

Meeting Date		Time	
March 2, 2015		3:00 – 4:30 p.m.	
	Agenda Topic	Materials to Review/Background info	Action Planned
1	Approval of Notes		Approval of notes from 2/2/2015
2	Setting Expectations and Resolving Conflicts	See attached draft - Making Expectations Explicit tool. A Student Advisor expectation scale from Stanford's Graduate Education is available at: https://vpge.stanford.edu/academic-guidance/advising-mentoring	Review draft and continue discussion on establishing guidelines to help faculty work with students to set explicit expectations.
3	Proposed changes to Title 5 requirements for graduate programs	See attached proposed revisions and the letter sent by the HSU University Senate in response	Discuss, answer any questions.
4	Time Certain – Frank Whitlach 4:00 p.m.		Determine how to proceed with on-campus outreach and recruiting.
5	WASC renewal of accreditation	The letter from the Commission is available at http://www2.humboldt.edu/wasc/docs/IRC_140407_HSU_Acceptinterimreport.pdf See the attached update/summary, with additional info about the new reaffirmation process under the 2013 Handbook. Review handouts provided at the meeting	Provide input on developing a set of institutional MA student learning outcomes, graduate program learning outcomes, and other means of documenting the “Meaning, Quality, and Integrity” of HSU’s master’s degrees.
6	Graduate Student Survey	Attached document	Janae Teal will provide an update on the graduate student survey.
7	Announcements: Meredith Williams/Sociology is attending the 2015 Northern Diversity Forum being held April 18, 2015 at Sonoma State University. If other grad programs are interested in having her solicit for you please send materials you would like her to share (brochures and such). Nonresident Fee Waiver Allocation Awards for the 15/16 AY will be sent to the graduate coordinators. Please note- totals do not include students enrolled in the Western Regional Graduate Program; participants were excluded from the totals		

	because they do not pay non-resident tuition.		
8	<p>Important Deadlines:</p> <p>The Woolford Trust and Donald Morris Hegy Trust Rotary Fellowships announcement and application on graduate studies website: http://www2.humboldt.edu/graduateprograms/scholarships Deadline March 27, 2015</p> <p>February 2, 2015 deadline to submit an application for Spring, Summer, or Fall 2015 graduation and be listed in the commencement program.</p> <p>March 24, 2015 deadline to submit Patricia O. McConkey Outstanding Graduate Student 2014-15 awards. Student nomination form and announcement: https://docs.google.com/a/humboldt.edu/forms/d/1Fj_gbQdIoTi9tn_CkijZSp9sZhxdAJiMHmCINSGRyRo/viewform?c=0&w=1</p> <p>Nonresident Fee Waivers Programs are expected to submit the names of awardees to APGS by April 1, 2015. Allocation information will be sent to graduate coordinators.</p> <p>GA/TA Tuition Waivers Programs forward names of the graduate TAs/GAs for 15/16 AY to APGS for Financial Aid verification by April 1, 2015.</p> <p>April 15, 2015 deadline for required format review for Spring 2015 graduation. All students submitting for early submission will receive a \$10.00 Starbucks coffee card and a chance to win a larger raffle item.</p> <p>May 11, 2015 deadline to submit final version of thesis or project and approval form with original signatures</p>		

Making Expectations Explicit

It is recommended that the expectations of graduate students and the advisor/committee chair be clarified early and maintained consistently. Below are a few suggestions for discussion.

Proposed Timeline to Degree

Proposed date to advance to candidacy (proposal, IRB or IACUC approval)

Proposed date for the first draft of thesis/project:

Proposed date of graduation:

Contact and Availability

Do you have a preferred method of contact? (Office phone, E-mail, Cell phone)

What hours are you available for off campus contact?

Will you meet **routinely** every _____ and/or **as needed** for progress updates, literature reviews, data updates, problems, etc.

How should the student prepare for meetings? (send questions, progress report or agenda prior to meeting)

Does either advisor or student have any planned absences from campus?

Thesis/Project

Where will data/samples be stored? Who will have access?

What are the advisor's expectations for the condition of initial draft?

What is the expected turnaround time for drafts?

Advisor/committee chair turnaround time to return draft with comments: _____

Student turnaround time to return a revised draft: _____

What is the advisor's editing style? (lots of comments, very few comments, etc.)

Will the collaborative work be submitted for publication? If so, how will authors be listed?

Potential Support

Are there opportunities for employment as student assistant, teaching associate, graduate assistant, or research technician?

