

Humboldt State University  
University Senate Meeting Minutes  
21/22:7 11/30/2021

Tuesday, November 30, 2021, 3:00pm, Goodwin Forum, and Virtual Meeting ID: 828 2073 0017

Chair Monty Mola called the meeting to order at 3:00pm on Tuesday, November 30, 2021, via Zoom and in Goodwin Forum; a quorum was present.

**Members Present**

Aghasaleh, Anderson, Burkhalter, Capps, Cannon, Cuellar, Gonzalez, Gordon, Graham, A. Thobaben, M. Thobaben, McGuire, Meriwether, Miller, Miyamoto, Mola, Moyer, Ndura, O'Neill, Roohparvar, Pachmayer, Schnurer, Tillinghast, White, Woglom, Wrenn, Wynn

**Members Absent**

Bell, Finley, Jackson, Teale

**Guests**

Aleena Church, Amy Moffat, Carrie Tully, Chris Aberson, Cutcha Risling Baldy, Jenessa Lund, Kayla Begay, Lisa Bond-Maupin, Mike Le, Pedro Martinez, Peggy Metzger, Rosamel Benevides-Garb, Sheila Rocker Heppe, Sherie Gordon, Simone Aloisio, Steven St. Onge, Sulaina Banks, Marlene' Dusek, Molly Conso, Karly Rojas

**CFA Interruption Statement**

Senator Miller read the attached Interruption Statement from the California Faculty Association

**Announcement of Proxies**

St. Onge for Meriwether

**Approval of and Adoption of Agenda**

M/S (Aghasaleh/Graham) to approve the agenda

Motion to approve the agenda as amended passed unanimously

**Approval of Minutes from the meeting on November 9, 2021**

M/S (Woglom/St. Onge) to approve the minutes from the November 9, 2021 meeting

Motion to approve the minutes passed unanimously

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

- Written report attached

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

**Academic Policies:**

- Written report attached

**Appointments and Elections:**

Senator McGuire reported the committee met before break to talk about upcoming vacancies on the Senate and stated that current senators who are eligible to continue for a second term will receive an email from her about any plans to continue their service on the Senate

**Constitution and Bylaws:**

- Written report attached

**Faculty Affairs:**

- Written report attached

**Integrated Curriculum:**

- Written report attached

**University Policies:**

- Written report attached

**University Resources and Planning:**

Senator Woglom reported the committee is working on the Roll Forward Policy, and hopes to complete it by the end of this academic year, as well as documentation of their planning process so that they can move towards a robust communication plan for budgeting in the coming weeks.

**ASCSU:**

Senator Burkhalter asked that faculty review and send feedback regarding the proposed Resolutions found in the written reports for the November 9, 2021.

**Associated Students:**

Senator Cuéllar reported that AS will be holding their last meeting of the semester on Friday December 3, 2021 at 3pm; the meeting will be held virtually and in person in Seimens Hall room 117. She encouraged the Senate to send any students who are interested in joining committees and are interested in building professional and leadership skills to the AS Office so that they can review the upcoming opportunities. Senator Cuéllar concluded that AS is planning to collaborate with the Senate to do a presentation similar to last year in order to give a comprehensive update on AS business so far.

**CFA:**

Senator Cannon reported that the Chancellors Office has decided to meet with CVFA again to come to a reasonable conclusion regarding the contract, some points include racial and social justice articles and salary talks that hang in the balance. He also noted that AB 928 involving the Common Pathway may have severe ramifications on some programs; the CFA will appoint a working committee to see what can be done about it; he encouraged anyone interested in serving in such a capacity get in touch with him.

**Staff Council:**

- Written report attached

**President and President's Administrative Team:**

- Written report attached

In addition to the written report, Provost Capps mentioned in response to the Open Forum, there has been an invitation extended to the group to speak about their concerns. She stated she wants to put an exclamation point on Dr. Ndura's points; she stated she doesn't believe that the Polytech working groups should be in receipt of a demand letter, especially since the prospectus is reflective of faculty, staff, administration, students and campus external partners, and that the plan is what is guiding the groups, but it can still be revised in response to concerns. She continues to invite conversation, collaboration, and to dig deep into breaking apart some of the misinformation that has been passed forward to the students, and noted the administration is striving to do that better every day.

**Consent Calendar from the Integrated Curriculum Committee**

The attached ICC Consent Calendar was approved unanimously

**General Consent Calendar**

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

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

A group of unified Graduate students of HSU took it in turns to read from a prepared letter in response to the undertaking of the Polytechnic Designation. The complete letter is attached.

Graduate student Carrie Tully introduced the group of students, and stated the following. Her remarks are transcribed from the meeting:

“We are here again to address the University Senate because of our experience during the HSU Polytechnic open forum on November 19. We came to the open forum to address our concerns regarding the Polytechnic proposal and budget, as well as to discuss what we would like to see centered in the future of this colonial institution that claims to be working towards decolonization.

Our purpose here is not to focus on reflexive response to the harm that was caused at the open forum, though this does need to be addressed. We are following up with a separate documentation of the many instances of harm and misinformation that occurred at the open forum as perpetrated by Provost Jenn Capps. We must hold any and all perpetrators of hierarchical settler colonial practices accountable, and provide an opportunity to change their ways. We are pushing forward a change of consciousness, which is what should be pushed forward in the Polytechnic prospectus. We choose to use our time and this setting to focus on our demands for moving forward with HSU's

Polytechnic designation.

