

Tuesday, October 15, 2019, 3:00pm, Goodwin Forum (NHE 102)

Chair Stephanie Burkhalter called the meeting to order at 3:02pm on Tuesday, October 15, 2019, Goodwin Forum, Nelson Hall East, Room 102; a quorum was present.

**Members Present**

Bacio, Burkhalter, Byrd, Cruz, Dunk, Enyedi, Gonzalez, Gradine, Karadjova, Keever, Malloy, Mola, Moyer, Parker, Pawlowski, Schnurer, Thobaben, Wilson, Woglom

**Members Absent**

Alderson, Creadon, Dawes, Kerhoulas, Jackson, Maguire, Meriwether, Pachmayer, Zerbe

**Guests**

Tawny Fleming, Molly Kresl, Simone Aloisio, Lisa Bond-Maupin, Cyril Oberlander, Shawna Young, Holly Martel, Lisa Castellino, Jenessa Lund, Dale Oliver, Mary Oling-Sisay, Bella Gray, Sherrie Gordon, Michelle Purnell, Tracy Taylor, Jana Ashbrook, Steve Martin, Mira Friedman, Eboni Turnbow

**Announcement of Proxies**

Woglom for Alderson, Malloy for Creadon, David Montoya for Doug Dawes, Dunk for Kerhoulas, Gonzalez for Maguire, Stephen St. Onge for Jason Meriwether, Pawlowski for Pachmayer, Moyer for Zerbe

**Approval of and Adoption of Agenda**

M/S (Karadjova/Parker) to approve the agenda

Motion carried unanimously

**Approval of Minutes from the October 1, 2019 Meeting**

M/S (Dunk/Byrd) to approve the Minutes of October 1, 2019

Motion carried unanimously

**Reports, Announcements, and Communications of the Chair**

Chair Burkhalter reported that she is working on the International Travel approval process, and is working with the University Policies Committee in collaboration with the Constitution and Bylaws Committee to address the number of committees on campus.

Chair Burkhalter concluded with notice that President Jackson has asked the University community to consider instituting an Honors Program, similar to the programs on 17 other CSU campuses; she welcomed any feedback or interest.

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

**Academic Policies:**

- Written report attached

**Constitution and Bylaws:**

- Written report attached

**Faculty Affairs:**

- Written report attached

**University Policies:**

- Written report attached

**University Resources and Planning Committee:**

- Written report attached

**Emeritus and Retired Faculty Association:**

Senator Thobaben complimented the management team highly, for the way they handled the county-wide power outage.

**Labor Council:**

Senator Parker stated that she was away from campus during the power outage, and noted that in particular, the communications aspect during the emergency was outstanding.

**California Faculty Association:**

Senator Byrd reported that CFA members will receive notice of two upcoming bargaining events.

**Provost's Office:**

Provost Enyedi expressed thanks to the University community at large for their assistance and work to support the campus during the power outage.

Senator Mola asked about the possibility of creating a micro grid, perhaps on top of the J.

Stephen St. Onge noted that HSU's co-gen facility has been in-operational for over a year, and there is a request out for a consultant to help get it back up and running.

Senator Dunk shared that certain buildings at Oberlin College in Ohio may be good models for HSU to follow, as Oberlin is working toward becoming a carbon-neutral campus. He noted this could be a chance to tap into the intellectual horsepower of students and faculty.

**Consent Calendar from the Integrated Curriculum Committee**

It was noted there were no items for approval on the ICC Consent Calendar

### **General Consent Calendar**

The following items received unanimous approval and are attached

- Resolution on Minimum Qualifications for Student Office Holders (01-19/20-UPC)
  - Draft Policy on Minimum Qualifications for Student Office Holders

### **TIME CERTAIN 3:15-3:30 PM – Open Forum for the Campus Community**

Cyril Oberlander, University Library Dean, spoke about ongoing negotiations with Elsevier and noted he is planning to hold an open forum in the future, to talk about the Library's goals and processes in this matter.

Professor Steve Martin, Chair of the Department of Environmental Science and Management, on behalf of the thirteen full-time faculty members of the ESM Department, read the attached letter of endorsement for the Resolution on Excess Enrollment Policy (02-19/20-FAC).

### **Resolution on Excess Enrollment Policy (02-19/20-FAC – October 15, 2019 – First Reading)**

M/S (Dunk/Thobaben) to move the Resolution.

Motion carried unanimously.

Senator Wilson introduced the resolution by presenting the attached powerpoint. He noted his wish to clarify that procedures set forth in the resolution and draft policy have been prior practice up until a year-and-a-half ago, when a two sentence memo was put forth, which increased tenure track faculty's workload and caused a number of faculty lecturers to leave the University. Senator Wilson noted that Courtney Otto, winner of the 2017/18 Excellence in Teaching (Lecturer) award, left the University after the new definitions, and her class is now being taught by a student with no Master's Degree. He concluded, stating this policy would codify the definitions and take away the permission language.

Senator Dunk stated he plans to support the Resolution, noting he sees its passage as essentially going back to previous practices, and is in favor of taking things further via a separate resolution, to further codify the numbers and including the cumulative teaching load as well.

Senator Byrd agreed with Senator Dunk, and noted the CFA is bringing this issue to arbitration in February.

Senator Gradine opined that the effect of increasing workloads on faculty and staff ties into the ongoing issues with enrollment, as well as general student success.

Senator Gonzalez inquired whether the policy affords any protection for faculty who have a 15-unit cap, and asked if there would be a risk of losing a class unit for a lecturer, who may move from 16 to 15, or if the lecturer would still be entitled to that unit after the census date, even if

some students leave their class.

The Resolution will return for a Second Reading.

**TIME CERTAIN: ~3:45-4:20 PM – Institutional Programming Model; a Presentation and Q&A with Dean of Students Eboni Turnbow**

Dr. Eboni Turnbow, Dean of Students, gave the attached presentation, and distributed the handout in the meeting.

**Spring 2020 Registration Experience Overview – presented by VP Meriwether via “Zoom”**

Vice President Meriwether presented information in attached handouts remotely.

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M/S (Woglom/Dunk) motion to adjourn

**Meeting adjourned at 5:00 pm**

# **HUMBOLDT STATE UNIVERSITY**

**University Senate Written Reports, October 15, 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

### **October 9, 2019**

Due to the power outage the committee did not meet as scheduled.

### **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.

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## **Constitution and Bylaws Committee:**

Submitted by George Wrenn, Pro tem CBC Chair

Report of October 2, 2019 meeting

### **Agenda:**

1. Call to Order
2. Attendance, proxies and quorum
3. Appoint a Chair pro tem
4. Response to Senate motion asking CBC to interpret the first duty in the bylaws for the University Resources and Planning Committee
5. Work session to edit Appendix E (and F where appropriate)
6. Motion to Adjourn

### **Meeting Notes:**

#### **1. Call to Order**

Meeting called to order in HGH 113 at 2:09 p.m. (Woglom/Post).

#### **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. Response to Senate motion asking CBC to interpret the first duty in the bylaws for the University Resources and Planning Committee**

Members will provide their independent interpretations of the first duty at the next meeting. Online discussion and deliberation will be allowed. Abell encouraged members to consult Section 10 of the Bylaws, General Rules for Committees.

### **5. Work session to edit Appendix E (and F where appropriate)**

Committee completed a scope of revision summary for SenEx discussion on October 8. Next CBC meeting will focus on Appendix F. Wrenn agreed to discuss with SenEx a timeline for delivery of resolutions on Appendices E and F. One strategy would be to vote on Appendix E in the fall and Appendix F in the spring, and to allow Appendix E changes to go live after the Appendix F revision has been approved.

### **6. Motion to Adjourn**

Meeting adjourned at 2:59 p.m. (Post/Woglom)

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## **Faculty Affairs Committee:**

Submitted by Mark Wilson, FAC Chair

**Members:** Simone Aloisio, Cheryl Johnson, Renee Byrd, Yadira Cruz, Kirby Moss, Marissa O’Neill, Ara Pachmeyer, Mark Wilson, George Wrenn

Meetings are held on Tuesdays from 1-2 in Siemen’s Hall 116.

The FAC is introducing a resolution recommending modifications to the Excess Enrollment Policy. The primary rationale for the modifications is the principle that Faculty Workload calculations need to be clearly defined. The existing policy is permissive rather than mandatory, and it is ambiguous in multiple ways. The modifications are consistent with prior practice since at least the 1990s.

