposes this new C-2 4 unit course designed to introduce student to experimental archaeology. The course will be offered once every two years.

14-302

**University Senate
ICC Consent Calendar
11-10-2015**

ANTH 353 Archaeology of Warfare

The department proposes this C-2 4 unit course which will explore the origins, causes, and consequences of warfare. The course will be offered once every two years.

14-304

ANTH 394 Archaeology of North America

The department wants to change the name to Regional Survey of North American Archaeology (appropriate 30 character abbreviation provided) and update the course description to indicate that the course will now be offered as a changing topics course by regional area because covering the whole of North America at once is too much.

RECOMMEND: Approve (Anne)

15-024

MUS 420: Studio Piano, Advanced

For this course change proposal Music wishes to change the title to Studio Piano for Performance and Music Education. In addition they wish to change the classification code from S-48 to S-25. This will allow for longer lessons enabling students to make a greater improvement in their playing skills. This is consistent with Music SLO, number 2 which is that students will demonstrate an ability to perform a wide selection of musical literature. The department notes (pun intended) there are a number of compelling reasons to increase lesson time: Hour lessons are the standard for intermediate level and above students; the music concentrations this change addresses require students to have strong musical skills to be successful as performers and instructors, and half hour lessons do not allow enough time to develop these skills; hour long lessons at the upper division level are recommended by the Music Department's national accrediting agency. Hour long lessons will not be available to every student, auditions will be required, students will need to demonstrate good progress toward degree, and there are additional requirements to tailor the requirements for this option to those intending a career in music.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-025

MUS 421: Studio Voice, Advanced

For this course change proposal Music wishes to change the title to Studio Voice for Performance and Music Education. In addition they wish to change the classification code from S-48 to S-25. This will allow for longer lessons enabling students to make a greater improvement in their playing skills. This is consistent with Music SLO, number 2 which is that students will demonstrate an ability to perform a wide selection of musical literature. The department notes (pun intended) there are a number of compelling reasons to increase lesson time: Hour lessons are the standard for intermediate level and above students; the music concentrations this change addresses require students to have strong musical skills to be successful as performers and instructors, and half hour lessons do not allow enough time to develop these skills; hour long lessons at the upper division level are recommended by the Music Department's national accrediting agency. Hour long lessons will not be available to every student, auditions will be required, students will need to demonstrate good progress toward degree, and there are additional requirements to tailor the requirements for this option to those intending a career in music.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-027

MUS 422: Studio Flute, Advanced

**University Senate
ICC Consent Calendar
11-10-2015**

For this course change proposal Music wishes to change the title to Studio Flute for Performance and Music Education. In addition they wish to change the classification code from S-48 to S-25. This will allow for longer lessons enabling students to make a greater improvement in their playing skills. This is consistent with Music SLO, number 2 which is that students will demonstrate an ability to perform a wide selection of musical literature. The department notes (pun intended) there are a number of compelling reasons to increase lesson time: Hour lessons are the standard for intermediate level and above students; the music concentrations this change addresses require students to have strong musical skills to be successful as performers and instructors, and half hour lessons do not allow enough time to develop these skills; hour long lessons at the upper division level are recommended by the Music Department's national accrediting agency. Hour long lessons will not be available to every student, auditions will be required, students will need to demonstrate good progress toward degree, and there are additional requirements to tailor the requirements for this option to those intending a career in music.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-028
MUS 423: Studio Oboe, Advanced

For this course change proposal Music wishes to change the title to Studio Oboe for Performance and Music Education. In addition they wish to change the classification code from S-48 to S-25. This will allow for longer lessons enabling students to make a greater improvement in their playing skills. This is consistent with Music SLO, number 2 which is that students will demonstrate an ability to perform a wide selection of musical literature. The department notes (pun intended) there are a number of compelling reasons to increase lesson time: Hour lessons are the standard for intermediate level and above students; the music concentrations this change addresses require students to have strong musical skills to be successful as performers and instructors, and half hour lessons do not allow enough time to develop these skills; hour long lessons at the upper division level are recommended by the Music Department's national accrediting agency. Hour long lessons will not be available to every student, auditions will be required, students will need to demonstrate good progress toward degree, and there are additional requirements to tailor the requirements for this option to those intending a career in music.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-029
MUS 424: Studio Clarinet, Advanced

For this course change proposal Music wishes to change the title to Studio Clarinet for Performance and Music Education. In addition they wish to change the classification code from S-48 to S-25. This will allow for longer lessons enabling students to make a greater improvement in their playing skills. This is consistent with Music SLO, number 2 which is that students will demonstrate an ability to perform a wide selection of musical literature. The department notes (pun intended) there are a number of compelling reasons to increase lesson time: Hour lessons are the standard for intermediate level and above students; the music concentrations this change addresses require students to have strong musical skills to be successful as performers and instructors, and half hour lessons do not allow enough time to develop these skills; hour long lessons at the upper division level are recommended by the Music Department's national accrediting agency. Hour long lessons will not be available to every student, auditions will be required, students will need to demonstrate good progress toward degree, and there are additional requirements to tailor the requirements for this option to those intending a career in music.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

**University Senate
ICC Consent Calendar
11-10-2015**

15-030

MUS 425: Studio Bassoon, Advanced

For this course change proposal Music wishes to change the title to Studio Bassoon for Performance and Music Education. In addition they wish to change the classification code from S-48 to S-25. This will allow for longer lessons enabling students to make a greater improvement in their playing skills. This is consistent with Music SLO, number 2 which is that students will demonstrate an ability to perform a wide selection of musical literature. The department notes (pun intended) there are a number of compelling reasons to increase lesson time: Hour lessons are the standard for intermediate level and above students; the music concentrations this change addresses require students to have strong musical skills to be successful as performers and instructors, and half hour lessons do not allow enough time to develop these skills; hour long lessons at the upper division level are recommended by the Music Department's national accrediting agency. Hour long lessons will not be available to every student, auditions will be required, students will need to demonstrate good progress toward degree, and there are additional requirements to tailor the requirements for this option to those intending a career in music.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-031

