

Tuesday, December 5, 2017, 3:00pm, Goodwin Forum (NHE 102)

Chair Julie Alderson called the meeting to order at 3:04pm on Tuesday, December 5, 2017 Goodwin Forum, Nelson Hall East, Room 102; a quorum was present

Members Present

Alderson, Bacio, Black-Lanouette, Creadon, Dawes, Dunk, Enyedi, Eschker, Frye, Gold, Johnson, Karadjova, K. Malloy, N. Malloy, Michalak, Mola, Moyer, Mularky, Oliver, Ortega, Pence, Rizzardi, Rossbacher, Thobaben, Virnoche, Wrenn

Members Absent

Brumfield, Byrd, Guillen, Le

Guests

Amber Blakeslee, Richard Boone, Alexis Brown, Mira Friedman, Mary Hackett, Abby Hamburg, Cole Haselip, Holly Martel, Cyril Oberlander, Mary Sue Savage, Maxwell Schnurer, Stephen St. Onge, Craig Wruck, Rick Zechman

Announcement of Proxies

Pence for Le, Stephen St. Onge for Brumfield

Approval of and Adoption of Agenda

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

Motion carried unanimously

Approval of Minutes from the November 14, 2017 Meeting

Senator Mola proposed a friendly amendment to the Minutes, noting that it was not he, but Senator Moyer, who asked about cuts to Administrator positions during discussion of proposed Phase II Budget Reductions (Agenda Item #11).

M/S (Dunk/Gold) to approve the Minutes of November 14, 2017 as amended

Motion carried unanimously

Reports, Announcements, and Communications of the Chair

- Written report attached

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

Academic Policies:

- Written report attached

Appointment and Elections:

- Written report attached

Constitutions and Bylaws:

- Written report attached

Faculty Affairs:

- Written report attached

In addition to the written report, Senator Wrenn noted that the last page of the report, which includes an assigned time calculator tool, is missing from the version posted before the meeting, and that he would send it to Mary Watson for late dissemination and correction on the website.

Integrated Curriculum Committee:

Senator Oliver reported that the ICC had its last meeting of the semester today, and will be emailing a post senate consent calendar for approval on Monday, December 11.

University Policies:

- Written report attached

In addition to the written report, Senator Ortega noted that the UPC is waiting for feedback on the temporary food facility policy.

University Resources and Planning Committee

- Written report attached

Statewide Senate (ASCSU):

- Written report attached

In addition to the written report, Senators Creadon and Eschker noted that the details of the proposed tuition increase should not be considered final.

Associated Students:

Senator Black-Lanouette reported that the College of Professional Studies mixer held last week was a success, and that AS will provide food and tutors in library starting Sunday, December 10 through Friday, December 15 to support students during finals week. Senator Black-Lanouette requested faculty and staff spread the word about this resource.

CFA:

Chair Alderson reported that Senator Byrd will begin attending Senate meetings next semester.

Provost's Report:

Provost Enyedi briefly updated the Senate on the status of the first-time freshman application pool and stated that the application period for HSU has been extended to December 15. Provost Enyedi noted that the Enrollment Management component of HSU is now housed

within the Office of Academic Affairs, and reported briefly on strategic enrollment planning efforts, including the formation of the Student Success Alliance, the Recruitment Council, and the Retention Council, all of which align with the Graduation Initiative 2025, HSU's Strategic Plan, and the WSCUC report. Provost Enyedi concluded his report stating that the American Association of Collegiate Registrars and Admissions Officers (AACRAO) will work with the Retention and Recruitment Councils to develop a campus-wide strategic enrollment management plan.

President's Report:

President Rossbacher reported briefly on the subject of Intercollegiate Athletics, stating that HSU will commit to retaining all current sports for Fall 2018, with the realization and collection of community pledges in excess of \$500,000 by the end of January 2018. President Rossbacher will continue working to develop a sustainable financial model for athletics, part of which includes analyzing and streamlining the student fee structure with Associated Students.

Consent Calendar from the Integrated Curriculum Committee

The attached ICC Consent Calendar was unanimously approved

TIME CERTAIN 3:00-3:30 PM – Open Forum for the Campus Community

Student Alexis Brown questioned whether there would be an open forum or similar avenue for students to provide input on options for use of the library basement, and spoke in favor of using the space as a 24 hour open area for study and shelter for houseless students.

Student Cole Haselip shared concerns about student homelessness on campus and expressed support for a 24 hour section in the library, noting that students would be safer on campus than in the streets. He shared that he'd heard anecdotes from fellow students that there were empty beds in the dorms for a whole semester, and wondered how that was possible.

TIME CERTAIN 3:30-3:45 PM – Maxwell Schnurer, Chair, Sexual Assault Prevention Committee

Maxwell Schnurer, Chair for the Sexual Assault Prevention Committee shared information in the attached report, and held a brief question and answer session with Senators.

TIME CERTAIN 4:00-4:30 PM – Discussion Item: proposed Phase II Budget Reductions

- Senator Rizzardi reported that the URPC will hold a fishbowl discussion on URPC Phase II reduction options on December 8 in Goodwin Forum from 1pm to 2:50pm, encouraged attendance, and solicited feedback from Senators on topics for discussion.
- Dean Oberlander described the intended format for the fishbowl discussion, stating that its purpose is to vet ideas and hear feedback, and that information gathered from the discussion will be posted online.
- Senator Wrenn shared his appreciation that options 1.1, 1.4, 1.5, and 1.8 were included as topics for discussion, and his hopes that further discussion on what causes DFW (Drop/Fail/Withdraw) rates, including homelessness and food scarcity, would take place.
- Senator Dunk noted that since the rationale for each listed option is cost reduction, the effect of such reductions on retention, graduation rates, and attraction of HSU to

students should be considered.

- Senator Mola shared his concern that many options seem to be asking people to do more with less compensation, noting that 40% of cuts come from academics and three of the ten topics up for discussion concern academics. He opined that if students are the main concern, ramifications for specific cuts to academics should be discussed at length, as well as how those specific cut options were generated by the cabinet.
- Senator Dunk noted that it would be helpful if the URPC worked to help people understand and gain perspective on how each budget cut would affect different areas of work on campus. He concluded by sharing that a concern has surfaced in his department regarding the susceptibility for budget discussions and decisions to turn adversarial, with staff and administrators against faculty members.
- Chair Alderson encouraged everyone to attend the discussion, and directed further topics for consideration be sent to Senator Rizzardi and Provost Enyedi.

M/S (Malloy/Black-Lanouette) motion to adjourn

Meeting adjourned at 5:00 pm

ICC Consent Calendar for 12/5/17 University Senate Meeting

16-055

REC 481, Recreation Pratica NEW COURSE PROPOSAL

Currently, students complete field experience by registering in REC 495 but that classification does not allow for a debriefing seminar, so the KRA department created this course that includes 1 unit of C5 to allow for a campus-based seminar needed for debriefing from the field experience work. Offered previously as a REC 480 special topic. Hours spent on off campus activities with community agencies are classified as C78 (MOU from dean on file). 3 units, mandatory CR/NC grading mode.

16-096

KINS 450 Exercise Testing COURSE CHANGE PROPOSAL

The KRA department is changing both KINS 450 and 455 to KINS 456A/456B (see 16-098: KINS 455 course change proposal) so that students will not need to take 456A before 456B which would expedite time to graduation. The change aims to eliminate the bottleneck on 450/456A and allows students to have the same instructor for both courses, providing more consistency in the major program. Change course number from KINS 450 to KINS 456A. Change title to Fitness Assessment & Exercise Programming. Increase units from 3 units to 4 units. C-classification changes are reflective of actual lab hours. Unit increase addressed via program change 16-097. (Changes associated with 17-115 and 17-118, EO 1071 Compliant)

16-098

KINS 455 Exercise Prescription/Leadership COURSE CHANGE PROPOSAL

Change course number from KINS 455 to KINS 456B. Change title to Fitness Assessment & Exercise Programming. Increase units from 3 units to 4 units. Adjust C-classifications from 3 units of C-2 to now be 3 units C-2, 1 unit C-13. C-classification change is reflective of actual lab hours. Unit increase is addressed via program change 16-097. Updated pre-requisites to match KINS 450/456A (see proposal 16-096) so that students no longer need to take 456A before enrolling in 456B. These changes aim to expedite time to graduation by removing unneeded pre-requisites, which should in turn eliminate the bottleneck on KINS 456A. The same instructor will be utilized in both 456A and 456B to provide greater consistency within the major program. (Changes associated with 17-115 and 17-118, EO1071 Compliant)

16-135

Environmental Studies Major PROGRAM CHANGE

Having conducted extensive assessment and reviews (5 year and external), the program recommends the following changes to emphasize the interdisciplinarity of the program and that the program is uniquely positioned to offer liberal studies approaches to social change, especially around social justice. Total major units are dropping from 63-72 to 59-65. Lower division required units are dropping from 15 units to 14 units by removing STAT 108 (4) and replacing it with the new ENST 195 (3) [see 16137-]. Students will still select either GSP 101/101L or ESM 230: Environmental Methods. Upper Division (not including emphasis) is 32-36 units while previous Upper Division was 42-46. All students are still required to take ENST 395: Environmental Studies Research and Analysis, ECON 423 Environmental and Natural Resources Economics, PSCI 306: Environmental Politics, NAS 332: Environmental Justice (though now they have the option of taking that course or NAS 331: Introduction to Native American Perspectives on Natural Resources Management) and the capstone course of ENST 490 (though now students will have the option of ENST 490S [see 16-138 and 16-139]). However, the program is dropping PHIL 302: Environmental Ethics (3). Previously, the major had five upper division categories (Society, Value and Ecology; Ecological Science; Globalization; Communication; and Development) in which students had to take at least one class. Now the major has been streamlined and there are three areas—Earth System Science (one course of 3 units from a list); Arts and Humanities (take two from a list of courses for 6-8 units); and Social Sciences (take two from a list for 6-8 units). The program has also

revised the emphasis areas (9-11 units) [the five areas remain the same but often have a greater list of options--Ecology and Conservation Science (from 6 class options to 8), Geospatial Analysis (from 5 to 7 in an either or format), Media Production (from 6 to 12), Community Organizing (remains 4 options but none are required where previously two of them were) and Appropriate Technology (remains the same). The revision gives students more class options, thereby improving time to graduation, while also creating a more coherent structure which offers greater support for the SLOs.

16-137

ENST 195 Topics in Nature/Culture NEW COURSE PROPOSAL

This C-2 three unit course introduces students to the interdisciplinary field of environmental studies by approaching an environmental problem from a variety of disciplinary perspectives. It will be offered every semester and is added as a requirement to the major [16-135] where it will serve as an introductory course as recommended in recent reviews.

16-138

ENST 490 Environmental Studies Capstone Experience COURSE CHANGE

ENST 490 and 490S are offered together (the course syllabus differentiates assignments within it based on which version students are taking) which means that the classification must be the same. As a result, the course is being shifted from C-2, 4 units to C-2, 3 units and C-78, 1 unit with the one unit being used by the service learning students to do service learning and will be used by the research students to do research workshops.

16-139

ENST 490S Environmental Studies Capstone Experience with Service Learning NEW COURSE PROPOSAL

Environmental Studies is adding a service learning component option to the senior capstone. ENST 490 and 490S are offered together (the course syllabus differentiates assignments within it based on which version students are taking) which means that the classification must be the same. As a result, the course is being shifted from C-2, 4 units to C-2, 3 units and C-78, 1 unit with the one unit being used by the service learning students to do service learning and will be used by the research students to do research workshops. The course has a prerequisite of ENST 395 and will be offered either every semester or every spring depending on student needs. These changes are being made in response to a number of factors determined during program review which indicated that a service learning component would be beneficial to students.

16-159

REC 482 Internship in Recreation COURSE CHANGE PROPOSAL

Update prerequisites in response to changes to REC 485 (see proposal 16-160) and new course REC 455 (see proposal 16-161). Remove prerequisite of REC 485, add prerequisite of REC 455, senior standing, and Recreation majors only.

16-160

REC 485, Senior Seminar COURSE CHANGE PROPOSAL

Reducing units from 3 to 2 units. The internship/career prep component has been removed and moved to a new course, REC 455 (see proposal 16-161, 1 unit). This allows students to truly focus on their senior project in REC 485. REC 485 will be a pre-requisite to REC 482, better preparing students for their internship. This change is in line with other CSU Rec programs.

16-161

REC 455, Internship & Career Prep Workshop NEW COURSE PROPOSAL

Currently students develop career/internship skills in REC 485, but that course is also focused on the senior project. Student feedback reveals a need for more emphasis on job search and career skills. The department has reviewed student feedback, Recreation programs within and outside of California and this proposed model of a career and internship class is common in other degree programs. 1 unit. See related proposal 16-160, reducing units in REC 485 to account for this new course.

16-162

Rec Admin BA Inclusive Communities emphasis PROGRAM CHANGE PROPOSAL

The change adds new course REC 481, Recreation Practica (see proposal 16-055) to a "Select 3 from the following" list, which replaces REC 480 "when offered as Recreation Practica."

16-163

Rec Admin BA Tourism Management emphasis PROGRAM CHANGE PROPOSAL

The change adds new course REC 481, Recreation Practica (see proposal 16-055) and existing course REC 415 Leisure & Aging, both 3 units, to a "Select 2 from the following" list to provide more options. REC 481 replaces REC 480 "when offered as Recreation Practica" and provides students with greater opportunities for hands on experience in recreation administration.

16-164

Rec Admin BA Self Designed emphasis PROGRAM CHANGE PROPOSAL

To maintain consistency across the emphases within the Rec Admin BA degree, the department is increasing the units required from 14 units up to 15 units. Still less than 120 units and meets EO 1071.

16-165

Rec Admin BA Core Program Change Proposal

Updating core to align with related curriculum changes, no change in overall units. Note that REC 485 drops from 3 units to 2 units (see proposal 16-160), and this change adds new 1 unit course REC 455, Internship & Career Prep Workshop (see proposal 16-061).

16-168

Rec Admin Outdoor Adventure Recreation emphasis PROGRAM CHANGE PROPOSAL

The change cleans up the "Select 3 of the following" list. Adding new course REC 481 (see proposal 16-055) as a replacement for "REC 480 [when offered as Recreation Practicum]". Now that REC 481 is a new course, no longer need special topics offering. Adding REC 481 Recreation Practica provides students with an option for hands on experience before graduation.

16-192

Rec Admin BA Diving Leadership emphasis PROGRAM CHANGE PROPOSAL

Remove HED 120 (1 unit) from the course list in Recreation Administration BA Diving Leadership emphasis. Note that this proposal combined with related proposal 16-193 reducing REC 383 units, reduces this emphasis from 18 units to 16 units.

16-193

REC 383, Rescue Diver COURSE CHANGE PROPOSAL

Changing from 4 units to 3 units. Revised the classification since students will spend less time in lecture and more time with hands-on activities. This reflects the new standards issued by the National Association of Underwater Instructors (NAUI).

17-063

ANTH 303 Human Adaptation & Evolution COURSE CHANGE

Anthropology is updating the course description and title, adding a DCG component, and allowing Anthropology majors to take the course. While they envision potentially replacing ANTH 335 with this course, they are not intending on doing so immediately and are only listing this as a UD GE, DCG course which their students can take for GE or DCG but not yet for the major. They presently do the same thing with ANTH 306.

17-067

SPAN 370 Spanish Retreat/Seminar NEW COURSE PROPOSAL

Spanish proposes this C-4 1 unit course, mandatory credit/no credit to be offered every fall and involving trips/overnight stays/cultural experiences resulting in a project or report. The course has been successfully offered in the past as a SPAN 280 course which counts for elective units in the major or minor. Funding for trips comes from MSF funds for students and from college travel and department funds for the professor.

17-073

FREN 100 Enlightenment and Post-Colonialism

This course is proposed as a C-2, 3 unit Critical Thinking Course to be offered once a year. This course will add to the availability of critical thinking courses, increase and understanding of cultural diversity and help promote the major. The course meets the Area A requirements as noted in the GEAR matrix.

17-084

SW 583: Research II: Qualitative and Indigenous Research Methods COURSE CHANGE FORM

Change course description to "Helps students understand and appreciate research as an interpretive approach to developing a knowledge base for social work practice. Student explore qualitative and indigenous research theories and methods." This is a clean-up from a previous proposal.

