

Tuesday, May 10, 2016, 3:00-5:00pm, Goodwin Forum (NHE 102)

Chair Julie Alderson called the meeting to order at 3:03pm on Tuesday, May 10, 2016 Goodwin Forum, Nelson Hall East, Room 102; a quorum was present.

**Members Present**

Abel, Alderson, Blake, Burkhalter, Camann, Creadon, Dunk, Enyedi, Eschker, Flynn, Frye, Gold, Karadjova, Karl, K. Malloy, McGuire, Meyer, Moyer, Ortega, Pence, Rossbacher, Stubblefield, Thobaben, Wilson, Wrenn

**Members Absent**

Cervantes, Chipres, Guzman, Lopes, N. Malloy, Tillinghast

**Guests**

Ken Ayoob, Rock Braithwaite, Jená Burges, Lisa Castellino, Mary Glenn, Michael Le, Jack Nounnan, Cyril Oberlander, Josh Smith, Rick Zechman, Noah Zerbe

**Announcement of Proxies**

K. Malloy for N. Malloy

**Approval of and Adoption of Agenda**

M/S (Ortega/Flynn) to approve the minutes  
Motion carried unanimously

**Approval of Minutes from the April 26, 2016 Meeting**

M/S (Flynn/Karl) to approve the Minutes of the April 26, 2016 meeting  
Motion carried without dissent; three abstentions

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

Chair Alderson announced that all Standing Committee Year-end reports will be posted by May 30, 2016.

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

Year-end Reports attached

**Consent Calendar from the Integrated Curriculum Committee (ICC)**

The attached ICC Consent Calendar was approved.

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

Community member, Jack Nounnan, remarked to the Senate regarding his position concerning

our carbon footprint, the climate crisis on campus and his belief in the possibility for change.

**Resolution on University Intellectual Property Policy (24-15/16-FAC – May 10, 2016) Second Reading**

After a few brief remarks in favor of the resolution and with no further debate, Senators voted; Resolution on the University Intellectual Property Policy, **passed** without dissent.

Ayes: Thobaben, Abell, Dunk, Enyedi, Karl, Ortega, Meyer, Pence, Burkhalter, Wrenn, Creadon, Wilson, Flynn, Gold, Stubblefield, Eschker, Moyer, Karadjova, McGuire, K. Malloy, N. Malloy, Frye

Abstentions: Blake

**Resolution on Revisions to Policy on Faculty-Initiated Drop for Non-Attendance (27-15/16-APC – May 10, 2016) Second Reading**

Senators voted after it was noted that there was a slight change to language used in the rational regarding the add/drop deadline; the Resolution on Revisions to the Policy on Faculty-Initiated Drop for Non-Attendance **passed** without dissent.

Ayes: Thobaben, Abell, Dunk, Enyedi, Karl, Ortega, Meyer, Pence, Burkhalter, Wrenn, Creadon, Wilson, Flynn, Gold, Stubblefield, Eschker, Moyer, Karadjova, McGuire, K. Malloy, N. Malloy, Frye

Abstentions: Blake

**Resolution on Revisions to the Academic Honesty Policy (28-15/16-APC – May 10, 2016) Second Reading**

Discussion regarding specific language used in the section of policy pertaining to plagiarism was discussed with an amendment suggested. Further clarification regarding the Student's Rights and Responsibilities process was provided. The following changes to the section of policy concerning plagiarism were approved by the Senate.

*Within one week of discovery of the alleged plagiarism, the instructor will contact the student and describe the event deemed to be dishonest. ~~If this is a first violation by the student, this initial contact may remain at an informal level.~~ In this contact, the student and instructor shall attempt to come to a resolution of the event. The instructor may assign an "F" or "O" on the exam or project, or take other action within the structure of the class as deemed appropriate to the student's behavior. A report of this contact and resolution ~~might shall~~ be filed with the Office of Student Rights & Responsibilities ~~for~~*

~~information only purposes using the Academic Dishonesty Referral form. Such a report will be witnessed by both instructor and student. If no resolution can be reached within a week of initial contact, the case could be referred to the Office of Student Rights & Responsibilities using the Academic Dishonesty Referral form.~~

~~If the violation is repeated, the instructor will contact the student within one week of discovery, describe the event deemed to be dishonest, and notify the student that the Academic Dishonesty Referral form has been filed with the Office of Student Rights & Responsibilities.~~

When a case is referred to the Office of Student Rights & Responsibilities, the consequences might be severe. Disciplinary actions might include but are not limited to: requiring special counseling, loss of membership in organizations, suspension or dismissal from individual programs, or disciplinary probation, suspension or expulsion from the University. If the Office of Student Rights and Responsibilities determines that no violation has occurred, the instructor will comply with the decision, and refrain from issuing penalties, or remove those already on the student's record.

Senators voted; the Resolution on Revisions to the Academic Honesty Policy **passed** without dissent.

Ayes: Thobaben, Abell, Blake, Dunk, Enyedi, Karl, Ortega, Meyer, Pence, Burkhalter, Wrenn, Creadon, Wilson, Flynn, Gold, Stubblefield, Eschker, Moyer, Karadjova, McGuire, K. Malloy, N. Malloy

Abstentions: Frye

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**A motion (Thobaben/Ortega) to send agenda items #8 (Resolution on University Intellectual Property Policy), #9 (Resolution on Revisions to Policy on Faculty-Initiated Drop for Non-Attendance) and #10 (Resolution on Revisions to the Academic Honesty Policy) forward for approval as emergency items carried unanimously.**

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**Resolution to Amend Section 6.0 of the Constitution of the University Senate to Alter Agenda Notification and Clarify Quorum Requirement for Meetings (31-15/16-CBC – May 10, 2016)**  
**Second Reading**

Following a suggestion to alter section 6.13, the following changes were approved:

6.13 Documents related to announcements, reports and discussion items shall be distributed to Senators and posted to the Senate website at least one academic workday before the meeting. If such documentation is not distributed by the deadline, a hardcopy may be distributed to all members of the Senate during the meeting. Such documents shall be posted to the

~~Senate website as an attachment to the relevant agenda item as soon as possible after the meeting. may be distributed to Senators at any time prior to or during the meeting. These items shall be posted to the Senate website as soon as possible after the meeting.~~

Senators voted; the Resolution to Amend Section 6.0 of the Constitution of the University Senate to Alter Agenda Notification and Clarify Quorum Requirement for Meetings **passed** without dissent.

Ayes: Thobaben, Abell, Blake, Dunk, Karl, Ortega, Meyer, Burkhalter, Wrenn, Creadon, Wilson, Flynn, Gold, Stubblefield, Eschker, Moyer, Karadjova, McGuire, K. Malloy, N. Malloy, Frye

Abstentions: Enyedi, Pence

**Resolution to Amend the Bylaws of the University Senate to Maintain Consistency with Changes to the Constitution of the University Senate Relating to Agenda Notification Deadlines (30-15/16-CBC – May 10, 2016) Second Reading**

Upon Senate approval, the recommended amendments to the Bylaws of the University Senate will go into effect only if the above resolution, Resolution 31-15/16-CBC-May 10, 2016 - *Resolution to Amend Section 6.0 of the Constitution of the University Senate to Alter Agenda Notification and Clarify Quorum Requirement for Meetings* - is ratified by the University Senate electorates in Fall 2016.

Senators voted; the Resolution to Amend the Bylaws of the University Senate to Maintain Consistency with Changes to the Constitution of the University Senate Relating to Agenda Notification Deadlines **passed** unanimously.

Ayes: Thobaben, Abell, Blake, Dunk, Enyedi, Karl, Ortega, Pence, Meyer, Burkhalter, Wrenn, Creadon, Wilson, Flynn, Gold, Stubblefield, Eschker, Moyer, Karadjova, McGuire, K. Malloy, N. Malloy, Frye

**Evaluation of University Policies Ad Hoc Committee**

The University Senate authorized, on a trial basis, the establishment of an ad hoc Committee on University Policies for the current academic year (05-15/16-EX—September 29, 2015 - attached). It was stipulated that the Committee would report back to the Senate on its work, thus allowing the University Senate to evaluate the need for a standing University Policies Committee. Based on feedback from the committee and with a recommendation from the Senate Executive Committee, Senators (Thobaben/Eschker) unanimously agreed to continue

the committee on an Ad Hoc trial basis for an additional academic year, which would allow the committee the additional time needed to complete unfinished committee work.

### **Process by which a Constitutional Amendment will be passed**

Jeff Abell, Chair of the Senate's Constitution and Bylaws Committee, solicited feedback on behalf of the committee (see CBC's attached outline) regarding the current procedure by which constitutional amendments are approved. CBC wants to ensure that the most efficient process of approval through shared governance is in place.

### **Update on the Affordable Learning Initiative**

Dean Cyril Oberlander provided the attached handout, Quick Guide to Making College More Affordable, and spoke on behalf of the CSU funded Affordable Learning Solutions (ALS) initiative and HSU's Sustainable Learning program. Dean Oberlander expanded upon the challenges students face with the rising costs related to obtaining an education; he explained that the purpose of ALS and the Sustainable Learning program is to decrease the cost of a higher education by supporting faculty in the evaluation and adoption of open textbooks, open educational resources and other cost reducing resources. With summer workshops being offered, Dean Oberlander encourages active faculty participation, comments and suggestions.

### **Update on WASC and the Strategic Plan**

Dr. Rock Braithwaite updated Senate on the recommendations from HSU's WASC Steering and Self-Study Committee to the Strategic Plan Coordinating Committee. Please see the attached eight page document outlining the recommendations for implementation.