MUS 426: Studio Saxophone, Advanced

For this course change proposal Music wishes to change the title to Studio Saxophone for Performance and Music Education. In addition they wish to change the classification code from S-48 to S-25. This will allow for longer lessons enabling students to make a greater improvement in their playing skills. This is consistent with Music SLO, number 2 which is that students will demonstrate an ability to perform a wide selection of musical literature. The department notes (pun intended) there are a number of compelling reasons to increase lesson time: Hour lessons are the standard for intermediate level and above students; the music concentrations this change addresses require students to have strong musical skills to be successful as performers and instructors, and half hour lessons do not allow enough time to develop these skills; hour long lessons at the upper division level are recommended by the Music Department's national accrediting agency. Hour long lessons will not be available to every student, auditions will be required, students will need to demonstrate good progress toward degree, and there are additional requirements to tailor the requirements for this option to those intending a career in music.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-032

MUS 427: Studio Trumpet, Advanced

For this course change proposal Music wishes to change the title to Studio Trumpet for Performance and Music Education. In addition they wish to change the classification code from S-48 to S-25. This will allow for longer lessons enabling students to make a greater improvement in their playing skills. This is consistent with Music SLO, number 2 which is that students will demonstrate an ability to perform a wide selection of musical literature. The department notes (pun intended) there are a number of compelling reasons to increase lesson time: Hour lessons are the standard for intermediate level and above students; the music concentrations this change addresses require students to have strong musical skills to be successful as performers and instructors, and half hour lessons do not allow enough time to develop these skills; hour long lessons at the upper division level are recommended by the Music Department's national accrediting agency. Hour long lessons will not be available to every student, auditions will be required, students will need to demonstrate good progress toward degree, and there are additional requirements to tailor the requirements for this option to those intending a career in music.

**University Senate
ICC Consent Calendar
11-10-2015**

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-033

MUS 428: Studio Horn, Advanced

For this course change proposal Music wishes to change the title to Studio Horn for Performance and Music Education. In addition they wish to change the classification code from S-48 to S-25. This will allow for longer lessons enabling students to make a greater improvement in their playing skills. This is consistent with Music SLO, number 2 which is that students will demonstrate an ability to perform a wide selection of musical literature. The department notes (pun intended) there are a number of compelling reasons to increase lesson time: Hour lessons are the standard for intermediate level and above students; the music concentrations this change addresses require students to have strong musical skills to be successful as performers and instructors, and half hour lessons do not allow enough time to develop these skills; hour long lessons at the upper division level are recommended by the Music Department's national accrediting agency. Hour long lessons will not be available to every student, auditions will be required, students will need to demonstrate good progress toward degree, and there are additional requirements to tailor the requirements for this option to those intending a career in music.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-034

MUS 429: Studio Trombone, Advanced

For this course change proposal Music wishes to change the title to Studio Trombone for Performance and Music Education. In addition they wish to change the classification code from S-48 to S-25. This will allow for longer lessons enabling students to make a greater improvement in their playing skills. This is consistent with Music SLO, number 2 which is that students will demonstrate an ability to perform a wide selection of musical literature. The department notes (pun intended) there are a number of compelling reasons to increase lesson time: Hour lessons are the standard for intermediate level and above students; the music concentrations this change addresses require students to have strong musical skills to be successful as performers and instructors, and half hour lessons do not allow enough time to develop these skills; hour long lessons at the upper division level are recommended by the Music Department's national accrediting agency. Hour long lessons will not be available to every student, auditions will be required, students will need to demonstrate good progress toward degree, and there are additional requirements to tailor the requirements for this option to those intending a career in music.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-035

MUS 430: Studio Euphonium, Advanced

For this course change proposal Music wishes to change the title to Studio Euphonium for Performance and Music Education. In addition they wish to change the classification code from S-48 to S-25. This will allow for longer lessons enabling students to make a greater improvement in their playing skills. This is consistent with Music SLO, number 2 which is that students will demonstrate an ability to perform a wide selection of musical literature. The department notes (pun intended) there are a number of compelling reasons to increase lesson time: Hour lessons are the standard for intermediate level and above students; the music concentrations this change addresses require students to have strong musical skills to be successful as performers and instructors, and half hour lessons do not allow enough time to develop these skills; hour long lessons at the upper division level are recommended by the Music Department's national accrediting agency. Hour long lessons will not be available to every student, auditions will be required, students will

**University Senate
ICC Consent Calendar
11-10-2015**

need to demonstrate good progress toward degree, and there are additional requirements to tailor the requirements for this option to those intending a career in music.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-036

MUS 431: Studio Tuba, Advanced

For this course change proposal Music wishes to change the title to Studio Tuba for Performance and Music Education. In addition they wish to change the classification code from S-48 to S-25. This will allow for longer lessons enabling students to make a greater improvement in their playing skills. This is consistent with Music SLO, number 2 which is that students will demonstrate an ability to perform a wide selection of musical literature. The department notes (pun intended) there are a number of compelling reasons to increase lesson time: Hour lessons are the standard for intermediate level and above students; the music concentrations this change addresses require students to have strong musical skills to be successful as performers and instructors, and half hour lessons do not allow enough time to develop these skills; hour long lessons at the upper division level are recommended by the Music Department's national accrediting agency. Hour long lessons will not be available to every student, auditions will be required, students will need to demonstrate good progress toward degree, and there are additional requirements to tailor the requirements for this option to those intending a career in music.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-037

MUS 432: Studio Percussion, Advanced

For this course change proposal Music wishes to change the title to Studio Percussion for Performance and Music Education. In addition they wish to change the classification code from S-48 to S-25. This will allow for longer lessons enabling students to make a greater improvement in their playing skills. This is consistent with Music SLO, number 2 which is that students will demonstrate an ability to perform a wide selection of musical literature. The department notes (pun intended) there are a number of compelling reasons to increase lesson time: Hour lessons are the standard for intermediate level and above students; the music concentrations this change addresses require students to have strong musical skills to be successful as performers and instructors, and half hour lessons do not allow enough time to develop these skills; hour long lessons at the upper division level are recommended by the Music Department's national accrediting agency. Hour long lessons will not be available to every student, auditions will be required, students will need to demonstrate good progress toward degree, and there are additional requirements to tailor the requirements for this option to those intending a career in music.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-038

MUS 433: Studio Violin, Advanced

For this course change proposal Music wishes to change the title to Studio Violin for Performance and Music Education. In addition they wish to change the classification code from S-48 to S-25. This will allow for longer lessons enabling students to make a greater improvement in their playing skills. This is consistent with Music SLO, number 2 which is that students will demonstrate an ability to perform a wide selection of musical literature. The department notes (pun intended) there are a number of compelling reasons to increase lesson time: Hour lessons are the standard for intermediate level and above students; the music concentrations this change addresses require students to have strong musical skills to be successful

