Humboldt State University
University Senate Meeting Minutes
15/16:07 12/1/2015

Tuesday, December 1, 2015, 3:00-5:00 pm, Goodwin Forum (NHE 102)

Chair Noah Zerbe called the meeting to order at 3:00pm on Tuesday, December 1, 2015
Goodwin Forum, Nelson Hall East, Room 102; a quorum was present.

Members Present

Abell, Alderson, Blake, Burkhalter, Camann, Cervantes, Chipres, Creadon, Dunk, Eschker, Flynn,
Guzman, Kalikow, Karadjova, Karl, Lopes, K. Malloy, N. Malloy, McGuire, Meyer, Moyer, Pence,
Rossbacher, Stubblefield, Tillinghast, Wilson, Wrenn, Zerbe

Members Absent

Gold, Ortega, Thobaben

Guests

Ken Ayoob, Jená Burges, Lisa Castellino, Mary Glenn, Jim Graham, Carl Hanson, Volga Koval, Steve
Martin, Mary Scoggin, Marissa Ramsier, Craig Wruck, Rick Zechman

Announcement of Proxies

Eschker for Gold, Abell for Thobaben

Approval of and Adoption of Agenda

M/S (Flynn/Abell) to approve and adopt the agenda
Motion approved unanimously

Approval of Minutes from the November 10, 2015 Meeting

M/S (Chipres/Flynn) to approve the Minutes of the November 10, 2015 meeting
Motion approved unanimously

Reports, Announcements and Communications of the Chair

- Written report attached

Reports of Standing Committees, Statewide Senators, and Ex-officio Members

Academic Policies Committee:

- APC has been working on suggested changes to the syllabi policy.
- The committee has been meeting with the Chairs of impacted departments and talking about the tools available and the necessity of follow through at all levels for possible effectiveness.

Appointments and Elections Committee:
- AEC reports that a Faculty Call for Nominations will be out from 1/19 – 1/27/2016 with elections and appointments to follow.

Associated Students:
- AS passed a resolution in support of Faculty Fight for Five.
- Restructuring plans remain for AS administration and support staff.
- AS supports the confidentiality of student evaluations.

California Faculty Association:
- Written report attached

Constitutions and Bylaws Committee:
- Written report attached

Faculty Affairs Committee:
- Written report attached
- Senator Dunk voiced concerns to FAC about the current policy regarding inappropriate student evaluations and is asking for a timely reaction. (Appendix attached)
  - Provost Kalikow voiced her outrage and the need for a modification which would allow the university to hold students responsible for such behavior as it is a breach of the student code of conduct.

Integrated Curriculum Committee:
- Written report attached

Statewide Senate:
- AS-3223-15/FA Call for Suspension of CSU Background Check Policy, Passed
- Despite the fact that 22/23 campuses passed resolutions calling for open presidential searches, the request made to the CO has been rejected.

University Policies Committee:
- Written report attached

University Resources and Planning Committee:
- The URPC will be meeting on Friday, 12/4/15.

Student Affairs:
- Vice President Blake announced the resignation of Associate Vice President for Enrollment Management, Vikash Lakhani. An interim candidate will be hired with a full search to begin in January.
- VP Blake also announced vacancies in two other vital areas within the division of Student Affairs. Searches for the vacancies will begin in January.

Provost's Report:
- Interim Provost Kalikow is pleased that the University's search for a new Provost was successful.

President's Report:
- President Rossbacher thanked Interim Provost Kalikow for the significant service she provided to the university.
- Provost Enyedi will begin his position as Provost at HSU on the 11th of January.
- The President's Native American Advisory Council is moving forward after the completion of a successful first meeting.

Consent Calendar from the Integrated Curriculum Committee (ICC)

The attached ICC Consent Calendar from the 11/17/15 ICC meeting was approved. The Final Consent Calendar (attached) will be approved by the Senate electronically after it has been finalized by the ICC.

Resolution on Anthropology Program Course Changes (13-15/16-ICC – December 1, 2015)

M/S (Moyer/Chipres) to move the resolution

Senator Moyer explained that after considerable examination and discussion, the ICC is in full support of the proposed Anthropology course changes.

STAT 108 is currently one of three courses that students may choose which would provide training in Anthropological Methods. The proposed change to curriculum would remove STAT 108 from the list of Methods Training courses, and replace it with a new course, ANTH 330: Methods and Theory in Bio Anthropology.

Concerns were voiced, on behalf of CNRS faculty, regarding the opinion that there is a broad and significant importance for the inclusion of math in curriculum and that there is a growing

concern over the fact that math is being pulled from so many curriculums. From another perspective, in support of the resolution, it was noted that Anthropology found a way to deal with the issue that fitting math into degree requirements, can be challenging.

Discussion about these issues continued among Senators and Senate guests.

The Senate voted by roll call vote; the Resolution on Anthropology Course Changes (13-15/16-ICC – December 1, 2015) passed.

Ayes: Dunk, Lopes, Alderson, Kalikow, Karl, Meyer, Pence, Burkhalter, Wrenn, Flynn, Gold, Stubblefield, Eschker, Moyer, Karadjova, McGuire, K. Malloy, N. Malloy, Guzman, Chipres

Nays: Thobaben, Abell, Cervantes, Creadon, Wilson

Abstentions: Blake

Resolution to Amend the General Faculty Constitution to Clarify the Voting Membership of the General Faculty (11-15/16-CBC – December 1, 2015)
Second Reading

Following the first reading, with Senate feedback having been considered by the committee, the resolution returned for a second reading.

Senators agreed that a small typo in the resolution would be corrected. Additionally, it was confirmed that the language to describe Membership in section 2.0 is consistent with the CBA contract language.

