

Tuesday, March 30, 2021, 9:00am, Zoom

Chair Lisa Tremain called the meeting to order at 9:05am on Tuesday, March 30, 2021, via Zoom Meeting ID: 99723322775; a quorum was present.

### **Members Present**

Ramesh Adhikari, Kayla Begay, Matthew Derrick, Sheila Rockar-Heppe, Tasha Howe, Katia Karadjova, Lucy Kerhoulas (CDC Chair), Heather Madar, Steve Martin, Cindy Moyer, Mary Oling-Sisay, Marissa Ramsier, Clint Rebik, Jenni Robinson, Marisol Ruiz-Gonzalez, Lisa Tremain (Interim ICC / AMP Chair), Shawna Young, Rick Zechman

**Assc. Academic Director:** Mark Wicklund

**GEAR Chair:** Jill Anderson

**APC Chair:** Maxwell Schnurer

**Student Representative:** Malluli Cuellar

**Administrative Coordinator:** Mary Watson

**Curriculum Coordinator:** Bella Gray

Chair Tremain reminded the committee of the chat conventions, “Q,” “DR,” and “Stack.”

The minutes of the meeting on March 16, 2021 were not available for approval.

### **Subcommittee Reports**

**GEAR** – Subcommittee Chair Anderson reported the committee has been focused on collaboration with ethnic studies council for the area f and getting the global guidelines for recertifying GEAR courses

**CDC** – Subcommittee Chair Kerhoulas reported the committee continues to work through the queue, and things are relatively quiet as compared to last Fall. She noted the committee is considering how to deal with those programs that want to be GE area courses.

**AMP** – Chair Tremain reported the committee talked about changing the name of the subcommittee the Provost and Vice Provost have charged the committee with coming up with deliverables under the goals for academic roadmap as part of the second phase of the strategic plan, as well as identification of resources needed. She noted they hesitated because they don’t have the context about how the roadmap and start plan are connected to the polytechnic study. She reported the Provost was very supportive of the work that this committee has done on creating some deliverables that would be part of the next iteration of the academic

roadmap. The committee reviewed some of those deliverables and did a little bit more work on them, including brainstorming about what tasks need to be completed, and what types of investments are necessary in order to do some of those things. For example, what does it look like to increase post pandemic online virtual offerings on our campus, and what does a more flexible calendar of course completion look like? These are some of the things that AMP is working on in terms of academic roadmap and the strategic vision for academics at HSU for the next five years.

#### **Preview Academic Minors and Certificate Policy**

APC Subcommittee Chair Schnurer explained the background of this policy and the work that happened up to now. The point now is for the ICC to stress-test the document now, while it is still a draft. He noted the committee has spent about three weeks rough drafting out what we think would be necessary to make this policy work we've mostly drawn on other universities and structures but we've also tried to use some of that creative HSU flavor. The goal is to invite commentary.

Chair Tremain noted she will build in a more robust cushion of discussion on this policy draft for this item during the next meeting, but the ICC is invited to comment on the draft, especially if you are a committee chair. Discussion ensued and is summarized below.

Dean Zechman thanked Dr. Schnurer for their work, and asked in the review of mooinors, were there any that had unique courses, and if there were would that be something we'd consider limiting in order to control costs. Chair Schnurer noted he doesn't know of any minors with unique classes, but that such a check should be added to the policy to make sure it stays this way.

Professor Martin noted there may need to be language defining what we mean by distinction or separation or differentiation between the two, for clarity not duplicating minor and major because, otherwise, as that sentence stands alone that would be open to an awful lot of interpretation.

Chair Schnurer noted the committee is what is the application proposal process are the steps the standards and why you would distinguish those two and so it's been one of those sticking points is sort of the question of what's the relationship of an extended education certificate that might be tied to an academic program, how do we understand that's been one of the places we've been doing kind of the most look at other models so that work is kind of at the bottom, mostly in that section four or five areas.

Vice Provost Oling-Sisay cautioned not having too many options so that it makes it hard for students to graduate on time.

### **Ethnic Studies implementation and Calednar**

Professor Risling-Baldy and Professor Perez went over the attached documents regarding the timeline and policy draft for the ethnic studies implementation.