**University Senate
ICC Consent Calendar
11-10-2015**

as performers and instructors, and half hour lessons do not allow enough time to develop these skills; hour long lessons at the upper division level are recommended by the Music Department's national accrediting agency. Hour long lessons will not be available to every student, auditions will be required, students will need to demonstrate good progress toward degree, and there are additional requirements to tailor the requirements for this option to those intending a career in music.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-039

MUS 434: Studio Viola, Advanced

For this course change proposal Music wishes to change the title to Studio Viola for Performance and Music Education. In addition they wish to change the classification code from S-48 to S-25. This will allow for longer lessons enabling students to make a greater improvement in their playing skills. This is consistent with Music SLO, number 2 which is that students will demonstrate an ability to perform a wide selection of musical literature. The department notes (pun intended) there are a number of compelling reasons to increase lesson time: Hour lessons are the standard for intermediate level and above students; the music concentrations this change addresses require students to have strong musical skills to be successful as performers and instructors, and half hour lessons do not allow enough time to develop these skills; hour long lessons at the upper division level are recommended by the Music Department's national accrediting agency. Hour long lessons will not be available to every student, auditions will be required, students will need to demonstrate good progress toward degree, and there are additional requirements to tailor the requirements for this option to those intending a career in music.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-040

MUS 435: Studio Cello, Advanced

For this course change proposal Music wishes to change the title to Studio Cello for Performance and Music Education. In addition they wish to change the classification code from S-48 to S-25. This will allow for longer lessons enabling students to make a greater improvement in their playing skills. This is consistent with Music SLO, number 2 which is that students will demonstrate an ability to perform a wide selection of musical literature. The department notes (pun intended) there are a number of compelling reasons to increase lesson time: Hour lessons are the standard for intermediate level and above students; the music concentrations this change addresses require students to have strong musical skills to be successful as performers and instructors, and half hour lessons do not allow enough time to develop these skills; hour long lessons at the upper division level are recommended by the Music Department's national accrediting agency. Hour long lessons will not be available to every student, auditions will be required, students will need to demonstrate good progress toward degree, and there are additional requirements to tailor the requirements for this option to those intending a career in music.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-041

MUS 436: Studio String Bass, Advanced

For this course change proposal Music wishes to change the title to Studio String Bass for Performance and Music Education. In addition they wish to change the classification code from S-48 to S-25. This will allow for longer lessons enabling students to make a greater improvement in their playing skills. This is consistent with Music SLO, number 2 which is that students will demonstrate an ability to perform a wide selection of musical literature. The department notes (pun intended) there are a number of compelling

**University Senate
ICC Consent Calendar
11-10-2015**

reasons to increase lesson time: Hour lessons are the standard for intermediate level and above students; the music concentrations this change addresses require students to have strong musical skills to be successful as performers and instructors, and half hour lessons do not allow enough time to develop these skills; hour long lessons at the upper division level are recommended by the Music Department's national accrediting agency. Hour long lessons will not be available to every student, auditions will be required, students will need to demonstrate good progress toward degree, and there are additional requirements to tailor the requirements for this option to those intending a career in music.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-042

MUS 437: Studio Guitar, Advanced

For this course change proposal Music wishes to change the title to Studio Guitar for Performance and Music Education. In addition they wish to change the classification code from S-48 to S-25. This will allow for longer lessons enabling students to make a greater improvement in their playing skills. This is consistent with Music SLO, number 2 which is that students will demonstrate an ability to perform a wide selection of musical literature. The department notes (pun intended) there are a number of compelling reasons to increase lesson time: Hour lessons are the standard for intermediate level and above students; the music concentrations this change addresses require students to have strong musical skills to be successful as performers and instructors, and half hour lessons do not allow enough time to develop these skills; hour long lessons at the upper division level are recommended by the Music Department's national accrediting agency. Hour long lessons will not be available to every student, auditions will be required, students will need to demonstrate good progress toward degree, and there are additional requirements to tailor the requirements for this option to those intending a career in music.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-043

MUS 438: Studio Composition, Advanced

For this course change proposal Music wishes to change the title to Studio Composition for Performance and Music Education. In addition they wish to change the classification code from S-48 to S-25. This will allow for longer lessons enabling students to make a greater improvement in their playing skills. This is consistent with Music SLO, number 2 which is that students will demonstrate an ability to perform a wide selection of musical literature. The department notes (pun intended) there are a number of compelling reasons to increase lesson time: Hour lessons are the standard for intermediate level and above students; the music concentrations this change addresses require students to have strong musical skills to be successful as performers and instructors, and half hour lessons do not allow enough time to develop these skills; hour long lessons at the upper division level are recommended by the Music Department's national accrediting agency. Hour long lessons will not be available to every student, auditions will be required, students will need to demonstrate good progress toward degree, and there are additional requirements to tailor the requirements for this option to those intending a career in music.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-044

MUS 232: Studio Percussion, Intermediate

For this course change proposal, which accompanies 15-037 MUS 432 Studio Percussion Advanced, music wishes to change the title to Studio Percussion. This is only a title change. As upper division lessons will

**University Senate
ICC Consent Calendar
11-10-2015**

only be for Music Education and Performance concentration students, and advanced students might take lower division lessons, Music needs to adjust the title of the course to reflect the range of skill levels of students in lower division lessons.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-045

MUS 233: Studio Violin, Intermediate

For this course change proposal, which accompanies 15-038 MUS 433 Studio Violin Advanced, music wishes to change the title to Studio Violin. This is only a title change. As upper division lessons will only be for Music Education and Performance concentration students, and advanced students might take lower division lessons, Music needs to adjust the title of the course to reflect the range of skill levels of students in lower division lessons.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-046

MUS 234: Studio Viola, Intermediate

For this course change proposal, which accompanies 15-039 MUS 434 Studio Viola Advanced, music wishes to change the title to Studio Viola. This is only a title change. As upper division lessons will only be for Music Education and Performance concentration students, and advanced students might take lower division lessons, Music needs to adjust the title of the course to reflect the range of skill levels of students in lower division lessons.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-047