The Senate voted by roll call vote; the Resolution to Amend the General Faculty Constitution to Clarify the Voting Membership of the General Faculty (11-15/16-CBC-December 1, 2015) passed.

Ayes: Thobaben, Abell, Blake, Dunk, Lopes, Alderson, Kalikow, Cervantes, Meyer, Pence, Burkhalter, Wrenn, Creadon, Wilson, Flynn, Stubblefield, Eschker, Moyer, Karadjova, McGuire, K. Malloy, N. Malloy, Guzman

Nays: Gold, Chipres

Abstentions: Karl

Resolution on Syllabi Policy (9-15/16-APC-December 1, 2015)
Second Reading

With extensive Senate feedback for the committee mostly concerning the issue of third party software, the revised resolution returned for a second reading.

Since the first reading, the policy has been revised mostly within the Third Party Software section of the draft policy. The section is now informational with a recommendation to faculty in regards to the accessibility of third party software to students with disabilities.

Confirmation was given that a single source Syllabus page with links for information about campus policies, procedures, and student services and resources will be created.

M/S (Meyer/Cervantes) to send the resolution back to committee to reconsider language in section I and return to Senate as a second reading

Suggestions for additional revisions to the draft policy were requested.

By a show of hands the motion to send the resolution back to committee with an eventual return for a second reading, passed without dissent; 2 abstentions.

The resolution will return to Senate as a Second Reading.

Humboldt State University Senate Structure and Process Retrospect

Included with the Senate agenda, Chair Zerbe provided suggested reading (attached), *Building the Capacity for Change* (pgs. 3, 9-12) to prompt discussion – What are we doing well and what do we still need to do as a University Senate?

The following items were proposed for discussion and/or consideration:
- Defining the roles and responsibilities of campus committees and placing trust in the work that they complete
- Defining the role of Senate with regards to the Strategic Plan
- Creating a stronger partnership with Staff Council
- Finding ways to get broad campus representation and involvement
- Process of Senate reporting be provided as written reports
- Implementing limits on extended Senate debate

- Outreach to the larger campus community; sharing details of Senate work that has been done, what work is continuing and what work is anticipated

DISSCUSSION ITEM: <u>Move to Canvas</u>

The CEEE Advisory Group, the Learning Management System (LMS) Working Group and Provost Kalikow sent an email on 11/18/2015 to faculty and the OAA list serve regarding the LMS situation; a copy of the email, signed by the Provost, is attached.

Professor Jim Graham, representative from the LMS Working Group, made himself available to lead a short discussion about Canvas as it is being considered as an alternative LMS.

Discussion touched on the evaluative process, faculty involvement, the consideration of move compensation for faculty, worth versus cost to the university if the system is changed, the predicted process of conversion and the impact on students if we change to a new system.

Meeting adjourned at 4:59pm

HUMBOLDT STATE UNIVERSITY
Senate Chair's Report

December 1, 2015

Strategic plan implementation continues to move forward. The Strategic Planning Oversight Committee (SPOC) is meeting on November 30. The agenda for that meeting includes review of institutional priorities for the year and outlining the work of the SPOC group.

This year we are conducting our self-study for the WASC reaccreditation process. This process will require extensive participation by faculty, staff, students, and administrators across campus. Please consider participating.

I'll be attending the meeting of the Campus Senate Chairs in Long Beach on December 3. The current agenda includes updates on current presidential searches at Chico State, Channel Islands, San Jose State, and Sonoma State, the evaluation of course transfer agreements, and departmental prerogative vs. faculty freedom in the selection of textbooks. We are also expecting briefings from EVC for Academic and Student Affairs Loren Blanchard and a report from ASCSU Senate Chair Steven Fillling. If there are any items you would like me to raise, please let me know.

The call for nominations for elected positions on the University Senate and other key faculty leadership positions should be coming out soon, with elections scheduled for the start of the spring semester. Please encourage your colleagues to consider running for open positions.

Finally, as this is our last meeting before the winter break, thank you all for your service this semester. I hope you all enjoy some time away, and look forward to starting refreshed in the spring semester.

California Faculty Association:

On Monday, 16 November 2015 the HSU Associated Students passed Resolution 2015-16-2: Resolution to Support California Faculty Association Actions for a Fair Wage. On 17 November 20, 2015 the HSU Student Labor Union organized a rally in support of fair faculty salaries. The HSU chapter of CFA gratefully acknowledges our solidarity with these student organizations, and is very happy to note that rising student activism is a powerful force for change.

On Tuesday, 17 November 2015 CFA members from all 23 CSU campuses held a march and rally at the Chancellor's office in Long Beach during the November CSU Board of Trustee's meeting. The rally was well attended. Members of the CFA board of directors and others delivered statements to the CSU Board of Trustees urging the Collective Bargaining Committee to accept the CFA bargaining team's demands for a 5% GSI for all faculty and a 2.6% SSI for eligible faculty. The Speaker for the California Assembly Toni Atkins and Assembly member Anthony Rendon both addressed the rally and expressed support for the CFA's position.

The HSU chapter of 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.

