

Chair VerLinden called the meeting to order at 4:02 pm on Tuesday, October 26, 2010, Nelson Hall East, Room 102 (Goodwin Forum). A quorum was present.

Members present: Altschul, August, Berman, Cheyne, Ellerd, Faulk, Flashman, Heise, Kelly, Knox, Madar, Mola, Mortazavi, Moyer, Nordstrom, Powell, Reiss, Richmond, Rodriguez, Shaeffer, Snyder, Thobaben, Van Duzer, VerLinden, Webb, Yarnall, Yzaguirre.

Members absent: Rizzardi, Tripp, Whitlatch.

Proxies: Reiss for Craig, Rebik for Crowder-Fiore, Shaeffer for Goodman, Rodriguez for Harper-McPike.

Guests: Burges, Cashman, Webley, Yancey.

Chair VerLinden announced the Scholar of the Year Lecture on October 27, 2010. Professor Matthew Johnson will speak on "Farms & Feathers: Linking Bird Conservation, Agriculture and Education." All are invited.

Proxies were announced.

The approval of minutes from the meeting of October 5, 2010 was added to the agenda.

1. Approval of Minutes from the Meeting of October 5, 2010

M/S/P (Mortazavi/Heise) to approve the minutes from the meeting of October 5, 2010 as written.

2. Approval of Minutes from the Meeting of October 19, 2010

M/S/P (Mortazavi/Heise) to approve the minutes from the meeting of October 19, 2010 as written.

3. Consent Calendar

All Physics Program (& Course) Changes were removed from the Consent Calendar:

09-396 PHYX 340 Symbolic Computation in the Sciences
09-391 Applied Physics Option
09-392 Astronomy option
09-393 Physics Option
09-394 Physics BA
09-395 Physics Minor.

The following Consent Calendar items were approved without objection:

09-332 BA in Sociology Program Change
09-359 (NRPI) EMP Program Change
09-253 Art 339 Advanced Photography II
09-254 ART 319 Contemporary Art and Theory
09-257 ART 318 Topics in the History of Photography
09-258 ART 316 Topics in Early 20th Century Art
09-259 ART 301 The Artist
09-260 ART 357C Curriculum and Development Through Art Education II
09-261 ART 498C Service Learning and Art Education II
09-262 ART 357B Curriculum and Development Thru Art Education I
09-263 ART 498B Service Learning and Art Education I
09-407 Economics - Proposed changes in the program – core/pathways/major
10-024 Art Studio Minor
10-079: PSCI 665: Women and Third World Development
10-091: HIST 301M Era of WWII Depth Experience
10-092: HIST 300M Era of WWI Depth Experience
10-109: KINS 455 Exercise Prescription Leadership
10-110: KINS 615 College Teaching in Kinesiology
10-111: KINS 495 Directed Field Experience
10-112: ART 410 Art History Seminar
10-114: ART 104K Intro to Tribal Art
10-120: BIOL 280 Selected Topics in Biology
10-121: BIOL 280L Selected Topics in Biology Lab
10-122: BIOL 380 Selected Topics in Biology
10-123: BIOL 380L Selected Topics in Biology NCP
10-126: BIOL 109 General Microbiology
10-127: BIOL 109 General Microbiology Lab
10-128: BIOL 302 Human Biology
10-152: Applied Statistics Minor, Program Change
10-153: MATH 446 Math Logic and Set Theory
10-154: STAT 509 Experimental Design and Analysis .

Items were pulled from the Consent Calendar due to missing background materials about the changes (supplementary materials reviewed by the ICC, ICC minutes, etc.). The ICC Chair will locate and provide the documentation.

4. Resolution on Curriculum Changes to ENGR 492 (#07-10/11/ICC)

M/S (Moyer/Knox) to place the resolution on the floor.

Resolution on Curriculum Changes to ENGR 492
#07-10/11-ICC – October 26, 2010

RESOLVED: That the Academic Senate of Humboldt State University recommends to the Provost that Curriculum Proposal 09-20 (listed below) be approved.

09-020: ENGR 492: Capstone Design Project – Add pre-requisites: ENG 313, 322, 326, 330, 331, 333, and 351 to ensure that students in the course are prepared for Senior-level Engineering work.

