Humboldt State University
University Senate Meeting Minutes
19/20:3 10/01/2019

Tuesday, October 1, 2019, 3:00pm, Goodwin Forum (NHE 102)

Chair Stephanie Burkhalter called the meeting to order at 3:05pm on Tuesday, October 1, 2019, Goodwin Forum, Nelson Hall East, Room 102; a quorum was present.

Members Present
Alderson, Bacio, Burkhalter, Byrd, Creadon, Cruz, Dawes, Dunk, Enyedi, Gonzalez, Gradine, Johnson, Karadjova, Keever, Kerhoulas, Maguire, Malloy, Meriwether, Mola, Moyer, Pachmayer, Parker, Pawlowski, Schnurer, Thobaben, Wilson, Woglom

Members Absent
Jackson, Johnson, Zerbe

Guests
Jessica Welch, Tim Miller, Lisa Castellino, Jenessa Lund, Simone Aloisio, Dale Oliver, Mary Oling-Sisay, Holly Martel, Stephanie Lane, Amber Blakeslee, Bella Gray, Bethany Rizzardi, Lisa Bond-Maupin, Shawna Young, Peggy Metzger, Shelia Rockar-Heppe, Cyril Oberlander, Tracy Taylor, Melinda Haynes-Swank

Announcement of Proxies
Creadon for Zerbe

Approval of and Adoption of Agenda
M/S (Parker/Dunk) to approve the agenda

Motion carried unanimously

Approval of Minutes from the September 17, 2019 Meeting
M/S (Dunk/Kerhoulas) to approve the Minutes of September 17, 2019

Motion carried unanimously

Reports, Announcements, and Communications of the Chair

- Written report attached.

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

Academic Policies:

- Written report attached

Constitution and Bylaws:

- Written report attached

Faculty Affairs:

Senator Wilson reported the FAC will bring the excess enrollment policy next meeting, and they continue to work on the advising policy and early tenure policy.

Integrated Curriculum:

- Written report attached

University Policies:

- Written report attached

Academic Senate of the CSU

- Written report attached

California Faculty Association

- Written report attached

Office of Diversity, Equity, and Inclusion:

- Written report attached

Administrative Affairs:

- Written report attached

Enrollment Management:

Dr. Meriwether, Vice President of Enrollment Management, briefly reported that HSU hosted about 100 counselors and leaders in the latest Local Counselors Conference, and has recently announced the Humboldt First Scholarship, which is aligned for students in the service area. VP Meriwether stated a press release will be published regarding this development in about 2 weeks.

VP Meriwether briefly reported that he sent a correction letter last week in response to the September 24 Lost Coast Outpost article, which contained numerous factual errors about enrollment. VP Meriwether stated that the division will respond vigorously with corrections as needed, but that critique when factual is welcome. VP Meriwether went on to compliment the Cultural Centers leadership, who've spent time with him to examine this issue and reassured the Senate that he will respond accordingly to facts regarding decisions that have been made in a positive and factual way.

VP Meriwether concluded, reporting that he and new Dean of Students, Eboni Turnbow, are examining a number of students' complaints about the notifications sent to the campus community in the event of the loss of a student.

Provost's Office:

- Written report attached

In addition to the written report, Provost Enyedi stated there is a direct correlation between the activity on campus and HSU's ability to put costs in alignment with revenues available; he noted he has been able to invest money into the colleges every year, and 75% of the Academic Affairs budget currently goes to the three colleges. Academic Affairs is the driver of the campus, and while only 7 new tenure track hires is disappointing, he is proud of the 60% tenure track density on campus, and if more funding is extracted, then the investment in new hires will occur.

Senator Mola referenced the previous week's Chairs' meeting, where there was discussion about beginning talks on the Academic Master Plan (AMP), and asked what the decision process will look like, and how the Provost plans to involve faculty in the conversation.

Provost Enyedi responded that the AMP will be a collaborative process spearheaded by Vice Provost Oling-Sisay, and will engage all stakeholders as necessary in future, as it is currently in very early planning stages. He noted HSU has several planning processes going forward at the same time; organizing AMP and reaccreditation for WASC, the IAPB process for campus, and the URPC is helping to develop, for the fall semester, a budget redux plan that will be presented to the President in December; there is lots of opportunity for people to engage.

Chair Burkhalter asked that anyone interested in taking part send their name to her, because she is being asked all of the time for faculty to be involved, and she wants to make sure folks who are interested in being involved have the chance to be.

Senator Moyer asked for an update on KHSU, specifically, whether there's a plan in place for local programming to take over during station breaks; she noted her opinion that anything would be better than nothing, which is what is being broadcast now.

Provost Enyedi stated the educational and experiential opportunities for students have been the foundation of KHSU conversations he's been part of, and that the previous volunteer model is not on the table. Station breaks are hopefully going to be filled with student work and projects in the future.

Senator Wilson requested a more informed guess as to why enrollment is down, and why headcount has dropped 17.8% since 2011.

VP Meriwether stated his opinion that more dangerous to HSU's ability to recruit students and employees than the public narratives around "Murder Mountain," are things the local community says about ourselves. He stated that when the commentary about ourselves (ie, HSU and the community) is so rooted in mistrust and fear, and many students with negative experiences are so much louder than those who say great things, then those harmful

stereotypes about the community and local people are spread further and faster than the good. He went on, noting other problems stemmed from penny-wise and dollar-poor practices held over from when HSU was in a better budgetary climate. From a practice standpoint, he has put a stop to the fees charged for visiting campus, and he hopes to change how HSU gives itself credit in recruitment and retention messaging; the fact that HSU has things in place to resolve issues is important to communicate.

Consent Calendar from the Integrated Curriculum Committee
The attached ICC Consent Calendar was unanimously approved

General Consent Calendar
It was noted there were no items on the General Consent Calendar

TIME CERTAIN 3:15-3:30 PM – Open Forum for the Campus Community
Mark Wilson, Vice Chair of the Senate and Chair of the Faculty Affairs Committee, spoke about tenure track density, and pointed out that when he came to HSU in 1998, there were 304 tenure track faculty and the institution was at about 80% tenure track density, and now it's below 60%.

Information Item: Resolution AS-3397-19/AA - Towards Implementation of an Ethnic Studies System Requirement

Senator Creadon, GF representative to the Academic Senate of the California State University (ASCSU) reported that the ASCSU passed a resolution at the recent plenary to begin a process to institute a required system-wide Ethnic Studies requirement, which was the result of a promise made to certain legislators who had proposed AB-1460 for such a requirement. The ASCSU opposed, on the grounds that legislature shouldn't dictate curriculum, but with the promise that faculty will work on this requirement. In order to show progress on this issue, the ASCSU Academic Affairs Committee, in consult with Ethnic Studies Council, came up with this resolution.

Senator Creadon went on to explain there is a list of questions that the ASCSU would like campuses to answer in a timely fashion. Senator Creadon reported the Senate Executive Committee agreed last Tuesday that the job of drafting a response should go to the ICC, and that Dr. Kim Berry of the CRGS department has provided some possible language the ICC can use. Senator Creadon concluded, stating a draft of responses to these five questions is in the works, and they need to be reported back to the ASCSU by November 1, 2019.

Information/Discussion Item: University Resources Planning Committee report
URPC Co-Chair Senator Woglom reported that after discussion in the committee, the URPC is asking the Senate for guidance on which duties and items are solidly within their purview and how best they should interpret their charge.

M/S (Thobaben/Wilson) to direct the Constitution and Bylaws Committee to interpret the University Senate Bylaws regarding the URPC's duties and charge.

Motion carried unanimously.

TIME CERTAIN: 4:00-4:45 PM – Reserves Overview and Q&A with Budget Dir. Amber Blakeslee

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M/S (Woglom/Moyer) motion to adjourn

Meeting adjourned at 5:00 pm

HUMBOLDT STATE UNIVERSITY
Senate Chair's Report
Senate Meeting, September 17, 2019

The first Student Success Alliance (SSA) meeting of the year will take place 2-3pm on Thursday, October 4.

I will be participating in the October 10 Investiture ceremony for President Jackson by providing a few remarks on behalf of the Senate.

I encourage everyone to take advantage of viewing a terrific series of Webinars on the topic of attracting and retaining diverse faculty offered by the USC Rossier School of Education and sponsored by ODEI and the Sponsored Programs Foundation (see attached flyer). All materials and recordings of the live webinars will be placed in this google drive and accessible for 30 days after the last session on October 2nd.

https://drive.google.com/drive/folders/14dskCMI1_xkzycZ0wUhPYOCzzJmeaLkv?usp=sharing

The Appointments and Elections Committee (AEC) met on 9/20/19 and I participated in the meeting with parliamentarian, Jeff Abell, and Senate ASC, Mary Watson. The committee is in the process of clarifying ballot language, for example, by specifying how a voter indicates a 'no' versus an 'abstention' vote (this stems from feedback from voters that the Senate office received in Spring 2019 elections). It is the hope of members of AEC that CBC will craft the first draft of the elections document required by section 12 of the Senate Bylaws, which will require review of all the sections and clauses addressing elections in the major founding documents of the Senate: the Senate Constitution, the Senate Bylaws, and the General Faculty Constitution. The AEC members also suggested that given the learning curve around election procedures and the detail-oriented work of the committee, the Senate consider amending the Bylaws to provide for two-year terms for AEC members. Members also agreed that the charge of the committee in the Bylaws should be more specific regarding tasks that the AEC is charged with completing on behalf of the Senate.

As former chair of CBC, staff senator Mike Le, identified last year, it is not clear what types of policies are given a P prefix, what types are given VPAA prefix, and if the prefix EM is still in use for some types of policies. I raised the issue with both University Policies Committee and the Constitution and Bylaws Committee regarding how policies are classified on the University Policies page (see this link and this link for examples). As a political scientist who studies institutions and policy processes, I recommend that the prefix be assigned based on the type of policy process. I discussed this perspective in the 9/26 UPC meeting; the preliminary conclusion from that meeting is that policies that come through the shared governance process should receive a "P" pre-fix, while policies made *unilaterally* through Office of Academic Affairs and approved by the Provost should receive VPAA. The EM prefix should apply to any policy issued *unilaterally* by the president. I will continue this discussion with UPC and CBC to improve consistency and facilitate access to policies.

A parallel issue has emerged regarding committees, their charges, representation on them and the appointment process for representatives. It was mentioned in the Senate Executive Committee meeting that while he was interim Vice Provost, Rock Braithwaite compiled a list of all the committees on campus, which seems to be the source of the belief by the president's administrative team that 120 to 130 committees are operational. The Senate, likely under the guidance of UPC, will be working on specifying a process for creating and retiring committees based on type (for example: administrative,

university, senate, and ad-hoc) and creation of a centralized committee page, maintained by the University (perhaps Senate office or President's office). Committees such the Student Success Alliance, HSU Advisory Committee on Sustainability, the Diversity Equity and Inclusion Council, and many others are not listed in a centralized place for campus-wide reference (the de facto committee page is the one maintained by the Senate-see this link) Several committees listed in the Faculty Handbook are no longer active or their jurisdictions have been taken over by more recently formed committees (one example is the University Space and Facilities Advisory Committee). To avoid confusion about areas of responsibility and authority and to ensure proper appointment processes for committee members it is important to formally retire non-active committees, and in each case of an active committee, to make clear the committee's authorizing charge, jurisdiction, reporting structure, representation of constituencies, and appointment of representatives. To begin this work, I have requested that the Provost provide to the Senate the list of committees created by interim Vice-Provost Braithwaite.

HIRING A DIVERSE FACULTY-Webinar

Four Modules

September 24th
Innovative Recruitment Method

September 26th
Job Announcements

September 30th
Implicit and Explicit Bias

October 2nd
Job Interviews

HSU
NELSON HALL
GOODWIN FORUM

Time: 9:00 AM to 11:00 AM

Or call ODEI for log-in information #4503

For description of modules, please see:
www.diversefaculty.com

WITH DR. ESTELA MARA BENSIMON AND DR. SHAUN HARPER

FALL 2019 Professional Development

All faculty, staff and administrators who are serving or will serve on hiring committees are welcome to attend or login. For more information contact: ODEI Extension #4503

Presenting: Dr. Estela Mara Bensimon and Dr. Shaun Harper from USC's Race and Equity Center and USC's Rossier School of Education, Center for Urban Education.

LIGHT MORNING REFRESHMENTS

REGISTER AT: https://docs.google.com/forms/d/e/1FAIpQLSd4wfakXFdDjIslxJNycSg3iNDHThnc...

HOSTED BY:

Office of Diversity, Equity and Inclusion

HSI STEM

Sponsored Programs Foundation

Gmail by Google

Stephanie Burkhalter <sb82@humboldt.edu>

Ethnic Studies Requirement Resolution - AS 3397

1 message

Catherine Nelson <nelsonca@sonoma.edu> Fri, Sep 27, 2019 at 11:38 AM
Reply-To: Catherine Nelson <nelsonca@sonoma.edu>
To: Senate Chair listserv <campussen@lists.calstate.edu>
Cc: ascsu@lists.calstate.edu

Good morning Campus Senate Chairs,

Earlier this week you received the ASCSU resolution titled "Toward Implementation of an Ethnic Studies System Requirement" passed without dissent by the ASCSU at our September Plenary last week. The resolution is attached here again for your reference and available online here:
https://www2.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2019-2020/3397.pdf

As I'm sure your statewide senators have already told you, the resolution is the first step in fulfilling the ASCSU promise made during our advocacy against AB 1460 (Weber) to take up the Ethnic Studies Task Force Report recommendation for a systemwide ethnic studies graduation requirement. That promise was made in response to legislative pressure to take up the issue, intense legislative support for some version of such a requirement and as a strategy to stave off legislative intrusion into the curriculum. AB1460 did not make it out of the Senate Appropriations Committee, but it was designated as a "two year bill," which means that the author has an opportunity to bring the bill back to try and get it through the legislature a second time. The common wisdom is that Dr Weber will do just that and that our window of opportunity to act is this Fall semester.

So, we are asking campus senates and the CSU Council on Ethnic Studies for input into what the parameters of such a systemwide requirement might be, including learning outcomes, the nature of the requirement (GE, GE upper/lower division, GE overlay, stand alone, met in major, etc), whether campus specific additions should be allowed, best practices for course review/approval to meet the requirement and implementation date (see resolutions for details). Other comments are welcome as well.