As we have seen, this process is moving forward at an unprecedented rate; the rate of settler colonialism and capitalism, and it only goes to show that the “open forum” was not an open forum at all. During the forum, we were not given time to bring forward our questions and concerns as students in a public setting. In addition, our questions were not adequately answered, and at times answered falsely. Students were gaslit and shut down. We don't want performative publicity, like the proposal, which highlights the tremendous work of Indigenous Elders, students, community, faculty, and staff. We want to see action.

If TEK is truly integral to the next steps of the HSU Polytechnic undertaking, then include our demands and the implementation of this project. We ask for well thought out plans to resolve our grievances, not knee-jerk reactions or non-answers.

We also request that you take the time to read this letter and reflect and refer back to it regularly in order to ensure the university achieves complete decolonization, while also working towards Land Back. Use this letter as a framework for how to center decolonization in the implementation of the Polytechnic Prospectus. We, the unified students of Humboldt State University wrote the following letter in response to HSU's undertaking of the Polytechnic designation. The original letter was addressed to Chancellor Joseph I Castro, President Tom Jackson, Provost Jenn Capps, and all leads on the Prospectus Polytechnic working groups, it states...”

Graduate student Carrie Tully began the letter, and read the following:

We would first like to acknowledge that Humboldt State University sits on occupied Wiyot land in Goudi'ni. This letter is from current Humboldt State Graduate students and Undergraduate students who want to provide input and voice in Humboldt State University's transition to a Polytechnic University in the California State University system. Throughout the polytechnic proposal, implementation process, and publicity, we have read there is an immense focus on and centering of Traditional Ecological Knowledge (TEK). The proposal also highlights the long history of work local Indigenous peoples have done in advocating for and centering Indigenous ways of knowing, as well as the creation of programs that have supported all students, such as Native American Studies (NAS), the Indian Tribal & Educational Personnel Program (ITEPP), the Indian Natural Resources, Science and Engineering Program (INRSEP), the Food Sovereignty Lab, and Critical Race, Gender and Sexuality Studies (CRGS).

Graduate student Marlene' Dusek continued the letter:

It is clear from [HSU's Polytechnic Prospectus](#), dated September 1st, 2021, that Traditional Ecological Knowledge (TEK) and Indigenous communities are key parts of what elevates HSU's development into a polytechnic university for the next century.

Tribes are mentioned over 75 times in the prospectus, while “Indigenous” and “Native American” are mentioned 39 and 37 times. In total, the prospectus engages with terms like “tribe”, “Indigenous”, “Native American”, “Indian”, and Traditional Ecological Knowledge 198 times. Contrast this with other terms: sustainability (98 times), STEM (161), or even “applied” (125). It is evident from an overview of the prospectus that HSU has demonstrated the importance of TEK and Indigenous knowledge, and as graduate and undergraduate students, we want to emphasize this importance as we are currently experiencing climate change at an unprecedented level due to the persistence of settler colonialism and capitalism. We firmly believe that it is Indigenous people’s knowledges, ways of knowing, and relationship to land that will save our communities and Mother Earth.

We want to inquire and understand, specifically, how HSU and the polytechnic transition is going to support, uplift, and provide funding for the sustainment of departments and programs such as Native American Studies (NAS), the Native American Center for Academic Excellence, Indian Tribal & Educational Personnel Program (ITEPP), Indigenous Natural Resources Sciences and Engineering (INRSEP), the Food Sovereignty Lab, Ethnic Studies, and Critical Race, Gender and Sexuality Studies (CRGS). If TEK and Indigenous knowledge are integral to this transition, how is the university funding, staffing, and filling positions to aid these core programs? Where are the cluster hires and faculty positions for Native American Studies and Critical Race, Gender, and Sexuality Studies? Where are the funding initiatives that support Indigenous students and all students within these programs? TEK is a Native American Studies discipline. The integration of TEK into the Western educational and scientific framework should not be further appropriative and extractive of traditional knowledges without Indigenous peoples leading the way, and without the structures, people, and programs that have been long-standing, and have advocated for TEK, and have pushed forward critical thinking to protect Indigenous sovereignty on the HSU campus and community throughout many years.

The Native American Studies department was started in 1969 in response to the settler-colonial institution's genocidal tactics and exclusion of Indigenous peoples' knowledge and history. The Native American Center, ITEPP, a 50-year-old program, along with INRSEP were created by Indigenous leaders to support Indigenous students and the local Native community. The Council of American Indian Faculty and Staff has been around for over 30 years. These programs and organizations have tirelessly fought for representation and inclusion on matters that advance Indigenous knowledge, culture, and Tribal sovereignty on this campus, while actively supporting all students in their academic journeys.

“It appalls us that the West can desire, extract and claim ownership of our ways of knowing, our imagery, the things we create and produce, and then simultaneously reject the people who created and developed those ideas and

seek to deny them further opportunities to be creators of their own culture and own nations. It angers us when practices linked to the last century, and the centuries before that, are still employed to deny the validity of indigenous peoples' claim to existence, to land and territories, to the right of self-determination, to the survival of our languages and forms of cultural knowledge, to our natural resources and systems for living within our environments."

— Linda Tuhiwai Smith, [Decolonizing Methodologies: Research and Indigenous Peoples](#)

Student Karley Rojas continued the letter:

As graduate and undergraduate students, we work each day to dismantle all colonial structures and hierarchies that work to uphold white supremacy, settler colonialism, and tactics of erasure and genocide. The future we see and want is a future where Indigenous sovereignty and knowledge are centered, even as we understand how extractive and performative this settler institution has been and continues to be as showcased within the polytechnic proposals. Given the active emergence of widespread attacks against CRGS education, anti-racism frameworks, and curriculum that challenges the status quo of inequity and white supremacy, our university must center and support these departments and programs from every angle. These programs have supported countless students to this day and will continue to do so forever. From the time that colonizers hit these lands, it has always been important to respect and center the very peoples who were created in these lands, and who hold immense knowledge and reverence for all relatives.

