

Tuesday, November 10, 2020, 3:00pm, Virtual Meeting ID: 970 9341 9142

Chair Mary Virnoche called the meeting to order at 3:10pm on Tuesday, November 10, 2020, via Zoom; a quorum was present.

Members Present

Anderson, Burkhalter, Cannon, Capps, Cuéllar, Doyle, Dunk, Finley, Gonzalez, Gordon, Jackson, Keever, Kerhoulas, McGuire, Meriwether, Miller, Mola, Moyer, Pachmayer, Parker, Reynoso, Schnurer, Teale, Thobaben, Tremain, Virnoche, Wilson, Woglom, Wrenn, Wynn, Zerbe

Members Absent

Cannon, Guerrero

Guests

Amber Blakeslee, Bella Gray, Bethany Rizzardi, Brandon McMillin, Corrina Wells, Cyril Oberlander, Gabby Pelayo, Holly Martel, Jay Schock, Jenessa Lund, Josh Callahan, Kali Rothrock, Kumi Watanabe-Schock, Lauren Lynch, Lisa Bond-Maupin, Mike Le, Mira Friedman, Patrick Malloy, Peggy Metzger, Roman Sotomayor, Ronnie Swartz, Sarah Long, Shelia Rockar-Heppe, Simone Aloisio, Stephanie Lane, Sulaina Banks

Announcement of Proxies

Registrar Clint Rebik for Meriwether (as needed), Mola for Cannon

Approval of and Adoption of Agenda

M/S (Dunk/Wilson) to move the agenda for adoption

Motion passed unanimously

Approval of Minutes from the October 27, 2020 Meeting

M/S (Wynn/Tremain) to approve the Minutes of October 27, 2020 meeting

Motion approved unanimously

Reports, Announcements, and Communications of the Chair

- Written report attached.

In addition to the written report, Chair Virnoche announced that, in honor of Native American Heritage Month, there is a list of screening opportunities for the new documentary called “Blood Memory,” a clip of which seems to indicate it is about the history of indigenous children adoption and also the process of healing.

In addition, Chair Virnoche pointed out a “drafty” draft of a shared governance plan, which is

provided in order to assure the folks who actively participated last week in the breakout discussions that their ideas and suggestions are not just going away. She thanked everyone for the discussion, thoughtful feedback, and comments in the Google Form that folks participated in and constructed. She noted this is a living document in the early stages of thinking about that work as well as the work others have been doing already, and welcomed additional feedback and thoughts from anyone.

Chair Virnoche explained that one piece that came out of the discussions was the request for the more clarity about the ways in which folks can engage in the University Senate meetings, which is why the following script was placed and will continue to be placed in the zoom chat for upcoming meetings:

“Welcome to the University Senate. Guests are encouraged to participate in the meeting in several ways. You may sign up prior to the meeting for public comment time to speak on any topic. You may type ideas in the chat space related to the Senate discussion. Senators are assigned to watch the chat for ideas to work out after the meeting or to be brought more immediately into the discussion. You may privately message a Senator and ask them to represent your idea or question. Finally, you may raise your zoom hand signaling that you would like to join the discussion directly. The Senate Chair facilitates the meeting and tries to make space for broad participation, while keeping the meeting moving along. Do not worry about parliamentary procedure: most discussion is less formal.”

She reported another request from the groups last week was to humanize the Senate forums and to begin to give folks a chance to say hello with one another before the business begins in order to create a space that is welcoming in times where sometimes we feel even more so disconnected. Chair Virnoche concluded with the announcement that the Senate will meet for the optional December 15 meeting to receive the draft of phase one of the strategic planning document, and thanked former Staff Council President Brandon McMillin for his service, and welcomed Sulaina Banks, incoming Staff Council President.

Consent Calendar from the Integrated Curriculum Committee

The attached ICC Consent Calendar was unanimously approved

General Consent Calendar

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

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

It was noted that no one signed up to speak during the Open Forum

Discussion Item: Strategic Plan Update with Vice President & SP Co-Chair Gordon

Vice President Gordon shared the attached presentation.

Senator Moyer stated in the chat:

“I’m concerned about how few faculty were able to attend these meetings. Any theories on why? I note that MOST of the meetings were at times when there are many classes. (I was unable to attend most meetings because of that problem.) For the next round of meetings to seek feedback, could we go for a wider range of meeting times?”

Dr. Bond-Maupin replied to Senator Moyer in the chat:

“Cindy - good feedback. Everything we asked in those forums is also asked on the website. It appears folks are choosing that as an option.”

Discussion Item: Membership and Charge Update; Trans and Gender Non-Conforming Task Force, with Chair Mira Friedman

Chair Mira Friedman introduced herself and her co-presenter Corrina Wells, and gave the attached presentation.

Discussion Item: Process for Engagement: University Space and Facilities Advisory Committee (USFAC) with URPC Faculty Representative Woglom

Chair Virnoche reminded the Senate of the recently passed resolution, which reconfigured the USFAC as a subcommittee of the URPC, such that it's a Senate subcommittee with an updated membership. She reported the AEC is in the process of accepting nominations for a third faculty seat, hopefully from someone from CNRS and because of the other two faculty being unable to, they need to be willing to co-chair the committee.

She noted everyone should have had an opportunity to read the “Process for Engagement” document, and reminded everyone that an email announcing the processes for going about requesting space. She noted the email indicated that the committee would receive vetted requests and that they would then make recommendations to the URPC, which would then forward that onto the President. Given that the Senate has constructed this as a subcommittee via URPC, Chair Virnoche requested of VP Gordon that the URPC pass those space allocations through the University Senate, at the very least as consent calendar items, so that the Open Forum may be used as a way for the community to consult; she noted it might not need to happen at the tail end of the allocations, rather, there could be a request for comment forwarded to the campus community.

VP Gordon stated she and Senator Woglom can take the request back to the committee on Friday, and noted the committee will have to change some of the structural components to the meetings in light of the new resolution that's been passed. She stated for educational purposes, there is a USFAC website under facilities management which lists the space allocation policy as well as the committee’s charge and the space policy implementation plan, which really speaks to what procedural steps divisions and MBUs need to be taken when requesting space.

Senator Moyer requested clarification about whether this process would need to be followed when requesting storage space in addition to office and classroom spaces.

Vice President Gordon affirmed they name your space needs. She also noted folks can work within their divisions on reallocating space that is already in their division, and this process speaks to new spaces and cross divisional spaces.

Senator Woglom pointed out Liz Whitchurch and Mike Fisher have a database through which they can show folks a 3D image of the spaces that are available. Chair Virnoche thanked VP Gordon and Senator Woglom for their work, and noted it would be great if the committee could figure out a Senate link in the process that works to keep everybody in the loop.

Discussion Item: CARES Act Budget Report from Vice President Gordon

Vice President Meriwether and Budget Director Amber Blakeslee shared the attached presentation.

Resolution on Emeritus Faculty (09-20/21-FAC – November 10, 2020 – Second Reading)

Senate vote to approve the Resolution on Emeritus Faculty **passed without dissent**

Ayes: Anderson, Burkhalter, Cannon, Cuéllar, Doyle, Dunk, Gonzalez, Kerhoulas, McGuire, Miller, Mola, Moyer, Pachmayer, Parker, Reynoso, Schnurer, Teale, Thobaben, Tremain, Wilson, Woglom, Wrenn, Wynn, Zerbe

Nays: none

Abstentions: Capps, Finley, Gordon, Keever, Meriwether, Virnoche

Chair Virnoche extended special thanks to Senators Dunk, Gonzales and Teale, the lecturer representatives who worked on this.

Senator Dunk briefly gave a history of the reason this is before the Senate, pointing out that the issue was brought before the Senate about a year or so ago, when retired lecturer Stuart Moskowitz came and registered surprise that although he retired after 20-something years at HSU, he was not offered Emeritus status.

Resolution on Amendment to the Faculty Handbook Appendix P, "Academic Freedom" (13-20/21-FAC – November 10, 2020 – First Reading)

M/S (Wilson/Anderson) to move the Resolution

Senator Wilson explained that at the last WSCUC accreditation meeting, they told HSU that we

needed to have an Academic Freedom policy approved and posted on our website, and this is one of the criteria by which they judge the Universities. He explained the Senate has two documents before it, one is the American Association of University Professors' 1940 statement on Academic Freedom, and the 1970 comments and update on that statement; he noted these documents are the basis of everybody's academic freedom policies and statements, but they aren't really written like a policy, they're written as a series of notes referring to separate individual cases that relate to academic freedom. He explained the policy before the Senate is verbatim from the policy and resolution which the Academic Senate of the California State University (ASCSU) discussed for a year, then voted and passed in 2017. He noted the FAC membership had originally decided it might be worthwhile to start from scratch and craft an academic freedom statement, but ultimately realized it's also so multi-dimensional that it'd be better to start with something that's already been vetted.

Senator Moyer pointed out the format for this resolution includes "whereas" statements, rather than the usual format with only resolved clauses and a rationale. Chair Virnoche responded that the format will be corrected when the item returns.

The Resolution will return for a Second Reading.

Resolution on Email Policy Update (14-20/21-UPC – November 10, 2020 – First Reading)

M/S (Keever/Parker) to move the Resolution

Senator Keever introduced the Resolution, explaining this is an update to the email policy that was passed by the Senate in 2014 and approved in 2016 by the President, and is based on the CSU system wide Information Security Policy, and was written in consultation with CSU legal counsel and the Computer Security Incident Response Team. He noted the biggest hurdle for this policy concerned the legal issues around retaining an HSU email address for those who no longer represent HSU, as they could be using it for various purposes. He reported according to Chief Information Officer Bethany Rizzardi and CTO Josh Callahan confirmed there are over 390,000 email accounts that are still active.

Senator Thobaben read the attached prepared remarks from the Humboldt State University Emeritus and Retired Faculty and Staff Association, in opposition to the policy.

Senator Moyer pointed out the lack of discussion in this policy of students who have joined Forever Humboldt and are dues paying members, who as far as she can recall, are allowed to keep their emails forever. Senator Keever ceded the floor to Alumni Relations Director Stephanie Lane, who clarified that Forever Humboldt is no longer a dues-based association, and further noted that at no time has the Alumni Office been in charge of email address allocations.

Senator Zerbe requested clarification on the reason retired staff are not eligible to keep their email accounts. Senator Keever ceded the floor to CTO Callahan who stated this is due to Human Resources' lack of a definition for emeritus staff, and lack of interest in creating such.

Chair Virnoche pointed out the Senate just extended Emeritus privileges to retired lectures and as far as she knows, with that classification comes the ability to retain their email address.

Senator Mola noted, as a department chair, he finds it really valuable when graduates and former students retain their email addresses as it allows him to track them down to find out what they're doing as part of department assessments.

Senator Wynn noted that if a student is more than a year out, and they have not contacted the or been active with university, then they probably wouldn't be checking their old HSU email address. She stated she is resistant to keeping emails unless an individual specifically requests it, which would allow the email system to be cleaned up now and again.

Chair Virnoche ceded the floor to CTO Rizzardj, who stated some students do continue to use their email accounts, but the vast majority do not. She explained the reason there are so many accounts is due to changing feelings on the topic over time, noting that before, staff accounts were only kept for six months after people left, and after a leadership change, this exact question about "should staff keep their accounts, like faculty" came up and it was decided to keep emails open for about a decade.

Senator Doyle requested confirmation that the math is correct on the 390,000 email number, and whether there are multiple email accounts or aliases as part of that count. She suggested if some are email accounts given to applicants who never attended HSU, then those should be first to be reassigned.

Senator Dunk spoke in opposition to the exclusion of retired staff from retaining their email addresses, and suggested the policy be rewritten to indicate the opportunity to opt out of keeping one's address upon retirement, but that they be allowed to keep them if requested.

Chair Virnoche pointed out this policy would that contradict the one that offers emeritus status to retired staff, as part of the ERFSA.

Senator Moyer suggested the policy could be rewritten to simply indicate that upon retirement, people have the opportunity to indicate whether they wish to retain their email address or not, and if it isn't used over the period of a year, then it will be reassigned.

VP Gordon stated that allowing such a broad level of accessibility via opt in or opt out creates legal risk for the University, so the policy has to be very structured and regimented on who has

access and not.

M/S (Thobaben/Moyer) to refer the Resolution back to committee, to appear as a First Reading when these concerns are addressed

Motion passed without dissent

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

Academic Policies:

- Written report attached

Appointments and Elections:

Chair Virnoche reported that the committee will be meeting on Thursday to discuss the cultivation of new leadership, and how the committee can be more robust in outreach for shared governance appointments.

Constitution and Bylaws:

- Written report attached

Faculty Affairs:

- Written report attached

Integrated Curriculum:

- Written report attached

In addition to the written report, Senator Tremain reported the committee has been having some unresolved conversations around B-4 curriculum as well as the committee's prerogative to approve programs that will need budget allocations. She reported the Senate should also expect a resolution to Revise the ICC Bylaws soon.

University Policies:

- Written report attached

University Resources and Planning:

- Written report attached

ASCSU:

Senator Burkhalter reported the ASCSU didn't finish everything at last week's plenary but reported the ASCSU is aware of the Statewide Ethnic Studies Council's stance on the issue of EO 1110--the ethnic studies requirement—and the Chancellor's Office has asked the Board of Trustees to act next Tuesday to codify the Area F Ethnic Studies requirements that would be only lower division, and would take three units away from Area D; she noted this is opposed by about 15 campus Senates, including HSU.

Senator Zerbe added the ASCSU also passed a Resolution of Commendation for Mary Ann Creadon for her almost eight years of service on the ASCSU.

Associated Students:

AS President Finley reported AS has created a form for campus to request student appointment to campus committees or other administrative committees, and requested that if a committee needs student representation, that folks take the time to visit the AS website and click the form to request the student appointment. Additionally, the AS club grants are still open, and he encouraged all interested students to apply for those club grants.

Senator Cuéllar reported that the Associated Students Board of Directors convened for its scheduled meeting this past Friday, November 6th, and the students present were able to provide input and feedback to Dr. Steve St. Onge regarding accessibility to bussing in Arcata to be relayed to the City of Arcata. She reported the California State Student Association President join the meeting, which was a good opportunity for CSU student leaders to connect with each other. She reported Senator Tremaine was also able to share with the board the findings of the HSU Academic Roadmap activity. She reported they were also able to collaboratively discuss how the class of 2021 would like to be celebrated with the coordinators for commencement ceremonies. Looking forward, the board of directors will be discussing: humanizing e-learning with the Diversity, Equity, and Inclusion Council; HSU dining services on campus, along with the bookstore on campus; and will receive a strategic plan update with Vice President Gordon at the upcoming November 20th meeting. She encouraged everyone share this information with anyone who may be interested.

Office of Diversity, Equity and Inclusion:

Director Reynoso reported the DEIC met with Dr. Simone Aloisio to discuss ideas about online instructional observation checklist, and noted the subcommittee supports the Senate FAC in their endeavor to create an online instruction observational checklist that departments across campus can use as soon as possible.