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**Meeting adjourned at 4:38pm**

# 2015/2016 Year End Report

## University Senate

Julie Alderson, Senate Chair

First, thanks to all for an excellent year, and particularly for the patience you have shown me as I took the reins from Noah mid-stream. Thanks to the Senate officers, Stephanie Burkhalter and Andy Stubblefield, and also to the standing committee chairs Cindy Moyer, Erick Eschker, Kacie Flynn and Jeff Abell, and to our Statewide Senate representatives, Erick and Mary Ann Creadon. Thanks to all of the Senators for their hard work over the course of this year, and of course deepest thanks to Paula Petersen for everything she does to support our efforts.

We accomplished a great deal as a Senate this year. Notable actions include the review of policies dealing with campus space, email and data management. We established an ad hoc committee on University Policies, which will work over the next academic year to review existing policy processes on campus and to evaluate policy items that are not covered under our existing committee structure. Finally, but perhaps most significantly, we completed a long overdue update to the University's Intellectual Property Policy.

Much of our activity focused on issues related to curriculum and student success. We approved the combination of Environmental Science and Environmental Management and Protection into a single new major, Environmental Science and Management, as well as the establishment of a new concentration in Economics for the Business Administration major. We passed a resolution on Discontinuing Probationary Status of the Rangeland Resources/Wildland Soils Program. We discussed resolutions regarding the campus syllabi policy, the Academic Honesty Policy, student course evaluations, and the Policy on Faculty-Initiated Drop for Non-Attendance. We also passed the Resolution on University Degree Planning Software, which brings uDirect to our campus. This program will support our students by providing degree roadmaps that define a clear and timely path to graduation for every major we offer.

Other work involved revisions to the ICC Constitution, as well as to our own Bylaws and Constitution, in order to streamline and better organize our rules and regulations. All of these efforts will help us to fulfill our charge to support of positive action and shared governance across campus. I very much look forward to the next academic year, during which we will help move forward the goals of the Strategic Plan and support the reaffirmation of our accreditation with WASC.

See you in the Fall!

Julie

# 2015/2016 Year End Report

## Academic Policies Committee

Members: Andrew P. Stubblefield, Chair; Michael Goodman, Philosophy; Su Karl, Advising; Zitlaly Macias, Associated Students, Paul Cummings, Music, Jena Burgess, Vice Provost; Clint Rebik, Registrar.

1. Delegate setting of TOEFL minimum score to relevant actors. *–Passed.*
2. Revisions to Syllabus policy. *–Passed.*
3. Policies regarding U-Direct implementation. *–Passed University Degree Planning Policy.*
4. Revisions to faculty initiated drop policy *–Passed.*
5. Revisions to Academic Honesty Policy - online activities. *–Passed.*
6. Policy for courses taught by undergrads *–Existing C-78 designation is working well, no need for new policy.*
7. Relevant items from HSU Strategic Plan. *–Tabled pending recommendations from Strat. Planning Committee.*
8. Resolution on Passing Grade for Golden Four Courses. *–Withdrawn from consideration after reversal of impending CSU-wide policy.*
9. Review of existing academic policies for relevance and enforcement/enforcability. *– Policies implemented by the former Academic Senate up until April 2012 were reviewed. Recommendation made that certain policies be labeled “superceded” and items that were not policy but rather statements, be listed separately.*
10. Evaluate ways to help transfer students succeed with constraints of: high numbers of transfer units, state and federal financial aid limits, high unit majors, etc. *–Not addressed.*
11. Evaluate WASC Core Competencies. *–Will be taken up by Academic Master Planning Committee and GEAR committee.*
12. Policy for impaction. *–After discussion with CNRS Dean and department chairs, determined that existing policy tools are sufficient at this time.*
13. Attendance & Disruptive Behavior Policy is out of date. *–Tabled pending input from Randi Darnall-Burke and Ben Witt.*
14. Comment on CSU Ethnic Studies Task Force Report *–Comments sent to Senate Chair.*
15. Decision on Petition for Early Registration for Community Advocates. *–Not granted. Written explanation provided to petitioner.*

# 2015/2016 Year End Report

## Appointments and Elections Committee

May 10, 2016

The Appointments and Elections Committee (AEC) oversees the appointments and elections for the University Senate, General Faculty, Senate Standing Committees, and Faculty positions on University committees as outlined in the Senate Bylaws, Section 11.5.

During the fall 2015 semester, the AEC solicited nominations for a special election to fill vacant positions as well as seats dropped during the summer session. In spring 2016, the call for General Faculty Elections and Appointments went out to fill positions commencing at the start of the fall 2016 semester. A third, final call for the last two remaining open elected positions went out in April; results were still forthcoming at the time of this report.

At the conclusion of the 2015/2016 Academic Year, all open Faculty positions have either been filled or are pending election results. Available results from those first two elections are available online at <http://www2.humboldt.edu/senate/elections> as well as included below:

### Fall 2015 Elected position Results:

- **University Senate** – will fill an open Lecturer Faculty seat with a remaining 1 year term ending Nicolas Malloy – term ending Spring, 2016.
- **University Faculty Personnel Committee (UFPC)**  
Tasha Howe, At-large Representative – term ending 2016  
Kris Patzlaff, CAHSS Representative – term ending 2017

### Fall 2015 Appointed position Results:

- **GEAR Curriculum and Assessment**  
Hari Singh (CPS Faculty who is not currently a member of the ICC), 3-yr term
- **International Programs Screening Committee**  
Brian McElwain (Faculty Counselor Representative), 3-yr term  
Mary Virnoche (Faculty Representative), 2-yr term
- **Parking and Transportation Committee**  
Justus Ortega (Faculty Representative), 1-yr term  
Brian Post (Faculty Representative), 1-yr term



- **Service Learning/Academic Internships Advisory Committee**

Erin Kelly (CNRS Faculty Representative), 2-yr term

- **Student Fee Advisory Committee**

Han-Sup Han (Faculty Representative), 2-year term

## **Spring 2016 Elected position Results:**

*(Unless noted otherwise, terms begin with the start of the Fall 2016 semester)*

- **GENERAL FACULTY**

Julia Alderson, Art

General Faculty President (will serve ex-officio as Chair of University Senate)

2 year term

Mary Ann Creadon, English

General Faculty Representative to Academic Senate of the CSU (will serve ex-officio as member of University Senate)

3 year term

- **INTEGRATED CURRICULUM COMMITTEE (ICC)**

Dale Oliver, Mathematics

ICC Chair

3 year term

*ICC Chair also serves on the University Senate Executive Committee and as Chair of the Academic Master Planning Subcommittee.*

- **ICC's SUBCOMMITTEE ON COURSE & DEGREE CHANGES (CDC)**

Anne Paulet, History

CAHSS Faculty Representative

3 year term

Cindy Moyer, Music

At-Large Faculty Representative

3 year term

- **CHAIR FOR THE ICC'S STANDING COMMITTEE ON GEAR**

Christopher Harmon, Department of Chemistry

Faculty Member At-large

3 year term

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

John-Pascal Berrill

CNRS Faculty Representative

2 year term

Katia Karadjova

Library Faculty Representative

2 year term

- **PROFESSIONAL LEAVE COMMITTEE**

Daniela Mineva, Music - 2 year term

- **SPONSORED PROGRAMS FOUNDATION BOARD** – *Elected by faculty and recommended to the President for appointment.*

Alison O’Dowd, Environmental Science and Management - 4 year term  
Renée Byrd, Sociology - 4 year term

- **UNIVERSITY FACULTY PERSONNEL COMMITTEE (UFPC)**

Tasha Howe, Psychology  
At-Large Faculty Representative  
2 year term

Eileen Cashman, ERE  
CNRS Faculty Representative  
2 year term

Chris Aberson, Psychology  
CPS Faculty Representative  
2 year term

Benjamin Marschke, History  
CAHSS Faculty Representative  
1 year term

- **UNIVERSITY SENATE**

Nicolas Malloy, ESM and Geography  
Lecturer Faculty Representative  
3 year term

Mark Rizzardi, Mathematics  
Tenure Line At-Large Faculty Representative  
3 year term

George Wrenn, Library  
Tenure Line Non-Instructional Faculty Representative  
3 year term

Mary Virnoche, Sociology  
Tenure Line Instructional CAHSS Faculty Representative  
3 year term

Jennifer Maguire, Social Work  
Tenure Line Instructional CPS Faculty Representative  
3 year term

Joshua Frye, Communication  
Tenure Line Instructional CAHSS Faculty  
***Appointment begins immediately with term ending Spring 2018***

Justus Ortega, KRA

Tenure Line At-Large Faculty Representative  
2 year term  
*Appointment will fill a vacated position with term ending Spring 2018*

## Spring 2016 Appointed position Results:

- **ACADEMIC POLICIES COMMITTEE (APC)**  
Heather Madar, Art - 3 year term  
Joice Chang, Politics - 1 year term
- **ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION COMMITTEE**  
Jessica Urban, CRGS - 2 year term
- **APPOINTMENTS AND ELECTIONS COMMITTEE (AEC)**  
Brandice Gonzalez-Guerra, Art - 1 year term  
Katia Karadjova, Library - 1 year term
- **CENTER FOR SERVICE LEARNING & ACADEMIC INTERNSHIPS ADVISORY COMMITTEE**  
Lyn Scott, LSEE  
CPS Faculty Representative  
2 year term
- **COMMITTEE ON FACULTY RTP CRITERIA AND STANDARDS**  
Robert Zoellner, Chemistry  
CNRS Faculty Representative  
3 year term  
Jennifer Eichstedt, Sociology  
CAHSS Faculty Representative  
3 year term  
  
Claire Knox, Child Development  
CPS Faculty Representative  
3 year term
- **CONSTITUTION AND BYLAWS COMMITTEE**  
Joice Chang, Politics - 2 year term  
Jeremy Shellhase, University Library - 2 year term
- **DIVERSITY PROGRAM FUNDING COMMITTEE**  
Cesar Abarca, Social Work - 2 year term
- **FACULTY AFFAIRS COMMITTEE**  
Robert Cliver, History  
1 year term  
Marissa O'Neill, Social work  
2 year term  
  
