

Tuesday, February 6, 2018, 3:00pm, Goodwin Forum (NHE 102)

Chair Julie Alderson called the meeting to order at 3:03pm on Tuesday, February 6, 2018  
Goodwin Forum, Nelson Hall East, Room 102; a quorum was present

**Members Present**

Alderson, Creadon, Dunk, Enyedi, Eschker, Gold, Johnson, Karadjova, K. Malloy, Mola, Moyer, Oliver, Ortega, Pence, Rizzardi, Rossbacher, Thobaben, Virnoche, Wrenn

**Members Absent**

Bacio, Black-Lanouette, Brumfield, Dawes, Maguire, Michalak, N. Malloy, Mularky

**Guests**

Lisa Bond-Maupin, Richard Boone, Rock Braithwaite, Lisa Castellino, TallChief Comet, Mary Dingle, Susan Glassett-Farrelly, Chris Hartley, Nikola Hobbel, Tina Llopis, Holly Martel, Libbi Miller, Heidi Moore-Gunyup, Shannon Morago, Kevin O'Brien, Elva Ortega, Marisol Ruiz-Gonzalez, Suzanne Scott, Manohar Singh, Cassandra Tex, Rick Zechman

**Announcement of Proxies**

TallChief Comet for Dawes, Gold for Maguire, Mola for Michalak, K. Malloy for N. Malloy, Pence for Bacio

**Approval of and Adoption of Agenda**

M/S (Ortega/Dunk) to approve the agenda

Motion carried unanimously

**Approval of Minutes from the January 23, 2018 Meeting**

M/S (Gold/Dunk) to approve the Minutes of January 23, 2018

Motion carried unanimously

**Reports, Announcements, and Communications of the Chair**

- Written report attached

In addition to her written report, Chair Alderson shared she will attend the Senate Chairs meeting in San Jose next week, and that an agenda is not yet available.

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

**Academic Policies:**

- Written report attached

**Appointment and Elections:**

- Written report attached

**Constitutions and Bylaws:**

- Written report attached

**Faculty Affairs:**

- Written report attached

**University Policies:**

- Written report attached

**University Resources and Planning Committee:**

Provost Enyedi reported the URPC held a well-attended Budget Open Forum on Friday, February 2; details of the event and presentation slides are available on the URPC and University Budget websites

**Statewide Senate (ASCSU):**

- Written report attached

**CFA:**

Senator Byrd reported the CFA Action Day will take place in Sacramento on April 4, 2018 where the CFA will push for allocation of more funding, with the hope that the CSU Chancellor's Office and Administration will be less accommodating of the Governor's budget proposal. Senator Byrd asked that CFA members interested in attending contact her, and in addition, reported the Annual Lobby Day is May 1, also in Sacramento. Senator Byrd reported there are upcoming faculty rights trainings (one of which will be specifically for Department Chairs). She asked that faculty members email her if they plan on attending so that sufficient space can be booked; that if enough faculty members express interest, it is possible for trainings to be broken up by constituencies; that David Bradfield (and possibly Kathy Sheffield) will hold a training; and noted more information is forthcoming on the Chairs listserv.

**Labor Council:**

Senator Parker reported contracts for 2017-2020 contracts were ratified at the last Board of Trustees meeting, as were CSU units 2, 5, 7, and 9.

**Office of Equity, Diversity, and Inclusion:**

Director Johnson reported there will be a webinar on Wednesday, February 14, on Black Student Success. A registration link will be posted to the Dept Chair's listserv, and the Center for Teaching and Learning (CTL) announcements to encourage faculty participation.

**Provost's Report:**

Provost Enyedi reported: candidates for the CTL Director position are visiting HSU this week and next week; the final candidate for Vice Provost will visit campus next week; that progress is being made on the 9 faculty hires. Provost Enyedi also reported that the Academic Calendar for

AY 2018/2019, which was approved last year, contained a small typo that didn't affect the semester end date(s), which has been corrected. (The correct calendar is attached.)

**President's Report:**

- Written report attached

**It was noted that there was no Consent Calendar from the Integrated Curriculum Committee**

**TIME CERTAIN 3:15-3:30 PM – Open Forum for the Campus Community**

It was noted that although guest Angelica Camlado submitted an online request to speak about "health" no one stood to speak on the topic during the Open Forum.

Dr. Suzanne Scott of the English Department, spoke in opposition and shared remarks (attached) regarding the proposed LSEE Program policy, referenced in *10-17/18-ICC – February 6, 2018 Resolution on LSEE Integrated Program Change*.

Dr. Nikola Hobbel of the English Department, spoke in opposition of the proposed LSEE Program policy, referenced in *10-17/18-ICC – February 6, 2018 Resolution on LSEE Integrated Program Change*. Dr. Hobbel resubmitted a bulleted list of concerns from faculty (attached) and specifically noted she was disturbed by first-hand accounts from student teachers assigned to fieldwork in Humboldt County public schools, indicating racist incidents that were not dealt with, and a general lack of communication between stakeholders, students, and educators who would be affected by the program change. Dr. Hobbel concluded her remarks noting the seriousness with which she takes her role as an educator of teachers.

Dr. Chris Hartley, Superintendent of Humboldt County Office of Education (HCOE), spoke in favor of the proposed LSEE Program policy, referenced in *10-17/18-ICC – February 6, 2018 Resolution on LSEE Integrated Program Change* and read from prepared remarks (attached). Dr. Hartley noted that HCOE is facilitating remediation with regard to school climates.

**TIME CERTAIN 3:30-4:00 PM – Resolution on LSEE Integrated Program Change (10-17/18-ICC – February 6, 2018) First Reading**

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

Motion carried unanimously

Senator Oliver reported the ICC never withdrew its support for this proposed program, that the program has undergone slight changes with regard to California Teacher Commission requirements, and urged the Senate to seriously consider approving it.

Senator Oliver proposed that Senate allow guests from HSU's School of Education, and the HCOE, to speak to the item as part of the information sharing aspect of the First Reading.

Senate had no objections

The following guests spoke; their remarks are summarized below, and attached where noted:

- Dr. Mary Dingle, Chair of HSU's School of Education, asked Senate to reconsider the proposal at the request of students and faculty in the School of Education, and the ICC. She noted the proposed program would not replace other pathways to an elementary subject teaching credential, but rather, offer another option for students. Dr. Dingle reported that the proposal was written with consultation of research on what teachers need to know about content, curriculum and pedagogy, and in-class fieldwork; specifically the finding that practice and experience separates experts from peers. Dr. Dingle concluded with her opinion that this program offers an opportunity to partner with community, and forward social justice for change in public schools.
- Dr. Manohar Singh, Dean of the College of Professional Studies, reported there has been a lot of consult in writing this program option, which is not a mutually exclusive change, but an additional path that is more inclusive and accessible for students.
- Tina Llopis, current LSEE student, and student representative on the ICC, read from prepared remarks (attached) and reported that last year, she did not approve of the proposal, but after further research and experience, found the proposed program would allow for more valuable in-class teaching opportunities.
- Dr. Shannon Morago, School of Education Program Manager and secondary school teacher, spoke to her varied roles within the education community of HSU and local high schools, and reported that one of the main things she learned in writing her dissertation is that the more time people spend with students, the better they teach. She concluded, stating she supports a program where students are getting in-class experience, as it is an important approach for teaching teachers.
- Dr. David Ellerd, of the School of Education, submitted a letter of support for the proposal (attached) but did not attend the meeting.

Chair Alderson noted that while a First Reading usually includes opportunities to edit the Resolution/proposal, this particular program proposal will not undergo changes, which was decided in consult with SenEx.

Senator Mola rose a point of order, noting that normally the Senate doesn't hear First or Second Readings on curricular matters in any case, and queried procedure for this matter.

Senator Oliver clarified that it was decided in SenEx to bring this item to the Senate floor for a First Reading so that Senators could gain an understanding of the proposal before voting, and so the community could also understand and speak to its possible effects.

Chair Alderson noted the arrival of the next time certain agenda item, and requested a motion to either continue or end the current debate.