- No meetings since last Senate Report

- Update on past agenda items
  - Revision to Senate Bylaws to allowing "designees" for ex-officio members passed the Senate at 11/10/15 meeting
  - Revisions to membership and "in-residence" language of the General Faculty Constitution come to Senate today as <u>second reading.</u>
  - Various sections from the ICC Constitution have been identified as "appropriate" for inclusion in ICC Bylaws. A justification is included for each item. ICC Bylaws do not currently exist, but if they did the ICC would be able to modify Bylaws without approval from Senate or Provost.
    - Section 4 (Subcommittees and Standing Committees) with the exception of language defining membership. ICC should be able to adjust the "Scope of Work" for its subcommittees as necessary to stay flexible and to efficiently process curriculum proposals and program changes.
    - All items in Section 7.0 (Meeting Schedules) – Committees are generally granted control over meeting times to optimize their completion of tasks.
    - All items in Section 8.0 (Agenda Construction and Task Assignment) -- Committees are most effective when they can adjust work assignments and establish internal committee processes as necessary to complete tasks.
    - Section 9.0 (Decision Making Processes and Voting) with the exception of paragraph 1 and paragraph 5 – These sections deal with the internal handling of tasks before they come to University Senate for consent or vote. ICC should be able to adjust this handling as necessary to most effectively complete its work.
    - If the ICC decides to adopt Bylaws, CBC recommends that any amendments be proposed at a previous ICC meeting; and a majority vote of the ICC membership be required at the following meeting for approval)
  - Review of Senate Standing Committee listings in Section 800 of the Faculty Handbook is ongoing. Info item will be presented to the Senate at the next meeting
  - Minor edits to the structure of the General Faculty Constitution will come to Senate pending today's vote on proposed changes to GF Constitution
  - No progress on: aligning Staff Council bylaws with University Senate Bylaws
  - No progress on clarifying quorum for Senate Standing Committees and other senate related committees
  - No progress on determining appropriate body to interpret and rule on Senate actions whose constitutionality has been called into question.

Next CBC Meeting: December 2, 2015

Faculty Affairs Committee

The Faculty Affairs Committee met on Friday, 20 November, at 8:00 in NHE 119.

After much discussion regarding the Resolution Establishing a Task Force on Student Evaluations which came to the Senate on 11/10/15, the committee determined to pull the resolution and not bring it forward for a second reading. We will draft a list and schedule of tasks regarding student evaluations to be dealt with over the spring semester, and FAC will oversee the project, with consultation as needed with relevant offices and individuals. We anticipate that these activities will constitute our main work for the spring.

Integrated Curriculum Committee

The ICC continues working on:

- Curriculum Proposals – Only the complex ones are left. All proposals to be included in the Fall 2016 catalog must be approved by the Senate this semester. Once again, the ICC expects to submit a final Consent Calendar for approval either by email or at a Senate meeting during Finals week.
- Revisions to the PREP process and WASC Core Competency Assessment.

Recommendation to end the Probationary Status for Computer Science: After the Computer Information Systems and Computer Science degrees were combined into one revised program, he Dean and Department established a number of benchmarks concerning the number of majors, the number of graduates, and the program student-faculty ratio. The program was to be in a probationary status until Fall of 2015, at which time the program's success at meeting those benchmarks would be evaluated (and the program elimination process begun if the benchmarks were not met).

Computer Science is now a thriving program that has substantially exceeded the benchmarks in all areas. For example, for Fall of 2014, they had targets of 80 majors, 12 graduates, and an SFR of 18.5. Their actual numbers were 117 major, 14 graduates, and an SFR of 27.3. Furthermore, all these numbers have consistently increased over the past five years.

Computer Science has clearly met the standards for viability, and the ICC recommends that the program's probationary status should end.

University Policies Committee

The University Policies Committee met at 9:00am on Nov. 18, 2015
In attendance: Gregg Gold, Joyce Lopes, Mary Ann McCulloch, John Myers

The charge the committee was given by the Noah and the Senate was reviewed.

> The 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.

I. Begin a review of existing committees on campus, beginning with those on the Senate website. We're interested in knowing:
    a) What their current charge is; that is, what are they working on, which may or may not be what it says on the Senate website;
    b) How often they meet;
    c) What their membership is (this may be a matter of confirming what's on the Senate website).

Discussed: What's policy, what's procedure, what's process or a guideline?

Decided: Clearly define the difference between policy and implementation

Discussed: Would be nice if we had an order of importance for what we wish to do.

Decided: Policy should be a last resort, only write policy if we need one.

Decided: To define the difference between policy, procedure, and process, and identify paths.

John:
A document exists from 5 years ago, that details information on Committee rules and procedure. Survey from Cabinet on Institutional Change.

Decided: See if the assets from URPC are replicated in committees, same with overall strategic plan.

John:
See which committees have overlapping responsibility so we can group them together.

To Do:

John will get list of committees from Noah.

Joyce will assign someone to collate all committees into spreadsheet, and forward asset list from URPC, forward all materials cabinet collated around policy.

We all look document from Cabinet for Institutional Change, look at policy versus implementation description.

Next Meeting: Dec. 2, at 9:00 AM in the office of Joyce Lopes, SBS 345

University Senate
ICC Consent Calendar
12-1-2015

15-190
GSP 318: Geospatial Programming - add GSP 101 and 101L as pre-requisites because students will be able to do more advanced work in the course if they have first had the fundamental concepts introduced in GSP 101 and 101L.

13-448
Environmental Studies Major Program Change
In response to feedback from the ICC, Environmental Studies has revised their previous request and would now like to have 5 emphases within the major: Ecology and Conservation Science (13-14 units inc the MATH 115 pre-req for WLDF 301); Geospatial Analysis (9-10 units not inc. core option of GSP 101 and 101L which are pre-reqs for the UD courses); Media Production (10 units); Community Organizing (10 or 11 units); Appropriate Technology (11 units). The department says these choices will help differentiate the major from ENVS and EMP and appeal to their majors who want to use their critical social/cultural/political/economic interdisciplinary training to effect social change. The emphases they have chosen meet these requirements and better reflect the career goals of their majors.