Though not in the resolution, we would also appreciate a brief description of any ethnic studies, multicultural studies or similar requirement you have and what departments offer courses that satisfy the requirement. For example, Sonoma State's senate just adopted a major GE reform package in May. Our new requirement in this area will a GE overlay called "Critical Race Studies." The description adopted by our senate is:

> "3. Critical Race Studies (1 course) Critical Race Studies is an interdisciplinary field of study that seeks to understand the ways society is culturally and institutionally constituted by race and racism in relation to ethnicity, gender, sexuality, class, and nation. The Critical Race Studies overlay at Sonoma State University asks students to study the histories, lives, and experiences of marginalization/disempowerment by people of color and non-dominant identity within the U.S. and transnationally, specifically defined as African American, Latinx, Asian American/Pacific islander, Native American (the majority of course content must cover one or more of these populations). The curriculum of Critical Race Studies courses should demonstrate a teaching perspective that emphasizes a critical approach to analyses of race and racism. "

The entire revision won't go into effect for entering students until 2021, so learning objectives and course proposals haven't been developed yet. For now we still have our existing overlay requirement in Ethnic Studies. Using our Fall 2019 Class Schedule as a source, most courses that fulfill the Ethnic Studies requirement come from our American Multicultural Studies (AMCS), Chicano and Latino Studies (CALS) and Native American Studies (NAMS) programs. English, Liberal Studies, Philosophy, Sociology and Women's and Gender Studies (WGS) also have a few courses that meet the requirement.

We are working on a feedback mechanism to archive campus and Council responses to our resolution. I will be back in touch with details early next week. If you have any questions, let me know.

Best,

AMENDED IN SENATE AUGUST 12, 2019

AMENDED IN SENATE JUNE 17, 2019

AMENDED IN ASSEMBLY MARCH 21, 2019

CALIFORNIA LEGISLATURE—2019–20 REGULAR SESSION

ASSEMBLY BILL No. 1460

Introduced by Assembly Member Weber
(Principal coauthor: Assembly Member Chiu)
(Coauthors: Assembly Members *Bonta,* Gloria*,* ~~Medina, and Gonzalez~~ *Gonzalez, Kalra, and Medina*)
(Coauthor: Senator Bradford)

February 22, 2019

An act to add Section 89032 to the Education Code, relating to the California State University.

LEGISLATIVE COUNSEL'S DIGEST

AB 1460, as amended, Weber. California State University: graduation requirement: ethnic studies.

Existing law establishes the California State University and its various campuses under the administration of the Board of Trustees of the California State University. Existing law requires the trustees to adopt rules and regulations not inconsistent with the laws of this state for the governance of the trustees, their appointees and employees, and the California State University. Existing regulations require students of the California State University to complete courses in American history and American government or pass comprehensive examinations in those fields in order to graduate, with specified requirements and exceptions.

This bill, commencing with the 2020–21 academic year, would require the California State University to provide for courses in ethnic studies

at each of its campuses. The bill, commencing with the 2020–21 academic year, would require the California State University to require, as an undergraduate graduation requirement, the completion of, at minimum, one 3-unit course in ethnic studies, as specified.

Vote: majority. Appropriation: no. Fiscal committee: yes. State-mandated local program: no.

The people of the State of California do enact as follows:

SECTION 1. The Legislature finds and declares all of the following:

(a) Ethnic studies programs have come about from students of color demanding them. On November 6, 1968, a coalition of student groups at San Francisco State University demanded that the university institute an ethnic studies program.

(b) Ethnic studies are an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina and Latino Americans.

(c) Studies have found that both students of color and white students benefit academically as well as socially from taking ethnic studies courses. Ethnic studies courses play an important role in building an inclusive multicultural democracy.

(d) A report of the California State University Task Force on the Advancement of Ethnic ~~Studies~~ *Studies, commissioned by the Chancellor's office*, recommended that ethnic studies become a general education requirement throughout the California State University system.

SEC. 2. Section 89032 is added to the Education Code, to read:

89032. (a) It is the intent of the Legislature that students of the California State University acquire the knowledge and skills that will help them comprehend the diversity and social justice history of the United States and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens.

(b) Commencing with the 2020–21 academic year, the California State University shall provide for courses in ethnic studies at each of its campuses.

(c) The California State University shall collaborate with the California State University Council on Ethnic Studies and the

Academic Senate of the California State University to develop core competencies to be achieved by students who complete an ethnic studies course pursuant to implementation of this section. The council and the academic senate shall approve the core competencies before commencement of the 2020–21 academic year.

(d) Commencing with the 2020–21 academic year, the California State University shall require, as an undergraduate graduation requirement, the completion of, at minimum, one three-unit course in ethnic studies. The university shall not increase the number of units required to graduate from the university with a baccalaureate degree by the enforcement of this requirement. This graduation requirement shall not apply to a postbaccalaureate student who is enrolled in a baccalaureate degree program at the university if the student has satisfied either of the following:

(1) The student has earned a baccalaureate degree from an institution accredited by a regional accrediting agency.

(2) The student has completed an ethnic studies course at a postsecondary educational institution accredited by a regional accrediting agency.

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HUMBOLDT STATE UNIVERSITY
University Senate Written Reports, October 1, 2019
Standing Committees, Statewide Senators and Ex-officio Members

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Academic Policies Committee:

Submitted by Kerri Malloy, APC Chair

Committee Membership:
Ramesh Adhikari, Kayla Begay, Morgan Barker Matthew Derrick, Michael Goodman, Jeremiah Finely, Mary Oling-Sisay, Clint Rebik, Kerri Malloy

September 25, 2019
The committee did not meet. Information needed from other units was received the evening before the meeting providing little time for review. APC will meet as scheduled on October 9, 2019 to review and finalize the Academic Integrity Policy to forward to the Senate Executive Committee.

September 11, 2019
Committee reviewed the process by which the Field Trip Policy was referred to APC and the need have the University Policy Committee review the draft.

Completed the review of the draft Field Trip Policy. Will integrate edits and questions into the document and forward to the UPC for their review and recommendation to SenEx.

Revisions to the Academic Honesty Policy will be reviewed at the next meeting with the intention of forwarding to SenEx the following week.

August 28, 2019
Organizational meeting to set out work for the year.

Field Trip Policy – draft received from the summer working group. Will review and forward to SenEx. The committee had previously determined that due the complexities involved with risk management that forwarding the drafts to appropriate units on campus for review and recommendations was the prudent course of action.

Academic Honesty Policy is undergoing further review to ensure that meets the requirements set out in the March 29, 2019 revisions to EO 1098. The revisions to EO 1098 may require a series of policies to be revised. Anticipate forwarding to SenEx at the end of September.

Discussion on the Classroom Disruptive Behavior Policy and requested revisions from the Office of Student Rights and Responsibilities.

Discussion on further revisions to the Syllabus Policy per discussions at the ICC.

Constitution and Bylaws Committee:

Submitted by George Wrenn, Pro tem CBC Chair

Report of **September 18, 2019** meeting

Agenda:

1. Call to Order
2. Attendance, proxies and quorum
3. Appoint a Chair pro tem
4. Review email from Stephanie about policy naming conventions
5. Review suggested edits/questions on Appx E
6. Review suggested edits/questions on Appx F1
7. Review suggested edits/questions on Appx F2
8. Edit/prioritize the work plan for FH revision as needed
9. Motion to Adjourn

Meeting Notes:

1. Call to Order

Meeting called to order at 2:11 by Woglom, Wrenn.

2. Attendance, proxies & quorum

a. Abell (Parliamentarian), Post (Faculty), Watson (Non-MPP Staff) Woglom (Faculty), Wrenn (Faculty) were present.
b. Quorum was met with 5 out of 5 members: 4 members from the faculty electorate; 1 from the staff electorate.
c. Vacancies include 1 student representative.

3. Appoint a Chair pro tempore

Motion to nominate Wrenn as chair pro tem for this meeting (Abell/Woglom). Members approved without objection.

4. Announce guests

None present.

5. Review email from Stephanie about policy naming conventions

Committee reviewed a September 13th email from Burkhalter to the Committee asking for CBC discussion of the Senate's role as a consultative body in the formulation of university policy.

> *"Fundamentally, the question is: What policies need to come through the consultative legislative process (Senate) and what policies can be issued unilaterally as executive orders either by the President (EM) or by one of the Administrative divisions (VPAA)? As*

a Senate, is it our position that all university policies must come through the legislative process?"

The Committee agreed that the University Policies Committee should initiate review of this topic. Wrenn will invite Burkhalter to a future CBC meeting to discuss this issue of shared governance. Members cited John Meyer and Justus Ortega, past chairs of the University Policies Committee, as suitable guests as well.

Review of shared governance also included discussion the Senate's role in making budget recommendations (discussed at Senate on September 17th). It was noted that CBC may be asked to advise on the process that URPC should follow to put forward its recommendations. It was noted that URPC's advisement document to the President would need to be delivered well in advance of the current deadline to allow for Senate discussion.

6. Review suggested edits/questions on Appx E

The Committee discussed comments on Appendix E (the GF Constitution) shared to date via Google doc. Discussion focused on the extent of revision that is needed, from clerical fixes to more substantive changes. It was generally agreed that revision should go beyond a clerical clean-up. Other topics included: simplification and clarification of election and appointment processes, the relationship of the General Faculty to the Senate, and staff representation in shared governance, including election policy. Wrenn was asked to seek guidance from SenEx on the merits of undertaking a major revision of the GF Constitution. Wrenn agreed to do so after the Committee outlines its proposed revisions.

7. Review suggested edits/questions on Appx F1

Topic postponed to a later meeting.

8. Review suggested edits/questions on Appx F2

Topic postponed to a later meeting.

9. Edit/prioritize the work plan for FH revision as needed

Work on revision of GF Constitution will continue at the next meeting.

10. Motion to Adjourn

Meeting adjourned at 3:05 (Woglom/Watson)

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Report of **September 25, 2019** meeting

Agenda:

1. Call to Order
2. Attendance, proxies and quorum
3. Appoint a Chair pro tem
4. Review suggested schedule of work for Appendices E and F
5. Prepare Outline of Proposed Revisions for SenEx
6. Review of Appendix E edits/questions
7. Review of Appendix F edits/questions

8. Motion to Adjourn

Meeting Notes:

1. Call to Order

Meeting called to order at 2:05 p.m. by (Watson/Woglom).

2. Attendance, proxies & quorum

a. Abell (Parliamentarian), Post (Faculty), Watson (Non-MPP Staff) Woglom (Faculty), Wrenn (Faculty) were present.
b. Quorum was met with 5 out of 5 members: 4 members from the faculty electorate; 1 from the staff electorate.
c. Vacancies include 1 student representative.

3. Appoint a Chair pro tempore

Motion to nominate Wrenn as chair pro tem for this meeting (Watson/Abell). Members approved without objection.

4. Review suggested schedule of work for Appendices E and F

Committee agreed to proceed with a schedule to complete work on Appendices E and F this fall. Given the scope of work and the need to consult widely, it was acknowledged that work may continue into spring.

Schedule was outlined as follows:

SenEx - September 24, 2019 [continue GF plan/revisions this week]
Senate - October 1, 2019 [finalize GF plan/revisions this week]
SenEx - October 8, 2019 [SenEx Review of Proposed GF plan/revisions]
Senate - October 15, 2019 [finalize Appendix F revisions this week]
SenEx - October 22, 2019 [SenEx Review of Proposed Appendix F revisions]
Senate - October 29, 2019 [FIRST READINGS]
SenEx - November 5, 2019 [E and F revisions based on feedback]
Senate - November 12, 2019 [SECOND READINGS]

5. Review of Appendix E edits/questions

After agreeing on a schedule of work, the Committee concluded that the following sections of the GF Constitution would require the most attention:

3.0 Powers and Structures;
4.0 Officers and Elected Representative of the General Faculty;
5.0 General Faculty;
6.0 Relationship to the University Senate;
8.0 Elections.

The Committee discussed various ideas for consolidating and reorganizing the GF Constitution. Topics touched on: condensing the Preamble on shared governance; delegating appointments

and elections wholly to Senate AEC; clarifying GF powers and jurisdiction; Senate chair/vice chair as GF Officers; and the electorate.

The Committee will begin markup of Appendices E and F (via Google drive) based upon the scope of revisions discussed. Abell agreed to begin edits on Section 3, Powers and Structures. The next meeting will be a working/editing session primarily focused on Appendix E. Wrenn will then present scope of proposed revisions at SenEx.

6. Review of Appendix F edits/questions

Item postponed to a future meeting.

7. Motion to Adjourn

Meeting adjourned at 3:04 p.m. (Post/Watson)

Integrated Curriculum Committee:

Submitted by Julie Alderson, ICC Chair

ICC is bringing its first Consent Calendar items to this Senate meeting. Please see the video on accessing information in Curriculog newly posted to the agenda.