Discussion:

This re-design of the Capstone Design Project with the addition of so many pre-requisites is not helpful to students. It discourages students from thinking about Capstone until they have taken all of the courses required. If a student is missing a required course, he/she will have to petition. The number of students who will not have all of the required courses by their senior may be sizable. It is the wrong direction to go in and the department should be considering instructor approval instead.

It was noted that with a permission number, an instructor can override all pre-requisites.

From the floor: The department already requires that the Capstone course be taken in the last eighteen units. Seniors take the course just before they graduate. In most cases, all required 300 level courses have been taken already. This curriculum change is codifying something that has already been in place.

Q: Would enforcing these pre-requisites delay graduation for students who may be missing one or more of the 300-level courses? A: There is a potential for that to happen. But a student can get a permission number for an instructor to override, and would not be stopped from graduating.

M/S/P (Moyer/Mola) to end debate and vote immediately. Voting occurred and passed with 1 abstention.

Voting on Resolution #07-10/11-ICC occurred and **PASSED** with 1 abstention.

5. Resolution on Curriculum Changes to ENGR 690 (#08-10/11/ICC)

M/S (Moyer/Cheyne) to place the resolution on the floor.

Resolution on Curriculum Changes to ENGR 690
#08-10/11-ICC – October 26, 2010

RESOLVED: That the Academic Senate of Humboldt State University recommends to the Provost that Curriculum Proposal 09-22 (listed below) be approved.

09-022: ENGR 690: Thesis – delete all prerequisites, *add a requirement for Instructor Approval*. Rather than requiring specific prerequisite courses, the faculty plan to assess individual student preparation and advise students regarding graduate thesis units.
Explanation: The italicized material above reflects a change to the proposal to address concerns that ENGR 690 lacked sufficient registration restrictions.

Discussion:

It was noted that the proposal has been changed and the change has been approved by the department and the ICC. The change is considered appropriate and satisfies the objection raised previously.

Voting on Resolution #08-10/11-ICC occurred and **PASSED**.

6. Resolution on Curriculum Changes to ENGR 699 (#09-10/11-ICC)

M/S (Moyer/Cheyne) to place the resolution on the floor.

Resolution on Curriculum Changes to ENGR 699
#09-10/11-ICC – October 26, 2010

RESOLVED: That the Academic Senate of Humboldt State University recommends to the Provost that Curriculum Proposal 09-23 (listed below) be approved.

09-023: ENGR 699 – Independent Study in Environmental Systems - delete all prerequisites, *add a requirement for Instructor Approval*. Rather than requiring specific prerequisite courses, the faculty plan to assess individual student preparation and advise students regarding graduate independent study units.

Explanation: The italicized material above reflects a change to the proposal to address concerns that ENGR 699 lacked sufficient registration restrictions.

Discussion:

The proposal has been changed appropriately.

Q: Are all 99 courses instructor approval already? A: Any course at the department level can be made or not made instructor approval. This is a level of instructor approval that goes into the Catalog.

Voting occurred on Resolution #09-10/11-ICC and **PASSED** Unanimously.

7. Resolution on Credit/No Credit (CR/NC) Grade Mode Policy (#05-10/11-APC) – First Reading

M/S (Van Duzer/Thobaben) to place the resolution as a first reading on the floor.

Resolution on Credit/No Credit (CR/NC) Grade Mode Policy
#05-10/11-APC – October 26, 2010
FIRST READING

Resolved: That the Academic Senate of Humboldt State University recommends to the President that petitions to change grade mode from CR/NC to a letter grade, or from a letter grade to CR/NC be restricted to only those needed for graduation; e.g., major requirements, maximum of 24 units of CR/NC. The Office of the Registrar will be responsible for reviewing and approving these petitions; and be it further

Resolved: That the Academic Senate of Humboldt State University recommends to the President that Faculty will enter letter grades for all students regardless of the student's preferred grade mode, and that the Registrar's Office will convert the grades to CR/NC where students have selected that grading mode. This does not apply to courses that must be taken CR/NC; and be it further

Resolved: That the Academic Senate of Humboldt State University recommends to the President that students, in consultation with their advisors, will be responsible for ensuring that no more than 24 SCU of CR/NC courses apply towards their degree.

