

Tuesday, February 20, 2018, 3:00pm, Goodwin Forum (NHE 102)

Chair Julie Alderson called the meeting to order at 3:04pm on Tuesday, February 20, 2018 Goodwin Forum, Nelson Hall East, Room 102; a quorum was present

**Members Present**

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

**Members Absent**

Michalak, Mularky

**Guests**

Reza Sadeghzadeh, Josh Callahan, Richard Boone, Rock Braithwaite, Lisa Castellino, Mary Dingle, Susan Glassett-Farrelly, Holly Martel, Libbi Miller, Elva Ortega, Marisol Ruiz-Gonzalez, Manohar Singh, Brian Mistler, Mira Friedman, Corrina Wells, Amber Blakeslee, Mark Wicklund, Benjamin Shaffer, Alex Hwu, Craig Wruck, Rick Zechman, Shelia Rockar-Heppe, 5 students

**Announcement of Proxies**

Mola for Michalak

**Approval of and Adoption of Agenda**

M/S (K. Malloy/Wrenn) to amend the agenda to waive the First Reading of agenda item #12, Resolution on Course Numbering Policy (12-17/18-APC – February 20, 2018)

Senate vote to approve the agenda as amended **passed**

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

Nays: none

Abstentions: none

**Approval of Minutes from the February 6, 2018 Meeting**

M/S (Pence/Black-Lanouette) to approve the Minutes of February 6, 2018

Motion carried unanimously

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

Chair Alderson shared her observation of strained administrator/faculty relationships on other

campuses (based on questions and communications on the campus senate listserv) and expressed thankfulness to work on a campus where consternation between administrators and faculty is not a knee jerk reaction.

### **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

#### **Integrated Curriculum Committee:**

Senator Oliver reported that, via an Administrative memo sent to the Department Chairs, departments are directed to initiate a curriculum chill on proposals which do not clearly and compellingly decrease initial time to graduation, or fulfill mandates from the Chancellor's Office. Senator Oliver ceded time to Interim Vice Provost Rock Braithwaite, who stated this curriculum chill is in response to the WSCUC directive to address assessment of student learning, in order to improve retention and graduation.

#### **University Policies:**

- Written report attached

#### **Statewide Senate (ASCSU):**

- Written report attached

#### **Associated Students**

Senator Black-Lanouette reported that CNRS is hosting a mixer in Goodwin Forum after this meeting, the CPS mixer will be held March 28 from 6pm to 9pm in the University Center South Lounge, and that AS has appointed a CAHSS representative who'll also be organizing a mixer.

#### **Academic Affairs**

- Written report attached

In addition to the written report, Interim VP of Administrative Affairs, Doug Dawes, reported a new webpage is live and details currently underway HSU capital projects, such as the Library and Theater buildings' seismic retrofitting. He also reported the Integrated Assessment, Planning, and Budgeting Process Model Implementation Working Group ("FRED") continues to address directives from chapter 7 of the WSCUC report, and the goals of the strategic plan,

which indicate a need for uniformity of processes across the university. The completion of their process model validation will help HSU utilize current resources for strategic alignment.

**President's Report:**

- Written report attached

**Consent Calendar from the Integrated Curriculum Committee**

The attached ICC Consent Calendar was unanimously approved

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

Student Reza Sadeghzadeh shared concerns about potential negative effects of budget cuts, stating he decided to attend HSU because of the favorable low student to teacher ratio, and feels that he was able to attain knowledge because teachers were able to dedicate time to him after and even outside of class. He is concerned now when he hears professors share they won't have time to dedicate to students in the future.

Senator Byrd read a letter (attached) on behalf of Professor Alisha Gaskins, who was unable to attend due to her teaching schedule.

**Resolution on LSEE Integrated Program Change (10-17/18-ICC – February 20, 2018) Second Reading**

Dr. Marisol Ruiz-Gonzalez, of the School of Education, spoke in favor of the Resolution, sharing her experiences teaching the regular LSEE program and the pilot LSEE Integrated program, which have been overwhelmingly positive.

Senator Moyer spoke in favor of the Resolution, noting that in the current program, students learn a large amount of content sometimes years before they are able to use their knowledge in the classroom. The redesigned program allows for immediate content transfer, so students are better able to learn to teach.

**TIME CERTAIN 4:15-5:00 PM – Dr. Brian Mistler, Corrina Wells, and Mira Friedman: Presentation on HSU Student Health Data**

Dr. Mistler, Corrina Wells, and Mira Friedman gave a presentation (attached) on HSU Student Health Data, and held a brief question and answer session until 5:04pm, at which time Senators Rizzardi, Frye, Eschker, Black-Lanouette and Bacio left Goodwin Forum.

M/S (K. Malloy/Le) motioned to extend the meeting 15 minutes to vote on the last two resolutions on the floor

Motion carried unanimously

Senator Gold stated he will serve as Senator Eschker's proxy for the following votes.

**Resolution on Syllabus Policy (11-17/18-APC – February 20, 2018) Second Reading**

Senator K. Malloy stated the Student Disability Resource Center changed the minimum requirement for Syllabi accessibility to online access.

Due to technical difficulties with the Roll Call Vote counting application, Senate vote took place via show of hands.

Senate vote to approve the Resolution on Syllabus Policy **passed**

Ayes: Enyedi, Dunk, Brumfield, Gold, Eschker, Virnoche, Wrenn, Pence, Le, N. Malloy, K. Malloy, Moyer, Johnson, Creadon, Maguire, Karadjova, Oliver, Michalak, Ortega, Mola, Thobaben

Nays: none

Abstentions: Dawes

**Resolution on Course Numbering Policy (11-17/18-APC – February 20, 2018) First Second Reading**

Due to technical difficulties with the Roll Call Vote counting application, Senate vote took place via show of hands.

Senate vote to approve the Resolution on Course Numbering Policy **passed**

Ayes: Enyedi, Dawes, Dunk, Brumfield, Gold, Eschker, Virnoche, Wrenn, Pence, Le, N. Malloy, K. Malloy, Moyer, Johnson, Creadon, Maguire, Karadjova, Oliver, Michalak, Ortega, Mola, Thobaben

Nays: none

Abstentions: none

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M/S (Ortega/Gold) motion to adjourn

**Meeting adjourned at 5:13 pm**

## ICC Consent Calendar for 2/20/18 University Senate Meeting

17-007

GEOG 100: Critical Thinking: Technology and the Digital World. NEW COURSE PROPOSAL

The syllabus and GEAR Inventory demonstrate that this course should solidly enable students to meet the Critical Thinking SLOs.

17-014

JMC PROGRAM CHANGE

For this program change Journalism and Mass Communication (JMC) propose to add a two unit lower division course (JMD 160), and a two unit upper division course (JMC 360) to their respective lower and upper division *elective* offerings. As these are electives, the units required for the major will not change. These courses involve students working on the award winning bilingual student run newspaper El Lenador. (JMC 160 and JMC 360 have already been approved as courses.)

17-026

BIOL 597 Methods in Laboratory Instruction COURSE CHANGE

Biology proposes to resurrect BIOL 597 (2 unit C-5 seminar, 2 WTU) as a course for faculty to teach graduate students how to be better teaching assistants in the laboratory context.

17-070

PHYX 104S Descriptive Astronomy NEW COURSE PROPOSAL

Physics proposes new Service Learning course Descriptive Astronomy PHYX104S for non-majors that satisfies Area B (Physical Universe) GE requirement. The high-impact practice of Service Learning involves two visits to local schools for workshops (2-4 hours) added to the existing GE course PHYX 104. Service Learning is rare among lower division science courses. No additional resources above those normally associated with PHYX 104 are required for this new version of the course.

17-168

GEOL 335 Field Methods I COURSE CHANGE

Modify the prerequisite list to streamline student progress toward degree. The modified prerequisite list, GEOL 109 and (GEOL 210 (C) or GEOL 306 (C)) also reflects changes in departmental course offerings. The changes do not affect the course content or student learning outcomes.

17-224

GEOL 550 Fluvial Processes COURSE CHANGE

Update Prerequisites to match the changes in the physics sequence.

17-225

GEOL 551 Hillslope Processes COURSE CHANGE

Update Prerequisites to match the changes in the physics sequence.

17-226

GEOL 561 Applied Geophysics COURSE CHANGE

Update Prerequisites to match the changes in the physics sequence.

17-228

PSYC 311 Human Development COURSE CHANGE

Remove a redundancy in the list of prerequisite courses.

17-229

PSYC 320 Behavior Analysis COURSE CHANGE

Remove a redundancy from the list of prerequisite courses.

17-230

PSYC 322 Learning & Motivation COURSE CHANGE

Remove a redundancy from the list of prerequisite courses.

17-231

PSYC 323 Sensation & Perception COURSE CHANGE

Remove a redundancy from the list of prerequisite courses.