14-117
New Course Proposal SOC 275 The Emerald Triangle.
This is a new one unit C-2 weekend workshop course that was previously taught as a SOC 280 Special Topics course. In most cases the course cannot be used for major credit, except for students who end up 1 or 2 units short after transferring 3 unit courses from another institution. Description: This course examines the production, distribution and use of marijuana in "The Emerald Triangle." We consider perspectives from: law enforcement, Environmental and human health. Legalization. Medical Use, and Land Use.

14-146
Social Work - MSW has proposed a program change regarding their program core requirements. They wish to have a comprehensive exam in lieu of the culminating project write-up that was previous required in order to receive the Masters of Social Work (MSW) degree. Students will continue to complete a project, but instead of doing a formal write-up of that project, they will complete a culminating exam for which all of the questions will be based on their Masters Project. (Many MSW programs use culminating exams rather than written final projects.) The change to a culminating project does not change the number of units required for the degree.

14-243
Sociology MA. The Program Change replaces SOC 680 with a new course SOC 665 Community, Ecology and Social Action (approved 8-25-2015) to the Common Coursework section of the Program, as well as adds a new course CRIM 487 Community Action Research (approved 11-4-2015) and FILM 455/455S to the Social Actions Electives of the Program. No increase in units.

14-251
New Course Proposal ENST 123 CCAT Practicum: Variable Topics
This is a one unit C-78 course and has been previously offered as ENGR 280 and ENGR 480 with the current proposal assigning a permanent course number. This course will be a required course in the Appropriate Technology minor (Program Change 14-305). This course will be a prerequisite for ENGR 305 Appropriate Technology (Prerequisite change in Course Change 14-306). The course is unusual in that a student needs to take the course twice (with different topics) to satisfy the Appropriate Technologies minor requirements or to act as the prerequisite for ENGR 305. The course is also unusual in that it is taught by CCAT volunteers who are not faculty. The course instructors are vetted by the CCAT co-directors, the ENST program leader & the course faculty who oversees the course & receives 1 WTU for the supervision.
        The proposal includes an MOU providing up to 1 WTUs of supervision by a faculty member who oversees/trains the student teachers. Other campuses (UC Santa Cruz, UCLA) have similar student-taught courses for credit, so there is a precedent for this pedagogical model.

14-305
Program Change to the Minor in Appropriate Technology. This minor change substitutes a new course (14-251 ENST 123 CCAT Practicum) for a course that is taught infrequently (ENGR 114 Whole Earth

Engineering). Because ENST 123 is a one unit course, it must be taken twice to satisfy minor requirements (ENGR 114 is a 2 unit course). One course in the minor ENGR 305 Appropriate Technology (Course change 14-306) will undergo a change in prerequisites with two takings of ENST 123 (different topics) substituting for a single taking of ENGR 114. PeopleSoft can keep track of the unusual requirement of having to repeat a course (two enrollments) to act as a prerequisite for ENGR 305.

14-306

ENGR 305 Course Change. This course change modifies the course prerequisites. A new course is added to the list of courses that can act as a prerequisite, ENST 123 (CCAT Practicum: Variable Topics). ENST 123 is proposed as a new course (14-251) as a one unit course. To be used as a prerequisite for ENGR 305, ENST 123 must be taken twice (2 units) with different course topics each time completed. With the change, the prerequisite for ENGR 305 is ENGR 114 or ENST 123 (2 units and 2 different topics) or PHYX 106 or PHYX 109.

14-314

FOR 450: Harvesting Systems Design & Cost Analysis - change unenforced prerequisites by removing FOR 350 and FOR 353 because they are not offered enough to enable students to take them both before taking this course. Remove MATH 105 because it is a prerequisite for other required FOR courses. As of Fall 2016: FOR 250 and FOR 365 will be required prerequisites.

14-316

Program Change for Environmental Resources Engineering BS. This program change adds a new 3 unit course ENGR 452 (Design of Water Treatment & Reuse Systems) to the options within Design Elective Courses area of the major. This change does not affect the number of units in the major

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14-317

New Course Proposal ENGR 452 Design of Water Treatment and Reuse Systems. This course was previously taught in fall 2014 as a special topics course (ENGR 481). The course is proposed with 2 units of C-4 lecture and 1 unit of C-16 laboratory. A Program Change (14-316) has been submitted which adds this course as an option to the Design Elective Courses area of the ERE major. The addition of this course to the Electives area provides an additional course of water quality, of which there are currently few options.

14-321

SOIL 462 Soil Fertility - Change in prerequisites. Current: (CHEM 107 or 109), CHEM 110, CHEM 328 and SOIL 260. Proposed prerequisites would be (CHEM 107 or CHEM 109 (or equivalent)) and SOIL 260, as the program is now including the additional relevant chemistry information from CHEM 110 and CHEM 328 in the early part of SOIL 462. We will list as "Prereq: SOIL 260" since SOIL 260 has prereq of CHEM 107 or CHEM 109 and we don't want to list redundancies.

14-323

SOIL 104: Introduction to Sustainable Agriculture. New 3 unit (lab included) GE Area B - Life Forms - course. Description: Provides an understanding of the complex relationships among crop plants, domesticated animals, and their abiotic and biotic environment, and the requirements for sustainable agriculture.

14-353

PHYS 303 The Conscious Universe. This course change revives a suspended course that has not been taught since 2002. The course will be taught by a new Physics faculty member (Paola Rodriguez Hidalgo). The course title is being changed to "Life in the Universe" and a new course description has been provided. A GEAR Assignment Inventory Form for UD Area B GE has been completed.

15-001

MBA 691: MBA Comprehensive Exam - creates an exam as the culminating experience for the MBA. 0 units for the student, 2 WTU for the faculty (by C-78 MOU).