Is there financial support from grants and other funding sources? If so, what is the duration of such funding?

Is there funding for presentations at conferences and meetings (travel, posters, registration)?

Conflict Management

How will you solve problems and manage conflict if disagreements occur?

If unplanned absences or delays occur, how will they be handled?

In the event that the advisor/student relationship cannot be maintained, how will the project proceed?

Student Signature

Advisor Signature

Date

HSU Thesis and Project Format Requirements

HSU format requirements were developed to assist you in preparation of a thesis/project for publication through Humboldt Digital Scholar. It is your responsibility to make certain that the HSU format requirements are met. Theses or projects from the library or departmental offices should not be used as examples of correct format.

Each program must either (a) adhere to the university guidelines for thesis formatting, as described in the HSU thesis and project format requirements, or (b) develop and post its guidelines for the project or thesis, including documentation style, limits on length, and other standard elements of document formatting.

Student Responsibilities

The responsibility for writing and for editing rests with the student, not with the advisor/committee chair, graduate committee, or graduate coordinator. The student's minimum responsibilities for the thesis/project are to:

- Work closely with your advisor/committee chair and consult with other members of the graduate committee as needed. Keep your advisor/committee chair informed of progress.
- Allow adequate time for revisions (see Turnaround Time)
- Receive approval from your advisor/committee chair, committee members, graduate coordinator and graduate dean prior to changing the scope of your project or research
- Comply with university policy, state laws and federal laws/regulations regarding research that includes humans, data on humans or involves vertebrate animals
- Ensure that your thesis/project evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation
- Use correct formatting and accuracy of quotations and literature citations, Each thesis or project should be an original contribution to your discipline. Plagiarizing all or part of a thesis or project will make the entire document unacceptable
- Make corrections as suggested by the graduate committee and graduate coordinator.
- Proofread the entire document, including acknowledgements, references, and appendices.
- Ensure that thesis or project meets program and Humboldt State University format requirements.
- Take primary responsibility to stay informed and adhere to department, Graduate Studies and Office of the Registrar deadlines. No exceptions will be made for missed deadlines or late submissions.

Advisor/Committee Chair Responsibilities

Although the primary responsibility for writing the thesis/project lies with the student, the student should work closely with their advisor/committee chair. The advisor/committee chair should:

- Advise the student on improvements to organization, form, content, and expression of material.

- Resolve any disagreements between committee members
- Familiarize themselves with policies and deadlines that affect their graduate students

By signing the approval form, the advisor/committee chair certifies that:

- the document is well-written, this includes writing and format as well as the overall quality of the research or project;
- it is an accurate description of the work performed;
- it is an original and worthwhile contribution by the student;
- the suggestions made by the graduate committee have been incorporated into the final document.

The Revision Process (adapted from the Natural Resources handbook)

The student submits the initial drafts of their thesis or project to their advisor/committee chair, who reviews the drafts and makes corrections and recommendations. The student corrects errors and incorporates suggested changes to the thesis/project or meets with their advisor/committee chair to discuss why suggested changes should not be made. This process continues until the student and committee chair feel that the document is ready for the committee to review. Note the committee reviews the thesis/project only after the chair has approved it. Again, several drafts may be provided to the committee. When each committee member is satisfied with the document, the major professor and committee sign the approval form. The student may then obtain approval from the program graduate coordinator and complete the thesis/project submission process.

Turnaround Time

The standard turnaround for advisors/committee chairs, committee members, and graduate coordinators to read each draft is three weeks. Any time constraints are solely the responsibility of the student. Note that the standard turnaround time applies only to faculty academic work days. Faculty are not obligated to read drafts during approved holidays, breaks or during the summer. Students and their advisors/committee chairs should discuss the turnaround time for the student to submit a revised document.

An average thesis or project usually requires three to four drafts to the committee chair and one or two drafts to the committee. Considering the standard turnaround time, if a student worked one to two weeks on each revision, the revision process would take between 3 to 8 months.

Accessibility

Accessibility of your final pdf document starts with a properly formatted Word document. Visit the Graduate Studies website or call our office for assistance with the following:

- Use style elements to create headings and subheadings. (Do not use character formatting such as, bold, italic or underline from the font dialog box to format headings)
- Use the Insert Table tool to create accessible tables. (See Tables and Figures)
- Add long descriptions of all images, charts and graphs as alternative text.