We have started working on a resolution recommending an Early Tenure Policy. Twenty of the CSU campuses have Early Tenure Policies, and the University Faculty Personnel Committee and the Committee on RTP Standards and Criteria have requested that we work on a policy. We have begun reviewing the policies of other CSU campuses and the relevant literature. We are anticipating that the policy will recommend language that would be adopted by individual Departments as part of their RTP Standards and Criteria.

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## **University Policies Committee:**

Submitted by Rob Keever, UPC Chair

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

UPC met on 10/3/19 with quorum in the CCR. UPC did not have previous minutes available so the minutes will be reviewed and approved at the next UPC meeting. Chair Keever updated UPC that he will be attending the CBC meeting on 10/23/19 to discuss the initiative to gather information on the current HSU committees and to create a consistent process for how they are formed and assigned members. Senate Chair Stephanie Burkhalter provided UPC with a list of HSU committees from the Provost’s Office which Keever and UPC will use as a starting point for the CBC and UPC collaborative initiative.

Clubs and Activities Coordinator Molly Kresl and Director of Student Life Tay Triggs presented a Student Clubs and Student Organization Travel Policy and an update to Minimum Qualifications for Student Office Holders Policy which would supersede policy EM:P13-01.

After discussion of changes to the draft of the Student Clubs and Student Organization Travel Policy, UPC requested Kresl and Triggs to make the changes and present the updated policy to UPC at the next meeting. Kresl and Triggs presented the updates to Minimum Qualifications for Student Office Holders Policy and their rationale is that currently stakeholders at HSU are uncertain of the reasoning for altering the CSU Memorandum AA-2012-05 (Minimum Qualification for Student Office Holders) requirement for HSU as a higher GPA requirement and lower unit cap in student office holders is not an inclusive incentive for academic achievement. By aligning with the CSU requirements, HSU can provide more student opportunities to engage in learning outside of the classroom. Additionally, comparable CSU campuses are functioning under the CSU requirement at this time. After discussion and suggestions for edits UPC unanimously voted to bring this policy change resolution forward to Sen-Ex.

UPC will be inquiring with the Risk Management Office and International Programs about the process of campus international travel as faculty at HSU and Senate Chair Stephanie Burkhalter and have identified inconsistencies in the process with CSU standards. Additionally, UPC will continue to review previous policies that are out of date and uploading policies on the website. UPC also hopes to create a consistent process or update of policy to how policies are named. UPC is waiting on drafts for the updated Field Trip Policy and Unmanned Aircraft Systems Policy.

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## **University Resources and Planning Committee:**

Submitted by Jim Woglom, URPC Co-Chair

On September 20th, following our discussion at the 9/17 Senate meeting regarding the role and responsibilities of the URPC in relation to the University Senate, the URPC talked about our duties as detailed in the first bullet of the Senate Bylaws, to wit : “The Committee shall make recommendations to the Senate and, within the policy guidelines established by the Senate, advise the President and appropriate administrative officers concerning the allocation of university resources and general budget policy”.

We had a robust conversation regarding the importance of shared governance, consultation, and collaboration while maintaining forward momentum toward completing the committee’s 2019-20 academic year charge to recommend a three-year budget plan to the President for consideration by December 2019.

Through the course of our discussion we developed two interrelated Action Items:

- Co-Chairs will request clarification from Senate on their interpretation/intended action review of committee bylaws.
- Co-Chairs will provide verbal reports of URPC’s work at Senate meetings going forward.

Both of these action items have been put in motion, as the CBC is currently interpreting the first charge, and we will begin to make weekly presentations on our progress towards a completed plan in forthcoming senate meetings.

In the meantime, we have begun to brainstorm and begin the development of a Guide for Budget Development, which includes both our committees guiding principles, as well as the means through which we will affect a plan informed by those principals, including stakeholder meetings, survey, and data requests. As part of this process, we discussed the relative merits of the following 5 potential approaches for calculating and distributing reductions:

1. Marginal Cost Distribution by Division – *Reduction targets distributed by division and each division would develop reduction plans with their respective areas. URPC could develop templates, questions, etc. to guide this work.*
2. Across the Board 3%/5%/7% Reduction Scenarios requested from each division – *Reductions distributed by division and each division would develop reduction plans with their respective areas. URPC could develop templates, questions, etc. to guide this work.*
3. Target FIRMS Code Percentages distributed by division – *Reductions distributed by division and each division would develop reduction plans with their respective areas. URPC could develop templates, questions, etc. to guide this work.*
4. Campus call for ideas, URPC works more as a task force and actively vets suggestions and makes recommendations – *In this approach, URPC is much more hands on in gathering reduction ideas and making recommendations. Would need to work through how this would be vetted with respective areas.*
5. Develop a scalable budget model – *Focus on developing a new scalable budget model that allocated budget based on available resources, rather than the current approach that deals with historical budget allocations and then “cuts” spending to balance – would require extensive legwork to develop and vet such a model.*

Following extensive discussion of the approaches used in previous reductions, concerns related to lack of flexibility due to staffing commitments, student and job market needs, and the potential of incorporating aspects of Option 4 into Option 5 for the committee’s approach. In the end, the committee voted on the 5 options. Though unanimous consensus was not reached, a majority supporting “Option 5” or the development of a scalable budget model.

Though delayed by last week’s power outage, a working subgroup will develop a number of models based on FIRMS codes, and will begin to test these models with relevant data. We will seek Campus feedback regarding our findings and model proposals on Tuesday, November 5th at 1:00 in Goodwin Forum.

**HUMBOLDT STATE UNIVERSITY**  
**University Senate**

**Resolution on Minimum Qualifications for Student Office Holders**

01-19/20-UPC – October 15th, 2019

**RESOLVED:** That the University Senate of Humboldt State University (HSU) recommends to the President that HSU adopt the attached updated policy in order to align with CSU Memorandum AA-2012-05 (Minimum Qualification for Student Office Holders); and be it further,

**RESOLVED:** That the attached updated policy will supersede HSU Policy Number EM:P13-01.

***RATIONALE:*** *Currently stakeholders at HSU are uncertain of the reasoning for altering the CSU Memorandum AA-2012-05 (Minimum Qualification for Student Office Holders) requirement for HSU as a higher GPA requirement and lower unit cap in student office holders is not an inclusive incentive for academic achievement. By aligning with the CSU requirements, HSU can provide more student opportunities to engage in learning outside of the classroom. Additionally, comparable CSU campuses are functioning under the CSU requirement at this time. Adopting the attached updated policy can better ensure HSU is inclusive of a diverse student population and provide students an opportunity to develop a sense of belonging.*



# HUMBOLDT STATE UNIVERSITY

## [Minimum Qualifications for Student Office Holders]

[Policy Number]

[Student Affairs]

**Applies to:** Faculty, Staff, Students

**Supersedes:** EM:P13-01

### **Purpose of the Policy:**

Given the representative, fiduciary, legal, and other long-range policy making responsibilities of student office holders, it is the policy of Humboldt State University (HSU) that student office holders have an obligation to demonstrate academic involvement, achievement, and progress. Authority is provided in the Chancellor's Office Academic Affairs Coded Memorandum AA-2012-05, Minimum Qualifications for Student Office Holders.

All student representatives, candidates, and incumbents for major and minor office positions must be matriculated (regularly enrolled in a degree-seeking program) at HSU, must maintain a minimum overall grade point average (GPA) each term of a 2.0 term grade point average (GPA), must be in good standing, and must not be on academic, disciplinary or administrative probation of any kind. These requirements apply to all elected and appointed positions of the Associated Students of HSU, the University Center Board of Directors, student representatives to system-wide committees, university committees and campus auxiliaries, as well as student officers of recognized campus clubs and organizations.

These requirements are minimum qualifications. Organizations may establish additional requirements provided that the requirements do not discriminate on the basis of race, age, religion, gender (unless exempt under Title IX, Section 901a), disability, sexual orientation, or national origin.

### **Definitions**

**Major Student Government Offices:** Major student government offices include members of the student governing board (e.g., Associated Students); the University Center Board of Directors, or other entities with fiduciary responsibilities (e.g., other campus auxiliaries); campus representatives to the California State Student Association

(CSSA); and any student appointed by the CSU to serve on a regular or ad hoc system-wide committee.

**Minor Representative Officers:** HSU student presidents and treasurers of campus-approved student clubs and organizations shall be defined as minor student officers. The Vice President for Enrollment Management retains the authority to define additional minor representative officers as appropriate.