15-002

MBA - Program Change - add a Comprehensive Exam that will replace the Capstone Project for most projects. The MBA is a one-year program, and students are proving to be unable to both learn new material and apply that material to a capstone project in that short timeframe. Most students will take the new Comprehensive Exam, but the Capstone Project will remain as an option for students who wish to do that instead. This lowers the number of units for the degree for students to take the comprehensive exam.

15-004

This is a new course proposal. KINS 487 Biomechanics Lab Techniques is being proposed to replace KINS 480L which is required in the exercise science concentration. It covers Biomechanics testing procedures used in the assessment of human performance. It has been offered as KINS 480L. Previous courses are no longer appropriate due to the growth in Kinesiology. No additional equipment is needed. Instructors are available to teach the course. It is accompanied by the appropriate catalog change and syllabus. It has been approved by the department chair, and there is a sister Program Change 15-005 that accompanies it. KINS 480L is to remain an active course, but not a requirement for the Ex Sci concentration.

15-005

KINS: Exercise Science/Health Promotion Program Change. It accompanies the 15-004 the new course proposal. In that proposal, Kinesiology 487 Biomechanics is being proposed to replace KINS 480L which has been required. Additionally, lab courses are being listed separately from the other UD requirements so that students are required to take a total of 3 units of labs in order to facilitate different career paths. It is accompanied by the appropriate catalog change and syllabus. It has been approved by the department chair, and Dean. This does not increase the number of units required by the major.

15-018

Journalism Program Change in Journalism emphasis (pending name change to News emphasis, 15-019, approved earlier this year). In the area where students must take 9 units from a list of 4 courses, propose to add JMC 450 Media Management as a fifth course (proposal 15-184 strips JMC 450's existing pre-requisites). Add this class because on the current list of 4 courses, 2 have pre-requisites that are not otherwise required for the major. Adding JMC 450 will allow students greater flexibility and eliminate the need to take unnecessary electives.

15-062

New Course Proposal of HIST 328 Women and Gender in Latin America. Course was previously offered as a special topics course which saw healthy enrollment. This course will add to the Latin American history options in the World Regions area for the History major (see 15-188). Course also meets DCG-non domestic learning outcomes and provides a DCG-non domestic option for majors.

15-088

ART 359: Advanced Ceramics - change course title to Ceramics: Portfolio Development, slight revision to course description, revise pre-reqs to enforce existing unenforced pre-reqs. New enforced prereq: (ART 350 and ART 351) OR (two completions of ART 350) OR (two completions of ART 351). This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-155

This is a three-unit new course proposal. KINS 540, Exercise Psychology is being proposed to replace KINS 580 Exercise Psychology, which has been taught previously as a special topics course. It will be offered once a year as an elective in the Masters of Science program in Kinesiology. The proposed focus of the course, the general population, will better prepare students for their future careers. KINS 540 will be taught by the faculty member who had previously taught the course as a 580. No special resources are

needed. It was accompanied by the appropriate catalog copy and syllabus, and has been approved by both the Chair and the Dean.

15-171
HSU Course Change
NAS 331: Introduction to Native American Perspectives on Natural Resource Management

NAS proposes to change the name and description of its current course, NAS 331- Introduction to Native American Perspectives on Natural Resource Management to Indigenous Natural Resource Management Practices as well as designate the course as a domestic DCG course.

Current description: Cultural heritage as it pertains to land use. Native American economic, social, and religious relationships with natural resources.

Proposed description: Emphasis on the critical importance of natural resource management in indigenous communities. Comparison of the cultural traditions and beliefs of indigenous people, with those of western science based management.

Rationale: The change in title and description provide a more accurate reflection of the course content. In adding the DCG designation, the course provides students majoring in EMP Environmental Education and Interpretation (Cultural) or in Environmental Science-Environmental Policy with the opportunity to earn DCG credit at the same time they are meeting a major requirement.

15-174
GEOG 356 Global Ecology & Biogeography - Course Change

This course change will convert the course into an UD Area B GE course and change its course number from GEOG 356 to GEOG 302. The syllabus has been modified to incorporate the UD Area B GE SLOs and a completed GEAR SLO Assignment Inventory for UD Area B GE is provided. Has GEOG 106: Physical Geography or equivalent course as pre-req.

15-175
Course Change GEOG 356M Global Ecology & Biogeography Depth Experience
The course change will change the course number from GEOG 356M to GEOG 302M. This change in course number indicates the interrelationship between this course and its associated lecture course, the newly renumbered GEOG 302. GEOG 302M is not a GE course and cannot be used to satisfy GE requirements.

15-184
Course change JMC 450: Media Management. Remove pre-requisite JMC 354 so that there are no pre-requisites at all. Instead, restrict freshmen from taking the course. With the JMC revised curriculum, the course is now intended for all JMC majors and the previous pre-requisite of JMC 354 is not necessary.

15-185
Course change JMC 336: Advanced Video Production. Add a pre-requisite of JMC 156-Video Production. Students need to complete Video Production prior to taking Advanced Video Production. This request formalizes a pre-requisite that the department has required on an informal basis.