Title 5. Education
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 7. Graduate Degrees
§ 40510. The Master's Degree.

To be eligible for the Master's degree, the candidate shall have completed the following minimum requirements:

(a) Advancement to Candidacy. For advancement to candidacy for the Master's degree, the applicant shall meet the requirements of Section 41011, and such particular requirements as the Chancellor and the campus may prescribe.

(b) Requirements for the Degree.

(1) The completion of a specified pattern of study approved by the appropriate campus authority.

(2) A minimum of thirty semester units of approved graduate work completed within a maximum time to be established by each campus. Such maximum time shall be no more than seven years nor less than five years for each particular program. An extension of time beyond the limit may be granted by appropriate campus authority if warranted by individual circumstances and if the outdated work is validated by examination, in the relevant additional course or subject field of work or such other demonstration of competence as may be prescribed. In the degree program:

(A) ~~Not less than 21 semester units (32 quarter units)~~ At least 70 percent of the total units required by the degree program shall be completed in residence. The appropriate campus authority may authorize the substitution of credit earned by alternate means for a part of this residence requirement.

(B) Not less than one-half of the units required for the degree shall be in courses ~~organized~~ designed primarily for graduate ~~study~~ students.

(C) Not more than six semester units shall be allowed for a thesis or project.

(3) Satisfactory completion of a thesis, project, or comprehensive examination, defined as follows:

(A) A thesis is the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation. Normally, an oral defense of the thesis is required.

(B) A project is a significant undertaking appropriate to the fine and applied arts or to professional fields. It evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology and a conclusion or recommendation. An oral defense of the project may be required.

(C) A comprehensive examination is an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter. The results of the examination evidences independent thinking, appropriate organization, critical analysis and accuracy of documentation. A record of the examination questions and responses shall be maintained in accordance with the records retention policy of The California State University.

(4) A grade point average of 3.0 (grade of B) or better in all courses taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.

Note: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Section 89030, Education Code.

February 19, 2015

Dr. Bill Eadie, Chair
Academic Affairs Committee of the ASCSU

Dear Dr. Eadie,

At its meeting of February 12, 2015, the Humboldt State University Senate requested I relay the concerns raised by HSU faculty regarding proposed changes to Title 5, Article 7 Paragraph 40510 (B). We urge the Committee to reject proposed changes to that paragraph and retain the existing language which provides that "Not less than one-half of the units required for the degree shall be in courses organized primarily for graduate students."

Proposed changes to restrict the use of dual-scheduled courses would have a dramatic and negative impact on many of the graduate programs currently offered at Humboldt State and on other small campuses across the CSU. Humboldt State's graduate programs have an outstanding record of placing graduates in positions in federal and state agencies, consulting firms, or into some of the most prestigious PhD programs in the country. Humboldt State ranked 11th of 529 master's colleges and universities in the placement of Ph.D. students. Given our outstanding record, there is no evidence that dual-scheduled courses are less effective in providing genuine opportunities for student learning and in meeting student learning outcomes, and the proposed revisions are in our opinion unnecessary.

In addition, deferral to the principle of faculty autonomy over curriculum, and to faculty expertise, are important components of the HSU argument against this change. Graduate faculty in these programs are well equipped to know whether or not the courses they offer are rigorous and deserving of appropriate for the curriculum, standards and outcomes of their programs. This change usurps that autonomy and expertise, and should be opposed by CSU faculty.

In sum, the proposed revisions to Title 5 would undermine Humboldt State's ability to continue offering these highly successful programs. We therefore urge you to reject the proposed changes and retain the currently existing language in Title 5, Article 7, Paragraph 40510 (B).

Best Regards,
Noah Zerbe, Ph.D.
University Senate Chair
Humboldt State University

Cc: Dr. Steven Filling, Chair, ASCSU
Dr. Christine Mallon, Assistance Vice Chancellor, CSU
Dr. Mary Ann Creadon, HSU Statewide Academic Senator
Dr. Erick Eschker, HSU Statewide Academic Senator

Our WASC (now WSCUC – WASC Senior College and University Commission) status

While the Commission letter that followed the submission of our Interim Report and subsequent panel review acknowledged our many efforts to address the recommendations emerging from our Educational Effectiveness Review in 2010, the letter also stressed the Commission's expectation that those efforts will yield substantial results, to be documented in our institutional report for the next comprehensive review. Specifically, according to the letter, that report must provide:

- 1) Substantial evidence that we have “move[d] beyond design and implementation to the production of student learning outcomes results across the institution, at every level, that are regularly used to improve learning and teaching.”
- 2) Substantial evidence that our student success/inclusive excellence “programs and initiatives are producing meaningful and sustainable results and that assessment of student learning supports the success of students from different racial and ethnic backgrounds.”
- 3) Substantial evidence that we have developed “a positive campus culture that is producing results and sustaining momentum,” because so many key personnel are new to their positions and because the number of “committees and groups may prove to be difficult to coordinate.” Results and analysis of a campus-wide satisfaction survey should be included.
- 4) Analysis of our “prioritization efforts including the fit with the positive campus culture initiative and the basis for the various decisions,” as well as “the role of student learning outcomes assessment and program review in the prioritization efforts.”
- 5) Substantial evidence of results for our many initiatives, “showing their impact, and how results are being used to make improvements,” and how the efforts are being sustained over time.

Our WSCUC/WASC timeline under the 2013 Handbook

The Institutional Review Process (IRP) was revised in June 2013. Some of the changes are structural, as reflected in our timeline, which is as follows:

Organize and initiate Self-Study and accreditation review process	
(includes on-campus orientation by staff liaison Maureen Maloney):	Spring 2015
Begin Institutional Report (18 months before off-site review):	Fall 2015
Submit Institutional Report (3 months before off-site review)	Spring 2017
Off-site review (6 months before accreditation visit)	Fall 2017
Accreditation visit	Spring 2018

Note that there is only one report (50-75 pages plus appendices), comprising nine components, and one campus visit at the end of the IRP.

Other changes under the 2013 Handbook

Other changes to the IRP involve components that now must be addressed in the Institutional Report. Campus-wide activity will be required for crafting the Institutional Report, which includes several new components that we have not addressed before:

- Student achievement on our standards of performance at Graduation, for key learning outcomes at each level of degree
- Description of how the undergraduate outcomes relate to the five Core Competencies (written communication, oral communication, quantitative reasoning, information literacy, and critical thinking). Because our accreditation visit is not until 2018, we are responsible for having assessed student performance of all five Core Competencies in time to include the results and consequent changes in the institutional report due Spring 2017.
- Definition of the Meaning, Quality, and Integrity of Degrees
- Our preparation for the changing Higher Education Environment: alignment of resources with priorities, ability to “read the evolving higher education landscape and anticipate ways in which the institution itself may need to change” (2013 Handbook: <http://www.wascsenior.org/resources/handbook-accreditation-2013>).

Why Did You Choose HSU? 2014 Survey

Janae Teal - Graduate Student, Department of Sociology

SUMMARY

In December 2014 a survey created in Google Forms was sent to all Humboldt State University Graduate Students (N=367). 120 participants responded to this survey (33% response rate*).

Participants were asked to provide input on questions of why they chose a Humboldt State graduate program and/or Humboldt County rose in the HSU Graduate Council meeting on December 1, 2014.

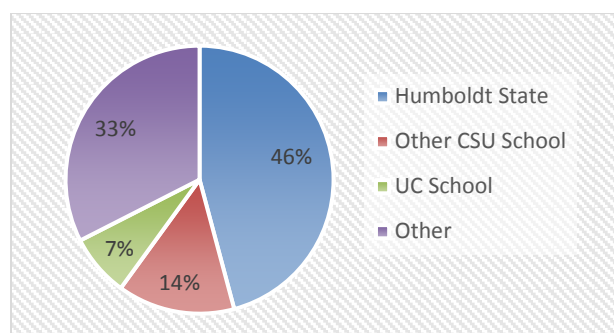
**NOTE: While 367 graduate students were invited to participate in this survey, some of those students have recently graduated or are inactive. This could have impacted the overall response rate.*

Which HSU graduate program are you in?