17-232

OCN 320 Physical Oceanography COURSE CHANGE

Update the prerequisite list to match the changes in the Physics sequence.

17-233

Oceanography PROGRAM CHANGE

Remove STAT 108 from an option in the Major Requirements. Majors will all take STAT 109

17-234

MUS 107Y Woodwind Chamber Music COURSE CHANGE

Course code is changed from C-10 to C-78 to make scheduling, reporting, and faculty compensation reflect the conduct of the course. The Dean's office has included a memorandum of understanding.

17-235

MUS 107T String Chamber Music COURSE CHANGE

Course code is changed from C-10 to C-78 to make scheduling, reporting, and faculty compensation reflect the conduct of the course. The Dean's office has included a memorandum of understanding.

17-070

PHYX 104S Descriptive Astronomy NEW COURSE PROPOSAL

Physics proposes new Service Learning course Descriptive Astronomy PHYX104S for non-majors that satisfies Area B (Physical Universe) GE requirement. The high-impact practice of Service Learning involves two visits to local schools for workshops (2-4 hours) added to the existing GE course PHYX 104. Service Learning is rare among lower division science courses. No additional resources are required committed by the university.

# HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, February 20, 2018

Standing Committees, Statewide Senators and Ex-officio Members

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## Academic Policies Committee:

Submitted by Kerri Malloy, APC Chair

### Committee Members:

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

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

**Meeting Place:** BSS 402

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

### Committee Meetings Reports:

#### **February 7**

- Committee reviewed responses of to inquiries regarding the request from the College of Professional Studies to change the Department of Social Work to the School of Social Work. The committee forwarded the request to SenEx for placement on the University Senate agenda.
- Christine Mata from the Office of Student Rights and Responsibilities presented and took questions on recommended changes to the Classroom Disruptive Behavior Policy and the Academic Integrity Policy. Additional information and draft language will be forth coming.
- Discussion on informational item regarding a change in the TOFEL score from the Office of the Provost that will be on a future University Senate agenda.

#### **January 14**

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

#### **December 6:**

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

#### **October 11:**

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

**September 27:**

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

**September 13:**

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

**August 30:**

- Committee reviewed and discussed the Posthumous Degree Policy

**Inquiries:**

**Add/Drop Date Report:**

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

**Add/Drop Date**

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

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

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

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

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



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## Appointments and Elections Committee:

Submitted by Katia Karadjova, AEC Chair

Updated Spring 2018 General Faculty Election Results and AEC Appointments

### Faculty Elected Positions:

GENERAL FACULTY President, 2 year term

**Stephanie Burkhalter**

GENERAL FACULTY Representative to the ASCSU, 3 year term

**Noah Zerbe**

### INTEGRATED CURRICULUM COMMITTEE (ICC)

Chair, Standing Committee on General Ed & All-University Requirements (GEAR) Curriculum and Assessment

**Julia Alderson** – Faculty Member (At-Large), 3 year term

Subcommittee on Course and Degree Changes (CDC)

**Ramesh Adhikari** - Faculty Member (CNRS), 3 year term

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

**Claire Till** - Faculty Member from CNRS, 2 year term

**George Wrenn** - Faculty Member from the University Library, 2 year term

### PROFESSIONAL LEAVE COMMITTEE

- **Tenured** Faculty Member, 1 year term

**Rae Robison**

### SPONSORED PROGRAMS FOUNDATION BOARD

*Candidates are elected by faculty and recommended to the President for final appointment.*

- Two Faculty Members, 4 year terms

**Carly Marino**

## **Harold Zald**

### UNIVERSITY FACULTY PERSONNEL COMMITTEE (UFPC)

- Faculty Member (At-Large), 2 year term

## **Joshua Meisel**

- Faculty Member CPS, 1 year term

## **Christopher Aberson**

### UNIVERSITY SENATE

Lecturer Faculty Delegate (Colleges, Library, Counseling, Coaches), 3 year term

## **Jeff Dunk**

Tenure Line At-Large Faculty Delegate, 3 year term

## **Ara Pachmayer**

Tenure Line CNRS Instructional Faculty Delegate, 1 year term

## **Lucy Kerhoulas**

Tenure Line CAHSS Instructional Faculty Delegate, 3 year term

## **James Woglom**

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### **Appointment and Elections Committee Appointed Positions:**

#### ACADEMIC POLICIES COMMITTEE

- Faculty Member, 3 year term

## **Kayla Begay**

#### ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION COMMITTEE

- Faculty Member, 2 year term

## **Troy Lescher**

#### APPOINTMENTS AND ELECTIONS COMMITTEE (AEC)

- Two Faculty Members, 1 year terms

## **Brandice Gonzalez-Guerra**

## **Julia Alderson**

CENTER FOR COMMUNITY BASED LEARNING (formerly CSLAI)

- Faculty Member from CPS, 1 year term

**Meenal Rana**

COMMITTEE ON FACULTY RTP CRITERIA AND STANDARDS

- Faculty Member from CAHSS, 3 year term

**Sondra Schwetman**

- Faculty Member from CNRS, 3 year term

**Yvonne Everett**

- Faculty Member from CPS, 3 year term

**Whitney Ogle**

CONSTITUTIONS AND BYLAWS COMMITTEE

- Two Faculty Members, 2 year terms

**Jeffrey Abell**

**Joice Chang**

DISABILITY, ACCESS, AND COMPLIANCE COMMITTEE

- Faculty Member, 2 year terms

**Jill Pawlowski**

FACULTY AFFAIRS COMMITTEE

- Faculty Senator, 3 year term

**Katia Karadjova**

- Faculty Member (At-Large), 3 year term

**Abeer Hasan**

- Faculty Member (At-Large), 3 year term

**George Wrenn**

FACULTY AWARDS COMMITTEE

- Three Faculty Members - 1 year terms

**Eugene Novotney**

**Whitney Ogle**

**Alexandru Tomescu**

**INSTRUCTIONALLY RELATED ACTIVITIES COMMITTEE (IRA)**

*The Appointments and Elections Committee recommend candidates to the President for final appointment.*

- Three Faculty Members, 1 year terms

**Ramesh Adhikari**

**Jamey Harris**

**Aaron Donaldson**

**INTERCOLLEGIATE ATHLETICS ADVISORY COMMITTEE (IAAC)**

- Faculty Member, 2 year term

**Shelia Alcea**

**INTERNATIONAL ADVISORY COMMITTEE**

- Two Faculty Members from CAHSS, 3 year terms

**Tony Silvaggio**

**Garrick Woods**

**INTERNATIONAL PROGRAMS SCREENING COMMITTEE**

- Three Faculty Members, 3 year terms

**Meenal Rana**

**Katia Karadjova**

**Ramesh Adhikari**

**PARKING AND TRANSPORTATION COMMITTEE**

- Two Faculty Members, busiun 1 year terms

**Eugene Novotney**

**Bo Burrus**

**STUDENT GRIEVANCE COMMITTEE**

- Faculty Member from CPS, 3 year term

**Taylor Bloedon**

**UNIVERSITY CENTER BOARD**

*Candidates are recommended by the Appointments and Elections Committee for final approval from the UC Board.*

- Three Faculty Members, 2 year terms

**Mark Rizzardi**  
**Armeda Reitzel**  
**Jayne McGuire (1 semester)**

UNIVERSITY RESOURCES AND PLANNING COMMITTEE

- Faculty Member, 2 year terms

**Mark Rizzardi**

UNIVERSITY POLICIES COMMITTEE

- Faculty Member, 1 year

**Troy Lescher**

UNIVERSITY SPORTS FACILITIES SCHEDULING ADVISORY GROUP

- Faculty Member, 1 year term

**Tony Silvaggio**

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AEC Continues to solicit nominations for the following positions:

**Elected Position Openings:**

**UNIVERSITY FACULTY PERSONNEL COMMITTEE (UFPC)**

*Faculty serving on the UFPC will receive 6 units of Assigned Time per year. Please note: faculty participating in the Faculty Early Retirement Program are eligible for nomination after receiving approval from the Provost.*

- Faculty Member (CNRS), 2 year term

Please refer to the following page for information regarding the duties of the UFPC:

<http://www2.humboldt.edu/senate/ufpc>

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**Appointed Position Openings:**

**CENTER FOR COMMUNITY BASED LEARNING (formerly CSLAI)**

- Faculty Member (CNRS), 2 year term

Duties: The Committee advises and provides direction to the Coordinator of Service Learning/Experiential Education through the formulation of policies, procedures, and strategic planning for the University's Service Learning and Experiential Education Initiative.