Mark Wilson, Biological Sciences  
Faculty Senator Representative  
3 year term

- **FACULTY AWARDS COMMITTEE**  
 Chris Hopper, KRA - 1 year term; *Past Recipient of the Outstanding Professor Award*  
 Daniela Mineva, Music - 1 year term  
 Troy Lescher, TFD - 1 year term
- **GEAR (General Ed & All-University Requirements) CURRICULUM AND ASSESSMENT COMMITTEE**  
 Robert Cliver, History  
 At-Large Faculty Representative  
 3 year term
- **INSTRUCTIONALLY RELATED ACTIVITIES COMMITTEE (IRA)** – *AEC made a recommendation to the President for appointment to the committee.*  
 Sondra Schwetman, Art - 1 year term  
 Jennifer Maguire, Social Work - 1 year term  
 Marissa Mourer, Library - 1 year term
- **INTERCOLLEGIATE ATHLETICS ADVISORY COMMITTEE (IAAC)**  
 Justus Ortega, KRA - 2 year term
- **INTERNATIONAL ADVISORY COMMITTEE**  
 Suzanne Pasztor, History - CAHSS Faculty Representative  
 3 year term  
 Joshua Frye, Communication - CAHSS Faculty Representative  
 3 year term
- **INTERNATIONAL PROGRAMS SCREENING COMMITTEE**  
 Alison O’Dowd, ESM - 3 year term  
 Lyn Scott, LSEE - 3 year term  
 Jessica Urban, CRGS - 3 year term
- **PARKING AND TRANSPORTATION COMMITTEE**  
 Abeer Hasan, Mathematics - 1 year term  
 Jeffrey Schineller, Chemistry - 1 year term
- **STUDENT GRIEVANCE COMMITTEE**  
 Mark Rizzardi, Mathematics  
 CNRS Faculty Representative  
 3 year term
- **UNIVERSITY CENTER BOARD** – *AEC Appointed with approval from the UC Board.*  
 Mark Rizzardi, Mathematics - 2 year term  
 Armeda Reitzel, Communication - 2 year term
- **UNIVERSITY RESOURCES AND PLANNING COMMITTEE**  
 Mark Rizzardi, Mathematics - 1 ½ year term  
*Appointment was effective for the Spring 2016 semester*

Hari Singh, School of Business - 2 year term  
Erick Eschker, Economics - 2 year term

# 2015/2016 Year End Report

## Constitution & Bylaws Committee

### I. Committee Information

- A. Members: Jeffrey Abell (Chair), Kathryn Guzman (Student), Brian Kyte (Faculty), Mary Locher (Staff), Jeremy Shellhase (Faculty). Jennifer Corgiat served as Staff rep for the first two meetings of Fall 2015.
- B. One faculty position was vacant for the entire academic year.
- C. Seventeen meetings were held: eight during Fall and nine during Spring.

### II. Items of Business Completed

#### A. Approved Resolutions

1. **Amend Senate Bylaws to allow ex-officio members to appoint designees as proxies (#10-15/16-CBC).** This amendment allows for absent ex-officio Senators to be represented by a designee so that the absent member may be more effectively represented by someone who is more familiar with the ex-officio Senator's duties of office.
2. **General Faculty Constitution amendment clarifying voting membership (#11-15/16-CBC).** This amendment removed the "in-residence" qualifier for voting in GF elections, thereby enfranchising faculty on leave, FERP faculty not teaching in a given semester and administrators with retreat rights. It effectively recognizes that these groups should have a vote for elected representatives and policies that will impact them at some point in the future.
3. **Appointment of Julia Alderson as interim president of the General Faculty (#16-15/16-CBC).** This resolution officially recognized the GF Executive Board's recommendation of Julia Alderson as interim President.
4. **Senate Constitution amendment defining interim membership (#19-15/16-CBC; ratified by all Senate electorates May 2016).** This amendment allows for elected members of the Senate to temporarily fill vacancies in ex-officio membership positions and still be able to return to their elected seat within a certain period of time. The amendment also allows for appointments to fill seats that have been temporarily vacated (e.g. a one semester sabbatical) so that constituencies can maintain their representation on the Senate.
5. **Senate Bylaws amendment defining temporary vacancies (#21-15/16-CBC).** This bylaws amendment was necessary to accommodate the creation of interim membership status in #19-15/16-CBC.
6. **Senate Constitution amendment aligning language in Section 5.1 with changes to voting membership of General Faculty (#20-15/16-CBC;**

**ratified by all Senate electorates May 2016).** This amendment aligned the Senate Constitution with the General Faculty Constitution revisions noted in #11-15/16-CBC.

7. **Appendix J amendment to align amendment procedure with changes to voting membership of General Faculty (#25-15/16-CB; approved by General Faculty May 2016; pending President approval).** This amendment formally states that tenure and probationary faculty, FERP faculty and administrators with retreat rights may all vote on amendments to Appendix J.
8. **Appendix J amendment to allow for electronic handling of working personnel action files (#26-15/16-CBC; approved by General Faculty May 2016; pending President approval).** This amendment eliminates some of the paper specific language with regard to handling and reviewing the WPAF.

B. Resolutions Pending Approval

1. **Senate Constitution amendment to alter agenda notification deadlines and clarify quorum requirements (#31-15/16-CBC; passed by Senate May 2016; pending ratification vote by Senate electorates in Fall 2016).** This amendment increases the deadline for posting agenda and documents related to Senate meetings. It enhances the communication of Senate business to its own members and to the University Community. It also places the agenda and document posting deadlines into the Constitution so that the Senate electorates must ultimately ratify any amendments to these deadlines.
2. **Bylaws amendment to align with Senate Constitution amendment to alter agenda notification deadlines (#30-15/16-CBC; passed by Senate but will only go into effect pending ratification of #31-15/16-CBC).** This bylaws amendment was necessary to accommodate the changes to the agenda and document posting deadlines in #31-15/16-CBC.

C. Interpretations

1. **Interim ex-officio service:** An elected member may serve in an ex-officio role up to three Senate meetings and still return to their elected seat. This interpretation has been formally embedded into the Senate Constitution amendment that Defines Interim Membership (which was formally ratified by Senate electorates in My 2016).
2. **Senate Constitution amendment process:** All three electorates must vote on Senate Constitution amendments before the amendments can be considered ratified. This interpretation was discussed at the final meeting of the Senate and was not rejected. However, it was agreed that language should be drafter which specifies a reasonable time limit for electorates to take up Senate Constitution amendments onto their agenda.

D. Discussion Items

1. **Separation of GF President position from the University Senate Chair:** Senate felt the option of splitting the positions into two individuals was a step backward and against the recommendations of the Cabinet for Institutional Change. Senate felt the option of eliminating the GF executive positions and vesting all GF powers through elected members of the Senate (including a faculty elected Senate Chair) was too drastic of a structural change at this time. Committee did not pursue these ideas any further.
2. **Recommendation for ICC Bylaws:** Reviewed ICC Constitution and recommended sections of the document that might best be incorporated into an ICC Bylaws. Bylaws would allow ICC more flexibility over their functioning without seeking Senate approval. ICC has not yet advised committee if they want to pursue the formal creation of Bylaws. When they do committee will be prepared to draft proposed language.
3. **Altering Gender Specific Language in Faculty Handbook.** Reviewed various sections of the faculty handbook and noted instances of the use of gender-specific language (primarily he/him/his). Edited Section 800 and placed these edits into CBC report as information item. Forwarded edits to Office of Academic Affairs to update Faculty Handbook.

### III. Unfinished Items of Business

- A. Edit Senate Standing Committee listings in Section 800 of the Faculty Handbook so that listings are consistent with Senate Bylaws.
- B. Edit gender-specific language in the Faculty Handbook.
- C. Develop Senate Bylaws amendment clarifying quorum for standing committees.
- D. Minor edits to the structure of the General Faculty Constitution

### IV. Committee Info for AY 2016-17

- A. Continuing members: Jeffrey Abell (Chair), Mary Locher (Staff), Jeremy Shellhase (Faculty).
- B. New members: Joice Chang (Faculty), student member will be appointed at start of Fall semester (committee will encourage re-appointment of Kathryn Guzman).
- C. Meeting time has not yet been determined.

### V. Items of Business for AY 2016-17

- A. Continue work on Unfinished Items of Business from AY 2015-16
- B. Draft Senate Constitution amendment specifying time limits for electorates to vote on proposed Senate Constitution Amendments
- C. Determine whether our committee is the appropriate body to interpret and rule on Senates actions whose constitutionality has been called into question.
- D. Discuss whether posting of vote tallies with election results is mandated by our governing documents; if not, is posting of vote tallies advisable.
- E. Discuss whether agenda notification deadlines and document posting requirements should be required for standing and ad-hoc committee meetings.



This report is unanimously approved by the current members of the CBC:

Jeffrey Abell (Chair)

Kathryn Guzman

Brian Kyte

Mary Locher

Jeremy Shellhase

# 2015/2016 Year End Report

## Faculty Affairs Committee

Prepared by Stephanie Burkhalter, Chair

### COMPLETED BUSINESS 15-16

**1. Ongoing issues in student course evaluations (CEbS): Centralizing the CEbS process for consistent administration, analysis and reporting.** A process of on-line only student course evaluations (CEbS) was adopted by Senate in October, 2013. The responsibility for administering CEbS, including contact with the vendor, Class Climate, was delegated to the Dean's office in each College. FAC Chair Burkhalter met with Lisa Castellino, Director of Institutional Research and Planning (IRP), regarding ongoing issues with CEbS and discussed potentially centralizing (CEbS) in IRP (or some other campus entity like a future teaching and learning center) for more consistent data analysis and reporting. Director Castellino will consult with the Provost regarding whether it would be most helpful for data analysis and cost efficiency to house the CEbS process in-house or with an external vendor such as IDEA Center. She will provide report to FAC in Fall 2016 focusing on analysis of data from first year implementation of student course evaluation instrument adopted in Spring 2015. This report should also include response rate data from Fall 2015 and Spring 2016. (See FAC report to Senate Executive Committee March 1, 2016, for a full discussion of issues).