**Candidate:** Individuals who are running for an officer position

**Incumbent:** Individuals who are currently holding officer position

## **Policy Details**

### **Major Student Government Offices**

#### **Candidate Requirements**

##### **A. Candidate Unit Load**

Undergraduate candidates must maintain 6 semester units per term while running for office. Graduate and credential student candidates must maintain 3 semester units per term while running for office.

##### **B. Candidate Residency**

Undergraduate candidates for office must have been enrolled on the campus and have completed at least one semester prior to the election, earning a minimum of 6 semester units during that year. Graduate and credential candidates must be currently enrolled on the campus in a minimum of 3 semester units per term to be eligible.

#### **Incumbent Requirements**

##### **A. Incumbent Unit Load**

Undergraduate students must earn 6 semester units of credit per term while holding office. Graduate and credential students must earn 3 semester units of credit per term while holding office.

##### **B. Incumbent Maximum Allowable Units**

Undergraduate students are allowed to earn a maximum of 150 semester units or 125 percent of the units required for a specific baccalaureate degree objective, whichever is greater. Graduate and credential students are allowed to earn a maximum of 50 semester units or 167 percent of the units required for

the graduate or credential objective, whichever is greater. Students holding more than this number of units will no longer be eligible for major student government office.

## **Minor Representative Officers**

### **Candidate and Incumbent Requirements**

#### **A. Unit Load**

Undergraduate incumbents must earn 6 semester units per term while holding office. Graduate and credential incumbents must earn 3 semester units per term while holding office.

#### **B. Maximum Allowable Units**

Undergraduate students are allowed to earn a maximum of 150 semester units or 125 percent of the units required for a specific baccalaureate degree objective, whichever is greater. Graduate and credential students are allowed to earn a maximum of 50 semester units or 167 percent of the units required for the graduate or credential objective, whichever is greater. Students holding more than this number of units will no longer be eligible for minor student government office.

#### **Exceptions:**

The campus Vice President for Enrollment Management (or their designee) may make an exception to the requirements for unit load, maximum allowable units, residency, and GPA.

## **History**

March, 2012: Memorandum AA-2012-05 was signed by CSU Assistant Vice Chancellor, Eric G. Forbes, for establishing Minimum Qualifications for Student Office Holders

January, 2013: Policy Number EM:P13-01 was ratified by the University Senate.

September, 2019: In order to align with CSU Memorandum AA-2012-05 (Minimum Qualification for Student Office Holders), Humboldt State University is reverting back to the CSU requirements.

Issued: MM/DD/YYYY

Revised: MM/DD/YYYY

Edited: MM/DD/YYYY

Reviewed: MM/DD/YYYY

15 October 2019

Dear University Senate,

The Department of Environmental Science and Management would like to take this opportunity to weigh in on the issue of excess enrollment units. We know that a resolution on this subject is before the Senate today, and we want to express our view on this issue. In 2018, the HSU administration decided that faculty would no longer receive excess enrollment units for the large lecture courses they teach. Prior to that action, during the previous few years, at least eight faculty from our department received excess enrollment units. This was the case because we taught many large lecture courses, after the university had spent years encouraging such courses be taught in the interest of cost savings. Once these courses became the norm, compensation for teaching large lecture courses, via excess enrollment units, was halted.

The unilateral action of eliminating excess enrollment units is dispiriting to our faculty, and significantly influences the quality of education we offer our students. Simply put, faculty members have to do more work for the same amount of pay. Some faculty in our department have had to increase their workload by 20% to maintain their full-time teaching loads. Being offered a grader in lieu of excess enrollment units has not come close to offsetting this increased workload. We recognize that faculty in some departments, even whole departments, have historically taught relatively small courses, and so this issue is less personal to them. Nonetheless, we encourage every member of the university community to support the resolution that is before you today – to bring back the excess enrollment units for faculty teaching large lectures. If we aspire to increase recruitment, retention, and teaching effectiveness, this action seems only logical. One's workload when teaching 20 students is very different than when teaching 120 students or more, but they are now compensated the same. Office hours, grading assignments that aren't appropriate for a grader, responding to emails, writing letters of recommendation, accommodating student needs, and simply stopping to speak with students, are all workloads that scale up with increasing class size. All of these valuable services to our students are being degraded when faculty must teach more classes just to maintain the same WTUs and pay. If, as a university, we believe in putting students first, improving teaching quality, and fairly compensating our colleagues with larger workloads, supporting this resolution is a good first step.

The Department of Environmental Science and Management faculty wholeheartedly endorse the "Resolution on Excess Enrollment Policy" - 02-19/20-FAC, and we encourage all of you to support it too.

Sincerely, (signed by the 13 full-time faculty members of the ESM Dept.)

Jim Graham

Nicolas Malloy

Jenn Tarlton

David Gwenzi

Kerry Byrne

Jeffrey R. Dunk

Kevin Fingerman

Jack Murphy

Steve Martin

Alison O'Dowd

Jennifer Marlow

Laurie Richmond

Yvonne Everett

**HUMBOLDT STATE UNIVERSITY**  
**University Senate**

**Resolution on Excess Enrollment Policy**

02-19/20-FAC – October 15, 2019 – First Reading

**RESOLVED:** That the University Senate approves the below changes to the excess enrollment policy:

**RATIONALE:** *Faculty Workload Calculations are central to academic quality and need to be decided via Shared Governance and Collective Bargaining. Changes to Faculty Workload calculations should not be imposed by individual administrators, and should be based on clearly justified, approved policy. The HSU practice (for more than 25 years) in calculating Faculty Workload for Excess Enrollment was changed in 2018, without Faculty or Senate consultation or consent, via a memorandum from the Provost.*

*The unilaterally imposed policy violated the Collective Bargaining Agreement, which states (Section 20.2d) **“The parties agree to continue the current practice regarding the calculation of Weighted Teaching Units for the purpose of determining time base for both appointment and benefits eligibility.”** and (section 20.3c) **“The parties agree that consideration of the prior practices of the University shall include the calculation of Weighted Teaching Units in prior years.”** The imposed policy mandated the use of instructional student assistants, and therefore also violated the previous policy, which stated that suitable student assistants were not always available.*

*The guiding policy is based on EP&R 79-63 and was last addressed in a September 27, 1993 memorandum from the Acting Vice President of Academic Affairs to the college deans. These changes align the policy with long-standing practices and formalize these agreements to support equitable application across units. The policy also clarifies internal contradictions in noted enrollment ranges, makes each range mutually exclusive, and clarifies ambiguous statements.*

**Humboldt State University**  
**Excess Enrollment Support Policy**

A. For classes with census date enrollment of 72 or more, Instructional Student Assistant (ISA), or Assigned Time WTU(s) shall be allocated. Which of the two is utilized, an ISA or Assigned Time WTU(s), is the decision of the course instructor.

B. Assignment of an ISA is a preferable way of handling such large class loads from an economic perspective, but it is recognized that qualified ISAs are not always available or desirable. The suitability of a student shall be the decision of the course instructor.

C. If an ISA is utilized, they will be provided to the faculty member as follows:

If a course has enrollment between 72 and 95 -1 WTU (2.7 hrs/week) shall be provided

If a course has enrollment between 96 and 119 -2 WTU (5.3 hrs/week) shall be provided

If a course has enrollment over 119 ---3 WTU (8 hrs/week) shall be provided.

If an ISA is not utilized, HSU shall provide the instructor with assigned time for excess enrollments, as follows:

If a course has enrollment between 72 and 95 ---1 WTU shall be assigned

If a course has enrollment between 96 and 119 ---2 WTU shall be assigned

If a course has enrollment over 119 ---3 WTU shall be assigned

**Humboldt State University**  
**Excess Enrollment Support Policy**

A. For classes with census date enrollment of 72 or more, ~~between 75 and 120 and exceptional workload, a graduate assistant, or an Instructional Student Assistant (ISA), or Assigned Time WTU(s) may~~ shall be allocated. Which of the two is utilized, an ISA or Assigned Time WTU, is the decision of the course instructor.

~~B. For classes with census date enrollment of over 120, a graduate assistant, a student assistant, or an additional 3WTU may be assigned.~~

C. Assignment of ~~graduate assistants~~ an ISA is a preferable way of handling such large class loads from an economic perspective, but it is recognized that qualified ~~graduate assistants~~ ISAs are not always available or desirable. The suitability of a student shall be the decision of the course instructor.

~~D. In no case shall a faculty member be granted WTU for more than one class with excess enrollments.~~

D. If an ISA is utilized, they will be provided to the faculty member as follows:

If a course has enrollment between 72 and 95 -1 WTU (2.7 hrs/week) shall be provided

If a course has enrollment between 96 and 119 -2 WTU (5.3 hrs/week) shall be provided

If a course has enrollment over 119 ---3 WTU (8 hrs/week) shall be provided.