In looking at the Consent Calendar items, you will note a large package from the Anthropology Department. Faculty in Anthropology have done a great deal of work in refining their program in response to a number of factors, including student success issues and reflection in light of program review. To navigate these items, and in addition to the Consent Calendar summaries and full proposals in Curriculog, please see the overview chart provided by the department here:

ANTHROPOLOGY PROGRAM CHANGES – AY 2020-2021
Attachment to program change form

What	**What data, reasons and/or assessments have led to proposing this change?**	**How do the proposed changes develop students' abilities in relationship to specific program and/or HSU student learning outcomes?**
1 - Program change: <u>Update PLO 5</u> *Current*: Practical skills needed to assume the roles and responsibilities of a productive member of an increasingly	Our 5-year assessment (in 2017) highlighted to us that PLO 5 was not as refined as our other outcomes, and in fact this had been noted in previous program reviews (with the current version being a preliminary revision).	Students will better understand the programs outcomes.

global society (oral and written skills, research and library skills, technical computer skills) through classroom assignments, fieldwork, and professional service opportunities. *Proposed*: Skills (critical thinking, communication, information literacy, and research and technical skills) needed to apply anthropology in practical and professional settings	The current version is part PLO and part SLO, and it is also not current to the discipline/academia. The revision refines the PLO, makes it current, and makes it squarely a PLO (not SLO). Anthropology aims to develop SLO's during Fall 2019 as it maps the PLO's and SLO's with the new ILO's. Fixing PLO 5 now will facilitate this effort and is also pertinent to other program changes proposed here (course/program changes for ANTH 210/481/482)	
2 - Program change & new course proposal: Add new course: <u>ANTH 140, Intro to the Anthropology of Language (3 units)</u>, to the lower division core requirements. This will replace the 1-unit (ANTH 485) requirement that has been in place for several years. We have reorganized program requirements so that adding this course does not add units to the major. We propose to run this course it's first year as a major-only course, and then explore the possibility of adding a GEAR designation in line with what is offered at other CSU's.	(1) Linguistic Anthropology is one of the four major subfields of anthropology. We currently have a lower division core course for the other three, but not linguistics. (2) A lower division core course in linguistic anthropology is standard for anthropology programs – in fact, many transfers students enter with this course, whereas our own majors do not have this benefit. (3) We currently require a 1-unit 485 Linguistic Anthropology course as a major requirement. Multiple years of teaching this course has informed us that a 1-unit course does not provide adequate training in this core anthropological area. Our students are unprepared for upper division linguistics electives (340/341). (4) In Fall 2018, we conducted in informal survey of majors, and learned that many students would like more coverage of anthropological linguistics.	There are three Anthropology Program student learning outcomes (listed below) that explicitly include language/linguistics – in order to develop students' abilities to meet these outcomes, we need this course. PROGRAM OUTCOMES: *The ability to think critically and to apply the scientific method in the various sub-fields of the discipline (cultural, biological, archaeology, linguistics, and applied) *Understanding of the diversity of cultural values reflected in different patterns of social and political organization and systems of communication (symbolic and linguistic) *A solid grasp of the relevance of anthropology to present-day policy and social issues such as human rights, health, historical preservation, conservation, economic development, language use, and cultural practices.

		*Skills (critical thinking, communication, information literacy, and research and technical skills) needed to apply anthropology in practical and professional settings
3 - Program change Move ANTH 410 Anthropology Capstone to the core requirements section.	This is a neutral change – putting it in this section simply eliminates redundant categories and allows students to better understand that this is a core course.	Allows students to better understand that this is a core course in relationship to the following Anthropology BA program learning outcome: *Demonstrate practical skills needed to assume the roles and responsibilities of a productive member of an increasingly global society (oral and written skills, research and library skills, technical computer skills) through classroom assignments, fieldwork, and professional service opportunities.
4 - Program change & new course proposal: Add new course: ANTH 210 Intro to Anthropology Major (1 unit) to the core requirements. This change will not add units to the major due to the other changes mentioned.	To introduce students to the anthropology major, help them plan degree and career trajectories, introduce them to department resources, and create a more inclusive community. Please see new course proposal.	This change will help students progress towards all program outcomes and ultimately graduation.
5 - Program change: Revise the "seminar" section of the major requirements. The current requirements are: Two 1-unit ANTH 485, ANTH Seminar or ANTH 482, ANTH Internship courses. One of the ANTH 485, Seminar must be linguistics.	Regarding removing ANTH 485 Linguistics, please see above. The "Applied/Leadership Experience" section of the contract will support inclusive student success and equity by helping students prepare for their futures by gaining applied or leadership experience. We have observed that students that engage in these activities are more engaged/successful in the major as a whole. Making this a requirement for the major will ensure equity in these opportunities, which typically previously were only pursued by those students already	These changes will develop students'' abilities in relationship to the following Anthropology BA program learning outcome (PLO 5): *Skills (critical thinking, communication, information literacy, and research and technical skills) needed to apply anthropology in practical and professional settings

We propose to eliminate the linguistics requirement in lieu of the addition of ANTH 140. We propose to revise the seminar section to "Applied/Leadership Experience" and require that one of two courses be taken: ANTH 481, Anth Teaching/Leadership (please see new course proposal) or ANTH 482, Anth Internship/Lab/Research (please see course change form). ANTH 482 is classified as C-78, 1 unit for students and 1 WTU for faculty. We propose that both ANTH 481 and 482 are 2 units for students and 1 WTU for faculty.	very engaged with the anthropology department community. This requirement will ensure equity in these opportunities and experiences. ANTH 481 & 482 will enable students to gain credit for engaging in teaching, leadership, applied, and research positions that have traditionally been done on a volunteer basis and have not been transparent on academic records. Offering ANTH 481 & 482 for 2 student units will allow faculty to engage students with readings/concepts pertinent to the activities without removing hours that need to be spent in the applied/teaching/research positions themselves. Redistribution of faculty assigned-time (for lab directors) – already done for AY 2019-20 will ensure that the ANTH 482 faculty will not be completing more than 1 WTU of work. ANTH 481 will require 2 WTU to enable full engagement and oversight related to instruction in teaching/leadership. Faculty will keep an eye on the workload and propose adjustments as needed (TT Faculty will teach these courses for at least the initial semesters).	
6 - Program change: Eliminate the "Regional" section of the contract, under which students were previously required to complete one regionally-focused course (ANTH 390/394/395). We propose to move these courses to the subdiscipline to which they are most closely aligned: ● ANTH 390, World Regions Cultural Seminar → Sociocultural Emphasis	Faculty have observed a long-term trend in the discipline of Anthropology towards a more applied perspective, and also a change in the global aspect of Anthropology towards a "multicultural" global rather than "regionally-focused" global perspective. Our courses increasingly recognize this trend. This change in the contract also recognizes this trend. We will keep these regional courses in the rotation, but eliminate them as a specific requirement. This change will also allow faculty to more closely align the rotation of elective offerings to match student needs and disciplinary trends.	This change will decrease time to graduation and increase student success by allowing more flexibility in elective course choices. These courses will continue to address students' abilities in relationship to the following Anthropology BA program learning outcome: *Understanding of the diversity of cultural values reflected in different patterns of social and political organization and systems of communication (symbolic and linguistic)

• ANTH 394, Regional Survey of North American Archaeology → Archaeology Emphasis • ANTH 394, Mesoamerican Archaeology → Archaeology Emphasis		
7 - Program change Rename the "Sociocultural Anthropology" emphasis section "Sociocultural and Linguistic Anthropology"	To reflect the equal importance of linguistic anthropology, in line with the aforementioned changes	Better informs students about linguistics options as per above.
8 - Program & course change: Allow ANTH 306, World Regions Cultural Studies to count for majors as an archaeological elective. We further propose to change the title of ANTH 306 to World Heritage & Archaeology. We also propose to remove the equivalency with ES 306.	Previously majors were allowed to count ANTH 306 towards the major, but this was changed several years ago when the "Regional" section of the contract was refined to include only ANTH 390/394/395, World Regions Cultural Seminar (major-only courses). We currently propose to eliminate the "Regional" section of the contract (see below), and in the process allow majors to count ANTH 306 towards the major. Faculty have determined that ANTH 306 courses are full ANTH courses with content on par with other ANTH courses that apply to majors. There is no concrete rationale for not allowing students to count ANTH 306 toward the degree, and in practice we have been allowing it to count for majors on a case-by-case basis. This change formalizes this process and creates equity and transparency for all students. The title change is in line with the past and current course content and is adds currency.	This change will decrease time to graduation and increase student success by allowing more flexibility in elective course choices and the ability to double-count this course for GE and the major. This course will continue to address students' abilities in relationship to the following Anthropology BA program learning outcome: *Understanding of the diversity of cultural values reflected in different patterns of social and political organization and systems of communication (symbolic and linguistic).

	Regarding removing equivalency with ES 306, in practice these courses have been taught with different topics/approaches and not cross-listed. The course changes above are not consistent with continued equivalency.	
9 - Program change & course change: Allow ANTH 305, Human Evolutionary Health (please see course change for title change) to count for majors as a biological anth elective.	Previously majors were allowed to count ANTH 305 (formerly ANTH 303) towards the major, but this was changed in 2017 when the new course ANTH 103 Biological Anthropology replaced ANTH 303 as the core bioanth course, and ANTH 303 (newly as 305) was designated as a GE-only course while we worked on what the content would be and how it would overlap with other bioanth courses. We have now had ample time to evaluate this course (please see course change form), and find that it is appropriate for majors to count as a bioanth elective.	This change will decrease time to graduation and increase student success by allowing more flexibility in elective course choices and allow students to double count this course for GE and the major. These courses will continue to address students' abilities in relationship to the following Anthropology BA program learning outcome: *Understanding of the complex and interrelated processes of change (biological and cultural evolution, diffusion, colonialism, globalization) both within cultures and across cultural boundaries
10 - Program change & course change: Suspend ANTH 335, Topics in Evolutionary Medicine from the catalog and remove it as an elective option for the major.	The curriculum has merged with ANTH 305. Upon designing ANTH 305, it was our intention to suspect 335 from the catalog/program once the 305 curriculum was developed. Now that this is the case, ANTH 335 will need to be suspected.	This changed will avoid confusing students with overlap and streamline the curriculum. Please see ANTH 305 course change.
11 - Program change Remove ANTH 315 / WS 315 Sex, Gender & Globalization) and ANTH 430 / CRGS 430 (Queer Across Cultures) as elective option for the major. Remove the equivalency of ANTH 315/WS 315, ANTH 430/CRGS 430 and suspend ANTH 315 & ANTH 430 from the catalog. No changes to WS 315 and CRGS 430.	ANTH 315 is redundant with two other ANTH courses (especially ANTH 317, Women & Development), and ANTH 430 overlaps heavily with topics covered in CRGS. These courses are taught by CRGS/WS and can exist in WS/CRGS without being cross-listed in ANTH. Anthropology continues to value the course taught by our CRGS/WS colleagues and will consider accepting CRGS/WS electives (these and others) as advisor-approved electives (exceptions to program requirements), on a case-by-case basis where this matches the trajectory of the student.	Part of a program change to broaden and modernize the scope of courses that ANTH majors will take while completing their degree, thereby achieving the PLO's, in particular: A solid grasp of the relevance of anthropology to present-day policy and social issues such as human rights, health, historical preservation, conservation, economic development, language use, and cultural practices.

	We have assessed that ANTH overly covers topics related to development and women's studies at the cost of a covering the full range of courses relevant to modern cultural anthropology. This is part of an effort to modernize the curriculum in line with the needs of students and current career prospects. We aim to suspend but not remove the courses at this time, so we can evaluate the impacts. We have consulted with WS/CRGS faculty and have received approval.	

ANTH BA PROGRAM REQUIREMENTS (PROPOSED FOR AY 2020-2021) – changes are highlighted

Course	Title	Units	Notes
CORE REQUIREMENTS – 21 units			
ANTH 103	Biological Anthropology	3	Also lower division GE Area B
ANTH 104	Cultural Anthropology	3	Also lower division GE Area D
ANTH 105	Arch & World Prehistory	3	Also lower division GE Area D
ANTH 140	Intro to Linguistic Anthropology	3	New course (replaces ANTH 485)
ANTH 210	Intro to Anthropology Major	1	New course
ANTH 310	Theory & History of Anthropology	4	
ANTH 410	Anthropology Capstone	4	Moved to core section
APPLIED/LEADERSHIP EXPERIENCE – 2 units (Select 1 out of 2 courses)			
ANTH 481	Anth Teaching & Leadership	2	New course
ANTH 482	Anth Internship/Lab/Research	2	Revised courses
METHODS TRAINING – 8 units (Select 2 out of 3 methods courses)			
ANTH 318	Ethnography	4	Can fill cult elective if not used here
ANTH 330	Method & Theory in Bioanth	4	Can fill bioanth elective if not used here
ANTH 350	Method & Theory in Archaeology	4	Can fill arch elective if not used here
BREADTH & EMPHASIS – minimum 15 units (9 units from emphasis group, 3 units from others)			
Archaeology (take at least 9 units if emphasis, otherwise at least 3 units)			
ANTH 306	World Heritage & Archaeology	3	UD GE Area D; Add as elective choice
ANTH 351	Artifact Analysis	4	
ANTH 352	Experimental Archaeology	4	
ANTH 353	Arch of Warfare	4	
ANTH 354	Cultural Resources Management	4	
ANTH 357	Field Archaeology	3-4	
ANTH 358	Archaeology Lab	1	
ANTH 394	Regional Survey N. American Arch	4	Moved from eliminated "regional" section

ANTH 395	Mesoamerican Archaeology	4	Moved from eliminated “regional” section
ANTH 359	Special Topics in Archaeology	1-4	
	Advisor approved electives		
Biological Anthropology (take at least 9 units if emphasis, otherwise at least 3 units)			
ANTH 305	Human Evolutionary Health	3	Upper division GE Area B, and DCGn Title change – add as elective choice
ANTH 331	Paleoanthropology	4	
ANTH 332	Skeletal Biology & Forensics	4	
ANTH 333	Primate Adaptation & Evolution	4	
ANTH 334	Anth, Ecology & Conservation	4	
ANTH 339	Special Topics in Biological Anth	1-4	
	Advisor approved electives		
Sociocultural & Linguistic Anthropology (take at least 9 units if emphasis, otherwise at least 3 units)			
ANTH 302	Anthropology of Religion	3	Upper division GE Area D, and DCGn
ANTH 316	Anthropology & Development	4	
ANTH 317	Women & Development	4	
ANTH 329	Special Topics in Sociocultural Anth	1-4	
ANTH 340	Language & Culture	4	
ANTH 341	Anthropological Linguistics	4	
ANTH 390	World Regions Cultural Seminar	4	Moved from eliminated “regional” section
	Advisor approved electives		

ANTH BA PROGRAM REQUIREMENTS (PREVIOUS, FOR REFERENCE)

Course	Title	Units	Notes
CORE REQUIREMENTS – 21 units			
ANTH 103	Biological Anthropology	3	Also lower division GE Area B
ANTH 104	Cultural Anthropology	3	Also lower division GE Area D
ANTH 105	Arch & World Prehistory	3	Also lower division GE Area D
ANTH 310	Theory & History of Anthropology	4	
METHODS TRAINING – 8 units (Select 2 out of 3 methods courses)			
ANTH 318	Ethnography	4	Can fill cult elective if not used here
ANTH 330	Method & Theory in Bioanth	4	Can fill bioanth elective if not used here
ANTH 350	Method & Theory in Archaeology	4	Can fill arch elective if not used here
BREADTH & EMPHASIS – minimum 15 units (9 units from emphasis group, 3 units from others)			
Archaeology (take at least 9 units if emphasis, otherwise at least 3 units)			
ANTH 351	Artifact Analysis	4	
ANTH 352	Experimental Archaeology	4	
ANTH 353	Arch of Warfare	4	
ANTH 354	Cultural Resources Management	4	
ANTH 357	Field Archaeology	3-4	
ANTH 358	Archaeology Lab	1	