## **GEAR (General Ed & All-University Requirements) CURRICULUM AND ASSESSMENT COMMITTEE**

- Faculty Member (CAHSS), 3 year term

Duties: Provide ongoing review & improvement of GEAR learning outcomes in conjunction with GEAR faculty; provide guidance and coordination for the GEAR assessment of those outcomes; collate and interpret aggregate GEAR assessment data and report results to the ICC; provide recommendations for GEAR curricular and instructional changes based on assessment results.

## **INTERNATIONAL ADVISORY COMMITTEE**

- Faculty Member (CPS), 3 year term
- Faculty Member (CPS), 3 year term

Duties: Provides advisory support for, and promotes programs and initiatives that foster international educational opportunities for the campus community.

## **INTERNATIONAL PROGRAMS SCREENING COMMITTEE**

- Faculty Counselor, 3 year term

Duties: Review applications, interview applicants, and submit recommendations to the Chancellor's Office.

## **UNIVERSITY RESOURCES AND PLANNING COMMITTEE**

- Faculty Member, 2 year term  
*Preference for appointment will be given to Faculty Senators.*

Please refer to [Senate Bylaws](#), Section 11.3 for committee description.

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## **Constitution and Bylaws Committee:**

Submitted by Michael Le, CBC Chair

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

Members Present:

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

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

Members Absent:

- Mary Watson, Parliamentarian, Staff (2016-2018)

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

Business:

Policy on working groups, councils, committees, and other groups convened to conduct business on behalf of the institution.

- a. **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. This evolved into the CBC is researching sunshine laws (Ralph M. Brown Act and the Bagley-Keene Act) about public and nonpublic meeting types. CBC was advised by Alison N. Kleaver, University Counsel that HSU committees are not subject to either of these laws as Ralph M. Brown Act applies to legislative bodies of local agencies and Bagley-Keene Act applies to units doing business on behalf of the state.
  - b. **Action:** CBC is researching principles from these two laws and Peer CSU policies on defining Committees, Workgroups, task forces, Councils, associations, and other groups convened to conduct business on behalf of the university. In addition CBC is looking for guidelines for the “group’s” responsibility to be transparent (e.g., publish meetings dates/times, agenda, and meeting minutes).
  - c. **Assignments based on [“Jigsaw” Method](#)**
    - i. Joice Chang: Ralph M. Brown Act
    - ii. Jeremy Shellhase: Peer CSU Policy
    - iii. Leena Dallasheh: Bagley-Keene Act
    - iv. Mary Watson: HSU Policy
    - v. Michael Le: CSU System Policy
    - vi. Joseph McDonald: Peer CSU Policy
  - d. **Senate Executive Update:** On 2/13/2018 SenEx assigned the creation of this policy to CBC
  - e. **Timeline:**
    - i. **February 21, 2018 (CBC meeting)** - Share research findings
    - ii. **March 7, 2018 (CBC meeting)** - CBC review first draft
    - iii. **March 28, 2018 (CBC meeting)** - CBC review first reading and vote to send to SenEx (4/3/18)
    - iv. **April 3, 2018 (SenEx)** - Approval for Senate Agenda
    - v. **April 10, 2018 (Senate)** - First Reading
    - vi. **April 24, 2018 (Senate)** - Second Reading, official vote
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## Faculty Affairs Committee:

Submitted by George Wrenn, FAC Chair

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

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

February 15 Agenda and Meeting Notes

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

### Agenda:

1. Department Chair assigned time - review of feedback and next steps
2. Tenure Track Density - discuss content of a resolution
3. Faculty Awards - revisions to criteria, committee composition, application process

### Meeting Notes:

1. Department Chair assigned time - review of feedback and next steps
  - a. Mola briefed the committee on his February 8th presentation to Department Chairs and summarized feedback. The group discussed various aspects of chair assigned time: ten vs. twelve month appointments; the cost of full-time appointments; the continuing importance of negotiation in addressing the complexities and unique circumstances of chair assignments; how to arrive at a meaningful calculation of units; comparison of Sac State's modeling to current support levels; the efficacy of Sac State's formula for an institution with fewer students; grant-funded program leads; and the inclusion of program leads in a policy.
  - b. The Committee agreed that a policy that establishes a baseline for department chair assigned time should be developed. Mola will draft policy language for discussion at next week's Faculty Affairs meeting.
2. Tenure Track Density - discuss content of a resolution
  - a. The committee reviewed a draft resolution developed by the Chair. The Committee will review and revise with the intention of putting forward a Sense of Senate resolution in March.
3. Faculty Awards - revisions to criteria, committee composition, application process
  - a. The Committee Chair shared feedback received from members of the Faculty Awards Committee regarding ways to streamline the awards process. Wrenn had asked the Awards Committee to consider these changes:
    - i. Nomination letter from Department Head, Chair or designee



- ii. Requiring up to three letters of support (two pages maximum) (for teaching awards, one letter from a student)
    - iii. Require an abbreviated CV only
    - iv. Word limit on statement of Teaching/Scholarship (one page)
    - v. Summary only of student evaluations (instead of last six years [sic])
  - b. Feedback from the current Faculty Awards chair indicated strong support for continuing with full CV; maintaining current nomination process; and making various adjustments to the submission process, including:
    - i. Require table of contents;
    - ii. Impose two-page limit on statements of teaching/scholarship;
    - iii. Require a teaching statement from every applicant;
    - iv. Require at least four letters of support;
    - v. Submit materials in a combined PDF.
  - c. The Committee discussed various topics:
    - i. Justifications for changing the current awards process;
    - ii. Structural changes that could be made, including awards at the college level;
    - iii. The importance of gearing nomination guidelines to magnitude of award (i.e., maintaining stricter criteria for Outstanding Professor);
    - iv. How to better recognize and honor the many examples and forms of teaching excellence;
    - v. Instituting new awards that honor community service (previously proposed to Senate) and diversity and inclusion efforts.
  - d. Discussion will continue.
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## **University Policies Committee:**

Submitted by Justus Ortega, UPC Chair

February 16th Agenda and Meeting Notes

1. Approve minutes of Feb. 2, 2018
2. Discuss HSU Policy Website (<https://policy.humboldt.edu/>). Committee met with Kay Liboldt of the President's office and discussed suggestions for improving the site including structure of site, ability to navigate, and content (e.g. outdated policies, etc.). Look at Sac state Policy site for comparison (<http://www.csus.edu/umannual/>).
3. The UPC also discussed role in updating policies on website. Using previous provost's notes, the UPC has identified several outdated policies for further review and/or elimination.
4. Kim Comet discusses Temporary Food Policy- Tabled until next UPC meeting.

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## **Academic Senate CSU (ASCSU):**

Submitted by Mary Ann Creadon and Erick Eschker, ASCSU Representatives

On February 12, the Chancellor's Office released a memo to campus presidents proposing amendments to Title 5 that would give CSU permanent authority to offer a Doctor of Nursing Practice degree. The vote on these changes will take place at the March Board of Trustees meeting. Feedback from campuses is due to the Chancellor's Office by February 26. *A copy of the memo accompanies this report.*

Also on February 12, the Intersegmental Committee of Academic Senates (ICAS) sent a joint letter to the leaders of the three systems to request that they provide physical support locations and services for DACA and Dreamer students that would be available to any student of the three segments. *A copy of that letter accompanies this report.*

On January 29, Chancellor White sent a document attached to a memo to ASCSU Chair Chris Miller on the CSU Commitment to Inclusive Excellence. The document elaborates on the place of free speech in the CSU and on the CSU's commitment to inclusive excellence. This document also went to campus presidents and to the CSSA leadership. *The memo and the attached document accompany this report. See below.*

Academic Programs and Faculty Development  
401 Golden Shore, 6th Floor  
Long Beach, CA 90802-4210

[www.calstate.edu](http://www.calstate.edu)

**Christine Mallon, Ph.D.**  
Assistant Vice Chancellor  
Phone 562-951-4672  
Fax 562-951-4982  
[cmallon@calstate.edu](mailto:cmallon@calstate.edu)

**MEMORANDUM**

**Please request changes by February 26, 2018**

**Date:** February 12, 2018

**To:** CSU Presidents

**From:** Christine Mallon,   
Assistant Vice Chancellor, Academic Programs and Faculty Development

**Subject:** Policy Changes: Doctor of Nursing Practice Title 5 Regulations

Attached for your review and comment by February 26, 2018 are draft Title 5 amendments regarding California State University (CSU) Doctor of Nursing Practice (DNP) degree programs. The amendments reflect changes brought about by [Assembly Bill 422](#) California State University: Doctor of Nursing Practice Degree Program (Arambula), which was signed by Governor Brown on October 12, 2017. Proposed amendments to the following Title 5 regulations will be presented as an information item at the March 2018 trustees meeting and for action at the May 2018 meeting. *If you wish to recommend changes, please e-mail your comments to me at [feedback@calstate.edu](mailto:feedback@calstate.edu).*

**40050.2**

Establishes CSU independent authority to offer DNP degrees.