17-103

Marine Biology PROGRAM CHANGE

In conjunction with a previous shift of CHEM 328 to CHEM 228, this replaces CHEM 328 from the requirements and includes CHEM 228 instead. Appropriate catalog copy and MAP changes are included. There is no effect on the overall units.

17-105

Environmental Biology PROGRAM CHANGE

In conjunction with a previous shift of CHEM 328 to CHEM 228, this replaces CHEM 328 from the requirements and includes CHEM 228 instead. Appropriate catalog copy and MAP changes are included. There is no effect on the overall units.

17-106

Ecology and Biodiversity PROGRAM CHANGE

In conjunction with a previous shift of CHEM 328 to CHEM 228, this replaces CHEM 328 from the requirements and includes CHEM 228 instead. Appropriate catalog copy and MAP changes are included. There is no effect on the overall units.

17-115

Kinesiology BA Core PROGRAM CHANGE

The current core requirements will be adjusted from 32 to 36 units by the addition of BIOL 104 or 105. The four-year maps already reflect the added requirement. The change helps bring Kinesiology into **compliance with EO 1071**.

17-116

Kinesiology BA, Exercise Science/Health Promotion option PROGRAM CHANGE

Streamline and re-organize the curriculum (See 16-096, 16-098, and 17-115) to increase clarity and bring into **compliance with EO 1071**.

17-118

Kinesiology BA Physical Education Teaching Option PROGRAM CHANGE

So that the option is compliant with the Transfer Model Curriculum for preparation of physical education teachers, Remove KINS 276, KINS 378, and REC 320, since the key content of these courses is covered in other required courses for the degree. A program change has also been submitted to the California Commission for Teacher Credentialing detailing how the revised program fully addresses the program requirements for accreditation.

17-119

MATH 481 Workshop in Tutoring Math COURSE CHANGE

Change the course classification mode from S-25 (supervision) to C-05 (seminar) to reflect practice of the past several years. There is no impact on student learning outcomes.

17-121

BA 451 Intermediate Financial Accounting II COURSE CHANGE

Change the titles of two courses (see 17-122) so that Intermediate Financial Accounting I will be **Intermediate Financial Accounting** and Intermediate Financial Accounting II will be **Advanced Financial Accounting**. This will bring the financial accounting course series into alignment with other upper division sequences, and reflect a recent program change.

17-122

BA 450 Intermediate Financial Accounting I COURSE CHANGE

Change the titles of two courses (see 17-121) so that Intermediate Financial Accounting I will be **Intermediate Financial Accounting** and Intermediate Financial Accounting II will be **Advanced Financial Accounting**. This will bring the financial accounting course series into alignment with other upper division sequences, and reflect a recent program change.

17-132

GEOL 332 Sedimentary Geology COURSE CHANGE

Include GEOL 210 in prerequisites, since this relatively new course addresses a set of the foundational topics that used to be introduced in GEOL 332. The syllabus has been updated appropriately.

HUMBOLDT STATE UNIVERSITY
Senate Chair's Report
Senate Meeting, December 5, 2017

As promised (though much delayed!), I'm passing along here the letter the Senate Chairs forwarded to the CO re: campus responses to Executive Orders 1100 (revised) and 1110. Also included is the response letter sent by Leo Van Cleve, Assistant Vice Chancellor for International, Off-Campus Programs, and Liaison to the ASCSU.

**An Open Letter to Timothy White, Chancellor, California State University
Regarding Executive Orders 1100 (revised) and 1110 from
Chairs of the Campus Senates**

We, the undersigned chairs of California State University campus senates, take seriously our responsibility to uphold shared governance, that joint decision making and consultation between administration and faculty mandated by the Higher Education Employer-Employee Relations Act (HEERA). Shared governance, when taken seriously by both administration and faculty, benefits the students we serve.

We are very disappointed with the process by which Executive Order 1100 (revised) and Executive Order 1110 were developed and presented to faculty without adequate consultation or true shared governance. All curricular decisions affect students directly, and therefore all curricular decisions must, by nature, lie with the teaching faculty and students; General Education criteria are not exempted from HEERA principles.

We strongly oppose the rigid timelines for both executive orders. To achieve student success, curricular change requires careful and thoughtful planning and implementation. This is precluded when each campus senate is not given the time and flexibility it needs to responsibly complete this work in a manner appropriate to its own shared governance structures and processes.

As of this date, 19 campus senates have joined the Academic Senate of the California State University in passing resolutions regarding Executive Orders 1100 (revised) and 1110: <http://www.csueastbay.edu/faculty/senate/files/docs/senate-committee/17-18/docs/resolutions-regarding-executive-orders.html>

We urge you to take these resolutions seriously and, for the benefit of our students, take seriously your responsibility to shared governance of the California State University.

Sincerely,

Deborah Boschini, Bakersfield
Jed Wyrick, Chico
Laura Talamante, Dominguez Hills
Mark Karplus, East Bay
Thomas Holyoke, Fresno
Stephen Stambough, Fullerton
Julia Alderson, Humboldt
Jessica Pandya, Long Beach
Veena Prabhu, Los Angeles
Tom Nordenholz, Maritime Academy
Michael B. Scott, Monterey Bay

Adam Swenson, Northridge
Julie Shen, Pomona
Julian Heather, Sacramento
Karen Kolehmainen, San Bernardino
Marcie Bober-Michel, San Diego
Nancy Gerber, San Francisco
Stefan J.S. Frazier, San Jose
Dustin Stegner, San Luis Obispo
Suzanne Moineau, San Marcos
Carmen Works, Sonoma
Cathlin Davis, Stanislaus

Dated November 2, 2017

November 15, 2017

Dr. Christine Miller, Chair
Academic Senate, CSU
The California State University
401 Golden Shore
Long Beach, California 90802-4210

RE: Campus Senate Resolutions Regarding EO 1100 (Revised) and EO 1110

Dear Dr. Miller:

This letter is to respond to resolutions passed by a number of the California State University (CSU) campuses as well as the letter from campus senate chairs to Chancellor Timothy White requesting that the implementation of Executive Order 1100 (Revised) and Executive Order 1110 be either delayed or rescinded. Given the similarities in the requests and rationale offered in each, this letter serves as a response to address them collectively under seven common themes: shared governance, higher education employer-employee relations act, general education, commitment to ethnic studies and cultural diversity, quantitative reasoning task force recommendations, the need to change CSU's approach to developmental education and urgency to meet students' needs.

Shared Governance

Shared governance is a hallmark of higher education and a CSU value to be upheld. At the most recent Board of Trustees meeting, there was discussion about clarifying the practice of shared governance, needing to work collaboratively rather than at odds and maintaining a commitment to serving students more effectively. The Office of the Chancellor will remain committed to seeking ways to engage faculty in productive discussion and consultation on a range of issues that face our university.

The Office of the Chancellor also recognizes that every instance of systemwide policy change is unique. The pace of consultation during the development of the recent policy changes has also been responsive to organizational needs at various points along the way. The GE discussions, for

CSU Campuses

Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

example, began at the ASCSU retreat in August 2016. Conversations about redesigning developmental education date back to May 2016 during meetings with the U.S. Department of Education regarding math disparities. Over the last two years, the Office of the Chancellor has also received several campus proposals to reform developmental education programs for which these policy changes are responsive. Although there was no specific plan to change policy at every point of contact, there was interest from inside and outside the CSU to assure that our policies did not impede academic progress or facilitate inequities across student populations. Formal and informal consultation continued with various committees and CSU constituents within the respective development timeframes for each Executive Order (EO).

Higher Education Employer-Employee Relations Act (HEERA)

The Office of the Chancellor acknowledges HEERA's reference to "joint decision-making and consultation" and our mutual obligation to work within "shared governance mechanisms and practices." After careful review, the Office of the Chancellor affirms its previous compliance and continued operation in the spirit of HEERA, to advance the mission of the CSU. With this understanding, the Office of the Chancellor remains focused on working together with faculty in the pursuit of academic excellence and student success.

General Education

In March 2017, the ASCSU agreed to a compromise to the Chancellor's Office original timeline for consultation regarding revision of EO 1100. The agreement was memorialized in a March 15, 2017 letter from Executive Vice Chancellor Loren Blanchard to you. The mutually accepted compromise was explained at the March 2017 ASCSU Plenary, and the letter was shared via e-mail with the ASCSU on March 17, 2017. The ASCSU July 2017 Chair's Report included an update on summer reviews of EO 1100 drafts that were carried out by the Chancellor's Office in consultation with two faculty groups. In that update [you wrote](#):

The Executive Committee met with AVCs Mallon and Van Cleve to share feedback on the most current version of the EO. In addition, we shared our feedback with the current and former Chairs and Vice Chairs of the Academic Affairs Committee and the General Education Advisory Committee, Senators Ullman, Schleivert, Creadon, Van Selst, and Baaske. Along with me, they are slated to meet (virtually) with AVCs Mallon and Van Cleve next week. Following on discussions with ASCSU committees and GEAC last year, these meetings are consistent with the memo in March from EVC Blanchard which stipulates that senators will be involved this summer in providing feedback on revisions to EO 1100 prior to its release, scheduled before campuses return for fall semester/quarter operation. This timing gives campuses the maximum amount of time to make any changes necessary to their GE programs prior to Fall 2018.

Commitment to Ethnic Studies and Cultural Diversity

The CSU is the most diverse four-year university in the nation. Diversity is a part of our academic mission, which includes preparing students to live in a multicultural, global society. All CSU campuses have cultural diversity requirements, and EO 1100 (Revised) permits those requirements.

This revision of EO 1100 was intended to provide clarity, increase equity and facilitate academic progress. The effort did not consider expanding GE distribution areas, and the revised EO does not prohibit or limit cultural diversity courses from satisfying GE requirements. There is no aspect of EO 1100 that disallows a campus to require ethnic studies or cultural diversity courses within the policy parameters for GE programs or as a campus graduation requirement.

Quantitative Reasoning Task Force Recommendations

In the Executive Vice Chancellor's October 6, 2017 letter, he wrote, the *Quantitative Reasoning Task Force Report's* "recommended 'foundational' and 'baccalaureate' quantitative reasoning definitions were not adopted because they are not appropriate for GE policy." The letter further clarified that "Student proficiencies upon high school graduation are addressed in CSU admission policy, not in GE policy. Similarly, GE policy does not address college graduation-level proficiencies." No other area of systemwide GE establishes foundational or baccalaureate level definitions.

The Need to Change CSU's Approach to Developmental Education

Over the past decade, more than 20,000 first-time freshmen annually have been required to take one or more developmental courses that do not count towards their degree. During that decade, 32,524 students were disenrolled for their second year because they did not complete CSU remediation requirements. More than 65 percent of students assigned to developmental education courses are from historically-underserved communities. CSU institutional research indicates that 31 percent of fall 2016 first-time freshmen developmental math course attempts resulted in a non-passing grade. While that failure rate represents a systemwide average, there are campuses where a much higher percentage of students do not pass. The disproportionate representation of students taking developmental education courses and subsequent failure rates affect equitable opportunities for students' academic progress and degree completion. These outcomes are also observed by external constituents concerned about student success and equity including parents, advocacy groups, and state leadership. The CSU has a responsibility to consider and respond to the concerns of all constituents. Yet, the primary impetus for restructuring developmental education systemwide is the consequence for students assigned to those courses and the promise of alternative models.

When examining outcomes data for other institutions and systems, several states have transitioned to alternative instructional approaches in mathematics while maintaining rigor and improving student learning:

- The City University of New York (CUNY) documented success with co-requisite approaches to baccalaureate mathematics education. The CUNY experience is the basis for the article “Should Students Assessed as Needing Remedial Mathematics Take College-Level Quantitative Courses Instead? A Randomized Controlled Trial,” which appeared in the September 2016 issue of the journal Educational Evaluation and Policy Analysis (<http://journals.sagepub.com/doi/pdf/10.3102/0162373716649056>).
- The University System of Georgia, which enrolls 321,000 students, has demonstrated progress improving [outcomes](#) for students. Students along the preparation continuum, even those least prepared, consistently show that they are twice as likely to pass a college-level co-requisite course compared to a traditional developmental education course.
- Additional resources are available at the Academic Preparation website at www2.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/academic-preparation/Pages/resources.aspx.

The Office of the Chancellor recognizes that this commitment to support student academic achievement requires resources. To assist in this regard, each campus was given a funding allocation, described in [Coded Memo B 2017-04](#), to assist with the expenses related to this transition. In addition, we are providing ongoing professional development opportunities related to these efforts. In August, the Office of the Chancellor held the first in a series of professional development sessions focused on redesigning math courses. In September, a two-hour webinar for the CSU community was held to answer any outstanding questions about the recent policy changes. And, on November 16 and 17, CSU will hold a second professional development math summit.

Urgency to Meet Students’ Needs

In the October meeting with the ASCSU Executive Committee, Chancellor White acknowledged that in the process of engaging in discussions related to the recent EOs, particular elements have emerged as challenging. However, the decision has been made not to impose a delay, which would undercut work that has already been carried out. The Office of the Chancellor wants to honor the progress already made by faculty developing new curriculum. Further, a decision to delay implementation systemwide would assume that there is no cost for maintaining the status quo. As indicated previously, there is a very real consequence to students in terms of cost of attendance and progress toward degree if there is a delay. Additionally, any negative impacts would be experienced disproportionately by students from historically underserved communities.

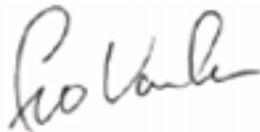
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The Office of the Chancellor cannot support sustaining such institutional inequities or justify the continuance of policies that do not serve students well.

In order to sustain the hard work and progress made by campuses while acknowledging the possibility of extenuating circumstances, Executive Vice Chancellor Loren Blanchard in his message to Presidents on October 12, 2017, recognizes “the distinctive academic environments of each CSU campus. As such, there may be situations that warrant consideration of a narrowly defined request for extension of the implementation date of a specific element of EO 1100.” He continues that, “A request to delay implementation for a particular element of EO 1100-Revised may be submitted by the provost on behalf of the faculty and campus community, with endorsement by the president.” No extensions will be considered regarding Executive Order 1110 or elements of Executive Order 1100-Revised that align with EO 1110, such as updates to GE Subarea B4, Mathematics/Quantitative Reasoning.

Although the timeline stipulations laid out in the October 12 letter remain, the Office of the Chancellor is committed to continuing to provide support as campuses make progress towards our collective goals. With a focus on student success, we must also reaffirm our commitment to collaboration, cooperation and productive shared governance practices. We look forward to our on-going work together.

Sincerely,



Leo Van Cleve
Assistant Vice Chancellor
International, Off-Campus Programs, and Liaison to the ASCSU

c: Dr. Timothy P. White, Chancellor
Dr. Loren J. Blanchard, Executive Vice Chancellor for Academic and Student Affairs
Mr. Steve Relyea, Executive Vice Chancellor and Chief Financial Officer
Mr. Garrett P. Ashley, Vice Chancellor for University Relations and Advancement
Ms. Melissa Bard, Vice Chancellor for Human Resources
CSU Campus Academic Senate Chairs

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, December 5, 2017

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Kerri Malloy, APC Chair

Committee Members:

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

Meeting Dates for Fall 2017: Meeting time: 2PM-2:50 PM Meeting Place: BSS 508

August: ~~30~~

September: ~~13~~ and ~~27~~

October: ~~11~~ and ~~25~~

November: ~~8~~

December 6

Committee Meetings Reports:

November 8:

- Committee did not meet.
- Included is a Summary of Financial Responsibility provided by Sandy Wieckowski

October 25:

- Committee did not meet.
- Had extensive email conversation in regards to the "Intent to Enroll" hold that has appeared in Student Center.
- Clarification was provided by VP Dawes via a forwarded email from Sandy Wieckowski.
- APC will follow up with an invitation to VP Dawes and others to discuss this at a future APC meeting.

From: Sandy Wieckowski [mailto:slw61@humboldt.edu]

Sent: Wednesday, October 25, 2017 9:38 AM

To: Douglas Dawes <Douglas.Dawes@humboldt.edu>

Subject: RE: Intend to Enroll - Online Application Question

Hi Doug,

This new agreement has been in the works for quite a while. It has been a recommendation of best business practice from the Chancellor's Office and NACUBO for at least 5 years.

There are several reasons for adding the agreement, besides it protecting the University from any lawsuits arising from the collection of outstanding debt, we have seen a large increase of students debt from unpaid fees.