ANTH 359	Special Topics in Archaeology	1-4	
	Advisor approved electives		
Biological Anthropology (take at least 9 units if emphasis, otherwise at least 3 units)			
ANTH 305	Human Ev. Bio, Diversity & Health	3	
ANTH 331	Paleoanthropology	4	
ANTH 332	Skeletal Biology & Forensics	4	
ANTH 333	Primate Adaptation & Evolution	4	
ANTH 335	Topics in Evolutionary Medicine	4	
ANTH 339	Special Topics in Biological Anth	1-4	
	Advisor approved electives		
Sociocultural Anthropology (take at least 9 units if emphasis, otherwise at least 3 units)			
ANTH 302	Anthropology of Religion	3	Upper division GE Area D, and DCGn
ANTH 315	Sex, Gender, & Globalization	4	
ANTH 316	Anthropology & Development	4	
ANTH 317	Women & Development	4	
ANTH 329	Special Topics in Sociocultural Anth	1-4	
ANTH 340	Language & Culture	4	
ANTH 341	Anthropological Linguistics	4	
	Advisor approved electives		
ADDITIONAL REQUIREMENTS – minimum 10 units			
Regional Course – Take at least 1 course (at least 4 units)			
ANTH 390	World Regions Cultural Seminar	4	Can fill cultural elective if not used here
ANTH 394	Regional Survey N. American Arch	4	Can fill arch elective if not used here
ANTH 395	Mesoamerican Archaeology	4	Can fill arch elective if not used here
Seminars – Take at least 2 seminars (at least 2 units) – one must be Linguistics if 340/341 not taken			
ANTH 485	Linguistics (Language & Society)	1	
ANTH 485	Anthropological Seminar	1	Topics vary
Capstone – Take your senior year			
ANTH 410	Anthropology Capstone	4	

University Policies Committee:

Submitted by Rob Keever, UPC Chair

Committee Membership: Eboni Turnbow, Douglas Dawes, Troy Lescher, J. Brian Post, Deserie Donae

Below this report is the finalized dates of the Fall 2019 semester UPC Meetings. UPC met on 9/26/19 with quorum. The committee reviewed their role as described on by HSU Senate Constitution and Bylaws and the Policy on Polices and discussed how UPC will be moving forward with business this year.

UPC plans to prioritize new policies brought forward by the campus community to be brought to Senate for review and then will focus their efforts on previous policies that have not been reviewed in the timely manner as described by the Policy on Policies. Senate Administrative Support Mary Watson presented a document and system she created to review past policies. UPC Chair Robert Keever and Watson will bring forward past policies to review. Douglas Dawes suggested creating a goal for UPC of what time period of polices we hope to review by the end of the year.

UPC Chair Keever plans to collaborate with the CBC to review committee formations at HSU to ensure Senate has a clear and consistent understanding of the committees that exist at HSU and how they are formed. The goal of this initiative to create a policy on how committees at HSU are created and to dissolve or merge any unnecessary committees. Senate Chair Stephanie Burkhalter has inquired about a master list of committees the Senate believes is housed in the Provost's office. Chair Burkhalter presented to UPC in regards to how policies get categorized and named on the HSU Policy webpage. UPC agreed to take on the task of amending the Policy on Policies to have a consistent way of naming policies moving forward.

UPC will have clubs and organizations policies on the agenda to review for their October 3rd meeting.

University Policy Committee Meeting Times

All meetings are located in SBS 345 unless noted

Date (all Thursdays)	**Time**
September 26th, 2019	3pm-4pm
October 3rdth 2019 (CCR)	3pm-4pm
October 24th 2019	3pm-4pm
November, 7th 2019	3pm-4pm
November, 21st 2019	3pm-4pm
December 5th 2019	3pm-4pm
December 19th, 2019	3pm-4pm

Academic Senate CSU (ASCSU):

Submitted by Mary Ann Creadon and Noah Zerbe, ASCSU Representatives

Report from ASCSU September 19-20, 2019, by John Tarjan and Janet Millar (Bakersfield)

1. The Thursday morning of the plenary session was used for a four-hour activity-based workshop on interrupting racism.

2. **Chair Nelson** reported on the following

- The Quantitative Reasoning Proposal (adding a fourth year to High School requirement)
- AB1460 (Ethnic Studies) – held over in suspense till next session
- ASCSU Leadership Retreat (Theme: Inclusive Excellence)

and referred us to her written report. http://www.calstate.edu/AcadSen/Records/Chairs_Reports/

3. Excerpts from Other Reports

- **Academic Affairs** discussed the following topics.
  - AB 1460, potential ethnic studies requirement[1]. Two Ethnic Studies faculty made a presentation and answered questions. The CO is updating the campus survey on responses to the task force report. Two related resolutions (on system requirements) are on our agenda.
  - Occupation Therapy Doctorate update
  - General Education
- **Academic Preparation and Education Programs** discussed the following topics.
  - AB 1460/Ethnic Studies
  - Quantitative reasoning a-g Board proposal. There is a first reading item in support of the Board proposal on our agenda.
- **Faculty Affairs** discussed the following topics.
  - Notification of tenure track openings for contingent faculty
  - ASCSU communications plan
  - Land recognition policy
  - Open access policy
  - Use of preferred pronouns in student records/training
  - Salary compression and inversion
  - Speech/civility codes
  - Course Hero/inappropriate use of intellectual property
- **Fiscal and Governmental Affairs** discussed the following topics.
  - AB 1460 (now a second-year bill)
  - CSU budget
  - District lobbying efforts
  - Production of a legislative directory (to identify local legislators, alumni in the legislature, etc.)
- **GE Advisory Committee** discussed the following issues.
  - Campus assessment of GE programmatic outcomes
  - CLEP Spanish writing exam
  - Guiding notes for GE course reviewers
  - AB 1460
  - AB 705 (math/English remediation at CCCs)

[1] ASCSU uses (uppercase) Ethnic Studies to refer to the Department, Council, or Task Force but lowercase to refer to the particular requirement which may be met by programs outside of Ethnic Studies per se.

- Changes to ASSIST
- Potential appeal process for GE course certification denials
- Best practices for communicating the purposes of campus GE programs to students. GEAC will ask campuses to communicate best practices, etc.

- **Academic Conference Committee**
  - The conference will be held in February 2021
  - Several campus locations are being considered
  - Potential conference themes include
    - Inclusive excellence
    - Workforce preparation
    - Role of the CSU mid-century
  - We are considering inviting Governor Newsom to speak

4. **Faculty Trustee Sabalius** reported that the Board items that have received the most attention include the additional quantitative reasoning admissions requirement (to be introduced formally next week) and the systems reserves (which have garnered much attention in the press). The budget seems generous for the coming year. The Board will begin making budgetary decisions next week. During campus visits, Dr. Sabalius also tries to meet with students, senates, ASCSU senators, and CFA representatives if those groups are not part of the agenda proposed by the Presidents' offices. http://www.calstate.edu/AcadSen/Records/Faculty_Trustee/index.shtml

5. The ASCSU passed the following resolution after waiving a second reading. Normally first reading items are distributed to campuses for feedback. However, if the ASCSU deems an item to be urgent (e.g. the need to provide input before a policy or piece of legislation is being considered) it may waive the second reading. Copies of these and other resolutions can be found at http://www.calstate.edu/AcadSen/Records/Resolutions/.
   a. **Towards Implementation of an Ethnic Studies System Requirement** Commits the ASCSU to partner with the campuses to explore a CSU ethnic studies graduation requirement and requests campuses to provide input on learning outcomes and the form of this potential requirement. This was deemed urgent given past and pending legislative initiatives and our desire to fulfill requests from our legislative representatives to meet a December deadline for information on this issue from our campuses.

5. We introduced the following resolutions that will be considered for adoption at our November plenary. Copies of these resolutions should be available shortly for campus review.
   a. **Notification of Tenure-Track Openings to Incumbent Contingent Faculty, Librarians, Coaches & Counselors** reminds us that qualified lecturers can be considered for tenure-track positions with a less involved search process and urges that these individuals and search committees be notified of open positions and relevant information.

b. **Developing a System-wide Understanding of CSU Actions and Plans Relating to the Ethnic Studies Task Force Report** was in partial response to a request for this information on existing actions and plans from the legislature.
c. **Increasing Access and Success Through Additional Preparation in Quantitative Reasoning** supports the item that will be before the Board next week to increase the quantitative reasoning admissions requirements and urges flexibility in the requirement for students attending high schools unable to support it.
d. **Land Recognition Policy and Statements** acknowledges that many CSU facilities are located on "unceded" lands and encourages the CSU to incorporate recognition of this fact in their formal senate meetings.

6. **Charles Toombs (CFA President)** reported the following.
   - CFA is gearing up for spring bargaining. A bargaining survey went out to members yesterday. The survey will be open until early November. There will be campus meetings to get local input on bargaining issues.
   - CFA is encouraging CAP-PERS to be more socially responsive in their investment strategies.
   - He addressed the reasons why the affiliation with CTA was dropped. Many centered around a lack of effective collaboration/representation. He assured us that any benefits that may have been lost as a result are being duplicated in other ways through CFA membership.
   - There was a discussion centering around CFA sponsorship of AB 1460 and the working relationship between ASCSU and CFA.

7. **Loren Blanchard, EVC of Academic and Student Affairs** started by outlining some organizational changes. Gerry Hanley (Academic Technology) is returning to CSULB. Denise Bevly (student basic needs) took a job with the UC. Patrick Perry (IS) has taken a position with the CA Financial Aid Commission. Kathleen Chavira (Advancement) is retiring. He addressed impaction, redirection and other enrollment management issues. We are attempting to be more strategic in this area in order to better serve our students. There will be three AA related topics taken up at the Board meeting next week. They include
   - Developing inclusiveness policies in student organizations (information only at this meeting),
   - The 50th anniversary of EOP (information), and
   - The proposed additional QR admissions requirement (The fourth meeting at which there will be public comment. The item will be acted upon at the November meeting). The implementation year for this proposal will likely be 2026. We hope to continue the collaboration between CSU and HS faculty to improve student readiness for success in the CSU. More information on the QR proposal can be found at https://www2.calstate.edu/impact-of-the-csu/student-success/quantitative-reasoning-proposalhttps://www2.calstate.edu/impact-of-the-csu/student-success/quantitative-reasoning-proposal We are dedicating approximately $20m per year to increase the number of highly qualified STEM teaches in CA high schools.

Dr. Blanchard also addressed AB 1460. He began by recognizing the 50th anniversary of the founding of the College of Ethnic Studies at SFSU. He acknowledged that the CSCCO has joined the ASCSU in

opposing the bill but that we are working together to accomplish the outcomes set out in the Task Force to Advance Ethnic Studies report. We are updating campus reports about progress on achieving the 5 recommendations from the task force report. CSU leadership is very interested in the discussions of cultural competency, equity, diversity, etc. currently taking place in ASCSU. A Graduation Initiative 2025 symposium is taking place in Sacramento on the 17th and 18th of October. Governor Newsom will be addressing the group. It will be livestreamed. https://www2.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/symposium To meet workforce needs in California, along with other segments in the state, the CSU will need to dramatically increase the number of our graduates during the coming decade (ca. 500,000) above current levels. Strategic enrollment management needs to take place at both the campus and system/regional levels. The increased application fee revenue is needed due to the extra work involved in implementing the new redirection policies and to offer increased numbers of application fee waivers for the most needy students. It is impossible to predict what impact the work of the CSU does relating to ethic studies/diversity will have on the intent of the author of AB 1460 (Assemblywoman Dr. Weber—emerita professor from SDSU).

8. **Chancellor Tim White** began by discussing equity in light of the intent of the proposed additional QR requirement. We are beginning our budget advocacy for next year with a preliminary report to the Board next week. We think we have a strong case to make for investment in the CSU based on the performance on accountability measures paid attention to by our elected officials including progress in meeting our GI 2025 goals. We will likely advocate for 4-5% enrollment growth funding. We will be proposing $150-200m for compensation. (Some of this will be taken up in benefit cost increases rather than to support salary increases.) We will ask for a permanent increase of about $50-80m for deferred maintenance. A few months ago, we anticipated $4b in capital funding from a higher education general education bond. This had now morphed into an education bond which for all levels which would yield $2b to the CSU. While this is a lower number, it is more likely that a joint K-14/higher education bond will make it to a ballot and pass. All students redirected to another campus bring full system funding to the receiving campus with them regardless of other campus allocations. Dr. White addressed the $1.5b surplus. The vast majority of those funds are held on campuses and much of it is pledged to initiatives, planned buildings, etc. Only about $450m is a true unrestricted reserve (about 3 weeks of operating funds). To give perspective, during the recession, we had to "loan" the state $750m. (Tarjan: in postponed payments from the state—remember the furloughs which were done to reduce payroll as a result.) PERS payments are increasing in the short run and is causing a hardship for campuses. However, in the long run our payments to PERS are likely to decrease relatively. It is difficult to predict what measures will have to be taken in out years relative to the state's unfunded pension obligations (decreased pension benefits for new hires?).

9. **Jacquelyn Acosta (CSSA Liaison)** reported that CSSA has begun working on their policy agenda for the upcoming years. The students now have two voting members on the Board of Trustees with the appointment of Maryana Khames from SDSU. They have discussed issues such as Title IX, impaction, and redirection in meetings with legislators. They are considering opposing the 4th year of quantitative reasoning proposed for the a-g admissions requirements. They are supporting the BASIC Act. Several staff changes have taken place in the Long Beach and Sacramento offices.