~~HSU has permitted a further breakdown in the use of shall provide assigned time for excess enrollments, provided no ISA is utilized qualified graduate students or students assistant time is available, as follows:~~

If an ISA is not utilized, HSU shall provide the instructor with assigned time for excess enrollments, as follows:

If a course has enrollment between 72 ~~75~~ and 95 96 ---1 WTU shall ~~may~~ be assigned ~~permitted~~

If a course has enrollment between 96 and 119 120 ---2 WTU shall ~~may~~ be assigned ~~permitted~~

If a course has enrollment over 119 ~~120~~ --- 3 WTU shall ~~may~~ be assigned ~~permitted~~

## Excess Enrollment Support Policy

- Previous policies
- Previous practices
- Proposed policy

## EP&R 76-36 - Faculty Workload: Policies and Procedures

-a CSU document that describes policy for allocation of assigned time

### APPENDIX B

#### **Activities for which Weighted Teaching Units may be assigned.**

*This is the code used for reporting assigned WTU in the Academic Planning Data Base*

#### 11. Excess Enrollments

- a. For classes with census date enrollment of between 75 and 120 exceptional workload, a graduate assistant or student assistant may be allocated.
- b. For classes with census date enrollment of over 120, a graduate assistant, a student assistant, or and additional 3 WTU may be assigned.

Assignment of graduate assistants is a preferable way of handling such large class loads, but it is recognized that qualified graduate assistants are not always available.

In no case shall a faculty member be granted assigned WTU for more than one class with excess enrollments.

**HUMBOLDT STATE UNIVERSITY**  
Vice President for Academic Affairs  
1 Harpst Street  
Arcata, CA 95521-8299  
Phone (707) 826-3722

. MEMORANDUM . #2

September 27, 1993



**TO:** College Deans  
**FROM:** John C. Hennessy, Acting Vice President for Academic Affairs  
**SUBJECT:** POLICY ON ASSIGNED TIME FOR "EXCESS ENROLLMENT"

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There continues to be confusion on the use of assigned time for faculty who are teaching courses with "excess enrollment." The current policy for Code 11: Excess Enrollment (quoted from EP&R 79-15) is as follows:

**Excess Enrollment**

- A. For classes with census date enrollment of between 75 and 120 and exceptional workload, a graduate assistant or student assistant may be allocated.
- B. For classes with census date enrollment of over 120, a graduate assistant, a student assistant, or an additional 3 WTU may be assigned.
- C. Assignment of graduate assistants is a preferable way of handling such large class loads, but it is recognized that qualified graduate assistants are not always available.
- D. In no case shall a faculty member be granted assigned WTU for more than one class with excess enrollments.

HSU has permitted a further breakdown in the use of assigned time for excess enrollments, provided no graduate assistant or students assistant time is available, as follows:

If a course has enrollment between 75 and 96 ---	1 WTU may be permitted
If a course has enrollment between 96 and 120 ---	2 WTU may be permitted
If a course has enrollment <u>over 120</u> ---	3 WTU may be permitted

Although it may be advisable for us to review current practices, until that time the Office for Academic Affairs will continue to approve the use of assigned time for excess enrollment based on the above policy.

Prior practice at HSU (since 1990s)

**College of Natural  
Resources and  
Sciences**

**Administrative  
Handbook**

**2005-2006**

COLLEGE OF  
NATURAL RESOURCES AND SCIENCES

---

ADMINISTRATIVE HANDBOOK

---

2016-2017

---

Updated August 2016

Prior practice at HSU (since 1990s)

The categories for departmental/college assigned time are as follows:

- **Excess enrollment** (“Large lecture”) ..... 1-3 WTU  
A student assistant (undergraduate or graduate) or release time may be provided. *In estimating excess enrollment WTUs, please keep in mind that final calculations are based on enrollments as of census. Faculty members may not be granted assigned WTUs for more than one class with excess enrollments. (Note: Large lecture in this instance refers to 3-unit lecture courses.)*

Enrollment	WTU
72 - 95	1
96 - 120	2
121+	3

Current (?) policy: Provost's memo

# HUMBOLDT STATE UNIVERSITY

Provost and Vice President for Academic Affairs

707 826-3722 | Office

707 826-5480 | Fax

March 16, 2018

To: HSU College Deans

From: Provost Alex Enyedi



Re: Excess Enrollment

Per the VPAA policy for "Assigned Time for Excess Enrollment" (established 09/27/1993), during the 2018-2019 Academic Year, classes with a census date enrollment greater than 74 students may have a graduate assistant or student assistant allocated. During the 2018-2019 Academic Year, no WTU(s) will be granted for excess enrollment.

## Proposed policy

### **Humboldt State University Excess Enrollment Support Policy**

A. For classes with census date enrollment of 72 or more, Instructional Student Assistant (ISA), or Assigned Time WTU(s) shall be allocated. Which of the two is utilized, an ISA or Assigned Time WTU(s), is the decision of the course instructor.

B. Assignment of an ISA is a preferable way of handling such large class loads from an economic perspective, but it is recognized that qualified ISAs are not always available or desirable. The suitability of a student shall be the decision of the course instructor.

C. If an ISA is utilized, they will be provided to the faculty member as follows:

If a course has enrollment between 72 and 95 -1 WTU (2.7 hrs/week) shall be provided

If a course has enrollment between 96 and 119 -2 WTU (5.3 hrs/week) shall be provided

If a course has enrollment over 119 ---3 WTU (8 hrs/week) shall be provided.

If an ISA is not utilized, HSU shall provide the instructor with assigned time for excess enrollments, as follows:

If a course has enrollment between 72 and 95 ---1 WTU shall be assigned

If a course has enrollment between 96 and 119 ---2 WTU shall be assigned

If a course has enrollment over 119 ---3 WTU shall be assigned

# **Institutional Programming Model Initiative**

**October 15, 2019**

**3:30PM**



**Eboni N. Turnbow**  
Interim Dean of Students

# HSU EM Strategic Plan 2019-2020

**Increase recruitment  
of target  
populations.**

**Demonstrate  
commitment to  
retention,  
graduation, & life  
after college.**

**Invest in Humboldt  
county.**

**Establish student  
communication life  
cycle.**



**Enhance student  
experiences.**

# Institutional Charge



**Create a robust & comprehensive programming model with a clear direction of programming & campus activities.**



**Give students more opportunities to become engaged members of the HSU community.**



Kuh argues students who are more engaged in the classroom are also more engaged with civic responsibilities, student programming and the institution as a whole.