15-186
CHEMISTRY BA Program Change

Lower division courses will remain the same (24-34 units). The Upper Division will add as a requirement CHEM 310: Inorganic Chemistry I (3); require (rather than option) CHEM 321: Organic Chemistry (5),

CHEM 322: Organic Chemistry (5), and CHEM 323: NMR; and continue to require CHEM 341: Quantitative Analysis (5), CHEM 361: Physical Chemistry I (3), and CHEM 485: Seminar in Chemistry for a total of 23 units [47-57 units]. Remove as requirement CHEM 362: Physical Chemistry II (3) and CHEM 363: Physical Chemistry Lab (2) and CHEM 328: Brief Organic Chemistry as a requirement option. Replace "Plus additional courses to bring total units in UD Chemistry to 25" with the following options: TAKE One of the following: CHEM 362 and CHEM 363 (5 units) OR CHEM 410 and 410L (5 units) OR CHEM 441 (4) AND one of the following CHEM 438 (4) OR CHEM 431 and CHEM 432 (10 units for both) [total possible units for the options 8-15] meaning overall units vary from 55 to 72, which with double counting of GEAR puts the major 5-16 units under the 120 which allows space for some electives.

The above changes are recommended because students should take both semesters of organic chemistry (considered a core course) and department wanted to give majors experiences in all fields of chemistry in order to make them better-rounded.

15-188
History program change to major requirements to add new course HIST 328 Women and Gender in Latin America (15-062) to the list of World Regions History area courses. History majors are required to take courses from a list of possible courses so this does not change overall unit requirements, but provides greater options to students. The World Regions area has three fewer courses listed than the other two areas (Europe or US) so adding another World Regions course will provide greater balance across the History curriculum.

15-189
HIST 374 Contemporary America, 1929 to Present course change proposal to add DCG-domestic designation and clarify course description. Course description changed to more accurately reflect the actual course content. Course also satisfies DCG domestic criteria with emphasis on issues of gender and race including the feminist movement, changing roles, civil rights, the black power movement, etc. within the U.S.

15-191
HIST 324 The Arab-Israeli Conflict: History, Narratives and Nationalism is proposed as a new course to be cross-listed with newly proposed PSCI 324. History will be the "home" department for this course. 4 units of C-5, no prerequisites and restricted to those who have class standing of sophomore or greater. The course will be listed in the World Area of the HIST major (students must choose at least one course from the area
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15-192
PSCI 324 The Arab-Israeli Conflict: History, Narratives and Nationalism is proposed as a new course to be cross-listed with newly proposed HIST 324. History will be the "home" department for this course. 4 units of C-5, no prerequisites and restricted to those who have class standing of sophomore or greater. The course will be listed in the World Area of the HIST major (students must choose at least one course from the area).

15-193
History Program Change. Adding proposed HIST 324 The Arab-Israeli Conflict: History, Narratives and Nationalism (15-191) to the World Area of the HIST major (students must choose at least one course from the area, so no increase in units). Newly hired Middle Eastern historian will teach the course.

THE BIG PICTURE

A key source of tension and confusion on this campus is the lack of clarity about the appropriate roles for university administrators and faculty, staff, and student leaders in a shared governance process. There are numerous dimensions to this problem that impact many aspects of campus decision-making and culture. We learned from campus leaders at both San Diego State University and CSU-Long Beach that where campus decision-making is effective, there is a widely shared understanding of the distinction between policy recommendations and their implementation: Matters of university policy must be subject to broad campus consultation through university shared governance structures – operating under the auspices of a Senate. There must be a clear process for such policy recommendations to be made, and made in a timely manner. Once a policy recommendation is adopted by the President, its implementation is the responsibility of university administration acting at the direction of the President.

We find such a distinction absent on this campus. The result is that even with the best of intentions, both administrators and faculty (and to a lesser extent staff and students) often feel that the other has overstepped their bounds. Without a clear and reliable channel for formulating policy through governance committees and the Senate, administrators can precipitate conflict when they make policy decisions without appropriate consultation. Conversely, faculty, staff, and students can foster conflict with university administrators when they devote energy to detailed questions of policy implementation.

No shared understanding of the distinction between policy and implementation will wholly alleviate tension or confusion. Indeed, no bright line consistently distinguishes the two. Nonetheless, we believe that by working toward such a shared understanding, university decision-making can be substantially improved.

We conclude, therefore, that the *power* to recommend university policy should be much more consistently vested in a reconstituted University Senate and related shared governance committees. With such power comes the need for greater *responsibility, accountability,* and *perspective*. Responsibility requires that decisions be made in a timely manner. Accountability requires all decision-makers to draw upon the best available evidence in arriving at recommendations. Finally, perspective requires that the Senate be structured to include voices – and votes – from all campus constituencies: students, faculty, staff, and administrators, all focused on promoting the good of Humboldt's students. Administrative actions must then be aligned with the policies and priorities that are adopted and reflect an abiding commitment to the University's vision. Numerous recommendations in the following sections aim to advance these conclusions.

2. Campus Governance:

The WASC Visiting Team Preparatory Review report noted, "governance and decision-making processes at the University are complicated, cumbersome, and difficult to understand. HSU seems to take a fragmented approach to institutional decision-making which creates internal confusion and sometimes unclear results." The report by Keeling and Associates emphasized the difficulty faculty and administrators have working together toward common goals. In its words "the campus is 'stuck', lacking in trust and resistant to change, mired in a culture largely of its own making." The report also noted that while all constituencies were "fatigued, if not demoralized" there was "a perceptible hunger for renewal. . . We heard far more evidence of willingness to move forward than of intentions to obstruct growth and renewal. Humboldt has the ability and the will to change its institutional culture."

We believe that the campus governance structure must be changed significantly in order to change our institutional culture. The campus needs a clear message that administrators, faculty, staff and students are ready to work collaboratively toward common goals.

In order to help us think about how to restructure the university decision-making process, the Cabinet asked representatives from two sister campuses, San Diego State University and CSU Long Beach, to come to Humboldt to describe their governance structures. We also consulted extensively with existing campus governance groups. Our recommendations are based on a combination of those presentations and consultation.