Native American Studies and CRGS programs have been instrumental to the success and overall well-being of our student body and community as a whole. There is a fundamental need for all students to find a connection to the world in a holistic and healthy way. Students who enroll in NAS classes or work with ITEPP or INRSEP leave the University with not just a degree but a better understanding of their connection to the world, their communities, and themselves.

With the support of these departments, students create lasting relationships with community partners who also work towards the health and improvement of our community. These programs are also consistently being threatened in multiple ways. Departments, programs, staff/faculty, and students can never fully feel safe within this institution when these programs are constantly being impacted by shrinkage, elimination, and a consistent lack of funding. In 2015 the unified students of Humboldt took over the Native forum in protest of the Indigenous faculty that were fired, who were integral in pushing forward the same centering

of TEK this institution claims to put at the forefront in these polytechnic proposals. This same unified student group brought up within their demands exactly what we are bringing forth in this letter today. Their list of demands, which can be found [here](#), included key points for supporting students, programs, faculty, staff, and Tribal sovereignty. If TEK is truly integral to the next steps of the HSU polytechnic undertaking, then here are our demands, and what we expect to see as graduate students and undergraduate students:

1. We demand more hires in the Native American Studies and the Critical Race, Gender, and Sexuality Studies departments. We also demand Masters programs be made and offered in each of these disciplines. We want these departments funded **indefinitely**, and for Indigenous programs like NAS, and other important programs such as CRGS to be staffed with full, tenure-track faculties and administrators, as these are programs that create scholarships that support Indigenous students, projects, and research. We want to see a long-term operations budget plan for these departments (NAS, CRGS) and programs (ITEPP, INRSEP, and the Food Sovereignty Lab). These programs are inherently interdisciplinary, as TEK and Indigenous knowledges do not exist in a silo.

Graduate student Molly Conso continued the letter:

2. Neither the recent Indigenous Science nor the Fire Resiliency cluster hire included NAS. If TEK is integral to these cluster hires, then NAS positions are **at least as** necessary and important as other hires for the programs' development and administration. It is dismissive and myopic to continue with an Indigenous Science or Fire Resilience cluster hire without NAS. We request that the cluster hire decisions be reconsidered and redone.
3. We need to make sure that the Indigenous programs have prominent space on campus. We support the planning of a Native Programs building and space on HSU's campus. It would be very powerful to enter campus and see an Indigenous community, programs, and gathering space. In addition, off-campus space in Indigenous communities will further support the work that the university plans to carry out, such as a Fire Resiliency campus/building in Karuk territory.
4. We demand full, effective participation in the transparent hiring process for HSU staff, faculty, and administration. We, as students, demand equal voting power on hiring, promotion, tenure committees, and dismissal procedures in

selecting and dismissing HSU staff, faculty, and administration in order to ensure greater diversity at HSU. We demand the adoption of 1/3 students, 1/3 faculty, 1/3 administration models for these procedures. Faculty, staff, and students who operate and participate in programs should have the ultimate say in the fate of their programs. (Adopted from United Students of Humboldt Demands 2015)

5. We are in support of the Council of American Indian Faculty and Staff's "Statement on Polytech University Development and Indigenous Knowledge/Indigenous Science/ Traditional Ecological Knowledge," dated April 29th, 2021. HSU should commit to the recommendations made by CAIFS in this [document](#), beginning on page 5 including:
  - Support the creation of a Vice-President of Tribal Affairs office
  - Provide additional support for Indigenous students:
  - Support the continued enrollment and growth of Indigenous students and Indigenous student-focused programming on campus:
  - Provide support for the Native American Studies Department
  - Provide support for active leadership of CAIFS
  - Reconstitute the Center for Indian Community Development (CICD)
  - Develop incentives for a cluster-hire of Native faculty across campus
  - Provide ongoing funding for Native-focused community and student-centered programs.
  
6. We would like to see an Indigenous Strategic Plan at HSU that is co-created with tribal nations, HSU faculty, staff, students, and the HSU administration. The HSU administration should be willing to sign on to this document as guiding principles and goals for implementing polytechnic programming and funding alongside tribal goals.

Student Aleena Church continued the letter:

7. We advocate for Indigenous voices throughout the university. Right now, there is no representation of Indigenous peoples at an administrative level. HSU does not currently have a tribal liaison or tribal affairs office. Other university campuses that have a tribal liaison include: SDSU, CSUSM, Chico State University, amongst others. The Council of American Indian Faculty and Staff have previously recommended the creation of a Vice-President of Tribal Affairs office, which we support.
8. We need to maintain representation of the Council of American Indian faculty and Staff on university committees, and as part of the Native American Advisory Committee to the President. Use this existing framework and create voting powers in the President's Advisory Committee that consists of representation from the local tribal communities, Native faculty and staff, Native students, and



programs. HSU stands out as a university with multiple tribal peoples working across the campus. This means that there are many community members who work at HSU, and who also have expertise in tribal governance, tribal community development, and Traditional Ecological Knowledge.