**40100.1**

Updates Education Code sections specified in the “Reference” citations.

**40513**

Expands previously established DNP degree program scope, allowing post-baccalaureate entry (as well as post-master’s entry) and removing the pilot end date. Establishes 80 percent residence requirement, in reflection of postbaccalaureate entry. Reflects professional convention for language regarding the doctoral project. Updates Education Code sections specified in the “Authority” and “Reference” citations.

**40514**

Updates Education Code sections specified in the “Authority” and “Reference” citations.

**41021**

Admission requirements are updated to allow post-baccalaureate entry (as well as post-master’s entry). Updates Education Code sections specified in the “Authority” and “Reference” citations.

c: Dr. Loren J. Blanchard, Executive Vice Chancellor for Academic and Student Affairs

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

THE CALIFORNIA STATE UNIVERSITY  
OFFICE OF THE CHANCELLOR



BAKERSFIELD

January 29, 2018

CHANNEL ISLANDS

**MEMORANDUM**

CHICO

DOMINGUEZ HILLS

TO: Christine Miller, Chair  
Academic Senate

EAST BAY

FRESNO

FROM: Timothy P. White  
Chancellor

FULLERTON

SUBJECT: The CSU Commitment to Inclusive Excellence

HUMBOLDT

LONG BEACH

Please find attached a document titled *The CSU Commitment to Inclusive Excellence*.

LOS ANGELES

A shared commitment to inclusive excellence permeates many of our most challenging and rewarding discussions and actions. It is inherent to the CSU mission. It is also a central tenet of existing law, system policy and campus practice.

MARITIME ACADEMY

MONTEREY BAY

My hope is that the attached document helps better draw the connection between our principles, policy and practice as we strive toward ever greater excellence through inclusion.

NORTHRIDGE

POMONA

I am also distributing this document to campus leadership teams and California State Student Association leadership.

SACRAMENTO

SAN BERNARDINO

Attachment

SAN DIEGO

SAN FRANCISCO

SAN JOSÉ

SAN LUIS OBISPO

SAN MARCOS

SONOMA

STANISLAUS

# **The CSU Commitment to Inclusive Excellence**

## **Chancellor Timothy P. White**

### **California State University**



**January 29, 2018**

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The California State University (CSU) is committed to fostering a vibrant community of students, faculty, staff and administrators, all focused on the many dimensions of student success and academic excellence. On several occasions as Chancellor, I have spoken or written about the CSU's and my personal commitment to inclusive excellence, underscoring its traditional values, especially the tenets of engaging and welcoming a rich diversity of people, voices and ideas. I also have expressed a more contemporary understanding, namely intellectual empowerment through equitable access to and engagement in excellent education, matched with opportunity for free expression. Indeed, it is the melding of these fundamental understandings of inclusive excellence – equitable participation and free expression – that enables the CSU to meet the needs and growing demands of a diverse global society.

Our commitment to the bedrock values of inclusive excellence will remain steadfast and is at the core of our day-to-day activities and in the lives of university community members who strive to create just and rigorous learning and discovery environments for all persons.

It is important for the CSU to always stand visibly for the values of inclusive excellence by promoting and sustaining equitable, physically safe, nurturing and challenging academic environments for all students, faculty, staff and guests. I remain firmly and unalterably committed to advancing these values at the CSU, as do the campus presidents, system-level executive leadership, our leadership teams and members of the university community.

## **The CSU Commitment to Values of Inclusive Excellence**

### **Commitment to Inclusion and Engagement**

The California State University values diversity and fosters understanding and mutual respect. We are committed to all members of the university community being afforded equitable opportunities to learn, discover and serve, as well as having equitable opportunities for personal development and engagement with others on campus and in the global community. In addition to the importance of this kind of authentic access, we know that academic excellence at the CSU depends on the higher and richer learning that occurs for all students when a university is diverse in its people, programs and shared ideas.

The CSU encourages members of our community to express and share their viewpoints, experiences and world views so that we may learn from each other. The CSU community aspires to respect differences and find commonalities while recognizing that many individuals may be encountering challenging and unfamiliar opinions and viewpoints for the first time. Initially, some individuals may not be prepared to respond to differing beliefs and perspectives. As a university we can and must assist members of our community to be prepared for civil

discourse and effective analysis and research, so they may develop an understanding of even those viewpoints or opinions they might find unacceptable. Indeed, the learning that occurs from challenging encounters can promote growth and development within our university community, even when individuals experience something that they find repugnant or inconsistent with their values and upbringing.

The CSU is dedicated to recognizing and understanding the vast variety of personal experiences, histories, societal or institutional barriers, world views and perspectives that come to bear on important political, intellectual, environmental, economic and social matters, and to respecting differences when and where they exist.

### **Commitment to an Environment Free from Discrimination, Harassment and Retaliation**

A CSU core value is that all individuals within our community have the right to participate – free from unlawful discrimination, harassment and retaliation – in all university programs and activities. We commit to providing an accessible and intellectually challenging environment where all people are physically safe even if their ideas are challenged, sometimes strongly.

University leaders must also be attentive and responsive when anyone on campus feels excluded or unsafe, especially if a particular voice or group of voices is being silenced through intimidation or interference, because such limitations can lead to unequal learning environments and undermine our commitment to inclusive excellence.

Unlawful incidents of discriminatory, disruptive or criminal behavior have no place at the CSU, whether driven by anti-Semitism, bigotry, homophobia, Islamophobia, misogyny, religious animosity, sexual harassment or any other form of discrimination, implicit bias, prejudice or hate. Campuses must be attentive to such behaviors, and any such incidents must be reported immediately to university leaders, including campus police if necessary, and must be appropriately and fairly investigated. Individuals who are found responsible must be held accountable through student, faculty or staff discipline processes, and the criminal justice system when appropriate.

The CSU is committed to providing appropriate support for those community members who have been directly affected by incidents of discrimination, harassment, retaliation and criminal behavior.

### **Commitment to Free Speech**

As a public university and consistent with our mission and requirements of both federal and state constitutions and laws, the CSU is committed to free thought and speech, including the right for all constituencies on our campuses to protest lawfully. This commitment is sacrosanct even when – or perhaps especially when – many of us strongly disagree with or find repulsive, abhorrent or hateful the viewpoints offered, as long as the activity is lawful and comports with our campus time, place and manner policies, which do not discriminate with regard to content

or viewpoint. The expression of differing viewpoints and perspectives, as well as earnest and civil debates, are fundamental to the CSU mission and values and to democracy itself, and such expressions indeed are encouraged.

While we profoundly support the tenets of academic freedom and free speech – and concur that all members of the university are entitled to have their voices heard and considered on their own merits – it can be difficult when such speech conflicts with our values of inclusive excellence. The CSU, its faculty, staff, students and the community at large, are best served when all members, including the administration, contest and challenge speech and behaviors that, although protected and lawful, reflect bias, hate, bigotry, intolerance or contain misleading and untruthful assertions. Indeed, without challenge, we enable the normalization of intolerant or untruthful speech and the opinions therein as acceptable viewpoints. In response to protected but hateful or misleading speech, our reactions must be measured and may not interfere with the rights of others to gather, speak and engage in dialogue.

### **Commitment to Continual Improvement**

New and continuing students, staff, faculty and administrators should seize every opportunity to be sufficiently educated through orientations, training programs and professional development opportunities and to be prepared to recognize all types of prejudice. Because no individual, institution or system of universities is perfect when articulating or applying the values of inclusive excellence, the system and campuses will revise the policies and practices as circumstances and needs evolve.

### **Policy Directives Uphold CSU's Commitment to Inclusive Excellence**

The CSU commitment to inclusive excellence is reflected in several policy directives at the system and campus levels. The following section summarizes the fundamental requirements that apply to the Chancellor's Office and to all campuses and their satellite facilities, with the understanding that campuses build from system-level policy foundation and statute in developing local campus-based policies and practices.

The commitment to inclusion and engagement is codified in part by CSU Executive Orders 1096 and 1097, and by Title 5 of the California Code of Regulations. Related policy language includes:

*Executive Orders 1096 and 1097:* The CSU is committed to maintaining an inclusive community that values diversity and fosters tolerance and mutual respect. We embrace and encourage our community differences in Age, Disability (physical and mental), Gender (or sex), Gender Identity (including transgender), Gender Expression, Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color or ancestry), Religion (or Religious Creed), Sexual Orientation, and Veteran or Military Status, and other characteristics that make our community unique.

*Title 5 §41301:* The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.

The commitment to an environment free from discrimination, harassment and retaliation is codified in part by Title 5 of the California Code of Regulations. Related policy language includes:

*Title 5 §41301:* Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. The following are the grounds upon which student discipline can be based... (3) Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity. (4) Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community. (5) Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity. (6) Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community. (7) Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.