We want to inform the student prior to registering, that they will have fee dues associated with registration. We want to be forthcoming and transparent about the cost of attending college. It is surprising how many student we have who register and then never attend and never drop classes.

They do not realize that they have to pay those fee, even though they never attended (Title 5, California Code of Regulations)

Second, there has been an increase of students not completing the semester, withdrawing officially or unofficially. When they fail to complete the semester and do not get satisfactory grades, we are required to pull back their financial aid and return it to the Department of Education.

If the student withdrawals during the semester, the same thing occurs, we are required to return a portion of their financial aid, then the student owes the University. Most students are unable to pay back the debt and we are forced to utilize outstanding collection agency who report the debt to the Credit Bureau. We have a total of 2632 students to whom we are actively collecting outstanding debt. This situation makes it very difficult on the student.

Finally, the agreement includes a portion from the Financial Aid Office about the academic responsibility of a student receiving financial aid. The Department of Education is in their final stages of negotiating a Financial Agreement for all recipients of financial aid.

We are just trying to be proactive and alerting students early about the financial requirements.

Thanks

Sandy Wieckowski

October 11:

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

September 27:

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

September 13:

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

August 30:

- Committee reviewed and discussed the Posthumous Degree Policy

Inquiries:

Add/Drop Date Report:

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

Add/Drop Date

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

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

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

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

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

Appointments and Elections Committee:

Submitted by Katia Karadjova, AEC Chair

CNRS faculty Kerry Byrne was appointed by the Appointments and Elections Committee to serve on the HSU Advisory Committee on Sustainability. Her appointment begins immediately and the term will be decided at the first meeting of the committee.

Staff member Alex Gradine, Student Success Researcher for Academic Programs, was appointed by the Appointments and Elections Committee to serve a 1-year term on the University Policies Committee. His appointment begins immediately and concludes at the end of the spring 2018 semester.

The vast majority of current committee vacancies are for students.

Please let me know should you have any questions.

Constitution and Bylaws Committee:

Submitted by Michael Le, CBC Chair

Constitution and Bylaws Committee (CBC) Agenda

Monday, December 4, 2017 - 11:00-11:50am

Nelson Hall 119

Members Present:

Joice Chang, Faculty (2016-2018)

Jeremy Shellhase, Faculty (2016-2018)

Mary Watson, Parliamentarian, Staff (2016-2018)

Michael Le, Staff Senator, Chair (2017-2018)

Members Missing:

Leena Dallasheh, Faculty (2017-2019)

Items

1. Miscellaneous Business & Announcements

- a. Discussion about what happens if policy has gone missing. No action taken.
- b. New Student Member (Joseph McDonald) will apply to AS and will tentatively be confirmed in January pending approval.

2. New Business

- a. Schedule Spring Meetings
 - i. Group voted 4/0/0 (1 missing) for Wednesdays 1-2pm.

3. Old Business

- a. **Definition of “University Community” and “Campus Community” member as it relates to Standing and Ad-hoc committee meetings.**
 - i. **Description:** CBC has been asked for a Constitution and Bylaws Interpretation of who is included in the campus community and should be allowed to attend Senate Meetings.
 - ii. **Action:** CBC is going to research sunshine laws about public and nonpublic meeting types and report back at the next meeting
- b. **Adding Humboldt CFA President as a Voting member.**
 - i. **Description:** CBC discussed introducing a proposal to add CFA and Labor Council Representative as voting members of Senate.
 - ii. **Action:** CBC will discuss further actions with Faculty Affairs.

4. Business on Hold

- a. **Improving communication of standing committee work.**

- i. **Description:** CBC discussed ideas for improving communication of standing and ad-hoc committee work. Committee will attempt a trial run with Mary Watson and Bella Grey to generate a Live 25 Calendar of Senate Activities.
 - ii. **Action:** No further action
- b. **Lecturer role in department- and college-level shared governance processes.**
 - i. **Description:** Committee discussed whether temporary faculty who meet General Faculty eligibility requirements should have guaranteed voting rights in college and departmental decision-making processes (with exception of personnel matters). Committee decided to end discussion of this matter.
 - ii. **Action:** Item discussed and will be removed from future agenda.
- c. **Gender Specific Language.**
 - i. **Description:** Committee would like to review the University Senate Constitution and Bylaws for gender-specific language.
 - ii. **Action:** CBC will review University Senate Constitution and Bylaws for gender-specific language and report back at the next meeting.
- d. **Tracking adherence to recent governing documents amendments and policies.**
Committee reviewed this 2016-17 recommendation:
 - i. **Description:** “With a new Senate Office ASC coming on board, it seems prudent for the CBC Chair to work closely with the Senate chair, the new ASC and the incoming parliamentarian to insure: (1) Standing committees are tracking and meeting the qualified quorum requirements that are now in effect. (2) Senate members are meeting the Senate Offices document posting deadlines without overburdening the new ASC. (3) The Senate office is meeting the deadline for Presidential notification of Senate actions. (4) The President and Provost are meeting the deadlines for feedback on Senate recommended policies.”
 - ii. The group briefly discussed the process for following through on passed resolutions, the process for meeting deadlines for submission of documents, and timeliness in responding to resolutions that go forward from the Senate. It was noted that any tracking would not be within the purview of the CBC Committee; this falls within the Senate Chair’s responsibility. CBC also briefly reviewed options for using Live25 to create a calendar that generates deadline notifications. Alderson will review this calendar.
 - iii. **Action:** Item has been resolved.

Faculty Affairs Committee:

Submitted by George Wrenn, FAC Chair

Meetings are open to the campus community. The Committee meets every other Thursday at 2 p.m. in Library 118.

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

November 30 Agenda and Meeting Notes

Members Present: Monty Mola, Colleen Mullery, Marissa O'Neill, George Wrenn (chair)

Members Absent: Renée Byrd, Mark Wilson

Guests: Travis Brunner, Steve Martin, Clint Rebik

Agenda:

- 1) Incentivizing course evaluation response rates (guests: Clint Rebik, Travis Brunner)
- 2) Faculty Affairs Review of Phase 2 Budget Reductions
- 3) Updates: TT density, assigned time, international faculty support

Meeting Notes:

- 1) Incentivizing course evaluation response rates (guests: Clint Rebik, Travis Brunner)
 - a. The Chair has requested institutional data on response rates from the Office of Institutional Effectiveness, including data by gender and college;
 - b. Rebik and Brunner were invited to discuss feasibility of releasing grades early for students who complete course evaluations. Rebik agreed to consult registrars at other CSUs with PeopleSoft to determine who is doing early release and how it is done.
- 2) Faculty Affairs Review of Phase 2 Budget Reductions
 - a. The Committee reviewed and revised a list of comment and questions for URPC regarding the Phase 2 reductions that directly affect the faculty (see below). Questions and comments have been developed in preparation for URPC's December 8th Open Forum. URPC has also been invited to attend an upcoming Faculty Affairs meeting to discuss the Phase 2 reductions.
- 3) Updates: TT density, assigned time, international faculty support
 - a. Assigned time: Mola shared a department chair assigned time formula based on the Sacramento State model, with calculations for CNRS departments (attached). The model indicates that all CNRS departments except Geology are undercompensated. Mola is working on a new formula that will factor in additional complexities such as facilities and graduate programs.
 - b. The remaining topics will be picked up at a future meeting.

Faculty Affairs Review of Phase 2 Budget Reductions

Members of Faculty Affairs prepared the following questions and comments to share with the URPC during the current vetting process for Phase 2 Budget Reductions.

We believe reductions should be planned carefully through participatory decision-making. We believe the University will thrive when budget adjustments reflect and support the values of teaching and learning excellence espoused in the University's mission, vision, and values.

Questions and comments focus on the proposals that will directly affect the faculty (1.1-1.5, 1.7-1.8).

Proposals that are contrary to good academic practices or seriously impact workload are a significant concern:

- Reducing lab time in laboratory science majors courses;
- Increasing class size;
- Reducing assigned time for tenure track and lecturer faculty.

1.1 Improve Student Success (reduce DFW rates)

The goals of improving student success and reducing DFW rates are laudable.

Questions:

How is URPC calculating savings from anticipated reductions in numbers of sections?

Comments:

This proposal identifies a number of possible causes for low student success rates (syllabus, learning outcomes, assessment approaches, instructor effect). It is highly unlikely that any of these contribute meaningfully to student failures. The main drivers of student failures are not instructor-based.

Successful strategies for reducing DFWs include supplemental instruction and small group tutoring, smaller class sizes, freshman seminars, and prerequisites. Most of these strategies add to the expense of instruction. No strategy to reduce high DFW rates should jeopardize the quality and integrity of instruction.

The goal throughout should be to improve the University's capacity to serve the widest range of students successfully and to help students navigate a path through the University's course offerings to achieve their educational goals. Fitting students into the right major sooner, and providing support for those who are inadequately prepared, will improve student success.

Students are often unable to meet their basic needs at HSU. Student homelessness and food insecurity are huge barriers to student success. For many students their financial aid award quite literally does not cover the cost of attendance. In the absence of calculating books into the cost of attendance, dealing with the hostility of the local community and inadequate housing supply, student success is an empty signifier.

1.2 Elimination (due to attrition) / Realignment of technical support positions

Questions:

What strategies will be developed to mitigate the anticipated negative impacts on instruction (*compromised classroom instruction, reduced student experience, lowered support for student and faculty research*)?

What is meant by “realignment” and how would it occur? Explain how support duties now overlap, and how they might be shared.

How will faculty who need the skills of a technician be supported? Several federal research grants depend on such support; eliminating this position has the potential to reduce research opportunities for students.

How will “compromised classroom instruction” and “reduced student experience” improve retention/graduation rates?

Is there any evidence that this area is over-supported?

Comments:

The care and maintenance of equipment ensures its availability and usability, and should not be managed in a way to jeopardize research or compromise instruction. Technical support is essential for much grant-funded research.

It is not realistic to think that TT faculty (whose numbers are below the recommended level) have the time and expertise to maintain technical equipment.

1.3 Reduce lab hours from 6 to 3

Questions:

How was the value of \$200,000 generated?

This proposal targets science labs. Why are labs specifically being targeted?

Comments:

The proposal should make clear which courses are being considered for reductions.

Very few courses have 6 hours of lab / week, and those that do are primarily capstone courses of majors in laboratory science fields (Cell Biology, Microbiology, Biochemistry, Physical Chemistry). Not having a significant laboratory component in these courses is akin to having Music majors that aren't allowed to study actual musical instruments, or Dance majors that never actually dance.

1.3 and 1.4 (Assigned Time), which together constitute a \$450,000 cut, are targeted primarily at the CNRS and specifically at the Department of Biology. This might make sense if this College and Department were particularly expensive, but they are not - the Dean tells us that the spending per FTES in Biology is less than in most majors in CPS and CAHSS.

This proposal has the potential to undermine the faculty's long-recognized role in curricular decision-making. Any teaching-related reductions should consider the faculty's “authority to make alterations

to curricula” and their “responsibility for ensuring the quality of the academic programs delivered” (see the 2012 ASCSU resolution: Reasserting Faculty Control of Curricula Regardless of Delivery Mode (AS-3081-12/FA/AA). Budget reductions that relate to curriculum should be justified on curricular grounds with full input from faculty.

1.4 Reduce assigned time for faculty - Large enrollment courses

Comments:

Combined with the proposal to increase class size, this proposal seriously impacts faculty workload.

Large courses legitimately require more work on the part of teaching faculty, primarily in terms of grading and increased time spent working individually with students. Very little if any of this work could be done by student assistants. Because student assistants require hiring, training and supervision, this change might even result in a workload increase for affected faculty.

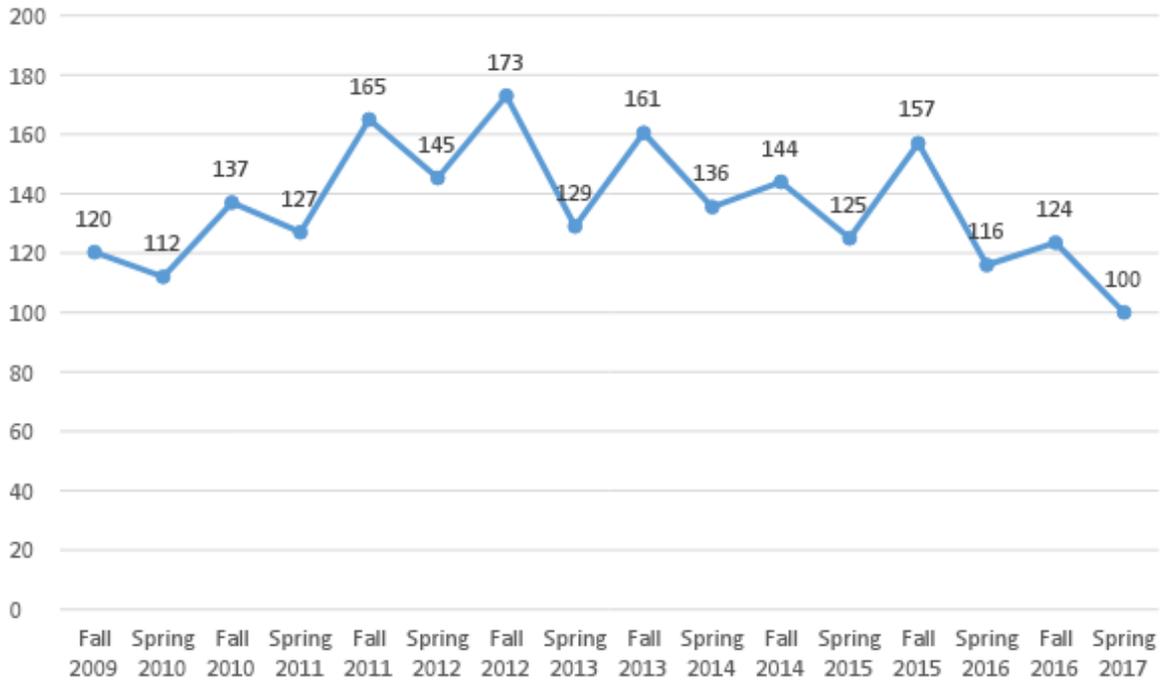
A GTA working a 2 WTU assignment is only required to work 5.3 hours/week under the Unit 11 agreements signed last year. This shifts more grading and laboratory prep work to the primary instructors of large courses. This increased work is an additional justification for not cutting large lecture assigned time. We have lecturers who will no longer teach large courses or want a reduced load because of the magnitude of the extra work generated by the change in Unit 11 work rules, resulting in increased faculty workload.

This amounts to a very large pay cut for lecturers teaching these courses - between 30-50+%. A lecturer teaching a 3 hour/wk course with an enrollment of 150 currently gets 3 WTU for lecture + 3 WTU for excess enrollment (6 WTU total); eliminating the excess enrollment WTUs would cut their pay in half -- actually more than half because they would lose their benefits as well. A lecturer currently teaching a lower division science course with an enrollment of 150 students is typically paid 9.5 WTUs (3 for lecture + 3 for large enrollment + 2 for one lab section +1.5 for coordinating TAs). Removing the WTUs for enrollment would reduce this to 6.5 WTU (a 32% cut). Given our remote location, we already have difficulty finding lecturers willing and capable of teaching these courses. Because Tenure Track density is so low, we have needed to find more and more lecturers; probably we will not be able to find competent lecturers if the pay is cut 30-50% and they lose benefits.

This reduction disproportionately targets a small number of departments/majors. More than 30% of large enrollment courses are taught in the Biology Department, and more than 60% are taught in the CNRS.

This constitutes a change in the Terms and Conditions of Employment and as such should be determined in bargaining, not imposed unilaterally on already vulnerable lecturers. Assigned time data for the last eight years indicates no significant increase in assigned time for excess enrollment classes.

Excess Enrollment Assigned Time, Fall 2009 - Spring 2017



1.5 Increase class size (when possible)

Comments:

The proposal to increase class size would not be good for students or academic quality.

Studies indicate that increasing class sizes results in:

- Increased reliance on lectures as a method of instruction;
- Less instructor-student interaction;
- Less student involvement in classes;
- Less feedback from faculty;
- Reduced breadth and depth in course assignments and assessments;
- Fewer or no writing assignments;
- Reduced student satisfaction;
- Lower attendance;
- Less civility;
- More cheating;
- Declining student evaluations of professors;
- Lower grades;
- Higher drop-out rates;
- Decreased student learning.