9. Tribal leaders rely on Native faculty and staff as their ongoing connections with HSU. We do not want to see an isolation of tribal leaders in the community. We need to maintain representation of the Council of American Indian Faculty and Staff on university committees and as part of the Native American Advisory Committee to the President.
10. When TEK is part of curriculum or university goals, that must include a dedication of the university to tribal sovereignty and self-determination, as well as a demonstrated commitment to tribal peoples in higher education. We need to see an increase in funding for ITEPP, INRSEP, and the NAS Department. We also need a dedication to providing service and outreach to tribal communities that prioritize their needs. This includes support for on-campus programs such as the Food Sovereignty Lab and the reconstitution of the Center for Indian Community Development, as well as off-campus community partners, providing funded internships for various roles that support Native-led organizations and programs. There is tremendous value in utilizing polytechnic funding for securing and building infrastructure and research priorities for tribal nations.
11. The Food Sovereignty Lab (FSL) is not currently funded by the university. The FSL is a *student-designed* and community-guided project. The FSL Steering Committee is made up of tribal, community, student, faculty, and staff representatives. We would like to see a clear budget line item for the Food Sovereignty Lab included in the polytechnic budget that demonstrates a dedication to this interdisciplinary and community-guided lab.

Graduate student Marlene' Dusek continued the letter:

Native American Studies, CRGS, on and off-campus Native Programs, and Indigenous faculty, staff, community, and Tribal Nations are essential in the development and future of the university and the future of our society as a whole. These programs are not only rooted in social justice but are committed to fighting systemic racism and bringing the world back into balance. We will not stand idly by and witness this university harp on all of the successes of Native programs and their faculty and students and preach about the importance of its relationship to Indigenous and Tribal

partners while it simultaneously - and continuously - refuses to take action when it comes time to do so. Since the University is so committed to improving its relationships with Indigenous communities, why is it that it is often these programs and organizations are at threat of shrinkage or elimination and raising money themselves or by students for projects and initiatives not funded by the university? The relationship begins first when you respect, center, and fund the work that has tirelessly been done by local Indigenous peoples and communities.

Let's remember that HSU sits on unceded Wiyot land, stolen Indigenous land, as do all CSUs, and universities across the nation. If this university is going to continue to work towards decolonization and therefore *rely* on Indigenous Peoples and their Traditional Ecological Knowledge, the first step is to return the land. They have supported us, listened to us, fed us, taught us, and bettered us as students as we learn on traditional Wiyot lands, and that's where relationships truly begin. As students, we expect the university to support us in our journey to obtaining our degrees, and beyond. We are tired of feeling left out and left behind in these important changes and conversations.

Signed,

Marlene' Dusek, Environment & Community Graduate Student, HSU Alumni BS Environmental Science and Management, Minor Native American Studies, ITEPP Student/Staff, INRSEP , INCLUDES Graduate Research Assistant , NAS Rou Dalagurr FoodSovereignty Lab and Cultural Workspace Steering Committee Member

Amy Ithurburn, Environment & Community Graduate Student, Graduate Research Assistant

Carrie Tully, Environment & Community Graduate Student

Amada Lang, E&C Graduate Student, HSU Alumni Rec Admin, Business Admin Minor, IteppClub member 6+ years,

Aleena Church, Environment & Community Graduate Student, Steering Committee Member for the E&C program

Molly Conso, Resource Coordinator ADAPTABLE (Students with Disabilities), Student Member Project Rebound HSU, Psychology Graduate Student

Melissa Whipkey, Environment and Community Graduate Student, HSU Alumni BA Native American Studies, ITEPP Student Member, INRSEP Student Member

Sara Goodrich, Social Work Graduate Student

Vanessa Tenorio, Environment & Community Graduate

Karley Rojas, Botany Undergraduate Student and Research Assistant for the NAS Rou Dalagurr Food Sovereignty Lab and Community Workspace

Sophie Timin, Psychology Undergraduate Student, Vice-President for SOAR (Scholars of Academic Research)

Sage Gill, Psychology Undergraduate Student

Jazmin Delgado, Psychology Undergraduate Student, President of Formerly Incarcerated Students Club, Student Support Outreach for Project Rebound, Faculty Liaison for Psi Chi

Senator Schnurer thanked the students for their letter, their voices, and their leadership, and stated his appreciation of the concrete suggestions for improvement, as well as a clear explanation of what they perceive of as the difficult points, but also the ways those can be navigated. He thanked them for coming to the Senate especially during December when finals stress both students and faculty.

Senator Graham also thanked the students and noted that the Senate shouldn't lose their issues, and wondered how the Senate can play a role in recording and then working meaningfully on those issues. He noted that HSU also struggles with getting information from the bottom to the top, which is another one of the biggest issues he sees on this campus, and would like to see the Senate talk about those and what we could potentially do about them in the future.

AVP Ndura thanked the students and senators and stated that it is her goal and dream to be able to create open spaces and come together and have healthy conversations, even debates, that will ultimately lead to healthy and future-oriented solutions to the issues. She invited each and everyone to consider opening up the space for everyone to have these conversations before they become demands.

**Resolution on Minors, Concentrations and Academic Credit-Granting Certificates Policy (05-21/22 – APC – November 30, 2021 – Second Reading)**

Senator Schnurer thanked everyone who helped before the break to get this resolution ready for its "second, second" reading, and explained the policy is available with changes tracked and accepted.

Senator Moyer spoke in favor of the resolution and noted that the CDC used it twice in their meeting that very morning.

Chair Mola recognized Professor Kayla Begay, who spoke in favor of the resolution and thanked the committee for their work.

Senator White spoke in favor of the resolution.