The campus needs to acknowledge and promote a shared vision. The University has a vision statement and a well-defined commitment to student success. These should guide our actions. The CSU Long Beach team emphasized that in their deliberation they asked "Is it good for students?"

Both San Diego and Long Beach drew a strong contrast between recommending and implementing policies, a distinction we emphasized above. Like those universities, we believe that all constituencies should be directly involved in developing policy that reflects shared goals, and that policy proposals should be fully developed by the time they reach the full Senate for review and recommendation to the President. The Administration should approve and implement policy, and while the Senate can take up any matter it chooses, it should not become entangled with implementation. Moreover, we recommend that all constituencies communicate regularly, have access to the same information and work cooperatively toward common objectives that are good for the University.

Recommendations:

2.1 ***Restructure the existing Academic Senate into a University-wide Senate.***
We believe the best way to encourage a new cooperative institutional culture is to create a *university* senate that bring students, faculty, staff and administrators together to develop and recommend all major policy to the President. Faculty should continue to be the majority group on the Senate but all four constituencies should have voting representation. This is the governance model utilized effectively at San Diego State. This Senate should be action oriented rather than primarily a

debating body. Policy details should be hammered out and vetted at the Council level (see below) to ensure broad support for recommendations before they reach the Senate floor. Senators themselves must be represented, and active, at this level.

Specifically:

2.1.1 *Establish a policy file: a comprehensive collection of all policies recommended by the Senate and approved by the President.* This file should include all revisions as well as past policy decisions.

2.1.2 *To encourage broader participation among faculty and staff, Senators should be limited to two terms of three years each with a minimum of one year separation before they run for election again (except for ex officio seats – held by virtue of one's position).*

2.1.3 *Senators' terms should be staggered to ensure that a mix of experienced and new representation.*

2.1.4 *The Senate should designate a person or a committee to be in charge of recruitment, with specific attention to recruiting new associate professors.*

2.1.5 *All student, faculty, staff, and administrative members of the Senate should have voting rights.* It is important that all constituencies are participants in the process of developing and recommending policy.

2.1.6 *The Senate should not allow proxies.*

2.1.7 *All new senators should receive an orientation.*

2.1.8 *Faculty representatives from the Senate should attend meetings of the Associated Students.*

2.1.9 *A parliamentarian should be designated to assist the Senate Chair at every meeting and parliamentary procedures should be used to expedite the decision-making process.*

2.1.10 *The amount of time spent on reports at Senate meetings should be limited.*

2.1.11 *Action items should appear first on the agenda.*

2.1.12 *The Senate should take responsibility for communication to campus and should employ a standard operating procedure for communication to and from the Senate with all constituencies.* A blog and contact links should be established for the Senate webpage.

2.1.13 *A first- and second-reading structure for all resolutions should be utilized.*

2.1.14 *Meetings should continue until the agenda is completed, and if necessary, meetings should be extended to another day during the same week.*

2.2 **Restructure the university committee system.**
A new committee structure should be developed at the same time that the Senate is restructured and the bylaws revised in order to create a coordinated university governance structure. During the development and transition of this new governance structure, essential committees should be retained but all committees should be reexamined to determine if they should continue, be revised, combined, or disbanded. The Cabinet called for a similar review of all committees this year. That process should be a basis for the recommendation made here. All committees must have clear charges, reporting lines and duties. Membership should reflect the commitment to bringing all constituencies together to develop policy recommendations. Committees should provide annual or semi-annual reports and be regularly assessed to determine if they are effective and still necessary. Whenever possible, committees should be action oriented rather than informational; they identify specific issues, gather and analyze data to address the issue and create report(s) or make recommendations. Committee membership should be staggered so that there are always experienced individuals on committees. Committee chairs should have clear responsibilities and be held accountable by the Senate for the work of the committee.

The new organization of committees should consist of:

2.2.1 *Councils.* Councils are the primary policy and oversight bodies for the University and will report directly to the Senate, replacing its current standing committees. The Senate can create standing committees that report to Councils. As noted above, Councils should draft and vet policy recommendations before they reach the Senate floor. These Councils should each have Senate representation (e.g., San Diego State requires every Senator to be a member of at least two Councils or committees). Placing Senators on Councils involves them in the development of policy before it reaches the Senate floor and helps to ensure that policy is well understood when it reaches the Senate floor. Examples of these Councils would include the Integrated Curriculum Committee and Faculty Affairs.

2.2.2 *Standing administrative committees.* Standing committees report to an appropriate administrator and are primarily informational or advisory, often helping to implement approved policy.   The Senate, in consultation with the appropriate administrator, will establish these committees, developing the charge, membership, and method of selection. The Senate should ensure that the number of standing committees is kept at a minimum. Examples include the Professional Leave Committee, the University Executive Committee and the Student Affairs Council.

2.2.3 *Temporary committees (task forces).* Task forces can report to either the Senate or an appropriate administrator. They can address issues as needed. All policy recommendations must go to the Senate for recommendation to the President. They

are formed in consultation between the Senate and the appropriate administrator. These temporary or 'disappearing' committees should be used whenever possible because they are task focused and of limited duration.

2.3   *Eliminate the General Faculty Association.*
The General Faculty Association predates the creation of the Academic Senate and its function has not been clear since the Senate's formation. No other campus in the CSU has both. Representatives from San Diego and Long Beach noted that having an Academic Senate structure and a General Faculty Association, with a Senate Chair and a General Faculty President, created confusion. The General Faculty President is elected by the faculty but has no clearly defined responsibilities or governance structure independent of the Academic Senate. And although the General Faculty President sits on the Senate and takes part as a voting member in its deliberations he or she is not bound by Senate recommendations and can take independent action that is contrary to the Senate's recommendations. This is a clear example of Humboldt's "fragmented approach to institutional decision-making which creates internal confusion and sometimes unclear results." Historically, the General Faculty Association has also served as a benevolent association; in Section 4, we recommend that this function be incorporated into a university-wide group.