After course evaluations opened on April 25, 2016, Bob Zoellner from the Chemistry Department contacted AVP Mullery and the Senate to question the decision to not evaluate lab sections separately if they are taught by the same instructor as the lecture portion of the class. This decision originated in the CNRS Dean's office, not with Mullery or Senate. In response to Zoellner's query, CNRS Dean Steve Smith suggested that the Senate (i.e., FAC) create a separate instrument for evaluating lab sections. Since the colleges are in charge of implementing course evaluations, Director Castellino can provide an example of an instrument to evaluate labs used at other universities, but IRP currently does not have the resources or the authority to orchestrate a separate lab-specific evaluation. CNRS can decide if they would like to use a separate instrument for evaluating lab sections, and if the College chooses that path, CNRS staff would need to code CRN's separately in the Class Climate system so that when the evaluations are sent to the students, the correct evaluation is linked to lecture and to the lab, respectively.

**2. Ongoing issues in CEbS: Identification of student respondents who submit abusive written comments in evaluations.** In April, 2014, the Senate passed Resolution #45-13-14 instructing the CFA and AVP Mullery to explore how to identify the respondents who post demeaning sexist or racist comments on instructors' evaluations. The current CBA, Article 15.7(a) states "Student evaluations collected as part of the regular student evaluation process shall be anonymous and identified only by course and/or section." "Anonymous" has been interpreted by Academic Personnel Services as meaning that a student cannot be identified by their evaluation for any reason, except when there is a credible threat of violence as determined by law enforcement. The California Faculty Association has been willing to clarify that "anonymous" can mean "confidential" for purposes of identifying students who violate a code of discipline in the content of their written comments. AVP Colleen Mullery contacted Human

Resources at the Chancellor's Office to inform them that HSU would be entering into a "side agreement" (an amendment to the CBA that pertains only to the HSU campus) with the CFA clarifying that "anonymous" in Article 15.7(a) could mean "confidential." The Assistant Vice Chancellor for Labor and Employee Relations declined to provide AVP Mullery with authorization for a side agreement with CFA. Instead, he indicated that the anonymous/confidential issue could only be addressed at the statewide level during the next major bargaining session beginning in summer 2017.

According to Director Castellino, the Class Climate evaluations system can be set to either "all anonymous" or "all confidential". If HSU was authorized to identify students who write comments that violate the Student Code, then the system would need to be set by all Colleges from "all anonymous" to "all confidential".

In the meantime, FAC refined language that appears before the student can craft and submit written comments on the course evaluation. After the student completes the closed-ended items, the language appears and to contribute written comments, the student must check a box acknowledging the content of the paragraph. This language that was implemented (thanks to Dave Hickcox in the CAHSS Dean's office) beginning with Spring, 2016, evaluations:

Your responses provide valuable information to the instructor about their course design and teaching methods and may be used as part of evaluation of teaching in the retention, tenure and promotion process. Civil language and constructive comments are expected. The Student Code of Conduct prohibits use of language in written comments that constitutes "disorderly, lewd, indecent, or obscene behavior" or "threatens or endangers the health or safety of any person within or related to the University community." [See <http://www2.humboldt.edu/studentrights/home>].

**3. Ongoing issues in CEbS: Increasing response rates on electronic student course evaluations.** Resolution 23-15/16: Protocol for Conducting In-class Electronic Course Evaluations passed April 12, 2016 as emergency item to be in place for course evaluations to open on April 25, 2016.

**4. Ongoing issues in CEbS: Standardizing evaluation administration period.** Resolution 22--15/16 on Course Evaluations by Students (CEbS) Evaluation Period passed April 12, 2016 as emergency item to be in place for course evaluations to open on April 25, 2016. The standard period that electronic evaluations will be open is now last two weeks of instruction plus the weekend following (ending at 11:59pm on the Sunday before the Monday of exam week), which is consistent with San Francisco State's on-line evaluation period

**5. VPAA 04-02 governing Post-Tenure Review clarification:** There was some confusion in the CAHSS Dean's office regarding the number of course evaluations that faculty submitting files for Post-Tenure Review (PTR) must include. Because the current CBA says that every class must be evaluated, college staff interpreted that to mean that PTR candidates must include evaluations from all classes taught in their files. VPAA 04-02 said that at a *minimum* evaluations from two classes per year must be submitted, but this clarification appeared in a footnote and not in the main text. The text of the footnote was moved to the main text to indicate that faculty are required to submit evaluations from a minimum of two classes per year since last review and that if necessary, additional evaluations can be requested by reviewers.

**6. Intellectual property policy revision:** FAC had been approached by several faculty regarding problems they encountered as a result of the University intellectual property policy, P09-03. A major revision of the policy was necessary to address these issues. Burkhalter provided report to Senate Executive Committee on February 16, 2016, regarding the major issues that needed attention. P09-03 included passages regarding “extraordinary resources” that should have been deleted when the 08/09 Senate resolution implementing 09-03 was passed. AVP Mullery worked with the President’s office to delete sections I.E.12 and II.A.2.e. of P09-03 to be consistent with 08/09 Resolution. The FAC then worked on revising several components of the IP policy, including what constitutes extraordinary support and how provision of extraordinary support is demonstrated. FAC changed the name of the Advisory Board for Research and Creative Projects to the University Intellectual Property Committee and created an appeals procedure consistent with the UIPC’s duties. See FAC Report to Senate, on April 12, 2016 and April 26, 2016 for a summary of changes made to 09-03. Resolution 24-15/16 FAC, Resolution on Intellectual Property Policy, passed the Senate on May 10, 2016, and was sent to President Rossbacher as an emergency item.

## **ONGOING BUSINESS**

**1. Ongoing issues in CEbS:** Director Castellino indicated that in Fall 2016 she would provide to Senate an analysis of data from the first year of implementation of the course evaluation instrument adopted by the Senate in Spring 2015. FAC Chair should check in with Director Castellino in Fall 2016 regarding this report and other on-going issues in course evaluation data collection and analysis.

**2. Intellectual property policy implementation:** The Senate and President must work together to constitute the University Intellectual Property Committee (UIPC) as soon as possible and begin hearing appeals under the policy. Since the revised policy charges APS with informing faculty who are about to officially separate about their intellectual property rights and to provide them with an opportunity to withdraw their consent from voluntarily shared intellectual property before separation, FAC or the newly convened UIPC should work with APS on constructing a form that will be included in with the packet that faculty receive when they notify the University of their plans to separate.

**4. Increasing tenure-track density to improve shared governance:** On April 12, 2016, the Senate discussed a recommendation by Senator Jeffrey Dunk that the University consider providing lecturers with WTU for providing service on important committees. It was argued that tenure-track faculty get paid for their service duties because of the 3 WTU provided to them for “collateral duties”, but lecturers do not, so they may be less inclined to serve. This lack of service negatively impacts shared governance on campus. In committee, FAC members raised several possible complications and unintended consequences of providing WTU to lecturers for service. To assess the extent of the problem of underserved committees, in AY 16-17 the Senate should ask Appointments and Elections Committee to report how many seats on Senate committees are currently unfilled. If HSU receives appropriate funding for tenure-track faculty lines to improve density, there may be no pressing need to provide WTU to lecturers for service duties.

**5. Classroom scheduling issues: Is block scheduling working?** Faculty and administrative staff in the English and History departments have expressed concern about course scheduling and room availability. For example, the English Department reported that after the first round of Fall 2016 scheduling, 33 classes could not be assigned rooms. This has resulted in in faculty

being scheduled to teach at very undesirable times, such as 8:00-8:50am four times a week or from 5-9pm.

Members of Senate Executive Committee have questioned whether the block scheduling rules are accomplishing a better allocation of resources than the previous scheduling procedure. The "Course Scheduling Working Group" (CSWG), now called the "Scheduling Working Group", chaired by Vice-Provost Jena' Burges, was charged by the Provost in 2012 to find solutions to the course scheduling problems students indicated they were facing in their responses to a 2012 student survey. The CSWG final recommendations regarding scheduling were produced in a report to the Senate dated February 1, 2013. A resolution in support of the CSWG recommendations was put forth at the January 29, 2013 Senate, but it was withdrawn at the February, 12, 2013 Senate, so it is not clear that the Senate approved the CSWG recommendations. The recommendations were implemented in Fall 2013, and were revised slightly for Fall 2015 course scheduling.

The minutes from the Senate on February 25, 2015 reflect a discussion of concerns about scheduling and indicate that "The scheduling working group will provide the Senate with updates on the success rate of the Fall 2015 class placement." This update has not occurred, so in AY 16-17, the Senate should ask the Scheduling Working Group to provide a report that includes a description of the current process of scheduling and data showing how many classes have been scheduled successfully and unsuccessfully across departments since the implementation of the rules in 2013. The Scheduling Working Group may need to consider revisions to the current scheduling rules if it is shown through quantitative data and other evidence that the rules are not improving student progress to-degree and are imposing unhelpful restrictions on scheduling.

**6. Implementing EO 1096 in Faculty Handbook:** On June 23, 2015, the Chancellor's Office put into effect EO 1096, Systemwide Policy Prohibiting Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating and Domestic Violence, and Stalking against Employees and Third Parties and Systemwide Procedure for Addressing Such Complaints by Employees and Third Parties". Article III.A. of EO 1096 provides that "Non-represented Employees and Employees in bargaining units whose collective bargaining agreements have incorporated this Executive Order may use the procedure described in this Executive Order to address Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating or Domestic Violence, or Stalking by the CSU, another Employee, a Student, or a Third Party." Article 10.7 of the CBA states that Discrimination under Article 16 shall be handled pursuant to CSU Executive Orders. FAC should work to incorporate EO 1096 in the HSU Faculty Handbook so that faculty are aware of their rights under EO 1096 and the procedure for filing a complaint of harassment or discrimination.