## NSSE Engagement Indicators

### Meaningful Academic Engagement Themes

Academic Challenge

Learning with Peers

Experiences with Faculty

Campus Environment

### Engagement Indicators

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

Collaborative Learning

Discussions with Diverse Others

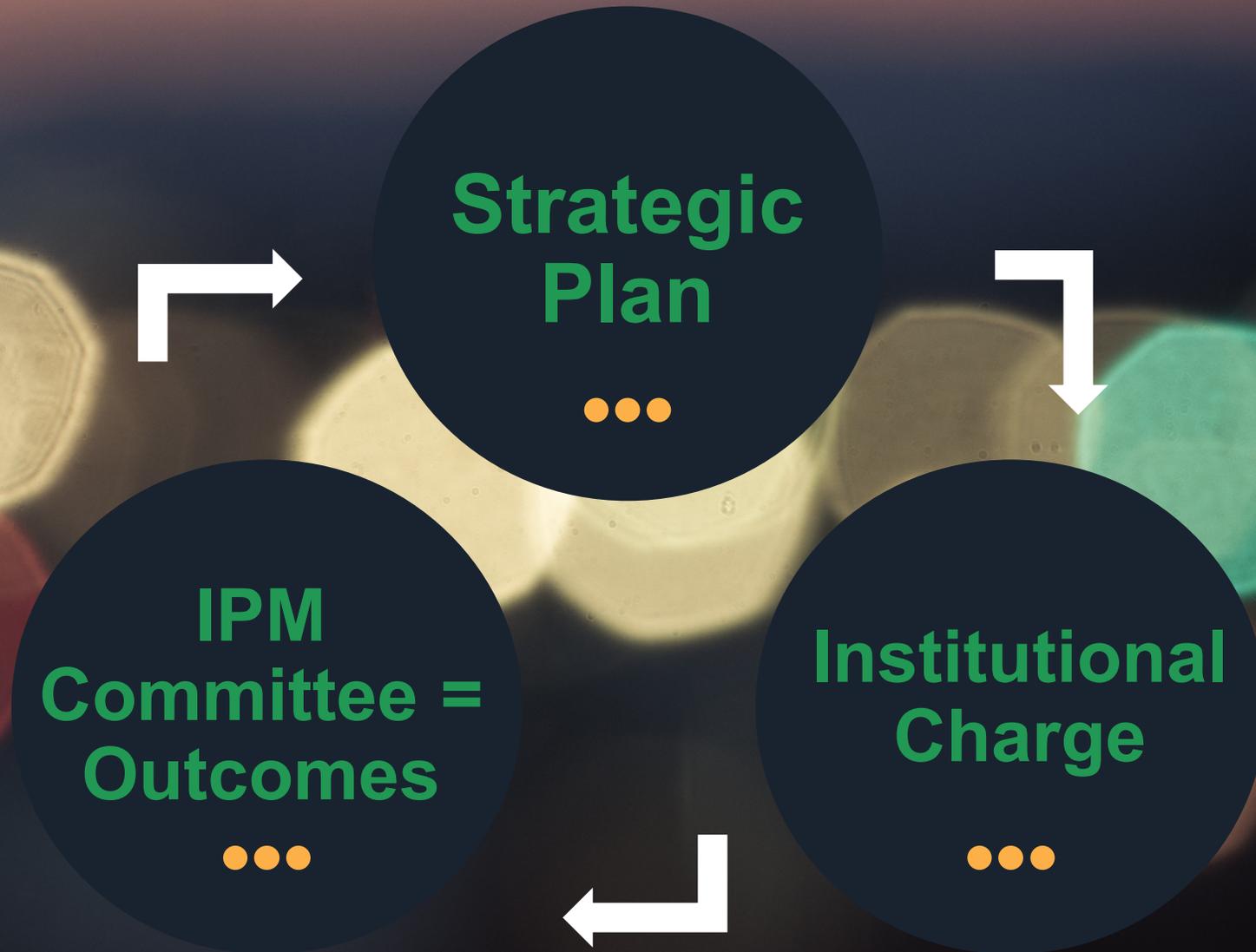
Student-Faculty Interaction

Effective Teaching Practices

Quality of Interactions

Supportive Environment

# Strategic Alignment



# Models of Practice

## Student Centered Model

From “One Size Does Not Fit All: Traditional & Innovative Models of Student Affairs Practice”:

- Student involvement & leadership are core principles
- Focus is on developing students’ capacity as peer educators/leaders
- Value students as integral members of the university community
- Students drive campus programming/activities & are involved at high levels
- Institution has organized itself including student membership on committees, budgetary conversations, and student employment.

# Student Centered Model

Although most institutions support the concept of student involvement, the student-driven model takes involvement a step beyond to something more akin to student investment. The student-driven model strategically and purposefully builds student involvement in salient campus activities. It capitalizes on student talent and leadership.



# Learning Outcomes

Areas to consider  
as we move  
forward  
programmatically:

**Cognitive  
Complexity**

**Knowledge  
acquisition,  
Integration, &  
Application**

**Humanitarianism**

**Civic  
Engagement**

**Interpersonal  
&  
Intrapersonal  
Competence**

**Practical  
Competence**

**Persistence &  
Academic  
Achievement**

# Explicit Outcomes

**Evening &  
Weekend  
Programming**

**Innovative  
Student Hubs  
& Spaces**

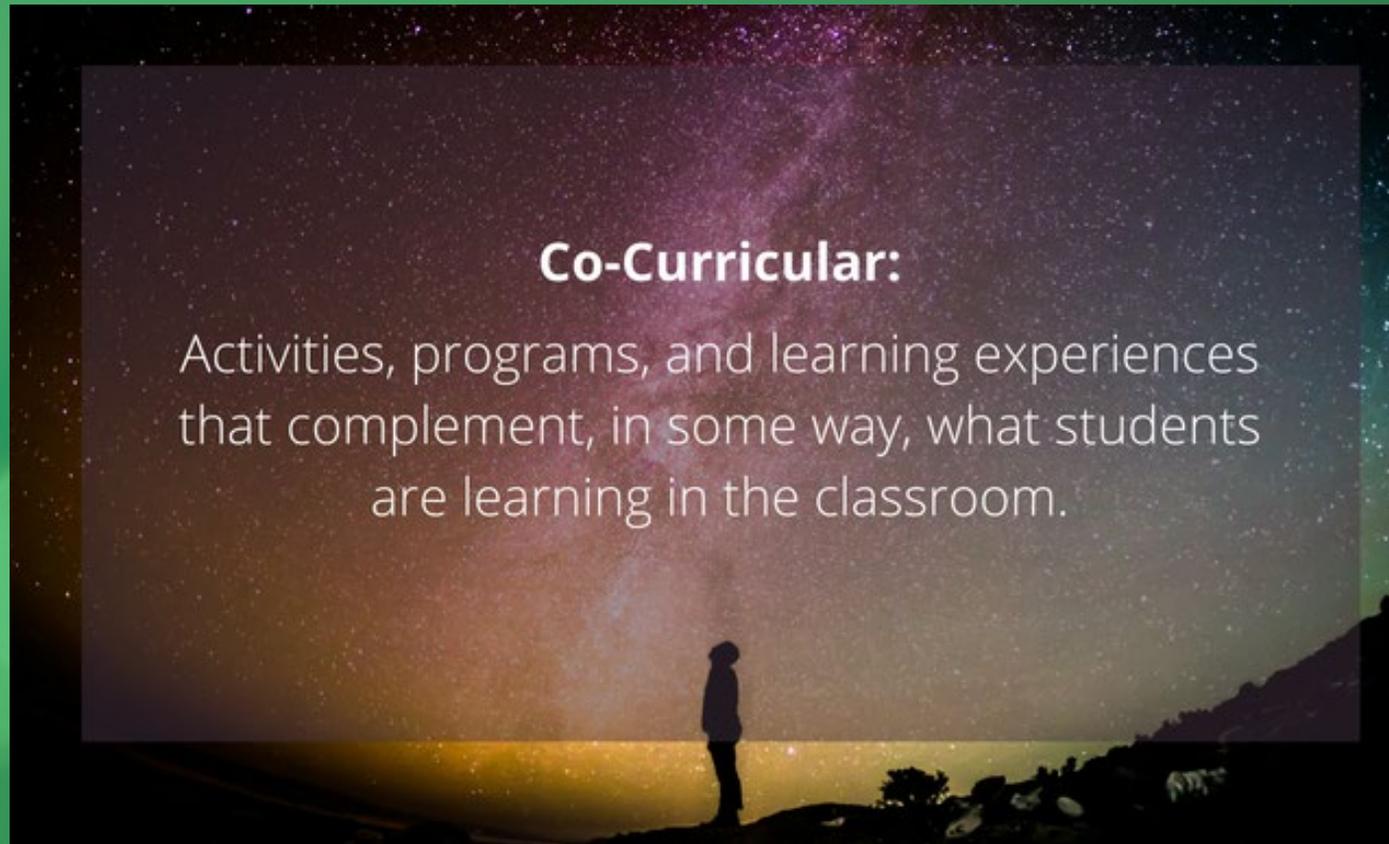
**Reimagine  
Center Arts**

**Athletic &  
Rec Sports  
Alignment**

**Homecoming  
& Campus  
Traditions**

**Co-Curricular  
Transcript**

A co-curricular transcript is an official written record of everything a student has done in college that complements their academic work.