Dear HSU Colleagues,

At HSU, our ability to maintain high-quality services and updates with a highly customized version of Moodle has raised concerns about long-term costs and sustainability. Canvas is being considered as an alternative LMS. Why Canvas? Feedback from the higher education community about the Canvas system and services continues to be positive; many have pointed out implementing Canvas saves time and it is easier to use.

A faculty-led LMS Working Group (a subgroup of the CEEE Advisory Council, which makes recommendations to the Provost) has been formed to lead a thorough evaluation of Canvas in spring semester to consider it as the potential replacement for Moodle. Dr. Jim Graham (CNRS representative, chair), along with Dr. Anne Paulet (CAHSS representative), and Dr. Ronnie Swartz (CPS representative), with additional representatives from Associated Students, CEEE, ITS, and the Library, are tasked to engage faculty in a thorough evaluation of Canvas. This evaluation will compare functionality and faculty needs with Moodle, to determine whether Canvas will meet our present and future collective LMS needs better than Moodle.

During the spring semester, you can participate in a number of ways:

We'll hold demonstrations of Canvas where you can learn about its features and how to get started with it. There will be hands-on sessions as well where you can evaluate Canvas and try moving your course content from Moodle to Canvas.

You can sign up with Instructure.com and use Canvas for a course in the spring without charge. We are still investigating the level of support we will be able to provide at HSU for using Canvas for courses in the spring of 2016 and will provide more information on this before the start of the spring semester.

The LMS Working Group is very interested in becoming aware of the range of faculty needs, so the campus can better support faculty. To assist in regular communication, they will create a website with Frequently Asked Questions (FAQs) and other documents to address concerns as they arise. The feedback will become part of a proposal for what a solid faculty support system would need to look like if we are to migrate to Canvas. The spring evaluation will help us determine if HSU faculty see enough benefits in Canvas to invest in the work needed to migrate. In addition, this evaluation will enable the campus to prepare the necessary planning and support.

The working group is constructing a website that will be used for information on all things Canvas at HSU. They will update the website as plans for training and support are solidified. You can reach the website at:

http://gsp.humboldt.edu/LMS/Home.html

Please contact your college representative if you have any additional questions.

All best -- Theo

1 Dec 2015 University Senate Comments from Jeff Dunk

During Faculty Affairs Committee Report questions:

1) I would ask that you strive to bring recommendations back to the Senate mid-Spring 2016 semester, so that we might act on them and have a chance for them to be implemented before evaluations occur next semester. At the latest to be acted upon prior to AY 2016/2017.

2) If that seems impossible, I would ask that you bring interim measures back to the Senate for Spring 2016 evaluations (e.g., the option for faculty to use paper or on-line evaluations – if the Department Chair concurs). For some faculty members this is something that they've asked for, but recently been denied (even though the contract allows for either paper or on-line).

This is particularly important to/for faculty who have been subjected to sexually harassing/threatening student comments via our currently ANONYMOUS on-line evaluation instrument. I feel compelled to put a finer point on this, and provide a sampling of comments received by two of my colleagues (both women) during last Spring's evaluations:

"We all gave her a pen name "the Cuntess of McKinleyville. Because that's what this train wreck of a woman is, a fucking cunt…."

"Does Count Cuntula have…."

"This bitch is also a major hypocrite."

"So instead,…the dumb cunt…"

"Here is another thing that this twat does that really upsets me."

"This class is a waste of my time. She's a stupid dried up cunt that thinks her speaking and class are awesome."

These, clearly, are horribly offensive, are counter to the code of conduct at HSU, and are clearly (to me) sexual harassment (based on my having taken the training several times). Beyond the words, the hatred displayed by the students who wrote them has been very unnerving to my colleagues. They are worried that the students who wrote these comments may be in their classes again, and feel threatened. However, HSU apparently has no mechanism to find out who it is that is creating this threatening work environment (and HSU hasn't made any attempt to do so). Both of these colleagues would like to have in-class paper course evaluations. Recently, however, their request to have them was denied. I've spoken at length to both of them, and they both feel extremely abandoned by HSU. (not a single administrator from the college of university reached out to either of my colleagues when they were notified of the offensive comments last June – until last week). Only our department Chair and departmental colleagues have provided support. Given that the first incidence of such harassment occurred over two years ago (and the Senate was informed personally by one of the victims), we cannot hide

behind this sort of thing being a surprise. One colleague told me recently "The lack of support and concern by HSU is almost worse than what the student wrote. I feel completely abandoned by the University."

Two weeks ago, in response to racial assaults on two of our students President Rossbacher wrote to the entire campus and said:

Incidents such as these are both shocking and appalling. They undermine our shared commitment to create a safe environment for learning, teaching, and living for our entire University community. We are all affected by what happens in the community around campus.

I call upon all members of the University and the broader community to be part of the solution. We need to understand that such acts are traumatic, as they diminish the survivors' sense of safety. Furthermore, these acts impact survivors' ability to live, study, and work in our community.

These acts are also antithetical to the values we hold as an institution, including our shared commitment to supporting the dignity of all individuals, to valuing diversity, and to respecting differences.

I am fully in support of what she wrote, and think it applies equally to what my colleagues have been and are going through – except without the support of the institution. This is why I am making these requests of the Faculty Affairs Committee.