**7. Faculty Awards rules and committee membership:** Suzanne Scott, Associate Professor of English, outgoing FAC member, and current member of Faculty Awards Committee, reported that the Faculty Awards Committee anticipates revising some aspects of the Faculty Awards process, such as potentially removing the student seat from the committee, due to both the confidential nature of the deliberations and the lack of students' breadth and depth of experience to inform an understanding of the teaching, scholarship, and service necessary to evaluate these awards.

# 2015/2016 Year End Report

## Integrated Curriculum Committee

In the 2015-16 Academic Year, the ICC

- Responded to over 400 Curriculum proposals
- Offered feedback to many policy proposals from the Academic Policies Committee
- Provided feedback on the CSU Ethnic Studies Task Force Proposal
- Initiated a new fast-track approval process for minor curriculum changes such as pre-requisite changes or course title changes. These will bypass the ICC, but will still come to the Senate on the ICC Consent Calendar (as requested by the Senate).
- Approved a new Major in Environmental Science and Management, which is a combination of the current Environmental Science and EMP majors.
- Recommended ending the Probationary status of both the Computer Science and RRAS programs
- Approved a new Economics Concentration for the Business Degree.
- Proposed a Revision to the Annual PREP Process
- Offered Feedback to the GEAR committee
- Revised the ICC Constitution

Work still in progress

- Curriculum Proposals
- Revisions to the 5-year PREP Review
- Curriculum Proposals to Revise the LSEE degree and the MA in Education
- Follow-up on courses approved under the Innovative GE program

# 2015/2016 Year End Report

## Statewide Senate

**Submitted by ASCSU Senators Mary Ann Creadon and Erick Eschker, May 2016**

ASCSU passed a number of consequential resolutions, as well as initiated a number of significant actions, during the past academic year. One of the significant actions began in September 2015 with the passage of AS-3230-15, *Establishing a Task Force on the Requirements of CSU General Education Mathematics/Quantitative Reasoning (B4) Credit*. This resolution was the result of the approval to continue a pilot by seven community colleges in allowing statistics pathways courses for GE credit, while gathering more data on the success and effects of such courses for students doing further course work in the CSU. These courses bypass the current intermediate algebra proficiency standard for quantitative reasoning in EO 1100. The task force, which included most substantially faculty from the CSU, but also representatives from the Chancellor's Office, the community colleges, and the legislature, governor's office and the business community, has met twice during the course of the year and will meet one more time before delivering their recommendations about the standards for B4 credit in the CSU.

At its November plenary, the Senate passed AS-3223-15, *A Call for Suspension of CSU Background Check Policy*, as the result of numerous complaints about the onerous and expensive effects of the new policy, including forcing some student organizations to go bankrupt and be dissolved trying to pay for checks for their members, as well as discouraging the hiring of strong and diverse faculty, and damaging the privacy rights of current and potential employees. Moreover, the policy was written without consultation with CSU faculty. While the new regulations were not suspended, the Chancellor's Office worked with students and faculty to revise some of the regulations. In addition, the Senate passed AS-3234-15, *Presidential Search Processes in the California State University*, repeating in stronger terms and with the support of 21 campus senate resolutions, a previous resolution (AS-3035-11) that favored the public announcement of finalists and public visits by finalists for presidential searches on campuses.

The January ASCSU plenary passed a number of important resolutions. The first, AS-3237-15, *CSU Acknowledgement of California Taxpayers as University Donors*, encourages campuses to acknowledge, by way of public markers or other documents or by other public means, the role of taxpayers in funding the CSU, analogous to that of the public acknowledgement of other donors. Campuses are encouraged to work with Advancement/Philanthropy offices in conjunction with the Chancellor's Office to pursue this

action. The Senate also passed AS-3238-15, *Role of California State University Faculty in the Evaluation of Courses for Transfer*. This resolution was adopted in response to the concern of the Senate about two situations: the passage and implementation of AB 386, CSU Fully Online Courses, and Course Match, which have inadvertently loosened oversight by faculty in reviewing the transferability of courses; and the advent of upper division GE courses in the community college BA degree programs that are being developed to begin in Fall 2016. Both situations suggest the need for campuses to develop policies, or review existing policies, for transfer of courses, and the resolution affirms the purview of CSU faculty for these reviews and for approved transferability. Finally, the Senate passed AS-3240-15, *Request for Joint Task Force to Develop an Action Plan for Ongoing Tenure/Tenure-Track Recruitment*. The governor, the Legislature, the Board of Trustees and the Chancellor all have affirmed the need to increase tenure/tenure-track density in the CSU, but with no definite plan for implementation of such an increase. This resolution expressed a concern about the vagueness of the support without such a plan, and the need for a joint task force of the ASCSU and the CFA with the Chancellor's Office to develop a multi-year plan to meet specified goals for this increase.

At its March plenary the ASCSU passed AS-3244-16, *Support for Requiring a Fourth Year of High School Mathematics/Quantitative Reasoning As a Requirement For Admission to the California State University*. This resolution was part of the response to the ongoing concern in the Senate and more generally in California about college readiness in mathematics. The resolution supports a fourth year of mathematics/quantitative reasoning in the final year of high school, with courses that can be application-oriented, are intended to be a-g compliant, but not envisioned as necessarily a fourth required area C course. The resolution recommends that the CSU investigate the impact these requirements may have on the success of all students, including those from historically underserved populations, and the impacts of such a requirement on K-12 resources, advising, and implementation. The Senate also passed AS-3246-16, *Preventing Workplace Bullying Within the CSU Community*, which urges campus senates and administrations to develop strategies to redress, remedy and mediate workplace bullying and promote inclusive environments in the CSU workplace. Also, in the face of a possible upcoming strike by CSU faculty, and amidst multiple reports of false and intimidating administrative communications about discussing the strike in the classroom, the Senate also passed AS-3249-16, *Concerns About Administrative Communications Regarding Classroom Discussion of Possible Strike Action*, expressing deep concern over those administrative communications, and affirming the right of faculty to discuss in their classrooms any particular material in the context of accepted pedagogical and disciplinary standards. Finally, the Senate in March passed AS-3236-15, *Reaffirming the Principle of Shared Governance Within the California State University*. This resolution expressed the concern of CSU faculty about the lack of response by the Chancellor to intervene when documented serious violations of shared governance on various campuses have occurred recently, and about the lack of consultation on a number of policy declarations by the Chancellor's Office. This resolution, in reaffirming the principle of shared governance in HEERA, expressed concern over the Chancellor's desire to



replace the commonly understood term “shared governance” with his term, “shared leadership,” a term that he never explained, nor demonstrated how it would improve the workings of consultation and shared governance within the CSU.

At its May plenary, the Senate passed AS-3253-16, *Call for a Center for Advancement of Instruction in Mathematics*. Such a center would be analogous to CAR, the Center for the Advancement of Reading, and would work to develop a fourth-year high school mathematics course after the model of ERWC (Expository Reading and Writing Course), now in use in state high school districts; would provide professional development for, and evaluation of, the fourth-year mathematics course as well as professional development in mathematics/quantitative reasoning instruction; and would provide policy alignment in matters affecting mathematics curriculum and instruction. The Senate also passed AS-3254-16, *Basic Subject Courses and the Grade of C-*. EO1100 set the parameters of a grade of “C” for satisfactory completion of the Golden Four GE basic subject courses (written communication, oral communication, critical thinking, and quantitative reasoning). In April, with the advice of CSU General Counsel, the Chancellor’s Office division of Academic and Student Affairs, in Coded Memorandum ASA-2016-08, rescinded the faculty-approved parameters of EO1100 because they decided that the order could not be evenly enforced. This resolution expressed the deep concern of the Senate that the memorandum was issued without consultation with, or formal notification to, the CSU. The resolution calls for a Summer 2016 working group to consider alternative viable solutions to that proposed in the memorandum. That working group was formed by the CSU shortly after the conclusion of the plenary.

In addition to these resolutions, the ASCSU:

- worked to establish better relations with the Board of Trustees by inviting several members to plenary meetings;
- worked in Sacramento to lobby state legislators, and worked with state legislators, to craft policy and legislation in the interest of CSU student success;
- worked last fall, as a result of proposed programs by the California community colleges for baccalaureate degrees, to devise a list of those programs on the CSU campuses that would be duplicated by the proposed CCC programs and presented that list to the CSU Chancellor for his use in discussions with the CCC Chancellor as part of the required consultation process;
- worked to draft and pass resolutions at the local campus level asking for a more open process in presidential searches;
- worked with those campuses that had particularly severe shared governance issues this past academic year by sending representatives of the ASCSU Executive Committee to those campuses for observation and advice to local faculty bodies.

Finally, in this report we wish to make note of the untimely loss last fall of Shane Frehlich, ASCSU Senator from CSU Northridge, who died of leukemia in September.

## **URPC END-OF-YEAR REPORT 2015-16**

**Submitted by Co-chair Erick Eschker, July 2016**

The University Resources and Planning Committee devoted most of its time this year to laying the framework for Strategic Budgeting. In the fall President Rossbacher formally asked URPC to come up with a process for strategic budgeting that was consistent with the Strategic Plan that was approved last academic year. Interim Provost Kalikow took the lead and invited an outside speaker with experience in the field to one of our fall retreats. Much of the fall semester was spent learning the principles of Strategic Budgeting. Indeed, it is evident that divisions are already reconsidering how their budgets meet the strategic plan and the processes for reallocation. In the spring, VP of Administrative Affairs Lopes created a working group to make recommendations on Strategic Budgeting to URPC for review. Those recommendations will be reviewed by URPC in the fall.