Senate vote to approve the Resolution on Minors, Concentrations and Academic Credit-Granting Certificates Policy **passed without dissent.**

Ayes: Aghasaleh, Anderson, Burkhalter, Cannon, Cuéllar, Doyle, Gonzalez, Graham, Marcum, McGuire, Meriwether, Miller, Miyamoto, Mola, Moyer, Ndura, O'Neill, Pachmayer, Schnurer, A. Thobaben, M. Thobaben, White, Woglom, Wrenn, Wynn

Nays: none

Abstentions: Bell, Capps, Roohparvar, Teale, Tillinghast

**Resolution to Recommend a New Sustainability Minor (06-21/22 – ICC – November 30 2021)**

Senate vote on the Resolution to Recommend a New Sustainability Minor **passed without dissent.**

Ayes: Aghasaleh, Anderson, Burkhalter, Cannon, Cuéllar, Doyle, Gonzalez, Graham, Marcum, McGuire, Meriwether, Miller, Miyamoto, Mola, Moyer, Ndura, O'Neill, Pachmayer, Schnurer, A. Thobaben, M. Thobaben, White, Woglom, Wrenn, Wynn

Nays: none

Abstentions: Bell, Capps, Ndura, Roohparvar, Teale, Tillinghast

**Report on the Board of Trustees Meeting, Cal Poly Humboldt with Provost Jenn Capps**

Provost Capps reported that she, President Jackson, Executive Vice Chancellor Alva, and Associate Vice Chancellor Allison Wrynn presented at the Board of Trustees meeting on November 9, 2021—the first of two meetings—related to HSU's Polytechnic Designation. The meeting was live streamed and recorded. Provost Capps reported the Board discussed HSU's name change, and there was an incredible amount of positivity and compliments extended to the campus community for the incredible amount of work put forth.

She reported that the next board meeting will be January 26<sup>th</sup>, 2022 where there will be a second presentation and an action item vote to change the name of Humboldt State University to Cal Poly Humboldt. She noted that they were very clear to the Board that the self-study that informed the prospectus is the plan so far, and that right now they are digging into implementation, which will take a long time and will ostensibly require some pivots and

flexibility as needed.

**TIME CERTAIN: 4:00 PM – Integrated Assessment and Planning Update with Lisa Bond-Maupin and Amy Moffat**

Dr. Lisa Bond-Maupin and Dr. Amy Moffat gave the attached presentation

**Senate Vote to Confirm Fall 2021 Graduation Lists**

M/S (M. Thobaben/White) that the University Senate of Humboldt State University accept the final graduation lists for Fall 2021 and recommend the graduation of all persons whose names are on those lists, subject to the provision that any student whose name is on a list, and who has not fulfilled the requirements for graduation, will have her or his name removed from the list and that student shall not graduate.

Senate vote to approve the final graduation lists for Fall 2021 **passed without dissent.**

Ayes: Aghasaleh, Anderson, Burkhalter, Cannon, Cuéllar, Doyle, Gonzalez, Graham, Marcum, McGuire, Meriwether, Miller, Miyamoto, Mola, Moyer, Ndura, O’Neill, Pachmayer, Schnurer, A. Thobaben, M. Thobaben, White, Woglom, Wrenn, Wynn

Nays: none

Abstentions: Bell, Capps, Ndura, Roohparvar, Teale, Tillinghast

M/S (M. Thobaben/Moyer) to designate the final graduation lists for Fall 2021 as an emergency item.

Senate vote to designate the final graduation lists for Fall 2021 as an emergency item **passed without dissent.**

Ayes: Aghasaleh, Anderson, Burkhalter, Cannon, Cuéllar, Doyle, Gonzalez, Graham, Marcum, McGuire, Meriwether, Miller, Miyamoto, Mola, Moyer, Ndura, O’Neill, Pachmayer, Schnurer, A. Thobaben, M. Thobaben, White, Woglom, Wrenn, Wynn

Nays: none

Abstentions: Bell, Capps, Ndura, Roohparvar, Teale, Tillinghast

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M/S (Burkhalter/Woglom) motion to adjourn

**Meeting adjourned at 4:41 pm**

## **California Faculty Association's Interruption Statement**

As part of our continuing commitment to racial justice work, when we experience examples of racial narratives, racism, or whiteness in our meetings or as we conduct our business, we will speak up.

This means we can interrupt the meeting and draw the issue to one another's attention.

We will do this kindly, with care, and in good faith.

This statement is a reminder that we commit to do this in the service of ending systems of racial oppression, and others as well.

## **University Senate Chair Report November 30, 2021**

Welcome back to the last 2 weeks of the semester (plus finals)! I hope everyone had an opportunity to take some time off and breathe during the fall break. Unless something unforeseen happens, this will be our last meeting of the semester, and I want to thank you for all of your hard work and patience so far. I also wanted to give you an idea of what is to come next term as our pace will be ramping up. Here is a *partial* list of the upcoming items for us to deliberate on:

- Curriculum approvals for polytech programs (many!)
- E-Learning Policy
- Policy on Faculty Awards
- Policy on Bullying
- Policy and Procedures for the Student Grievance Process
- Process for getting free books to first year students
- Syllabus Policy
- ...and many, many more

We will also be electing new Senators and chairs of standing committees this next semester. This is an excellent opportunity for new folks to take on leadership roles in the Senate and for the Senate to diversify its leadership. Please let me or Jayne McGuire (Chair of the Elections and Appointments Committee) know if you or someone you know would be interested in joining the Senate or leading one of its committees.