Rationale:

1. Petitions to change grade mode after the deadline clog the system and do not serve the university well. These petitions are often opportunistic and represent an effort to avoid lowering GPA by selecting a CR/NC mode while leaving open the option to change to a letter grade if the course goes better than expected. There are a few situations which may require a grade mode change (e.g., change in major, over 24 units of CR/NC at graduation), petitions should be limited to these situations.
2. Most courses that are required for a major have to be taken for a letter grade. When students change majors, students are sometimes required to change CR/NC grades to letter grades for major's courses. Currently, when students successfully petition to change from a CR/NC to a letter grade, the original faculty member has to be found to provide the letter grade. This is sometimes impossible. By grading every student using the letter grade mode, the later conversion from a CR/NC grade to a letter grade is automatic.
3. HSU limits students to 24-units of CR/NC that can be applied to graduation with an undergraduate degree. This requirement is only reviewed at the university level when students apply for a degree check. Therefore, it is the responsibility of the student and his/her advisor to monitor the student's DARS report to ensure that no more than 24-units are applied towards satisfying graduation requirements.

Discussion:

The resolution addresses several pragmatic issues. Currently if a student takes a course CR/NC and then needs to change to a letter grade to have it count toward a major, the original faculty member must be tracked down and a petition put through. The policy requires that faculty members assign letter grades to all students. A student may change to a CR/NC grade later.

The first resolved clause also addresses a problem with the number of petitions from students who want to change their grade mode based on who they are doing in the course.

Discussion:

- Question about the 3rd resolved clause: If a student wants to switch a course from a letter grade to CR/NC, do they have to talk to their advisor? A: The policy does not speak to whether or not an advisor's signature would be required to make a change. It was not known if a petition requires a faculty signature.
- It was noted that when a student applies for a degree, he/she usually needs a degree-check from an advisor and a signature – so it would apply at that time. Otherwise, students can change the grade mode on their own. The policy states that a student, in consultation with his/her advisor, is responsible for ensuring that no more than 24 SCU of CR/NC courses

apply toward his/her degree.

- Q: Is the number of CR/NC units (24) that students are allowed to apply towards graduation determined by the CSU or is it determined locally? It seems like a high number. A: This number reflects HSU policy.
- It was noted that it is unusual for major courses to be allowed to be taken CR/NC.
- From the floor: The high number is needed because many courses are mandatory CR/NC. It was noted that this policy does not apply to courses that are offered CR/NC only.
- It was suggested that instead of having a 2-tier CR/NC, the university consider a 3-tier (A, CR/NC). If a student receives an A letter grade, he/she keeps it. If a student receives a B or a C, he/she gets a Credit. If a student receives a D or F letter grade, he/she gets a No Credit.
- Concern was expressed that if the mechanism for enforcing the policy is denying graduation, a check should be done before the student's senior year.
- Q: Do students get a report of their cumulative academic program every semester? A: Students have access to the DARS report. It is not provided to them, but they may request it.
- Q: How many majors is the DARS report available for currently? A: All majors, except for Liberal Studies (which is being discontinued) and the interdisciplinary majors.

Chair VerLinden asked if Senate members had specific suggestions for the Academic Policies Committee regarding the resolution.

Senator Van Duzer will take the Senate's feedback and suggestions to the Committee. The Committee will review where mandatory CR/NC courses are required for a major to determine if any are over 24 units. The Committee will investigate what the rationale is for setting 24 units as the maximum and see how that number compares to other CSU campuses.

Q: Last semester, the Committee was asked to look at issues of CR/NC more broadly – did the Committee do that? A: Yes, the Committee reviewed the professional literature. The literature offered no clear conclusions as to whether or not CR/NC encourages or discourages academic quality.

The resolution will be brought back to the Senate in two weeks.

8. Proposal to Expand the Office for Diversity and Inclusion (posted on SharePoint) – Senate to provide feedback to Provost Snyder on organizational aspects of the proposal

Provost Snyder invited feedback from the Senate on the proposal and provided background information. Little progress has been made towards diversifying the faculty and staff at HSU and the retention and graduation rates for minority students are well below the average. It is

felt that having an office dedicated to improving diversity at HSU is the best way to proceed. The proposal is not new – it includes recommendations from the Diversity Plan Action Council (DPAC) and WASC.

Radha Webley and Patty Yancey, from the Office of Diversity and Inclusion, were available to answer questions.

Discussion:

Q: How will the college liaisons be chosen? A: That level of detail hasn't been considered at this point.

Q: Given the proliferation of vice president positions, what is the rationale for proposing a new position at that level, rather than something more economical? A: The position being proposed is an associate vice president. The choice would either be an AVP or a Director and the Provost expressed his belief that an AVP would be able to operate more effectively campus-wide.