The URPC is charged with making a budget recommendation to the President. As the URPC's request, the Cabinet made a budget proposal which was first presented on April 8. On May 16 the URPC accepted a revised budget proposal which weaved together strategic budgeting principles, strategic planning priorities, and the WASC steering committee's recommendations. The recommended budget can be described as largely the same as the past year, and no significant reallocation between divisions was recommended.

The URPC did not continue the work, started last year, of reducing HSU's structural deficit by looking at five year budgets and planning adjustments each year in order to balance the budget. Strategic Budgeting commanded most of our time rather than focusing on a sustainable budget. HSU will be without reserves in a few short years unless changes are made. Looking ahead, increasing mandates and unfunded commitments, along with student enrollment and retention, and the need to build up a reserve are concerns. The URPC acknowledges the need to engage in an in depth evaluation of our existing resources in the coming year to ensure alignment with the University's highest priority needs.

This year may be called a transition year, with the arrival of a new permanent Provost in January. The emphasis on Strategic Budgeting means that this is a time of uncertainty with the role of URPC moving forward, and next year URPC will come up with a timeline for completing its work and reconsider the scope of its work. The URPC is the primary body that considered the "campus view" on budget, and as such it will have a primary role in ensuring effective and reasonable reallocation of resources. URPC may decide to tackle a subset of issues with a clear date for recommendation, such as understanding costs per program (academic and not) and recommending enrollment strategies, for example.

The Facilities Working Group is a subcommittee of URPC and had a productive year. This year, FWG wrote and finalized a Space Policy and Procedures, as well as approving murals and other projects. In the fall, the FWG will change its scope and name, and will report to VP Admin. This makes sense in many respects, since the FWG often tackles more technical subjects. However, the Senate approved a Space Policy with the explicit understanding that space allocation issues would come before the URPC and ultimately the Senate. It is important to retain this policy principle and to not delegate space reallocation decisions to this reorganized technical working group.

**University Senate  
ICC Consent Calendar  
05-10-2016**

**Items Approved in an ICC Meeting**

15-242

Program Change Criminology & Justice Studies

This Program Change makes several changes to the Criminology & Justice Studies major, which are all changes to restricted electives currently in the major.

In the Core Requirements, SOC 372 (Proseminar) is changed to a restricted elective of either SOC 372 or SOC 472 (Graduate School Planning). SOC 472 was recently created and according to 15-251 (Program Change to Sociology major), which has an identical change, the addition of SOC 472 will allow students to better explore career options.

The major contains four Knowledge Based Requirement areas (Inequalities, Identities, & Crime; Law; Justice & Policy; Social Research & Action Skills), where students are required to take one course in each area. Changes are made to the course lists in each area.

Inequalities, Identities & Crime area: Remove SW 431 (Juvenile Delinquency)

Law area: Add ES 306 (Narrating Genocide) and remove NAS 365 (Federal Indian Law II)

Justice & Policy area: Remove both SW 442 (Advanced Social Work Methods) and SOC 370 (Environmental Inequality & Globalization)

Social Research & Action Skills area: Add ANTH 318 Ethnography.

Justification: Social Work courses are impacted making enrollment difficult for students in this major. The other courses were added or removed to help the course list meet program SLOs. Minimal impact on out-of-department courses.

These changes do not change the number of units in the major.

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15-246

Course Change - CRIM 487 Community Action Research

This proposal seeks to change the prerequisites for CRIM 487, which is a capstone course. The only change is the addition of "or SOC 472 (Graduate School Planning)" as a prerequisite (to the SOC 372 requirement)

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15-251

Program Change: Sociology

This Program Change changes one of the Core Requirements from SOC 372 (Proseminar) to a restricted elective of either SOC 372 or SOC 472 (Graduate School Planning). SOC 472 is a recently added course and making this an alternative to SOC 372 allows students to explore career options and helps prepare them for graduate school.

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15-294

Program Change: History major (add course to World Areas course list)

Adding new course HIST 319 - Emergence of the Modern Middle East (see proposal #15-296) to the World Area course list for the History major. Does not change total unit requirements for the major - simply adding an additional course to the World Areas course list. The World Areas list has fewer course offerings

**University Senate  
ICC Consent Calendar  
05-10-2016**

to choose from than either the Europe or US areas so this will support a more balanced and diverse curriculum.

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15-295

Program Change: History minor

Increase upper division requirements to three courses (12 units) to provide greater variety and depth. This will bring the minor more in line with history minors at other CSU campuses. Also adjusting requirements at the lower division level as follows to accommodate and balance this change: now take HIST 110 or 111 instead of requiring both; choose one course from lower division HIST 10x list instead of requiring two.

Total units for the minor will now be 22 units: 10 lower division, 12 upper division.

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15-296

New course proposal: HIST 319 Emergence of the Modern Middle East

This proposal is for a new 4-unit upper division course that was previously offered as a special topic. This will be an interdisciplinary offering exploring the Middle East through the disciplines of history and geography (cross listed with GEOG 319, see #15-298). HSU currently has limited course offerings focused on the Middle East. The cross-listed course will apply to the GEOG & HIST majors (see #15-297 & #15-294). The syllabus provides SLOs for course, department & university.

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15-297

Program Change: Geography major (add courses to Regional Synthesis course list)

Adding new course GEOG 319 - Emergence of the Modern Middle East (4 units, see proposal #15-298) and GEOG 375: Geography of Tibet & the Himalaya (3 units, see proposal #15-299) to the Regional Synthesis course list. This leads to an optional increase of 1 unit in the major, but it does not require an increase in overall units because students still have other 3 unit courses in the Regional Synthesis course list to choose from instead. This will increase available regional course offerings to Geography majors and adding the cross-listed course GEOG 319 to the major will lead to greater efficiency across departments and the college.

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15-298

New course proposal (GEOG 319 Emergence of the Modern Middle East)

This proposal is for a new 4-unit upper division course that was previously offered as a special topic. This will be an interdisciplinary offering exploring the Middle East through the disciplines of history and geography (cross listed with HIST 319, see #15-296). HSU currently has limited course offerings focused on the Middle East. The course will apply to the GEOG & HIST majors (see #15-297 & #15-294). The syllabus provides SLOs for course, department & university.

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15-299: New course proposal (GEOG 375 Geography of Tibet & the Himalayas)

This proposal is for a new 3-unit upper division course that expands on content previously taught as GEOG 472 China & Tibet. This new course offers more detailed and comprehensive content. This course will apply to the Geography major (see #15-297) in the Regional Synthesis course list and increase available regional course offerings to majors. The syllabus provides SLOs for course, department & university.

**Fast Track Items**

15-210: FOR BS Program Change - Change EMP course pre-fixes to ESM because Environmental Science and EMP have combined and now all their courses use the ESM prefix.

**University Senate  
ICC Consent Calendar  
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15-285

ANTH 330: Method & Theory in Biological Anthropology - revise course description to better reflect course content  
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15-300

JMC 338: Mass Media Internship: Change course # to 482 because 482 is the number used for internships  
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15-301

Art Museum and Gallery Practices program change - to renumber 456 to 482.  
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15-302

ART 456: Museum & Gallery Practices Internship - change course # to 482 because that is the number that is used for Internships.  
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15-303

ENVS 230 Environmental Methods - add GEOG 106 as a choice of pre-req so Environmental Studies students have several options for preparation for this course.  
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15-304

GSP 570: Geospatial Modeling - change pre-req from GSP 470 to GSP 370 because 370 is adequate preparation from 570. (570 and 470 have sufficiently different content that 470 is not needed to understand the 570 material.)  
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15-306

ANTH 111: Lab in Physical Anthropology - delete course - hasn't been offered for many years  
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15-308

ANTH 110: Physical Anthropology - delete course, hasn't been offered in many years.  
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15-312

COMM 499: Directed Study - change from 1-4 units S-36 to 1-4 units C-78. The program and Dean have agreed (via MOU) that faculty will receive 0 WTU for the course.  
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15-313

GEOG 499: Directed Study - change from .5-4 units C-8 to .5-4 units C-78. The program and Dean have agreed (via MOU) that faculty will receive 0 WTU for the course  
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15-316

Music Major - Music Studies Concentration - Add MUS 301: Rock: An American Music to the list of Upper Division electives  
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15-317

SOC 320: Social Ecology: Change course title to Environmental Sociology and revise course description. Both changes are being made to clarify the course content; there are no changes to content or learning outcomes.  
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15-318

15-318: CRIM 225: Inequalities and Crime: Change course title to Inequalities/Criminalization to better reflect course content.  
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15-319

15-319: CRIM 225S: Inequalities and Crime: Change course title to Inequalities/Criminalization to better reflect course content.

**HUMBOLDT STATE UNIVERSITY**  
**University Senate**

**Resolution Establishing Ad Hoc Committee on University Policies**

05-15/16-EX—September 29, 2015—Second Reading

**RESOLVED:** That the Humboldt State University Senate authorize the establishment of an ad hoc Committee on University Policies for the current academic year; and be it further

**RESOLVED:** That the Committee be chaired by a faculty senator, who shall be elected by the Senate and shall attend the meetings of the Senate Executive Committee; and be it further

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

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

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

**RESOLVED:** That the Committee be 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; and be it further

**RESOLVED:** That the Committee report back to the Senate on its work regularly as part of the standing committee reports delivered at each meeting; and be it further

**RESOLVED:** That the University Senate evaluate the need for a standing University Policies Committee at the end of the current academic year.

**RATIONALE:** As the primary policy recommending body of the University, the University Senate has been asked to consider a wide-range of policy items that do not fall under the purview of any of the existing Senate standing committees. In the absence of a committee to handle these items, the Senate Executive Committee has assumed this responsibility. As the number of such policies has increased, it has been difficult for the Senate Executive Committee to provide the kind of review expected. Further, without a committee to review and consult widely on proposed policies, the Senate has become the venue of first review and consultation on such policies, making the Senate



less efficient in its work. The new University Policies Committee, proposed on an ad hoc trial basis for this year, would resolve this situation.