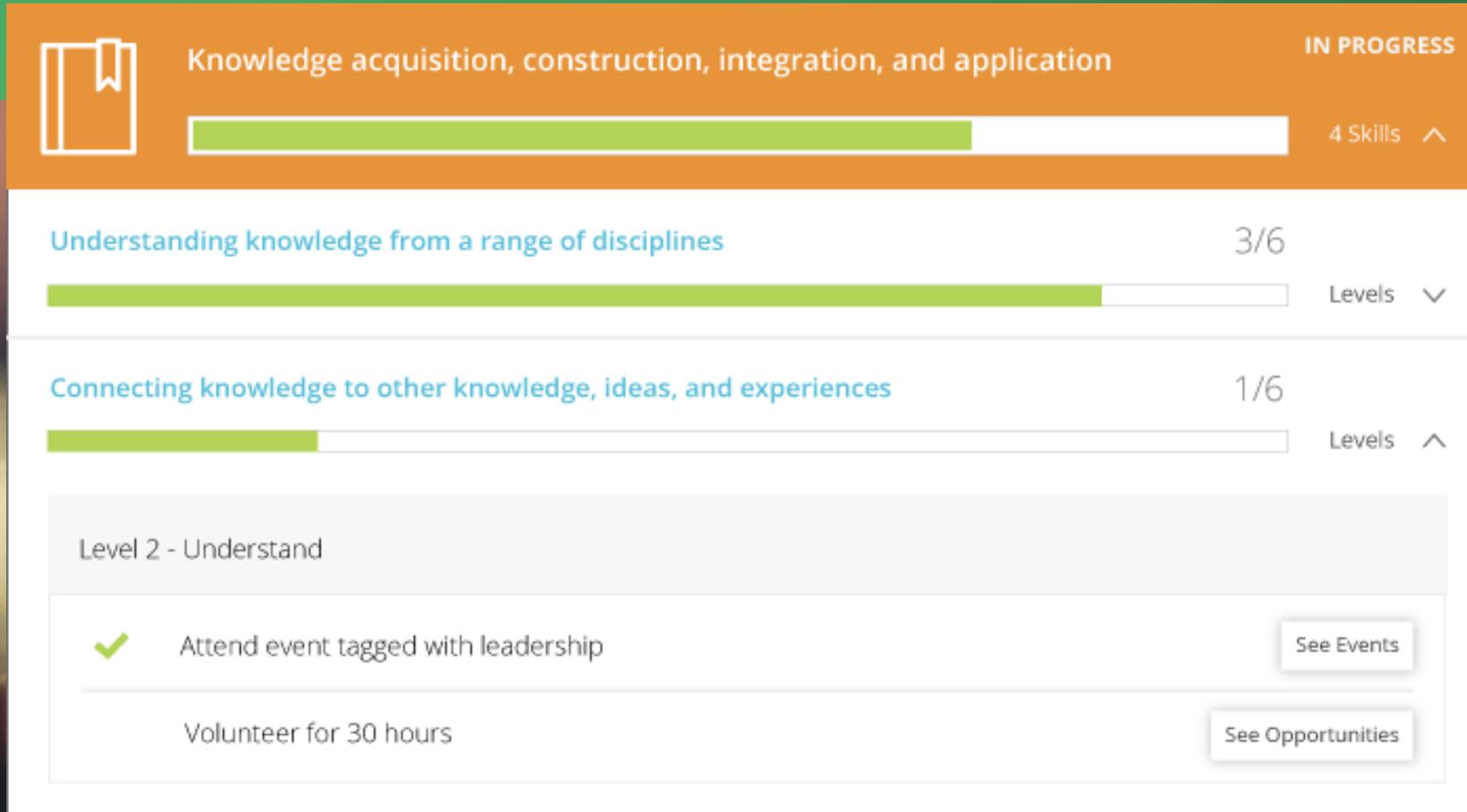


Co-curricular transcripts are best in eliminating ambiguity about a graduate's qualifications, and start the conversation around skill development that's missing.

*Uncovering the Value of the Co-Curricular Transcript (Thomas 2018)*



# Chart Progress



**Students can see their achievements and steps needed for future goals; more likely to continue goal pursuit. Allows for reflection on development and form of motivation.**

# Value of the Co-Curricular Transcript



Centralized Information



Students Control Learning & Success



Clearly Outlined Skills for Employers



Connected Involvement with Outcomes

# New Orientation Model



**Establish  
Institutional  
Committee**

**Open to  
change &  
enhancing  
student  
experience**

**Launch Fall  
2020**

*This new opportunity will be most effective with full support from the entire institution.*

Questions?



*THANK YOU!*

(1)	Strongly disagree	2	3	4	Strongly agree
I am confident I will graduate with the knowledge and skills I need to be successful in the job market.	3%	6%	19%	37%	34%
I am confident I will graduate with the knowledge and skills I need to be successful in the workplace.	3%	5%	18%	39%	36%
I am confident my major field of study/studies will lead to a good job.	2%	4%	12%	29%	53%

Strada-Gallup 2017 College Student Survey

### Students are, however, correctly identifying interpersonal skills

(<https://www.boston.com/jobs/jobs-news/2016/06/07/40-percent-college-seniors-feel-prepared-enter-workforce>) as what employers seek most in candidates, in keeping with what companies like Google are sharing about valuing “soft skills.” ([https://www.washingtonpost.com/news/answer-sheet/wp/2017/12/20/the-surprising-thing-google-learned-about-its-employees-and-what-it-means-for-todays-students/?utm\\_term=.083ad4e0d041](https://www.washingtonpost.com/news/answer-sheet/wp/2017/12/20/the-surprising-thing-google-learned-about-its-employees-and-what-it-means-for-todays-students/?utm_term=.083ad4e0d041))

**Student involvement is home to countless ways to develop exactly these kind of skills**, but how can we support students in being strategic about their involvement and savvy when talking about it with prospective employers?

### **It takes more than updating a resume.**

#### “Intense learning opportunities”

(<https://www.universitybusiness.com/article/18-more-ideas-campus-career-center-events-and-services>) like storytelling workshops prepare students to tell their story, not just simply answer interview questions. Illinois universities utilize strong programs to connect freshmen to career services from day one for a “multi-year strategy ([https://articles.chicagotribune.com/2013-09-02/news/ct-met-college-careers-20130902\\_1\\_career-preparation-career-adviser-college-students](https://articles.chicagotribune.com/2013-09-02/news/ct-met-college-careers-20130902_1_career-preparation-career-adviser-college-students)).” A Minnesota school doubled their career services staff (<https://www.usnews.com/education/best-colleges/articles/2016-09-13/colleges-take-steps-to-prepare-students-for-careers>), and other institutions are making a push to boost their career readiness (<https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/>) efforts. These efforts are important, as we know that career-relevant education is linked to student well-being

[https://news.gallup.com/opinion/gallup/226934/career-relevant-education-linked-student.aspx?utm\\_source=linkedinbutton&utm\\_medium=linkedin&utm\\_campaign=sharing](https://news.gallup.com/opinion/gallup/226934/career-relevant-education-linked-student.aspx?utm_source=linkedinbutton&utm_medium=linkedin&utm_campaign=sharing).

Among these initiatives is the co-curricular transcript (CCT), a tool that can bridge the gap between student and employer.



**Kevin Kruger**  
@NASPApres

Survey of employers: How many have used co-curricular trans?  
0% If provided would you use it? 73% of employers say yes.  
#BeyondTranscripts

35 11:36 AM - Nov 28, 2016

24 people are talking about this

The term co-curricular speaks to activities, programs, and learning experiences that complement, in some way, what students are learning in school. A co-curricular transcript ([https://www.presence.io/product/encourage-measure-experiential-learning/a-very-smarttranscript/?utm\\_source=cct-tell-stories&utm\\_medium=text](https://www.presence.io/product/encourage-measure-experiential-learning/a-very-smarttranscript/?utm_source=cct-tell-stories&utm_medium=text)), then, is an official written record of everything a student has done in college that complements their academic work.

### **Co-Curricular:**

Activities, programs, and learning experiences that complement, in some way, what students are learning in the classroom.

Co-curricular transcripts are your best weapon in eliminating ambiguity about a graduate's qualifications, and when managed properly, eliminate unnecessary paperwork and start the conversation around skill development that's missing from your campus.

## **1. Information is centralized**

Centralized data is a driving appeal of co-curricular transcripts. Managing the pieces of a student's story on your own can feel largely administrative.

**Translation:** A lot of it is manual, and it's really time-consuming.

**Dealing with paper sign-ins, tracking email submitted forms, and working with clunky spreadsheets is what we're used to, but what if there was an easier way?**

What if you could spend more of your time helping students learn how to *talk* about their experiences, instead of managing all the forms to *track* their experiences?