The commitment to free speech is codified in part by Section 66301 of the California Education Code. Related statutory language includes:

*California Education Code §66301:* (a) Neither the Regents of the University of California, the Trustees of the California State University, the governing board of a community college district, nor an administrator of any campus of those institutions, shall make or enforce a rule subjecting a student to disciplinary sanction solely on the basis of conduct that is speech or other communication that, when engaged in outside a campus of those institutions, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution... (c) This section does not authorize a prior restraint of student speech or the student press. (d) This section does not prohibit the imposition of discipline for harassment, threats, or intimidation, unless constitutionally protected. (e) This section does not prohibit an institution from adopting rules and regulations that are designed to prevent hate violence... if the rules and regulations conform to standards established by the First Amendment to the United States Constitution and Section 2 of Article I of the California Constitution for citizens generally. (f) An employee shall not be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in conduct authorized under this section, or refusing to infringe upon conduct that is protected by this section, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.

**References** *(This is a partial list of related policies. Numerous guidelines at the campus, system, state and federal level operationalize the values outlined in this summary.)*

California Education Code §66301, Leonard Law to protect First Amendment rights of students  
<http://law.onecle.com/california/education/66301.html>

Executive Order 1096. Systemwide Policy Prohibiting Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating and Domestic Violence, and Stalking against Employees and Third Parties and Systemwide Procedure for Addressing Such Complaints by Employees and Third Parties. [https://csyou.calstate.edu/Employee-Resources/Emp-Policies-Programs/Documents/EO\\_1096\\_Rev\\_10-5-16.pdf](https://csyou.calstate.edu/Employee-Resources/Emp-Policies-Programs/Documents/EO_1096_Rev_10-5-16.pdf)

Executive Order 1097. Systemwide Policy Prohibiting Discrimination, Harassment and Retaliation, Sexual Misconduct, Dating and Domestic Violence, and Stalking against Students and Systemwide Procedure for Addressing Such Complaints by Students. [https://csyou.calstate.edu/Employee-Resources/Emp-Policies-Programs/Documents/EO\\_1097\\_Rev\\_10-5-16.pdf](https://csyou.calstate.edu/Employee-Resources/Emp-Policies-Programs/Documents/EO_1097_Rev_10-5-16.pdf)

Title 5 §41301 Standards for Student Conduct.  
[https://govt.westlaw.com/calregs/Document/I327905D0D48311DEBC02831C6D6C108E?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I327905D0D48311DEBC02831C6D6C108E?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))





INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES

February 12, 2018

President Janet Napolitano
Office of the President,
University of California (UC)
1111 Franklin St., 12th Floor
Oakland, CA 94607

Chancellor Timothy White
California State University (CSU)
Office of the Chancellor
401 Golden Shore
Long Beach, CA 90802

Chancellor Eloy Oakley
California Community Colleges
(CCC) Chancellor's Office
1102 Q Street, Suite 4400
Sacramento, CA 95811

Dear UC President Janet Napolitano, CSU Chancellor Timothy White, and CCC Chancellor Eloy Oakley:

Thank you for your recent statements, collectively and individually, about the importance of our Deferred Action for Childhood Arrivals (DACA) students. As you are aware, California has the largest concentration of DACA students in the country, and they represent some of the best hope for our future.

We are writing to request an additional measure of support from you as President and Chancellors of California's public higher education institutions. Many of our DACA and Dreamer students have needed legal assistance and other forms of support in the wake of the federal administration's decision to rescind the DACA program last September.

Unfortunately, not all of our campuses have support services in place to assist these students. While all nine of the University of California undergraduate campuses have physical support centers for DACA, temporary protected status (TPS), and undocumented students, only about half of the California State University campuses have a dedicated support location, and less than half of the California Community Colleges have permanently dedicated personnel or physical support locations to assist these students.

We request that you jointly explore the possibility of expanding these support services and, if feasible, allow DACA and Dreamer students to use the support facilities and services at any UC, CSU or CCC campus statewide, regardless of their enrollment in a different system, without fear of repercussion or retribution and without need for payment. The difference such a gesture will make to our students will be incalculable.

Thank you again for your continued support of DACA students across the state and we look forward to hearing from you.

Sincerely,

Christine Miller

Julie Bruno

Shane White

Chair, California State University
Academic Senate
Chair, Intersegmental Committee
of Academic Senates

President, Academic Senate for
California Community Colleges

Chair, University of California
Academic Senate

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## Administrative Affairs:

Submitted by Douglas Dawes, Interim Vice President of Administrative Affairs

### Facilities

- Facilities presented a draft of the Campus Space Management Policy Implementation guidelines to URPC on February 9
- Capital Projects website launched: [HSU Capital Projects](#)  
The site includes updates for the seismic retrofit projects at the Library and Theater Arts

### Procurement

- Revising forms to include vice president signature line to assist with the spending of \$2,000 or more

### Risk Management

- There has been a distinct increase in Natural Area Entrance Permit requests. These permits are for use of city property (Arcata Community Forest, Marsh & Wildlife Sanctuary). This is affecting the City a bit and sometimes the processing takes longer than desired. We are working with the City whether to alter the process to relieve some burden from them but continue the experience for the student (working through the permit process), continue to communicate any after-hours use of the areas, and continue to share the University's research results.
- The campus wide safety committee was re-established last academic year. This year has had regularly scheduled meetings with good attendance.
- Historically we have used an outside vendor to conduct respirator fit testing (at approx. \$20 per person, the rate fluctuated). In order to limit costs, we now conduct these tests. Occupational Safety recently conducted 25 tests for facility management and housing.
- Since our online defensive driving class was a success we will soon be releasing a food safety course. Presently we pay \$15 per person to an outside vendor for this service.
- Reminder - we have 10 slots per month for CPR classes (in McKinleyville). Please sign up with Paul Vrael.
- We have been recently notified that we will have a business continuity audit this summer.

### Budget

- Reminder - updates related to Budget can be found here: [HSU Budget Planning, Status and Updates](#)

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## President's Office:

Submitted by Lisa Rossbacher, President, Humboldt State University

I regret that I will be unable to attend the University Senate meeting on February 20. I'll be at the CSU Chancellor's Office in Long Beach attending the Council of Presidents' meeting.

As the Senate will undoubtedly be discussing today, a number of steps have already been taken to bring HSU's spending into alignment with our resources. We must, as a University community, reduce spending (and eliminate overspending) or increase revenues by \$9 million. As a reminder from the February 2 budget forum, the following actions have already been taken or are in progress:

- Reducing current year operating expense budgets by 5%;
- Continuing Cabinet review of all staff and administrator hiring requests;
- Aligning all course offerings for 2018-19 with demonstrated student course need and available resources;
- Requiring all travel and all expenditures of \$2,000 or more to be approved by the appropriate vice president;
- Incorporating campus feedback into the budget reduction plan that will be sent to the University Resources and Planning Committee on February 22; and
- Benchmarking HSU's spending by function (i.e., FIRMS code) with CSU system data.

I will forward a proposed budget plan to URPC on February 22. This plan will also be posted on the University Budget Office website. This budget plan will have several critical elements, including emphasizing its context, identifying activities that we will restructure or discontinue, and highlighting the connection of actions to our values. Parts of the budget plan are still being developed, and in some cases additional information is needed to be able to make informed and data-based decisions. As a result, some aspects of the plan may be less specific than some members of the University community want or expect. I assure you that the details of this plan will continue to become more specific over the coming days and weeks.

The short-term steps that have already been identified include the elimination of an estimated 40-50 budgeted staff and administrator positions. Employees are a key strategic asset to the University, and I am committed to addressing these reductions through vacant positions and reassignments to the greatest extent possible. To date, no determination has been made that any layoff procedures need to be implemented.

I deeply appreciate the University Senate's support and understanding of the critical importance of addressing our serious budget deficit immediately.

As always, I am available to answer questions.

My name is Alisha Gaskins and here is my story. I am an alum of HSU and a current lecturer in Anthropology. I moved to Humboldt from Philadelphia in 1998, received my BA here in 2003 in Anthropology and Art (a double major), and earned my MA in Social Science in 2011 through the interdisciplinary Environment and Community program. My family has made Humboldt our home. I have always been interested in bridging different disciplines and divisions, especially between science, art, anthropology, social justice, and health.

I have been a part-time and temporary lecturer in Anthropology since 2014 and love this job more than any other job I've ever had. I have found my true passion in higher education and am inspired everyday by our students, especially those who ask really good questions and participate in really difficult conversations. I learn so much from them. I am teaching 80 of them about human biology, evolution, diversity, and health right now, which is why I couldn't make it to this meeting. Throughout the past few years, I have formed genuine and meaningful relationships with countless students, all coming from different backgrounds and interests, all with unique stories and experiences, all of which deserve to be valued and uplifted. These relationships are what make me get out of bed in the morning and also keep me up at night.