(References in Saiz, Martin, *Economies of Scale and Large Classes*. Thought and Action, Fall 2014.
http://199.223.128.59/assets/docs/HE/t-SF_Saiz.pdf)

1.7 Reduce Department Chair time bases for the academic year and summer

Questions:

Given current disparities in assigned time, how would this proposal be implemented? Is the intention to shrink the pool of assigned time and re-allocate?

Comments:

Chairs generally are already under-compensated. The work of Department Chairs is important and should be encouraged. Initial analysis of CNRS assigned time data indicates that CNRS faculty are woefully undercompensated for chair duties.

Anticipated impacts of further cuts will likely include resignations and unwillingness to serve.

1.8 Reduce Course Offerings

Comments:

In the last round of budget cuts we eliminated nearly all courses that didn't count toward a degree. By rotating courses you will increase time to degree and number of units at graduation (we did this in PHYX for years and it didn't work). You cannot simultaneously increase graduation rates and decrease the frequency of course offerings.

Assigned Time Calculator - Sacramento Model															
Department	AT Support	Composite	Faculty				Students			Staff			Department	AT	Current
			Perm	Temp	Temp	50%	Majors	FTEs	35%	FTE	Head-	15%			
BIOL	1	94.62	22	8.1	12	44.62	996	694	35.00	8	11	15.00	BIOL	1	0.93
CHEM	0.6	39.48	9	9	11	24.09	142	317	9.39	3.5	4	6.01	CHEM	0.6	0.5
CS	0.4	16.46	4	1.6	4	8.91	184	124.9	6.40	0.5	1	1.15	CS	0.4	?
ENGR	0.6	35.42	10	2.95	9	21.24	300	138.1	9.11	2.5	4	5.07	ENGR	0.6	0.5
ESM	1	44.74	8	7.94	19	25.01	564	307.9	18.10	1	1	1.62	ESM	1	0.6
FISH	0.4	16.77	5	0.47	2	9.03	93	69.2	3.36	2.5	3	4.39	FISH	0.4	0.32
FWM	1	42.13	10	6.87	13	25.18	292	317.2	12.56	2.5	3	4.39	FWM	1	0.75
GEOL	0.4	18.69	6	0.51	1	10.25	96	100.5	4.05	2.5	3	4.39	GEOL	0.4	0.4
MATH	1	49.94	12	12.44	18	33.70	73	568.4	13.01	2	2	3.24	MATH	1	0.8
OCN	0.4	10.43	3	1.27	3	6.72	63	37.7	2.09	1	1	1.62	OCN	0.4	0.25
PHYX	0.4	18.18	5	3.08	3	11.00	71	144.6	4.41	1.5	2	2.77	PHYX	0.4	0.25
WLDF	0.6	33.53	8	3.64	5	16.90	354	156.6	10.62	3.5	4	6.01	WLDF	0.6	0.6
Seven Measures:		Weighting of size measurements:													
Faculty: 50%		Determine size factor for each measure based on following:													
Permanent faculty: 70%		Size Factor – measure for department/measure for largest department													
Temporary faculty: 30%		E.g., if the largest department had 34.5 FTEF Permanent faculty and the													
FTEF: 50%		department in question had 21, then its size factor for this measure was 21/34.5 = .609.													
Headcount: 50%		Compute Score (composite measure of department size) – Formula:													
Students: 35%															
Majors: 60%		50 (.7 x perm FTEF + .3 (.5 x # temp + .5 x FTEF temp))													
FTEs: 40%		+ 35 (.6 x majors + .4 x FTEs) +													
Staff: 15%		+ 15 (.5 x # staff + .5 x FTE staff)													
FTE: 50%															
Headcount: 50%		Use score to standardize department chair support:													
		<i>Score range</i>		<i>Time Base</i>											
		Less than 10		.4, AY											
		10-24		.4, AY											
		25-40		.6, 12-month											
		More than 48		1.0, 12-month [40-47 gap?]											

University Policies Committee:

Submitted by Justus Ortega, UPC Chair

Nov. 16th meeting

UPC Attendees: Justus Ortega, John Meyer, Troy Lescher, Douglas Dawes, Randi Darnall Burke, Kimberly Comet, Mary Elise Conzelmann, Sabrina Zink, Kay Libolt, Michelle Anderson (Vacancy for staff representative)

- 1) Approve Minutes of October 19, 2017 – It was moved (J. Meyer) and seconded (J. Ortega) and unanimously carried to approve the October 19, 2017 minutes.
- 2) Justus announced that the Animal Policy was unanimously approved at Senate.
- 3) Justus reported that the President is keeping the existing Flag Policy.
- 4) Discuss Draft Food Policy – Clubs or groups want to sell products to raise money. UPC is looking into the application of the Cottage Food Law. HSU has to abide by CA State Law; cannot have students self-police. The Cottage Food Law identifies low risk foods. Currently, HSU allows prepackaged food and food prepared in a commercial kitchen. One member stated that allowing the sale of foods produced locally is central to social and environmental sustainability. After some research, one member found that six CSU campuses have more flexible food policies. Chico is one campus that allows baked goods made at home. At HSU, the County of Humboldt has oversight and enforcement of food preparation and sales. HSU accepts the liability. The Oh Snap food program has a professional chef and has no actual burners and is overseen by an HSU Staff member. Kim Comet will get in touch with the County to see if the rules have changed and talk to Chico about its food policy. If HSU allows home-cooked food, are we increasing our risk? Do we need additional staffing? Must practice due diligence.

When the Food Policy has reached its final draft, it will be circulated through AS and Staff Council.

University Resources and Planning Committee:

Submitted by Mark Rizzardi, URPC Co-Chair

The URPC met twice since the last Senate meeting.

During the 11/17/2017 URPC meeting, President Rossbacher briefed the committee about the Athletics budget situation. Amber Blakeslee provided a Powerpoint providing context and historical data for the Athletics budget. The President requested that the URPC provide input regarding the situation. In response to this request, the URPC asked the President and V.P.

Wruck a series of questions. After the President departed the URPC meeting, the URPC voted unanimously in favor on two motions:

1. URPC does not support the use of general funds to cover the current deficit in Athletics.
2. URPC recommends that a sustainable financial model for Athletics be developed by June 30th 2018, with student participation in the development of the model.

During the 12/01/2017 URPC meeting, the committee discussed employing the "fish bowl" format and potential topics for the Budget Planning Open Forum to be held 1-3pm Friday, 12/08/17 in Goodwin Forum. The URPC determined the following 9-10 topics for the small group discussions during the forum:

Phase 2	Description
1.4	Reduce assigned time for faculty
1.5 & 1.8	Increase class size (when possible) and Reduce WTUs by reducing the number of courses offered.
3.1	Developing a Strategic Enrollment Management plan to guide long-term recruitment and retention efforts
4.3	Explore partnerships and/or privatizing the Children's Center at current or other locations
4.5	Gain staff and budget efficiencies by reducing duplication of student support services / programming across the campus (including but not limited to Academic & Student Affairs)
5.2	Consolidate Auxiliary Organizations
6.1	Reduce overall travel costs and develop a more equitable travel structure across campus
6.5	Eliminate internal chargebacks and make cost of doing business activities a University Wide expense
4.1, 6.3, 6.4, 6.6	Organizational Redesign: Administration/management structure (Oct. 31st Open Forum suggestion); Integrate Student Financial Services & Financial Aid; Merge &/or co-locate departments, units, or existing functions; Administrative services redesign - shared services budget/financial support model; Explore position management strategies

The URPC welcomes input from the Senate on which other topics might be considered for discussion versus those listed above.

Depending upon time constraints, conversations will include: (1) Brainstorm or discuss ideas for cutting budget. (Oct. 31st Open Forum list provided), (2) Brainstorm what to stop (reduce cost by stopping a service, etc.)

Academic Senate CSU (ASCSU):

Submitted by Mary Ann Creadon and Erick Eschker, ASCSU Representatives

Interim virtual meetings of committees of the ASCSU were held on Friday, December 1. The Chair's Report for these meetings included: formation of a Budget Sustainability Group to examine ways to avoid a tuition increase in 2018-19; plans to work together with the UC to legally fight provisions to tax tuition fee waivers of GTAs in the U.S. Senate's recently approved tax bill; and an announcement of the first in a series of 2-hour meetings between Chancellor's Office representatives and the ASCSU Executive Committee to repair the damaged relationship between the CO and ASCSU, to be held on Tuesday, December 5.

A number of memos and reports were provided to Senators in the last two weeks. These documents have been made available to HSU Senators.



FOR CONSIDERATION
2018-19 TUITION
PROPOSAL:
PREPARED FOR THE
CALIFORNIA STATE
STUDENT ASSOCIATION

November 21, 2017

In accordance with the Working Families Student Fee Transparency and Accountability Act

Contents

The California State University (CSU) is initiating consultation with the California State Student Association (CSSA) about a possible tuition increase as part of the 2018-19 operating budget. If approved, the increase would take effect in the 2018-19 academic year.

In keeping with the timeline and requirements of the *Working Families Student Fee Transparency and Accountability Act*, the following information is included for consideration and to begin conversations as part of the consultative process with the CSSA.

The *Working Families Student Fee Transparency and Accountability Act* is codified in Sections 66028 through 66028.6 of the California Education Code. The act requires the CSU to consult with the CSSA before any increases to mandatory systemwide tuition are considered by the Board of Trustees (Board) and to ensure transparency in the process. The following areas are addressed in this proposal:

- 1) The justification for a potential tuition increase including facts supporting the increase
- 2) A statement specifying the purposes for which revenue from the potential increase would be used
- 3) A description of efforts to mitigate the impact of any potential tuition increase on financially-needy students
- 4) The potential impact to students including but not limited to:
 - a. Changes to the minimum workload burden for all students
 - b. Institutional financial aid awards
 - c. Average student loan debt
- 5) Alternative proposals that could be considered in lieu of a potential tuition increase

To orient the reader, each section of this document is numbered and identified according to the five required pieces identified above.

In addition to this required information, the CSU also provides the following:

- Potential Systemwide Tuition and Fee Changes for the 2018-19 Academic Year
- Timeline

FOR CONSIDERATION 2018-19 TUITION PROPOSAL:
PREPARED FOR THE CALIFORNIA STATE STUDENT ASSOCIATION

1) JUSTIFICATION FOR A POTENTIAL TUITION INCREASE

Context

Every graduate has his or her own success story, and all 3.4 million CSU alumni are contributing to California’s economic prosperity and social mobility. The CSU is widely acknowledged by policymakers and the public as one of the most important drivers of California’s economy and society. To ensure that the CSU can continue to fulfill this role—while maintaining diversity, academic quality and rigor—investment is needed.

Unfortunately, state investment in support of the CSU has moved from approximately 80 percent in the mid-1990s to closer to 55 percent by 2017-18, with the remaining revenue provided almost entirely by tuition and fees. In spite of this fiscal trend, the CSU has remained committed to providing all of its students a high-quality education and admitting qualified students from California’s high schools and community colleges.

The CSSA has been a dedicated partner advocating with the CSU for increased state investment. Over the last five years, these advocacy efforts have coincided with an important increase in state tax revenues, which recovered by \$39.1 billion between the low point of the recession and today. It was not until 2016-17 that the CSU eclipsed the prerecession state funding levels of 2007-08—despite serving 20,000 additional students annually.

Also over the past five years, the CSU consistently made operating budget requests that would reinvest in our most critical priority areas. However, only once in the last five years since the worst days of the recession has that request been fully funded. Put another way, the state did not fund a total of \$577.7 million of recurring funding requested by the CSU since the recovery began (see below figure).

Fiscal Year	Governor's Budget	CSU Request	Final State Budget	Unfunded
2013-14	\$125.1	\$371.9	\$125.1	\$246.8
2014-15	142.2	237.6	142.2	95.4
2015-16	119.5	216.6	216.5	0.1
2016-17	139.4	241.7	154.0	87.7
2017-18	157.2	324.9	177.2	147.7
2018-19	102.0	263.0		
2019-20	105.0			
Total	\$890.4	\$1,655.7	\$815.0	\$577.7

in millions

Going forward, based on information from the governor’s administration, the governor will likely propose a three percent general fund increase for the CSU. This is down from five percent or four percent proposals in each of the previous five years. This proposed increase represents an increase of \$102 million to the CSU operating budget for 2018-19, or roughly a one and a half percent to the total

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operating budget. This would be less than the projected rate of inflation, as reported this fall by the state Department of Finance.

The CSU anticipates limited new funding by the governor and it is one event in a confluence of events that has led to this proposed tuition increase. Other events—in particular, necessary obligations and new investments—coupled with state funding, are critical to sustain the capacity and maintain the quality of the student learning environment. Graduation Initiative 2025 commits to improving graduation rates and narrowing equity gaps over a multi-year period, but this can only be achieved by similarly investing funds over a multi-year period into new academic and support programs for students. This means investing in the people of the CSU with modest salary and benefit cost increases to keep up with inflation, as our faculty and staff are at the very core of serving our students academically and with essential academic and well-being support. Likewise, the state no longer pays for CSU infrastructure and deferred maintenance needs and thus require an ongoing portion of the annual CSU operating budget. Indeed, a safe, clean, functional, educationally-appropriate learning environment is critical to students, the faculty that teach them, and the staff that serve them. Minimal student enrollment growth is critical to build course capacity for new and ongoing students.

Students have regularly expressed their desire to improve their educational experiences and many student priorities have influenced and are aligned with CSU budget priorities. For example, the CSSA's 2017-18 Public Policy Agenda calls for an affordable, safe, inclusive, equitable, and supportive CSU educational experience. For that vision to come to fruition, it will require sustained, recurring investment in the university that, at a minimum, meets or slightly exceeds the rate of inflation. To put it another way, in order to balance all of the necessary investments and to more appropriately support the capacity and quality of the entire student learning environment, an operating budget increase of four percent—not one and a half percent as is currently signaled by Sacramento—is necessary.

The state's continued limited and incremental investment will result in a significant difference between the CSU's proposed operating budget increase of \$282.9 million—based on clearly identified university, student and state needs—and the governor's likely proposal. Without new, ongoing investment, course-taking opportunities for students will stall or diminish, faculty and staff salaries will stagnate leading to more difficulty in recruiting and retaining highly capable individuals, facilities will degrade, and the overall educational experience will ebb.

2018-19 CSU Operating Budget

Each September, the Board considers the CSU's preliminary operating budget request and identifies funding priority areas. A final operating budget request is brought before the Board in November for approval and is then submitted to the governor and legislature for their consideration.

At the November 7-8, 2017 Board of Trustees meeting, the Board approved a 2018-19 operating budget request to the state that identified five key priority areas that will require an additional \$263 million from the state. At this time, the CSU anticipates the governor will propose \$102 million in new funding to the CSU in his January budget proposal. Including other new revenue and efficiencies, this leaves a funding gap of \$161 million between anticipated revenue sources and the necessary investments at the university.

Board of Trustees Priorities:

- I. *Graduation Initiative 2025:* The CSU is committed to improving the opportunities for the more timely graduation for all students, including doubling the four-year graduation rate from 19 percent to 40 percent and achieving a 70 percent six-year graduation rate. To meet these goals, the CSU will continue to invest in people, programs, technologies, and strategies that have demonstrated success in improving graduation rates, shortening time-to-degree, and eliminating achievement and equity gaps. Each campus has developed multi-year plans to reach their Graduation Initiative 2025 goals. These campus plans will require multi-year investments across the system in tenure-track faculty hiring, increased course-taking opportunities, enhanced advising and education plans, academic and student support including health and well-being, and leveraging data for campus decision-making. The 2018-19 fiscal year represents the second year of a 6-year, \$450 million investment plan in support of the many underlying elements of Graduation Initiative. Over the course of this second year of the Graduation Initiative 2025, campuses would spend incremental recurring funding on their local priorities to improve student success and completion.
- II. *Academic Facilities & Campus Infrastructure:* Leading-edge academic facilities support quality degree programs setting the stage for CSU graduates to be workforce ready and equipped to excel in their chosen field. CSU campuses have several of these academic and laboratory spaces, but a significant portion of CSU facilities are dated and need improvement. Specifically, fifty-two percent of all CSU buildings are more than forty years old and the systemwide deferred maintenance backlog for these and other facilities total approximately \$2 billion. While the CSU has maintained its buildings as best it could with available funding, the state historically funded most of the costs associated with the construction and maintenance of academic buildings and campus infrastructure. The state shifted this obligation to the CSU in 2014, making facilities and infrastructure a significant consideration when developing and implementing the CSU operating budget. Dedicating a portion of the CSU operating budget to facilities and infrastructure is essential to address the most pressing facility and infrastructure needs on campuses.