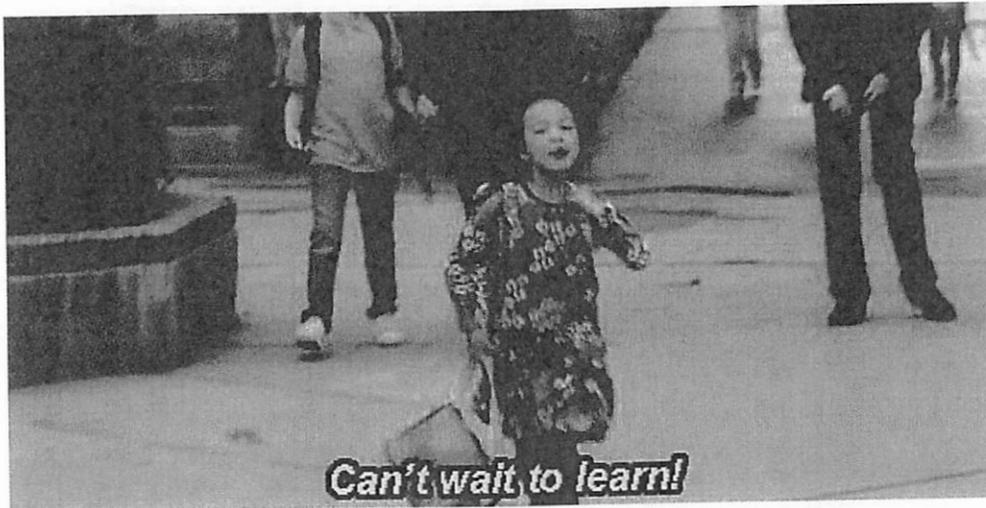


The secret is to ***centralize everything co-curricular, as much as possible***. After all, the more that is centralized, the more streamlined and efficient the tool becomes.

Home-grown co-curricular transcripts have evolved beautifully in recent years, but even with the best efforts, they can feel disjointed, and the most aspirational models often still require some manual effort.

Digital co-curricular transcripts are closer to the student affairs dream, and the dream is possible. Not only does this make your job easier, but if your students can see the co-curricular opportunities are available to them, what's required, and can take control of their own learning and success, suddenly a **co-curricular transcript becomes a vehicle to empowering your students.**

It also enables your institution to have a population-level opportunity to affect student engagement, which we know impacts student satisfaction, retention, persistence, graduation rates, etc.



## 2. Students can take control of their own learning and success

A true co-curricular transcript isn't limited to clubs and organizations. Internships, study abroad experiences, workshop attendance, and volunteer/service learning hours are included in what is considered "co-curricular."

**In a co-curricular landscape, all opportunities can be positioned as chances for students to increase their skill set for life post-graduation.**

With this framework, students are empowered to take control of their own learning and success.

They have the freedom to supplement their academic major with experiential learning by their own design. While their coursework may be fairly pre-determined, their learning *outside* of the classroom is a blank canvas.

*"If a degree is really about developing a whole person, and preparing them with a humanistic education that will serve them in a very dynamic career landscape, surely a ledger of courses and grades alone is a poor reflection of that experience." —*  
*(DelBanco, 2013, ([https://www.parchment.com/wp-content/uploads/RodneyParks\\_UC2016.pdf](https://www.parchment.com/wp-content/uploads/RodneyParks_UC2016.pdf)))*

What is exciting about a co-curricular transcript where opportunities and their requirements are visible ([https://www.presence.io/product/encourage-measure-experiential-learning/a-very-smarttranscript/?utm\\_source=cct-tell-](https://www.presence.io/product/encourage-measure-experiential-learning/a-very-smarttranscript/?utm_source=cct-tell-)

stories&utm\_medium=text) is this: That blank canvas doesn't have to feel overwhelming. Instead, it creates curiosity and invites participation (think "Choose Your Own Adventure" books).

At the same time, co-curricular transcripts can lead students to be strategic and intentional about their involvement — with more information at their disposal to develop their story, they may be more apt to pursue opportunities that build upon each other *and* understand their value.

Co-curricular transcripts that utilize point systems and gamification and/or track completions and achievements further motivate students to engage.



### 3. Skills are clearly outlined for employers

An academic transcript carries weight because it is an official record from the institution. If treated the same way, a co-curricular transcript can carry weight as well, but it has more potential to be useful. (In fact, that is part of the goal — "[Making Transcripts More Than 'a Record of Everything the Student Has Forgotten](https://www.chronicle.com/article/Making-Transcripts-More-Than/231595) (<https://www.chronicle.com/article/Making-Transcripts-More-Than/231595>)'.")

While an academic transcript is at most a list of classes taken and grades received used mainly for verification purposes, **the co-curricular transcript can be so much more.** At a minimum, it can be a list of co-curricular involvement used to check against someone's resume or to help a student remember everything they participated in while in school.

At its best, a co-curricular transcript can help students build essential workforce skills learned outside the classroom through actionable pathways your institution creates. In addition to tracking all those achievements, students are able to provide prospective employers and graduate schools with a comprehensive outline of their skills and experiences, demonstrating exactly what they did to achieve the skills they list.

This is more powerful than a resume or standard transcript alone, by far.

#### 4. Clearly connecting involvement with positive outcomes

For those in student affairs, the connection between involvement and positive student outcomes is the foundation

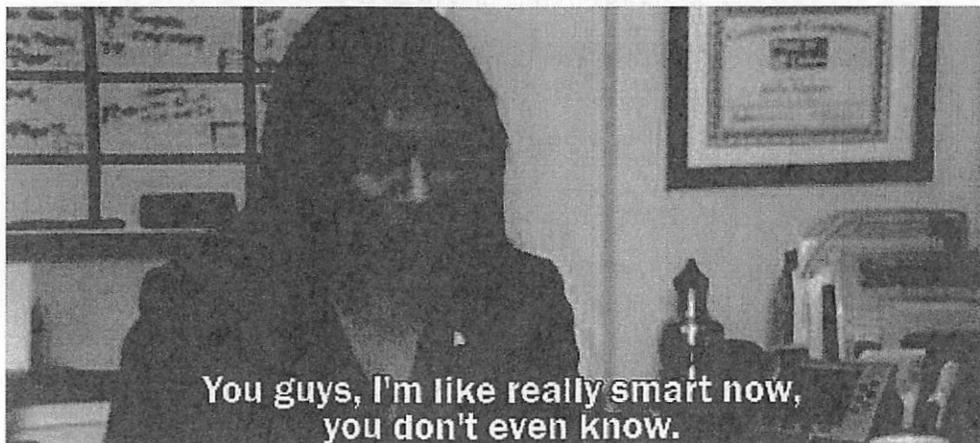
([https://www.researchgate.net/profile/Alexander\\_Astin/publication/220017441\\_Student\\_Involvement\\_Involvement-A-Development-Theory-for-Higher-Education.pdf](https://www.researchgate.net/profile/Alexander_Astin/publication/220017441_Student_Involvement_Involvement-A-Development-Theory-for-Higher-Education.pdf)) on which our house is built.

We get it, but do others? What more could be possible if student leaders, boards of trustees, faculty, and employers understand this relationship better?

Co-curricular transcripts help make that needed connection. Find an option that includes a tracking system and deep level data analysis that is actually understandable, and you empower and include more people in the conversation. A co-curricular transcript is also a visual tool that validates the work of student affairs, making the abstract more concrete to those outside our field.

A co-curricular transcript is a living and breathing document ([https://www.presence.io/product/encourage-measure-experiential-learning/a-very-smarttranscript/?utm\\_source=cct-tell-stories&utm\\_medium=text](https://www.presence.io/product/encourage-measure-experiential-learning/a-very-smarttranscript/?utm_source=cct-tell-stories&utm_medium=text)) in progress from the start of a student's college career, one that **keeps up with the student on its own rather than relying on the student to enter their information every time they are engaged on campus.** Co-curricular transcripts help students see, in real-time, the narrative they are creating for themselves.

This not only empowers them to discover (and craft) a storyline that aligns with their goals but enables them to feel informed and confident because they can see the connection between their involvement and the competencies it enables.



A co-curricular transcript with comprehensive, real-time data also allows higher education professionals to easily determine the efficacy of various programs on their associated learning outcomes, which in turn allows you to adjust your programming in response.

Do you use co-curricular transcripts on your campus? Have you connected co-curricular transcripts with your general campus programming? I'd love to hear how you're approaching this storytelling tool. Let me know on Twitter @PriyaThomas757 (<https://twitter.com/priyathomas757>)!