MUS 235: Studio Cello, Intermediate

For this course change proposal, which accompanies 15-040 MUS 435 Studio Cello Advanced, music wishes to change the title to Studio Cello. This is only a title change. As upper division lessons will only be for Music Education and Performance concentration students, and advanced students might take lower division lessons, Music needs to adjust the title of the course to reflect the range of skill levels of students in lower division lessons.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-048

MUS 236: Studio String Bass, Intermediate

For this course change proposal, which accompanies 15-041 MUS 436 Studio String Bass Advanced, music wishes to change the title to Studio String Bass. This is only a title change. As upper division lessons will only be for Music Education and Performance concentration students, and advanced students might take lower division lessons, Music needs to adjust the title of the course to reflect the range of skill levels of students in lower division lessons.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

**University Senate
ICC Consent Calendar
11-10-2015**

15-049

MUS 237: Studio Guitar, Intermediate

For this course change proposal, which accompanies 15-042 MUS 437 Studio Guitar Advanced, music wishes to change the title to Studio Guitar. This is only a title change. As upper division lessons will only be for Music Education and Performance concentration students, and advanced students might take lower division lessons, Music needs to adjust the title of the course to reflect the range of skill levels of students in lower division lessons.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-050

MUS 220: Studio Piano, Intermediate

For this course change proposal, which accompanies 15-024 MUS 420 Studio Piano Advanced, music wishes to change the title to Studio Piano. This is only a title change. As upper division lessons will only be for Music Education and Performance concentration students, and advanced students might take lower division lessons, Music needs to adjust the title of the course to reflect the range of skill levels of students in lower division lessons.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-051

MUS 221: Studio Voice, Intermediate

For this course change proposal, which accompanies 15-025 MUS 421 Studio Voice Advanced, music wishes to change the title to Studio Voice. This is only a title change. As upper division lessons will only be for Music Education and Performance concentration students, and advanced students might take lower division lessons, Music needs to adjust the title of the course to reflect the range of skill levels of students in lower division lessons.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-052

MUS 222: Studio Flute, Intermediate

For this course change proposal, which accompanies 15-027 MUS 422 Studio Flute Advanced, music wishes to change the title to Studio Flute. This is only a title change. As upper division lessons will only be for Music Education and Performance concentration students, and advanced students might take lower division lessons, Music needs to adjust the title of the course to reflect the range of skill levels of students in lower division lessons.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-053

MUS 223: Studio Oboe, Intermediate

For this course change proposal, which accompanies 15-028 MUS 423 Studio Oboe Advanced, music wishes to change the title to Studio Oboe. This is only a title change. As upper division lessons will only be

**University Senate
ICC Consent Calendar
11-10-2015**

for Music Education and Performance concentration students, and advanced students might take lower division lessons, Music needs to adjust the title of the course to reflect the range of skill levels of students in lower division lessons.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-054

MUS 224: Studio Clarinet, Intermediate

For this course change proposal, which accompanies 15-029 MUS 424 Studio Clarinet Advanced, music wishes to change the title to Studio Clarinet. This is only a title change. As upper division lessons will only be for Music Education and Performance concentration students, and advanced students might take lower division lessons, Music needs to adjust the title of the course to reflect the range of skill levels of students in lower division lessons.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-055

MUS 225: Studio Bassoon, Intermediate

For this course change proposal, which accompanies 15-030 MUS 425 Studio Bassoon Advanced, music wishes to change the title to Studio Bassoon. This is only a title change. As upper division lessons will only be for Music Education and Performance concentration students, and advanced students might take lower division lessons, Music needs to adjust the title of the course to reflect the range of skill levels of students in lower division lessons.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-056

MUS 226: Studio Saxophone, Intermediate

For this course change proposal, which accompanies 15-031 MUS 426 Studio Saxophone Advanced, music wishes to change the title to Studio Saxophone. This is only a title change. As upper division lessons will only be for Music Education and Performance concentration students, and advanced students might take lower division lessons, Music needs to adjust the title of the course to reflect the range of skill levels of students in lower division lessons.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-057

MUS 227: Studio Trumpet, Intermediate

For this course change proposal, which accompanies 15-032 MUS 427 Studio Trumpet Advanced, music wishes to change the title to Studio Trumpet. This is only a title change. As upper division lessons will only be for Music Education and Performance concentration students, and advanced students might take lower division lessons, Music needs to adjust the title of the course to reflect the range of skill levels of students in lower division lessons.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

**University Senate
ICC Consent Calendar
11-10-2015**

15-058

MUS 228: Studio Horn, Intermediate

For this course change proposal, which accompanies 15-033 MUS 428 Studio Horn Advanced, music wishes to change the title to Studio Horn. This is only a title change. As upper division lessons will only be for Music Education and Performance concentration students, and advanced students might take lower division lessons, Music needs to adjust the title of the course to reflect the range of skill levels of students in lower division lessons.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-059

MUS 229: Studio Trombone, Intermediate

For this course change proposal, which accompanies 15-034 MUS 429 Studio Trombone Advanced, music wishes to change the title to Studio Trombone. This is only a title change. As upper division lessons will only be for Music Education and Performance concentration students, and advanced students might take lower division lessons, Music needs to adjust the title of the course to reflect the range of skill levels of students in lower division lessons.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

I recommend approval of this change, Gregg Gold.

15-060

MUS 230: Studio Euphonium, Intermediate

For this course change proposal, which accompanies 15-035 MUS 430 Studio Euphonium Advanced, music wishes to change the title to Studio Euphonium. This is only a title change. As upper division lessons will only be for Music Education and Performance concentration students, and advanced students might take lower division lessons, Music needs to adjust the title of the course to reflect the range of skill levels of students in lower division lessons.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-061

MUS 231: Studio Tuba, Intermediate

For this course change proposal, which accompanies 15-036 MUS 431 Studio Tuba Advanced, music wishes to change the title to Studio Tuba. This is only a title change. As upper division lessons will only be for Music Education and Performance concentration students, and advanced students might take lower division lessons, Music needs to adjust the title of the course to reflect the range of skill levels of students in lower division lessons.

This change has been approved by the Chair of Music, and Dean of the College of Arts and Sciences. It is accompanied by the appropriate catalog change copy.

15-162

ENGLISH Literary Studies Option Change

The department wishes to add ENGL 450 Tutoring Developing Writers as one of the options available to Literary Studies concentration students.