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- III. *Employee Compensation:* Central to the student experience is the ability to interact, learn from and be guided by outstanding faculty and staff. The CSU is proud of the thousands of its employees who are dedicated to students and their success. Modest compensation increases are a significant priority for the CSU to remain competitive to recruit and retain outstanding faculty, staff and administrators who are committed to students' well-being and academic success.

- IV. *Mandatory Costs:* Mandatory costs are the expenditures in the operating budget that increase annually due to inflation and other state, federal or statutory mandates that apply to the CSU and must be paid. These include increases in the cost of health care and retirement for employees, changes in state wage laws—including a multi-year incremental increase in the minimum wage—and the increased cost of operating and maintaining new facilities. Without funding for mandatory cost increases, campuses would have to make cuts and redirect resources from other program areas to meet these obligations.

- V. *Enrollment Growth:* The CSU confers the most baccalaureate degrees in the state and contributes to the California workforce in significant ways. Increased enrollment funding contributes to new sections of high-demand courses, hiring new tenure-track and temporary faculty, providing more academic and student support services, and bolstering overall institutional support and operation of the campus to serve existing and additional students. With a total student body of more than 480,000 students, the CSU continues to see increased demand from qualified applicants each year. New incremental funding would allow for growth in the average unit load for continuing students in support of graduation rate goals, and a steady number of new students admitted and served.

Possible Tuition Proposal for Consideration

To ensure the university has all revenue options available to meet its 2018-19 priorities, the CSU must begin a conversation about a potential tuition increase. That process begins with this notification and its submittal to the CSSA.

In the coming months, consideration of this tuition proposal by the Board will align with the CSU's shared governance model and there will be appropriate consultation with, and feedback from, the CSSA and other CSU stakeholders. The CSU also will engage with the CSSA, Academic Senate and other stakeholders to collaboratively advocate for full funding of the CSU's operating budget request.

The state budget cycle is asynchronous from the planning decisions of the CSU, as well as the planning that current and potential students must undertake to prepare for the 2018-19 academic year. Specifically, the outcome of the 2018-19 budget cycle will not be known until June 2018. To provide students and families adequate time to plan and to ensure the CSU is in alignment with the law, the administration, the Board and all constituents must begin a conversation regarding tuition. It is anticipated that this consultation period will include an information item at the January 2018 Board meeting and an action item at the March 2018 Board meeting. The tuition increase would take effect during the 2018-19 academic year.

The potential tuition increase is \$228 per resident undergraduate student for the 2018-19 academic year. This would take the annual tuition price from \$5,742 per student to \$5,970. Coupled with potential tuition increases to teacher credential, graduate, and doctoral programs, the potential increase would generate approximately \$69.8 million in new net revenue in 2018-19 to support the Board's budget priorities described above. State University Grant (SUG) funding would grow by almost \$35 million to accommodate eligible students' additional need resulting from a tuition increase.

Separately, the CSU proposes a greater tuition increase for non-resident students than proposed for resident students. The potential non-resident tuition increase of \$30 per unit would change the per-unit semester price from \$396 to \$426 (\$20 per-unit quarter price from \$264 to \$284), or \$900 for a full-time undergraduate non-resident student for the 2018-19 academic year. For full-time non-resident students, this would increase the supplemental fee from \$11,880 to \$12,780. The potential increase would generate approximately \$20.7 million of new revenue in 2018-19.

[Note: Notwithstanding the differential dollar and tuition rates proposed by level of education, for simplicity and illustration purposes only, we use a potential \$228 increase and a potential annual tuition price of \$5,970 per resident undergraduate student throughout this proposal.]

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2) PURPOSED USE OF INCREASED TUITION REVENUES

The state general fund and student tuition and fees are the two primary revenue sources that support the educational endeavors of more than 480,000 CSU students. The current operating budget is made up of approximately 55 percent from state general funds and 45 percent from student tuition and fees.

State funding and tuition revenue support general operations of the university including instruction, academic support, student services, institutional support, operations and maintenance of academic facilities, and institutional financial aid.

The Board adopted an operating budget request for 2018-19 at its November 2017 meeting that would invest new resources in top priority areas described earlier and summarized below.

After this budget plan is submitted for the state’s consideration, it is the responsibility of the governor and legislature to determine the amount of state general fund for the CSU. Subject to final Board decisions, and subsequent action by the governor and legislature on the CSU budget, revenue generated by a tuition increase would be used to partially support the categories of incremental expenditures in the table below.

2018-19 Budget Plan	
Incremental Expenditure Increases	
	In Millions
Graduation Initiative 2025	\$75.0
Enrollment Growth: 3,641 FTES	39.9
Employee Compensation	122.1
Academic Facilities & Infrastructure Needs	15.0
Mandatory Costs	30.9
Total	\$282.9
<i>Other Inflationary Cost Increases</i>	17.4
Anticipated Incremental Revenue Increases	
General Fund:	
Governor’s Anticipated Funding Plan	\$102.0
Tuition Revenue:	
Tuition from Enrollment Growth	19.9
Potential Tuition Increase	69.8
Total	\$191.7
<i>Cost Avoidance, Efficiencies & Program Reallocations</i>	17.4
CSU Remaining Need	\$91.2

3) and 4) POTENTIAL IMPACT TO STUDENTS AND MITIGATION OF IMPACT ON STUDENTS WITH FINANCIAL NEED

The CSU remains committed to keeping costs as low as possible for students. More than 60 percent of all CSU undergraduates have their tuition fully covered by grants and waivers. Eighty percent of all CSU students receive some form of financial assistance. The CSU does not expect these percentages to change as the result of a modest tuition increase.

State Grants and Waivers

A student who receives a Cal Grant tuition award would not be affected by a potential tuition increase because the award amount for this state program is designed to pay the entire tuition cost. This would include students utilizing the California Dream Act Application. Similarly, a student who receives a state-mandated tuition fee waiver would not be affected by the potential tuition increase because these state programs are also designed to waive the entire cost of tuition.

Institutional Grants

The State University Grant (SUG) is available to undergraduates, teacher credential candidates, and graduate students. A student who receives a full SUG would not be affected by a potential tuition increase because this CSU-administered institutional aid program waives the entire tuition cost. For students who do not receive the maximum award to cover the full tuition cost and absent any other financial aid, SUG may cover the potential increase in tuition. However, individual SUG awards vary for each student. CSU doctoral programs and graduate business professional programs also offer need-based grant programs similar to SUG. As part of the potential tuition increase, SUG funding would grow by almost \$35 million to accommodate eligible students' additional need resulting from a tuition increase.

Federal Aid

The maximum full-time Pell Grant award for 2017-18 is \$5,920. Any changes to 2018-19 Pell award amounts are not known at this time. If tuition were increased by an additional \$228 per year, CSU tuition would be \$5,970, which means a resident undergraduate student who qualifies for the maximum Pell Grant award would have all but \$50 of the cost of tuition covered by this program. At the CSU, most resident students who are eligible for a full Pell Grant also qualify for the Cal Grant or SUG. For those students, the cost of tuition would still be fully covered by non-loan aid.

For those students who qualify for the Cal Grant or SUG, the Pell grant may be used for non-tuition expenses including campus-based fees, books, and other living expenses.

Pell Grant award amounts can vary based upon income and enrolled units. For students who do not receive the maximum award, and absent any other financial aid, the Pell Grant may partially cover the potential increase in tuition.

Loans

Loan programs can also be used to cover all tuition costs for a student. Based on CSU financial aid packaging policies in which grants and waivers are applied first, and loans second, it is unlikely that student loan debt would increase materially, if at all, in order to pay for a potential tuition increase.

Financial Aid Awareness

The CSU will continue its commitment to informing students and families of the availability of financial aid. Each campus maintains a robust internet site that provides information to students and families. Campuses will continue to communicate with students on a regular basis with reminders and notices of key application periods and deadlines. Information will continue to be available via the admission application site (i.e., Cal State Apply) and calstate.edu. Campuses will also provide information as part of student outreach, the admission process, and orientation events as well as provide workshops both on and off campus to prospective and current students and their families.

Employment

CSU financial aid packaging policies do not include or establish a minimum workload expectation for students. A student may work to cover tuition and other college-related expenses and if he or she qualifies, can participate in the federal work-study programs for this purpose. For students who work to meet their full cost of attendance, at the minimum wage of \$11 per hour during the latter half of 2018 and at \$12 per hour during the front half of 2019, a resident undergraduate student would need to work approximately 25 additional hours per academic year— equivalent to less than 0.5 hour per week—to cover a \$228 increase in tuition (assuming taxes and other withholdings).

Student Indebtedness

While 49 percent of all CSU students graduate with some loan debt for college-related expenses, the amount of the debt is substantially lower than the California and national average, as shown in the table below.

AY 2014-15	Amount of Debt
National Average	\$30,100
California Average	\$22,191
CSU Average	\$15,531

Average indebtedness would increase only slightly if a student needs to borrow additional funds to cover the potential tuition increase. For example, if a student borrows an additional \$228 a year for four years of enrollment (total \$912), the anticipated monthly payment upon graduation would increase by approximately \$10.50, based on a maximum interest rate of 6.8 percent (currently 4.45 percent) and a standard 10-year repayment schedule. Based on similar terms and conditions, if a student borrowed an additional \$228 a year for six years of enrollment (total \$1,368), the anticipated monthly payment would increase by approximately \$15.75. With these changes included, average indebtedness at the CSU would continue to be significantly lower than the California average or national average.

5) ALTERNATIVES FOR ADDRESSING THE OPERATING BUDGET SHORTFALL

The CSU has four primary options as alternatives for addressing its fiscal priorities in the coming year. These options are not mutually exclusive and may be combined in varying proportions by the end of the budget process. In general, the four options are described below.

Option A: Increase state funding to cover the full operating budget request

The CSU's first priority and commitment is to make the case with lawmakers that additional investment in the CSU is necessary and is in the best interest of the state and students. The CSU will work with partners across the system including students, faculty, staff, business, union leaders, alumni, and friends to make the case in Sacramento. With the historic gains made in four-year and six-year graduation rates, the success that campuses have had in providing students with opportunities to increase social mobility and the state's need for more college graduates, arguments for increased state funding have never been stronger. While additional state funding is the preferred option, the state allocation will not be known until a final budget agreement is reached in June 2018.

Option B: Increase tuition to partially cover the operating budget request while continuing to advocate for more state funding

A potential tuition increase of \$228 per resident undergraduate student would take the annual tuition price from \$5,742 per student to \$5,970. Coupled with potential increases to non-resident tuition, as well as graduate, doctoral, and teacher credential programs, the potential tuition increase would generate approximately \$69.8 million of new revenue in 2018-19. While the funding raised from a potential tuition increase would not fully fund the operating budget request, it would allow for some investments to be made in critical areas, coupled with continued advocacy efforts in Option A to fully fund the operating budget request.

Option C: Cost Avoidance, Efficiencies & Program Reallocations

Efforts by the Office of the Chancellor and every campus to identify and employ administrative efficiencies and effectiveness will continue to be a high priority. Each year, inflation and other price increases have an effect on each campus' bottom line. For the most part, annual operating budget requests address these types of increases on salaries and benefits through the mandatory costs category described above. However, in recent years, campuses have not received annual funding increases to cover inflationary costs in areas such as communications, information technology, contractual services, library subscriptions and instructional equipment. Chancellor's Office staff estimate that inflationary cost increases over the past five years exceeded \$46 million. It is anticipated that these costs will increase further by \$17.4 million for 2018-2019.

Above and beyond efforts to address regular inflationary pressures, the CSU will continue to pursue cost avoidance strategies and administrative efficiencies to be good stewards of state and tuition resources as well as address as many unfunded cost increases as possible. Campuses and the Chancellor's Office make decisions annually to redistribute budgets to cover increased

costs, pursue and implement efficiencies and cost sharing across the system, and reallocate from under-utilized programs to the most pressing needs of the campus and system.

However, it is important to manage expectations and dispel misconceptions about improved efficiency and effectiveness. Past successes have yielded, on average, savings of tens of millions of dollars per year, but remaining opportunities are marginal in value. As a result, any savings opportunities that could culminate in 2018-19 would not significantly narrow the \$161 million budget gap identified in the 2018-19 Operating Budget Request.

Additionally, CSU will continue to examine ongoing investments to ensure they are in line with the mission of the university so that the money invested in CSU by the state and students is spent thoughtfully and with student success at its core. For example, recently enacted law authorizes the CSU to invest in securities that yield a higher rate of return than fixed income securities. The Board established an investment advisory committee in November 2017 and the committee is developing a master investment policy as well as investment portfolios. The goal is to soon move a portion of CSU funds into those portfolios, earn a better rate of return, and use those returns on deferred maintenance or critical infrastructure needs, which is a key piece of student success. To do so then allows CSU to use more of the operating funds for direct academic offerings and support.

Option D: In lieu of additional state funding or a potential tuition increase, reduce programs and services, both academic and non-academic

The CSU's required financial obligations, along with critical priorities like the Graduation Initiative and enrollment growth, far exceed the amount of funding signaled from the governor's office for 2018-19. If advocacy efforts do not secure the full operating budget requests, and if tuition is not increased, many priority areas of the operating budget would be reduced or eliminated because campuses would have to redirect funding from existing programs, services and priorities to fund a portion of mandatory cost obligations and employee compensation increases. Fewer course sections would be available to students, average unit load would go down and less academic and student support services would be available.

POTENTIAL SYSTEMWIDE TUITION AND FEE CHANGES FOR THE 2018-19 ACADEMIC YEAR

Undergraduate, Credential and Graduate Programs

Table 1 shows the current and potential maximum tuition levels for undergraduate, credential, and graduate programs.

Table 1: Undergraduate and Graduate Tuition Changes for the Academic Year

	Current	Proposed	Change
Undergraduate Programs			
6.1 or more units	\$5,742	\$5,970	\$228
0 to 6.0	3,330	3,462	132
Credential Programs			
6.1 or more	6,660	\$6,924	264
0 to 6.0	3,864	4,014	150
Graduate and Other Post-Baccalaureate Programs			
6.1 or more	7,176	\$7,608	432
0 to 6.0	4,164	4,410	246

Summer rates would increase beginning with the summer 2019 term.

Doctoral Programs

The table below shows the current and potential maximum tuition rates for the three doctoral programs offered by the CSU.

Table 2: Doctoral Program Tuition Per Academic Year

	Current	Proposed	Change
Doctor of Education	\$11,838	\$12,546	\$708
Doctor of Nursing Practice	15,270	16,188	918
Doctor of Physical Therapy	17,196	18,228	1,032

Tuition for the Doctor of Physical Therapy program is mandated by state law (Education Code 66042.1) to be no higher than that of the University of California (UC).

The tuition for the Doctor of Education program is mandated by state law (Education Code 66040.5) to be no higher than the rate at the UC.

The law does not limit the tuition that may be assessed for the CSU Doctor of Nursing Practice program and does not link the CSU tuition and UC tuition and fees for doctoral nursing programs.

Non-Resident Students

Non-resident tuition is in addition to applicable systemwide tuition. Table 3 shows the current and potential maximum per semester and per quarter unit rates for non-resident students.

Table 3: Non-Resident Tuition

	Current	Proposed	Change
Semester Campus	\$396	\$426	\$30
Quarter Campus	264	284	20

Graduate Business Professional Program

The Graduate Business Professional Fee is in addition to applicable systemwide tuition. The Board resolution authorizing this fee requires that whenever the Board takes action to adjust tuition for graduate students, the same adjustment will be made to the Business Professional Fee. Table 4 shows the current and potential maximum per semester and per quarter unit rates.

