

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, October 1, 2019

Standing Committees, Statewide Senators and Ex-officio Members

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)

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?
<p>1 - Program change: <u>Update PLO 5</u> <i>Current:</i> Practical skills needed to assume the roles and responsibilities of a productive member of an increasingly</p>	<p>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).</p>	<p>Students will better understand the programs outcomes.</p>

<p>global society (oral and written skills, research and library skills, technical computer skills) through classroom assignments, fieldwork, and professional service opportunities.</p> <p><i>Proposed:</i> Skills (critical thinking, communication, information literacy, and research and technical skills) needed to apply anthropology in practical and professional settings</p>	<p>The current version is part PLO and part SLO, and it is also not current to the discipline/academia.</p> <p>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)</p>	
<p>2 - Program change & new course proposal:</p> <p>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.</p>	<p>(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.</p> <p>(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.</p> <p>(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).</p> <p>(4) In Fall 2018, we conducted an informal survey of majors, and learned that many students would like more coverage of anthropological linguistics.</p>	<p>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.</p> <p>PROGRAM OUTCOMES:</p> <ul style="list-style-type: none"> *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: <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> courses. One of the <u>ANTH 485, Seminar</u> 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

<p>We propose to eliminate the linguistics requirement in lieu of the addition of <u>ANTH 140</u>.</p> <p>We propose to revise the seminar section to “Applied/Leadership Experience” and require that one of two courses be taken: <u>ANTH 481, Anth Teaching/Leadership</u> (please see new course proposal) or <u>ANTH 482, Anth Internship/Lab/Research</u> (please see course change form).</p> <p>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.</p>	<p>very engaged with the anthropology department community. This requirement will ensure equity in these opportunities and experiences.</p> <p>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.</p> <p>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).</p>	
<p>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:</p> <ul style="list-style-type: none"> • <u>ANTH 390, World Regions Cultural Seminar</u> → Sociocultural Emphasis 	<p>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.</p>	<p>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)</p>

<ul style="list-style-type: none"> ● <u>ANTH 394, Regional Survey of North American Archaeology</u> → Archaeology Emphasis ● <u>ANTH 394, Mesoamerican Archaeology</u> → Archaeology Emphasis 		
<p>7 - Program change Rename the “Sociocultural Anthropology” emphasis section “Sociocultural and Linguistic Anthropology”</p>	<p>To reflect the equal importance of linguistic anthropology, in line with the aforementioned changes</p>	<p>Better informs students about linguistics options as per above.</p>
<p>8 - Program & course change: Allow <u>ANTH 306, World Regions Cultural Studies</u> to count for majors as an archaeological elective.</p> <p>We further propose to change the title of ANTH 306 to <u>World Heritage & Archaeology</u>.</p> <p>We also propose to remove the equivalency with ES 306.</p>	<p>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).</p> <p>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.</p> <p>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.</p> <p>The title change is in line with the past and current course content and is adds currency.</p>	<p>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).</p>

	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.	
<p>9 - Program change & course change: Allow <u>ANTH 305, Human Evolutionary Health</u> (please see course change for title change) to count for majors as a biological anth elective.</p>	<p>Previously majors were allowed to count ANTH 305 (formerly ANTH 303) towards the major, but this was changed in 2017 when the new course <u>ANTH 103 Biological Anthropology</u> 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.</p> <p>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.</p>	<p>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</p>
<p>10 - Program change & course change: Suspend <u>ANTH 335, Topics in Evolutionary Medicine</u> from the catalog and remove it as an elective option for the major.</p>	<p>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.</p>	<p>This changed will avoid confusing students with overlap and streamline the curriculum. Please see ANTH 305 course change.</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>

	<p>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.</p> <p>We have consulted with WS/CRGS faculty and have received approval.</p>	
--	---	--

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

<u>Date (all Thursdays)</u>	<u>Time</u>
September 26 th , 2019	3pm-4pm
October 3 rd 2019 (CCR)	3pm-4pm
October 24 th 2019	3pm-4pm
November, 7 th 2019	3pm-4pm
November, 21 st 2019	3pm-4pm
December 5 th 2019	3pm-4pm
December 19 th , 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 requirement¹. 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-proposal> <https://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 teachers 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 ethnic 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, impactation, 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 anti-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 Hobbie, 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 Hobbie 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 individual 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 of 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