M/S (Mola/Ortega) to delay the next time certain item 15 minutes and continue debate

Senate roll call vote to delay the next time certain item 15 minutes **passed without dissent**

Further discussion ensued among Senators; salient points are summarized below:

- Senator Dunk spoke in favor of attempting to run the proposed program
- Senator Creadon called attention to the number of units in the proposed program, noting that if the School of Education plans to enroll students who've earned the CSU Associate Degree for Transfer (ADT), then unit requirement discrepancies must be considered
- Heidi Moore-Guynup, Humboldt County Office of Education Assistant Superintendent for Educational Services, spoke in favor of the proposal and requested the Senate pass the proposed program on behalf of the HCOE's 31 school districts

The Resolution will return for a Second Reading

**TIME CERTAIN ~~4:00-4:20 PM~~ 4:15-4:35 PM – Resolution on Syllabi Policy (11-17/18-APC – February 6, 2018) First Reading**

M/S (K. Malloy/Dunk) to move the resolution

Motion carried unanimously

Senator K. Malloy explained implementation of the proposed policy in the Resolution fulfills a mandate from the CSU Chancellor's Office that requires faculty post accessible syllabi to HSU's official Learning Management System (Canvas). Senator K. Malloy introduced guests Susan Glassett-Farrelly, members of the Student Disability Resource Center (SDRC), and other representatives from the Accessible Tech Initiative and Academic Technology to clarify questions.

Senator Moyer noted the resolution title should be "Syllabus Policy" rather than "Syllabi Policy"

Senator Ortega questioned if ASC workload would increase with regard to implementation and assessment of this new policy.

Cassandra Tex, Assistive Technology Specialist, stated that the CTL provides an exemplar syllabus in .pdf format, and that Reina Hutton and Laurie Takao of the Accessible Resource Center are available to assist anyone who has trouble adapting syllabi to fit the accessibility requirements.

The Resolution will return for a Second Reading

**TIME CERTAIN ~~4:20-4:50 PM~~ 4:35-5:00 PM – Discussion Item: Budget Reduction Open Forum event update, and strategies for wider communication of Senate budget discussions**

Senator Gold opened discussion asking for clarification about the working group known as "FRED."

Senator K. Malloy, Co-chair of “FRED,” explained that “FRED” is a friendly name given to the Integrated Assessment, Planning, and Budgeting Process Model Implementation (IAOBPMI) working group, which is tasked with developing processes to clarify assessment, planning, and decision-making guidelines, specifically focused on future milestones or needs, and noted the group does not affect budget decisions or allocations. *(An executive summary of the working group supplied by Senator K. Malloy is attached.)*

Senator Mola opined that it sounds like “FRED” is putting processes in place for budget allocations, but conceded that impression may be incorrect; she stated that what seemed like shoulder-tapping of certain people to build the membership of the committee is unnerving.

Guest Lisa Castellino, Co-chair of “FRED,” noted the membership of the committee was not meant to be secret, and stated “FRED” meeting minutes can be made available, and that nothing they do or speak about within the committee is meant to be hidden.

Chair Alderson noted the meeting was about to end, and reminded Senators that the topic for this meeting’s budget discussion was to be an update on the most recent Open Forum event (held Friday, February 2) and to consider ways Senators can communicate budget information learned in Senate meetings more widely; those aspects of the discussion were tabled, but she requested Senators think about means of wider communication about budget issues in the mean-time.

#### **Resolution on Syllabi Policy (11-17/18-APC – February 6, 2018) First Reading**

This item remained unmoved at adjournment; it will roll forward as a First Reading at the Senate meeting on February 20, 2018.

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M/S (K. Malloy/Ortega) motion to adjourn

**Meeting adjourned at 4:58 pm**

**HUMBOLDT STATE UNIVERSITY**  
**Senate Chair's Report**  
**Senate Meeting, February 6, 2018**

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Thanks to you all for the difficult but important conversation at the last Senate meeting re: our budget issues. I hope you were able to attend last week's URPC town hall, and that you are keeping up on the most recent news via the President's follow up statement, sent after that event. We will continue to discuss these concerns and how we can move forward as a campus to meet our challenges.

I would especially call your attention to this week's Appointments and Elections committee report – it includes the results of our recent elections and also notes where we still need volunteers for important service opportunities on campus. I would also again ask for any nominations or self-nominations for next year's Senate Officers and Chairs. If you are interested, or think that there is someone I should approach about serving in any of these roles, please let me know.

Finally, please note the information coming forward for this week's First Reading of the LSEE proposal. You may remember that a version of this came forward and failed before Senate last spring. I anticipate a full house in the audience this week as we again take up this matter.

# HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, February 6, 2018

Standing Committees, Statewide Senators and Ex-officio Members

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## Academic Policies Committee:

Submitted by Kerri Malloy, APC Chair

### Committee Members:

Michael Goodman, Stephanie Burkhalter, Ramesh Adhikari, Heather Madar, Michael Le, Rock Braithwaite, Mary Virnoche, Clint Rebik, Kerri Malloy, (recruiting for student members).

**Meeting Dates for Spring 2018:** Meeting time: 11AM-11:50AM

**Meeting Place:** BSS 402

January	24
February	7, 21
March	7, 21
April	4, 18
May	2

### Committee Meetings Reports:

#### **January 14**

- Committee reviewed a request from the College of Professional Studies to change the Department of Social Work to the School of Social Work. Further information was requested before the recommendation is forwarded to the University Senate.
- Committee reviewed draft changes to the Disruptive Behavior Policy.

#### **December 6:**

- Committee reviewed changes to the Syllabus Policy to incorporate accessible technology initiative requirements for accessible syllabi.
- Initiated discussion on a request to review Appendix R – Student Grievance for possible updates.

#### **October 11:**

- Committee reviewed the Course Numbering Policy via email and forwarded it on the ICC for reviews.
- Committee will be discussion revisions to:
  - Academic Honesty Policy proposed by the Dean of Students
  - Syllabus Policy as part of bringing the campus into compliance with the Accessible Technologies Initiative

#### **September 27:**

- Committee provided feedback and questions on the proposed Advising Policy.
- Committee will be sending forward revisions to the Course Numbering Policy to reflect the elimination of remedial course.



**September 13:**

- Committee completed the review, edited the Posthumous Degree Policy, and will be sending it forward to the Senate for a first reading.
- Committee reviewed the draft of the Advising Policy. This item took up the bulk of the meeting and will be the main item at the September 17 meeting.

**August 30:**

- Committee reviewed and discussed the Posthumous Degree Policy

**Inquiries:****Add/Drop Date Report:**

The Committee is gathering the necessary information to prepare and send to the University Senate the first annual report on the impacts of the decoupling of the Add/Drop from the Census date.

**Add/Drop Date**

Inquiry on the Add/Drop date being on holiday. Internal discussion on the number of exceptional add/drops that may be a result of this, the date not always being on holiday, and that student have access to their Student Center 24/7. Registrar indicates there has not been an uptick since due to the Add/Drop date landing on holiday.

Discussion with the Academic Technology Faculty Contributors (formerly known as the Canvas Faculty Contributors) to have global messages to students posted on dashboards that indicate upcoming academic deadlines:

- Add/Drop
- Credit/No Credit
- Final Day to Withdraw

Students would see the notice when they log into Canvas and would be posted a week before the deadline.

Also, there was a discussion with Academic Technology Faculty Contributors on integrating the academic calendar into the Canvas calendar for students and faculty.