**University Senate
ICC Consent Calendar
11-10-2015**

15-164

MUS 106F: Mad River Transit - change from 1-2 units to just 1 unit because the course does not require two units worth of work. Also, only one unit counts towards the degree.

15-179

ENGR 115: Introduction to Environmental Resources Engineering - restrict registration to ERE majors (to ensure ERE students who need the course are not displaced by non-majors)

15-187

ENGL 205: Beginning Creative Writing - change course title to Introduction to Creative Writing. The department has used both titles over the years, but would like to make Intro to Creative Writing the permanent title for the course.

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution to Allow Designees as Proxies for ex-officio Senators in *Bylaws*

10-15/16-CBC – November 10, 2015 – First Reading

RESOLVED: That the University Senate of Humboldt State University amends Section 6.0 of the *University Senate of Humboldt State University Bylaws and Rules of Procedure* as attached to allow ex-officio Senators to appoint designees to serve as proxies.

RATIONALE: *The Bylaws currently stipulate that only Senators can serve as proxies for absent Senators. Absent ex-officio Senators may be more effectively represented by a designee who is familiar with the ex-officio Senator’s duties of office and who generally fills those duties in whole or in part in event of absence.*

Current language from University Senate Bylaws

6.0 PROXIES

- 6.1 The term “proxy” may mean either the statement authorizing a Senator to cast the vote of the Senator authorizing it or the Senator who casts the vote. The purpose of a proxy is to ensure that an absent Senator has the opportunity to provide input and/or vote on all issues brought before the Senate.
- 6.2 Any Senator wishing to appoint a proxy should notify the Chair in writing prior to the meeting at which the proxy is to be exercised. A proxy must be a member of the University Senate.
- 6.3 No senator may be a proxy for more than one other senator at any single meeting.
- 6.4 Voting by proxy means that a particular member is authorized to cast the vote of an absent member in a meeting.

Proposed language with track changes:

6.0 PROXIES

- 6.1 The purpose of a proxy is to ensure that an absent Senator has the opportunity to provide input and/or vote on all issues. can be fully represented on all matters of business brought before the Senate. The term “proxy” may mean either the statement authorizing an individual a Senator to cast the vote of the an absent Senator authorizing it or the individual Senator who casts the vote. ~~The purpose of a proxy is to ensure that~~

~~an absent Senator has the opportunity to provide input and/or vote on all issues brought before the Senate.~~

~~6.26.4~~ Voting by proxy means that a particular member is authorized to cast the vote of an absent member in a meeting.

~~6.36.2~~ Any Senator wishing to appoint a proxy should notify the Chair in writing prior to the meeting at which the proxy is to be exercised. ~~A proxy must be a member of the University Senate.~~

~~6.3~~ ~~No senator may be a proxy for more than one other senator at any single meeting.~~

6.4 An elected or appointed Senator must select another Senator as a proxy. An ex-officio Senator may select another Senator or a designee to serve as proxy. The designee should be an individual who would normally fill the ex-officio Senator's duties of office in whole or in part during any absence.

~~6.4~~ ~~Voting by proxy means that a particular member is authorized to cast the vote of an absent member in a meeting.~~

~~6.56.3~~ No individual senator may be a proxy for more than one other Senator at any single meeting.

Proposed Language with Changes Accepted:

6.0 PROXIES

6.1 The purpose of a proxy is to ensure that an absent Senator can be fully represented on all matters of business brought before the Senate. The term "proxy" may mean either the statement authorizing an individual to cast the vote of an absent Senator or the individual who casts the vote.

6.2 Voting by proxy means that a particular member is authorized to cast the vote of an absent member in a meeting.

6.3 Any Senator wishing to appoint a proxy should notify the Chair in writing prior to the meeting at which the proxy is to be exercised.

6.4 An elected or appointed Senator must select another Senator as a proxy. An ex-officio Senator may select another Senator or a designee to serve as proxy. The designee should be an individual who would fill the ex-officio Senator's duties of office in whole or in part during any absence.

6.5 No individual may be a proxy for more than one Senator at any single meeting.

HUMBOLDT STATE UNIVERSITY
University Senate

**Resolution to Amend the *General Faculty Constitution* to
Clarify the Voting Membership of the General Faculty**

11-15/16-CBC - November 10, 2015 – First Reading

RESOLVED: That a Faculty Session of the University Senate of Humboldt State University recommends the attached amendments to the *Constitution of the General Faculty* be forwarded to the General Faculty for ratification in Spring 2016.

RATIONALE: *The Constitution of the General Faculty currently restricts voting in General Faculty elections to “faculty in-residence” – which is defined as faculty with a current teaching assignment . This restriction essentially disenfranchises faculty on sabbatical, FERP faculty who are not teaching during the semester in which an election is held, and administrators with retreat rights. Strict interpretation of the “faculty in-residence” definition would also disenfranchise faculty without teaching assignments such as librarians, counselors and coaches. In practice, all of the aforementioned faculty are forwarded general faculty election announcements and are given the opportunity to log-in to the voting system to cast a vote.*

The attached amendments make the General Faculty Constitution consistent with what has been done in practice by: (1) re-defining the term “in-residence”; (2) striking the “in-residence” qualifier from a number of sections of the General Faculty Constitution; (3) formally recognizing voting membership for administrators with retreat rights; and (4) formally excluding voting membership for professors emeriti since historically they have not been granted the right to vote in general faculty elections.

The “in-residence” qualifier is not changed in any sections that relate to a member’s eligibility to hold office or to establishing quorum for meetings of the General Faculty.

Proposed Revisions with Track Changes

2.0 MEMBERSHIP

2.1 ~~Membership – The voting m~~Membership ~~in of~~ the General Faculty shall consist of:

~~(1) 2.11 Full-time faculty unit employees (including tenured faculty, probationary faculty, lecturers, instructional faculty, librarians, counselor and coaches) members of the university faculty who hold academic rank of assistant professor or above in an instructional unit; (2) full-time librarians; (3) full-time coaches; (4) full-time counselors;~~

~~(5) 2.12 Part-time faculty unit employees (including lecturers, librarians, counselors and coaches), and counselors~~ holding at least a one-year appointment with a time base averaging at least .40 of full time

- ~~(6)~~2.13 FERP faculty

2.14 Administrators with academic retreat rights

~~;~~ and ~~(7)~~ professors emeriti.