10. **Barry Pasternack (ERFSA Liaison)**. The next board meeting will be held on October 5 at San José State University. Volunteerism is a major interest of the group. Dr. Pasternack encouraged all retirees to join. Annual dues max out at $10 and the group does valuable work. The ERFSA website has many valuable resources for retirees/those planning to retire. http://csuerfa.org/) The ERFSA newsletter can be found at https://csuerfsa.org/images/pdfs/Reporter-Sep-2019.pdf

11. **Senator Nola Butler-Byrd** reported on the work of the task force created to make recommendations for deploying the $1.2m allocated by the legislature for a pilot program to provide ant-bias training for faculty, staff, administrators and student leaders at CSU and UC campuses. They have developed learning outcomes and an approach for moving forward. They have selected Just Communities from Santa Barbara to conduct training. The learning outcomes include
    - Raising awareness
    - Application at organization levels
    - Disrupting bias
    - Practice

Training will take place in Oakland, Sacramento, Northridge and UC Irvine. Attendees will be prepared to share the training with campus constituencies.

Office of Equity, Diversity, and Inclusion:

Submitted by Cheryl Johnson, Director, Office of Diversity, Equity, and Inclusion

PRESENT: Cheryl Johnson, Edelmira Reynoso, Michael Le, Eric Palma, Kumi Watanabe-Schock, Kayla Begay, Kim Vincent-Layton, Brandilynn Villarreal, Fernando Paz, Mark Wicklund, Casey Park, Sasheen Raymond, Jennifer Eichstedt, Malluli Cuellar, Sheila Rocker-Heppe, Nikola Hobble, Tasha Howe, Katia Karadiova, Jenessa Lund, Tracy Smith, Breannah Rueda, Linda Parker, Cassaundra Caudillo, Indiana Murillo, Meridith Oram, Kim White, Jeanne Riecke-Recorder

Cassaundra Caudillo, ODEI Student Assistant gave a presentation on the Brain. **The Brain** is to be an interactive online Mind Map of all the Diversity, Equity and Inclusion work being done on campus. The goal is to have the Brain on the HSU Home Page website by the end of this semester.

Presentations DEI Council Sub-Committees regarding the work to be completed during the coming year, to be presented to the Senate and the President.

Sub-Committee on Staff and Faculty Inclusive Teaching.
Nikola Hobbel gave the presentation for the Sub-Committee on Inclusive Teaching. Their charge was in operationalizing inclusive pedagogies, through existing university structures and efforts.

1) Create model language for department RTP standards related to Teaching Excellence and connection to Appendix J (high stakes).

2) Create “standards of inclusive pedagogy” language for the Mid-Semester Feedback Program (low stakes).

Sub-Committee on Staff and Faculty Learning Opportunities,
Jennifer Eichstedt and Sasheen Raymond, as Co-Chairs of the Staff and Faculty Learning Opportunities, gave the presentation for their.Sub-Committee. Their charge is to help develop staff and faculty learning opportunities to increase HSU’s capacity to meet diverse student needs, retention and success. Cultural competency one of their goals.

1) Help develop scaffolded learning opportunities, so staff and faculty can engage in continuous higher-level development of cultural competency.
2) Develop model of department best practices to inclusively support staff to have learning opportunities to increase equity related skills.
3) Work with HR to develop a staff evaluation form that includes equity related skills and service.

They said that their work will be framed in WASC recommendations.
Recommendation to HSU from WASC (July 20, 2018): Prioritize diversification of faculty and staff demographics, including the use of new hires, to align with the diversity of the student body, Engaging faculty and staff in cultural competency professional development will further the academic achievement of students and contribute to the achievement of the institution’s educational objectives.

Sub-Committee on Hispanic-Serving Institutions (HSI)

Fernando Paz presented on the HSI Sub-Committee’s charge to help educate the campus on what it means to fully serve our students federally identified as Hispanic.

1) The HSI Advisory Community and the DEIC Sub-Committee HSI co-convened to expand the HSI Resource Pool/Consortium. To provide a resource and support for improved and new HSI Grant proposals.
2) Goal: To have an HSI presence on the main webpage of HSU to show past and current HSI efforts at HSU.
3) Incoming: HSI Retreat on this Friday, September 20, 1-4 pm in Library Fishbowl to develop short and long-term goals for HSU as an HSI. Also to identify actionable items connected to those goals.

Additional student present to join the HSI Sub-Committee, Indiana Murillo.

Administrative Affairs:

Submitted by Doug Dawes, Vice President of Administrative Affairs

Accounting & Student Financial Services

Accounting

- On-boarded Accountant II, Shondra Kaufman who came from CSU Stanislaus, she is currently familiarizing herself with Sponsored Programs to assist with stabilizing the billing process. When we fill a vacant Account Tech position she will provide much needed accounting services for the campus.
- On-boarded Financial Services Coordinator - ASC I position - Kristin Pitsenbarger who is providing administrative support to both accounting and financial services for a broad range of duties which have been spread out over various staff. This consolidation of administrative functions allows for other staff members to focus on their individuals areas of responsibility and expertise.
- Met the Chancellor's Office reporting deadline for submission of version 2 for GAAP reporting, September 26th. Version 3, final version is due early October.
- Accounting is actively recruiting for Associate Director for Auxiliary Accounting; three candidates are scheduled for in person interview next week. Very promising pool.
- Working with Procurement/Accounts Payable team to provide a solution for bringing auxiliary organizations into Concur for travel. This will benefit the campus and the auxiliary organizations by providing consistency and efficiencies in processing travel across the campus.

Student Financial Services

- Since the start of the fall term, SFS has successfully processed 5538 refunds for students
    - 5207 Financial Aid Refunds which includes student awards
    - 214 General Refunds
    - 82 Short-term loans refunds
    - 35 Housing refunds

Clubs Financial Services

- Hosted 3 Financial Trainings for approximately 110 Student Club Treasures and Presidents

Contracts, Procurement and Accounts Payable

- Effective October 4th, Iowa has been added to the list of banned states in accordance with Assembly Bill 1887.
- For the 2018-19 fiscal year, HSU met our Certified Disabled Veteran Business Enterprise (DVBE) participation in state contracting activity. Our goal was 3% and we achieved 6.98%. The state of California also requires the university to spend a minimum of 25% of our business with Certified Small Business (SB) suppliers. We achieved 17.63% in this area; please keep these goals in mind for any future purchasing needs you have.
- Procurement's three year strategic plan includes five different strategic directions, one if which is Collaboration. We collaborate as a system through Centers of Excellence (COE). In fiscal year 2018-19 our COE's were in the areas of IT, sustainability, facilities, and construction. Through shared standards and leveraged deals, we can deliver maximum value to HSU and the CSU system. This fiscal year we are adding a fifth COE to address the needs of our auxiliaries. Our

auxiliaries play a major role in the support of our students. More information can be found in our 2018-19 Impact Report.

- We welcomed Steve Bagley to the Contracts, Procurement & Accounts Payable team. Steve will be acting as the program administrator for our current and future software implementations such as Concur. He will also assist with training, developing documentation, communications to campus, and much more. The whole team is excited to have him and he has already hit the ground the running.

Risk Management and Safety Services

- RM&SS, UPD and FM are working together to create a consistent process for building hours
- We are continuing to complete the items identified in the CO Health and Safety Audit.
- Emergency Management hosted visitors from Japan who were researching emergency preparedness and planning for vulnerable populations
- Clery report was completed and posted

University Police Department

- UPD is excited to collaborate with the Arcata Police Department to participate in National

Coffee with a Cop Day - October 2, 2019 from 9:00 a.m. - 11:00 a.m. in The Depot.

Facilities

- Members of the Facilities Management Team worked expeditiously to ensure classrooms were ready the morning after the torrential rain storm caused flooding in multiple buildings.
- The landscaping team worked feverishly to repair the soccer field to reopen after closing due to the rain storm.

Human Resources

- Benefits Open Enrollment is now until October 4, 2019. Please contact Lydia Evers at Lydia.evers@humboldt.edu or Ext 5172 for additional information.
- A reminder that the Title IX Office is now under Human Resources and anyone needing assistance from Title IX should visit the HR front desk. Either the Title IX Coordinator or one of the Title IX investigators will come to assist you.
- Note that HR Office Hours are expanding back to 8-12pm, 1-5pm every day. We thank you for your patience while we closed early on Fridays. We needed the additional time to process documentation, due to being short staffed, to ensure HSU employees were served effectively.
- Special Consultant Forms will soon be digitized in order to expedite the process. In fact, this is just one of a series of documents we will be digitizing to create efficiencies in the HR department.
- Additional work is underway to find efficiencies in the IRP and Reclassification processes. We understand that these processes are currently time consuming. We will have a singular form utilized for all Classification and Compensation issues to simplify the process. Additionally, we

are working on our process mapping in order gain additional efficiencies. This will require a meet and confer with the unions but we are excited to unveil a new process that will be more accessible and efficient for the campus.

- Please check the Recruitment website for the new employee onboarding checklist. This document has important information about how to bring a new employee to HSU including the roles of the hiring authority, the appropriate administrator, payroll, and HR. You can find the document here:

https://issuu.com/humboldtstateuniversity/docs/hsu_onboarding_checklists

University Budget

- OpenBook - Operating Fund Revenue and Expenditure Budget dashboards have been updated with 2019-20 Budget information; All Funds Budgets and GI 2025 updates will be available soon
- Questica (our campus budgeting system) is rolling out to college/MBU and division analysts this fall, with training beginning on September 16th

University Center

- Minor remodel of the Depot was completed by the start of the semester.
    - Received a cosmetic facelift and some upgraded equipment.
    - Created space for a (soon to be unveiled) weekly Coffeehouse series of events and performances.
- Facilities Management completed the replacement of the electrical substation in the University Center building.
    - The UC paid greater than $600,000 for this project.
    - It involved a lot of coordination between the FM and contractor, due to multiple electrical shutdowns.
- Continued support for student basic needs.
    - Management of the Meal Donation Program and created a new, low-cost, daily grab-and-go meal program.
    - Working on a collaborative grant between multiple campus departments and the City of Arcata to enable a more robust system of fresh food distribution for OhSnap!
- Programming tied to the beginning of the AY was completed.
    - Involved multiple outdoor programs through Center Activities, many of which were tied to welcoming new students to HSU.
    - Center Activities took part in HOP through a new outdoor safety primer session, which was especially valuable for students new to the North Coast environment.
    - CenterArts produced a variety of performances, which included the return to the John Van Duzer Theater and AS Presents.
    - 2nd Annual HSU Block Party on the Arcata Plaza was a free CenterArts-produced event with >1,600 participants and HSU Dining donated more than 3,000 street tacos.
- Center Activities is currently participating in the AORE Campus Challenge.

- This is a March-Madness-Meets-Mother-Nature competition, where 98 universities compete to see who can get the most people outside from Sept. 16 through Oct. 13.
- The university with the most logged outdoor activities on the AORE Campus Challenge app wins the title of National Outdoor Champion. Titles and prizes for individuals include: Outsider of the Year, Regional Winners, Recognition Awards, free gear, and more. In 2016, HSU won first place and received student funding for outdoor activities and a large amount camping gear for low-cost student rentals.

Provost's Office:

Submitted by Alex Enyedi, Provost and Vice President for Academic Affairs

1. Faculty Hiring 2019-2020 Update

After extensive consultation with the Deans of CAHSS, CNRS and CPS, I am pleased to announce that Humboldt State University will be recruiting seven tenure-track faculty positions during AY 2019-20 to start in the Fall of 2020. Despite declining student enrollment, these recruitments will support our goal of maintaining academic excellence via the recruitment and hiring of a diverse group of highly qualified tenure-track faculty. Despite an enrollment drop of nearly 900 students this fall, the colleges and Academic Affairs are able to make these important faculty investments and remain within budget. Approximately $400,000 from this year's GI2025 funding will be allocated to cover this investment.

The process of identifying this year's faculty hires involved input from the Colleges and their rationale regarding their strategic needs to ensure student success. Our office also examined budget data, faculty and student data such as tenure-density and number of majors, students served, and growth or loss in number of students in a major relative to HSU as a whole. The seven searches authorized for AY 2019-2020 are:

- CAHSS - Sociology and Film
- CNRS - Biology, Engineering and Wildlife
- CPS - Education, and Kinesiology

The Deans have instructed the departments to create search committees; departments should work with APS who will assist with the searches and address any questions that may arise.

2. HSU Tenure Density Update

At recent Senate meetings there have been questions concerning the (i) trend in total number of tenured and tenure-track faculty members and (ii) the trend of HSU tenure track density (TTD) over the past 10 years. To address these questions I am providing HSU institutional data (below) that are reported to the Chancellor's Office. The CO compiles these data into an annual report, the Tenure-Density Report, which reflects the yearly Human Resources census conducted on October 31.

For context, TTD decline has been a national trend for over a decade. In 2018 the Chancellor's Office released the Report of the Task Force on Tenure Density in the California State University, providing a comprehensive look at all of the factors that have contributed to a similar decline in the CSU. To quote the report, "During the last 10 years, the tenure density in the California State University (CSU) has also declined. Although the trend began earlier than 2007, since that year, 21 of 23 campuses saw declines in the proportion of their faculty on the tenure-track. Four campuses saw declines of more than 10 percent over that time. Taken as a whole, tenure density in the CSU system declined by more than five percent. Today, only 10 campuses have tenure density of more than 60 percent."

System wide, the tenure-density of the CSU was 55.9% in Fall of 2018. As a system, there were 38.9 students per tenure-track faculty member in 2018. At HSU in Fall of 2018, the tenure-density was 59.4%, and there were 31.2 students per tenure-track faculty member. This academic year, we anticipate a tenure-density above 60% for the first time since 2011. We have 253 instructional tenure and tenure-track faculty at HSU in Fall of 2019, as compared to 240 (headcount) in Fall of 2018.

In 2014, there were 219 tenure-track faculty members at HSU. While this absolute number has fluctuated since 2014, the trend in recent years is positive and upward. Although 7 tenure-track faculty searches is fewer than the 21 searches authorized last year, we are still able to address critical department needs. Given the 23% decline in student enrollment since 2015, the seven faculty hires represent the maximum investment Academic Affairs can make at this time. Note however, that since Fall of 2016, HSU has successfully hired 77 new faculty. Moving forward, HSU is working diligently to reverse the downward enrollment trend. This is a priority for all of us and is reflected in HSU's 2018-2023 Strategic Enrollment Management Plan. An upward enrollment trend will enable us to make gains on tenure-track faculty growth.

The CSU's Fall 2018 report is available here. Also, the Report of the Task Force on Tenure Density in the California State University is available here.

The numbers in the table below are HSU's headcount, including librarians and counselors; the numbers on the CSU report are FTE, and only include instructional faculty.