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**Appointments and Elections Committee:**

Submitted by Katia Karadjova, AEC Chair

Spring 2018 General Faculty Election Results and AEC Appointments:

**GENERAL FACULTY / UNIVERSITY SENATE**

- General Faculty President / University Senate Chair, 2 year term
  - Stephanie Burkhalter
- Tenure Line At-Large Faculty Delegate, 3 year term
  - Ara Pachmayer

- Tenure Line **CAHSS** Instructional Faculty Delegate, 3 year term
  - James Woglom
- Tenure Line **CNRS** Instructional Faculty Delegate, 3 year term
  - Lucy Kerhoulas

**PLANNING COMMITTEE FOR RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITIES – 2 year terms**

- Claire Till
- George Wrenn

**SPONSORED PROGRAMS FOUNDATION BOARD – 4 year terms**

- Carly Marino
- Harold Zald

**UNIVERSITY FACULTY PERSONNEL COMMITTEE (UFPC) – 2 year terms**

- Joshua Meisel
- Chris Aberson

**ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION COMMITTEE – 2 year term**

- Troy Lescher

**APPOINTMENTS AND ELECTIONS COMMITTEE (AEC) – 1 year term**

- Brandice Gonzalez-Guerra

**CENTER FOR COMMUNITY BASED LEARNING (formerly CSLAI) – 2 year term**

- Meenal Rana

**COMMITTEE ON FACULTY RTP CRITERIA AND STANDARDS – 3 year terms**

- Sondra Schwetman
- Yvonne Everett
- Whitney Ogle

**CONSTITUTION AND BYLAWS COMMITTEE – 2 year term**

- Jeff Abell

**DISABILITY, ACCESS, AND COMPLIANCE COMMITTEE – 2 year term**

- Jill Pawlowski

**FACULTY AFFAIRS COMMITTEE – 3 year terms**

- Katia Karadjova
- Abeer Hasan

**FACULTY AWARDS COMMITTEE – 1 year term**

- Eugene Novotney
- Whitney Ogle

**INTERCOLLEGIATE ATHLETICS ADVISORY COMMITTEE (IAAC) – 2 year term**

- Shelia Alcea (sabbatical in Fall 2018)

**INTERNATIONAL ADVISORY COMMITTEE – 3 year term**

- Tony Silvaggio

**INTERNATIONAL PROGRAMS SCREENING COMMITTEE – 3 year terms**

- Ramesh Adhikari
- Katia Karadjova
- Meenal Rana

**PARKING AND TRANSPORTATION COMMITTEE – 1 year term**

- Eugene Novotney
- Bo Burrus

**STUDENT GRIEVANCE COMMITTEE – 3 year term**

- Taylor Bloedon

**UNIVERSITY RESOURCES AND PLANNING COMMITTEE – 2 year term**

- Mark Rizzardi (Senator)

**UNIVERSITY POLICIES COMMITTEE – 1 year term**

- Troy Lescher

**UNIVERSITY SPORTS FACILITIES SCHEDULING ADVISORY GROUP – 1 year term**

- Tony Silvaggio

The AEC has recommended that President Rossbacher appoint **Ramesh Adhikari** to the **Instructionally Related Activities Committee (IRA)** for a 1-year term.

The AEC has recommended that the University Center Board approve the following individuals' appointments to the **University Center Board** for 2-year terms:

- Mark Rizzardi
- Jayne McGuire
- Armeda Reitzel

Positions that require a runoff election: the ballots were open on Friday, Feb 2, and will close on Thursday, Feb 8 at 12:00pm. Please, do not forget to vote.

**UNIVERSITY SENATE LECTURER FACULTY REPRESENTATIVE**

- Jeff Dunk
- Lorie Cortez-Regan

**GENERAL FACULTY REPRESENTATIVE TO THE ASCSU**

- Jeff Abell
- Noah Zerbe

**CPS FACULTY REPRESENTATIVE SERVING ON THE ICC'S SUBCOMMITTEE ON COURSE & DEGREE CHANGES (CDC)**

- Ramesh Adhikari
- Gregg Gold

**We still have open positions on the Professional Leave Committee and the UFPC (CNRS faculty representative). AEC will continue to solicit for nominations for the unfilled positions.**

Please let me know should you have any questions.

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## **Constitution and Bylaws Committee:**

Submitted by Michael Le, CBC Chair

Wednesday, January 24, 1:00pm – 1:50pm; Nelson Hall 119

Members Present:

- Joice Chang, Faculty (2016-2018)
- Mary Watson, Parliamentarian, Staff (2016-2018)
- Michael Le, Staff Senator, Chair (2017-2018)
- Leena Dallasheh, Faculty (2017-2019)

Members Absent:

- Jeremy Shellhase, Faculty (2016-2018)
- Joseph McDonald, Student (2017-2018)

Quorum: Yes: majority of committee members with at least one representative from the faculty and at least one representative from either staff or students.

Votes:

- None

Business Items

- CBC was asked to review Constitution and Bylaws for gendered language. Mary Watson is happy to report that none was found.
- CBC was asked for a Constitution and Bylaws Interpretation of who is included in the campus community and should be allowed to attend Senate Meetings. After discussing this rationale, it was determined that CBC should review “sunshine” and “open meeting” laws (Ralph M. Brown Act and the Bagley-Keene Act).
  - CBC exchanged emails with Alison N. Kleaver, University Counsel for Humboldt State University who provided the following interpretation:
    - Summarized from the original emails: *“The short answer is that the meetings are not subject to the open meeting laws. The longer explanation is that the Bagley-Keene Act applies to: (1) state bodies; (2) boards, commissions, or committees that exercise the state body’s authority by delegation of the state body; (3) boards, commissions, or committees that advise the state body, if created by formal action of the state body; and (4) boards, commissions, or committees on*

*which a member of a state body serves in his or her official capacity as a state body representative and that is supported by state body funds. At the CSU, the state body is the Board of Trustees (BOT), so the open meeting law applies to the BOT and to committees to whom the BOT has delegated its authority, or committees created by the BOT to advise the BOT. The University Senate, based upon its creating documents, does not appear to fall within the above definition of a state body. That being said, there is no prohibition on the Senate deciding to hold open meetings and voluntarily complying with Bagley-Keene, but the meetings are not open as a matter of law. The CSU isn't subject to the Brown Act; it applies to legislative bodies of local agencies. The CSU is the State of CA acting in its higher education capacity, so is not subject to the Brown Act."*

- CBC will discuss this email at the next meeting.
- CBC began a discussion regarding missing university policy and a lack of an official repository of policy prior to the Policy on Policies, Procedures, and Guidelines. CBC recognizes that the University, Colleges, and even Departments create policy; however, colleges and Departments do not have a common repository. CBC will continue to discuss this issue and collect information.

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## **Faculty Affairs Committee:**

Submitted by George Wrenn, FAC Chair

Meetings are open to the campus community. The Committee meets every other Thursday at 9 a.m. in Library 118.

The Faculty Affairs Committee addresses matters involving the individual or collective relationship of faculty to the University. The Committee can be reached through the Senate's Faculty Affairs web page: <https://www2.humboldt.edu/senate/faculty-affairs-committee>.

February 1 Agenda and Meeting Notes

Members Present: Monty Mola, Marissa O'Neill, Mark Wilson, George Wrenn (chair)

Absences: Renée Byrd, Colleen Mullery

### **Agenda:**

1. Review of goals for spring semester
2. Update on lab evaluation implementation (Chair's meeting with Julie Tucker)
3. Chair assigned time formula
4. Immigration Support for International Faculty
5. Faculty awards

### **Meeting Notes:**

1. Review of goals for spring semester

- a. The Committee reviewed goals for the spring. These include resolutions on department chair assigned time, faculty awards, and tenure-track density. Other items under discussion or review include early grade release, lab evaluation implementation, use of Canvas for teaching evaluation, and review of Appendices J, K, and R.
2. Update on lab evaluation implementation (Chair's meeting with Julie Tucker)
  - a. Chair reported on meeting with Julie Tucker in CNRS and the status of testing: fall semester test included 4 CNRS departments (Biology, Chemistry, Geology, Physics) and 26 faculty. It was successful although post-test adjustments to the Likert scale were necessary. Optional testing will continue in spring. Committee members recommended that Faculty Affairs seek feedback and solicit volunteers for further testing at an upcoming Department Chairs meeting.
3. Chair assigned time formula
  - a. Mola presented a new formula for chair assigned time and the group compared this to the Sacramento State formula developed earlier. Mola reported that the Sacramento State model, developed more than a decade ago, is still in use. Discussion focused on the value of modeling headcount vs. FTEF; how to model departmental complexity; scores under both models; and whether the formula should normalize scores to the largest department (Biology) or use an alternative averaging method. The Committee also discussed how to support 12-month appointments. The Committee will seek the input of department chairs prior to putting forward a Senate resolution.
4. Immigration Support for International Faculty
  - a. Discussion was postponed.
5. Faculty awards

The Committee continues to review options for streamlining the application process. A resolution is likely to recommend changes to nomination guidelines. Under discussion: requiring fewer letters of support and an abbreviated CV; imposing word limits to letters and/or statements of teaching/scholarship; and reducing or eliminating the requirement for six semesters of teaching evaluations. The Chair has sought information on numbers of applicants in previous years; this may not be available. Chair also reached out to the President's Office for suggestions on how to improve the awards process; additional input will be sought from the Faculty Awards Committee.