Emeritus and Retired Faculty and Staff Association:

Senator Thobaben encouraged those that are looking into the email policy to figure out a way in which it can be legal for retired staff to continue to be associated with the University, noting that exclusion of staff from being able to retain their email addresses will not actually help with the problem of the 390,000 currently assigned addresses.

Staff Council:

- Written report attached

President's Administrative Team:

- Written report attached

In addition to the written report, Provost Capps acknowledged that Veterans Day is tomorrow and thanked all the veteran faculty, staff, and President Jackson for their service.

VP Gordon took a moment to reflect and congratulate everyone for being disciplined in this planning process for a successful launch of face to face instruction during this time.

VP Meriwether reported the office sent care packages to student veterans last week to thank them for their service. He reported that 77 Humboldt First scholarships were awarded to seniors at 14 high schools virtually, and noted that since it was successful, they'll do more of those events and invite media coverage as well. He reported he plans to invite Josh Smith from admissions to give updates on registration campaign and on amendments that they have made in their communications. He concluded by thanking everyone for their work, and for the presentation earlier today with respect to experiences of transgender students on campus.

President's Office:

President Jackson spoke to the Senate; his comments are reproduced below via the recording:

"Thanks, Dr. Virnoche. Good evening, everyone. Let me first thank Dr. Meriwether. As you know—and I will talk about my loss in just a moment—but to step into the role of President is never easy, and to step into that with a minute's notice, and carry it with honor and to deal with all the issues and dynamics that one has to deal with, like I said, is never easy, but he did it with grace and integrity. So, if I could pause for just a moment and acknowledge his great service to this University and to the Presidency while I was gone. So thank you, Jason.

Allow me to thank each and every person here on the Senate and online. Your cards, letters, remarks, emails, phone calls, voicemails all matter. I share this because we don't always get the feedback that one may expect when there is a loss in someone's family because typically we're not in the public eye, such as myself, but I wanted everyone to know that.

As difficult as it may be, to read a text or an email or a voicemail or something else like that, it's part of the healing process and while it may be difficult to read, it helps to read them and it moves the family, at least myself, toward a better place. It also shows the care, love, and support that others are giving one person. So I share this to encourage you to do that when others in the Lumberjack family or in this important community may have loss. Your ability to reach out and give individuals just that little moment, that little text, really does make a difference. I thank you sincerely for your kind words and remarks.

I want you also to know, that now that I am back, we had suspended a couple of morning coffees and things of that sort, including some different student clubs and organization

meetings, and we're putting those back on the calendar. Now, we don't have a lot of time left in this academic semester but we'll squeeze some in for the rest of this semester. And we'll squeeze a few more in at the beginning of the spring semester. These are little zoom meetings where we just talk about things. Nothing outlandish; it's really just us to be collegial and to learn a little bit more about one another and maybe answer questions amongst one another. Many of you have been a part of that, and so we'll continue to do that as we progress through this semester.

Almost finally, is a short update on some of the conversations I've had with the College of the Redwoods; I shared this earlier with the President's Advisory Committee, and I'm going to go through the list fairly quickly, but I share it so that you hear from me some of the things that we discuss somewhat on a regular basis, but some of it also is our hopes on how we will move together as two institutions, not only in Humboldt County, but in this particular region.

A lot of this started with our summit, a little more than a year ago, where we brought our respective teams together in a very formative meeting. We are also looking at things that we literally could do together that he and I may not be aware of, but all of you might be aware of. Imagine if you said, "if we could just do this," and he looks at it and says, "we could do that," and I look at it and say, "yeah, we're already doing that," it's those little things that we may not be aware of as the Presidents of the Universities, but you're aware of in your respective role, and we're trying to capture as many of those and just knock them off so that we can really move our two institutions in lockstep in a good positive way for the local community.

We're also trying to tackle housing, which continues to be a challenge for both of us particularly the cost for student housing, but also the cost for new employees across both of our institutions. It's a stunner for many individuals what individuals literally have to go through to find rental properties, if not homes. We continue to talk about Native education, this is inclusive of admissions and advising. We have agreed upon, with our Wiyot leadership, a land acknowledgement that I will share with DEIC--that's the next step in this process for me, to look at how we should use it—and you'll see more of this once it gets out of that committee in a different format, but I wanted you to know that it didn't disappear. It sat on my desk while I was gone, but it's moved very nicely in partnership with the Wiyot leadership and we are extremely sensitive to that relationship and didn't want to miss that step. And so I'll share more about that at a different point in the near future.

We continue to talk about community relations, athletics, technology, particularly new technologies coming into the area, shared services that that we should do together, transfer students. CR is our biggest transfer pool, but this also works in reverse. Reverse transfer is a topic somewhat new to higher education, and it's us sending students to CR so that we can keep people in the pipeline. I think it's worthy of a future conversation of this body because it's important that we not lose students if they're not succeeding at this university, that we at least keep them in the pipeline, so that they can return back to this university.

Let me close with a short story and bring us to the holiday season. Shortly after the services of my son, my daughter and I took a road trip. We agreed to take my son's car, an old Subaru Impreza, after having a checked out, of course because we weren't sure it would make the trip. My daughter and I set off from Spearfish, South Dakota, through the Rocky Mountains over to Seattle, Washington, where I was born and raised, to visit my sister and my nephew (who was also at the service) and then to show my daughter again, some of the old neighborhoods. It was really a time for the two of us to travel together, to heal, to tell stories, and to continue bonding, as she is a young adult, 19, a sophomore in college. I have to tell you, after listening to every single song in her phone you learn a lot about your daughter over a course of time; it's a little different than sitting in a room and hearing two songs. It's more meaningful when you get to hear a few hundred songs, if not 1000 different songs that she kept on her phone. I must tell you, she has good taste in music and some of those songs are now on my playlist, because I listened to them about four times and really found them fun.

After Seattle, we drove down the 101, and those of you who have driven from Washington State to Arcata you know just how spectacularly gorgeous that drive is. What made it all the more special is we were in no hurry, and we stopped to look at almost every little sign that said "viewpoint ahead," or "historical monument ahead," and we took photos and told stories, ate ice cream, drank coffee; all those things that you do during a trip that should only take 10 hours, which you turn into 14 or 15.

I share this story because this is one of those memorable moments that we will forever have. It's memorable because it follows my son's death, but also memorable because it gave us time together, and as we go into the holiday season, I ask each of you to find time. I think it's really important that you find time—you carve it out, you do everything you can to put time back into your family, put that time into your partner, put that time into your children, and spend a little time telling your parents, if you can, stories about this University and what you've been doing, because it's precious. Extremely precious.

So, if I leave you with any message, it's the important opportunity we have over the next few weeks to find a little time and give it to those individuals that are very important to us in our life. Again, thanks for all the things that you're doing. You are making a difference at this university and your time does matter. I appreciate the fact that you are devoting so much attention to those issues that matter to this university.

Be well everyone."

M/S (Wilson/Moyer) motion to adjourn

Meeting adjourned at 5:03 pm

NOVEMBER IS
Native American Heritage Month
Adoption Awareness Month
and our
BROADCAST PREMIERE!



After ten years in the making, we couldn't be more proud to announce our official BROADCAST PREMIERE will be **Tuesday, November 17th @ 8pm EST / 7pm CT**

Join us on the WORLD Channel program America ReFramed to participate in this special one-hour broadcast event!

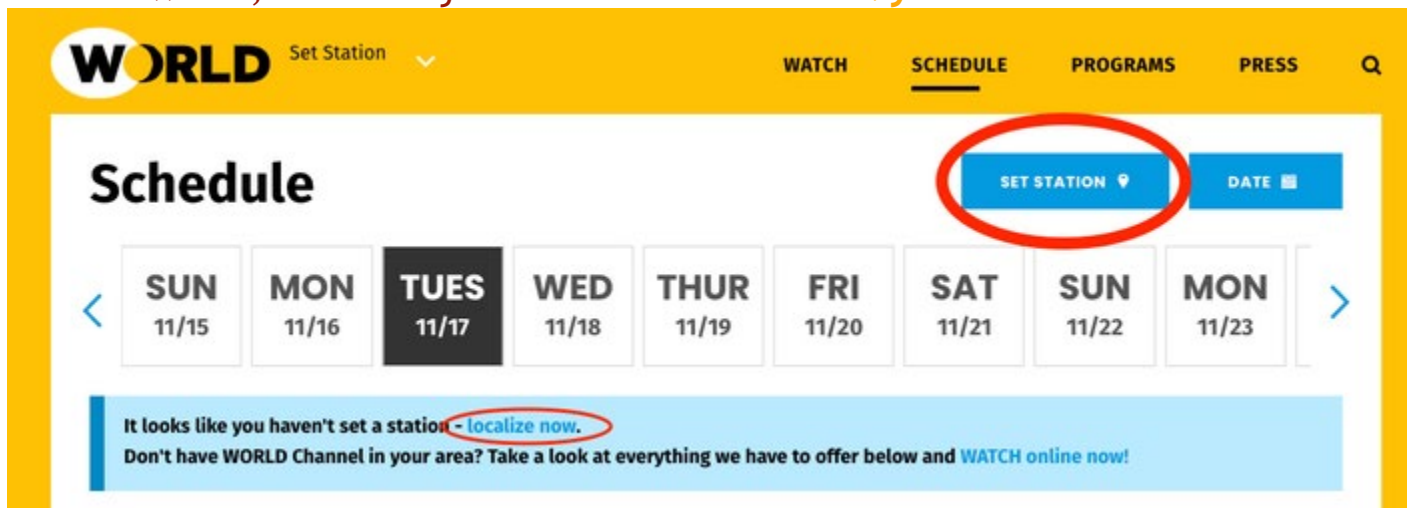


WORLD Channel has partnered with [Vision Maker Media](#) to showcase many wonderful Indigenous films throughout **Native American Heritage Month**.

VIEW THE FULL LINE-UP HERE

<https://worldchannel.org/collection/native-american-heritage-month/>

Watch, share and join in the conversation [#MyHomeIsHere](#)



Not sure if you have WORLD Channel?

Go here: <https://worldchannel.org/schedule/2020-11-17/> and click "Set Station" or "Localize Now" and enter your zip code for channel options.

Don't have WORLD Channel?

You can simultaneously stream the film live at:

www.worldchannel.org/episode/arf-blood-memory

-PS- The film will be available to stream online for two months :)

The Celebration Doesn't End There

Check out these upcoming community events and conversations you won't want to miss!



Metropolitan Community College - Omaha
Presents

BLOOD MEMORY

Film screening and discussion led by **Drew Nicholas**, Director/Producer & **George McCauley** (Omaha), archivist and boarding school attendee.

Tuesday, Nov 10th, 2020

6:30-9:15 p.m. CST

Connect via ZOOM: <https://zoom.us/j/96160446597>

Access to the Zoom presentation is free & open to the public.
Contact intercultural@mcneb.edu or 531-622-2253 for more information.



SEEJ, NALSA, AND CLR PRESENT

Blood Memory: Film Screening and Virtual Conversation

Drew Nicholas (Director),
Bert Hirsch (co-author of ICWA),
and Chrissi Nimmo (Deputy Attorney General
from Cherokee Nation)

THURSDAY, NOVEMBER 12, 2020

12:45 PM–2:00 PM PT

Please RSVP at <http://bit.ly/bloodmemoryrsvp>
to receive instructions on how to access the
film prior to the lunch conversation.

Students for
Economic &
Environmental
Justice

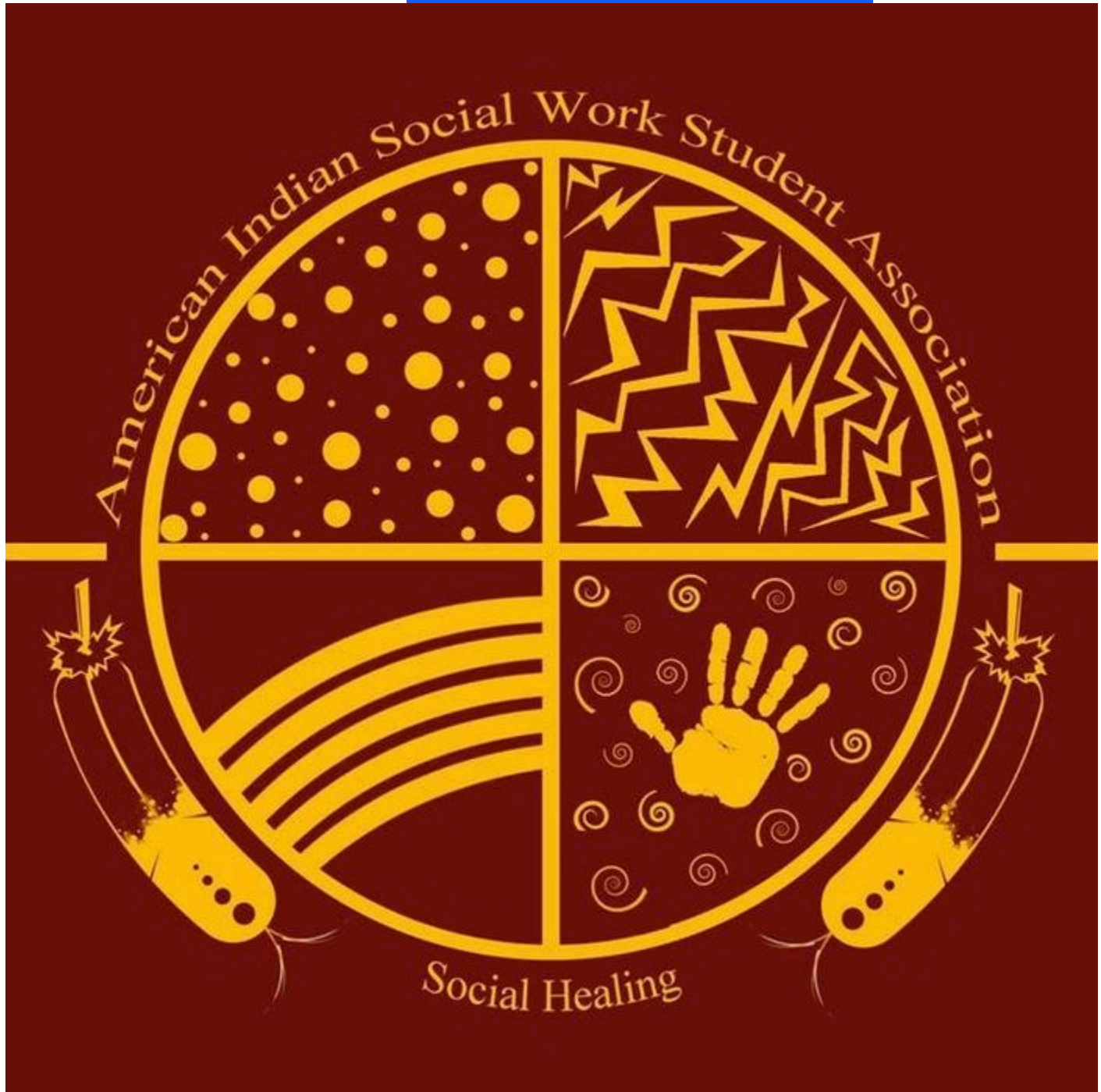


CALIFORNIA
LAW
REVIEW



We're so excited for this rare conversation with **Bertram Hirsch**, co-author of the Indian Child Welfare Act (ICWA), and **Chrissi Ross Nimmo**, Deputy Attorney General for Cherokee Nation!