Thank you all! Hang in there for 3 more weeks!

Monty

# HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, November 30, 2021

Standing Committees, Statewide Senators and Ex-officio Members

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## Academic Policies Committee:

Submitted by Maxwell Schnurer, APC Chair

Report back

- APC met on Nov 15 to review suggested changes for the minors/academic credit granting (ACG) certificates/concentrations policy.
- Several substantive changes were made to address concerns and a few edits for clarity were made.
- Expectations for minors and ACG Certificates being proposed were clarified, clarification of ACG Certificates and the role of matriculated students, definitions from 1099 were added, GPA expectations for minors was adjusted to be in line w/ registrar suggestions, example from the education code 89708 were added to help make more clear the distinctions between ACG certificates and minors, Added enrollment and policy clarification on courses only for minors, ACG certificates added to assessment/ review process.
- APC chair checked in with CEEGE for clarification about policy language and assessment standards for self support
- APC chair meet with other senators to get feedback and share proposed changes.

Feedback requested! If you have feedback or suggested changes for the syllabus policy please email the chair of APC. Current policy is here:

<https://policy.humboldt.edu/course-syllabus-policy>

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## Constitution and Bylaws Committee:

Submitted by Chelsea Teale, CBC Chair

The CBC met on 11/29/2021 to review changes to the faculty handbook in terms of the University Center reorganization and SenEx membership. Pending one further review (based on feedback from a UC affiliate), the committee should have a finalized draft of those handbook sections to present to the senate early in the spring.



Our spring agenda includes handbook revisions related to name changes to the Student Activities Center and the university as a whole. Both new names should be formalized early in the semester, and we will have worked on draft handbook changes over break in order to take swift action.

We have a plan to continue the Committee Directory Initiative. The first step will occur prior to and during our December meeting, and continue in the spring (e.g., comparing the draft master list of committees to the handbook and organizing the master list into coherent categories).

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## **Faculty Affairs Committee:**

Submitted by Marissa O'Neill, FAC Chair

The Committee meets on Mondays at 11:00am-12:00pm.

FAC met on November 29<sup>th</sup>.

The committee had previously met with the Faculty Awards Committee to discuss the Faculty Awards policy and suggested changes. Previous reports from the Faculty Awards Committee were reviewed. In the November 29<sup>th</sup> meeting the FAC committee discussed areas to change including language to use and reviewed examples from other Awarding bodies.

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## **Integrated Curriculum Committee:**

Submitted by Jill Anderson, ICC Chair

Regular meeting times are Tuesdays from 9-11am with the Full ICC and ICC Subcommittee meeting on alternate weeks.

### **ICC Members:**

Ramesh Adhikari, Jill Anderson (ICC/APC Chair), Brad Ballinger, Kayla Begay, Vincent Biondo, Carmen Bustos-Works, Christine Cass, Eden Donahue, Bella Gray (Curriculum Coordinator), Lucy Kerhoulas (CDC Chair), Heather Madar, Bori Mazzag, Cindy Moyer, Marissa Ramsier, Clint Rebik, Cutcha Risling-Baldy, Marisol Ruiz-Gonzalez, Maxwell Schnurer (APC Chair), Justus Ortega, Jenni Robinson, Sheila Rocker-Heppe, Lisa Termain (GEAR Chair), Mary Watson (administrative coordinator), Mark Wicklund, George Wrenn, and Rick Zechman

Current Vacancies: Graduate Council representative, Student representatives (2)

## Subcommittee Reports

- **Academic Policies Committee (APC)** Edits were continued on the Minors, Certificates, and Concentrations policy based on feedback in preparation for a second reading in the Senate. The syllabus policy is also being reviewed and feedback is welcomed by Dr. Schnurer.
- **Academic Program and Planning Subcommittee (APPC)** The APPC discussed the Cannabis Studies Policy and previewed the e-learning policy.
- **Course and Degree Change Subcommittee (CDC)** The CDC continues to review proposals in curriculum at an efficient rate, moving through large packets of connected proposals before the catalog deadline.
- **General Education and All University Requirements (GEAR) and Assessment Subcommittee** The GEAR committee continues to review GEAR related proposals in the queue and progress the full certification process for the Area F courses provided emergency designation last AY.

**Cannabis Studies Proposal Discussion.** Joshua Meisel and Dominic Corva joined the ICC for a discussion of the Cannabis Studies proposal. During this discussion, Josh and Dominic responded to questions and thoughts from the ICC based on the subcommittees reviews of the proposal. Discussion items included course detail adjustments (e.g. c-classifications) and thoughtful responses on the bigger picture of how the program fits in at HSU, community connections, and what unique learning experiences it will offer students. Some additional changes to the documentation are occurring and a vote of the full ICC is expected at the next meeting.

**E-learning Policy.** Julie Alderson joined us to discuss the first draft of the new e-learning policy. Rich discussion about the future of long-term online learning at HSU was had in talking about the larger scope and specific details needed in this policy. The discussion identified three needed components to support a strong e-learning culture, the e-learning policy, an implementation plan, and a resource needs analysis and document. As work on this policy continues, the ICC plans to apply an equity lens to the work and employ a framework that supports efforts in a holistic and collaborative way with engagement and feedback across campus. Thanks and appreciation to Julie Alderson and Enoch Hale for their thoughtful and responsive work in drafting this policy.

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## University Policies Committee:

Submitted by George Wrenn, UPC Chair

The Committee has been charged with supporting a revision of the current Grievance Policy as it relates to Grade Appeals, with the goal having an updated policy in place for Fall 2022. The Committee will be working with Drs. Carmen Bustos-Works and Jason Meriwether.