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## **University Policies Committee:**

Submitted by Justus Ortega, UPC Chair

### **February 3rd Agenda and Meeting Notes**

Agenda:

1. Review of status Campus Policy on Naming Facilities
2. Discussion: status of Campus Policy website and review of existing policies

#### Meeting Notes:

##### 1. Review of status Campus Policy on Naming Facilities

The UPC determined that this policy was already approved by University Senate on April 25, 2017 ([https://www2.humboldt.edu/senate/sites/default/files/SenateMeetingMinutesApproved\\_4-25-17.pdf](https://www2.humboldt.edu/senate/sites/default/files/SenateMeetingMinutesApproved_4-25-17.pdf)) and does not require any further review, but rather implementation.

##### 2. Discussion: status of HSU policy website and review of existing policies.

The UPC met with Kay Liboldt of the President's office. She explained that a new Policy Website was created (<https://policy.humboldt.edu/>) and that the president's office was in the process of reviewing the existing policies on that website. The UPC will work with the President's office on the review of the existing policies and provide feedback on the new Policy website.

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## Academic Senate CSU (ASCSU):

Submitted by Erick Eschker and Mary Ann Creadon, ASCSU Representatives

Abridged Report from ASCSU January 25-26, 2018 (see full comments in attachment)

**The ASCSU Chair** reported on developments related to Executive Committee discussions with the administration dealing with shared governance. She believes the meetings have been productive and is optimistic about the eventual outcome of these meetings

**GE Advisory Committee** received a report on implementation of EO 1100. 9 campuses were granted implementation extensions. There were no extensions for implementation of EO 1110. For more information see: <https://www2.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/academic-preparation/pages/eo-1100-and-1110-policy-changes.aspx>

**Admissions Advisory Council** reports that the most recent eligibility report indicated that our admission standards result in 40.8% of CA HS graduates being eligible for admission to the CSU. The Master Plan for Higher Education in California sets the target eligibility percentage at 33.3%.

**Brad Well (AVC, Business & Finance) and Kata Perkins (Executive Budget Director)** presented an overview of the Governor's budget. California's fiscal outlook is positive. The state rainy day fund has reached \$13.5b, the statutory maximum. The \$92m increase for the CSU is less than a 3% increase. The proposal for the CSU would result in a \$171m shortfall for the CSU. Even backing off of the graduation initiative, cancelling enrollment growth and not funding emergency maintenance, we will still have to cut an additional \$61m.

**ASCSU passed the following resolution upon second reading.**

<http://www.calstate.edu/AcadSen/Records/Resolutions/>

Project Rebound Program: Support and Expansion advocates for this program which supports formerly incarcerated individuals who are attending the CSU, encourages expansion of the program, argues for more coordination of programs across the state and argues for permanency of Second Chance Pell Grant funding.

We introduced the following resolutions that will be considered for adoption at our March plenary.

- **Resolution Opposing the Governor's Proposal for a State Mandated Online Learning Lab** is in response to a \$10m ongoing appropriation to develop a vaguely defined organization dealing with on-line state supported higher education. The proposal would likely result in significant redundancy with current initiatives and programs and appears to support a "one size fits all" approach to online education which would be inappropriate. The resolution argues for a thorough analysis of the potential impact of the Governor's proposal. Note: It is likely more information will be available on this proposal prior to our March meeting.
  - **Revisions to Faculty Trustee Recommendation Criteria and Procedures** is in response to suggestions regarding criteria and procedures from prior ASCSU Trustee recommending committees and commends a set of "best practices" to future committees.
  - **Tuition Increases in the California State University** opposes tuition increases in principle and argues that any tuition increases be based upon a long term strategy and be predictable.
  - **Counseling Support Services and Student Success** asserts a strong relationship between mental health and student success. It also argues for adequate funding for counseling support.
  - **2018 Legislative Advocacy Positions of the Academic Senate of the California State University** proposes positions on a number of bills which might include support, support in concept, no position, oppose, oppose unless amended, watch closely, etc. NOTE: the body was informally polled to develop a sense of Senate on each bill to facilitate lobbying efforts between now and our March plenary.
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## President's Office:

Submitted by Lisa Rossbacher, President, Humboldt State University

The meeting of the CSU Board of Trustees at the beginning of last week provided some interesting foreshadowing of our campus budget discussions last Friday. Common themes included the concern over inadequate state funding to cover mandatory cost increases (including employee compensation), the importance of ensuring the budget reflects important institutional values, and deep concern about the annual issue of not knowing about the next fiscal year's budget until June (which creates a major challenge for timing of decision making).

In both settings, important points were made about the "different colors" of money, and how the CSU and campuses often cannot shift money between fund categories. For example, capital [construction] funds cannot be used for salaries or operating expenses, and so we find



ourselves planning to spend millions of dollars on the seismic retrofits of the Library and Theatre Arts buildings at the same time we must reduce expenditures from the General Fund budget.

Chancellor White's annual "State of the California State University" speech, which he presented to the Board of Trustees on 30 January 2018, is available on-line at <https://www2.calstate.edu/csu-system/chancellor/the-chancellors-communications/Pages/1-30-2018-state-of-the-csu.aspx>. (In it, he mentions HSU's commencement ceremonies in the Redwood Bowl.)

My message to campus, following last Friday's open forum on budget, is posted on HSU's website here: <http://www2.humboldt.edu/pmc/portal/update-campus-budget-challenges>. This letter also includes links to multiple other sources of information, including previous budget messages, Governor Brown's proposed budget for 2018-19, and HSU's budget office website, which has many additional tools and sources of information.

The budgets for the State of California, the CSU, and HSU will continue to be works in progress as we plan and gather additional information. Thank you all for your engagement, support, and patience as we work through this planning process together.

As always, I am available to answer questions.



## ADMINISTRATIVE MEMO

DRAFT VPAA 15-05

DATE: May 6, 2016

**SUBJECT: ACADEMIC CALENDAR 2018-2019**

### **FALL SEMESTER 2018**

Fall semester begins	<b>F</b>	<b>August 17, 2018</b>
Fall Welcome	F	August 17, 2018
Faculty Development Day / Student Success	<b>F</b>	August 17, 2018
Meetings, workshops, testing, advising, registration	F - S	August 17-18, 2018
Work Day	S	August 18, 2018
Instruction begins	<b>M</b>	<b>August 20, 2018</b>
Labor Day Holiday	M	September 3, 2018
Veterans Day Holiday	M	November 12, 2018
Fall Break	M - F	November 19-23, 2018
Instruction Ends	F	December 7, 2018
Final examinations	M - F	December 10-14, 2018
Work Day	S	December 15, 2018
Evaluation day	M	December 17, 2018
Grading days	T - W	December 18-19, 2018
Grades due (by 11:59 p.m.)	W	December 19, 2018
Fall semester ends	W	December 19, 2018