RSVP to view the film: <http://bit.ly/bloodmemoryrsvp>
ZOOM Discussion Link: <https://berkeley.zoom.us/j/99102176895>



Arizona State University's AISWSA welcomes all to join a conversation about social work and the Indian Child Welfare Act (ICWA) on Wednesday, November 18th, 4-6 pm MT

Panelists include: *Blood Memory* featured subject, Sandy White Hawk (Sicangu Lakota); educator, artist and boarding school researcher, Dr. Denise Lajimodiere (Turtle Mountain Ojibwe); Navajo Nation Children and Family Services Principal Social Worker, Crescentia Tso, MSW (Diné); and director/producer Drew Nicholas.

This event is open to the public. A free video link to watch the film will be provided prior to the virtual panel conversation, along with a chance to win free prizes!

RSVP: <https://aiswsabloodmemory.eventbrite.com/>

VISION MAKER MEDIA presents "BLOOD MEMORY" featuring SANDY WHITE HAWK and MARK FIDDLER
executive producer SHIRLEY K. SNEVE cinematography by BRYAN HELLER original score by WILLIAM STANKAY
edited by JASON ELROD produced by MEGAN WHITMER, ELIZABETH DAY & OLIVIA VAUGHN
produced & directed by DREW NICHOLAS

Blood Memory
A STORY OF REMOVAL AND RETURN

Blood Memory
A STORY OF REMOVAL AND RETURN

Blood Memory
A STORY OF REMOVAL AND RETURN

2019 (NR) 107 min.
Director: Drew Nicholas Featuring: Sandy White Hawk, Mark Fiddler

Battles over blood quantum and 'best interests' resurface the untold history of America's Indian Adoption Era – a time when nearly one-third of children were removed from tribal communities nationwide. As political scrutiny over Indian child welfare intensifies, an adoption survivor helps others find their way home through song and ceremony.

VISION MAKER MEDIA | cpc | The Heinz Endowments | FILMNET | CINEX | DVD VIDEO | CC

www.BloodMemoryDoc.com | @BloodMemoryDoc

Want to own or rent your own copy of the film?

[ORDER HERE](#)



FILMN[°]RTH

If you are able, please consider a Tax-Deductible donation to the film through our fiscal sponsor FILMNORTH.

Donations support completion of educational training materials and further distribution opportunities.

[DONATE](#)

Thank you so much for your continued support of this project. We couldn't be happier to celebrate this important month with all of you!

HAPPY VIEWING :)

- *The Blood Memory Crew*

Facebook: [Blood Memory](#)

Twitter: [@BloodMemoryDoc](#)

Instagram: [@BloodMemoryDoc](#)

WORKING DRAFT

Note: I want to give the Senate and the campus community an early glimpse of concrete action that is linked to last week's Senate break out groups on anti-racist Senate/Shared governance change. I am still in the process of analyzing the google form data from our October 27, 2020 discussions and crafting related goals, specific strategies, and outcome measures. My plan is to collaborate further on this action plan with the Appointments and Elections Committee, DEIC, and Senate Executive, and bring a final draft back to the University Senate and the campus community for review, comment, and final adoption.

HSU University Senate Shared Governance Strategic Planning 2020-21

Submitted by Mary Virnoche
General Faculty President and University Senate Chair
November 10, 2020 draft

Vision

Humboldt State University will be a model for shared governance. The University Senate and Committee actions will be informed by the HSU Strategic Plan and prioritize diversity, equity, and inclusion across all dimensions of shared governance: representation, outcome priorities, and deliberative processes. Constituents and leadership will come to know shared governance spaces as welcoming and important to the overall campus vision for excellence. Engagement in shared governance public life of the university will contribute to rewarding collaborations that build community across campus.

Goal 1

The University Senate regularly identifies and supports diverse shared governance **leadership and membership**, including BIPOC students, faculty, and staff.

Strategies

1. Appointments and election committee restructuring to collaborate with DEIC.
2. Regular outreach (each semester) to constituencies for discussion and learning about shared governance opportunities.
3. Mentoring Structures - Bringing people into leadership
4. Mentoring for folks newer to shared governance (Early Training and Culture Around Inclusive Practices - Ongoing. Staging before Senate meetings.)
5. Invite new faculty and staff to the Senate ... introduce them to the campus
6. Term Limits (partial): We have a 3-year term limit (unless there is a partial term.. Change practice on partial term counting?)
7. Structure leadership regular action to amplify Senate and Committee work and upcoming agenda items with constituencies

8. Work with AS on Graduate Student representation in the Senate.
9. Structure real release for staff so senate/committee is part of their work.

Outcome Measures

Identify demographics for current leadership and memberships and set targets for change.

Goal 2

The University Senate and Committee **agendas and actions** are collectively built and informed by the HSU Strategic plan and a diversity, equity, and inclusion lens.

1. AY year agenda setting deliberations - create practice and transparency that annually (by semester?) discusses diversity and equity in our shared governance bodies and our agendas
2. Clarifying the Senate commitment to DEI work in every meeting
3. Allow one open agenda item?
4. Regular messaging as to agendas to constituencies
5. Train leadership to work with equity lens for agenda setting and policy making

Outcome Measures

?? qualitative and quantitative analysis of business

Goal 3

The University Senate and committees are **welcoming spaces for inclusive and equitable discussion**, deliberation and action.

Strategies

1. University Senate meetings will open with time for collegial interaction.
2. The Senate Chair will welcome the community to meetings and review processes for engagement during the meeting.
3. Parliamentary Rules limited in use as needed for formalized action. Integrating other models for community conversation and deliberations and decision making. When do we move to parliamentary, if at all?
4. Moments of ouch ... how can we do that and be respectful? How should we develop moments to call people in?
5. Train leadership to work with equity lens for process
6. Identify equity advocates and processes for engagement with Senate and Senate Committees
7. Develop other mechanisms for folks to participate such as submitting comments (in chat or elsewhere) that could be followed up on

Outcome Measures

In May 2021 ... repeat something like the October 27, 2020 break out groups to discuss 20-21 changes and targets for continued work.

Shared Governance Plan Background

In May 2020, amidst national and local organizing and protest against racialized violence, the University Senate Executive team committed to and released a [Statement in Support of Black Lives](#). The statement put in motion the building of a Senate academic year action agenda that prioritized anti-racist and social justice goals across multiple dimensions of shared governance. The leadership team began the work of evaluating (senate) structure and policies with an equity lens.

During the University Senate meeting on October 27, 2020 this work engaged the broader community in this process of change. More than 50 senators and senate guests participated in 3-4 person zoom breakout group discussions. We invited participants to turn an diversity, equity, and inclusion lens on the University Senate and shared governance, discussing and making anonymous notes on three key questions:

1. White Supremacy by Design: What are some examples of white privilege or white supremacy in the culture and practices of the Senate?
2. Belonging: Are there particular ways or times that have made you feel like you do belong? Do not belong? How might those experiences be related to your racial identity?
3. Change: How can the Senate be reorganized/restructured to better challenge white supremacy.

This plan grows out of these and many other consultations and collaborations. It is a living document intended to guide the AY 20-21 University Senate work, as well as that of future Senates and campus shared governance bodies.

Integrated Curriculum Committee Consent Calendar
University Senate Meeting November 10, 2020

[Geology Minor - Change Concentration/Emphasis Requirements - 20-829](#) Geology department is proposing the following changes to:

- 1) better support student learning,
- 2) make it easier for students to be successful in the minor courses,
- 3) to adapt to changes in what Geology courses will be offered in the future,
- 4) move a bottleneck course (GEOL 306: General Geomorphology) into the list of electives (so students won't be held up in completing the minor if they can't get into the course), and
- 5) to build a core that ensures students will meet the program SLOs.

The revised program has a core of:

GEOL 109 (4 units) - General Geology
GEOL 210 (3 units) - Earth Systems History
GEOL 335 (2 units) - Geologic Field Methods 1
GEOL 110 (1 unit) - Field Geology of the Western US

In addition, students choose 2 elective courses. The number of units for the minor is reduced from 19 to 17-18.

[Philosophy - Change Core Requirements - 20-920](#). Philosophy department would like to add a new course PHIL 344 (Latin American Philosophy, 3 units) as an elective for the Philosophy BA to modernize the curriculum and expand the representation of non-Eurocentric philosophies.

Related: [PHIL - 344 - 19-757](#). Philosophy department would like to add this new course, which is a part of the Philosophy Department's long-term plan of offering more courses in non-European or European-critical philosophies as a means of de-colonizing our curriculum. Given that HSU is now a Hispanic Serving Institution (HSI) the course is designed to speak to the cultural experiences and issues faced by Latinx students. This course is a 3-unit C-04 course added as an elective for PHIL majors. **Course description:** "Surveys the historical development of philosophy in Latin America from the Pre-Colonial period to the present. Topics may include its development and uniqueness, and its relationship to colonialism and identity."

Since the last time ICC looked at these ENGL EO 1071 alignment packet, the ENGL department has considered and requested the following course number changes in order to align the course numbering with the [Policy on the co-listing of Graduate and Undergraduate Courses](#).

ENGL 360/560 will become ENGL 410/510
ENGL 370/570 will become ENGL 471/571
in the ENGL 435/635 co-listing, ENGL 635 will become ENGL 535.

ENGL - 120 - 19-658: Suspend course. Course material combined with another course that is being suspended (ENGL 320) into a new course ENGL 218, which eliminates redundancies.

ENGL - 212 - 19-670: New course in one of the extended study options (Composing and Creative Production). This course makes it easier for students to transfer by providing an articulation option for students matriculating to HSU with multiple lower-division writing courses completed at the community college and decreased time to graduation because it allows transfer students additional flexibility in articulation.

ENGL - 218 - 19-706: New course. Conceptualizing English Studies. Combines ENGL 212 and ENGL 320 and in new core of ENGL major.

ENGL - 220 - 19-636: Title and Course Description change. Representation Matters: Literature and Identity.

ENGL - 225 - 19-697: Title and Course Description change. Linguistic Diversity and Language Analysis. The proposed change (removal from the core) makes it easier for transfer students, as they do not need to take this class at HSU.

Integrated Curriculum Committee Consent Calendar
University Senate Meeting November 10, 2020

- ENGL - 230 - 19-726: Title and Course Description change. Decolonizing British Literature I. No impact on articulation.
- ENGL - 231 - 19-727: Title and Course Description change. Decolonizing British Literature II. No impact on articulation.
- ENGL - 232 - 19-729: Title and Course Description change. U.S. Literature and Social Change. No impact on articulation.
- ENGL - 240 - 19-677: Title and Course Description change. Topics in World Literatures. No impact on articulation.
- ENGL - 305 - 19-728: Title and Course Description change. Postcolonial Literature/Decolonizing Perspectives.
- ENGL - 308B - 19-722: Title and Course Description change, no change in GEAR status (UD-C), part of the major in English. Gender and Literature.
- ENGL - 308C - 19-723: Title and Course Description change, no change in GEAR status (UD-C), part of the major in English. Gender and Literature.
- ENGL - 311 - 19-663: Title and Course Description change. Creative Writing for Environmental Justice. Approved by affected ENST major.
- ENGL - 313 - 19-806: Title and Course Description change, no change in GEAR status (UD-C), part of the major in English. Gender and Literature.
- ENGL - 318 - 19-665: Title and Course Description change. Creative Writing for Environmental Justice. Approved by affected ENST major.
- ENGL - 319 - 19-666: Title and Course Description change. Podcasts, Social Media, and Web-Based Writing.
- ENGL - 320 - 19-659: Suspend course. Course material combined with another course that is being suspended (ENGL 120) into a new course ENGL 218, which eliminates redundancies.
- ENGL - 325 - 19-668: Title and Course Description change. History of English as a Global Language.
- ENGL - 330 - 19-730: Title and Course Description change. Topics in Literatures of the Americas. Also removal of ENGL 320 as prerequisite.
- ENGL - 336 - 19-731: Title and Course Description change. U.S. Writers of Color. Crosslisted with ES 336 and WS 336.
- ENGL - 342 - 19-672: Removal of ENGL 320 as prerequisite.
- ENGL - 344 - 19-645: Young Adult Literature. C-classification and unit change to 4 units to bring this course into alignment with all other literature courses in the major.
- ENGL - 350 - 19-676: Title and Course Description change. Topics in British and Postcolonial Literatures. Also removal of ENGL 320 as prerequisite.
- ENGL - 360 - 19-674: "Title and Course Description change. Topics in Queer and Trans Studies. Refer to Graduate level co-listed version of this course - ENGL 560 (cc# 19-745). English department has considered and requested a course number change to 410 in order to align the course numbering with the Policy on the co-listing of Graduate and Undergraduate Courses."
- ENGL - 370 - 19-671: "Title and Course Description change. Literatures of the Body, Environment, World-Building. Brings ENGL in alignment with the ENST program and will now count as an option in the Arts and Humanities requirement. (co-listed with ENGL 570, cc# 19-746). English department has considered and requested a course number change to 471 in order to align the course numbering with the Policy on the co-listing of Graduate and Undergraduate Courses."

**Integrated Curriculum Committee Consent Calendar
University Senate Meeting November 10, 2020**

ENGL - 406 - 19-641: Title change to Theories and Technologies of Writing. This is a core ENGL major course and the title change reflects broadened conception of the former course.

ENGL - 420 - 19-698: Advanced Topics in Critical Theory. Removal of ENGL 320 as prerequisite. Co-listed with ENGL 620.

ENGL - 422 - 19-685: Title and Course Description change. Professional Research Pathways: Research, Libraries & Graduate School Planning. This course is no longer a sustainability course. The course is now an option in the Capstone requirement in the English major and removed from the minor in Writing.

ENGL - 426 - 19-642: Title and Course Description change. Teaching Secondary Writing from Communication in Writing II. Unit change from 3 to 4 units to reflect capstone requirement that now includes a portfolio for prospective teachers. Students may select from four capstone experiences (ENGL 422, 426, 436, and 461) that correspond to their selected Extended Study Area and professional goals. The increase in one unit is to make all the capstone courses equal in 4 WTUs. There are no increased resources for this change. Because of the mix of 3 and 4 unit classes, faculty are often teaching under 30 WTU per AY. The increase in units will help create equity in teaching assignments and maximize the teaching capacity of the faculty.