Number of Tenure Track Faculty (including Librarians and Counselors) at HSU (Headcount)

Fall 2019	253
Fall 2018	240
Fall 2017	258
Fall 2016	241
Fall 2015	228
Fall 2014	219

ICC Consent Calendar for 10/01/19 University Senate Meeting

ART 347: 18-272 - Sculpture: Portfolio Development. Changing the current prerequisites from Art 345 and 346 to Art 109, because Art 345 is no longer offered and the course work from Art 346 is no longer needed.

Art History Minor: 18-368 Add Art 410: Art History seminar as a requirement for the Art History minor. Currently, the requirement states: "Take three upper division art history courses" for a total of 9 units. ART 410 would replace one of the upper division art history elective classes currently required for the minor, so it would not add an additional course to the minor. Because ART 410 is a 4-unit course instead of a 3-unit course, this adds 1 unit to the number of units required for the minor (was: 18 units, proposed: 19 units), which is still well within required thresholds of "between 15 and 30 units" needed for a minor. This change would help boost academic rigor of the Art History minor and better prepare students for future careers and/or graduate work.

BIOL 597: 18-371 - Methods in Laboratory Instruction. Changes course description from "required" to "strongly recommended" for those hired as teaching associates. This change is necessary due to CSU policy, related to a grievance that was filed at another CSU.

CRIM 325: 18-260 - Law and Society. This is a course classification change request, from C-5 Seminar (class size 20) to C-4 Discussion (class size 25), to best align with current practice of allowing 25 students to enroll.

ESM 410: 18-365 - Environmental Science Practicum. Proposal to change course title to: "Geospatial Capstone." Change course catalog description to: "Completes your multidisciplinary education through studies in geospatial methods and technology used in environmental science, completing a real-world project, and developing professional communication and presentation skills." Current course title and description are out-of-date.

ESM 411: 18-364 - Sustainable Campus. Proposal to update course title to "Energy and Climate Capstone." Update course catalog description to: "Bring your multidisciplinary education to bear on real-world problems. Work with client agencies to evaluate and address critical energy and climate challenges in our community and beyond." Current course title and description are out-of-date.

FISH 471: 18-248 and **FISH 571: 18-249**. **Adv Fish Disease & Pathology.** This is purely clean-up, changing the lecture portion's course classification to C4 Discussion (class size: 25) so that these co-listed courses have the same classification, which also best fits with the normal class size. No change to lab mode. These co-listed courses (FISH 471/571) need to have the same structure.

MATH 474: 18-345 - Graph Theory. Relaxes prerequisites. Currently, students must have Math 240 or IA to take Math 474; we propose to open the class also to students who've passed Math 253.

Music Package:

- **MUS 108K: 18-266 - Beginning Piano** - Changing Beginning Piano to 'course is not repeatable (except for grade replacement)', students will have the standard number of attempts to pass the class.
- **MUS 109K: 18-267 - Piano** - Changing Piano to 'course is not repeatable (except for grade replacement)', students will have the standard number of attempts to pass the class.

ICC Consent Calendar for 10/01/19 University Senate Meeting

- **MUS 130: 18-268 - Piano III** - Changing Piano III to 'course is not repeatable (except for grade replacement)', students will have the standard number of attempts to pass the class.
- **MUS 216: 18-464 - Ear Training I** - This will correct a previous error (C-8 isn't for music courses, per the Chancellor's Office).
- **MUS 217: 18-465 - Ear Training II** - Correcting the c-classification from C-9 to C-10. This will match the other Ear Training series of classes and best fits enrollment. (Class size 10.)
- **MUS 316: 18-269 - Ear Training III** - This will correct a previous error (C-8 isn't for music courses, per the Chancellor's Office).
- **MUS 317: 18-466 - Ear Training IV** - Change the C-classification from C-8 to C-10. This will correct a previous error (C-8 isn't for music courses, per the Chancellor's Office).
- **MUS 330 - 18-265 - Piano IV** - Changing Piano IV to 'course is not repeatable (except for grade replacement)', students will have the standard number of attempts to pass the class.

Anthropology Major: 18-396 - Program Change Proposal Proposing a suite of changes to streamline the major, reduce time to graduation, and improve student success.

(1) Update PLO 5;
(2) Add new core course - ANTH 210 Intro to Anth Major;
(3) Add new core course - ANTH 140 Intro to the Anth of Language;
(4) Show ANTH 410 capstone as part of the core section of the major;
(5) Revise the "Seminar" section of major requirements to become "Applied/Leadership Experience" and include only ANTH 481 (Teaching & Leadership – new course) and 482 (Internship/Lab/Research) – remove language requirement from this section;
(6) Eliminate the "Regional" section of the contract and integrate the courses into the emphasis areas;
(7) Change the name of the Sociocultural Anth emphasis to Sociocultural and Linguistic Anth;
(8) Allow majors to count ANTH 306 as an elective for the major;
(9) Allow majors to count ANTH 305 as an elective for the major;
(10) Suspend and remove as a major elective option ANTH 335 due to integration with ANTH 305;
(11) Suspend and remove as a major elective option ANTH 315 and 430 due to overlap with other courses.

Anthropology Minor: 18-414 – Program Change Proposal. Adds ANTH 140: Introduction to the Anthropology of Language (new course) as an option for the minor core requirements.

ANTH 140: 18-404 - Introduction to the Anthropology of Language - New Course. Linguistic anthropology is one of the four major subfields of anthropology. We currently have a lower division core course for the other three, but not linguistics. A lower division core course in linguistic anthropology is standard for anthropology programs. Many transfer students enter having taken this course, but our own majors do not have this benefit. Our current requirement of a one-unit introductory course leaves our students unprepared to take upper division linguistic electives, and inadequately prepared to make use of linguistic data in their field projects.

ANTH 210: 18-405 - Introduction to Anthropology Major - New Course. This course will introduce students to the anthropology major, help them plan degree and career trajectories, introduce them to department resources, and help them prepare for requirements in other course (e.g., capstone) that require advanced planning. Also, we aim to integrate new majors into the department community.

ICC Consent Calendar for 10/01/19 University Senate Meeting

ANTH 305: 18-406 - Course Change. Current title: Human Evolutionary Biology, Diversity & Health; Proposed: Human Evolutionary Health. We propose:

(1) Update to the course description and title - we had found that the previous title was cumbersome and that a shorter title could also reflect the content, and better reflect the focus (that diversity and biology are components of the focus on health).
(2) Update to description to better represent focus on health – this is just a reordering of the current description. Feedback from students indicated that they were unclear on the focus of the course based on the description.
(3) Allow Anthropology majors to take this course as part of the major. We have found that many of our majors take this course, and that it is applicable to the major course of study. Where it overlaps with other courses (specifically ANTH 335), we have adjusted curriculum accordingly. Ample university-wide assessment data suggests that measure to reduce time to graduation are needed across disciplines. Enabling majors to take this course both for GE and now as a major requirement will aid in this goal. Further, Anthropology regularly accepts this course for the major already, which requires an exception in DARS – this will remove this step and enable all students to understand that it is acceptable to take this course for a major requirement.

ANTH 306: 18-407 - World Regions Cultural Studies - Course Change. We propose to allow ANTH majors to include this course towards program requirements (electives). Ample university-wide assessment data suggest that measures to reduce time to graduation are needed across disciplines. Enabling majors to take this course both for GE and now as a major requirement will aid in this goal. Further, Anthropology regularly accepts this course for the major already, which requires an exception in DARS – this will remove this step and enable all students to understand that it is acceptable to take this course for a major requirement. The title and description change better reflects the course offerings and content and is more current for the discipline. Removing the equivalence of ANTH 306 and ES 306 reflects that these are separate courses that historically have not been cross-listed, and that ANTH often takes an archaeological approach that is different than that of ES. There are no changes to ES 306; to remove this equivalency, the course number will change to **ANTH 307**.

ANTH 310: 18-408 - Theory & History in Anthropology - Course Change. Change course classification from C-4 to C-5, because the main mode of teaching is seminar (discussion is not the main mode of instruction). Make the proposed new course ANTH 210: Introduction to Anthropology Major a pre- or co-req, because ANTH 210 is an introduction to the major, whereas ANTH 310 moves into the theory and history of the major.

ANTH 315: 18-409 - Sex, Gender & Globalization - Course Change. We propose to remove the equivalency of ANTH 315 and WS 315, and suspend ANTH 315 from the catalog. There will be no changes to WS 315. This course is being removed as an elective option for the major (please see program change). Anthropology is diversifying and modernizing its curriculum in response to disciplinary trends. We are reducing overlap / redundancy with other departments in the process.

ANTH 335: 18-410 - Topics in Evolutionary Medicine - Course Change. We propose to suspend ANTH 335 from the catalog and remove it as an elective option, since the curriculum has merged with ANTH 305: Human Evolutionary Biology, Diversity, & Health. Anthropology is modernizing its curriculum in response to disciplinary trends. We are reducing overlap / redundancy.

ANTH 430: 18-411 - Queer Across Cultures - Course Change. We propose to remove the equivalency of ANTH 430 and CRGS 430, and suspend ANTH 430 from the catalog. There will be no changes to CRGS

430. This course is being removed as an elective option for the major (please see program change). Anthropology is diversifying and modernizing its curriculum in response to disciplinary trends. We are reducing overlap / redundancy with other departments in the process.

ANTH 481: 18-412 - Anthropology Teaching & Leadership - New Course. This course will enable students to gain credit for engaging in teaching and leadership positions that have traditionally been done on a volunteer basis and have not been transparent on academic records. This course will also allow faculty to engage course assistants and leaders with pedagogical approaches and other fundamental issues. Further, this will be one of two courses offerings that ensure that all students leave the program with leadership experience – this is key to future success.

ANTH 482: 18-413 - Course Change. Current Title: Anthropology Internship; Proposed: Anthropology Internship/Lab/Research. Expanding the title to include "Anthropology Internship/Lab/Research" reflects a past and intended future practice to have this course be the avenue for placing students in research assistant positions in our labs, in addition to in the community. Changing from 1 to 2 units for students (while keeping as 1 WTU for faculty) will allow faculty to assign and evaluate activities related to relevant topics, without reducing the hours expected for the internship. Redesign of department resource allocation (to include assigned time for lab directors) will ensure that the assigned WTU is sufficient to cover the 2 units of student work. This course will specifically support inclusive student success and equity by helping students prepare for their futures, but more so because it is part of a degree requirement (one of two options) that requires applied or leadership experience. We have observed that students that engage in these activities are the most engaged/successful in the major as a whole. Making this a requirement for the major will ensure equity in these opportunities, which typically previously were only pursued by those students already very engaged with the anthropology department community. This course will ensure equity in these opportunities and experiences.

ANTHROPOLOGY PROGRAM CHANGES – AY 2020-2021

What	What data, reasons and/or assessments have led to proposing this change?	How do the proposed changes develop students' abilities in relationship to specific program and/or HSU student learning outcomes?
1 - Program change: Update PLO 5 *Current*: Practical skills needed to assume the roles and responsibilities of a productive member of an increasingly global society (oral and written skills, research and library skills, technical computer skills) through classroom assignments, fieldwork, and professional service opportunities. *Proposed*: Skills (critical thinking, communication, information literacy, and research and technical skills) needed to apply anthropology in practical and professional settings	Our 5-year assessment (in 2017) highlighted to us that PLO 5 was not as refined as our other outcomes, and in fact this had been noted in previous program reviews (with the current version being a preliminary revision). The current version is part PLO and part SLO, and it is also not current to the discipline/academia. The revision refines the PLO, makes it current, and makes it squarely a PLO (not SLO). Anthropology aims to develop SLO's during Fall 2019 as it maps the PLO's and SLO's with the new ILO's. Fixing PLO 5 now will facilitate this effort and is also pertinent to other program changes proposed here (course/program changes for ANTH 210/481/482)	Students will better understand the programs outcomes.
2 - Program change & new course proposal: Add new course: ANTH 140, Intro to the Anthropology of Language (3 units), to the lower division core requirements. This will replace the 1-unit (ANTH 485) requirement that has been in place for several years. We have reorganized program requirements so that adding this course does not add units to the major. We propose to run this course it's first year as a major-only course, and then explore the possibility of adding a GEAR designation in line	(1) Linguistic Anthropology is one of the four major subfields of anthropology. We currently have a lower division core course for the other three, but not linguistics. (2) A lower division core course in linguistic anthropology is standard for anthropology programs – in fact, many transfers students enter with this course, whereas our own majors do not have this benefit. (3) We currently require a 1-unit 485 Linguistic Anthropology course as a major requirement. Multiple years of teaching this course has informed us that a 1-unit course does not provide adequate training in this core anthropological area.	There are three Anthropology Program student learning outcomes (listed below) that explicitly include language/linguistics – in order to develop students' abilities to meet these outcomes, we need this course. PROGRAM OUTCOMES: *The ability to think critically and to apply the scientific method in the various sub-fields of the discipline (cultural, biological, archaeology, linguistics, and applied) *Understanding of the diversity of cultural values reflected in different patterns of social and political organization and systems of communication

with what is offered at other CSU's.	Our students are unprepared for upper division linguistics electives (340/341). (4) In Fall 2018, we conducted in informal survey of majors, and learned that many students would like more coverage of anthropological linguistics.	(symbolic and linguistic) *A solid grasp of the relevance of anthropology to present-day policy and social issues such as human rights, health, historical preservation, conservation, economic development, language use, and cultural practices. *Skills (critical thinking, communication, information literacy, and research and technical skills) needed to apply anthropology in practical and professional settings
3 - Program change Move ANTH 410 Anthropology Capstone to the core requirements section.	This is a neutral change – putting it in this section simply eliminates redundant categories and allows students to better understand that this is a core course.	Allows students to better understand that this is a core course in relationship to the following Anthropology BA program learning outcome: *Demonstrate practical skills needed to assume the roles and responsibilities of a productive member of an increasingly global society (oral and written skills, research and library skills, technical computer skills) through classroom assignments, fieldwork, and professional service opportunities.
4 - Program change & new course proposal: Add new course: <u>ANTH 210 Intro to Anthropology Major (1 unit)</u> to the core requirements. This change will not add units to the major due to the other changes mentioned.	To introduce students to the anthropology major, help them plan degree and career trajectories, introduce them to department resources, and create a more inclusive community. Please see new course proposal.	This change will help students progress towards all program outcomes and ultimately graduation.
5 - Program change: Revise the "seminar" section of the major requirements. The current requirements are: Two 1-unit <u>ANTH 485, ANTH Seminar</u> or <u>ANTH 482, ANTH Internship</u>	Regarding removing ANTH 485 Linguistics, please see above. The "Applied/Leadership Experience" section of the contract will support inclusive student success and equity by helping students prepare for their futures by gaining applied or leadership experience. We have observed that students that engage in these activities are	These changes will develop students'' abilities in relationship to the following Anthropology BA program learning outcome (PLO 5): *Skills (critical thinking, communication, information literacy, and research and technical skills) needed to apply