### **SPRING SEMESTER 2019**

Spring semester begins	<b>W</b>	<b>January 16, 2019</b>
Spring Welcome / meetings	W	January 16, 2019
Faculty Development / Student Success	<b>F</b>	<b>January 18, 2019</b>
Meetings, testing, advising, registration	W - F	January 16-18, 2019
Work Day	S	January 19, 2019
Martin Luther King Holiday	M	January 21, 2019
Instruction begins	<b>T</b>	<b>January 22, 2019</b>
Spring Break	M - F	March 18-22, 2019
Cesar Chavez Holiday	M	April 1, 2019
Instruction Ends	F	May 10, 2019
Final examinations	M - F	May 13-17, 2019
Commencement	<b>S</b>	<b>May 18, 2019</b>
Evaluation day	M	May 20, 2019
Grading days	T - W	May 21-22, 2019
Grades due (by 11:59 p.m.)	W	May 22, 2019
Spring semester and Academic Year ends	W	May 22, 2019

Fall Academic Days = 84    Spring Academic Days = 86  
Fall Instructional Days = 73    Spring Instructional Days = 73

**Total Instructional Days = 146**

**Total Academic Days = 170**

**Approved by University Senate on 04/26/2016**

**Approved by President Rossbacher on 05/03/16**

**Approved by CSU on \_\_\_\_\_**

*Note: This calendar applies to academic personnel. Non-academic personnel should refer to the HSU*

*"Green & Gold" calendar issued annually by the Payroll Department.*

**Note: This calendar applies to academic personnel. Non-academic personnel should refer to the HSU "Green and Gold" calendar issued annually by the Payroll Department.**

The Senate, on 12/6/2016, noted that "meaningful discussions" needed to be held with the affected departments before moving forward with the LSEE proposal. I also quoted Senator John Meyer as saying that he "did not appreciate [the School of Education] bringing the LSEE proposal to the Senate and selling it without explicit discussion of criticisms" of it. (These criticisms are documented in the paperwork given out at that meeting. Dr. Hobbel recopied some of that paperwork for yesterday's meeting.)

My remarks were that:

1. Despite the exhortation of the Senate in Dec. 2016 for the School of Education to have meaningful discussions about their proposed LSEE changes, the English, History, Economics, and Geography departments (and perhaps others) were never once consulted in the intervening year about the "redesigned" LSEE program. English, for example, only learned that the new program was having a first Senate reading the night before the 2/6/2018 Senate meeting. The departments noted above were never sent new syllabi, nor told if any changes were made from the proposal put forth in 2016. This lack of systematic, interactive consultation has been a consistent issue.
2. There is a question of financial resources in our dire budgetary times to hire faculty to teach all of these new LSEE courses. This is particularly an issue given that faculty expertise to teach the content of these courses already exists in many departments (e.g., as listed above).
3. The affected departments are not in opposition to a redesigned LSEE, nor to clinical practice/fieldwork components being added. However, we have had concerns with the continued delivery of adequate content knowledge in the new LSEE proposal, and with practical issues involved in fieldwork, for example, that we wanted discussed and addressed.

## **Highlighted Concerns of LSEE Faculty in regard to Proposed LSEE Program Change**

*This bulleted list outlines the major concerns raised over the past three years by LSEE faculty in the following content areas: Mathematics, Art, Theater/Film/Dance, English, History, Geography, and Economics. These concerns have been raised by LSEE Faculty consistently over the past five years---by group email, formal letters to the School of Education Chair, and the ICC.*

### **Curricular Concerns**

- Preservice teachers must have, first and foremost, content knowledge before they can develop pedagogical knowledge
- The clinical hours proposed diminish content hours severely
- LSEE students must take the Multiple Subjects CSET test in order to qualify for entrance to a credential program; the proposed program does not offer a robust preparation for this test, jeopardizing the success of our students
- Clinical/Fieldwork placements are at specific grade levels (Kindergarten-1<sup>st</sup> grade, for example) for the entire semester. HSU Content courses address the entire developmental range (Kindergarten-8<sup>th</sup> grade) for prospective elementary school teachers---**GE courses do not substitute for this curriculum**
- Mentor teachers in the field may or may not have adequate or current content knowledge in linguistics, literacy development, history, economics, math, etc.

### **Sustainability & Infrastructure**

- An average of 130 LSEE students would be placed in clinical fieldwork in local schools
- Rural Humboldt County cannot offer enough high-quality placements for our enrolled students
- **Clinical experiences are typically assigned to schoolteachers as extra (unpaid) work.** This is not a sustainable model, as working teachers are likely to transition in and out of program participation over time.
- The proposed program does not account for much-needed training and support for inservice educators in order to deliver high quality outcomes for students

### **Data/Evidence for Proposed Changes**

- No systematic evaluation of pilot courses for new program has taken place
- **Anecdotal evidence includes HSU students being asked to "tutor" the "difficult" students outside the mentor teachers' classrooms, as well as bigoted curriculum**
- What systems have been put in place to evaluate the proposed program? NCATE accreditation principles do not support this program design

### **Procedural Concerns**

- Consultation meetings have been minimal over the past four years, **nonexistent since the last time this came before the Senate in December, 2017**
- Pilot program not announced to LSEE/All-University Faculty
- **Concerns about curriculum content, program evaluation, loss of service courses, benefit to LSEE students, and sustainability have been ignored**

To Whom it May Concern,

This letter has been written in regards to the future structural changes of Humboldt State University's Liberal Studies in Elementary Education (LSEE) program. As written by both a current LSEE undergraduate and current EED Credential candidate, the concerns brought forth in this letter have been accumulated amongst the students of these programs. This is a response to the resolution proposed to change the LSEE program in regards to financial concerns, academic concerns, and a concern for a lack of preparedness for future elementary school teachers.

Upon review of the proposal put forward by this senate, a variety of potential financial complications became very apparent. A financial burden may be found in transportation to and from fieldwork, which many LSEE students already have problems and concerns with, this concern does not even factor in the logistical nightmare that fieldwork can be. Even with the prospect of fuel costs being covered by the school, one must already own a vehicle to take full advantage of that resource. While a shortened LSEE program may reduce long term costs on LSEE students, it does not help if they must find more money in the short term, especially if there are cuts to student financial aid under the upcoming political administration. Another example is the CSET, which is an exam that all future teachers must pass to become credentialed teachers in California and requires them to have a strong understanding of the content on that exam. If HSU LSEE students are not prepared for the CSET, then they will be less likely to pass and will need to take it again, which places a financial burden on the already financially strained students. Discussed above are a few examples of possible increased financial burden on LSEE students from this proposal. With a further review of this proposal from a wider selection of the LSEE student body, many more financial issues may be discovered.

Looking in on the changes planned to be made to the LSEE program, it's easy to see the future academic complications to be projected. In the current set-up of the LSEE program, students are being taught the basic academic content that they will be required to teach within the elementary schools. Upon entrance into the EED credential programs, the concepts being taught switch from learning the content to learning how to teach the content. If students do not have a strong background of the academic content, it will be immensely harder for them to learn how to teach it. The fear of most all

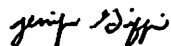
credential candidates is that they do not know enough of the content to be able to effectively teach the standards to the students. Yes, a set of standard-related curricula is given to all teachers, but if the teacher is unknowledgeable about what the academic content is, they are setting their students up for failure. The whole goal of being a teacher is to give students as many opportunities as possible to learn the content, and if LSEE students are not being given the chance to learn the content, then HSU will be responsible for putting hundreds of unprepared people into a field where preparation is key.

The current LSEE program prepares future educators for a career in the elementary schools through a variety of courses that utilize both lecture and fieldwork. For example, courses such as Engl 326, Engl 323, Engl 424, Geog 470, Kins 475, Math 308b, Math 308c, Econ 322, and Hist 311 are extremely important for LSEE students to obtain a full grasp on the content that teachers will be required to teach to students in an elementary school setting. Without these courses LSEE students would be entering elementary schools without the necessary content background to effectively teach their pupils. Under the resolution being proposed, the content based courses within the LSEE program will transform into LSEE courses with a fieldwork-basis. It is understandable to make the assumption that more fieldwork can only reward the LSEE students of HSU, but that is not necessarily true. The fieldwork is an invaluable resource to the students in LSEE program but is not what it could be. The chance for LSEE students to learn from a teacher who has extensive elementary education experience is vital but their experience does not directly translate to mastery of the content that LSEE students must learn to be able to teach in a TK-8 setting. With the current LSEE program at HSU, the professors that teach the core academic content are experts in their fields and are more qualified to teach LSEE students the academic content than LSEE professors alone. Through a review of the proposal, it can be argued that a change to HSU's LSEE program will foster an environment of underpreparedness for LSEE students.