ENGL - 436 - 19-675: Course title change. Career Preparation for Teaching English as a Second/Foreign Language. Adding one unit to allow for the capstone/career portfolio construction. Students may select from four capstone experiences (ENGL 422, 426, 436, and 461) that correspond to their selected Extended Study Area and professional goals. The increase in one unit is to make all the capstone courses equal in 4 WTUs. There are no increased resources for this change. Because of the mix of 3 and 4 unit classes, faculty are often teaching under 30 WTU per AY. The increase in units will help create equity in teaching assignments and maximize the teaching capacity of the faculty.

ENGL - 465B - 19-699: Removal of ENGL 320 as a prerequisite.

ENGL - 465C - 19-712: Removal of ENGL 320 as a prerequisite.

ENGL - 482 - 19-737: Title and Course Description change. Internship.

ENGL - 490 - 19-660: Suspend course. Culminating experience (e-portfolio) will be in other courses.

ENGL - 560 - 19-745: "Title and Course Description change. Topics in Queer and Trans Studies. Co-listed with undergrad offering ENGL 360 (cc# 19-674). English department has considered and requested a course number change to 510 in order to align the course numbering with the Policy on the co-listing of Graduate and Undergraduate Courses."

ENGL - 570 - 19-746: "Title and Course Description change. Literatures of Body, Environment, World-Building. Co-listed with ENGL 370 (cc# 19-671). English department has considered and requested a course number change to 571 in order to align the course numbering with the Policy on the co-listing of Graduate and Undergraduate Courses."

ENGL - 581 - 19-721: Title and Course Description change. Becoming a College-Level Instructor.

ENGL - 611 - 19-749: Title change. Literacies and Epistemologies.

ENGL - 681 - 19-747: Title change. Internship in Teaching.

ENGL - 682 - 19-748: Title and Course Description change. Internship.

ES - 336 - 19-732: Title and Course Description change. U.S. Writers of Color. Crosslisted with ES 336 and WS 336.

ES - 456B - 19-707: Removal of ENGL 320 as a prerequisite.

ES - 465C - 19-711: Removal of ENGL 320 as a prerequisite.

English - Suspend Program - 19-738: Suspend the Writing Practices concentration.

**Integrated Curriculum Committee Consent Calendar
University Senate Meeting November 10, 2020**

English - Suspend Program - 19-739: Suspend the Literacy Studies concentration.

English Education - Change Core Requirements - 19-718: New core requirements to comply with EO 1071, new capstone course, two course changes to increase units for capstone and literary studies. Decreases time to graduation.

English Studies - Change Core Requirements Change Concentration/Emphasis Requirements - 19-667: Change in core and concentration/emphasis requirements. The new major will have a larger core and only one concentration in English Education (current major has three concentrations). Students will have four extended study areas from which to specialize their education.

Ethnic American Literatures Minor - Change Core Requirements - 19-720: "Allowing ES 308 (3) Multi-Ethnic Resistance in the US to count as one of the core courses in the minor. Students choose to take either: ES 105 (3) Introduction to US Ethnic Studies -or- ES 308 (3) Multi-Ethnic Resistance in the US
And: Adding course options for the 8 units of additional coursework in the minor. An increased number of course options for completing the minor may increase the number of students who are able to add the minor to their course of study, without affecting time-to-degree. "

Minor in Literary Publishing - 19-678: This interdisciplinary minor provides students a foundation in the skills associated with careers in literary publishing. Students gain hands-on experience working on the staff of the Toyon Multilingual Journal of Literature and Art for at least one semester. Student interest has been the primary motivation for this proposal. Students who take the ENGL460 class wish to extend their study. They've explicitly asked for a minor so that they can be better prepared for careers in literary publishing. Student interest has been the primary motivation for this proposal. Students who take the ENGL460 class wish to extend their study. They've explicitly asked for a minor so that they can be better prepared for careers in literary publishing.

Minor in Literature - Change Concentration/Emphasis Requirements - 19-741: "Change the name of the existing minor in English Literature to Minor in Literature. Indicate in the course catalog that 9 units must be distinct from courses taken for the English Studies major. Name change will accurately reflect the existing minor. "

Minor in Writing - Change Concentration/Emphasis Requirements - 19-740: "Allow ENGL212 and ENGL313 (new courses) to count toward the minor in Writing. Remove Capstone Courses from the minor. ENGL450 is being revised to be a 4-unit course to count toward the minor. Several courses have also been retitled. See below for links to related course forms. This offers one more course option for fulfilling the minor."

WS - 308B - 19-724: Title and Course Description change, no change in GEAR status (UD-C), part of the major in English. Gender and Literature.

WS - 308C - 19-725: Title and Course Description change, no change in GEAR status (UD-C), part of the major in English. Gender and Literature.

WS - 336 - 19-734: Title and Course Description change. U.S. Writers of Color. Crosslisted with ES 336 and WS 336.

WS - 465B - 19-709: Removal of ENGL 320 as a prerequisite.

WS - 465C - 19-710: Removal of ENGL 320 as a prerequisite.



Strategic & Institutional Planning *“Future Forward”*

University Senate Update

11-17-20

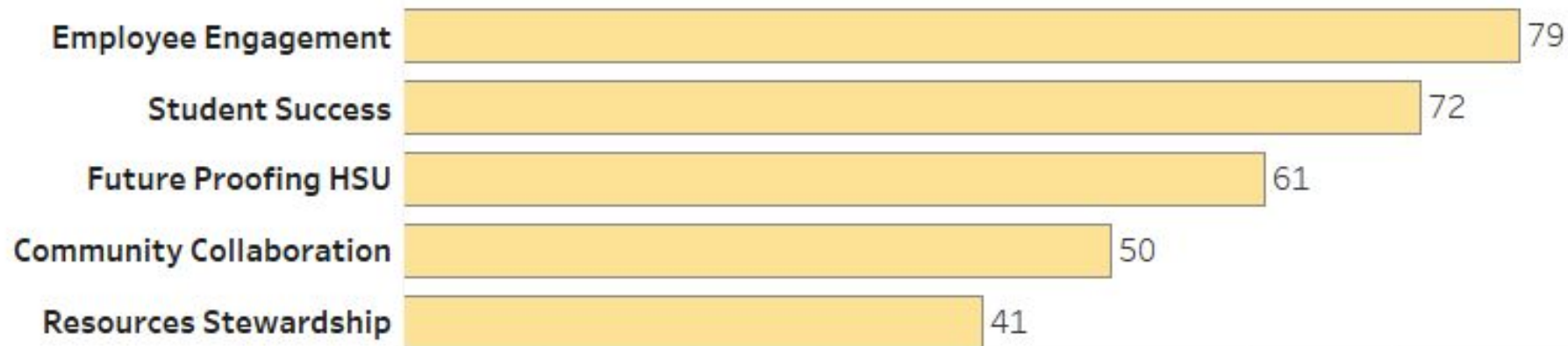
HUMBOLDT
STATE UNIVERSITY

Today's Overview

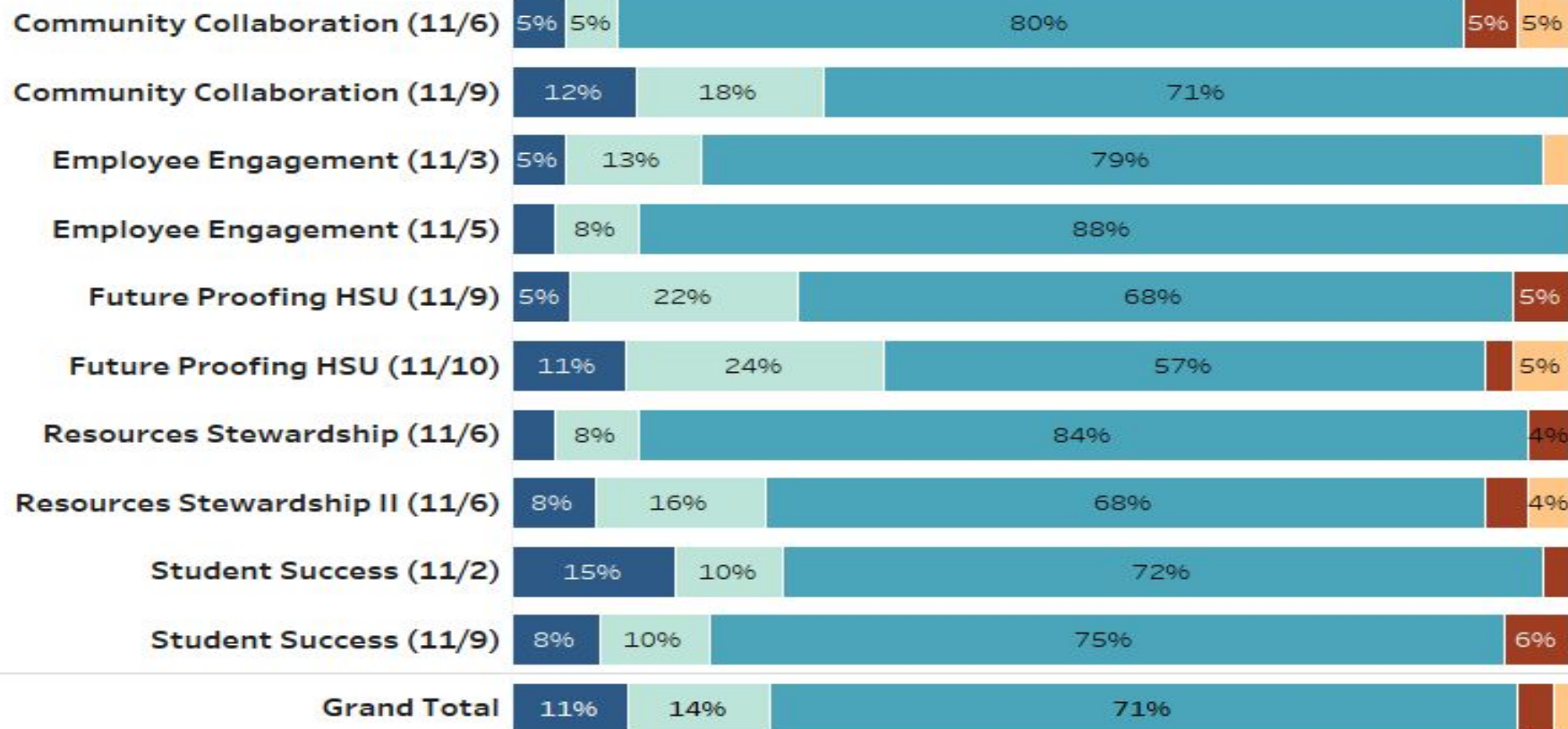
- Future Forward Forums Update
- Working Group Work Ahead
- Timeline Review
- Engagement and Resources
- Questions

	Count of Unique People (No Duplicates)	Percent of Unique People (No Duplicates)	All Registration Counts (Includes Duplicates)
Alumni	4	2%	6
Community Member	6	3%	11
Staff	130	71%	267
Faculty	25	14%	46
Student	20	11%	27
Grand Total	184	100%	357

Theme Attended (Sessions Grouped)



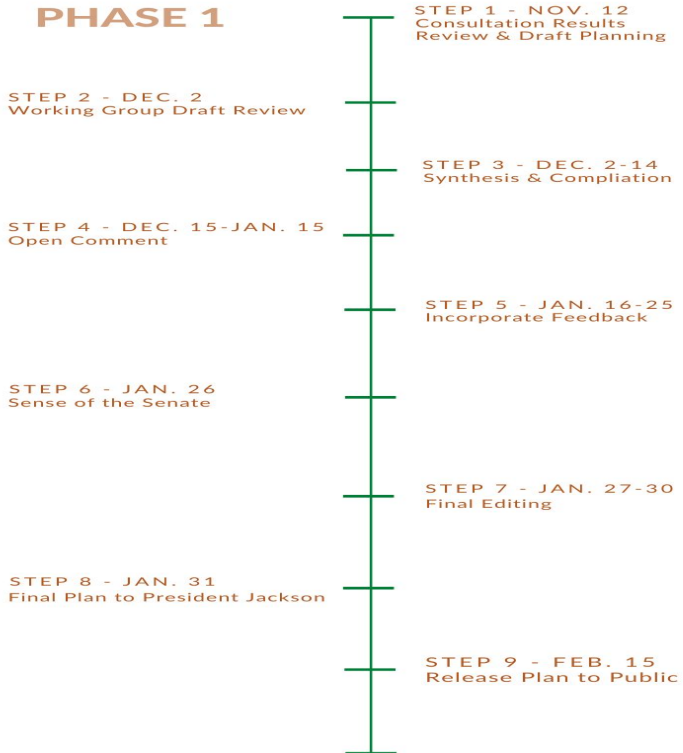
Session Attendance by Affiliation Group



What's Ahead?

- *Continue to accept feedback (11-12-20)*
- Development of purpose, values, vision and goals
- Draft the strategic plan
- Open Comment Period
- Incorporate open comment feedback
- Complete final edits
- Submission to University Senate
- Submission to President Jackson

PHASE 1



strategicplan.humboldt.edu

TIMELINE

PHASE 1

AUG. 2020 - FEB. 2021

HSU Strategic Plan 2021-2026
Strategic Plan (Bold Vision,
Values, and Strategic Goals)

PHASE 2

FEB. - MAR. 2021

Institutional & Divisional
Level Operational Planning*

PHASE 3

MAR. - MAY 2021

Major Budget Unit (MBU)
Operational Planning

PHASE 4

Continuous Assessment,
Improvement, and Annual
Institutional Budget Planning

Engagement and Resources

- Engagement
 - Review Recordings of Future Forward Forums
 - **Provide feedback for all themes**
- Resources
 - **Strategicplan.humboldt.edu**
 - Co-Chairs and Steering Committee Members

Thank you

Any Questions?

Trans*, Gender Non-Conforming, & Gender Non-Binary Task Force

Mira Friedman | she/hers, Chair
Corrina Wells | they/them/elle, Member
Student Health & Wellbeing Services

University Senate
November 10, 2020

HSU Mission, Vision, Values Statement:

“We believe in the dignity of all individuals, in fair and equitable treatment, and in equal opportunity. We value the richness and interplay of differences. We value the inclusiveness of diversity, and we respect alternative paradigms of thought.”