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### President and President's Administrative Team Report to University Senate

Tom Jackson, Jr., President  
Sherie C. Gordon, Chief of Staff  
Shahrooz Roohparvar, CFO/VP Administration and Finance  
Jason Meriwether, VP Enrollment Management  
Jenn Capps, Provost and VPAA  
Cooper Jones, Executive Director of Athletics and Recreational Sports  
Frank Whitlatch, VP Advancement  
Lisa Bond-Maupin, Deputy Chief of Staff (Editor)

#### People

The Department of **Human Resources** is happy to announce the appointment of **Interim AVP, Bruce Curl**. Interim AVP Curl was appointed from The Registry and began his work at HSU on November 29th. Welcome Mr. Curl and thank you for your service.

We wish to thank **David Hickcox** for his excellent work and leadership as the Interim AVP of Human Resources. During his time in Human Resources, David helped restructure the area and improve many processes for the University. David will be returning to the good work of the Title IX team as of November 29, and continuing to be a resource for the leadership transition.

#### Inclusive HSU

Please find the **ODEI Pathways November Newsletter** [here](#) for your review. Thanks to Dr. Ndura and the entire ODEI staff and partners for their work on this.

**Research and Creative Projects for Equity and Justice: Funding Opportunities Available Now!**  
*Deadlines: Complete Institutional Routing packets must be received by 5:00 pm on February 15, 2022.*  
*Complete applications must be submitted in [HSU's InfoReady](#) portal by 5:00 pm on February 28, 2022.*

Funded by Humboldt State University Sponsored Programs Foundation (HSU SPF), this initiative supports research and scholarship that benefits historically marginalized communities served by Humboldt State University, with a focus on black, indigenous, and other people of color

(BIPOC). This new internal funding opportunity is focused on supporting research, scholarship, and creative activities that benefit BIPOC communities in our region, including direct support for faculty and students at HSU who participate in research, scholarship, and creative activities. Proposals can request between \$10,000-\$40,000.

*The supported activities could be focused on:*

- Catalyzing future research by supporting development of new or existing projects;
- Expanding opportunities to engage through participation in research and other scholarship;
- Building capacity and infrastructure that supports research on or off-campus;
- Addressing needs of communities in our region through action and applied research.

For more information on the program, or to submit a proposal, visit

<https://humboldt.infoready4.com/#competitionDetail/1856021>

### **Academic Program Excellence**

As you may remember there are a number of faculty who are leading efforts to build out curriculum as we work toward transitioning to a polytechnic designated campus. One such group, led by **Rock Braithwaite in partnership with Janelle Adsit and Eden Donahue**, is focusing on some exciting **curriculum development in health**. The team has been working particularly hard on developing a new Health Navigator (to be named “Health Advocacy”) major. The draft curriculum is being prepared for distribution to our campus and community stakeholders for feedback. When designing the program the Health Navigator team aligned the curriculum with workforce competencies related to certifications as a Patient Advocate and Professional Patient Navigator.

The interdisciplinary curriculum is currently planned to be a lower unit Health Advocate major that allows students flexibility in their choice of career opportunities. The lower unit major also provides students with the opportunity to complete extended areas of study in Health Education, Arts in Health/Narrative Medicine, Healthcare Interpreters, and/or Health Justice & Environment. After completing the degree, students will be positioned to pass either certification examination and enter directly into the workforce. They will present the new Health Advocacy major to the University Community after addressing the review committee’s feedback and completing the necessary documentation for curricular implementation.

### **Research and Creative Excellence**

[Click Here](#) to flip through the latest issue of our **Office of Research & Sponsored Programs' Fall 2021 Newsletter**. Congratulations and thank you to all HSU scholars.

The Sponsored Programs Foundation is pleased to request **nominations for the McCrone Promising Faculty Scholars Award** for HSU faculty members. This award will recognize HSU's newer faculty, acknowledge their potential in their field of research, and encourage their continued achievement.

**ELIGIBILITY CRITERIA:** Tenured/Tenure track faculty members from all fields who have received their terminal degrees within the last seven (7) years and who are actively involved in research are eligible. Nominations for the award are sought from the campus community and will consist of a letter (no more than two pages) indicating the nominee's qualifications for the award. Eligible faculty may self-nominate.

**SELECTION PROCESS:** Please submit a nomination letter to the Sponsored Programs Foundation electronically through [InfoReady](#). Nominees will be notified and invited to submit to the office a current curriculum vitae and a brief (no more than two pages) statement about their current and anticipated research activities. A committee including previous Scholars of the Year will select up to three award recipients.

**AMOUNT OF THE AWARD:** Each award will be made for \$1,500. Awards are to be used to assist the scholar in supporting their program of creative activity, scholarship, or research.

**DEADLINES:** Letters of Nomination must be submitted electronically to the Sponsored Programs Foundation through [InfoReady](#) by **Monday, February 7, 2022, by 5:00 pm**. Awards will be presented at a reception held **Thursday, April 21, 2022**. The recipient must be available to attend the reception and give a short presentation of their research.

**QUESTIONS:** Should be directed to the Sponsored Programs Foundation, SBS 427, (707) 826-5169 or [bnw107@humboldt.edu](mailto:bnw107@humboldt.edu)

Humboldt State University established the **Alistair and Judith McCrone Graduate Fellowship Fund** in October 2001. The fund was created to honor Dr. and Mrs. McCrone, who together shepherded Humboldt State University and its students for over a quarter of a century. This award will recognize one outstanding graduate student, acknowledge their potential, and encourage their continued achievement in their graduate program.