Throughout this letter, issues of financial concerns, academic concerns, and a concern for a lack of preparedness have been brought forth. The lack of transparency as well as the lack of opportunity for student input does not bode well for the future of the LSEE program. Additionally, the formation of this letter, created by students whom this proposal will not affect, shows the gravity of the situation at hand. Rather than a

complete conversion of the content courses to fieldwork courses, accommodations should be made to the current program for an inclusion of both fieldwork and academic content courses.

Thank you for your time,


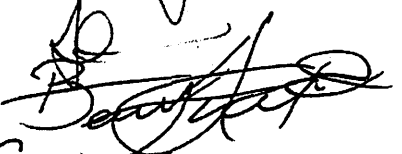
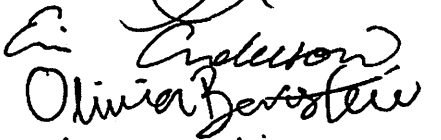


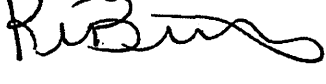





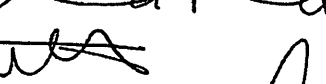
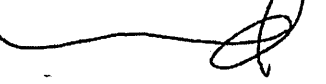



A handwritten signature in cursive script, appearing to read "jenif Griffin".

Jennifer Griffin  
(Current EED Multiple Subject Credential Student)

A handwritten signature in cursive script, appearing to read "Nicholas Cutler".


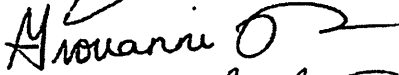

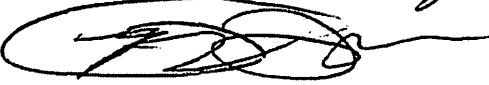
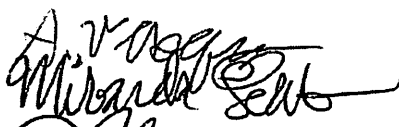
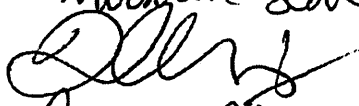
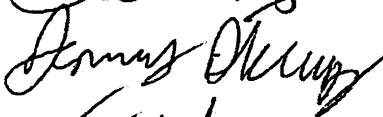

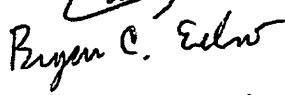
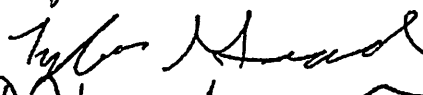
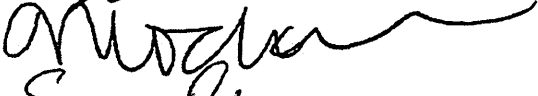



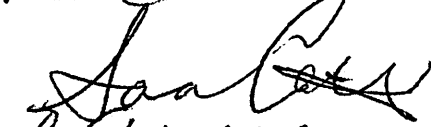
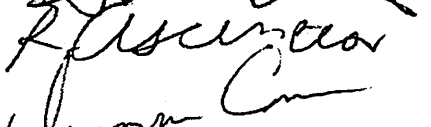
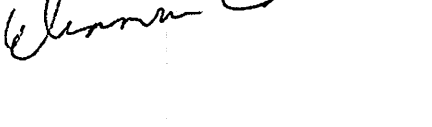

Nicholas Cutler  
(Current LSEE undergraduate)

Other Signers and Supporters to this letter:

<u>Name</u>	<u>Current Academic Standing</u>	<u>Signature</u>
Gabriel Aguirre	Senior LSEE	
Joanna Campos-Inostros	Senior LSEE	
Benjamin Tarango	Super Senior LSEE	
Erin Anderson	Senior LSEE	
Olivia Bernstein	Senior LSEE	
Ann Spaulding	Junior LSEE	
Sarah Kivela	Senior LSEE	
Daisy Ronquillo	Junior LSEE	
Kristin Butler	Junior LSEE	
Marla Calleja	Junior LSEE	
April Utile	Junior LSEE	
Amber Lemmer	Senior LSEE	
Casey Brown	Junior LSEE	
Vanessa Mored	Junior LSEE	
Berthita Jasmin Villegas	Senior LSEE	
Kalyn Rutland	Senior LSEE	



Other Signers and Supporters to this letter:

<u>Name</u>	<u>Current Academic Standing</u>	<u>Signature</u>
Ottavio X Perez Robles SETA VP	Senior	
Giovanni Partida-Morales	Junior	
Kimberly Gutierrez	Junior	
Becky Forkner	Junior	
Angela Vasquez	Senior	
Miranda Sears	Senior	
Daria Llopis	Senior	
James Dilkey	Junior	
Tito CABADING	Senior	
Bryan Estro	Senior	
Tyler Goldsmith	Junior	
Michelle Crocker	Senior	
Sara Chase	Junior	
Jazmin Sawyer	Senior	
Daniel J. Eserrada	Junior	
SARA Cotter	Junior	
Remil Asuncion	Senior	
ELIANNA CAMPOS	Junior	

# HUMBOLDT STATE UNIVERSITY

School of Education

707 826-5873 Phone  
707 826-5868 Fax

Julia Alderson  
Chair, University Senate

February 1, 2018

Humboldt State University

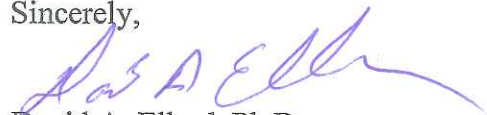
Dear Senate Chair,

This letter offers my support for the current Integrated Teacher Preparation Liberal Studies Elementary Education (LSEE) proposal which has been submitted to the Senate for approval. As a tenured faculty in the School of Education I have worked together with my colleagues for several years on the development of this program. This letter is also written to express my commitment to the program and clarify questions that have been put forth regarding the development of the LSEE proposal.

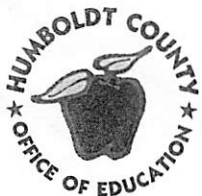
Indeed, this has been a journey that most of us in the School of Education had never imagined would take us down such a long and winding road. The journey began sometime back in 2011, at which time a support group was formed to discuss the program design ideas. There have been many people from the University and from the education community involved in various committees over the years to discuss this program, and I think it's important to clarify the underlying goals that we have been trying to achieve all this time. First, and most importantly, the goal was to give our students at Humboldt State University a liberal studies teacher preparation program which is rich in academic rigor and grounded with applied experiences in the community. Secondly, this has been a collaborative effort within the School of Education and with many others across the education community and at Humboldt State University. Believe me, I have personally participated in years of committee work in which we discussed various design options for this program. Yes, along the way side roads have been taken, however, our pathway is clear now and the current proposal is student centered, academically rigorous, rich with clinically-based experience, and driven by a collaborative effort.

As a professor and senior faculty member in the School of Education at Humboldt State University, the new proposal has my unwavering support. Unfortunately, I am unable to attend the Senate meeting to express my position as I am teaching a class at that time.

Sincerely,



David A. Eller, Ph.D.  
Professor, School of Education



January 18, 2018

Julia Alderson, Chair, University Senate  
Humboldt State University  
1 Harpst Street  
Arcata, CA 95521

Dear Dr. Alderson:

**SUBJECT: ELEMENTARY EDUCATION LIBERAL STUDIES FOUR-YEAR PROGRAM OPTION**

Thank you for the opportunity to provide input into the current discussions regarding the proposed Liberal Studies in Elementary Education (LSEE) four-year program option.

The importance of the relationship between Humboldt State University's (HSU) Elementary Education Program and schools throughout Humboldt County cannot be overstated. These relationships go back decades to the early days of the founding of Humboldt State as a Teachers College. It is not a stretch to say that the quality of instruction in Humboldt County's 1200+ classrooms is directly related to the preparation that prospective teachers receive in the Teacher Preparation Program at HSU. In fact, the majority of Humboldt County teachers teaching today have received their education and training at HSU.