Applied Anthropology	0
Biology	11
Business	11
Education	7
English	3
Environment and Community	12
Environmental Systems	2
Kinesiology	5
Natural Resources	32
Psychology	18
Social Work	7
Sociology	11
Other	1

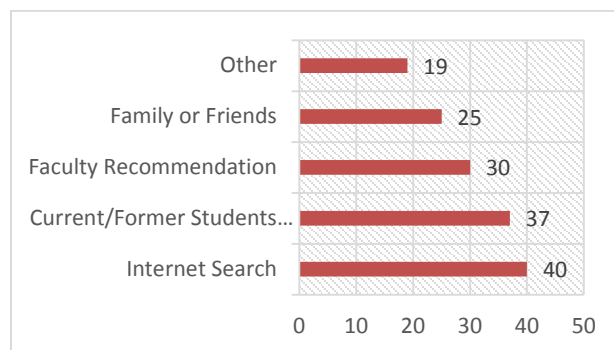
RESULTS

From which institution did you get your bachelor's degree? (N=120)



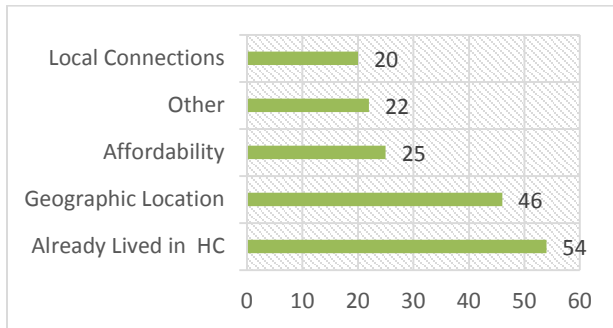
55 (46%) of respondents received their bachelor's degree from Humboldt State University, while 17 (14%) respondents received their degrees from another CSU. 9 (7%) respondents received their bachelor's degrees from a UC institution, while the remaining respondents (33%) received their degree from another institution.

How did you hear about your Master's Degree program? Top 5 Responses (N=120)



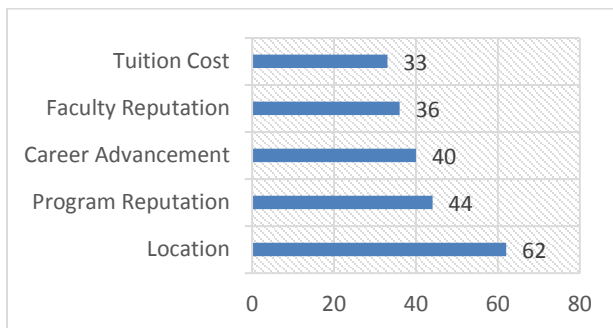
The top 5 responses to how respondent's heard about their master's degree program were: Internet Search (33%), Current or Former Graduate Students (31%), Faculty Recommendation (25%), Family or friends (21%), and Other (16%).

What MOST influenced your decision to relocate to Humboldt County? Top 5 Responses (N=120)



The top 5 responses to what most influenced respondent's decision to relocate to Humboldt County were: that they already lived in Humboldt County (45%), they liked the geographic location (38%), the affordability of the area (21%), and connections to people in the local community (17%). 21% of respondents reported 'other' as to why they were most influenced to relocate to Humboldt County.

What MOST attracted you to your graduate program at Humboldt State University? Top 5 Responses (N=120)



The top 5 responses to what most attracted respondents to their graduate program were: Location (i.e. proximity to home) at 52%, Program Reputation (37%), Career Advancement (33%), Faculty Reputation (30%), and Tuition Cost (28%).

What some of the graduate student respondents had to say...

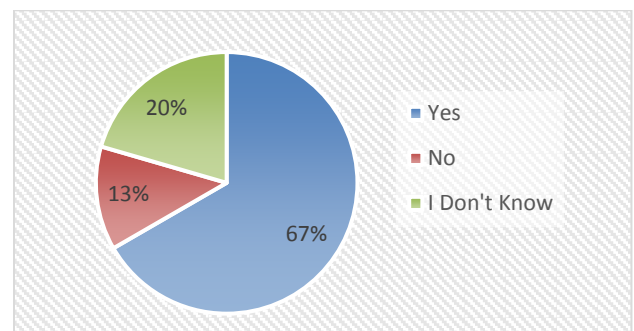
"The program's reputation and the job acceptance rate upon graduation was very high and was my main reason for applying and enrolling in the program."

"I wanted to experience a new part of the country and HSU was the perfect place to do that. Plus the program was perfect for what I wanted to study. There are great advisors in the same field as what I want to specialize in."

"Was looking for an interdisciplinary master's program on the West coast; there are very few programs available."

"I have found the department to be great, but the administration and bureaucracy associated with HSU questionable."

Would you suggest your graduate program to a friend or an undergraduate in your department? (N=117)



When asked, 'would you suggest your graduate program to a friend or an undergraduate in your department', 78 (67%) respondents said 'yes', while the remaining respondents said that they did not know (20%) or no, they would not suggest their graduate program (13%).