## Free guide: The Complete Guide to Co-Curricular Learning



A piece-by-piece guide to planning and building a co-curricular framework for your campus

DOWNLOAD FOR FREE

([HTTPS://WWW.PRESENCE.IO/RESOURCES/COMPLETE-GUIDE-COCURRICULAR/?UTM\\_SOURCE=UNCOVERING-THE-VALUE-OF-THE-CO-CURRICULAR-TRANSCRIPT&UTM\\_MEDIUM=DOWNLOAD-BUTTON&UTM\\_CAMPAIGN=RESOURCE-THE-COMPLETE-GUIDE-TO-CO-CURRICULAR-LEARNING](https://www.presence.io/resources/complete-guide-cocurricular/?utm_source=uncovering-the-value-of-the-co-curricular-transcript&utm_medium=download-button&utm_campaign=resource-the-complete-guide-to-co-curricular-learning))

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**About the author:** Priya Thomas is a wellness and leadership development director and consultant, with 15 years of experience in Student Affairs. She is the former Director of Prevention & Wellness at Florida Gulf Coast University and actively volunteers with Sigma Phi Epsilon fraternity. Her expertise includes wellness, mental health, student leadership and involvement, and fraternity and sorority life. Learn how we can help [get your students involved](http://www.presence.io/?utm_source=New%20Blog%20Footer&utm_medium=Single%20Article%20Author&utm_content=the-value-of-the-co-curricular-transcript&utm_campaign=New%20Blog) ([http://www.presence.io/?utm\\_source=New%20Blog%20Footer&utm\\_medium=Single%20Article%20Author&utm\\_content=the-value-of-the-co-curricular-transcript&utm\\_campaign=New%20Blog](http://www.presence.io/?utm_source=New%20Blog%20Footer&utm_medium=Single%20Article%20Author&utm_content=the-value-of-the-co-curricular-transcript&utm_campaign=New%20Blog)).

## Spring 2020 Registration Experience Overview Humboldt State University

HSU's enrollment management team is launching a robust marketing and social media campaign to create an experience around registration for Spring 2020 courses. Our plan to implement a robust marketing campaign will complement an email campaign and direct interventions as follows.

### **Marketing and Digital Engagement Strategy**

On November 1<sup>st</sup>, 2019 launch a geo-fencing strategy via social media by digitally targeting students on social media through Snapchat, Instagram, Facebook, Spotify, & Twitter. Anyone in the 95521 Zip Code will receive messaging about Spring 2020 registration at HSU, and with one click, the messages led to our registration page. We will measure website hits, click rates, and behavior change among students based on when they register. Other marketing levers include:

- Social media posts on official HSU accounts;
- Residence Hall Door hangers & Flyers;
- Geo-fencing campaign;
- Big Boards in Lounges/Parking Lots;
- Messaging on computer lab screens and digital banners;
- Table tents and posters across campus;
- Digital banners on campus entrances

### **Social Media Campaign Outline**

Timeline: November 1 - 12

Description: Digital Ads that are sized for Instagram and for ads in Snapchat, Facebook, Spotify, & Twitter.

Content: Stay on path to earn an HSU degree. Spring 2020 Registration Begins on 11/12/19

Image: Students in regalia or pre/post commencement imagery

Landing Page: HSU Registration Info Page

Timeline: November 13 - 20

Description: Digital Ads that are sized for Instagram and for ads in Snapchat, Facebook, Spotify, & Twitter.

Content: Financial Aid Scholarship Portal Announcement for 11/15 & FAFSA reminder

Image: Student Images either in FA or at computer with image of HSU financial aid

Landing Page: HSU FA Scholarship Portal or HSU Scholarship Info Page

Timeline: November 13 - 30

Description: Digital Ads that are sized for Instagram and for ads in Snapchat, Facebook, Spotify, & Twitter.

Content: Have you registered for Spring 2020?

Image: Commencement Ceremony Photo or Students in Academic Settings (multiple images)

Landing Page: HSU Registration Portal or HSU Registration Info Page

Timeline: December 1 - 10

Description: Digital Ads that are sized for Instagram and for ads in Snapchat, Facebook, Spotify, & Twitter.

Content: Still time to get your Spring 2020 Courses

Image: Students Studying - Library Images with students

Landing Page: HSU Registration Portal or HSU Registration Info Page

Timeline: December 14 - 20

Description: Digital Ads that are sized for Instagram and for ads in Snapchat, Facebook, Spotify, & Twitter.

Content: Good Luck with Finals - See you In Spring 2020

## Spring 2020 Registration Experience Overview Humboldt State University

Image: Students Studying

Landing Page: [HSU Registration Portal](#) or [HSU Registration Info Page](#)

### **Direct Intervention Campaign**

We have launched a campaign using a series of Direct Interventions to encourage students to register when registration begins on November 12<sup>th</sup>. Our Enrollment Management team makes weekly automated outreach to students who have not registered for Spring 2020 classes via their personal and university email addresses. This includes students with holds and students without holds. Messages are personalized and reflect their specific holds. Student service offices will also call students based on their hold type in order to help them identify a path to resolve the hold. We will also leverage direct mail to students enrolled in Fall 2019 but not yet registered for the spring semester. Students with holds will receive outreach from student service offices to help them navigate their holds in order to eliminate barriers to registration. We will also provide students with reminders to explain when the registration portal is open for students to register at a certain time. This plan is outlined below:

<b>HSU Spring 2020 Registration Communication Pathway to 11/12/19</b>		
<i>Communication Item</i>	<i>Target group</i>	<i>Date</i>
<b>Reminder Postcards - send to homes</b>	All Current students	10/21/19-10/25/19
<b>Launch Social Media Registration Campaign</b>	Registration Messaging using geo-fence with 25-mile radius to campus	11/1/19
<b>Registration Portal Date Reminder</b>	Undergrad and graduate students to be made aware of when they can enter the portal. Personalized and segmented via CRM & Humbot with messaging about resolving holds as applicable. Will alert students of primary and secondary advisors and info regarding DARS and schedule availability.	10/21/19-10/25/19
<b>Messaging about Scholarship Portal Opening</b>	All current students via CRM Targeted students via Humbot	11/14/19
<b>Segmented appointment reminders sent out on day of appointment</b>	Current students with registration appointments via CRM & Humbot <b>(segment for students with holds no holds)</b>	11/12/19-11/21/19
<b>Segmented Email registration reminder - 5 days after opening of registration</b>	Current students with holds who have not registered Current students with holds with reminders to resolve the hold in order to register	Rolling 11/15/19 – 11/30/19
<b>Email registration reminder to unregistered students</b>	Current unregistered students that missed registration appointment <b>(segment for students with holds &amp; no holds)</b>	12/10/19
<b>Segmented Personal Registration Reminders</b>	All students who have not registered Segmented direct phone calls Segmented Messaging via Humbot	12/10/19 – 12/15/19
<b>Email registration reminder- “Winter Break reminder”</b>	All students who have not registered  Thank you note to students who have registered (see you this spring)	12/28/19 – 1/5/20
<b>Financial Aid, Registrar, &amp; Bursar Action Item Reminders</b>	Current students via FA & Bursar	Ongoing
<b>January Messaging</b>	Class reminder email to students who have registered. “Encourage to Register” email to students with holds and not yet registered.	1/10/20

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<b>January Messaging</b>	Class reminder email to students who have registered. “Encourage to Register” email to students with holds and not yet registered.	1/10/20

**Undergraduate Student Registration Timeline**

**DRAFT TENTATIVE DRAFT TENTATIVE DRAFT TENTATIVE**

Day of the Week	Start Date	APPT BLOCK (6 char length)	Description	Start Date	Start Time	End Date	End Time
Tue	11/12/2019	PCONPR	PBAC Priority Groups	11/12/2019	8:15 AM	11/12/2019	8:45 AM
Tue	11/12/2019	UCONPR	UGRD Priority Groups	11/12/2019	8:45 AM	11/12/2019	4:45 PM
Wed	11/13/2019	PB2BA	2BA Students	11/13/2019	8:15 AM	11/13/2019	8:45 AM
Wed	11/13/2019	PBCONT	PBAC Continuing Students	11/13/2019	8:45 AM	11/13/2019	12:15 PM
Wed	11/13/2019	UGCON1	Continuing Senior	11/13/2019	12:15 PM	11/13/2019	4:45 PM
Thur	11/14/2019	UGCON2	Continuing Senior	11/14/2019	8:15 AM	11/14/2019	4:45 PM
Fri	11/15/2019	UGCON3	Continuing Junior	11/15/2019	8:15 AM	11/15/2019	4:45 PM
Mon	11/18/2019	UGCON4	Continuing Junior	11/18/2019	8:15 AM	11/18/2019	3:15 PM
Mon	11/18/2019	UGCON5	Continuing Sophomore	11/18/2019	3:15 PM	11/18/2019	4:45 PM
Tue	11/19/2019	UGCON5	Continuing Sophomore	11/19/2019	8:15 AM	11/19/2019	4:45 PM
Wed	11/20/2019	UGCON6	Continuing Freshmen	11/20/2019	8:15 AM	11/20/2019	4:45 PM
Thu	11/21/2019	UGCON7	Continuing Freshmen	11/21/2019	8:15 AM	11/21/2019	12:15 PM

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