### **10-10:30 Sustainability Minor - Presentation and Discussion**

Dr. Martin and Professor Ray explained the Sustainability Minor has been in the works for a while, and asked about whether an MOU would be needed to formalize the process for this minor's approval, since as he understands it, other than other than describing it in a couple of sentences in the proposal and curriculog, there're really no other mechanisms to formalize this sort of an unusual, interdisciplinary minors arrangement. Vice Provost Oling-Sisay suggested an MOU would make everything cleaner.

Coordinator Gray clarified that the program has about until the end of December to get an MOU together, even though that would be cutting it close for successful implementation.

Chair Tremain suggested the ICC vote on this proposal even though there is no MOU yet, and especially because curriculog doesn't require an MOU. Vice Provost Oling-Sisay noted that she can find some resources for them to work from to write the MOU and suggested that the MOU be made a clear priority in the curriculog process.

Professor Ray asked whether they can follow up about interdisciplinary processes; the Vice Provost affirmed that she will locate it and send it their way.

Chair Tremain noted that if it is not possible for the policy on MOU requirements to be developed this year, then it should be picked up in the fall.

### **Voting Action Calendar**

Items on this calendar were tabled for a vote at another time.

[Sustainability Minor - 19-872](#). A new, multi-disciplinary minor in sustainability that will involve all three colleges. Has the support of 3 Deans and multiple department chairs. Environmental Studies will be the home to this minor. The curriculum will be tended by an interdisciplinary steering committee comprised of faculty from ENST, ESM, Politics, GESA, and BA, plus a representative from the campus Sustainability Office. The minor is 18-20 units and involves roughly 25 courses across 15 departments. More specifically, courses fall into three thematic

areas: 1) Earth Science, Technology & Built Environment; 2) Socio-economic Institutions, Policy, & Equity; and 3) Communication, Culture & Ethics.

The proposal narratively maps out course rotations and includes MAPs for the majors most likely to use this minor (BA, ESM, ENST, PSCI, GEOG, NAS) to show how each major can easily take sufficient elective units unique to the minor (i.e., not counting towards the major). The proposal also includes a curriculum map matrix that links 4 PLOs to the 3 required courses for the minor (ENST 195, BA 106, ENST 470) and to the 3 thematic areas of elective courses.

### **Institutional Assessment and Self-Study Reminder**

Chair Tremain noted the folks are surprised at the level of interaction and engagement with the self studies, and that there is a lot of appreciation from folks. She went on to explain the trends that showed up in the feedback for particular programs. She reminded everyone that peer review is a formative review, which means the program can revise after getting the feedback. Constructive feedback is needed so people can think about how to clarify things that are unclear and build upon what was going well.

Dr. Martin explained that he took the comments in the feedback form for the self studies and sent them all to Mark, which then informed a draft letter. He then went over the highlights and trends from the programs he shepherded via the attached presentation.

See chart below:

### **Academic Program Review: Self-Studies**

<b>Peer Review Sub-committee:</b> Jill, Katia, Steve, Lisa, and Mark <ul style="list-style-type: none"> <li>Reviews each self-study and compiles ICC faculty peer feedback</li> </ul>				
Program Self-Study	Shepherd (Peer-review sub-committee members)	Faculty Reviewers	Faculty Review due by	Target date for peer review letter for program
Forestry	Steve	Ramesh Kayla Cindy Tasha Matt	March 8	March 16
Rangeland Resources	Steve	Marissa Lucy Marisol Jill Maxwell	March 8	March 16
Communication	Mark	Ramesh Kayla Cindy Tasha Matt	March 15	March 25
Economics	Lisa	Marissa Lucy	March 15	March 25

Humboldt State University  
Integrated Curriculum Committee Meeting Minutes  
20/21:15 3/30/2021

		Jill Katia Maxwell		
Oceanography	Jill	Ramesh Kayla Cindy Tasha Matt	March 22	April 1
Fisheries	Jill	Marissa Lucy Jill Maxwell Lisa Steve	March 22	April 1
Environmental Systems MS	Katia	Ramesh Kayla Cindy Tasha Matt	March 22	April 1
Art	Katia	Marissa Lucy Jill Maxwell Lisa	March 22	April 1

Meeting Chat Log:

**Academic Program Review: Self-Studies**

<b>Peer Review Sub-committee:</b> Jill, Katia, Steve, Lisa, and Mark <ul style="list-style-type: none"> <li>Reviews each self-study and compiles ICC faculty peer feedback</li> </ul>					
Program Self-Study	Shepherd (Peer-review sub-committee members)	Faculty Reviewers	Faculty Review due by	Target date for peer review letter for program	ICC Review (She will present)
Forestry	Steve	Ramesh Kayla Cindy Tasha Matt	March 8	March 16	ICC meeting 3/30
Rangeland Resources	Steve	Marissa Lucy  Jill Maxwell	March 8	March 16	ICC meeting 3/30
Communication	Mark	Ramesh Kayla Cindy Tasha Matt	March 15	March 25	ICC meeting 3/30

Humboldt State University  
Integrated Curriculum Committee Meeting Minutes  
20/21:15 3/30/2021

Economics	Lisa	Marissa Lucy Jill Katia Maxwell	March 15	March 25	ICC meeting 3/30
Oceanography	Jill	Ramesh Cindy Tasha Matt Steve Marissa			
Fisheries	Jill	Marissa Lucy Jill Maxwell Lisa Steve	March 22	April 1	ICC meeting 4/13
Environmental Systems MS	Katia	Ramesh Kayla Cindy Tasha Matt	March 22	April 1	ICC meeting 4/13


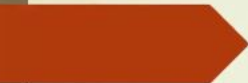


# Peer Review Findings Spring 2021

Forestry B.S.

Rangeland Resource Sciences B.S.





Six or seven faculty reviewed each self study, plus  
Associate Director of Academic Assessment Mark Wicklund






## ► **Forestry: Overall Impressions**

- Good effort on the self-study, and definitely some very strong points for the program, but there are also some shortcomings in the self-study that should be addressed.
- Some prompts were not addressed very thoroughly.
- New Tribal Forestry option is impressive, but that said ...
- lack of diversity in both faculty and student body is an issue.




## ➤ **Section 1: Strategic Elements of the Program**

- Several peer reviewers noted that they wished to see the program's learning outcomes discussed in terms of how they align to HSU's ILOs and how they are assessed via SLOs, the latter of which are missing from the text.
  - No mention of diversity, diverse populations, diverse peoples, indigenous knowledge.
  - Sad to see phrases such as the department hoping to "help Native American communities manage their natural resources." Is it possible that Native Americans could help us manage our natural resources more effectively? Or that there could, at minimum, be collaboration occurring?
  - Lack of discussion of sustainability was a also bit surprising.
- 




## ■ **Section 2: Program Characteristics and Student Data**

- As Lisa's letter put it: "Reviewers engaged with this section with great interest."
  - Highlights include: direct and indirect assessment (including alumni survey), faculty discussions around curricular changes in light of the data, discussion of awards, scholarships, and undergraduate research.
  - Places for improvement: couldn't find any actual Ns or percentages for UR students in the program; including more table or graphs to show trend may be more useful; declines in women student enrollment and stagnation in URM student enrollment; little discussion of efforts to improve success rates in classes where that's an issue; no description of efforts to improve success rates for bottleneck classes.
- 




### ➤ **Section 3: Student Advising and Support**

- Peer reviewers generally thought the department was doing a good job in this area.
  - There could be more of a discussion of holistic advising .
  - The self study noted that advising has not really been explicitly studied by the department.
- 





## ■ **Section 4: Program Faculty and Curriculum**

- Reviewers generally thought this section was well done.
  - Perhaps faculty needs could be connected more directly to the assessment results.
  - Faculty development list would be stronger if it continued with actions that faculty have taken in response to the training.
  - Connections to alumni through breakfasts and collaborative meetings with industry personnel are among the greatest strengths of the program.
  - Faculty racial diversity is lacking, and the Tribal Forestry option was seen as one avenue to address this.
- 




## ➤ **Section 5: Program Resources**

- Solid description of program resources.
- Informative.
- Thorough coverage.
- For programs such as FWR to remain exemplary, we must invest in these resources for the benefit of its students.
- Explain how the cuts in this area have impacted the program. Measureable? Anecdotal?



## ➤ **Section 6: Summary Reflections**

- I really appreciate the candor and quality of reflection in the 'Challenges' section.
  - Would encourage them to dig a little deeper on the diversity and sustainability issues.
  - The program is well-aware of its challenges, which center on a lack of diversity (of both students and faculty) in the program and the decreased success rates for BIPOC students.
  - The biggest weaknesses appear to be related to issues of diversity in the program.
- 



## ■ **Section 7: Action Plan**

- Reviewers offered praise and enthusiastic comments and questions around the program's action plan.
- This is a terrific plan featuring truly actionable elements.
- The draft action plan might commit more specifically to the work of diversity.
- I like the identifying of the need to discuss retention solutions more in faculty meetings.