2.2 The non-voting membership of the General Faculty shall consist of:

2.21 include (1) professors emeriti (unless they are retired annuitants who fit the conditions of section 2.125)

~~Upon recommendation of the University Senate and upon two-thirds approval of the voting General Faculty in residence, other individuals may be admitted into membership.~~

~~2.32-2~~ The term “in residence” shall be defined as a faculty unit employee with a current assignment. ~~— Faculty members with a current teaching assignment are considered “in residence.”~~ Faculty members on sabbatical or other type of leave are not considered “in residence.”

2.4 Other individuals may be admitted into membership ~~U~~pon recommendation ~~of~~ by a faculty session of the University Senate and ratification by a two-thirds majority of General Faculty votes cast. ~~upon two-thirds approval of the voting General Faculty in residence, other individuals may be admitted into membership.~~

4.11 – The General Faculty President and the Secretary/Treasurer shall be elected by a majority of General Faculty votes cast of the General Faculty members in residence.

5.4 Policy Matters, voting – The General Faculty shall consider such policy matters as are brought before it by the University Senate. The final vote on any matter referred by the University Senate shall be taken by secret ballot with provisions for proxy voting by the General Faculty in residence. Such voting does not require the calling of a meeting.

8.5 Secret Ballot and Voting – All elections shall be conducted by secret ballot with provision for proxy voting by the General Faculty in residence.

9.3 Ratification – Amendments to this Constitution shall be ratified by a majority of General Faculty votes cast of the General Faculty in residence, consistent with the provisions s in section 8.0.

Proposed Language with Revisions Accepted

2.0 MEMBERSHIP

2.1 The voting membership of the General Faculty shall consist of:

2.11 Full-time faculty unit employees (including tenured faculty, probationary faculty, lecturers, librarians, counselor and coaches)

2.12 Part-time faculty unit employees (including lecturers, librarians, counselors and coaches) holding at least a one-year appointment with a time base averaging at least .40 of full time

2.13 FERP faculty

2.14 Administrators with academic retreat rights

2.2 The non-voting membership of the General Faculty shall consist of:

2.21 professors emeriti (unless they are retired annuitants who fit the conditions of section 2.12)

2.3 The term “in residence” shall be defined as a faculty unit employee with a current assignment. Faculty members on sabbatical or other type of leave are not considered “in residence.”

2.4 Other individuals may be admitted into membership upon recommendation of a faculty session of the University Senate and ratification by a two-thirds majority of General Faculty votes cast.

4.11 – The General Faculty President and the Secretary/Treasurer shall be elected by a majority of General Faculty votes cast.

5.4 Policy Matters, voting – The General Faculty shall consider such policy matters as are brought before it by the University Senate. The final vote on any matter referred by the University Senate shall be taken by secret ballot with provisions for proxy voting by the General Faculty. Such voting does not require the calling of a meeting.

8.5 Secret Ballot and Voting – All elections shall be conducted by secret ballot with provision for proxy voting by the General Faculty.

9.3 Ratification – Amendments to this Constitution shall be ratified by a majority of General Faculty votes cast, consistent with the provisions in section 8.0.

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on Syllabi Policy

9-15/16-APC – November 10, 2015 - First Reading

Resolved: That the Humboldt State University Senate recommend the HSU Policy on Content of Syllabi, (VPAA 07-02) be modified to include the attached revisions; and be it further

Resolved: That Information about syllabus requirements, accessible templates, links to relevant campus policies and other resources be posted on a new website, <http://www2.humboldt.edu/syllabus>; and be it further

Resolved: That the Office of Academic Affairs will maintain the website, keep links updated and remind Deans and Department chairs of this policy before the start of each semester; and be it further

Resolved: That the proposed changes be effective at the start of the Spring 2016 semester.

Rationale: *The advent of on-line learning has introduced new issues that should be addressed in course syllabi. For example, violations of the Family Educational Rights and Privacy Act (FERPA) may take place if instructor grading or comment of student work takes place on publicly accessible websites. There are examples of students who for safety reasons do not want their whereabouts posted on publicly searchable websites. After consultation with various committees of the Senate, the APC felt that, due to the extraordinarily public nature of internet posts, students should be allowed to use an alias if they wanted. Additionally students posting personal writings on the internet as part of a course may not have considered all of the ramifications, personal and professional of self-disclosure in a public venue. There is a need for additional guidance on these topics in the syllabus. A statement clarifying that all courses offered for academic credit toward a degree should comply with the Syllabi Policy will avoid confusion. Emergency evacuation procedures are not relevant for 100% online courses and don't need to be in the syllabi. A new syllabi webpage will simplify access to updated links and suggested language for faculty.*

SYLLABI POLICY

POLICY #

Effective Date:

Definition

A syllabus helps enable students to better understand and fulfill their responsibilities as learners in a course. It is a necessary tool in higher education to enable students to take part in the learning process through knowing what is expected of them and what they can expect from the course. Student success may be enhanced when students know in advance as much as possible about the course requirements so that they can plan their study time and coordinate work on assignments from multiple courses. In addition, student success may be aided by encouraging students to contact their professors, by providing information about key University policies to which they are subject, and by presenting information in a format that is accessible to all students.

Authority

Include references to Executive Orders, Coded Memos, State Codes, etc.,

Scope

Faculty and Staff

Approved by the University Senate on this date: _____

Approved by the President of Humboldt State University on this date: _____

I. General Syllabus procedures**A. Applicability**

Each member of the faculty at Humboldt State University shall create a syllabus meeting the requirements of this policy for every course with a C-classification, this includes any course taught for academic credit leading toward a degree at Humboldt State University, including face-to-face, online and hybrid courses. This syllabus must be made available to each student no later than the first class meeting. Fully online courses do not need to provide the Emergency Evacuation statement. Continuing education courses, for example certification courses, or Osher Lifelong Learning Institute courses, do not need to meet the syllabus requirements.

B. Syllabi Website

The Office of Academic Affairs will maintain a website with information about syllabus requirements, accessible templates, links to relevant campus policies and other resources. The office will keep links updated and remind Deans and Department chairs of this policy before the start of each semester. Syllabi information will be incorporated into new faculty orientation and added to the faculty, administrative, and Department Chair handbooks. Informing faculty and lecturers of this policy and other relevant policies will be a responsibility of department chairs.

C. Changes to syllabi

The syllabus is an agreement to provide certain classroom experiences to students. While it may be changed as the semester develops, any changes must be communicated to the students appropriately in advance, preferably in writing. Changes to the syllabus are not allowed after the semester ends.