Table 4: Graduate Business Professional Fee

	Current	Proposed	Change
Semester Campus	\$270	\$282	\$12
Quarter Campus	180	188	8

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TIMELINE

Date	Action
Nov 21, 2017	<i>California State Student Association</i> -- Provide tuition proposal to student representatives
Nov 30, 2017	<i>California State Student Association</i> -- Hold consultation meeting with student representatives to discuss tuition proposal
Jan 30 – 31, 2018	<i>Trustees</i> -- Information Item -- Hold public meeting to consider tuition proposal
Mar 20 – 21, 2018	<i>Trustees</i> -- Action Item -- Hold public meeting to consider adopting tuition proposal
May 2018	<i>Campuses</i> -- Implement tuition increase in billing statements for continuing students for the 2018-19 academic year (if adopted)
June 2018	Outcome of 2018-19 state budget process
July 2018	Campus allocations made based on final budget decisions and available resources
Aug–Sept 2018	Fall 2018 classes begin

All dates and actions align with requirements of the *Working Families Student Fee Transparency and Accountability Act*.

Expanding Textbook Affordability Programs on your Campus and Requesting Additional State Funding Opportunities

January 30, 2018 at Hyatt LAX

The conference brings together higher education institutions who are implementing textbook affordability programs to support their students' success.

Keynote Speakers

- Gerry Hanley, PhD, Assistant Vice Chancellor, Academic Technology Services, CSU Office of the Chancellor and Executive Director, MERLOT
- Mark McBride, Library Senior Strategist, Office of Library and Information Services (OLIS), SUNY System Administration
- Kaitlyn Vitez, Higher Education Advocate US PIRG (Public Interest Research Groups)

Topics

- Updates and Strategies for Sustaining Textbook Affordability in California Higher Ed
- OER Services in SUNY: Access, Affordability, and Innovation
- How to Build Student Leadership around OER

Participants

- OER and/or campus affordable course materials' coordinators
- Academic technology staff including instructional designers
- Librarians
- Student government senators and staff
- Bookstores
- Faculty developers

Registration

<https://tinyurl.com/olc-2018-register>

Questions: cool4ed@cdl.edu

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November 20, 2017

C O D E D M E M O R A N D U M

ASA-2017-27

TO: CSU Presidents

FROM: Eric G. Forbes 
Assistant Vice Chancellor

SUBJECT: Implementation Guidance for Executive Order 1110 - Assessment of Academic Preparation and Placement in First-Year General Education Written Communication and Mathematics/Quantitative Reasoning Courses

In accordance with Executive Order 1110, this coded memorandum provides guidance on the continued use of traditional assessment measures, the introduction of placement indicators based on the academic performance of students in high school and the Early Start Program. To provide consistent guidance to prospective CSU students and secondary schools, the following standards shall be applicable at each CSU campus. This memo establishes uniform placement practices at all CSU campuses.

Placement in courses that satisfy CSU General Education (GE) Mathematics/Quantitative Reasoning and Written Communication requirements will be based on four categories described below. For students demonstrating indicators near the placement thresholds, campuses may make exceptions to this placement guidance, based on information regarding the academic progression of students. These exceptions may include outcomes of directed self-placement exercises.

- **Category I: Has fulfilled the GE Subarea A2 or B4 requirement**
 - Student has met the CSU GE Breadth Subarea A2 and/or B4 requirement via Advanced Placement (AP) examination, International Baccalaureate (IB) examination or transferable course
- **Category II: Placement in a GE Subarea A2 or B4 course**
 - Student has met examination standards and/or multiple measures-informed standards
- **Category III: Recommend placement in a supported GE Subarea A2 or B4 course**
 - Based on new multiple measures, student needs additional academic support
 - Participation in the Early Start Program is recommended and may be highly advisable for some students, particularly STEM majors

CSU Campuses

Bakersfield • Channel Islands • Chico • Dominguez Hills • East Bay • Fresno • Fullerton • Humboldt • Long Beach • Los Angeles • Maritime Academy • Monterey Bay
Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San José • San Luis Obispo • San Marcos • Sonoma • Stanislaus

- ***Category IV: Require placement in a supported GE Subarea A2 or B4 course or the first term of an applicable stretch course***
 - Based on new multiple measures, student needs additional academic support
 - Participation in the Early Start Program is required

Executive Order 1110 provides for enrollment in appropriate college-level, baccalaureate credit-bearing courses that strengthen skills development to facilitate achieving the appropriate general education student learning outcomes. Such GE courses may include, but are not limited to, various forms of co-requisite or supplemental instruction. Campuses may also offer baccalaureate, elective credit co-requisite support courses. Instructional support may be in the form of mandatory recitation course components with no unit value, online services, courses that stretch across terms, as well as concurrent pre-baccalaureate units, with specified unit limitations. In no circumstance shall a sequence of courses (including those completed in the Early Start Program) leading to and satisfying the GE Subarea A2 or B4 requirement result in earning more than eight semester units of baccalaureate credit. Campus faculty shall be responsible for designing, developing and refining appropriate courses.

Consistent with Title 5 sections regarding total units required for baccalaureate degrees, notwithstanding approved exceptions, no baccalaureate degree programs shall extend the unit requirement beyond 120 semester units. A campus must maintain an academic degree plan that allows for the completion of each of these degrees in 120 semester units. However, an individual student may complete more than 120 semester units.

Campuses are expected to offer sufficient sections of courses satisfying the GE Written Communication (Subarea A2) and GE Mathematics/Quantitative Reasoning (Subarea B4) requirements to accommodate the full demand for these courses across the first academic year.

Course Placement Indicators

In close collaboration with appropriate committees, the CSU has prepared specific placement guidelines that match the categories with both traditional test measures and high school measures. These guidelines are represented as an attachment to this memo. These placement standards will be periodically reviewed by the Admission Advisory Council and will be subject to revision based on the assessment of CSU course outcomes. Specific course placement should be based on the evidence of highest achievement supplied by each student either in the form of traditional examination measures (ACT, SAT Reasoning, EAP/Smarter Balanced Assessment or successor examinations) or in the form of grades earned in high school courses. While there are four categories, there may also be also variations in placement given differences in student degree objectives.

Because final grades from the senior year of high school enrollment may not be fully reported by the time course selection occurs, all official and self-reported academic records may be considered for placement. Consistent with CSU admissions and records procedures, self-reported academic records will be subject to validation using official transcript records or official sources such as the California College Guidance Initiative, upon receipt.

Students, such as veterans, international students or re-entry students, for whom comparable academic records or examinations are not available, should be assessed utilizing all available

academic information. Campuses may employ campus-based assessment tools to provide additional measures for placement in written communication and mathematics/ quantitative reasoning courses for these student populations as well placement in higher-level or major preparation courses (i.e. Business Calculus, Calculus for Life Sciences, Linear Algebra) for all students.

Advisement

Campuses are expected to offer sufficient sections of courses satisfying the GE Written Communication (Subarea A2) and GE Quantitative Reasoning/Mathematics (Subarea B4) requirements to accommodate the full demand for these courses across the first academic year. Students who are not successful in completing these courses but satisfy all other campus academic eligibility requirements will be required to enroll in these courses in their second academic year.

As campuses develop new courses that fulfill CSU GE Mathematics/Quantitative Reasoning requirements and align more closely with student degree objectives, campuses will need to develop strategies to assist students identified as undecided or undeclared in the selection of appropriate mathematics/quantitative reasoning courses.

The Office of the Chancellor will deliver CMS/Peoplesoft processes to classify new students based on the four new placement categories, organize campus majors by required mathematics pathways and respond to systemwide reporting requirements. Campuses should utilize the four new placement categories in the development of capacity projections for future enrollment. Capacity models using the new categories and fall 2016 new student enrollment have been provided to each campus.

The CSU Early Start Program

In summer 2018, the Early Start Program will largely proceed as established under Executive Order 1048. However, determination of student participation in the Early Start Program will be subject to new assessment and placement guidance, including the use of academic performance indicators from high school. Campuses may elect to pilot a limited number of courses that fully comply with Executive Order 1110 for destination students only. All campuses must offer traditional Early Start Program courses in order to support both destination and service students.

The 2019 Early Start Program will be responsive to the written communication and mathematics/quantitative reasoning curriculum developed by faculty for the 2018-19 academic year. Participation in the Early Start Program shall be required for students identified above as Category IV and encouraged for students identified as Category III. Campuses will be expected to offer sufficient class sections of courses satisfying the written communication and mathematics/quantitative reasoning general education requirements in the Early Start Program to match demand for both destination and service students. Consistent with past practice, the Early Start Program should work in collaboration with existing Summer Bridge Programs.

International (F-visa) students and nonresident students remain exempt from participation in the Early Start Program. Students so exempted should be provided additional academic support, as needed, in order to be successful in both written communication and mathematics/quantitative reasoning courses in their first academic year.

Determination of good academic standing or satisfactory academic progress shall not be based solely upon Early Start Program enrollment. No student shall be academically disqualified based upon enrollment in the Early Start Program.

While students requiring skills development in both written communication and mathematics/quantitative reasoning shall be required to enroll in only one subject area during the Early Start Program, they may elect to enroll in both. All Early Start Program course enrollments, including these elective decisions, will follow the Early Start Program fee schedule and applicable financial aid support.

Early Start Program courses offered at any CSU campus will have a common fee. The fee shall be \$182 per unit plus \$2 in other mandatory fees. This fee may be adjusted commensurate with changes in state university tuition. Campus parking and course instruction materials may also be charged. Qualifying students who apply for financial aid via the Free Application for Federal Student Aid or the California Dream Application will be eligible for a waiver of the per unit fee. Criteria for such fee waivers shall be distributed annually to campuses by the Office of the Chancellor.

To assist campus faculty, staff and administrators in the implementation of new approaches to the Early Start Program, regular progress updates and Frequently Asked Questions (FAQ) resources will be maintained online at www.calstate.edu/acadaff/earlystart. Questions regarding the Early Start Program or other elements of this memorandum may be directed to Eric Forbes, Assistant Vice Chancellor, Student Academic Services, at (562) 951-4744 or eforbes@calstate.edu.

EGF/jc

Attachment

- c: Dr. Loren J. Blanchard, Executive Vice Chancellor for Academic and Student Affairs
- CSU Provosts/Vice Presidents for Academic Affairs
- CSU Vice Presidents for Student Affairs
- Dr. Christine Miller, Chair, Academic Senate of CSU
- Associate Vice Presidents for Academic Affairs
- Mr. Nathan Evans, Chief of Staff, Academic and Student Affairs

CSU Placement of First Year Students Based on Academic Preparation

Written Communication							
Placement Category	Placement Group	Major Path Options	Academic Preparation - High School Coursework	OR	Pre-Existing CSU Standards	Early Start	First Year Placement
Category I	Has Fulfilled GE A2 Requirement	All Majors	N/A		<ul style="list-style-type: none"> • A score of 3 or above on the College Board Advanced Placement (AP) Language and Composition test, OR • A score of 3 or above on the College Board AP Composition and Literature test, OR • Completion and transfer to CSU of a college course that satisfies the GE Area A2 requirement in written communication in the English language, provided such a course was completed with a grade of C- or better 	Not Required	Next level English course per major requirements
Category II	Placement in a GE A2 Course	All Majors	<ul style="list-style-type: none"> • Weighted HS GPA greater than 3.3, OR • Weighted HS GPA greater than 3.0 AND completed an approved senior year-long English course/an AP, IB, ERWC, or Honors English course or 5+ years of English 		<ul style="list-style-type: none"> • NEW SAT: A score of 550 or above on the evidence-based reading and writing section of the College Board SAT Reasoning Test, OR • OLD SAT: A score of 500 or above on the critical reading section, OR • A score of 22 or above on the ACT English Test, OR • A result of "Standard Exceeded: Ready for CSU or participating CCC college-level coursework in English" on the EAP Smarter Balanced Assessment exam, OR • Completion of a 12th grade approved English course with a grade of C- or better AND any one of the following: <ul style="list-style-type: none"> a. NEW SAT: A score between 510-540 on the evidence-based reading and writing section b. OLD SAT: A score between 460-490 on the critical reading section c. A score of 19-21 on the English portion of the ACT test d. A result of "Standard Met: Conditionally Ready for CSU or participating CCC college-level coursework in English" on the EAP Smarter Balanced Assessment 	Not Required	GE A2 course
Category III	Placement in a Supported GE A2 Course <i>(Does not meet any criteria in rows above)</i>	All Majors	<ul style="list-style-type: none"> • Weighted HS GPA greater than 3.0 AND 4+ years of HS English, OR • Conditional SAT/ACT score (see a-c below) AND 4+ years of HS English <ul style="list-style-type: none"> a. NEW SAT: A score between 510-540 on the evidence-based reading and writing section b. OLD SAT: A score between 460-490 on the critical reading section c. A score of 19-21 on the English portion of the ACT test 		Does not meet any criteria in rows above	Recommended but not required	GE A2 course with supported instruction

CSU Placement of First Year Students Based on Academic Preparation

Written Communication						
Category IV	Placement in a Supported GE A2 Course and Early Start <i>(Does not meet any criteria in rows above)</i>	All Majors	Does not meet any criteria in rows above	Does not meet any criteria in rows above	Required	GE A2 course with supported instruction

CSU Placement of First Year Students Based on Academic Preparation

Mathematics/Quantitative Reasoning							
Placement Categories	Placement Group	Major Path Options	Academic Preparation - High School Coursework	OR	Pre-Existing CSU Standards	Early Start	First Year Placement
Category I	Has Fulfilled GE B4 Requirement	All Majors	N/A		<ul style="list-style-type: none"> • A score of 3 or above on the College Board AP Calculus AB or Calculus BC test, OR • A score of 3 or above on the College Board AP Statistics test, OR • A score of 4 or above on the International Baccalaureate (IB) mathematics HL test, OR • Completion and transfer to CSU of a college course that satisfies the GE Area B4 requirement in Mathematics/quantitative reasoning, provided such a course was completed with a grade of C- or better 	Not Required	Next level math course per major requirements
Category II	Placement in a GE B4 Course	Non-STEM and Undecided/Undeclared	<ul style="list-style-type: none"> • Weighted HS Math GPA greater than or equal 3.0 plus completed an approved senior year course or 5+ years of Math or Quantitative Reasoning, OR • EAP Smarter Balanced Assessment Tier 3 and 4+ years of Math or Quantitative Reasoning, OR • Weighted HS GPA greater than or equal 3.7, OR • Weighted HS GPA greater than or equal 3.5 plus 4+ years of Math or Quantitative Reasoning 		<ul style="list-style-type: none"> • NEW SAT: A score of 570 or above on the mathematics section of the new SAT test, OR • OLD SAT: A score of 550 or above on the mathematics section of the old SAT Reasoning Test, OR • SAT SUBJECT TEST: A score of 550 or above on the SAT Subject Test in Mathematics (level 1 or level 2), OR • A score of 23 or above on the ACT Mathematics Test, OR • A result of "Standard Exceeded: Ready for CSU or participating CCC college-level coursework in mathematics" on the EAP Smarter Balanced Assessment exam, OR • Completion of a 12th grade course beyond Algebra 2 with grade of C- or better AND any one of the following: <ul style="list-style-type: none"> a. NEW SAT: A score between 520-560 on the mathematics section of the SAT b. OLD SAT: A score between 490-540 on the mathematics portion of the SAT Reasoning Test c. A score between 20-22 on the mathematics portion of the ACT test d. A result of "Standard Met: Conditionally Ready for CSU or participating CCC college-level coursework in mathematics" on the EAP Smarter Balanced Assessment exam 	Not Required	GE B4 course

CSU Placement of First Year Students Based on Academic Preparation

Mathematics/Quantitative Reasoning						
Category II	Placement in a STEM Math Course	STEM and Pre-STEM	<ul style="list-style-type: none"> • Weighted HS Math GPA greater than or equal 3.5 plus completed an approved senior year course or 5+ years of Math or Quantitative Reasoning, OR • Weighted HS GPA greater than or equal 3.7 	<ul style="list-style-type: none"> • NEW SAT: A score of 570 or above on the mathematics section of the new SAT test, OR • OLD SAT: A score of 550 or above on the mathematics section of the old SAT Reasoning Test, OR • SAT SUBJECT TEST: A score of 550 or above on the SAT Subject Test in Mathematics (level 1 or level 2), OR • A score of 23 or above on the ACT Mathematics Test, OR • A result of "Standard Exceeded: Ready for CSU or participating CCC college-level coursework in mathematics" on the EAP Smarter Balanced Assessment exam, OR • Completion of a 12th grade course beyond Algebra 2 with grade of C- or better AND any one of the following: <ul style="list-style-type: none"> a. NEW SAT: A score between 520-560 on the mathematics section of the SAT b. OLD SAT: A score between 490-540 on the mathematics portion of the SAT Reasoning Test c. A score between 20-22 on the mathematics portion of the ACT test d. A result of "Standard Met: Conditionally Ready for CSU or participating CCC college-level coursework in mathematics" on the EAP Smarter Balanced Assessment exam 	Not Required	STEM-level math course
Category III.	Placement in a Supported GE B4 Course <i>(Does not meet any criteria in rows above)</i>	Non-STEM and Undecided/Undeclared	<ul style="list-style-type: none"> • Weighted HS Math GPA greater than or equal 3.3, OR • Weighted HS GPA greater than or equal 3.0 	Does not meet any criteria in rows above	Recommended but not required	GE B4 course with supported instruction
	Placement in a Supported STEM Math Course <i>(Does not meet any criteria in rows above)</i>	STEM and Pre-STEM	<ul style="list-style-type: none"> • Weighted HS Math GPA greater than or equal 3.3 	Does not meet any criteria in rows above	Recommended but not required	STEM-level math course with supported instruction
Category IV.	Placement in a GE B4 Course or STEM course with support and Early Start <i>(Does not meet any criteria in rows above)</i>	All Majors	Does not meet any criteria in rows above	Does not meet any criteria in rows above	Required	GE B4 or STEM-level math course with supported instruction

THE CALIFORNIA STATE UNIVERSITY
OFFICE OF THE CHANCELLOR



BAKERSFIELD

December 1, 2017

CHANNEL ISLANDS

CHICO

Dr. Horace Mitchell
President
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, California 93311

DOMINGUEZ HILLS

EAST BAY

FRESNO

Dear President Mitchell:

FULLERTON

In your capacity as the chair of the former *California State University Task Force on the Advancement of Ethnic Studies*, I am sending you the attached status report on campus responses to the Task Force recommendations. While this is by no means an exhaustive list, the report includes many of the actions campuses have taken in response to the July 2016 Task Force report.