Q: What is the cost differential between an AVP and a Director? Should hiring an AVP be a long-term goal and a more cost-effective approach be taken in the meantime? A: A Faculty Associate (release time for a full-time faculty) would be about \$65,000. The downside is that faculty associate positions are highly variable in terms of performance and consistency, unless the position is made more permanent. A Director position might be in the range of \$85,000-\$140,000, depending upon comparables, etc.

Q: When a position is elevated to a higher level, there is usually an increase in staff associated with that position. What is the average number of staff positions associated with an AVP versus a Director? A: It varies across units and is dependent upon the office and what it does, not the position.

The Senate is missing the point. This is not a time to worry about this amount of money. The demography of California is changing and the HSU student body is changing. The faculty demographic at HSU is not. It is time to make a change and the University needs to invest in this change.

Q: Why can't the job be done effectively by a Director? A: The work is across the university and across divisions. The position will sit on the University Executive committee and needs to be someone who is in charge of this specific work.

HSU has made a commitment, as an institution, to diversity and statements have been made that we need to diversify the faculty. Yet the administration has filled positions without much attention paid to diversity.

The point is well-taken and the administration could have done better in the past. Better efforts are currently being made and it was noted that many of the search committees are populated by faculty, so there is a faculty voice in the process. There is plenty of room for

change. The proposal is an opportunity to put into place a system that will keep HSU on track and make progress towards diversifying the campus.

Change is needed, but in terms of the money, the salary difference between an AVP and a Director would fund one faculty position. Can the Senate get a commitment from the Provost to create this new position by reallocating money being used for other positions?

The Provost stated that a commitment to putting on needed classes has been made, and was not sure how to further address the question.

Presumably faculty searches have been done with an awareness of the need for diversity. It would help to have more faculty positions to search for. It is unclear what this new position would do to help faculty searches. It is unclear where this position is in terms of the administrative hierarchy. It is more important to determine where the position's chief authority is – if it is backed by the President or the Provost, it doesn't make any difference what the title of the position is.

Other CSU campuses are hiring greater numbers of diverse faculty; HSU is not. And when HSU is successful in hiring underrepresented faculty, it is not successful in retaining them. When 40% of the first time freshmen are students of color, HSU needs to pay attention to staff and faculty diversity.

Q: Is the new office and position a continuance of the previous affirmative action/compliance structure? Why was the previous structure not successful? Has an analysis been done on the checkered past of these positions? A: No analysis has been done. The position being proposed is different and the compliance part has been taken out. The literature states that for diversity efforts to be effective, someone needs to be in charge, to have the backing of the administration, and to have an office that owns and supports the activities required to carry out the initiatives needed to increase and support diversity on campus.

The best hope for diversifying the faculty is to hire more faculty. Concern was expressed that there is a rumor that the number of tenure-track hires is being reduced.

The Provost responded that reducing the number of tenure-track hires is a temporary budget saving strategy. Salary savings are being returned to departments and will provide some temporary relief. The Provost would like to see each department articulate its needs in terms of a percentage of tenure track faculty and lecturers. Or, the university may have to decide on a percentage and balance. If the budget turns around, the Provost would like to see some restoration to correct the balance.

There are several reasons for HSU not being able to recruit and/or retain underrepresented faculty, including, not having the resources to attract faculty or successfully participate in bidding wars, the lack of a diverse and/or welcoming larger community, and the lack of provisions for spouses in terms of employment opportunities, etc. There needs to be a component of mentoring and counseling involved to respond to these situations.

This is a budget problem. If we don't resolve the question of where the money is coming from, it is a problem. HSU has lost 68 faculty positions. We need to know where the money is coming from for this position.

Senators were referred to the FAD, specifically the footnotes, for information on the number of positions that have been lost. The campus needs to focus on student success. Currently, HSU's underrepresented students are not as successful. The literature says that in order to ensure success, expanded student support and academic support is needed.

Q: In terms of diversifying the faculty, why can't the Academic Personnel Services office be charged with this? A: The APS office is currently working with the Office of Diversity and Inclusion. APS can do some of the work. But a dedicated position and office is still needed to oversee and coordinate efforts across campus.

From the floor: An administrative position is not the solution to this problem. Students are the majority on campus and decisions made by the Senate need to focus on students.

Meeting adjourned at 5:00 pm.