Last semester I heard that budget cuts were coming soon and that my mentor teacher and very dear friend was returning from an administrative position to teach in our department. This combination of events made it unlikely that there would be any courses left for me to teach in the Fall. Needless to say I was upset and because I'm open and honest with my students, I told them. I consistently remind my students of their individual and collective power here, but I honestly did not expect or predict that they would take action on my behalf, but they did, big time. They wrote letters and emails to my department chair and the dean of our college to let them know that they did not want me to go. They started a petition and met with the dean to deliver their message in person. I am truly honored by their show of support. This is what I mean when I say that our students are incredibly inspiring.

It is very meaningful for me to have my efforts recognized by my students, my coworkers, my department, and my college. However, even with this show of support, I have only been tentatively offered a one-unit course in the Fall. What this means for me and my family is that I will lose my livelihood, half of our income, and our health insurance and other benefits. To top it off, I am pregnant and expecting our second child at the end of July. This should be a happy and joyous time for us, but now we are faced with this loss of income and health insurance, and I will have virtually no parental leave.

I am actually glad I am not here with you all telling my story myself because I would probably be in tears right now. You see, I study and teach about the effects of stress on the body, on historically oppressed groups of people (including my own), and on developing babies in utero. I have been extremely anxious and fearful for the past two weeks. Everyday I am trying to maintain my composure in and out of classroom with students, and at home with my 4-year old, but it has been incredibly difficult.

Someone is telling you my story right now, but I am sure that there are many others who are in similar situations or will find themselves in a similar situation soon. I am just one of many HSU lecturers who will be losing their jobs, one of hundreds across the CSU system. In addition, these cuts in courses will effect thousands of HSU students and tens of thousands of CSU students. Students will be forced to enroll in larger classes where they won't get the attention or quality of education that they deserve, that they are paying for, that they may be going into debt for decades for (like me). This will definitely affect student retention, a problem we already face here. These students won't have the opportunity to graduate in the timeline they had envisioned because the courses they need won't be offered when they need them or they will simply be full and unavailable. Some students may stick it out, but others won't be able to and they'll drop out and leave. This will also compound the already existing struggles our students face in securing safe housing and nutritious food, which is always worse for students of color and impoverished students. I have heard their stories and try to help however I can. Soon I may not be here to support them. This breaks my heart.

At this point, I don't know who is responsible for the budget shortfalls and the impacts it will have on our faculty, students, and community, or how to hold them accountable. I can only trust that more information and analyses will be circulating soon and I hope that we, as a community of students, faculty, staff, and administration, can reach across our divisions and come together to create the University we want. As I tell my students, this is cultural - we created this system and, therefore, only we can change it. Thank you for listening to my story. I look forward to hearing yours.

In solidarity,

Alisha



The California State University



CENTERS FOR DISEASE CONTROL AND PREVENTION



Student Affairs Administrators in Higher Education



HealthyMinds



## HSU Student Mental Health Needs

**Brian Mistler, Mira Friedman, and Corrina Wells**  
Student Health & Wellbeing Services

*Feb. 19, 2018* | Associated Students

*Feb. 20, 2018* | University Senate



**Trigger Warning**  
Includes Detailed Discussion of Poverty, Pain, Suicide & Self-Harm

# Student Health & Wellbeing Services Provided to Students

## Counseling & Psychological Services (CAPS)

Ongoing Therapy

Focused Coordinators

Training Clinic

Crisis Assessment

Case Management

## Health Education & Prevention

FPACT, OhSURE!,  
System Support

Student Peer Edu.  
(WellbeingMap, CIY)

OhSNAP! Student  
Food Programs

Clinical Peer Health  
Educators (STDs,+)

*(Fac/Staff Wellbeing  
Ambassadors, CheckIT!)*

## Medical Services

Acute Care

General Medical  
Appointments

Family Planning &  
Women's Health

Pharmacy

Lab

Radiology

Medical Records

## Psychiatry

Consultation

Diagnosis

Medication  
Management

# Here's what we **know**:

1. Large numbers of HSU students are anxious, depressed, and suicidal and for years have faced barriers to treatment including being underinsured, all in higher proportion than national/CSU benchmarks.



# Here's what we **know**:

1. Large numbers of HSU students are anxious, depressed, and suicidal and for years have faced barriers to treatment including being underinsured, all in higher proportion than national/CSU benchmarks.
2. Insufficient campus & community resources exist to meet the need.

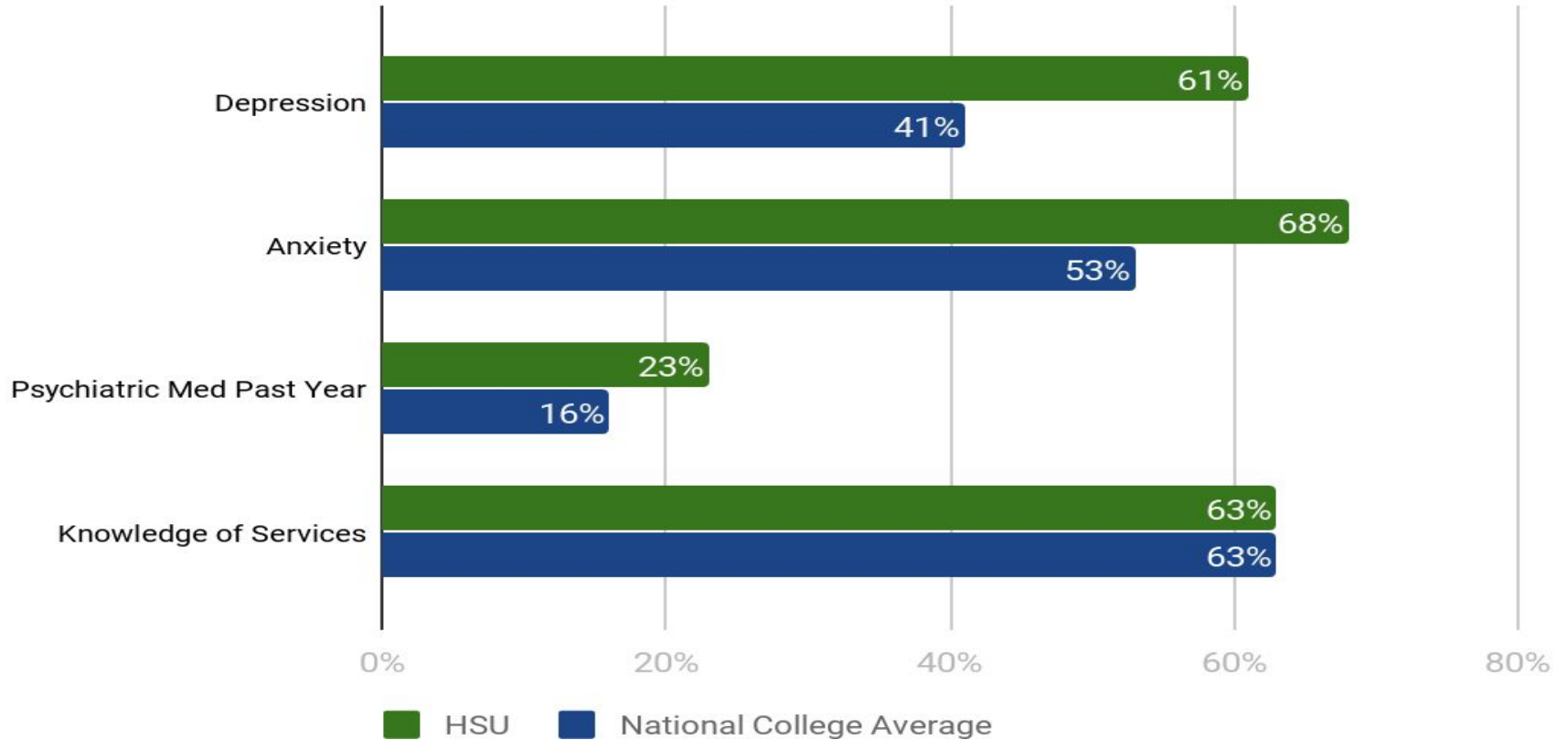
# Here's what we **know**:

1. Large numbers of HSU students are anxious, depressed, and suicidal and for years have faced barriers to treatment including being underinsured, all in higher proportion than national/CSU benchmarks.
2. Insufficient campus & community resources exist to meet the need.
3. The gap between students' health needs and campus capacity is measurable, significant, and HSU has a responsibility to fix it.