HUMBOLDT

LONG BEACH

LOS ANGELES

In the pages of this status report, you will see examples of our campuses' commitment to growing and strengthening ethnic studies to ensure students, faculty and the larger campus community benefit from these important programs. From 2015-16 to 2016-17, the number of faculty hires in ethnic studies departments and disciplines systemwide more than doubled, and more students are enrolling in ethnic studies courses and pursuing majors in these fields.

MARITIME ACADEMY

MONTEREY BAY

NORTHRIDGE

POMONA

Building on this progress, I look forward to the work left to be done to further strengthen ethnic studies on all of our campuses. As the CSU commitment to inclusive excellence is unwavering, so too must be our commitment to ethnic studies.

SACRAMENTO

SAN BERNARDINO

Sincerely,

SAN DIEGO

SAN FRANCISCO

SAN JOSÉ

Timothy P. White
Chancellor

SAN LUIS OBISPO

c: CSU Ethnic Studies Council
CSU Presidents
CSU Provosts
Dr. Christine Miller, Chair, Academic Senate CSU
Ms. Maggie White, President, California State Student Association

SAN MARCOS

SONOMA

STANISLAUS

Status Report on Campus Responses to Recommendations by the CSU Task Force on the Advancement of Ethnic Studies

November 2017



In July 2016, the *California State University Task Force on the Advancement of Ethnic Studies* delivered its report to Chancellor Timothy P. White. Chaired by CSU Bakersfield President Horace Mitchell, the task force comprised students, faculty and administrators. The final report is available at www.calstate.edu/AcadAff/ethnicstudiesreport.pdf.

Chancellor White shared the Task Force’s report with the CSU community and directed each campus to study the report and use the Task Force’s recommendations to guide their efforts to further align campus priorities and culture with the mission of the CSU, so that this institution can better meet the needs of our students, California and society in general. During their annual summer conferences in 2017, each CSU president discussed with the Chancellor the on-campus programmatic and staffing actions that are being undertaken in response to the Task Force’s important work.

We are pleased to report that our campuses are putting into practice many of the Task Force’s recommendations as they work to affirm and grow ethnic studies at the CSU. This is not to say that our work is done. Quite to the contrary, as the report notes, ethnic studies in higher education faces myriad challenges, some (but not all) of which are financial in nature. We must – and will – continue to work together to remove obstacles to CSU’s mission to prepare students to live and work in a global, pluralistic society so that they may enrich and contribute to California’s schools, economy, culture and future.

Areas of Action

The following areas of action – representing common threads in campus responses – illustrate the engagement, innovation and inclusive excellence of the CSU community.

Increasing access to ethnic studies courses

Campuses have hired additional faculty in ethnic studies programs to develop and teach new courses and additional course sections. At some campuses, general education programming or campus graduation requirements have been redesigned to include an emphasis on ethnic studies. At others, courses offered by ethnic studies departments have been redesigned to ensure availability to students earlier in their education. These efforts will result in more student awareness – earlier in their college years – of ethnic studies curricula and the opportunity to enroll in these courses.

Utilizing ethnic studies programs as a gateway to deepening the educational experience

These initiatives recognize that learning encompasses far more than the classroom, and therefore include efforts to enhance academic advising to highlight opportunities associated with ethnic studies, such as hosting academic seminars and skill development workshops. It also includes efforts to ensure classroom learning integrates high-impact practices that best support students. For example, campuses have organized their own ethnic studies events to share best practices and facilitate a national dialogue.

Strengthening connections between ethnic studies programs and the wider community

These initiatives have the dual benefit of expanding the audience for ethnic studies programming and providing expert instruction to CSU students. California's Assembly Bill 2016, signed into law in September 2016, introduces new ethnic studies curricula in California public schools and has provided many opportunities for local collaboration. For example, several campus ethnic studies programs now work closely with local school districts and community colleges to assist in the development of their ethnic studies courses. In addition, campuses look to community experts to assist in developing new CSU course curricula.

Integrating ethnic studies programs in the larger picture of campus climate and culture

Many campuses are expanding ethnic studies programming with the goal of reaching a larger segment of the campus community, as part of an ongoing commitment to the mission and values of the CSU. Without exception, all CSU campuses are committed to ensuring that the values of diversity, inclusion and fairness predominate in the fabric of our community and are reinforced at every opportunity among and between our students, faculty and staff. To that end, campuses also work with community leaders in a proactive manner to address potential campus climate issues before they arise.

Organized by recommendation of the Task Force, the following lists represent campus actions specific to ethnic studies programming. While these lists provide a thorough overview, they are in no way exhaustive – either in the campuses participating in each action or in listing all the ways campuses have advanced ethnic studies since July 2016. Nor does this status report include the many actions taken prior to July 2016.

Recommendation 1: Ethnic Studies General Education (GE) Requirement—Make ethnic studies a GE requirement throughout the CSU system

As was referenced in Chancellor White’s letter accompanying the Task Force report, the recommendations were expected to inform – but not constrain – the regular planning process of each campus. While ethnic studies has not been made a GE requirement throughout the CSU system, the report’s recommendations are informing campus actions. Campuses are ensuring ethnic studies courses are well represented in GE categories, incorporating themes and language from the Task Force report into GE policy and strengthening graduation requirements that include ethnic studies courses.

<i>Action</i>	<i>Campuses</i>
Redesigned GE program around themes that will provide sustainability for the ethnic studies programs	Chico East Bay Fresno Los Angeles San Bernardino Stanislaus
Incorporated language from the ethnic studies report into mission-centered themes in the new GE Course Characteristics policy	Channel Islands Pomona
Strengthened race and ethnicity graduation requirement	Channel Islands East Bay Los Angeles Pomona San Diego
Embedded ethnic studies throughout virtually all of the GE categories	Chico East Bay Los Angeles Northridge Sacramento
Increased number of courses from ethnic studies departments that are included in the GE curriculum	Dominguez Hills East Bay Fullerton Los Angeles Pomona San Francisco San José

Campus overlaid with existing GE requirements	East Bay Pomona Sonoma
Ethnic studies courses have heavy representation in two GE areas; campus is exploring adding new ethnic studies course offerings that would fulfill the GE A1 Oral Communication requirement	Dominguez Hills Fullerton Pomona Stanislaus

Recommendation 2: Essential Hiring–Increase and maintain regular and consistent hiring in ethnic studies in order to ensure its vital sustainment and strategic growth

Since the release of the Task Force report, the CSU has increased the number of faculty hires in ethnic studies departments and disciplines. Systemwide, the university hired 11 faculty in ethnic studies in 2015. In 2017, that figure more than doubled, with 23 faculty hired. This highlights the important and expanding role of ethnic studies in the CSU.

<i>Action</i>	<i>Campuses</i>
Hired tenure-track faculty in the Chicana/o or Latina/o studies area	Bakersfield Channel Islands Chico Fresno Long Beach Los Angeles Monterey Bay Northridge Pomona Sacramento San Bernardino San Diego San Francisco
Hired tenure-track faculty in the Africana, Pan-African or African American studies area	East Bay Fresno Fullerton Long Beach Los Angeles Sacramento
Hired tenure-track faculty in the American Indian or Native American studies area	Fresno Humboldt Long Beach Los Angeles San Diego
Hired tenure-track faculty in the Pacific Islander, Asian and Asian American studies area	Long Beach Los Angeles Monterey Bay San Francisco San José

Hired tenure-track faculty into a Department of Ethnic Studies or related field (not specific to the areas listed above)	East Bay Northridge San Diego San Marcos
Hired tenure-track faculty into a Department of Gender Studies, Department of Women Studies or LGBTQA area of study	Fresno Fullerton Los Angeles Northridge Sacramento San Bernardino San Diego San Marcos
Created an additional lecturer position in any of the areas listed above	Bakersfield Channel Islands Dominguez Hills Los Angeles San Luis Obispo San Marcos
Hired a chair, coordinator or academic administrator position in any of the areas listed above	Bakersfield Chico Dominguez Hills East Bay Fresno Long Beach Los Angeles Northridge San Luis Obispo San Marcos
Pending or planned tenure-track faculty or academic administrator hire in any of the study areas listed above	Bakersfield Chico Dominguez Hills Fresno Los Angeles Northridge Sacramento San Bernardino San José San Marcos Stanislaus

Recommendation 3: Curriculum Development–Support curricular development in ways that strengthen ethnic studies departments and programs, increase enrollment and open access to a wider range of students curricular options.

Across the CSU, the number of undergraduate students pursuing majors in ethnic studies disciplines increased between fall 2016 and fall 2017. The Full-Time Equivalent Students (FTES) for ethnic studies similarly increased from college year 2015-16 to 2016-17. Degrees conferred in ethnic studies disciplines also rose between college years 2015-16 and 2016-17. Charts are included as an appendix. These increases can be partially attributed to the actions campuses have taken to strengthen ethnic studies departments and programs and to increased course offerings.

<i>Action</i>	<i>Campuses</i>
New or increased course offerings in ethnic studies or related study areas	Bakersfield Chico Dominguez Hills East Bay Fresno Fullerton Humboldt Long Beach Los Angeles Northridge Pomona Sacramento San Bernardino San Diego San Francisco San José San Luis Obispo Sonoma Stanislaus
New or increased course offerings in gender studies or related study areas	Bakersfield East Bay Fresno Los Angeles Pomona Northridge
Established a new department of ethnic studies or of an area related to ethnic studies	Los Angeles San Francisco San Marcos

Established a new department of gender studies or of an area related to gender studies	Fullerton Los Angeles
Elevated ethnic studies or related study area to a major	Chico East Bay San José San Marcos
Created a new master's degree program, minor or certificate in ethnic studies or related study area	East Bay Long Beach Los Angeles San Diego
Created a new master's degree program, minor or certificate in gender studies or related study area	San Luis Obispo
Planned new college, department, master's degree, major, minor, certificate or course of or within ethnic studies or in a related study area	Bakersfield Chico Dominguez Hills Fresno Long Beach Los Angeles Sacramento San Diego San Francisco San José Stanislaus
Planned new department, major, minor, certificate or course of or within gender studies or in a related study area	Chico San Luis Obispo

Recommendation 4: Advising Support–Revise and strengthen advising practices on and off campus and on on-line systems to reflect the university’s valuing ethnic studies as vital to its educational mission.

The CSU has been working to strengthen advising services for all students. As part of these efforts, campuses are taking steps to improve the integration of ethnic studies in advising services. In doing so, campuses are working to ensure that students taking these courses have the support they need and that all students are aware of ethnic studies course offerings.

<i>Action</i>	<i>Campuses</i>
Included ethnic studies faculty in development of advising tools	Channel Islands East Bay Fullerton Humboldt Long Beach Los Angeles Pomona Sacramento
Provided training for all advisors on the history and contributions of ethnic studies	Bakersfield East Bay Fullerton Long Beach Los Angeles Pomona
Allocated faculty reassigned time to provide additional support for students in ethnic studies	Channel Islands Fresno Long Beach Los Angeles Northridge San Bernardino
Hired staff advisers and/or graduate assistants who can assist with advising in ethnic studies	Fullerton Los Angeles Pomona Sacramento San Francisco

<p>Created extracurricular or co-curricular groups for students of ethnic studies to support their peers</p>	<p>Bakersfield Channel Islands Chico East Bay Long Beach Los Angeles Northridge Pomona Sacramento San José San Luis Obispo Stanislaus</p>
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Recommendation 5: Campus Climate–Aid in fostering and creating a climate conducive to reaffirming ethnic studies’ central role in diversity and equity initiatives as they relate to people of color.

The CSU educates the most ethnically diverse student body in the nation and is committed to fostering a campus climate that is inclusive of all students. Ethnic studies courses are critical in this endeavor. Campuses are working to increase the visibility of ethnic studies among the larger campus community to ensure an inclusive environment that is welcoming for all students.

<i>Action</i>	<i>Campuses</i>
Formed an interdisciplinary group of faculty (or faculty and administrators) to advance ethnic studies on campus	Bakersfield Fullerton Long Beach Los Angeles Monterey Bay Sacramento
Increased visibility of the ethnic studies program through extracurricular and co-curricular events	Channel Islands Chico Dominguez Hills East Bay Fullerton Long Beach Northridge Pomona Sacramento Stanislaus
Expanded ethnic studies extracurricular and co-curricular programming to the larger campus community	Bakersfield Channel Islands Dominguez Hills East Bay Fullerton Long Beach Los Angeles Northridge Pomona Sacramento San Luis Obispo
Featured the contributions of ethnic studies in student orientation and other campus promotional materials	Channel Islands East Bay Long Beach Los Angeles Pomona

Recommendation 6: Community Engagement—Strengthen and expand initiatives on community engagement and partnerships.

All CSU campuses have strong community partnerships, often with long histories of engagement. Following the Task Force report, campuses worked to strengthen and expand these partnerships to provide a richer academic experience for students in ethnic studies programs and to bring ethnic studies curricula to the larger community.

<i>Action</i>	<i>Campuses</i>
Successfully pursued a federal minority-serving institution grant (including Hispanic-Serving Institutions and Asian American and Native American Pacific Islander-Serving Institutions programs)	Channel Islands Chico Dominguez Hills East Bay Humboldt Long Beach Monterey Bay Northridge Pomona Sacramento San Francisco San José San Marcos Sonoma
Built or expanded an outreach, curricular-development or co-instructional program that connects with PK-14 schools and colleges	Bakersfield Channel Islands Chico Dominguez Hills East Bay Fullerton Long Beach Los Angeles Monterey Bay Northridge Pomona San José San Marcos

<p>Forged or strengthened relationships with tribal governments and organizations that advocate for communities of color</p>	<p>Channel Islands Chico Dominguez Hills East Bay Fresno Fullerton Long Beach Los Angeles Monterey Bay Pomona Sacramento San Diego San José San Luis Obispo San Marcos Sonoma Stanislaus</p>
<p>Hosted national or regional conferences on ethnic studies</p>	<p>Long Beach Pomona Sacramento San Diego San Francisco</p>

Recommendation 7: Best Practices—Build on and expand best practices of both ethnic studies and the various universities of CSU, incentivizing the embrace and use of these practices through providing and supporting appropriate resources, policies and programmatic initiatives.

As part of Graduation Initiative 2025, the CSU is implementing high-impact practices aimed at strengthening student success and closing equity and achievement gaps. Campuses are utilizing these best practices within ethnic studies, to ensure students receive the highest quality education and learn the skills they need to be successful in the future.