## ■ **RRS: Overall Impressions**

- Generally thought to be a very well done self-study, and a strong program that is desperately in need of more faculty resources.
- Much praise and encouraging support shown throughout.
- Also thoughtful suggestions for improvement in places.



## ➤ **Section 1: Strategic Elements of the Program**

- The history of the program is clearly described with its place as the only RRS program in California highlighted. The existence and maintenance of this program is an asset to HSU and the surrounding area.
  - Program goals are clearly written, but some of the goals never show up in any of the following discussion.
  - RRS has much to celebrate. Its long-standing uniqueness of degree across the state as well as its placement of graduates in various professional fields deserve many accolades (and more resources!).
  - They provide a direct, complete, and meaningful report of the program mission and goals.
- 



## ➤ Section 2: Program Characteristics and Student Data

- As Lisa's letter put it, "Reviewers commented on this section with marked engagement ..."
- Many detailed comments on the data and trends, including suggestions for strengthening the presentation of that data.
- The program is doing something right in terms of attracting marginalized students to it in comparison across CNRS.
- Very favorable retention and graduation rates; seems like this program supports student success for many minoritized groups.
- Mark says *"Very nice use of pre- and post- longitudinal direct assessment in SOIL 360"* and *"I am impressed with the tracking of graduates' career paths"* and *"Overall, I am pleased with the assessment efforts on display here ..."*



### ■ **Section 3: Student Advising and Support**

- Same as for Forestry (it's the same department), peer reviewers generally thought the department was doing a good job in this area.
- However one reviewer noted that "... there has never been any assessment of advising in the past and nothing is mentioned about implementing assessment of advising in the future. This could be an interesting and valuable avenue to explore ..."
- Advising procedures in the program were clear and appear to be an effective approach.
- It was significant to note the inclusion of the difficulty of supporting students with mental health and drug issues.





## ➤ **Section 4: Program Faculty and Curriculum**

- This section describes the challenges that this program faces in order to remain viable, and administrators at HSU need to take a close look at the needs described in this section.
- It seems that this program will perish when Dr. Marshall retires if there are not one or two tenure-line hires.
- Too much reliance on a revolving slate of lecturers: They desperately need a TT hire.
- This program seems like a perfect fit for a Poly / Applied Science with its focus on agriculture, unique to the CSU.

## ■ **Section 5: Program Resources**

- Lisa's letter: "Reviewers offered some suggestions for this section in addition to more examples of support and respect."
- This section provides detailed information on the types of resources available and an honest look at what students in the program are likely to use. This section could be strengthened by adding connections to student success to make the impact of resource availability clear throughout.
- The discussion of the stockroom staff, ASC, and professional staff seemed quite compelling.
- Similar to FWR, the RRS program's resources have been significantly affected due to decreases in budget and the loss of a formalized stockroom manager. HSU administrators must recognize that for such programs to remain exemplary, we must invest in these resources for the benefit of their students.

## ■ **Section 6: Summary Reflections**

- Lisa's letter: Reviewers found this section to be a satisfying summary and offered collegial support.
- This section is both comprehensive and concise.
- The strengths of the program, including things like job placement, success of BIPOC students, and the thoughtful approach to coursework and student learning are impressive. The challenges described in this section primarily refer to the dearth of tenure-track faculty and the implications for the program's demise.
- This program has numerous strengths and seems like an untapped asset at HSU.
- Good review of strengths and weaknesses of the program as tied to program goals and objectives.

## ■ Section 7: Action Plan

- The actual actions rely almost exclusively on approval of new TT searches for the program, which is a weakness in the plan, but Dr. Marshall has made a strong case for their necessity.
- It would have been useful to learn more about what actions the department might make to recruit additional students.
- Most of the action plan items are focused on components related to hiring new faculty, an important action, but missing out on all the possible avenues that the program could implement some self-evaluation for continuous improvement.
- At times, I do wish for a more granular discussion about changes within the program to evolve and grow. It seems like there are some compelling examples of this in other parts of the report (student success rates, culture of the lobby) that could inform the work in this section.