courses. One of the ANTH 485, Seminar must be linguistics. We propose to eliminate the linguistics requirement in lieu of the addition of ANTH 140. We propose to revise the seminar section to "Applied/Leadership Experience" and require that one of two courses be taken: ANTH 481, Anth Teaching/Leadership (please see new course proposal) or ANTH 482, Anth Internship/Lab/Research (please see course change form). ANTH 482 is classified as C-78, 1 unit for students and 1 WTU for faculty. We propose that both ANTH 481 and 482 are 2 units for students and 1 WTU for faculty.	more engaged/successful in the major as a whole. Making this a requirement for the major will ensure equity in these opportunities, which typically previously were only pursued by those students already very engaged with the anthropology department community. This requirement will ensure equity in these opportunities and experiences. ANTH 481 & 482 will enable students to gain credit for engaging in teaching, leadership, applied, and research positions that have traditionally been done on a volunteer basis and have not been transparent on academic records. Offering ANTH 481 & 482 for 2 student units will allow faculty to engage students with readings/concepts pertinent to the activities without removing hours that need to be spent in the applied/teaching/research positions themselves. Redistribution of faculty assigned-time (for lab directors) – already done for AY 2019-20 will ensure that the ANTH 482 faculty will not be completing more than 1 WTU of work. ANTH 481 will require 2 WTU to enable full engagement and oversight related to instruction in teaching/leadership. Faculty will keep an eye on the workload and propose adjustments as needed (TT Faculty will teach these courses for at least the initial semesters).	anthropology in practical and professional settings
6 - Program change: Eliminate the "Regional" section of the contract, under which students were previously required to complete one regionally-focused course (ANTH 390/394/395). We propose to move these courses to the subdiscipline to which they are most closely aligned:	Faculty have observed a long-term trend in the discipline of Anthropology towards a more applied perspective, and also a change in the global aspect of Anthropology towards a "multicultural" global rather than "regionally-focused" global perspective. Our courses increasingly recognize this trend. This change in the contract also recognizes this trend. We will keep these regional courses in the rotation, but eliminate them as a specific requirement. This change will also allow faculty to more closely align	This change will decrease time to graduation and increase student success by allowing more flexibility in elective course choices. These courses will continue to address students' abilities in relationship to the following Anthropology BA program learning outcome: *Understanding of the diversity of cultural values reflected in different patterns of social and political organization and

● ANTH 390, World Regions Cultural Seminar → Sociocultural Emphasis ● ANTH 394, Regional Survey of North American Archaeology → Archaeology Emphasis ● ANTH 394, Mesoamerican Archaeology → Archaeology Emphasis	the rotation of elective offerings to match student needs and disciplinary trends.	systems of communication (symbolic and linguistic)
7 - Program change Rename the "Sociocultural Anthropology" emphasis section "Sociocultural and Linguistic Anthropology"	To reflect the equal importance of linguistic anthropology, in line with the aforementioned changes	Better informs students about linguistics options as per above.
8 - Program & course change: Allow ANTH 306, World Regions Cultural Studies to count for majors as an archaeological elective. We further propose to change the title of ANTH 306 to World Heritage & Archaeology. We also propose to remove the equivalency with ES 306.	Previously majors were allowed to count ANTH 306 towards the major, but this was changed several years ago when the "Regional" section of the contract was refined to include only ANTH 390/394/395, World Regions Cultural Seminar (major-only courses). We currently propose to eliminate the "Regional" section of the contract (see below), and in the process allow majors to count ANTH 306 towards the major. Faculty have determined that ANTH 306 courses are full ANTH courses with content on par with other ANTH courses that apply to majors. There is no concrete rationale for not allowing students to count ANTH 306 toward the degree, and in practice we have been allowing it to count for majors on a case-by-case basis. This change formalizes this process and creates equity and transparency for all students. The title change is in line with the past and current course content and is adds currency. Regarding removing equivalency with ES 306, in practice these courses have been taught with different topics/approaches and not cross-listed. The course changes	This change will decrease time to graduation and increase student success by allowing more flexibility in elective course choices and the ability to double-count this course for GE and the major. This course will continue to address students' abilities in relationship to the following Anthropology BA program learning outcome: *Understanding of the diversity of cultural values reflected in different patterns of social and political organization and systems of communication (symbolic and linguistic).

	above are not consistent with continued equivalency.	
9 - Program change & course change: Allow ANTH 305, Human Evolutionary Health (please see course change for title change) to count for majors as a biological anth elective.	Previously majors were allowed to count ANTH 305 (formerly ANTH 303) towards the major, but this was changed in 2017 when the new course ANTH 103 Biological Anthropology replaced ANTH 303 as the core bioanth course, and ANTH 303 (newly as 305) was designated as a GE-only course while we worked on what the content would be and how it would overlap with other bioanth courses. We have now had ample time to evaluate this course (please see course change form), and find that it is appropriate for majors to count as a bioanth elective.	This change will decrease time to graduation and increase student success by allowing more flexibility in elective course choices and allow students to double count this course for GE and the major. These courses will continue to address students' abilities in relationship to the following Anthropology BA program learning outcome: *Understanding of the complex and interrelated processes of change (biological and cultural evolution, diffusion, colonialism, globalization) both within cultures and across cultural boundaries
10 - Program change & course change: Suspend ANTH 335, Topics in Evolutionary Medicine from the catalog and remove it as an elective option for the major.	The curriculum has merged with ANTH 305. Upon designing ANTH 305, it was our intention to suspect 335 from the catalog/program once the 305 curriculum was developed. Now that this is the case, ANTH 335 will need to be suspected.	This changed will avoid confusing students with overlap and streamline the curriculum. Please see ANTH 305 course change.
11 - Program change Remove ANTH 315 / WS 315 Sex, Gender & Globalization) and ANTH 430 / CRGS 430 (Queer Across Cultures) as elective option for the major. Remove the equivalency of ANTH 315/WS 315, ANTH 430/CRGS 430 and suspend ANTH 315 & ANTH 430 from the catalog. No changes to WS 315 and CRGS 430.	ANTH 315 is redundant with two other ANTH courses (especially ANTH 317, Women & Development), and ANTH 430 overlaps heavily with topics covered in CRGS. These courses are taught by CRGS/WS and can exist in WS/CRGS without being cross-listed in ANTH. Anthropology continues to value the course taught by our CRGS/WS colleagues and will consider accepting CRGS/WS electives (these and others) as advisor-approved electives (exceptions to program requirements), on a case-by-case basis where this matches the trajectory of the student. We have assessed that ANTH overly covers topics related to development and women's studies at the cost of a covering the full range of courses relevant to	Part of a program change to broaden and modernize the scope of courses that ANTH majors will take while completing their degree, thereby achieving the PLO's, in particular: A solid grasp of the relevance of anthropology to present-day policy and social issues such as human rights, health, historical preservation, conservation, economic development, language use, and cultural practices.

	modern cultural anthropology. This is part of an effort to modernize the curriculum in line with the needs of students and current career prospects. We aim to suspend but not remove the courses at this time, so we can evaluate the impacts. We have consulted with WS/CRGS faculty and have received approval.	

ANTH BA PROGRAM REQUIREMENTS (PROPOSED FOR AY 2020-2021) – changes are highlighted

Course	Title	Units	Notes
CORE REQUIREMENTS – 21 units			
ANTH 103	Biological Anthropology	3	Also lower division GE Area B
ANTH 104	Cultural Anthropology	3	Also lower division GE Area D
ANTH 105	Arch & World Prehistory	3	Also lower division GE Area D
ANTH 140	Intro to Linguistic Anthropology	3	New course (replaces ANTH 485)
ANTH 210	Intro to Anthropology Major	1	New course
ANTH 310	Theory & History of Anthropology	4	
ANTH 410	Anthropology Capstone	4	Moved to core section
APPLIED/LEADERSHIP EXPERIENCE – 2 units (Select 1 out of 2 courses)			
ANTH 481	Anth Teaching & Leadership	2	New course
ANTH 482	Anth Internship/Lab/Research	2	Revised courses
METHODS TRAINING – 8 units (Select 2 out of 3 methods courses)			
ANTH 318	Ethnography	4	Can fill cult elective if not used here
ANTH 330	Method & Theory in Bioanth	4	Can fill bioanth elective if not used here
ANTH 350	Method & Theory in Archaeology	4	Can fill arch elective if not used here
BREADTH & EMPHASIS – minimum 15 units (9 units from emphasis group, 3 units from others)			
Archaeology (take at least 9 units if emphasis, otherwise at least 3 units)			
ANTH 306	World Heritage & Archaeology	3	UD GE Area D; Add as elective choice
ANTH 351	Artifact Analysis	4	
ANTH 352	Experimental Archaeology	4	
ANTH 353	Arch of Warfare	4	
ANTH 354	Cultural Resources Management	4	
ANTH 357	Field Archaeology	3-4	
ANTH 358	Archaeology Lab	1	
ANTH 394	Regional Survey N. American Arch	4	Moved from eliminated "regional" section
ANTH 395	Mesoamerican Archaeology	4	Moved from eliminated "regional" section
ANTH 359	Special Topics in Archaeology	1-4	
	Advisor approved electives		
Biological Anthropology (take at least 9 units if emphasis, otherwise at least 3 units)			
ANTH 305	Human Evolutionary Health	3	Upper division GE Area B, and DCGn Title change – add as elective choice
ANTH 331	Paleoanthropology	4	

ANTH 332	Skeletal Biology & Forensics	4	
ANTH 333	Primate Adaptation & Evolution	4	
ANTH 334	Anth, Ecology & Conservation	4	
ANTH 339	Special Topics in Biological Anth	1-4	
	Advisor approved electives		
Sociocultural & Linguistic Anthropology (take at least 9 units if emphasis, otherwise at least 3 units)			
ANTH 302	Anthropology of Religion	3	Upper division GE Area D, and DCGn
ANTH 316	Anthropology & Development	4	
ANTH 317	Women & Development	4	
ANTH 329	Special Topics in Sociocultural Anth	1-4	
ANTH 340	Language & Culture	4	
ANTH 341	Anthropological Linguistics	4	
ANTH 390	World Regions Cultural Seminar	4	Moved from eliminated "regional" section
	Advisor approved electives		

ANTH BA PROGRAM REQUIREMENTS (PREVIOUS, FOR REFERENCE)

Course	Title	Units	Notes
CORE REQUIREMENTS – 21 units			
ANTH 103	Biological Anthropology	3	Also lower division GE Area B
ANTH 104	Cultural Anthropology	3	Also lower division GE Area D
ANTH 105	Arch & World Prehistory	3	Also lower division GE Area D
ANTH 310	Theory & History of Anthropology	4	
METHODS TRAINING – 8 units (Select 2 out of 3 methods courses)			
ANTH 318	Ethnography	4	Can fill cult elective if not used here
ANTH 330	Method & Theory in Bioanth	4	Can fill bioanth elective if not used here
ANTH 350	Method & Theory in Archaeology	4	Can fill arch elective if not used here
BREADTH & EMPHASIS – minimum 15 units (9 units from emphasis group, 3 units from others)			
Archaeology (take at least 9 units if emphasis, otherwise at least 3 units)			
ANTH 351	Artifact Analysis	4	
ANTH 352	Experimental Archaeology	4	
ANTH 353	Arch of Warfare	4	
ANTH 354	Cultural Resources Management	4	
ANTH 357	Field Archaeology	3-4	
ANTH 358	Archaeology Lab	1	
ANTH 359	Special Topics in Archaeology	1-4	
	Advisor approved electives		
Biological Anthropology (take at least 9 units if emphasis, otherwise at least 3 units)			
ANTH 305	Human Ev. Bio, Diversity & Health	3	
ANTH 331	Paleoanthropology	4	
ANTH 332	Skeletal Biology & Forensics	4	
ANTH 333	Primate Adaptation & Evolution	4	
ANTH 335	Topics in Evolutionary Medicine	4	
ANTH 339	Special Topics in Biological Anth	1-4	
	Advisor approved electives		
Sociocultural Anthropology (take at least 9 units if emphasis, otherwise at least 3 units)			
ANTH 302	Anthropology of Religion	3	Upper division GE Area D, and DCGn

~~ANTH 315~~	~~Sex, Gender, & Globalization~~	~~4~~	
ANTH 316	Anthropology & Development	4	
ANTH 317	Women & Development	4	
ANTH 329	Special Topics in Sociocultural Anth	1-4	
ANTH 340	Language & Culture	4	
ANTH 341	Anthropological Linguistics	4	
	Advisor approved electives		
ADDITIONAL REQUIREMENTS – minimum 10 units			
Regional Course – Take at least 1 course (at least 4 units)			
ANTH 390	World Regions Cultural Seminar	4	Can fill cultural elective if not used here
ANTH 394	Regional Survey N. American Arch	4	Can fill arch elective if not used here
ANTH 395	Mesoamerican Archaeology	4	Can fill arch elective if not used here
Seminars – Take at least 2 seminars (at least 2 units) – one must be Linguistics if 340/341 not taken			
ANTH 485	Linguistics (Language & Society)	1	
ANTH 485	Anthropological Seminar	1	Topics vary
Capstone – Take your senior year			
ANTH 410	Anthropology Capstone	4	

Overview of Campus Reserves

University Senate Presentation

Amber Blakeslee

October 1, 2019

Agenda

- Reserve Policy and Planning Context
- Review of Campus Reserves by Area
- Q & A

Note: This presentation does not include auxiliary organization information

Reserves Key Concepts

- Yes, we have Reserves, and that's a good thing
- Reserves represent a balance at a single point in time –> July 1st
- Not all Reserve balances are free and clear - many are already committed, while some are truly one-time savings
- Policies, best practices, and planning targets guide campus reserve planning efforts
- The same spending rules apply to Reserves (ex - Housing reserves must be spent on the housing program)
- Reserves are a one-time source of funding - once they are spent, they are gone and as such, should not be used to cover ongoing costs

Examples of Activity in “Reserves”

- In 2018-19, the CO gave HSU $4.2M to cover additional costs related to the seismic retrofit projects; however, spending will not occur until 2019-20 -> July 1, 2019 reserve balance: $4.2M *(not available)*
- Operating Fund has an Operating Reserve “savings account”/Rainy Day Fund of $6.3M *(available to support Operating Fund)*
- Athletics orders $10k worth of equipment that hasn’t arrived or been paid for, reflected at year-end as an Encumbrance *(not available)*
  - Encumbrances across Operating Fund and self-support funds at the end of 2018-19 totaled $4.2M
- Student Health & Wellbeing had $200k in one-time savings due to timing of hiring positions after fee increase was approved *(available for Student Health Fee supported activity)*

HSU Reserve Planning Process

- CSU Policy requires HSU to annually submit reserve entries detailing campus plans for existing reserves
- Fund structure separates reserves into Operating, Maintenance, & Capital activity
- Each May/June, Budget Office works with each area to document how they intend to use the money in the future
  - There are several accounts to choose from
  - Entries must balance to the penny
- Budget Office reviews planned reserve entries with President and CFO
- Reserve entries are posted in the financial system as part of year-end close – the last thing that happens each year!