Nevertheless, Humboldt County has seen its share of teachers who, nearing completion of their credential when they begin fieldwork or following a few years in the profession, find that teaching is not what they had envisioned. Those individuals then leave education for another career. This issue is not limited to graduates from HSU. Many early career teachers have commented that they wish they had known what the teaching profession was like much earlier in their education. Nationally and statewide, attrition from the profession is significant during the first 3-5 years of employment. The proposed four-year combined BA with Credential option to HSU's LSEE program addresses this issue head on.

Encouraged by the California Commission on Teacher Credentialing and CSU's Office of the Chancellor, the four-year combined BA with Credential structure is a welcomed option in preparing teachers for the realities of today's classrooms. Clinical experiences will begin much earlier and continue through the entire four-year program resulting in closer working relationships between HSU Fieldwork Supervisors and Mentor Teachers in local school districts.

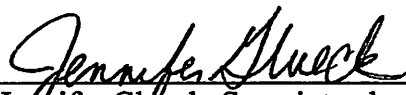
In addition, early and continued involvement with local districts and mentor teachers will allow teacher candidates to engage in ongoing high quality professional development at the county and school site levels. This will help ensure new teachers to the profession will be knowledgeable and aligned with the latest techniques, issues and trends in this rapidly changing profession.

Current challenges many new teachers face is understanding the world of education today and the importance of school cultures, learning environments, classroom management techniques and working with parents and community partners as part of the learning process for children. The proposed model will help significantly with those factors and enable a new teacher to be more confident and experienced for a successful transition into the profession.

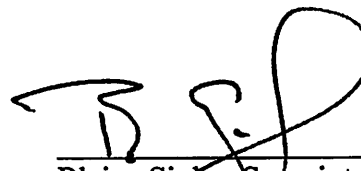
There is a strong desire and capacity among Humboldt County School Districts to partner with HSU's LSEE program with this new option for preparing future teachers. Observation, individual instruction and tutoring, small group and large group instruction opportunities will be strengthened by the proposed model. More time and experiences with mentor teachers in designing lesson plans and developing specific instructional strategies and activities will be beneficial to teacher candidates. The program is also supported by the recently developed "Teacher shortage Task Force" comprised of leadership from HSU, HCOE, local school Superintendents, tribal representatives and other community leaders. This action-based task force has identified the LSEE four-year option as a major priority.

This proposed model meeting California's elementary education credential standards and requirements for the Multiple Subject Teaching Credential is a positive step forward in addressing many of the current shortcomings with the existing "4 + 1" system, though the five-year program will still be available for those students who decide to pursue teaching as an option later in their collegiate career. We urge HSU and HSU's University Senate to approve the recommended BA with Credential option for the Liberal Studies in Elementary Education Program.

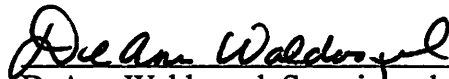
Sincerely,



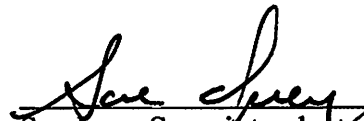
Jennifer Glueck, Superintendent  
Big Lagoon School District



Blaine Sigler, Superintendent  
Cuddeback School District



DeAnn Waldvogel, Superintendent  
Blue Lake School District



Sue Ivey, Superintendent  
Cutten School District



John Blakely, Superintendent  
Bridgeville School District



Fred VanVleck, Superintendent  
Eureka City Schools

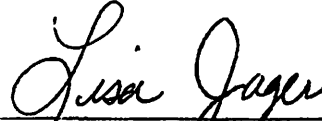
Elementary Education Liberal Studies Four-Year Program Option

January 18, 2018

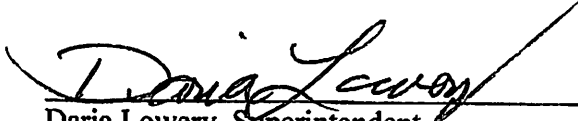
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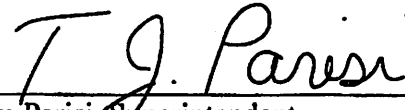
Beth Anderson, Superintendent  
Ferndale Unified School District



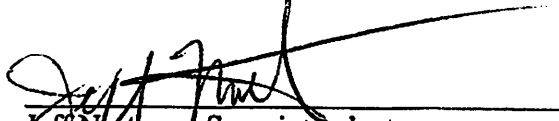
Lisa Jager, Superintendent  
Hydesville School District



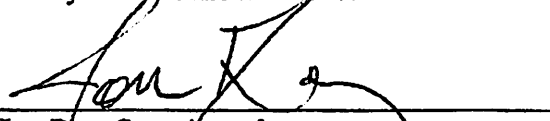
Daria Lowery, Superintendent  
Fieldbrook School District



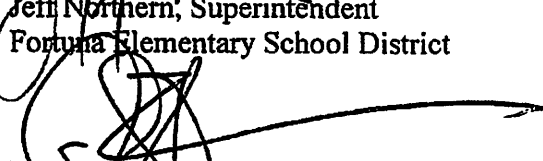
Tim Parisi, Superintendent  
Jacoby Creek School District



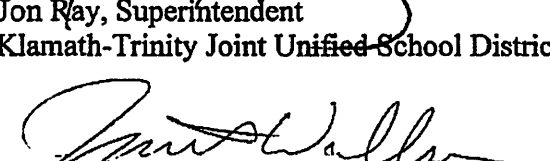
Jeff Northern, Superintendent  
Fortuna Elementary School District



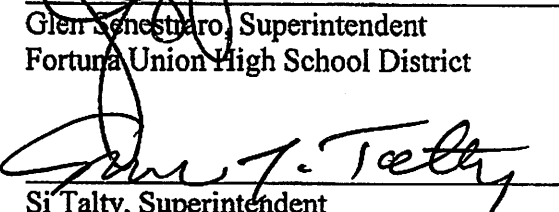
Jon Ray, Superintendent  
Klamath-Trinity Joint Unified School District



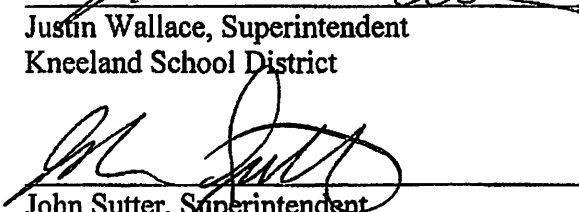
Glen Senestiaro, Superintendent  
Fortuna Union High School District



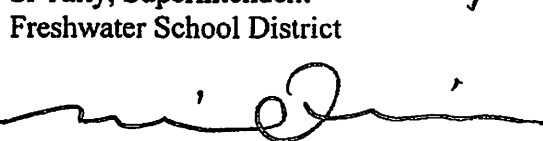
Justin Wallace, Superintendent  
Kneeland School District



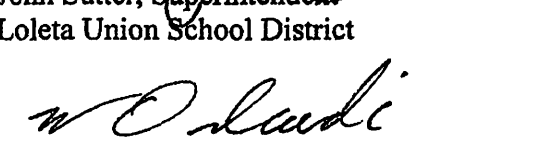
Si Talty, Superintendent  
Freshwater School District



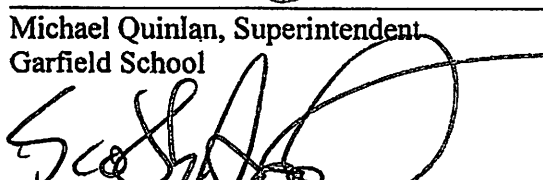
John Sutter, Superintendent  
Loleta Union School District



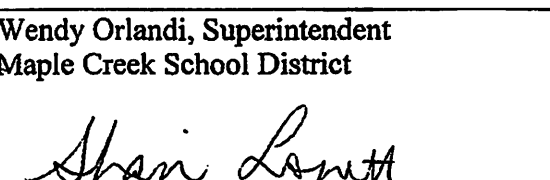
Michael Quinlan, Superintendent  
Garfield School