<i>Action</i>	<i>Campuses</i>
Allocated dedicated funding to ethnic studies programs to implement high-impact practices	East Bay Fresno Fullerton Long Beach Los Angeles Sacramento San Francisco Stanislaus
Conducted cross-institutional symposia on ethnic studies to share best practices and engage in collaborative initiatives	Channel Islands Los Angeles Sacramento
Conducted cross-departmental workshops on ethnic studies to share best practices and engage in collaborative initiatives	Channel Islands Long Beach Sacramento San Luis Obispo
Engaged ethnic studies in student writing skills development, professional skills development and career placement initiatives	Channel Islands Fresno Long Beach Northridge San Diego San Bernardino Stanislaus

Provided international learning experiences to broaden student exposure to multicultural interactions and instill global cultural proficiencies	Cal Maritime Channel Islands Chico Dominguez Hills East Bay Fresno Fullerton Long Beach Los Angeles Monterey Bay Pomona Sacramento San José
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Recommendation 8: CSU-ESC Collaboration—Establish a formal relationship with the CSU-wide Ethnic Studies Council in CSU’s ongoing effort to advance ethnic studies and realize its mission.

As previously noted, in their 2017 annual summer conferences, each CSU president discussed with the Chancellor the on-campus programmatic and staffing actions that are being undertaken in response to the Task Force’s important work. Most campuses did not indicate whether formal relationships had been established with the CSU-wide Ethnic Studies Council. However, several campuses referenced the engagement of faculty in the Ethnic Studies Council. For example, ethnic studies faculty from California State University, Stanislaus are actively involved in the Ethnic Studies Council, and the campus will be hosting a conference in 2018. California State University, Los Angeles supports the continued leadership of the campus’ Pan-African studies chair on the Ethnic Studies Council, as well as the involvement of other chairs and the new Office of the Vice Provost for Diversity and Student Engagement. Opportunities remain open for campuses to directly engage with the CSU-wide Ethnic Studies Council.

Recommendation 9: Further Study—Conduct systemwide and campus level 360° diversity/equity assessment examining the unique challenges and contributions of ethnic studies, its related academic and campus life initiatives and future promises.

While this status report provides a snapshot of campuses’ activities to grow and strengthen ethnic studies, more work remains. Campuses are making long-term investments and participating in campus assessments aimed at ensuring ethnic studies are woven seamlessly into students’ college experiences now and in the future.

<i>Action</i>	<i>Campuses</i>
Hired a senior administrator (or established a group of experts) focused on issues of diversity, equity and inclusion	Bakersfield Channel Islands East Bay Fullerton Humboldt Los Angeles Monterey Bay Northridge Pomona Sacramento San Francisco San José San Luis Obispo San Marcos
Participated in either an internal or external assessment focused on the climate for diversity and ethnic studies, including institutional practices, curricula development and co-curricular diversity activities	Channel Islands Chico Dominguez Hills East Bay Fresno Fullerton Humboldt Long Beach Los Angeles Monterey Bay Pomona Sacramento San Francisco San José San Marcos
Planned a 360° diversity/equity assessment examining the unique challenges and contributions of ethnic studies to be conducted in the next year	Channel Islands Los Angeles Northridge Pomona Sacramento

Recommendation 10: Continued Moratorium–In order to encourage and create the climate for continued growth and advancement of ethnic studies in the CSU, maintain the moratorium on any adverse changes to ethnic studies departments and programs during the period of the review, discussion and response to this report.

Campuses have honored the moratorium on adverse changes to ethnic studies departments and programs. Chancellor White’s letter that accompanied the Ethic Studies Task Force report provides a system response to this recommendation. Below is an excerpt from that communication.

The second set of recommendations (Recommendations 10.1-10.3) focus on maintaining the moratorium that has been in place for the past 2-1/2 years with respect to changes in ethnic studies programs and departments, particularly faculty reductions. I accept the task force recommendations to maintain the moratorium during AY 2016-17 for review, discussion and response to the report, and lift the moratorium effective July 2017. I also expect that any campus decisions regarding the status and administrative design of ethnic studies departments and programs will take the report’s contents into consideration. But the ethnic studies report should not constrain the regular academic planning process of each campus, rather it should be one factor that informs the planning.

Conclusion

This status report is a snapshot of many of the numerous actions that CSU campuses are taking to implement the recommendations of the Task Force and strengthen ethnic studies. Ethnic studies courses, programs and departments are – and will always be – an integral component of the CSU’s public mission to ensure every student has the opportunity for a high quality and inclusive academic experience.

The California State University remains deeply committed to ethnic studies and looks forward to finding creative and effective ways to develop further these programs throughout the system.

Appendix

Ethnic Studies Fall Term Enrollment - Headcount of Majors

Source: Enrollment Reporting System Students - ERSS

Ethnic Studies Category	Fall 2016	Fall 2017
African American Studies/Africana Studies/Pan African Studies/Black Studies	196	219
Asian American Studies	130	111
Chicana/o Studies or Latina/o Studies	531	565
Native American Studies/American Indian Studies/Indigenous Peoples Studies	26	35
Ethnic Studies	681	728
Grand Total	1,564	1,658

Ethnic Studies College Year Course Enrollment, FTES

Sources: Enrollment Reporting System Student (ERSS) and Academic Planning Database (APDB)

Ethnic Studies Category	2015-16	2016-17
African American Studies/Africana Studies/Pan African Studies/Black Studies	1,385.7	1,448.7
Asian American Studies	1,016.9	1,051.1
Chicana/o Studies or Latina/o Studies	3,319.2	3,220.5
Native American Studies/American Indian Studies/Indigenous People Studies	579.1	739.1
Ethnic Studies	2,759.5	3,047.5
Grand Total	9,060.5	9,506.9

Ethnic Studies Degrees Granted

Source: Enrollment Reporting System Degree - ERSD - with Multi-Majors Included

Ethnic Studies Category	2015-16	2016-17
African American Studies/Africana Studies/Pan African Studies/Black Studies	73	80
Asian American Studies	42	60
Chicana/o Studies or Latina/o Studies	230	234
Native American Studies/American Indian Studies/Indigenous Peoples Studies	14	15
Ethnic Studies	270	296
Grand Total	629	685

HUMBOLDT STATE UNIVERSITY

Sexual Assault Prevention Committee

To: Wayne Brumfield, Ph.D., Interim Vice President of Student Affairs
From: Maxwell Schnurer, Ph.D., Sexual Assault Prevention Committee Chair
RE: Sexual Assault Prevention Committee Fall 2017 accomplishments
Date: November 3, 2017

1. Understanding the investment against sexualized violence

Spending scarce university resources should always be justified. In the case of sexualized violence, investing in adequate prevention and immediate care for survivors is best practice, federal/state law, and responds to immediate harm.

Best Practice – high quality prevention of violence pays back dividends in retention and student success, prevents costly lawsuits, and enhances the reputation of Humboldt State as a leader in sexualized violence prevention.

Federal and State Law – Title IX, California state law and CSU executive orders require Humboldt State to support survivors and to prevent sexualized violence in a comprehensive and strategic manner.

Response to harm – Since the semester began twenty-five Humboldt State students have initiated Title IX procedures because of harm done to them. It is essential that students know that they are supported for accommodation and for accountability (should they choose it).

2. Fall 2017 (August 2017-October 2017) accomplishments of the SAPC

Prevention Subcommittee

Students for Consent Themed Learning: Fall of 2017 was the launch of the Students for Consent themed Learning community at HSU. The SCC is one of the first University consent themed living communities in the country. SCC is designed to intentionally create supportive and compassionate spaces for community members that centralize the importance of consent, respecting boundaries, supporting survivors, and looking out for one another. Residents develop tools in bystander intervention and learn about issues relating to consent, healthy relationships, survivorship, social justice, and sexualized violence. SCC is open to any and all students. SCC is collaboration between CHECK IT, HSU's Campus Advocate Team, and Housing & Residential Life.

Greeks CHECK IT: This project is aimed at creating more consent centered and accountable communities within and outside Greek life and in our broader HSU communities. The Greeks CHECK IT program creates conversations about ways Greek members can support survivors, address harm in our communities, and be leaders within violence prevention work.

Consent Project: Organized jointly with Peer Health Educators, this event is a fall celebration of survivors of sexualized violence. 130+ students participated/witnessed a survivor speak-out and engaged with more than a dozen collaborative tables with art, representation, healing, and survivor support. October 10, 2017. This is the 11th Consent Project hosted at Humboldt State.

FALL 2017 CHECK IT ACTIVITIES: CHECK IT is a student led movement that's about preventing and disrupting acts of sexual assault, dating violence, and stalking on campus and in our community. Check It is Humboldt State's groundbreaking bystander intervention program. Check It students on consent culture, bystander intervention techniques, and to have each other's back in moments of direct harm. Check It is Humboldt State's primary means of preventing sexualized violence.

CHECK IT Workshops & Presentations

- Aug. 4. Workshop for Housing student staff, 50+ students
- Aug. 9. Workshop for Peer Health educators, 12 students
- Aug. 10. Workshop for RAMP mentors, 40+ students
- Aug. 15. Workshop for Centers of Academic Excellence (MCC, AACAE, LCAE, ITEPP), 30+ students
- Aug. 15. Presentation to International students
- Aug. 16. HOP presentations for incoming freshmen, 1,000 students
- Aug. 17. Workshop for incoming stem freshmen, 100+ students
- Aug. 19: Workshop and retreat for Students for Consent Culture living community residents
- Aug. 24: Student Safety Forum tabling and presentation
- Aug. 29. Workshop for sports club representatives, 75+ students
- Sept. 14: General CHECK IT workshop
- Sept. 16: ACTS Class get involved presentation
- Sept. 20: Workshop for PRIDE week
- Sept. 23: Volunteer team workshop & retreat, 50+ students
- Oct. 24: Workshop for Delta Phi Epsilon, 50+ students

Upcoming:

- Oct. 30: Sex, Silence & Voice workshop for Dialogue on Race event
- Nov. 6: Gender & Society classroom presentation
- Nov. 9: Psych of Women classroom presentation
- Nov. 9: YES House Juvenile Hall Program presentation
- Nov. 13: Sexy Communication/Consent workshop
- Nov. 15: Psych of Women classroom presentation
- Dec. 1: Retreat with Kappa Sigma Fraternity

Tabling/Outreach Activities:

- Aug. 17. HOP comedy show tabling
- Aug. 18: Neighborhood fair tabling
- Aug. 24: Campus Kick Off event tabling
- Sept. 19-Oct. 2: Library display case
- Sept. 6: Club's fair tabling

- Sept. 20: RWC fair tabling
- Oct. 7: Volunteer day, 30 students
- Oct. 12: Homecoming club's fair tabling
- Oct. 13: Safe homecoming announcement
- Oct. 23: Melanin Monday tabling
- Oct. 27: Fall Preview tabling

Events:

- Oct. 10: Consent Project event, 170 students
- Oct. 13: Volunteer astrology beach night: 25+ students
- Oct. 19: Cards for Humanity game night, 35+ students

Consent Themed Party and Event Collaboration:

- Event pack for Humboldt Hearts Fundraiser
- Event pack for MCC
- Event pack for Housing event
- Aug. 18. CHECK IT bar and tabling @ HOP party, 300+ students
- Sept. 5: CHECK IT bar @ Queer Speed Friending Event, 30+ students
- Sept. 28: Party merch table @ ATL Party, 200+ students
- Oct. 27: CHECK IT bar and tabling @ PHE Halloween Event, 200+ students
- Oct. 28: CHECK IT bar @ Housing Halloween event, 100+ students
- 10 Halloween party packs

Resources Developed:

- New version of CHECK IT's Cards for Humanity bystander intervention game
- Sex, Silence, & Voice within Communities of Color: Creating Loving Relationships and Communities workshop
- Communicating Consent workshop
- Comic outlining the 3 CHECK IT intervention strategies
- Healthy relationships 101 handout
- Love knows boundaries activity postcards
- I CHECK IT comic photo series
- Assortment of CHECK IT posters
- New button, sticker, and magnet designs
- CHECK IT info sheet
- 10 ways to centralize CHECK IT within your next party sheet
- Greeks CHECK IT materials

Response to Violent Crimes Subcommittee

Domestic Violence Investigations: Building Prosecutable Cases: is a long-planned training that originated with the intention of training University Police Department in enhanced evidence-gathering techniques. The goal would be to provide survivors with options for accountability through the Criminal Justice system that would minimize the risks of retaliation. The hope would be to minimize the need of a survivor of sexualized

violence to take the stand, but rather to allow prosecutions to succeed through law enforcement evidence gathering.

The District Attorney's office, in collaboration with members of the SAPC, have produced a robust two hour training. The training has been approved as POST (Peace Officer Standards and Training) certified training for ALL Humboldt County law enforcement officers. In the next 18 months every single law enforcement officer (including University Police Department officers) will attend this two-hour training to make survivor-centered accountability for Domestic Violence a greater reality in our community.

Staff and Faculty Training Subcommittee

Best Practices in Supporting Student Survivors workshop (upcoming, November 9). This is a workshop that has been offered every semester since Fall of 2014. This curriculum trains faculty and staff on the legal responsibilities and ethical best practices when a student discloses that they have experienced stalking, domestic violence, sexual assault and/or rape. Jointly taught by the chair of the SAPC (Schnurer) and North Coast Rape Crisis Team, this workshop is survivor-centered and practical. This training was developed by the SAPC and evolves based on current laws and best practices. The training has been revised for Fall 2017 to take into account changes in Title IX and policies at the CSU. This training is offered through the Humboldt State Training and Professional Development calendar.

Policy Subcommittee

Comprehensive Campus Plan. The policy subcommittee is building a comprehensive campus plan which identifies every agency/program/major and office on campus where survivors of sexualized violence might ask for help. The comprehensive campus plan is a coordinating document to ensure that prompt and efficient referrals work, and also an opportunity to plan future trainings.

Report for University Senate. The University Senate requested a report of the SAPC in Spring of 2017 and this document will be the foundation of that presentation. This will be the beginning of an annual presentation for the University Senate.

Clarification of Title IX responsibilities. The policy subcommittee has made clear how Humboldt State procedure and practice will work as Title IX evolves under the current administration.

3. Structure of the Sexual Assault Prevention Committee

Vice President of Student Affairs

Chair of Sexual Assault Prevention Committee

Coordinated Community Response Team/Sexual Assault Prevention Committee at large

Subcommittees:

Prevention

Response to Violent Crimes

Staff/Faculty training

Policy

Subcommittee Chairs: Prevention (Mira Friedman), Response to Violent Crimes (Steve St. Onge), Staff & Faculty Training (Maxwell Schnurer), Policy (Maxwell Schnurer)

Coordinated Community Response Team members: Athletics, Dean of Students office, Clubs and Activities, Peer Health Educators, Women's Resource Center, Check It, Housing and Residential Life, Department of Health and Human Services, North Coast Rape Crisis team, Campus Advocate Team, Humboldt Domestic Violence Services, Greek Council, Humboldt County District Attorney's Office, Counselling and Psychological Services, Wellness, Office of Diversity Equity and Inclusion, Latinx Center, Academic Personnel Services/Human Resources, Communication Department, Humboldt County Domestic Violence Coordinating Council, CRGS Department, English Department, University Police Department, Trio/Upward Bound, Bias Response Team, and Associated Students.

The SAPC structure has evolved for efficiency. Our primary goal is to get things done, so we have a monthly clearinghouse SAPC meeting with Coordinated Community Response Team members/stakeholders and also four subcommittee meetings. The subcommittees are where most of the products/projects are created and the SAPC as a whole can focus on highest level decision-making and information sharing.

The Humboldt SAPC/ Coordinated Community Response Team utilizes the following approaches:

- 1) A coordinated community response (CCR): a team of campus stakeholders, representing diverse campus responsibilities and perspectives, works in partnership with community based survivor services organizations on policies, trainings, prevention and response to incidents of violence.
- 2) A comprehensive prevention program, including an online orientation program, integrated with our bystander intervention program, which harnesses student leadership to develop creative strategies to engage the entire campus community, and academic courses to analyze the deeper cultural messages and explain why these forms of violence are all too frequent.
- 3) Survivor-centered implementation of policies and procedures for accountability.
- 4) Trainings for faculty and staff utilizing a survivor-centered framework.
- 5) Collaboration between campus and community organizations to provide support for survivors of sexual assault, intimate partner violence and stalking.
- 6) Work for accountability options for survivors of sexualized violence through the response to violent crimes committee.