## **Senate Meeting, May 10, 2016**

### **Discussion Item: Process by which a Constitutional Amendment will be passed**

CBC discussed Section 9.0 of the Constitution with the intention of developing a formal interpretation for the Senate.

The issue: must all three electorates vote on proposed amendments to the Senate Constitution in order for those amendments to be approved? Or are amendments considered approved once the GF votes yes and any other electorate (AS or Staff Council) approves?

1. On a vote of 4-1 the committee interpreted Section 9.0 as follows: all electorates must be given the opportunity to vote on proposed amendments to the Constitution before they can be considered approved.
2. CBC felt that this interpretation was more in the spirit of shared governance than allowing an amendment to pass without one of the electorates expressing its viewpoint.
3. The committee also cited the second clause of Section 9.0 as requiring a vote of all electorates. That clause states: "Senate-approved proposals to amend this Constitution shall then be forwarded to the General Faculty, Associated Students, and Staff Council for a vote." The term "Shall" is prescriptive in our Constitution and therefore requires the proposed amendments be voted on by all three electorates.
4. The committee acknowledged that this interpretation leaves open the possibility that an electorate could delay a proposed amendment to the Constitution by never taking up the proposed amendment in their agenda. Thus we recommend that the Senate consider amending Section 9.0 to establish a timeline for voting on amendments.

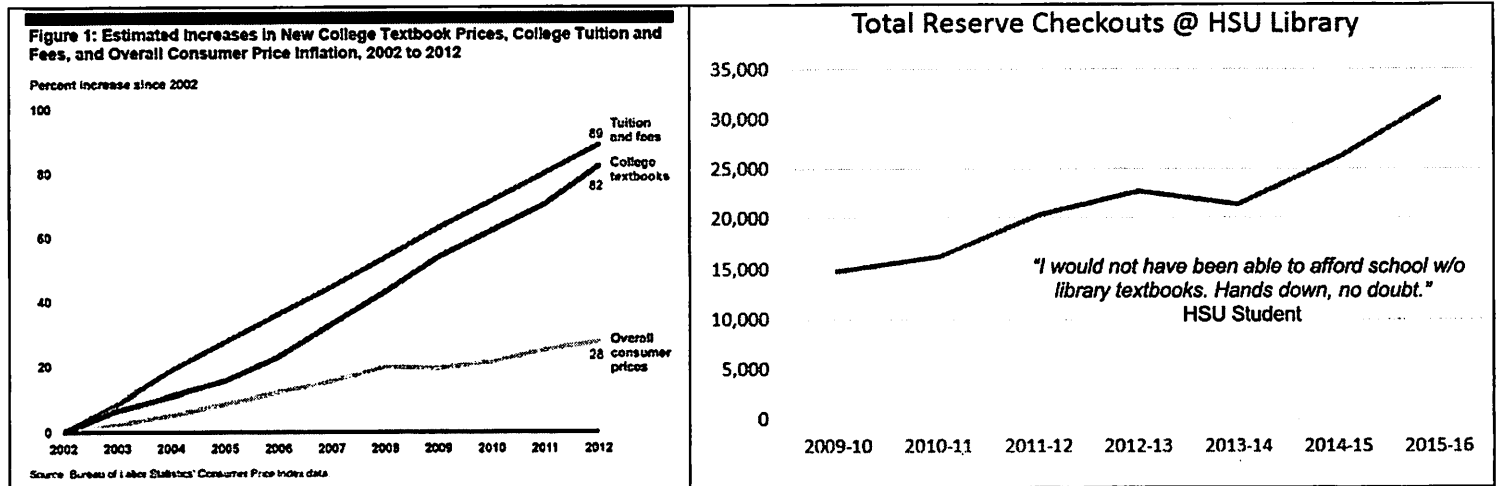
# HUMBOLDT STATE UNIVERSITY

California State University Affordable Learning Solutions  
 HSU Sustainable Learning

## Quick guide to making college more affordable

### HSU Sustainable Learning

Thanks to funding from CSU Affordable Learning Solutions... HSU's Sustainable Learning Program supports faculty development in adoption and evaluation of open textbooks and affordable options, open educational resources (OER), or self-authored materials that faculty are willing to openly license.



Key findings from Student Public Interest Research Group study of students: Almost 1/3 of students used financial aid to buy textbooks, typically more than \$300 per semester. That is nearly \$3 billion per year. <http://www.studentpirgs.org/reports/sp/covering-cost>  
 US Student debt is approximately \$1.4 Trillion.

During HSU's strategic planning, survey of students reported overwhelmingly (83.69%) that "being able to afford college so I can keep attending HSU" was extremely important.

<p>309 HSU students surveyed in the HSU Sustainable Learning program said...</p> <ul style="list-style-type: none"> <li>• The open textbook was: 41.75% better than purchased texts, and about the same for 53.40 %</li> <li>• 65% of students indicated they have skipped buying a required textbook because of its cost</li> <li>• 22.58% said they have not taken or dropped a course because of textbook costs</li> <li>• 88.67% have rented a textbook</li> </ul>	<p>2012 Florida Student Textbook Survey results show cost consequences:</p> <ul style="list-style-type: none"> <li>• 64% do not purchase the required textbook</li> <li>• 45% do not register for a course</li> <li>• 49% take fewer courses</li> <li>• 27% drop a course</li> <li>• 21% withdraw from a course</li> <li>• 17% fail a course</li> </ul> <p><a href="http://www.openaccess textbooks.org/%5Cpdf%5C2012_Florida_Student_Textbook_Survey.pdf">http://www.openaccess textbooks.org/%5Cpdf%5C2012_Florida_Student_Textbook_Survey.pdf</a></p>
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### Fall 2015 Program

10 faculty, so far, have completed an affordable textbook adoption program that included open educational resources, Library eBooks, and/or affordable print alternatives at the Bookstore.

### Summer 2016 Workshops (39 registered to participate so far)

May 20, 2016, May 31, 2016, or June 1, 2016 from 10:30am – 3pm at HSU Library

Register by May 12, 2016 at: <http://library.humboldt.edu/about/sustainable.html>

Participants will be awarded \$300 for Professional Development and are eligible for additional professional development with AB798.

## **HSU Sustainable Workshop Schedule** *May 20, 2016, May 31, 2016, or June 1, 2016, more workshops in early fall*

10:30am - Noon

### **Finding Open Educational Resources / Open Textbooks**

Library 121 Lab: Instruction with hands-on activities to locate and evaluate resources

Noon - 1:30pm

### **Lunch with HSU Bookstore**

Library Fishbowl: Discussion of strategies to reduce textbook costs

1:30pm - 3pm

### **Finding Alternative Resources and HSU Press**

Library 121 Lab: Instruction with hands-on activities to locate and evaluate resources

## **AB798 HSU Draft Plan**

More details about the California College Textbook Affordability Act of 2015 (AB798): <http://www.cool4ed.org/>

- ✓ University Senate resolution by June 30, 2016 *Congrats University Senate!*
- Create a list of courses that must be able to reduce costs by at least 30% from the previous term.
- Create a professional development program (no direct compensation for faculty members who adopt OERs, except as prof. dev.)  
Faculty development incentive offered to faculty committed to evaluate the adoption of an affordable strategy that reduces, cost by more than 30%, encourages collaboration and sharing results among peers, departments and programs.

### **Project Plan**

- Participants in the summer 2016 Workshops will be offered an incentive of \$300 to be actively involved in evaluating their adoption of affordable learning strategies, sharing their experiences and strategies with other faculty, departments, during professional development opportunities early fall 2016 and spring 2017.
- Combine funding from AB798 and Affordable Learning Solutions (16/17) to provide mostly faculty development, as well as, some authoring incentives.
- Our goal is to have 60+ faculty actively participating in 2016/2017. Important to note that the textbook list deadlines around Oct. 15, 2016 & March 15, 2017 are crucial deadlines to meet when selecting affordable textbooks.

Project Team: *(interested in joining?)*

Bookstore: Michelle Webster

College of Extended Education & eLearning: Terri Georgopoulos (co-coordinator)

Faculty: Julie Alderson, & TBD

Library: Tim Miller, Cyril Oberlander (co-coordinator), Sarah Fay Philips, George Wrenn

Student: Madison Whaley, Associated Students

Teaching & Learning Center: TBD

*Suggestions are welcome, we must submit our plan by June 30, 2016.*

## **Resources to find affordable textbooks and other educational resources**

### **FREE Educational Resources**

- Library eBooks & Resources: <http://library.humboldt.edu/>
- HSU Open Educational Resources Guide: <http://libguides.humboldt.edu/openedu>
- CSU Affordable Learning Solutions: <http://www.affordablelearningsolutions.org/>
- Open Textbook Library: <https://open.umn.edu/opentextbooks/>
- Openstax College: <https://openstaxcollege.org/books>
- Open SUNY Textbooks: <http://textbooks.opensuny.org/>
- Orange Grove: <https://florida.theorange grove.org/og/>

### **Low Cost Educational Resources**

- Please consult with HSU Bookstore

*Please share your comments or suggestions with [Cyril.oberlander@humboldt.edu](mailto:Cyril.oberlander@humboldt.edu)*

## Steering/Self-Study Committee Recommendations for Strategic Plan Implementation

***"HSU should take the work of the prioritization process to its logical conclusion in decisions about resource allocations."***

***"HSU has a record of finding ways to avoid hard decisions and failing to complete initiatives."***

- WASC Visiting Team Recommendations, 2010

HSU's WASC Steering and Self-Study Committee (SSSC), using the "Review under WSCUC Standards and Compliance with Federal Requirements Worksheet," evaluated HSU's performance relative to the previous WASC recommendations (see 2010 WASC Site Visiting Team Report and April 7, 2014 letter to President Richmond here: <http://www2.humboldt.edu/wasc/>). The SSSC identified "High Priority" and "Low Performance" Criteria for Review (CFR); these criteria were then connected to HSU's Strategic Plan Blueprint (SPB) (see Table 1). SSSC priority recommendations to the Strategic Plan Coordinating Committee are presented below.