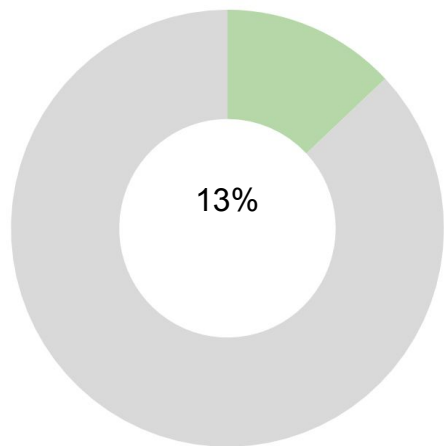
# Here's what we **know**:

1. Large numbers of HSU students are anxious, depressed, and suicidal and for years have faced barriers to treatment including being underinsured, all in higher proportion than national/CSU benchmarks.
2. Insufficient campus & community resources exist to meet the need.
3. The gap between students' health needs and campus capacity is measurable, significant, and HSU has a responsibility to fix it.
4. Closing the health need-capacity gap will also improve retention.

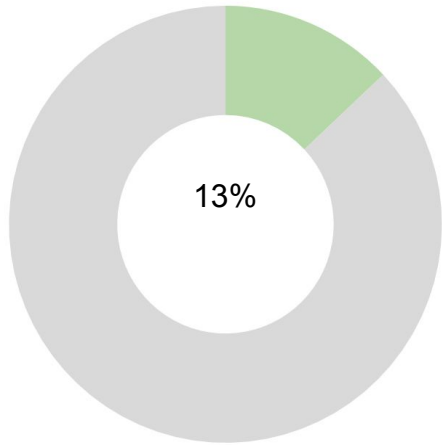
# Vulnerable Populations Benchmarks



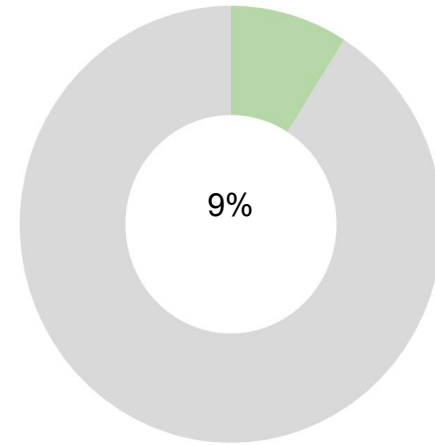
Suicidal Ideation (past year)



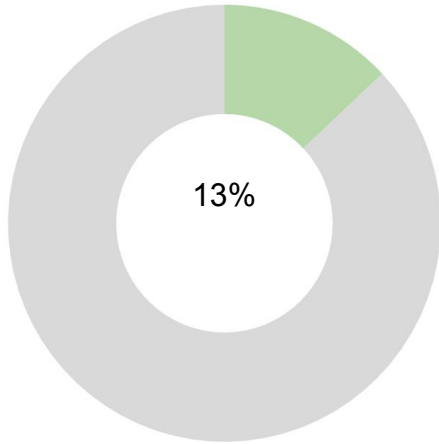
Suicidal Ideation (past year)



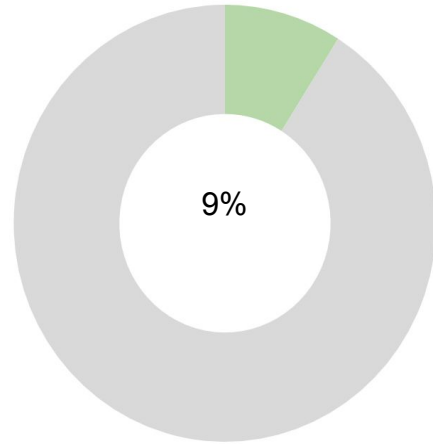
Suicide Plan (last year)



Suicidal Ideation (past year)

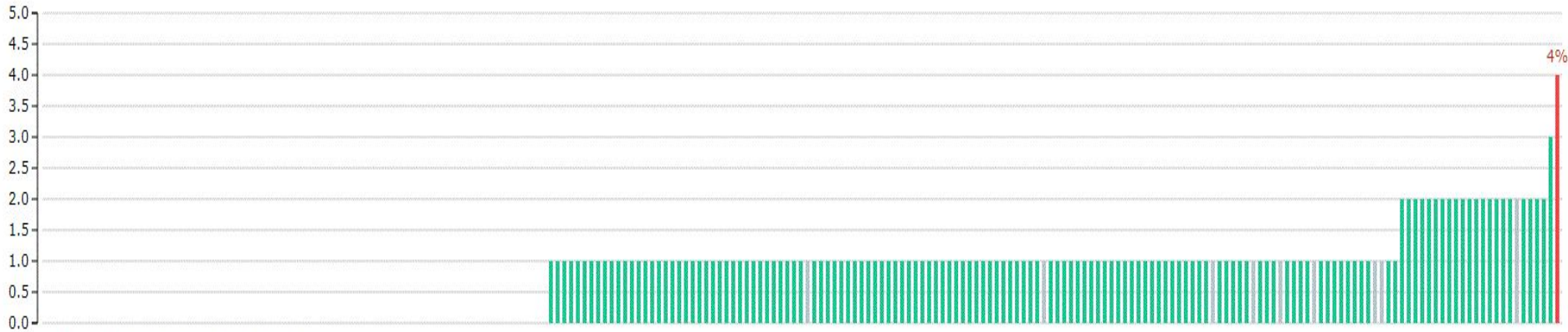


Suicide Plan (last year)



**4%**

**Of HSU Students Have Attempted  
Suicide In the Past Year**



### COMPARE TO OTHER SCHOOLS

Percentage of students from all schools to date in the Healthy Cmhs Study (Humboldt State University in red) who reported attempted suicide in the past year in all survey years.

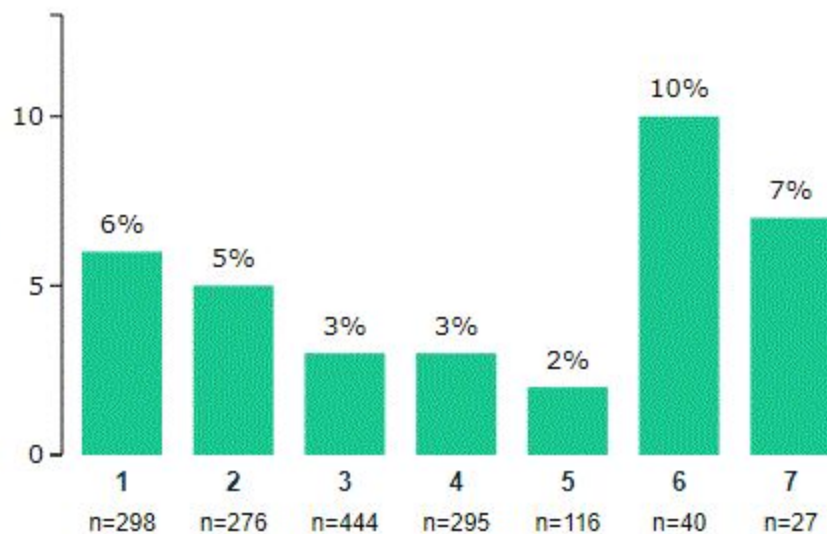
- Other institutions
- Peer institutions [?](#)
- Humboldt State University

# 4%

## Of HSU Students Have Attempted Suicide In the Past Year



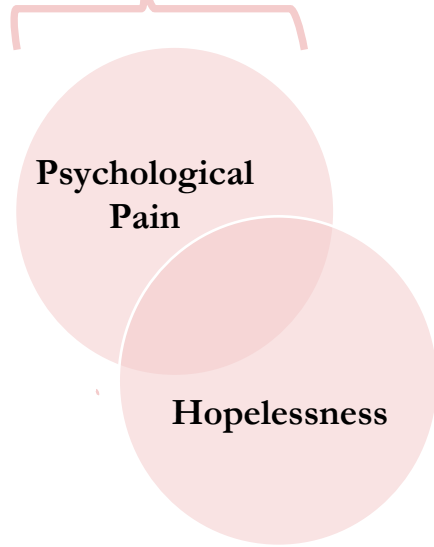
### Attempted suicide in the past year



### Year in School

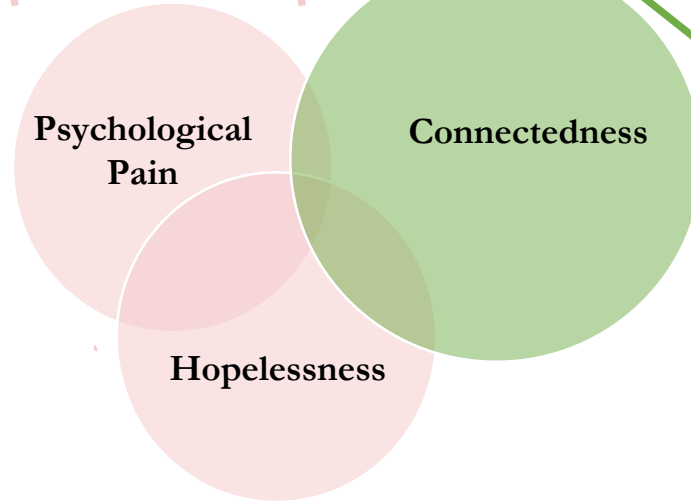
Survey respondents from Humboldt State University who reported attempted suicide in the past year grouped by year in school.