D. Compliance

The faculty member shall provide an electronic and/or hard copy of the syllabus to the department office for department files. As part of the program review process, all departments and programs will be required to provide evidence of the department's compliance with syllabus policy. Information about the syllabus policy will be appended to all Program Review policies.

*TITLE OF POLICY AND PROCEDURE***POLICY #**

- E. Co-listed Courses
Course syllabi for courses listed for both undergraduate and graduate credit must be different. The general expectation is that a student receiving graduate credit should be required to perform at a higher level than an undergraduate student. As such, the graduate syllabi should reflect specific learning outcomes appropriate for graduate level students.
- F. Accessibility
Faculty are required to provide all syllabi and other class materials in a format that is accessible to individuals with disabilities. All new course/curricular proposals and program reviews shall explicitly discuss the accessibility of syllabi for individuals with disabilities.
- G. Third Party Software
If faculty are using third party software for their classes. (i.e. not requiring an HSU login) they should inform the students with a statement in the syllabus and notify the Office of Academic Affairs.
1. If grades, enrollment, or other FERPA protected data will be stored in an off-campus service, there needs to be an HSU or CSU contract allowing employees of that service to see the data. The Office of Academic Affairs and the Chief Information Officer will help with developing contracts if they are given sufficient notice.
 2. Third party software vendors should provide a VPAT (Voluntary Product Accessibility Template). If the product is not accessible, faculty should work with the Student Disability Resource Center to create an Equally Effective Accessibility plan for the course. The Office of Academic Affairs and the Chief Information Officer will help to make sure third-party or public software meets accessibility standards if given sufficient notice.
- H. Public Internet Posting
If faculty will require students to post course assignments publicly on the internet outside of official campus learning systems requiring an HSU login, they should inform the students in the syllabus and provide alternate arrangements (for example use of an alias, or an alternate assignment) for students that are uncomfortable with public posting. Students should be cautioned to consider the long-term personal professional ramifications of any information they post on the internet. Please note that publicly viewable faculty review of student work may constitute a FERPA violation, and should not be undertaken without careful consultation with the Registrar.

II. Each syllabus shall include, at a minimum, the following items

*TITLE OF POLICY AND PROCEDURE***POLICY #**

- A. Basic Course Information:
1. Course title, number, and section; days and times taught, location of class
 2. Semester and year course is being taught
 3. Professor's name, office number and location
 4. Professor's contact information: including office phone and email address
 5. Identification of any University Curricular Requirement (Institutions, DCG, specific area of GE, etc.) that the course fulfills
- B. Course calendar
1. Include assignment due dates, exam dates, and date of final exam.
 2. Faculty may want to include a "subject to change with fair notice" statement
- C. Course or section information
1. Description of the course consistent with the description in the University Catalog.
 2. Description of the format of the course – lecture, lab, activity, discussion, etc.
 3. Pre- and co-requisites
 4. If relevant, the minimum grade needed for this course to count towards the major
 5. Required and recommended texts, tutorials, readers, or other reading materials and how to access them
 6. Any other necessary equipment/materials/fees
- D. Grading information
1. A statement of how you will determine the letter grades for the course, including +/- grades if you use them
 2. Extra credit options, if available
 3. List of the percentage weight assigned to various class assignments
 4. Policies on late or missed work, including exams
 5. Policies on attendance, tardiness, and class participation, including an explicit statement of terms and/or penalties which pertain to student participation in co- and extracurricular activities
- E. Office hours and days
1. Include a statement if additional time is available by appointment
 2. If the professor's schedule contains too many TBA activities to make scheduling office hours possible prior to the first class meeting, this section of the syllabus should have a blank space to be filled in by students
 3. Professors will announce their office hours to the class as soon as regular times are established

TITLE OF POLICY AND PROCEDURE

POLICY

-
- F. Student learning outcomes
1. Course, GEAR, program and HSU student learning outcomes that are relevant for the course
- G. Course requirements
1. Papers, projects, exams, quizzes, homework, laboratory work, fieldwork, fieldtrips, class participation, etc
 2. Statement about the expected time that students will need to spend studying/doing coursework outside of class
 3. Include specific information regarding academic integrity relevant to your course, as well as information about whether collaboration is allowed and in what form
 4. Include a statement regarding classroom and online conduct and professional etiquette
- H. Emergency Evacuation Plan
1. Review evacuation plan for the classroom
- I. Links to relevant policies and resources
1. Inform students that they are responsible for knowing their rights and responsibilities as students as listed below, and provide a link to the website <http://www2.humboldt.edu/syllabus>
 - a) *Academic Honesty Policy,*
 - b) *Attendance and Disruptive Behavior Policy*
 - c) *Complaints against Faculty Staff or Administrators*
 - d) *Campus Emergency Procedures*
 - e) *Counseling and Psychological Services*
 - f) *Students with Disabilities*
 - g) *Schedule Adjustments*

Revised: date third revision was approved by President or effective date (if different than approval date)

Revised: date second revision was approved by President or effective date (if different than approval date)

Revised: date first revision was approved by President or effective date (if different than approval date)

Implemented initially: date P&P was first approved by President or effective date (if different than approval date)

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution Establishing a Task Force on Student Evaluations

12-15/16-FAC — November 10, 2015 — First Reading

RESOLVED: That the Humboldt State University Senate authorize the establishment of a Task Force on Student Evaluations for the current academic year; and be it further

RESOLVED: That the Task Force include the Senior Associate Vice President for Faculty Affairs & Human Resources, the Chair of the Faculty Affairs Committee, the Chief Information Officer or designee, the Director of Institutional Research and Planning or designee, the College Deans or designees, faculty representation from the three colleges, and additional members as deemed appropriate; and be it further

RESOLVED: That the Task Force be responsible for taking a comprehensive look at the student evaluation process, including delivery platform and procedure, hardcopy v. electronic administration, response rates, issues related to harassing comments directed toward faculty, traceability of responses (anonymous v. confidential designation), etc.; and be it further

RESOLVED: That the Task Force will report its progress at each Faculty Affairs meeting. This information will be conveyed to Senate via the Faculty Affairs committee report, as well as through a comprehensive report at the end of AY 2015/16.