Membership:


A.M. Huebner, Student; Alia Dunphy, Director of Student Equity and Success, College of the Redwoods; Allan Ford, Title IX Investigator; Arlene D Wynn, Athletic Admin Support; Blue Matute, Student; Brandilynn J Villarreal, Psychology Asst. Professor; Charles Moore, Health Center Admin Support; Corrina Wells, Program Coordinator School of Education; Daniel J Perez-Sornia, Student; Edelmira Reynoso, Interim Exec Dir ODEI; Elias Pence, EOP Advisor; Emily L West, Physics & Astronomy Faculty; Giovanni Loayes-Rocco, Student; Indigo Eden, Student; Jenn Capps, Provost & Vice President of Academic Affairs; Jeremiah Plata, Student; Julie N Slater North, Social Work Faculty; Justus Ortega, Kinesiology & Rec Chair, Lasara Firefox Allen, Student; Lauren Lynch, Assistant to Provost; Lisa J Bond-Maupin, Deputy Chief of Staff; Lisa Turay, Staff Psychologist; Loren Cannon, Philosophy Faculty; Lori A Cortez-Regan, Sociology Faculty; Manny Flores, Student; Max Jones, Student; Maxwell D Schnurer, AH&SS Interim Assoc Dean; Meridith Oram, ODEI Admin Analyst; Michael Le, Inst Effectiveness Interim Director; Mira Friedman, Lead for Health Education & Clinic Support Services, Nicki Viso, Title IX; Pam H Bowers, Social Work Faculty; Patrick Malloy, Music Admin Support; Paula Arrowsmith-Jones, North Coast Rape Crisis Team; Robert Keever, Care Coord; Roman Sotomayor, Student; Samantha Martinez, RAMP Coord; Stephen R St. Onge, Assoc VP for Student Success; Tracy Smith, RAMP Dir; Xandra C Gradine, CTL Admin Support; Yvonne Doble, Director Field Edu

Objectives:

- Reduce harm and increase accountability practices
 - No more reactionary responses
- Implement best & promising practices for supporting transgender, non-binary, and gender non-conforming students, staff, and faculty at HSU.
- Campus and Statewide Policy
 - Turn task force recommendations into policy and actionable items (professional development, campus policy, assessment, etc.)
 - Engage in statewide push for institutional change



Misgendering Pronouns Hiring
Peoplesoft Diplomas Reportable Room
Educational Designations Campaigns
Sports Title IX
Housing Classroom Dashboard Information Dashboard Options
Classrooms Educational Policies
Bathrooms Peoplesoft Information Harassment Educational Information
Classrooms Options Policies Inclusive Information



Questions? Want to join?
mira@humboldt.edu
Thank you!

CARES Funding

- Student Aid Portion: \$5,151,499
 - Amount distributed: \$4,687,742 (as of 9/14)
 - Institutional Portion: \$5,151,499
 - MSI Funding: \$733,295
 - Increased to \$739,404 on 10/24
- \$5.9M
Focus of campus spending plans
- 

<https://campusready.humboldt.edu/content/cares-funding>



Campus CARES Spending - \$5.9M

Three Phases

1. Planning → Budget Allocations
2. Campus Spending (Campus CARES Report)
3. Verification of Eligibility and Federal Submission (Federal Report)

Note: FEMA reimbursement process happening in parallel



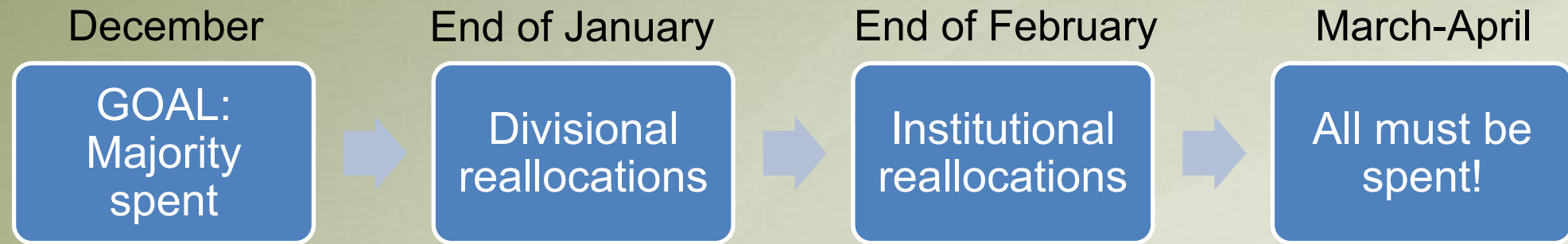
CARES Campus Spending through 9/30

Theme	Division	Budget	Spending as of 9/30*	Balance Remaining
Safety of Students, Faculty and Staff	ADMINISTRATIVE AFFAIRS	638,000	219,351*	418,649
	UNIV ADVANCEMENT	17,000	-	17,000
Safety of Students, Faculty and Staff Total		655,000	219,351	435,649
Instruction and Technology	ACADEMIC AFFAIRS	2,885,000	848,849	2,036,151
	UNIVERSITY WIDE	20,000	14,195	5,805
Instruction and Technology Total		2,905,000	863,044	2,041,956
Student Success and Completion	ENROLLMENT MANAGEMENT	1,423,990	345,532	426,510
	UNIVERSITY WIDE	250,000	-	-
Student Success and Completion Total		1,673,990	345,532	1,328,458
Fiscal Impact of COVID-19	ADMINISTRATIVE AFFAIRS	300,000	300,000*	-
	UNIVERSITY WIDE	350,000	-	350,000
Instruction and Technology Total		650,000	300,000	350,000
Grand Total		5,884,794	1,727,928	4,156,866

**Includes estimates related to EOC activity and anticipated 25% FEMA share*



CARES Spending Timeline



- Divisions continuing to evaluate spending plans and distribute funding
- Leadership in discussions regarding emerging needs and how best to support



**HUMBOLDT STATE UNIVERSITY
University Senate**

Resolution on Emeritus Faculty

09-20/21-CBC/FAC – November 10, 2020 – Second Reading

RESOLVED: That the University Senate of Humboldt State University recommends to the President that Section 540 of the HSU Faculty Handbook be amended to recognize the change in membership of the CSU and HSU Emeritus and Retired Faculty Associations (CSU-ERFA and HSU-ERFA, respectively) to the CSU and HSU Emeritus and Retired Faculty and Staff Associations (CSU-ERFSA and HSU-ERFSA, respectively).

RATIONALE: *Under present practice, faculty who are not tenured faculty members are not given the designation of “emeritus” unless specifically classed so by the University Senate. The proposed change in wording would give other faculty members, such as retired lecturers, coaches and counselors the designation of “emeritus” and the rights so described.*

Section 540 of the General Faculty Handbook with proposed tracked changes:

540

Emeritus Faculty

Any ~~tenured~~ faculty member [covered by the CBA for Unit 3: Faculty](#), who retires under the provisions of service retirement [with CalPERS](#) is classed as "emeritus". Others may be so classed by action of the University Senate. The names of the faculty members attaining emeritus status are listed in the *HSU Catalog and in the Faculty and Staff Directory*. All emeritus faculty are eligible for and are urged to enroll as members in the CSU and HSU Emeritus and Retired Faculty [and Staff](#) Associations ([CSU-ERFSA and HSU-ERFSA, respectively](#)).

Emeritus faculty have the same rights as active faculty members for the use of university facilities and attendance at university functions. To the extent that resources permit, these rights include, but are not limited to, the following: participation in academic ceremonies and university social life; library borrowing privileges; access to university computer systems and media services; maintenance of E-mail accounts; application to and through the HSU Sponsored Programs Foundation for grant support; contracting with the University for teaching or other services; secretarial and technician assistance; and, insofar as space allows, use of an office on campus.

[While an honor, this provision recognizes the continuing professional activity of the faculty and that they remain an integral part of the academic community and a valuable resource to the University.](#)

Information pertaining to the emeritus faculty and the CSU-~~ERFSA~~ and HSU-~~ERFSA~~ ~~Emeritus and Retired Faculty Associations~~ is to be housed on campus in the office maintained for the General Faculty and University Senate.

**HUMBOLDT STATE UNIVERSITY
University Senate**

Resolution on Amendment to the Faculty Handbook Appendix P, "Academic Freedom"

13-20/21-FAC — November 10, 2020 — First Reading

Whereas: Appendix P of the HSU Faculty Handbook includes notes on Academic Freedom jointly developed by the American Association of University Professors and the American Association of Colleges, but does not state that those notes constitute the University's official policy of Academic Freedom, and

Whereas; the WASC Senior College and University Commission Criteria for Review CFR1.3 states "The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and writing...The institution has published or has readily available policies on academic freedom. For those institutions that strive to instill specific beliefs and world views, policies clearly state how these views are implemented and ensure that these conditions are consistent with generally recognized principles of academic freedom. Due-process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth." and,

Whereas; the notes published in the current version of Appendix P were written in 1940 and last updated in 1970, while in 2017 the Academic Senate of the California State University unanimously approved a Recommended Policy on Academic Freedom, therefore be it

Resolved: That the University Senate of Humboldt State University recommends to the President that the following policy on Academic Freedom be approved and added to the current Appendix P in the HSU Faculty Handbook.

ACADEMIC FREEDOM POLICY

The mission of an institution of higher education is to serve society by discovering, investigating, communicating, and preserving knowledge through the process of academic inquiry and educating students as well as society at large. This mission cannot be fulfilled without academic freedom.

Academic freedom encompasses the right to teach, learn, and discover knowledge inside the classroom and beyond, free from censorship or interference. Academic freedom:

- safeguards the right to teach and address material regardless of how controversial;
- ensures the right to conduct research, scholarship and creative activities, as well as the right to publish, perform, or otherwise disseminate results; and
- protects students and scholars against retribution for legally-protected statements made in public or private, regardless of medium.

Academic freedom also encompasses the right to question institutional policy or action – both in one’s role as part of an institutional body and or as an individual. Similarly, faculty shall be free to address broader societal issues, free from censorship, without fear of retribution from the institution.

Academic freedom fosters a climate conducive to responsible inquiry, learning, and discovery. The university works to maintain this climate, promote academic freedom, and protect it from internal or external threats.

**HUMBOLDT STATE UNIVERSITY
University Senate**

Resolution on Email Policy Update

14-20/21-UPC – November 10, 2020 – First Reading

RESOLVED: That the University Senate of Humboldt State University recommends to the President that HSU adopt the attached “Email Policy” update and be it further,

RESOLVED: That the attached policy will supersede Email Policy P16-01 (January 2016).

RATIONALE: *Under ICSUAM 8000 – CSU System Wide Information Security Policy, and with feedback and consultation from legal counsel and the campus Computer Security Incident Response Team (CSIRT), the HSU Information Security Department has determined there are legal issues with people who are no longer faculty, staff, or students using a HSU email account as they still present as representatives of HSU. There are also currently over 390,000 Google accounts at HSU.*

Definition

This document describes the email services provided by Humboldt State University (HSU), and outlines the campus' responsible use policy for HSU faculty, staff, students, volunteers, emeriti, auxiliaries, and others who receive a university-provided email account.

Authority

ICSUAM 8000 – System Wide Information Security Policy

Scope

All persons and departments assigned an HSU email account.

Approved by the University Senate on this date: September 15, 2014

Approved by the President of Humboldt State University on this date: January 4, 2016

I. POLICY STATEMENT

HSU recognizes email systems as tools for conducting official university business. As such, HSU provides centrally managed enterprise email accounts for faculty, staff, matriculated students and others (as described in this document's Eligibility section).

II. EMAIL USAGE

A. TYPES OF EMAIL USER ACCOUNTS

Individual Employee Accounts

Email accounts for faculty, staff, and others will be created based on user eligibility (see Eligibility section below). The email account generated will be considered the individual's primary email account to be used for official university communication.

Student Accounts

Student email accounts will be created based on user eligibility (see Eligibility section below). The student email account will be used for official university communication.

Shared Accounts

Shared accounts can be created for a department or college to support business operations. Each department is responsible for managing the security and appropriate use of its shared accounts.

B. EMAIL USAGE RESPONSIBILITIES

1. Faculty and staff will use the campus-provided email system when they conduct HSU academic and administrative business.
2. Campus email accounts can be used for incidental personal usage, but all contents of the email system are subject to public records disclosures and subpoena as dictated by local, state, and federal laws.
3. Faculty, staff and other account holders should not send Level 1 confidential information on email. Confidential information includes, but is not limited to, an individual's name in combination with Social Security Number, driver's license/California identification card number, health insurance information, medical information, or financial account number such as credit card number, in combination with any required security code, access code, or password that would permit access to an individual's financial account. Level 2 FERPA information is allowed on core Google services, including campus Gmail accounts, due to the CSU Google Contract. Data levels are defined in the [Data Classification Standards](#).
4. Email account holders are responsible for safeguarding access to their campus email when using any computing device.
5. Access to faculty and staff email is provided through a standard set of campus-approved email clients and protocols to ensure consistent and secure service and technical support to email users. (See Faculty and Staff Email Clients and Protocols section below.)
6. Campus email systems can be synced with mobile devices, as ~~defined by the ITS web site supported by Google and with best effort support by ITS.~~

C. SECURITY AND PRIVACY OF EMAIL

1. Electronic communications such as email content and attachments are university records. As such they may be subject to disclosure in accordance with valid subpoenas, warrants, Public Records Access requests, and other state and federal laws.
2. Email sent to or from campus email systems are property of the university and thus subject to university controls, including elimination, in order to protect network performance and ensure fair use of computing resources.

3. Campus email is scanned and filtered for security threats such as malware, viruses and potentially dangerous files

4. Sections 3 and 5 of the [CSU Responsible Use Policy](#) defines scenarios in which the campus may need to access data in individual accounts:

Field Code Changed

D. PROHIBITED EMAIL ACCOUNT ACTIVITIES

HSU prohibits certain email activities, including the following:

1. Email “masquerading”, which misrepresents an email user’s account name or host name on a sent email.

2. Automatic forwarding of email from a @humboldt.edu address to a [non-@humboldt.edu](#) address by employees. (Users can forward selected, individual emails from a @humboldt.edu address, however auto-forwarding all campus email to non-HSU email accounts prevents HSU from providing email records to legal entities when officially required to do so.)

3. Sending blanket, all-campus email to employees or students (see [Critical Immediate Send Messages, EM P06-02](#) which specifies who can grant exceptions and under what circumstances). This prohibition is not meant in any way to abrogate the rights set out in Collective Bargaining Agreements for unions to utilize university email for union business.

4. Harassment ([offensive conduct of an unwelcome nature on the basis of any of the characteristics identified](#)), illegal activities, ~~commercial business~~, or [non-university related commercial business activities](#).

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~~5. Harvesting directory information.~~ [5. Using your HSU email account to violate the Academic Integrity and Honesty Policy](#)

E. ELIGIBILITY

The following users are provided HSU email accounts, as long as the accounts remain active (defined as accessing the account at least once a year and not allowing the password to expire):

1. Faculty, staff, and volunteers with records created in CMS are eligible for individual employee accounts.

2. Matriculated students are eligible for student accounts.

3. Self-support and auxiliary employees as identified by each auxiliary organization (~~Sponsored Programs Foundation, Advancement Foundation, University Center, Associated Students, Inc.~~) are eligible for individual employee accounts.

4. Emeritus faculty ~~and retiring staff~~ as identified by ~~Faculty Affairs and/or Human Resources~~ Academic Personnel Services, as appropriate, may retain their individual employee accounts as long as their accounts remain active.

5. Guests and other individuals may receive email accounts for a limited time by request of campus-defined sponsors by requesting a contractor account.