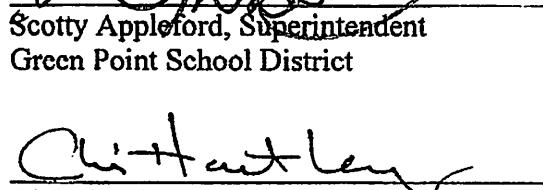
Wendy Orlandi, Superintendent  
Maple Creek School District



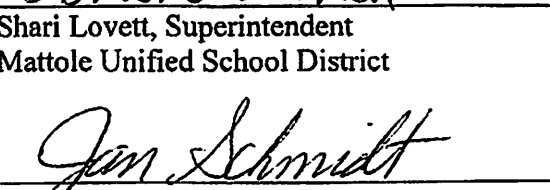
Scotty Appleford, Superintendent  
Green Point School District



Shari Lovett, Superintendent  
Mattole Unified School District



Chris Hartley, Superintendent  
Humboldt County Office of Education



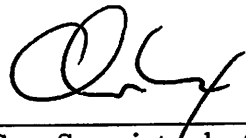
Jan Schmidt, Superintendent  
McKinleyville Union School District


Elementary Education Liberal Studies Four-Year Program Option

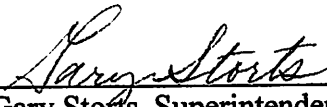
January 18, 2018


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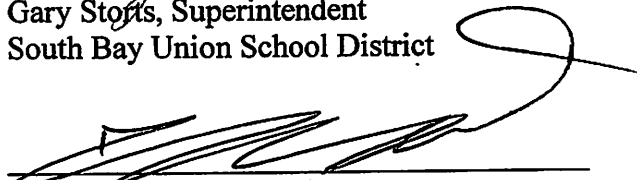
  
Roger Macdonald, Superintendent  
Northern Humboldt Union High School District

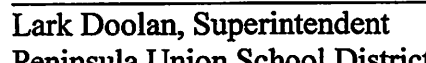
  
Chris Cox, Superintendent  
Scotia School District


  
Bill Hawkins, Interim Superintendent  
Orick School District

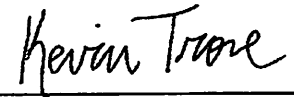
  
Gary Storts, Superintendent  
South Bay Union School District

  
Karla Darnall, Superintendent  
Pacific Union School District

  
Don Boyd, Superintendent  
Southern Humboldt Unified School District

  
Lark Doolan, Superintendent  
Peninsula Union School District

  
Matt Malkus, Superintendent  
Trinidad School District

  
Kevin Trone, Superintendent  
Rio Dell School District

- c     George Wrenn, Vice Chair, University Senate  
       Alexander Enyedi, Provost, Academic Programs  
       Mary Dingle, Chair, Education  
       Dale Oliver, Chair, Integrated Curriculum Committee  
       Manohar Singh, Dean, Professional Studies

## **Tina L. Llopis**

**Humboldt State University**

**College of Professional Studies**

*Elementary Education*

*American Sign Language and Special Population*

President of Student CTA (California Teacher's Association) HSU Ch.

Integrated Curriculum Committee Student Representative

LSEE Peer Mentor

### **Notes for LSEE Proposal Senate Meeting**

Changes give students more time in fieldwork- this is helpful in many ways,

- they get to be a variety of grade levels, giving a wider range of experience.

They further have the opportunity for reflection, discussion and analysis on their own practice and development of skill

- With the great need for teachers in CA and specifically here in Humboldt County,

The students become more involved and connected to our community. Students invest in our community, this could help retention and create a deeper sense of belonging to our community.

Also this program would increase the numbers of high quality teachers being credentialed here at HSU

- increasing retention rate because of BA and Credential together, giving students a more promising career.

- Similar to the scientific approach of placed based learning, the clinical practice is going to foster these students to be aware of their own pedagogical approach, supporting our school of education's mission statement.

- With our financial situation here at HSU, this program change may be helpful in response.

I have personally had conversations with Professors and faculty who have helped to put this program together as well as students who have been enrolled in these Lsee 380 pilot courses. The students have shown a deep passion and understanding about their own approach to teaching content specific subject matter because of their experiences in classrooms.



# Integrated Assessment Working Group

## Executive Summary

The INTEGRATED ASSESSMENT, PLANNING, and BUDGETING PROCESS MODEL IMPLEMENTATION (IAPBPMI) [Working Group](#) will take the [model](#) that was developed in FY 2015-16 and approved by the Cabinet and URPC in August 2016 and develop/validate: assessment, planning, resource budgeting and allocation, and prioritization processes and tools to support its implementation.

This effort, with Alex Enyedi (VP of Academic Affairs) and Doug Dawes (Interim VP of Administrative Affairs) as executive sponsors and Kerri Malloy and Lisa Castellino as co-chairs, supports HSU's Strategic Plan 2015-20 Blueprint (March 1, 2016) objectives:

- 4.1A.1 "Integrate the Office of Institutional Effectiveness (formerly Institutional Research and Planning) into the budget and planning process including an integrated planning, budgeting, and assessment process."
- 4.1A.2 "Evaluate budget priorities with a focus on student success, the overall mission of the University, and this strategic plan."
- 4.1A.3 "Identify sustainable funding sources prior to approval of new programs, activities, or initiatives."
- 4.1B.1 "Develop periodic assessment of programs in all units and divisions, both academic and administrative, based on criteria and benchmarks with midpoint and endpoint assessment."
- 4.1B.2 "Hold budget managers accountable for data-driven decisions."
- 4.1B.3 "Develop an annual process that integrates institutional data and assessment with resource requests."

We expect it will take five years (through 2021-22) before the processes become part of the university, auxiliaries, and self-support cultures. Academic Affairs will be the first division. University-, division- college-, and major business unit-level initiatives will be required to follow these processes and use these tools (starting spring 2018 - all new major initiatives are expected to use and comment on draft versions) and lower-level units are encouraged to do so. Academic Annual Assessment and Five-Year Program Review are separate processes than IAPBPM, however all will strive to use common terminology, software, business cycles, and resource request and prioritization processes. IAPBPM will use common software (ex. Microsoft Office or Google Sheets and Docs) while the processes and requirements are being refined.

This is not the first time that the university has attempted to design and implement similar processes, so it is imperative that this initiative doesn't become another "we'll wait them out." The first working group included in its [IAPBPM Workbook Companion](#) (pages 10-11) lists of principles and assumptions required for the success of this effort, as well as the and a list of unresolved issues (page 12).



The annual academic year milestones are:

- 2017-18
  - Start project
  - Finalize project plan
  - Hold kick-off meeting(s)
  - Reaffirm IAPBP model
  - Understand all of the different funding types/requests, including restrictions and business cycles
  - Finalize the Goals, Outcomes, Objectives, Tasks, and Assessments (GOOTA) materials
- 2018-19
  - Train Academic Affairs to use GOOTA
  - Support and Review Academic Affairs use of GOOTA
  - Finalize request process and materials
  - Finalize prioritization process and materials
  - Develop on-going support services plan
  - (Re)Train Administrative Affairs and Student Affairs on GOOTA
- 2019-20
  - Assess GOOTA process and materials used by Academic Affairs
  - Train Academic Affairs on the Prioritization and Request processes
  - Implement on-going support services
- 2020-21
  - Train Administrative Affairs and Student Affairs on the Prioritization and Request processes
  - Assess the Prioritization and Request processes used by Academic Affairs
  - Assess GOOTA process and materials used by Administrative Affairs and Student Affairs
  - Train President's Office on all processes
- 2021-22
  - Assess the Prioritization and Request processes used by Administrative Affairs and Student Affairs
  - Train Faculty Affairs & Human Resources, California Council for Rural Policy, Intercollegiate Athletics, Sponsored Programs Foundation, University Advancement, Associated Students, and University Center on all processes
  - Assess all processes
  - Finish project