Operating Fund Reserve Policy Principles

- It is the policy of Humboldt State University to maintain financial reserves adequate to **ensure responsible fiscal management, advance University priorities, and mitigate current and future risk**.
- Building reserves is an **important component of long-term, strategic planning** to meet the University's objectives; failing to plan to adequately maintain our buildings and infrastructure is unsustainable and poses an unacceptable risk to the University.
- Reserves used to make up for unexpected revenue shortfalls or unforeseen costs should be accompanied by a near-term plan to increase revenue or reduce expenditures to replenish the reserve.
- While it is appropriate to use reserves to resolve timing problems, **reserves should be used only to provide a bridge to a solution rather than as a means to delay addressing a structural issue**.

Operating Fund Reserve Policy Targets

Guided by University Operating Fund Reserve Policy – developed by URPC, formally approved 12/2017

Reserve Funds	Target %	~ Target ($M)
Operating Reserve	10% of Budget	$14.0
Maintenance Reserve	.5% of CRV*	$4.4
	10% of CP**	$3.7
Capital Reserve	10% of CP**	$9.5
	.5% of CRV*	$4.4
Total Targeted Savings		**$36.0**

Represent our "savings accounts"

*CRV = Current Replacement Value – HSU's CRV is $880m based on recently completed facility condition audits

**CP = CSU Five-Year Capital Plan - HSU's total projects in 2019-20 plan: Capital = $95m, Maintenance = $37m

Non-Operating Fund Reserves Planning

Some areas, such as Housing, have separate policies that guide their reserve planning

For areas without separate policies, the general planning principles/targets are as follows:

- Reserve for Economic Uncertainty: Target ~3 months (25% of budget)
- For self-support funds with building debt, reserve one year of debt service payments
- Encumbrances must be reserved as is
- Other reserve designations are specific to the fund/area

Planning Spreadsheet Example – Campus Union

CAMPUS RESERVES YEAR-END 2018-19

CSU Fund: 534 (TF-Campus Union-Operations and Revenue), 535 (TF-Campus Union-Maintenance & Repair), 536 (TF-Campus Union-Constructior

HSU Fund: HCXXX Funds

Projected Reserves Balance:				OPERATING		MAINTENANCE		CAPITAL	
		TOTAL (All Funds)		HC100 (534)		HC200 (535)		HC250 (536)	
		July 1, 2018	July 1, 2019	July 1, 2018	July 1, 2019	July 1, 2018	July 1, 2019	July 1, 2018	July 1, 2019
		Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount
Prior Year Beginning Balance		1,650,137	1,638,709	690,533	674,669	788,264	796,970	171,340	167,070
Projected Current Year Change*		(11,428)	(37,604)	34,135	24,468	(41,294)	52,600	(4,270)	(114,671)
Transfers to/from Other Funds		-	-	(50,000)		50,000			
Projected Balance Available		1,638,709	1,601,105	674,669	699,137	796,970	849,569	167,070	52,399
Need to Distribute Balance to the Following Accounts:									
		TOTAL (All Funds)		HC100 (534)		HC200 (535)		HC250 (536)	
		July 1, 2018	July 1, 2019	July 1, 2018	July 1, 2019	July 1, 2018	July 1, 2019	July 1, 2018	July 1, 2019
Account	Account Descr.	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount
304010	DESIGNATED FOR CAP IMPROV/CONS	162,800	52,399					162,800	52,399
304011	DESIGNATED FOR EQUIPMENT ACQ.	-	-						
304012	DESIGNATED FOR PROGRAM DEVELOP	-	-						
304013	DESIGNATED FOR FUTURE DEBT SERV	436,525	437,588	436,525	437,588				
304014	DES-FACILITIES,MAINT.& REPAIR	796,970	314,719			796,970	314,719		
304016	DESIGNATED FOR OUTSTANDING COM	-	-						
304017	RESERVE FOR CATASTROPHIC EVENT	-	-						
304018	DESIGNATED FOR ENCUMBRANCES*	4,270	534,850			-	534,850	4,270	-
304021	FUND BAL DESIGNATED - FIN AID	-	-						
304022	DESIGNATED FOR ECONOMIC UNCERT***	238,144	261,549	238,144	261,549	-	-		
304023	DESIGNATED CE/EE CMP PARTNERS	-	-						
TOTAL		1,638,709	1,601,105	674,669	699,137	796,970	849,569	167,070	52,399

July 1, 2019 Reserve Amounts – Campus Union ($1.60M)

Campus Union reserves must be spent to operate and maintain the student body center/union facility (CA Ed Code Section 89304)

- Operating ($700k)
  - Reserve for Economic Uncertainty: $260k
  - Reserve for Debt Service: $440k
- Maintenance ($850k)
  - Designated for Maintenance and Repairs: $315k
  - Designated for Encumbrances: $535k
- Capital ($50k)
  - Designated for Capital Improvements/Construction: $50k
  - Designated for Encumbrances: $0

Fully committed on active projects

Outstanding Deferred Maintenance: $10.1M

All Reserve amounts rounded to the nearest $5k

July 1, 2019 Reserve Amounts – Housing ($19.0M)

Housing reserves must be spent to support the Housing program and for the acquisition, construction, and maintenance of housing facilities (CA Ed Code 89703)

- Operating ($6.50M)
  - Reserve for Economic Uncertainty: $3.08M
  - Designated for Debt Service: $3.29M
  - Designated for Encumbrances: $130k
- Maintenance ($3.88M)
  - Designated for Maintenance and Repairs: $2.78M
  - Designated for Encumbrances: $1.10M
- Capital ($8.67M)
  - Designated for Capital Improvements/Construction: $8.5M
  - Designated for Encumbrances: $160k

Over $4M in active projects

Outstanding Deferred Maintenance: $62.9M

Plan to invest $2M for housing scholarships in Fall 2020

All Reserve amounts rounded to the nearest $5k

July 1, 2019 Reserve Amounts – Lottery ($.40M)

Lottery reserves must be used exclusively for the education of students and must support, not supplant state funding (more restrictive than state funding)

- Operating ($405k)
  - Reserve for Economic Uncertainty: $145k
  - Designated for Outstanding Commitments: $205k
    - Restricted and Roll Forward budget activity
  - Designated for Encumbrances: $55k

All Reserve amounts rounded to the nearest $5k

July 1, 2019 Reserve Amounts – Parking Fees ($3.28M)

Parking Fees reserves must be spent on general parking operations and to maintain parking facilities (CA Ed Code 89701)

- Operating ($295k)
  - Reserve for Economic Uncertainty: $135k
  - Designated for Equipment Acquisition: $150k
  - Designated for Encumbrances: $10k
- Maintenance ($1.04M)
  - Designated for Maintenance and Repairs: $1.04M
  - Designated for Encumbrances: $0
- Capital ($1.94M)
  - Designated for Capital Improvements/Construction: $1.94M
  - Designated for Encumbrances: $0

$850k in active projects

Outstanding Deferred Maintenance: $5.1M

All Reserve amounts rounded to the nearest $5k

July 1, 2019 Reserve Amounts – Parking Fines ($.98M)

Parking Fines reserves must be spent to support the administration of the citation program and for alternative transportation projects (CA Ed Code 89701.5)

- Operating ($275k)
  - Reserve for Economic Uncertainty: $40k
  - Designated for Program Development: $100k
  - Designated for Equipment Acquisition: $10k
  - Designated for Outstanding Commitments: $120k
  - Designated for Encumbrances: $5k
- Maintenance ($440k)
  - Designated for Maintenance and Repairs: $440k
  - Designated for Encumbrances: $0
- Capital ($265k)
  - Designated for Capital Improvements/Construction: $265k
  - Designated for Encumbrances: $0

All Reserve amounts rounded to the nearest $5k

July 1, 2019 Reserve Amounts – IRA ($2.30M)

Instructionally Related Activities (IRA) reserves must be spent on instructionally related activities as authorized by the trustees (CA Ed Code 89230, 89721)

- Operating ($2.3M)
  - Reserve for Economic Uncertainty: $1.76M
  - Designated for Outstanding Commitments: $475k
  - Designated for Encumbrances: $60k

All Reserve amounts rounded to the nearest $5k

July 1, 2019 Reserve Amounts – Health Facility ($.4M)

Health Facility reserves must be spent on the acquisition, construction, and maintenance of the health center facility (CA Ed Code 89702)

- Operating ($25k)
  - Reserve for Economic Uncertainty: $25k
  - Designated for Encumbrances: $0
- Maintenance ($400k)
  - Designated for Maintenance and Repairs: $0
  - Designated for Encumbrances: $400k
- Capital ($15k)
  - Designated for Capital Improvements/Construction: $15k
  - Designated for Encumbrances: $0

Outstanding Deferred Maintenance: $5.5M

All Reserve amounts rounded to the nearest $5k

July 1, 2019 Reserve Amounts – Extended Education ($2.29M)

Extended Education reserves must be spent to support and develop self-support instructional programs (CA Ed Code 89704)

- Operating ($2.29M)
  - Reserve for Economic Uncertainty: $1.89M
  - Designated for Program Development: $250k
  - Designated for Equipment Acquisition: $10k
  - Designated for Outstanding Commitments: $45k
  - Designated for Encumbrances: $105k

All Reserve amounts rounded to the nearest $5k

“CSU” Operating Fund Operating Reserves

(CSU view includes other activities beyond our main Operating Fund)

Operating Fund *Spending in Progress* **(budgeted/authorized to be spent)**	**Operating Reserve** *Savings Account*	**Student Health Fee & Augmented Health Services**	**Other Earmarked Operating Activity**
• $10.4M in Roll Forward – fully allocated in 2019-20 • Encumbrances: $990k	• $6.3M	• $1.1M in Reserve for Economic Uncertainty • $955k for Maintenance & Equipment • Encumbrances: $95k	• CSU Programs: $370k (COAST, ARI, CSUPERB, WRPI, RSCA, etc.): • Innovation Award Grant: $1.45M • Facility Investment/ Energy Investment/ Construction Management: $2.48M • Interest Earnings: $500k (pending distribution to Capital Reserve or Other)

“CSU” Operating Fund Maintenance Reserves

HSU & CSU Funded Maintenance Projects in Process	Maintenance Reserve
• $2.4 M	• $2.4M (Increased to $2.85M after 2018-19 roll forward allocation)

Outstanding Deferred Maintenance on Campus Facilities: $219M

“CSU” Operating Fund Capital Reserves

HSU & CSU Funded Capital Projects in Process	Capital Reserve
• $5.1M	• $2.9M (Increased to $3.4M after 2018-19 roll forward allocation)

HSU's Operating Fund "Savings Accounts"
(as of 7/1/19)

Guided by University Operating Fund Reserve Policy – developed by URPC, formally approved 12/2017

Reserve Funds	Target %	~ Target ($M)	Current %	Current ($M)	% of Target
Operating Reserve	10% of Budget	$14.0	4.5%	$6.3	45%
Maintenance Reserve	.5% of CRV*	$4.4		$2.0	45%
	10% of CP**	$3.7		$0.4	11%
Capital Reserve	10% of CP**	$9.5		$2.9	31%
	.5% of CRV*	$4.4		$0.0	0%
Total Reserves		**$36.0**		**$11.6**	**32%**

*CRV = Current Replacement Value – HSU's CRV is $880M based on recently completed facility condition audits

**CP = CSU Five-Year Capital Plan - HSU's total projects in 2019-20 plan: Capital = $95M, Maintenance = $37M

Operating Fund "Savings Accounts" (as of 10/1/19)

Updated with 2018-19 Roll Forward Distributions

Guided by University Operating Fund Reserve Policy – developed by URPC, formally approved 12/2017

Reserve Funds	Target %	~ Target ($M)	Current %	Current ($M)	% of Target
Operating Reserve	10% of Budget	$14.0	4.5%	$6.3	45%
Maintenance Reserve	.5% of CRV*	$4.4		$2.0	45%
	10% of CP**	$3.7		$0.9	23%
Capital Reserve	10% of CP**	$9.5		$3.4	36%
	.5% of CRV*	$4.4		$0.0	0%
Total Reserves		**$36.0**		**$12.6**	**35%**

*CRV = Current Replacement Value – HSU's CRV is $880M based on recently completed facility condition audits

**CP = CSU Five-Year Capital Plan - HSU's total projects in 2019-20 plan: Capital = $95M, Maintenance = $37M

July 1, 2019 Reserve Summary

- HSU's Reserve levels increased in 2018-19, totaling $67.8M
  - Significant project activity and one-time spending likely to reduce balances a year from now
- Reserve levels are being actively evaluated against plans and needs to determine whether to reinvest or save
  - Example: Housing reserves being invested into student housing scholarships in light of change in plans related to new facility
- Reserve levels by area are a mix – some are lower than they should be, some are just right, and a few provide the opportunity to invest back in the organization

Thank you!

Questions?