Field Code Changed

6. Former students can retain email accounts ~~as long as their user accounts remain active for a transition period after leaving the campus~~ defined by the Student Account Lifecycle Procedure

7. Individuals eligible for an account who have allowed their accounts to expire can request that a new account be created. This will be done using the same HSU Username, but may have a different email address or alias(es).

F. EMAIL ACCOUNT NAMING CONVENTIONS

1. Each faculty, staff, auxiliary, and volunteer email user is entitled to one mailbox based on their HSU Username (*abc123*) and a formal alias which is provided per the following naming convention:

i. *firstname.lastname@humboldt.edu*

2. When multiple identical *firstname.lastname* situations occur for email users, uniqueness will be achieved by applying sequential numbering to the email account name or inclusion of middle initials.

3. Each student user is entitled to one mailbox which is provided per the following naming convention:

i. *HSUUsername@humboldt.edu*

4. Student aliases and additional employee aliases are available through Account Settings on request.

~~5. HSU reserves the right to transition former students and retired employees to alternate email addresses (e.g., @alumni.humboldt.edu or @emeritus.humboldt.edu) at some point in the future.~~

G. TERMINATION OF EMAIL ACCOUNTS

~~An email account will be terminated following due process.~~ Typical termination conditions are:

1. Standard employment separation, termination, or retirement:

Users who do not have a current faculty, staff, emeritus, volunteer, alumni, or auxiliary status in Peoplesoft will have their account terminated.

For a limited period of time, faculty member accounts may be retained by the university and may be accessed by a separated, terminated, or retired faculty member to address grade appeals.

2. Violation of Campus Computing Policies or Guidelines:

Violations as defined in the campus acceptable use policy or campus computer usage and safety guidelines will result in email account termination.

3. Disciplinary Action:

The account will be handled based on direction from Student Conduct, Human Resources, Faculty Affairs or University Police. This will generally involve suspending, deleting or reassigning the account.

4. Inactivity:

If an account is not accessed for a year, or if the password is allowed to expire, it will be considered inactive and may be suspended, archived, or deleted.

H. FACULTY AND STAFF EMAIL MESSAGE RECOVERY

1. Email Message Recovery

Email messages deleted by a user are automatically emptied from the user account's trash bin on a periodic basis and may be manually emptied from the trash bin anytime by the user. After automatic removal, which Gmail currently does after 30 days, or manual removal from an account's trash bin, a message should be assumed to be irretrievable.

2. Email Message Archiving

Email message archiving is not provided because there is ample inbox and folder storage available.

~~I. EMAIL STORAGE AND MESSAGE SIZES~~

~~The email system provides at least 25 gigabytes of email storage to faculty, staff and students.~~

~~Google currently allows messages up to 25 megabytes in size (including attachments) to be sent and received.~~

J. FACULTY AND STAFF EMAIL CLIENTS AND PROTOCOLS

The email system can be accessed using standard campus-approved email clients and protocols as defined by ~~the ITS web site~~ [Google](#)

K. USING CAMPUS EMAIL WITH MOBILE DEVICES

~~Mobile device operating systems that have been tested and are recommended for use are listed on the [ITS Email Services page](#).~~

Personal mobile devices can be configured by users to synchronize with the HSU email system and instructions are available for the recommended mobile devices [on Google's support pages](#).

L. EMAIL RETENTION

Email, by itself, is not specifically listed as a 'record type' within the CSU records retention and disposition schedule. An email may become a record depending on its content. If an email is deemed a record then it is subject to the CSU retention and disposition schedule and should be moved to more permanent storage. Refer to the [CSU Records Retention and Disposition Schedules](#).

IV. RESPONSE TO VIOLATIONS

The University reserves the right to temporarily or permanently suspend, block, or restrict access to information assets when it reasonably appears necessary to do so to protect the confidentiality, integrity, availability, or functionality of those assets.

Any disciplinary action resulting from violations of these guidelines or program supporting policies, standards or procedures shall be administered in a manner consistent with the terms of the applicable collective bargaining agreement and/or the applicable provisions of the California Education Code.

Title	Student Lifecycle Procedure
Status	Draft
Policy Association	HSU Email Policy
Revision History	v1 JC 10/15/2020

Purpose: To define the conditions and timelines by which students will move through the HSU Identity Management System phases.

Definitions:

The following lifecycle phases are defined

Prospect:

Entrance Criteria: Entered by an individual expressing interest in HSU
 Entitlements: None, Not loaded into Identity Management
 Exit Criteria: N/A

Applicant:

Entrance Criteria: Applies for admission
 Entitlements: HSU Username, LDAP Account, PeopleSoft Access
 Exit Criteria: Affiliation terminated at census of following term

Admit:

Entrance Criteria: Admitted to campus
 Entitlements: HSU Username, LDAP Account, PeopleSoft Access
 Exit Criteria: Affiliation terminated at census of following term

Student:

Entrance Criteria: Registers for units
 Entitlements: HSU Username, LDAP Account, PeopleSoft Access, Active Directory Account, Google Account, Dynamic Group Memberships, eduroam
 Exit Criteria: Affiliation terminated at census of first non-summer term with no enrollment or filed leave status.

Recent Student:

Entrance Criteria: No longer student
 Entitlements: HSU Username, LDAP Account, PeopleSoft Access, Google Account

Exit Criteria: Affiliation terminated one year after end of last non-summer term enrolled.

Former Student:

Entrance Criteria: No longer Recent Student

Entitlements: HSU Username reserved, removed from Identity Management System

Exit Criteria: N/A

Legacy Student:

Entrance Criteria: Former Student/Alumni still actively using Google account at policy change

Entitlements: HSU Username, LDAP Account, Google Account

Exit Criteria: When password is allowed to expire after one year inactivity

Communications Procedure:

Students who transition to Recent Student will begin getting monthly emails including the following:

- The date that they are projected to move to Former Student and lose account access
- Information on using the Google Graduate tool to migrate emails and documents
- Information on how to get informal transcripts through PeopleSoft
- Information on Forever Humboldt

Humboldt State University Emeritus and Retired Faculty and Staff Association Statement of Opposition
November 11, 2020 University Senate meeting

14. Resolution on Email Policy Update ([14-20/21-UPC - November 10, 2020 - First Reading](#))

Humboldt State University Emeritus and Retired Faculty & Staff Association (HSU-ERFSA) Coordinating Committee **opposes** the proposed elimination of retiring staff from being eligible to retain their email account. **Policy draft: Section E. Eligibility. 4.**

It would be demoralizing to treat retiring staff as second class members of the HSU community. Last year Humboldt State University Emeritus and Retired Faculty & Staff Association (HSU ERFSA) members unanimously approved including retiring staff as members of this university organization because we recognized how valuable and essential they are to the University and would be to our organization. It would be offensive for retiring staff to have the University treat them this way; it would be particularly offensive during the COVID-19 crisis, when their dedication and hard work continues to be so vital to keeping HSU a viable university.

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, November 10, 2020

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee

Submitted by Maxwell Schnurer, APC Chair (mds65@humboldt.edu)

Membership: Clint Rebik, Kathy Thornhill, Kayla Begay, Matthew Derrick, Malluli Cuellar, Michael Goodman, Morgan Barker & Humnath Pant

10/28/2020

Committee members present: Clint Rebik, Kathy Thornhill, Kayla Begay, Matthew Derrick, Malluli Cuellar, Michael Goodman, Humnath Pant (Morgan Barker contributed asynchronously)

Minutes

1. Difficulties w/ disruptive student policy (less language/policy problem & tied to practices)
 - Options: Sense of the senate resolution (1-sheeter, trainings, CFA recommend faculty engage?), wait, continue to work on policy language at micro level.
 - Added to Sen Ex - to get feedback from campus leaders. Additional check in w/Presidents office & CFA.
 - Discussion of a one-sheeter for student disruption, framed w/in senate recommendations and not freestyling. Want to avoid duplicating efforts and wasting time while still honoring the need for the work.
 - CFA meet & Confer may help to bring policy suggestions.
2. Work on digital disruption
 - Old tools limited value in the new environment of online learning.
 - Threads a policy should cover: zoom bombing, sea-lioning, discussion topics & guidelines, engagement & camera requests, ethics of teaching students in different situations, Trolling, how do these policies relate to standing attendance & participation policies? Chat function, surveillance and harassment.
 - Review of all standing language for online dynamics and tensions.
3. Next steps
 - No meeting Nov 11 (Veteran's day)
 - Working meeting asynchronously on the draft online policies.
 - Review of other CSUs for both dynamics (conduct and online practices)

Next meeting: December 2, 2020

Charge of the AP committee: Duties: "Develops and maintains the academic policies of Humboldt State University. Receives requests and agenda items from the Integrated Curriculum Committee

(ICC), the University Senate, APC members and other university community members; works with the ICC to prioritize items; vets changes and proposals through the ICC with recommendations forwarded to the Senate” (Senate Bylaws, Section 11.2).

Constitution and Bylaws Committee:

Submitted by Jill Anderson, CBC Chair

Report of November 9, 2020

Committee Members: Members present: Zerbe (Faculty), Wrenn (Faculty), Woglam (faculty), Purchio (faculty), and Anderson (Faculty)

Meeting Notes:

1. Working Groups
 - The CBC committee did not meet as a full committee on 11/9, instead, working groups met to continue to review of Faculty Handbook sections. Working groups are in the beginning stage of identifying outdated information and broken links in the current handbook and suggesting edits for the rest of the committee to review before moving to phase two. Committee the CBC report from the university Senate meeting on 10/27 includes the entirety of the Handbook working plan.
2. Informational Updates on Committee Items
 - Resolution to Amend the Constitution- ratifying votes of the General Staff and Faculty were completed with approval of the changes. The new document has been posted.
 - Resolution on Restructuring the USFAC and the Resolution to Update the Appendices of the General Faculty Handbook passed without descent.
 - Resolution on Emeritus Faculty is scheduled for a second reading in the University Senate on 11/10 with only typographical changes from the first reading.

The next CBC meeting is scheduled for 12/7 at 11 am.

Faculty Affairs Committee:

Submitted by Mark Wilson, FAC Chair

Our regular meeting time is Wednesdays at 3 pm.

Members: Mark Wilson (Chair), Simone Aloisio, Loren Canon, Jeremiah Finley, Kirby Moss, Marissa O’Neill, Ara Pachmeyer, Edelmira Reynoso, George Wrenn.

We are introducing a new resolution establishing an academic freedom policy at today’s Senate meeting. We are continuing to work on an early tenure policy and revising the Instructional Observation Checklist, and will soon begin work on a faculty section of an advising policy.

The resolution on academic freedom amends section P of the faculty handbook to include an academic freedom policy. WASC accreditation requires that we have, and post, an academic freedom policy. The

academic freedom policy that this resolution would establish is identical to the resolution which was unanimously ratified by the Academic Senate of the California State University in January 2017 (AS-3276-16/FA (Rev)). Academic freedom is generally understood as the freedom of teachers and students to teach, study, pursue knowledge and carry out research without unreasonable interference or restriction from law, institutional regulations, or external political intrusion. A more extensive set of notes and background information was included in our 10-27-20 Senate Report.

Early Tenure:

At the behest of the RTP Criteria and Standards Committee, and the University Faculty Personnel Committee, the Faculty Affairs Committee engaged in discussions of possible early tenure policies with the general faculty, department chairs, deans and other administrators throughout 2019 and 2020. In general, there seems to be strong, although not universal, support for following the norm at other universities, that is, to have a policy that early tenure is awarded only in exceptional cases, and that most faculty will follow the normal timeline of a six-year probationary period. People supporting a policy felt that violating such a norm should have a clear justification and be undertaken intentionally, not as a side effect of establishing criteria and standards for tenure on a normal timeframe. In addition, the goal of establishing clear criteria and standards for tenure on the normal timeframe was to evaluate candidates in a transparent process based on known criteria. Without an early tenure policy, probationary candidates may experience a non-transparent process, as different committees at different levels of review create their own standards and expectations for early tenure. Some of the early tenure cases have created a great deal of strife for everyone involved, as the department committee, college committee, Dean, Provost and President used different criteria and as a result reached different decisions. Thus, by not having an early tenure policy, in some cases we have placed candidates in exactly the situation we were trying to avoid when established criteria and standards for tenure.

Four faculty members spoke out against the proposed amendment at its first reading. These faculty members supported having no policy regarding early tenure, or establishing a policy that stated the requirements should be the same for early tenure, and tenure on the normal timeframe. Some of these faculty suggested that we were seeing so many early tenure cases because the quality of our hires was so exceptional, as a result of a market forces.

The FAC met with Provost Capps on Wednesday, 10/28/20 to discuss early tenure. We are considering options for an early tenure policy, and are not advancing the resolution to a second reading today.

Integrated Curriculum Committee:

Submitted by Lisa Tremain, Interim ICC Chair

Report re: ICC meeting on November 3, 2020

The ICC discussed and approved revised procedures for reviewing proposals in the Curriculog queue.

ICC continued discussion of 2020-21 HSU Program Review and process for reviewing program self-studies. Under direction from Mark Wicklund, Associate Director of Assessment, ICC has revised the process so that peer (all faculty) review of program self-studies will be timely and

meaningful. For example, program self-studies received in February 2021 will receive peer feedback via a letter from the ICC by the end of March 2021 so that any changes or suggestions might be incorporated to support external review. Broad representation of faculty members on ICC will initially review self-studies through a blind process. The Peer-review Sub-committee (see by-laws for membership) will compile feedback and compose letters to the chair of departments and college deans.

Full ICC continued the process of discussion of developing a stance on B4 proposals from departments outside of math. The ICC discussed that any B4 course proposal can be considered approval if:

- It meets the components of 1110 mandate (Cat. III & IV support; accountability to assessment and reporting)
- it is updated re: how it meets (revised) GEAR PLO 6
- As GE, accounts for placement and/or curricular needs of majors

We also discussed additional factors that ICC may consider as an integrated curriculum committee, including declines in first-year enrollment & course bloat
 ICC has offered invitations to Sociology and Psychology to discuss their B-4 proposals.