### **Overarching recommendations:**

1. In collaboration with the head of the division, every unit\* will articulate a clear function and purpose and will participate in the process of ***continuous improvement*** using these steps:
  - a. *Step 1:* Develop your outcomes (student learning and/or program). (What are you trying to accomplish?)
  - b. *Step 2:* Determine criteria to demonstrate you met those outcomes. (How will you know you were successful?)
  - c. *Step 3:* Based on those criteria, identify how you will meaningfully measure activity. (Measures need to align with the criteria and the outcome.)
  - d. *Step 4:* Collect and analyze your data. (The evidence)
  - e. *Step 5:* Based on that evidence, make specific improvements to your work and document what you did. (Plan your work.)
  - f. *Step 6:* Work your revised plan by developing new/revising existing outcomes.
2. The Cabinet and President, in consultation with other stakeholders and in alignment with the Strategic Plan, will take the lead on:
  - a. Clarifying the priority and sequencing of campus activity with tracking, timelines and accountability measures,
  - b. Developing robust and transparent processes that use the continuous improvement processes outlined above to allocate resources in alignment with identified priorities, mission, and vision,
  - c. Removing barriers to collaboration and communication across campus (removing silos),
  - d. Reconfiguring existing councils and committees for transparent and efficient decision making, and
  - e. Making the hard decisions to ensure positive, sustainable change for improvements in ***student learning***.

## Steering/Self-Study Committee Recommendations for Strategic Plan Implementation

### Specific recommendations:

1. Establish an Institutional Effectiveness Office and Council.
  - a. Develop a sustainable, comprehensive, multi-year assessment plan for all units across campus.
  - b. Conduct a comprehensive review and assessment of early alert and support programs that will produce "meaningful and substantial results" (WASC Visiting Team letter to President Rollin Richmond, 2014) of student success from under-represented groups, and will result in systemic changes.
  - c. Create a coherent plan to effectively assess student learning.
  - d. Clarify curricular alignment of course, major program, general education program, and baccalaureate degree with WASC core competencies.
  - e. Incorporate assessment data into the process for proposing and approving curricular decisions.
  - f. Hire an Academic Assessment Coordinator to design, implement, and evaluate campus assessment tools/processes in collaboration with a faculty committee and/or IE Council to review and summarize assessment results for the campus community to use in planning faculty development and address curricular issues.
  - g. Connect results of student learning assessment to ongoing, campus-wide discussions that will define the "*Meaning, Quality, and Integrity*" (WASC) of HSU degrees.
  - h. Use student learning assessment data to make recommendations for resource allocations.
2. Establish a Professional Development Office and committee that reports to the Institutional Effectiveness Council.
  - a. Incorporate the development of inclusive pedagogies, applied learning approaches, core competency instruction, learning assessment, curriculum development, and other campus needs into the programming for the new professional development initiative currently underway.
3. Implement strategies for improving retention of underrepresented students, and for increasing the recruitment, hiring, and retention of underrepresented staff and faculty, in order to increase their proportion of the total population.
4. Determine and implement assessment processes that facilitate the definition of "*Meaning, Quality, and Integrity*" (WASC) of HSU degrees at both the undergraduate and graduate level.
  - a. Evaluate curricula, and revise as necessary, to improve learning, retention and graduation and to reduce units to degree.
  - b. Identify, evaluate and increase the various aspects of diversity embedded in curricula.
  - c. Evaluate the role of HSU's General Education. Establish, support, coordination and leadership of General Education as a program.
5. Develop and strengthen connections among campus, alumni, and community to increase improve student learning and success.
6. Examine campus culture to improve collegiality and transparency across campus.

*\*Unit definition: Any campus office or department with a budget and a leader, or any standing committee or working group.*

# Steering/Self-Study Committee Recommendations for Strategic Plan Implementation

**Table 1. Priorities for the Strategic Plan Implementation**

HSU SP BluePrint	WASC Criteria for Review (CFR)	SSSC Recommendations
<p>1.1 All HSU students’ experiences are impactful and purposeful through better coordination and integration of academics, advising, support services, student activities, student life, and community partnerships.</p>	<p>1.2 Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning.</p> <p>2.6 The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.</p> <p>2.10 The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution’s mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.</p> <p>4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of</p>	<p>Specific Recommendations 4a, 4b, 4c.</p> <p>Specific Recommendations 1a, 1c, 1d, 1e, 1f, 1g</p> <p>Specific Recommendations 4, 4a, b, 5</p> <p>Specific Recommendations 1e, 1f, 2, 2a</p>

## Steering/Self-Study Committee Recommendations for Strategic Plan Implementation

HSU SP BluePrint	WASC Criteria for Review (CFR)	SSSC Recommendations
	<p>student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.</p>	
<p>1.2.D.1 Develop a plan to support diversity informed by campus climate assessments</p> <p>1.2D.2 Clarify as a community what it means to HSU to be a Hispanic Serving Institution and seek opportunities to realize this vision.</p> <p>2.1 HSU's workforce is reflective of the populations we serve.</p> <p>2.2 Diverse perspectives, identities, and communities are acknowledged, respected, and taught throughout curriculum</p>	<p>1.4 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, its hiring and admissions criteria, and its administrative and organizational practices.</p>	<p>Specific Recommendation 3, 4b, 5</p>
<p>1.2F.1 Reduce time-to-degree and number of units at graduation.</p>	<p>1.6 The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid.</p> <p>2.10 The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction,</p>	<p>Specific Recommendation 3, 4a</p> <p>Specific Recommendations 1, 4a, 4b</p>



## Steering/Self-Study Committee Recommendations for Strategic Plan Implementation

HSU SP BluePrint	WASC Criteria for Review (CFR)	SSSC Recommendations
	<p>and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.</p>	
<p>1.3A.6 Establish a dedicated professional development center for faculty and staff that provides year-round resources and training in areas such as experiential learning, intercultural competence, anti-racist education, engaging pedagogy, written and oral communication, social and environmental responsibility, and other areas of learning and teaching aligned with campus needs.</p>	<p>3.3 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes.</p>	<p>Specific Recommendations 1f, 2, 2a</p>
<p>1.3B Institutional learning outcomes are aligned with those defined by regional and professional accrediting agencies.</p> <p>1.3C General Education is a coherent program, contributing to a balanced baccalaureate degree that prepares students for a changing world</p>	<p>2.4 The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.</p> <p>2.6 The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.</p>	<p>Overarching Recommendation 1 Specific Recommendation 1</p> <p>Specific Recommendation 1c, 1g, 4, 4c</p>
<p>1.3D Graduate programs are viable and of high quality.</p>	<p>2.2b The institution's graduate programs establish clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes. Graduate programs foster</p>	<p>Specific Recommendations 4, 4a, 4b</p>

## Steering/Self-Study Committee Recommendations for Strategic Plan Implementation

HSU SP BluePrint	WASC Criteria for Review (CFR)	SSSC Recommendations
	students' active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice. Ordinarily, a baccalaureate degree is required for admission to a graduate program.	
<p>3.2 HSU and the local community collaborate to enhance students' intellectual, emotional, ethical and spiritual development, and well-being.</p> <p>4.3C.3 Build on existing support from alumni, particularly by partnering with academic departments on a regular basis for outreach.</p>	4.5 Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.	Overarching Recommendation 2 Specific Recommendation 5
4.1 HSU's Budget model is unified, transparent, and evidence-based; reflects institutional priorities and program allocations reflect actual costs.	1.7 The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of appropriate policies and procedures, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas. The institution's finances are regularly audited by qualified independent auditors.	Overarching Recommendations 1, 2 Specific Recommendation 6
4.1B Evidence based decision making and continuous improvement are cornerstones of resource considerations.	<p>3.7 The institution's organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining institutional capacity and educational effectiveness.</p> <p>4.3 Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.</p>	<p>Overarching Recommendations 1, 2 Specific Recommendations 1g, 1h</p> <p>Overarching Recommendations 1, 2</p>

## Steering/Self-Study Committee Recommendations for Strategic Plan Implementation

HSU SP BluePrint	WASC Criteria for Review (CFR)	SSSC Recommendations
<p>4.1.B1 Develop periodic assessment of programs in all units and divisions, both academic and administrative, based on criteria and benchmarks with midpoint and endpoint assessment.</p>	<p>4.1 The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results.</p> <p>1.2 Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning.</p> <p>2.6 The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.</p> <p>4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.</p>	<p>General Recommendation 1 Specific Recommendations 1, 2, 4, 5</p>
<p>2.2A.1 Ensure that everyone on campus has knowledge, awareness, and capacity on</p>	<p>4.7. Within the context of its mission and structural and financial realities, the institution considers changes that</p>	<p>Overarching Recommendation 2 Specific Recommendations 2, 3, 6</p>

## Steering/Self-Study Committee Recommendations for Strategic Plan Implementation

HSU SP BluePrint	WASC Criteria for Review (CFR)	SSSC Recommendations
<p>4.1C diversity-related topics. An optimal mix of programs exists to provide students with the best educational experience.</p> <p>4.2B Resources are utilized and allocated with a “whole campus” perspective including auxiliaries rather than from individual units' perspectives'.</p> <p>4.3 Resources are adequate to support the University’s mission.</p>	<p>are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation.</p>	
<p>4.4D The overall density of tenure track faculty in each college has been increased.</p>	<p>3.1 The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution’s educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered.</p>	<p>Overarching Recommendation 2 Specific Recommendations 1h, 3</p>