RATIONALE: The transition to electronic student evaluations has prompted various concerns regarding the content and reliability of the data they provided. FAC deems it necessary to take a comprehensive view of the student evaluation process for both its evaluation and improvement. As the expertise for this activity extends beyond the membership of FAC, the committee recommends the establishment of a broad task force to oversee this work.

COMMENTARY

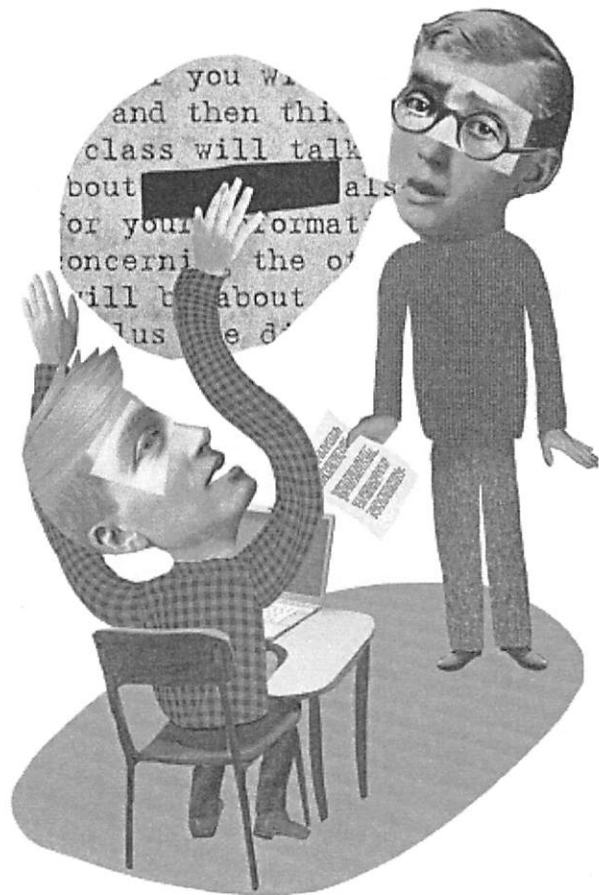
The Gravest Threat to Colleges Comes From Within

By Scott A. Bass and Mary L. Clark | SEPTEMBER 28, 2015

We are experiencing one of the greatest threats to the university as we know it. It is not about enrollments, revenues, regulation, rankings, or leadership. It is about the ability to engage in unfettered debate at American colleges. It is about the assurance of intellectual freedom, about what can and cannot be discussed.

Colleges face criticism from students and others uncomfortable with the points of view expressed in the classroom and by individual faculty members. Provocative art, revealing films, graphic literary portrayals, and controversial speech are understandably uncomfortable for those who find such work contrary to their beliefs. Yet it is this type of work — controversial at times — that has enlightened the world.

Throughout history, colleges have been sites for the creation of knowledge and its dissemination to new generations. The creative spirit of the scholars in higher education, along with the protection afforded by academic freedom, has ensured innovation. Basic research that appears to have little



Isabelle Cardinal for The Chronicle

practical application has helped cure disease, led to breakthroughs in science, and fostered understanding of the world. Presentation of counterculture perspectives, art, and literature has contributed to the next generation of leaders' understanding of social and political movements. Disclosures of business and government practices have increased transparency and improved quality of products and services.

Many of the things we take for granted were once controversial, even heretical. Political dissent in the 1950s, which created a climate of fear for professors, serves as a not-too-distant example. Yet a key tenet of college has been the freedom to pursue novel questions. In the mid-12th century, the University of Bologna originated the concept of academic freedom such that scholars could pursue inquiry without risk of persecution. With 900 years of tradition, academic freedom is something to cherish and protect.

Our newest and greatest threat, however, comes not from external pressures, but from inside the university itself. Around the country, students have been rebelling against certain assignments, topics, or speakers. Some students object to material presented and readings assigned, asserting that assignments are upsetting, triggering anxieties or violating personal beliefs. After all, some argue, they are paying for the experience and should have a say in what they are exposed to and taught.

Colleges have taken pride in building more-diverse communities as a way for students to learn from one another in a safe space. Yet rather than being a place where divergent points of view are discussed and debated, the campus is increasingly becoming a site of tension and acrimony, resulting in a restricted exchange of perspectives. With nuanced public discourse on the wane and increased volume and vitriolic exchanges in the public space writ large, students increasingly come to college with little appreciation for civilized, engaged, and thoughtfully probing discourse.

College administrators now face questions: Should students vote on the selection of speakers? Are permitted points of view determined by majorities or even the most vocal minorities? Should the library develop a rating system not unlike that of the motion-picture industry, in which we would label our holdings as to level of controversy? Should certain courses be labeled with disclaimers or warnings?

Higher education must be prepared to uphold academic freedom. If we deny one speaker, restrict one book, or limit one faculty member, we have abandoned the very purpose of our institutions. College was never intended to be another entertainment industry or a customized consumer

product. The campus is among the few places remaining where ideas — even those that are abhorrent to all or most audiences — may be freely expressed. In the spirit of academic freedom, students have every right to protest uncomfortable points of view. They do not, however, have a right to deny the communication of ideas, expression, inquiry, or creative works in an academic setting.

In this climate, the American University's Faculty Senate has unanimously approved a Resolution on Freedom of Academic Expression. It states in part:

"American University is committed to protecting and championing the right to freely communicate ideas — without censorship — and to study material as it is written, produced, or stated, even material that some members of our community may find disturbing or that provokes uncomfortable feelings. This freedom is an integral part of the learning experience and an obligation from which we cannot shrink. ...

Faculty may advise students before exposing them to controversial readings and other materials that are part of their curricula. However, the Faculty Senate does not endorse offering "trigger warnings" or otherwise labeling controversial material in such a way that students construe it as an option to "opt out" of engaging with texts or concepts, or otherwise not participating in intellectual inquiries.

Faculty should direct students who experience personal difficulties from exposure to controversial issues to resources available at American University's support-services offices.

In issuing this statement, the Faculty Senate affirms that shielding students from controversial material will deter them from becoming critical thinkers and responsible citizens. Helping them learn to process and evaluate such material fulfills one of the most important responsibilities of higher education."

Freedom of academic expression is what makes college a remarkable place for personal growth and learning. It also facilitates college's role as an incubator for the creation of knowledge. We hope all college communities will stand in support of this core value.

Scott A. Bass is provost and Mary L. Clark is dean of academic affairs at American University.