University Resources and Planning Committee:

Submitted by Jim Woglom, URPC Co-Chair

October 2, 2020

1:00 PM – 2:30 PM

2020-21 URPC:

<input checked="" type="checkbox"/>	Jenn Capps, Co-Chair (non-voting)	<input checked="" type="checkbox"/>	Jeremiah Finley, Student (voting)
<input checked="" type="checkbox"/>	James Woglom, Co-Chair (tie break vote)	<input type="checkbox"/>	Vacant, Student (voting)
<input checked="" type="checkbox"/>	Stephanie Burkhalter, Faculty (voting)	<input checked="" type="checkbox"/>	Amber Blakeslee, Advisor (non-voting)
<input checked="" type="checkbox"/>	Monty Mola, Faculty (voting)	<input checked="" type="checkbox"/>	Kevin Furtado, Advisor (non-voting)
<input checked="" type="checkbox"/>	Jill Anderson, Faculty (voting)	<input checked="" type="checkbox"/>	Holly Martel, Advisor (non-voting)
<input checked="" type="checkbox"/>	Anthony Baker, Staff (voting)	<input type="checkbox"/>	Jamie Rich, Advisor (non-voting)
<input type="checkbox"/>	Arlene Wynn, Staff (voting)	<input checked="" type="checkbox"/>	Jenessa Lund, Advisor (non-voting)
<input checked="" type="checkbox"/>	Shawna Young, Dean (voting)	<input checked="" type="checkbox"/>	Michael Le, Advisor (non-voting)

<input type="checkbox"/>	Sherie Gordon, VP (voting)	<input checked="" type="checkbox"/>	Brigid Wall, Notes (non-voting)
<input checked="" type="checkbox"/>	Jason Meriwether, VP (voting) Designee – Kevin Furtado	<input type="checkbox"/>	Patrick Orona, Notes (non-voting)
<input type="checkbox"/>	Frank Whitlatch, VP (voting)	<input type="checkbox"/>	

Additional Attendees: Michael Fisher and Liz Whitchurch

Rough Notes:

1. Co-chair's Comments
2. Approval of the Agenda and 9/18 Meeting Minutes
 - a. Agenda M/S (Anthony/Jill) - Approved
 - b. Minutes M/S (Monty/Anthony) - Approved
3. Outline of CARES Funding Distribution
 - a. Review of the update shared with Senate by VP Gordon on 9/29/2020:
 - i. CARES Funding (Direct Student Aid):
 1. HSU was awarded \$5,151,499 in CARES funding for direct student aid. We have awarded 6,056 students which totals \$4,775,967. The award amounts range from \$300 to \$2,000. Currently, the Office of Financial Aid is processing about 50 requests per week.

Note: An additional \$250,000 from CARES-institutional funding, has been allocated for direct student aid which has not been spent to-date. It will not be spent until the remaining \$375,000 is awarded to students.

- ii. CARES Funding (Institutional & MSI Funding)
 1. In addition to the CARES funding for direct student aid, HSU received \$5.9 million for COVID related expenses (CARES Funding - institutional portion - \$5,151,499, CARES MSI Funding - \$733,295). This funding was allocated to divisions as outlined in the July Humboldt Now article [HSU Plans for \\$5.9 Million in Federal CARES and MSI Funds](#). As of September 29, spending to date is as follows:
 - CARES Institutional Funding \$5,151,499 - \$390,405 spent, \$131,124 encumbered
 - CARES MSI Funding \$733,295 - \$137,639 spent, \$53,792 encumbered

More in depth spending information will be available late October following the completion of the first federal reporting requirement due October 30, 2020.

Note: We are in the process of revising spending timelines for CARES funding given new information we received regarding spending deadlines and the urgency to spend. Updated timelines and information will be shared in the coming days.

- b. The President's Advisory Team distributed the CARES Institutional & MSI Funding to Divisions. Divisions have been working with MBUs to come up with comprehensive spending plans and posting the budget information into the system.

- c. Updates:
 - i. Spend down requirements have been clarified – CARES Direct Student Aid and Institutional Funding must be spent by May 3rd. Expediting the divisional and university wide review/redeployment timelines.
 - 1. Process documents are being updated and will be shared with the campus soon.
 - ii. Federal quarterly reporting structures and requirements are now finalized. We are working on compiling the information this month. The quarterly reports shared with URPC will include this CARES spending information.
 - iii. Changes to FEMA’s reimbursement policy as of September 15th will require costs to be shifted to CARES as most costs are no longer eligible for FEMA reimbursement.
- 4. USFAC Restructuring and Reporting Mechanism
 - a. A draft resolution was discussed that would formally establish USFAC as a standing subcommittee of the URCP. Proposed changes to existing structure include: a faculty co-chair, a representative from CNRS, regular reporting expectations, and clarification of processes.
 - i. Further discussion of current processes and the importance of transparency and shared governance in decision making.
- 5. Charge for the Model Working Group
 - a. A working group was established to develop a new university budget model. Anthony Baker will chair and the group will include Monty Mola (faculty representative), Shawna Young (representative dean), Holly Martel, Amber Blakeslee, and a student representative.
 - i. Working group to explore and share with URPC:
 - 1. What is our budget model now
 - 2. Why are we exploring a different model
 - 3. Setting and managing expectations
 - 4. Present options of different models to be consider and ultimately share those models at a forum with the campus community
 - b. Discussion of working group updates becoming standing agenda item with regular report outs.
- 6. Overview of the Current Operating Model/Brainstorming “What We Want”
 - a. Current Model:
 - i. At the university level, we use an incremental budget model (+- adjustments) and based on historical allocations. Adjustments can include: SUG adjustments, salary and benefit increases, new allocations/new money. URPC makes recommendations on these adjustments and strategies used
 - ii. At the division and MBU level models vary and incorporate aspects of other models beyond historical/incremental approach.

b. Brainstorming “What We Want”

- i. Position management must be a core component of model: approximately 80% of campus budget is related to personnel, closer to 90% of budget in Academic Affairs
- ii. Flexibility to invest in a time of growth and divest in decline while leveraging the same model framework

7. Fall Forum Development

- a. Forum focus will be gathering campus feedback on emerging model

October 16, 2020

1:00 PM – 2:30 PM

2020-21 URPC:

<input checked="" type="checkbox"/>	Jenn Capps, Co-Chair (non-voting)	<input checked="" type="checkbox"/>	Jeremiah Finley, Student (voting)
<input checked="" type="checkbox"/>	James Woglom, Co-Chair (tie break vote)	<input type="checkbox"/>	Vacant, Student (voting)
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<input type="checkbox"/>	Frank Whitlatch, VP (voting)	<input type="checkbox"/>	

Meeting Minutes:

1. Co-chair’s Comments
2. Approval of the 10/2 Meeting Minutes
 - a. Minutes M/S (Kevin/Stephanie) - Approved
3. USFAC Update
 - a. [Resolution to Restructure the University Space and Facilities Advisory Committee \(USFAC\) to a Subcommittee of the University Resource Planning Committee \(URPC\)](#) had the first reading at University Senate on Tuesday. Next meeting will be considered second reading of the resolution.

- i. Additional updates to the appendix may be needed - some committees listed have been sunsetted. Discussion on the sunseting process and how to proceed.
- 4. Samoa Property
 - a. The Samoa Property has been an under-utilized space that is currently being used for storage with a small portion being rented to CalOES. Campus is going to strategically prioritize this space and engage with the campus and community stakeholders on how to best to utilize it. This will be a USFAC agenda item and will provide updates as part of their reports to URPC.
 - i. If there are individuals that you should be involved, please reach out to Provost Capps.
- 5. Reduction Planning Strategies - Provost Capps, Holly, Amber
 - a. Discussion of shared governance and communication strategies that have been leveraged in previous reduction cycles:
 - i. What worked well and what we want to bring forward to this new cycle:
 1. Guiding Principles developed by URPC
 2. Reporting Worksheet developed by URPC last year – Divisions were asked to outline proposed action, implementation plans, identify stakeholders and how they were engaged in the decision-making process, projected consequences, and how to minimize impact to students.
 - ii. What do we need to improve upon:
 1. Information has been historically shared with Senate but that information needs to filter back to the departments/department chair
 2. Process improvement/efficiency/policy and accountability opportunities:
 - a. The importance of improving stakeholder engagement when processes are being changed
 - b. Understanding the impact on other areas and enrollment when reductions are made
 - c. Cross divisional conversation/communication
 - d. Professionalism in communication especially when engaging with students
 - e. Recognizing the importance of relationships in decision making
- 6. Budget Model Update
 - a. Review of the URPC expectation from the President
 - b. Working group has asked for clarification on what we are trying to achieve and not achieve - is the outcome to be informational or actionable?
 - c. Discussion of the results from campus input during the last budget forum that indicate committee has some work engaging with the campus on this topic.

7. Reserve - Update to align with system v. broader rework
 - a. [CSU Designated Balances and Reserves Policy](#) - System policy was updated last year
 - i. Designated Reserves for Economic Uncertainty: A minimum of 3 months, and a maximum of six months of the annual operating budget in each of the CSU funds for which the reserve is established
 - b. [HSU University Operating Fund Reserve Policy](#)
 - c. Discussion of the campus narrative regarding reserves, the timing of their use, and how best to align the narrative to be balanced with our current reality.
8. Next Steps

University Resources & Planning Committee October 30, 2020 Meeting Agenda

1:00 PM – 2:30 PM

Join Zoom Meeting

<https://humboldtstate.zoom.us/j/93648976838?pwd=anJRUK1mVHc4bDhuTGlaTVNNcy9RQT09>

Meeting ID: 936 4897 6838

Passcode: 804459

URPC Meeting Agenda

1. Reviewing the Minutes/Agenda
2. Reserves Policy and Feedback
3. Discussion of Budget Models
4. Communication Plan on Divisional Budget Reduction Updates

The URPC met on October 16th and 30th. During the October 16th meeting we reviewed the resolution to restructure the USFAC as an official subcommittee of the URPC, which subsequently passed. Provost Capps outlined the current use of the Samoa Peninsula Property that the University owns, pointing to a desire to strategically utilize that space in the future, following due engagement with campus and community stakeholders to determine best uses for the space. Provost Capps, Budget Director Blakeslee and Budget Director Martel outlined budget reduction planning strategies to date, and the committee discussed a communication plan around the information provided. Anthony Baker, the Chair of the Budget Model Working group, outlined some of the preliminary conversations that the working group developed regarding the model and sought feedback from the committee. Finally, we discussed the University's existing Reserves policy in anticipation of redrafting it so that it aligns with the Chancellor's Office directives regarding reserves.

During the October 30th meeting we discussed our Reserves policy, and voted to include a facilities refresh category or "bucket". We discussed a number of the budget models that were addressed through the working group (documentation included). The background information provided by the working group was robust, and will provide some rich conceptual fodder as we

develop our own model from the findings of the working group, with the assistance of the campus community. Finally, we discussed the Communication plan for conveying information regarding divisional reductions in the coming weeks.

Thank you in advance for any thoughts and feedback regarding resource distribution. Please e-mail them to jw2311@humboldt.edu.

6 Alternative Budget Models for Colleges and Universities

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Below is an overview of six budget models or budget-related practices utilized in higher education: Incremental Budgeting, Zero-Based Budgeting, Activity-Based Budgeting, Responsibility Center Management, Centralized Budgeting, and Performance-Based Budgeting.

Incremental Budgeting

Definition

This is a traditional budget model in which budget proposals and allocations are **based upon the funding levels of the previous year**. Only new revenue is allocated.

Budget cuts are made as a percentage of the institution's historical budget, and are typically across-the-board in reach.

Benefit

[Incremental budgeting](#) has historically been attractive to institutions of higher education because it is easy to implement, provides budgetary stability, and allows units and institutions to plan multiple years into the future, due to the predictability of the model.

Drawback

This model is limited in its vision, as it is difficult to determine where costs have been incurred and how these costs contribute to revenue and value creation. Institutions are accountable for what they spend in the most basic sense.

Zero-Based Budget

Definition

At the beginning of every budget planning period, the previous year's budget for each unit is cleared. Every part of the institution must re-request funding levels, and all spending must be re-justified.

Benefit

Zero-based budgeting is an **effective way of controlling for unnecessary costs**. Since departments and divisions do not automatically receive a certain sum each year, all money allocated to a unit has a purpose, keeping waste and discretionary spending to a minimum. According to the Mackinac Center for Public Policy, zero-based budgeting reduces the “entitlement mentality” with respect to cost increases, and has the potential to make budget discussions more meaningful.

Drawback

Zero-based budgets **take long to prepare** and may “be too radical a solution for the task at hand.” As one expert has noted, “you don’t need a sledgehammer to pound in a nail.”

Activity-Based Budgeting

Definition Activity-based budgeting awards financial resources to institutional activities that see the greatest return (in the form of increased revenues) for the institution. **Adoption may involve:**

- ◆ Developing activity groupings for budgeting, in coordination with campus leaders and constituents;
- ◆ Developing fund source groupings;
- ◆ Designing budget processes whereby campus leaders use activity

taxonomy and allocation plans to align resources to institutional strategic objectives; and

- ◆ Implementing an activity-based campus budget allocation process

Benefit

If the University can accurately state where revenues are coming from and link these revenues to broader strategic objectives, this method may increase revenue moving forward.

Drawback

Comments made by Interim University of Washington Provost Mary Lidstrom suggest that **implementation of an activity-based model requires a substantial time and resource commitment**, which may not be feasible for some institutions. Commenting on the University of Washington's decision to push back the implementation of its activity-based model—a decision influenced in part by the impact of the recession—Lidstrom noted that “No other university has been able to implement something like this in less than three years, and we were trying to do it in less than two.”

Responsibility Center Management

Definition

Responsibility Center Management (RCM) is perhaps closer to a management philosophy than a budgeting strategy. It is designed to support the achievement of academic priorities within an institution, and allows for a budget which closely follows those priorities.

RCM **delegates operational authority to schools, divisions, and other units within an institution**, allowing them to prioritize their academic missions. Each unit receives all of its own revenues and income, including the tuition of its enrolled students. In this way, units effectively compete for students. Each unit is also assigned a portion of government support (where applicable). However, **units are also responsible for their own expenses**, as well as for a portion of expenses incurred by the university's

general operations.

Benefits

Some university administrators are turning to RCM as a solution to budgetary woes brought on by the recession. Advocates of RCM claim that forcing individual units to fight for their survival induces deans to pursue new revenue sources.

Drawbacks

Boston University [President Robert A. Brown](#) claims the competition for students promoted by RCM could cause deans to resort to inefficient measures to prevent students from enrolling in courses in other colleges. “It can lead to all [kinds] of perverse incentives, like engineering schools that want to teach English,” he claims.

Centralized Budgeting

Definition

Centralized budgeting requires all decision-making powers to be in the hands of upper level administration. Typically colleges and universities

combine aspects of centralized budgeting with decentralized budgeting.

Benefit

[Professor William Lasher](#) of the University of Texas at Austin sees a more centralized budgeting system as a prudent way to navigate difficult financial circumstances, due to the powers invested in top administrators to make tough decisions for the university as a whole. In a system **combining central budgeting with another process, the rationale for choosing which units are centrally budgeted may be adaptable.** For example, when combined with performance-based funding, colleges might centrally budget those divisions for which no performance metrics can be reliably identified.

Another reason to implement centralized budgeting is that some expenses are necessary to the basic functioning of divisions, and are therefore not optional. A common example of centralized budgeting under this rationale is IT equipment—e.g., computers, printers, and software. If all faculty require a computer to perform their duties, this is a cost which

cannot be compromised, and can be centrally budgeted to ensure that the college keeps the cost under control.

Drawback

When budgeting is centralized and the element of competition is removed, departments may be less motivated to generate revenue.