# *Desire for Death*



*Desire for Death*

*Desire to Live*



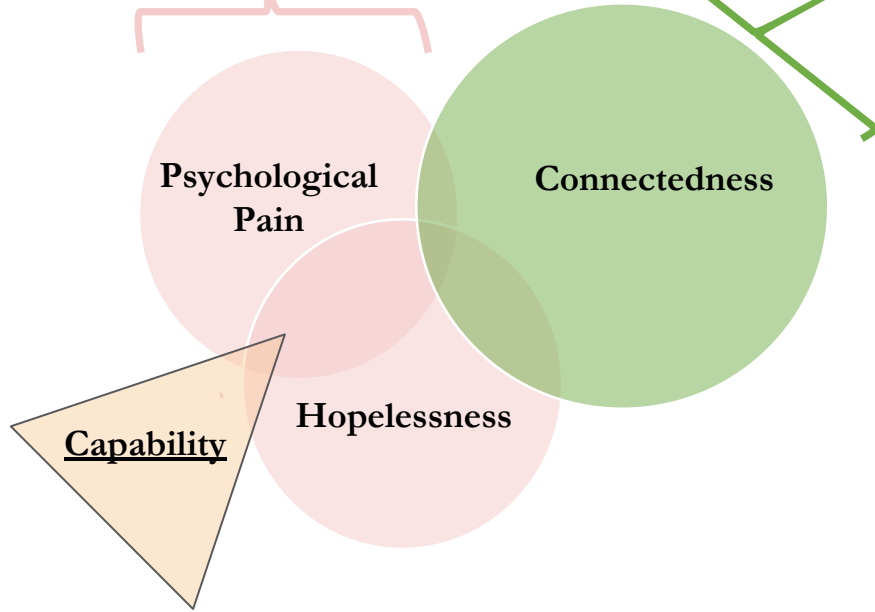
**Psychological  
Pain**

**Hopelessness**

**Connectedness**

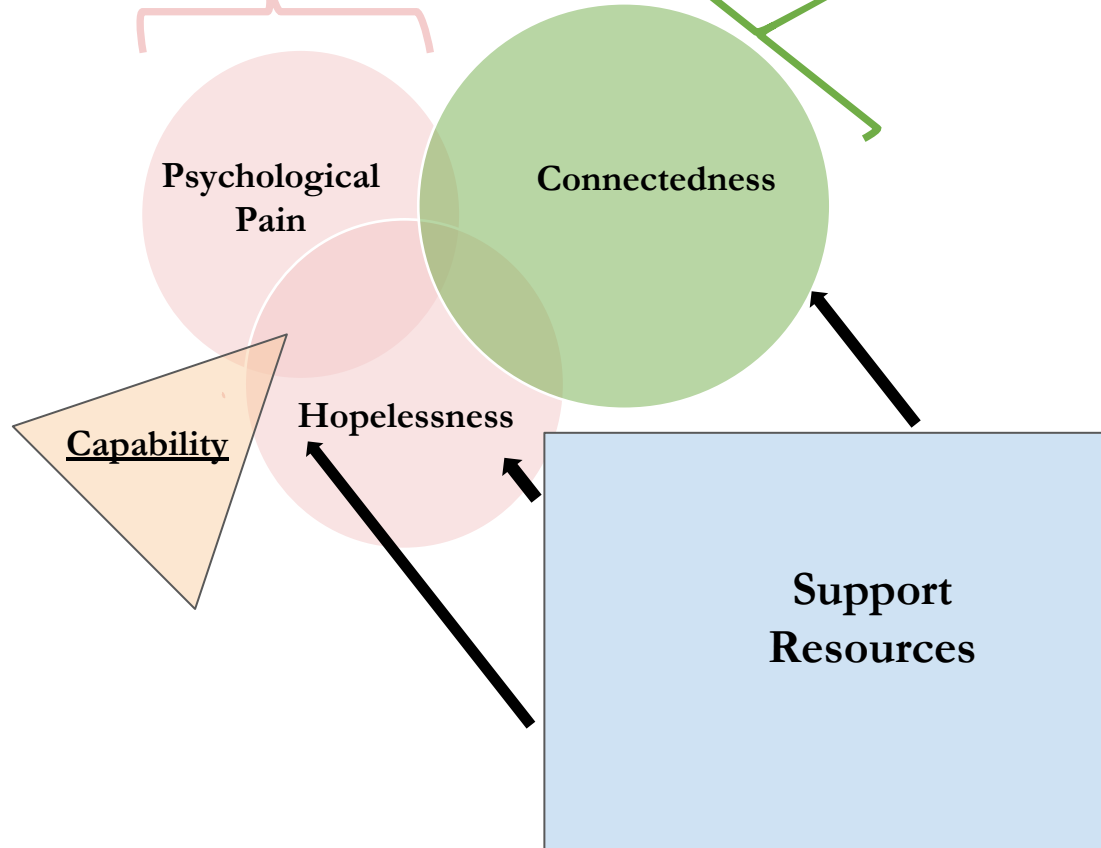
*Desire for Death*

*Desire to Live*



*Desire for Death*

*Desire to Live*





# Clear Targets for Intervention

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- 1) Decrease Pain
- 2) Increase Hope
- 3) Improve Connections
- 4) Increase Support Resources
- 5) (Reduce Capacity)



# Increase Student Success

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- 1) Decrease Barriers
- 2) Increase Hope
- 3) Improve Connections
- 4) Increase Support Resources

# Retention/Economic Impact

In 2017 economist Daniel Eisenberg helped us study the HSU student mental health needs at the population level and its connection to retention. He found:

**1746** students with untreated mental health

Treating **100** prevents **6.48** dropouts

If we can treat 1000 of the 1746 = 64.8 students (conservatively)

If we treated ALL 1746 it would be **113**

**113**

**Students A Year More  
Who Could Persist  
With Required Capacity**



# Efficiency Improvements

- |  |              |   |
|--|--------------|---|
| ● Online Vaccination Process                             | June 2017    | ✓ |
| ● Reduced administrative support staff by 1 FTE          | January 2017 | ✓ |
| ● Paperless Records Systems                              | May 2018     | ● |
| ● Better Integration Medical Services, Health Ed, & CAPS | In progress  | ● |
| ● Enforce no-notes for absences                          | January 2017 | ✓ |
| ● The Interactive Wellbeing Map                          | October 2017 | ✓ |
| ● Choose It Yourself (C.I.Y.) SkillShops                 | October 2017 | ✓ |
| ● Clinical Peer Health Educators for asymptomatic STDs   | Sept. 2017   | ✓ |
| ● Improve Triage Process in CAPS                         | Dec. 2017    | ✓ |
| ● Improve website to make resources more accessible      | October 2017 | ✓ |
| ● Faculty Staff Wellbeing Ambassadors Training Program   | 2017-2018    | ✓ |
| ● Grant Funding (\$300k total SAMHSA, \$90k/yr CalFresh) | Ongoing      | ✓ |



# Health Facility

Using every bit of space within our footprint

- Digital Archive of existing records Dec 2016 ✓
- Change building flow to add space Nov. 2017 ✓
- Health Education Services relocated, but most services are interrelated, require reception, and can't be located in pieces around campus ○
- Clear out storage and offices - the health building is already at (20% over) capacity and falling apart. ✗







# Community Ratios

	Civilians per Primary Care	Civilians per Psychiatrist	Kaiser Facilities within 1-2 hours
San Luis Obispo	527	1,503	40+
Chico	999	5,348	60+ Within 2 Hours
Arcata/Eureka	922	4,600	Nearest facility 5-6 hours away.
(HSU)	1300	50,000	

Accessing a psychiatrist on campus is even worse than in Arcata/Eureka; **23%** of HSU students arrive having been on a psychotropic medication in the past year.

# HSU Healthier TOGETHER

## Student Needs

HSU students are facing a healthcare shortage on campus and we have a responsibility to fix it.

- 1,700+ HSU students have untreated mental health concerns
- More than 100 students leave HSU each year because of untreated health barriers
- Community health resources are expensive and too few to make up for the campus shortage

**Next steps - encourage students to voice their priorities:**

**National College Health Assessment survey** includes health fee prioritization questions.

**Open Forums:** Feb. 23, 5-6:30 p.m., College Creek Great Hall  
March 5, noon-1:30 p.m., Nelson Hall East 102 (Pizza lunch provided)

[humboldt.edu/healthiertogether](https://humboldt.edu/healthiertogether)