Performance-Based Budgeting

Definition

Whereas an activity-based budget awards funds based on the amount of revenue-generating activity a unit undertakes, a performance-based budget **awards funds based on performance**, which is determined by a number of defined outcomes standards. The most effective performance budgets will show “how dollars fund day-to-day tasks and activities, how these activities are expected to generate certain outputs, and what outcomes should then be the result.”

Benefit

A performance-based budget should give an institution a good idea of how money is expected to translate into results. **Performance-based systems are often imposed on public systems of education as a result of greater accountability demands.** Linking the funding of public institutions to the results they deliver lends an increased level of transparency to expenditures among institutions reliant upon public financial support. Performance-based funding is not new to higher education, but according to a report released by Virginia Tech researchers, it is “now more likely to be legislatively mandated than at any other time in history.”

Drawback

The budget process must include time for the review of performance measures (which itself necessitates a prior collection and analysis process) and time for discussion of performance against expectations. Only then can dollar values be assigned to divisional outcomes.

University Policies Committee:

Submitted by Rob Keever, UPC Chair

Committee Membership: Eboni Turnbow, Sherie Gordon, Deserie Donae, Troy Lescher, Rouhollah Aghasaleh, J. Brian Post (sabbatical)

UPC will be met on 10/27/2020 for a second reading on the Email Policy to present to Senate Executive committee. After suggest UPC changes made by Josh Callahan from IT Security UPC approved the policy for review by Sen-Ex.

UPC will be reviewing Time, Place and Manner and it is currently being reviewed by stakeholders. It should be ready to present to UPC at the next UPC meeting. Chair Keever is meeting with AS Representatives, VP Sherie Gordon and the UPD Chief on police reform at HSU.

UPC will be reviewing the Chargeback Policy in the future. There were findings on chargebacks in the 20-46 Audit Report. The existing policy is 20 years old. Specifically, UPC will be looking at chargebacks to Facilities to eliminate procedural barriers while highlighting the costs.

Staff Council:

Submitted by Senator Kailyn Doyle

Sulaina Banks (Financial Aid) was elected president of Staff Council to replace Brandon McMillin as he has resigned the position. Transition meetings are currently taking place and McMillin's last day will be Friday, Nov. 13.

In lieu of the end of semester gathering, Staff Council is compiling a cookbook of collected recipes from staff to share. This will be distributed via PDF. There is a possibility of it being printed for purchase in collaboration with the library.

We are currently looking for an interim staff delegate to represent during my maternity leave beginning Nov. 30. This will be in consultation with Staff Council and a vote through Senate. If anyone has ideas about who to incorporate, please let Kailyn Doyle or Mary Watson know. This might be a good opportunity to recruit strategically for the future.

President's Administrative Team:

Submitted by the P.A.T. Membership:

Tom Jackson, Jr, President

Sherie Cornish Gordon, CFO/VP Administration and Finance and Chief of Staff

Jason Meriwether, VP Enrollment Management

Jenn Capps, Provost and VPAA

Jane Teixeira, Director of Athletics and Recreational Sports

Frank Whitlatch, VP Advancement

Lisa Bond-Maupin, Acting Deputy Chief of Staff

People

Our HSU alumni continue to engage with current students. There have been recent Zoom presentations by two Distinguished Alumni recipients and an alumni donor, each attracting 70+ attendees. In addition, two alumni participated on a panel for Transfer Week.

The HSU Foundation is currently raising funds for immediate support of students affected by recent wildfires. [More information about giving to support this effort](#)

Pride

Humboldt State University now boasts [FIVE university presidents who are HSU alumni](#). Four of these five identify as women. These alumni are:

Lynnette Zelezny (Psychology) – CSU Bakersfield

Cathy Sandeen (Speech Pathology) -CSU East Bay (new appointment)

Devorah Lieberman (Communication Studies) -LaVerne University

Dean Bresciani (Sociology) -North Dakota State University

Bethami Dobkin (Speech Communication) - Westminster College (Utah)

HSU alumnus Esteban Castillo was recently featured in BuzzFeed for his new book titled *Chicano Eats*. [Read it here](#)

Humboldt alumni businesses are featured in new Zoom backgrounds that you can use to show your pride in our alumni. These and other HSU-themed backgrounds can be downloaded [here](#).

Inclusive Student Success

The CSU Student Research Competition is now open. Students must submit a written summary of their research or creative presentations to the Office of Research by Monday, February 1, 2021. If selected, students will compete virtually through Cal Poly Pomona on April 30th & May 1st, 2021. For the complete competition rules, [Click Here](#). If you have questions, please contact Susan Brater at (707) 845-8933 or sb64@humboldt.edu.

The *Trans, Gender Non-Conforming and Non-Binary Task Force* is underway and meeting weekly under the leadership of Mira Friedman. We have 30 committed members on the task force aimed at improving

the campus community for trans, gender non-conforming, and non-binary students, faculty and staff. Please contact mira.friedman@humboldt.edu for more information.

We continue to advance the CR-HSU strategic partnership building on the Summit last Fall. Next steps include a summit-informed survey of partnership representatives, identification of urgent, short-term action, spring accountability and celebration sessions, and longer-term planning.

Campus Culture and Operations

The Advising Working Group 2020 is now underway. The purpose of this working group is to solidify a plan for every student to have an advising experience each semester which is holistic and student focused. A phased approach and associated timeline is being developed. Please contact lauren.lynn@humboldt.edu for more information.

University Advancement recently finished hosting a series of workshops on campaigns and donor relations. Attendees included current donors, HSU Foundation Board members, alumni, faculty, and staff. If you missed them and are interested, you may [view videos of the sessions](#).

Community

HSU's annual Winter Wishes program has begun. The goal this year is to provide gifts to more than 125 children in the community, working through partner organizations. Learn more and sign up at the [Winter Wishes website](#).

Academic Innovation and Excellence

We continue to prepare for the special accreditation visit with (WSCUC) or (WASC) Western Senior College and University Commission which is scheduled on April 21-23, 2021.

- The brainstorming sessions for the six recommendation areas will conclude in November 2020. The purpose of these sessions has been to illuminate progress on work that has been done to address the six recommendations. If you participated in a brainstorming session, please make sure to submit your "data gathering form" by 11/30 to:
https://hsuir.ca1.qualtrics.com/jfe/form/SV_2fcNLcwP63ZooVn
- The Faculty Assessment Fellows (Nicole Jean Hill, Lisa Tremain, Taylor Bloedon, and Sonja Manor) are also leading brainstorming sessions at the college chairs meetings as part of the preparation process. The CRNS and CPS sessions were held on 11/5/20 and the CAHSS session will be held on 11/19/20.
- The data gathered during these sessions and follow up form will be utilized to inform our draft report and evidence.
- The WSCUC website should launch around 11/15/20.
- Since this year's special accreditation visit will be conducted virtually the Office of Provost and the Office of the President will be participating in a webinar to prepare for the visit on 11/10/20. After that webinar we can begin planning the details for April.

Sustainability

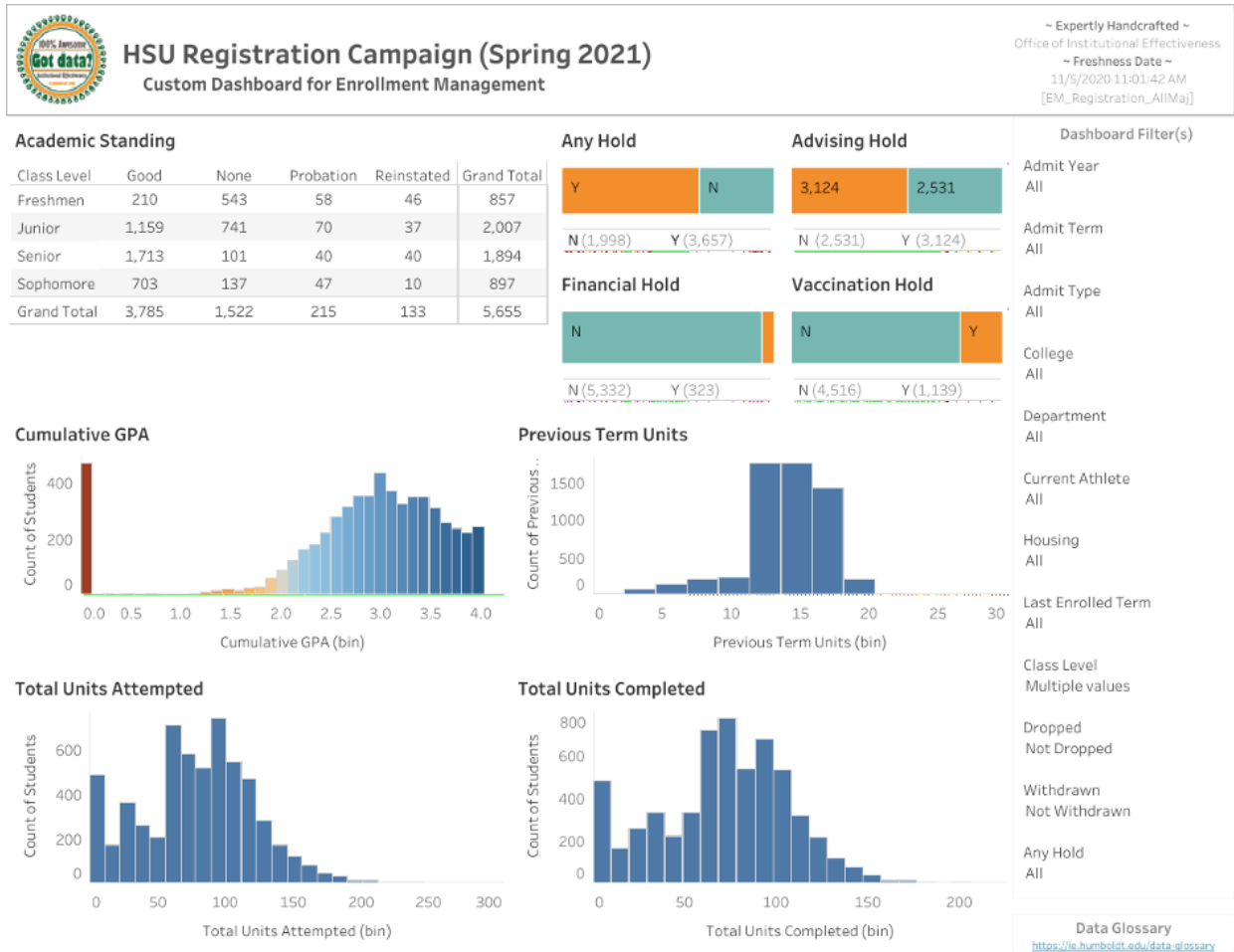
Humboldt State was recently named to another list of the nation's top "green" colleges, this time by Princeton review. [News release](#)

Admissions and Enrollment Special Report

The Spring 2021 registration campaign that includes targeted and personalized emails as well as text messages and social media, began with the release of the schedule. In addition to the emails and other messages developed over the past year, we have incorporated modifications to the content/language

about holds to account for the current virtual and stressful environment for our students. In addition, we are A/B testing different subject lines and content to drive higher engagement. As registration begins on 11/9/20, we will monitor student progress and leverage our retention specialist to do personalized outreach (via phone, text, and email) to connect with students and help them register for Spring. So far, the percentage of students who have no holds has increased ~6 pts compared to a similar point in the cycle last year.

Spring 2021 Eligible Undergraduate Students:



Appointment Block Tweaks

To help get as many students through the registration period and solidify schedules earlier (with time to access faculty before the fall break) the gap between the “start times” for each enrollment window was reduced. Analysis showed that this should not have any adverse impact on enrollment processing. By doing so, 70% of all continuing students will have appointments that go “live” by the end of the first week, and the remaining 30% will go “live” by the end of day Tuesday, Nov. 17.

“Backline” for Faculty and Staff

To assist with on-the-spot issue resolution, leadership staff in the Office of the Registrar are providing 140 hours of dedicated coverage on a ZOOM “backline” accessible from 9a-4p, M-F, during the 4-week Advising and Registration period, Oct. 26 - Nov. 20. This drop-in-anytime window allows faculty and staff to consult and triage issues with O/R staff in real-time, resolving issues before they become barriers during registration (or actively fixing issues during registration.)

Admissions Report

The pandemic continues to provide challenges in the Admissions world across the country, but HSU continues to pivot quickly to maximize fall and spring cycles efforts. Admissions continue to leverage technology to keep pace and excel beyond national trends in the admissions industry. We continue to push digital marketing that navigates students to our website with the call to apply. An example of admissions digital marketing effectiveness in terms of transfer applications has the digital campaign tracking at 55,558 video ad views with view rates of 50%+ viewing half or the full advertisement with over 50% of viewers watching the ad mobile device. Assessment of efforts is continuous and helping to keep our teams nimble and responsive.

Currently, Spring 21 shows application growth, but we track our confirmation rate daily to determine student decision trends. Our Fall cycle is holding close to the prior year, and we continue to track the pandemic that is affecting the application submission. HSU is ahead of admits in the Fall cycle (13.48% ahead of prior year) as Admissions has launched the new CSU Multi-factored admissions criteria for fall 21 affecting First Time Freshmen. Transfer continues to show positive growth, but we are tracking the confirmation rate daily. We also continue to adapt internal processes for the spring cycle that lead to public communication that drives students to complete admissions files sooner. These efforts are showing early positive results positioning staff to focus on fall applicants that much sooner.

Admissions have launched early texting and calling campaigns to all spring applicants (1000+ calls/texts), leading to conversations assisting applicants in connecting with departments and getting answers to questions early. The team is now transitioning to fall applicants to continue positive engagement.

Admissions are also launching additional communications to help with the next steps to getting enrolled at HSU and promotions to connect with faculty and staff throughout the cycle, including financial aid support, chats with students, and discovering more about faculty at HSU, and more.

On 11/5/20, we celebrated our Native American people through the American Indian College Motivation Day utilizing Platform Q, where multiple students, tribal leaders, and parents engage through live video, recorded content, and live chat. We have also completed one of two Fall Preview events that show significant growth in registrants but continue to assess how students engage the day of the event.

Admissions are currently preparing to position our academic departments over the coming weeks to connect with those registrants and more. Currently, Fall Preview registrants sit at 327 over 225 last year.

The image is a screenshot of a Zoom meeting. On the left, a video feed shows a woman with long dark hair, identified as Tonia Jo Hall. The background of her video feed is a room with a staircase and spider webs. Below the video feed is a blue 'Ask a Question' bar with a text input field and a 'Send' button. To the right of the video feed is a presentation slide. The slide has a dark background and features the following text: 'Slides' and 'Presenter Bio' in white at the top; 'Learn More About Tonia!' in white below a small circular logo; 'Tonia Jo Hall' in large green font; 'Comedian/Motivational Speaker' in white; and 'Lakota/Dakota/Hidatsa' in green at the bottom. The Zoom window's title bar at the top shows several browser tabs, including 'Home - Asana', 'Pedro "Peter" Mar...', and 'Diamond Plan me...'.