**ELIGIBILITY CRITERIA:** First-year students who have been in their HSU Graduate Program for less than one academic year are eligible for nominations.

SELECTION PROCESS: Graduate students must be enrolled full time (at least 9 units per semester), and have at least a 3.0 GPA. Only one candidate may be nominated per graduate degree program. Graduate programs that have more than one option (not emphasis) may nominate up to one candidate from each option.

AMOUNT OF THE AWARD: One award of \$3,000 will be applied to their tuition for use in Academic Year 2022-2023.

DEADLINES: Completed nominations must be submitted electronically by the Graduate Program Coordinator through [InfoReady](#) by **Monday, February 7, 2022, by 5:00 pm**. Incomplete or late nominations will not be considered. Awards will be presented at a reception held **Thursday, April 21, 2022**. The recipient must be available to attend the reception and give a short presentation of their research.

QUESTIONS: Should be directed to the Sponsored Programs Foundation, SBS 427, (707) 826-5169 or [bnw107@humboldt.edu](mailto:bnw107@humboldt.edu)

### **Campus Culture and Operations**

Phase 2 of **HSU's strategic planning** process is complete with each division articulating priorities and desired outcomes mapping back to Phase 1 goals and the Pillars of Inclusive Excellence. You can review the living and growing plans for the divisions at [strategicplan.humboldt.edu](http://strategicplan.humboldt.edu). We are now in Phase 3 and our college deans and the directors of other units are working collaboratively within their areas to identify key initiatives and create objectives (including assessable measures) that contribute to the achievement of desired outcomes at the division level and ultimately our goals as a university. This work will continue this fall with drafts complete early in 2022. Thank you to our leadership and our IAPW members for your commitment to continuous improvement and ultimately to doing the very best by our students. Thank you to everyone who is contributing to planning and assessment at Humboldt State.

## Senate Update: Improve Your Tomorrow (IYT) Campus Visit Experience



Improve Your Tomorrow (IYT), an educational non-profit organization, working in partnership with Humboldt State University Admissions recently completed a successful visit experience with 35 young men along with 6 transfer student mentors of color that participate in the IYT program.

The visit was an overnight experience that included a student panel run by HSU's Improve Your Tomorrow University Program that launched this year with 20 young men participating.

The experience also

included an academic showcase to sample some of what Humboldt State can offer students, in this case, students traveled to the Marine Lab in Trinidad to explore and discover the dynamics facilities and experience firsthand what current HSU students experience. Also, students got a taste of student life by watching a movie in the Student Activities Center or watching our Men's Basketball team play basketball against Lincoln. Coach Tae Norwood was able to engage with the students prior to the game and see the team win with an exciting finish.



The two-day experience was one to remember with students. For some, it was the first time they were able to walk through a State Forest, which was also an experience for them, to see the ocean for the very first time. Comments shared by students with the director and visit experience coordinator included the following:



*"Thank you for offering this opportunity to me, I never knew places like this were around."*

*"I'm definitely coming here, no one has made me feel so welcomed."*

*"I feel like I can make it here. I really think I can succeed here at HSU with so many people helping me."*

*"Sign me up, I'm transferring soon and I think I've found my university."*

Everyone that attended is being followed up by the Admissions team over the next few weeks to assure seniors have all the support needed to attend HSU in the fall. Additional visits are scheduled to happen in the months to come and years as IYT and HSU continue to grow the partnership. These efforts also feed campus initiatives like the Diverse Male Scholar Initiative which was also integrated into the experience with Douglas Smith connecting with students.



[IYT Visit in 2 minutes - Video Clip](#)





# HSU Registration Campaign (Spring 2022)

Tableau Online: Enrollment Management

~ Expertly Handcrafted by IRAR~  
 ~ Freshness Date ~  
 11/30/2021 7:00:52 AM  
 [HSU Registration Campaign Data  
 Source Spring 2022]

## About These Data

Data in the Strategic Data Repository (SDR) is a combination of a snapshot of the previous day's data and data captured at various points of the semester. This dashboard also captures live data extracted from Peoplesoft. The date and time shown in the freshness stamp (top right) shows the exact extraction time for all three types of data (Census, 1 day ago, and live). Due to the use of these three sources of data, these data may not match other reports produced by OIE. Data refreshes automatically twice daily (8am and 1pm). Data in this report includes all students and all last known majors.

## Registration Dates and Time by Registration Group

Day of the Week	Reg Group	Start Date	Start Time
Mon	PBAC Priority Groups	11/8/2021	8:15 AM
Mon	UGRD Priority Groups	11/8/2021	8:45 AM
Mon	PBAC Continuing Students	11/8/2021	2:15 PM
Tue	Continuing Senior	11/9/2021	8:15 AM
Wed	Continuing Senior	11/10/2021	8:15 AM
Wed	Continuing Junior	11/10/2021	9:45 AM
Thur	<b>Veterans Day</b>		
Fri	Continuing Junior	11/12/2021	8:15 AM
Mon	Continuing Sophomore	11/15/2021	8:15 AM
Tue	Continuing Freshmen	11/16/2021	8:15 AM

## Dropped and Withdrawn

Dropped	Not Withdrawn	Grand Total
Not Dropped	5,653	5,653
Dropped	5	5
Grand Total	5,658	5,658

By default, the rest of this workbook included only students who have not dropped and have not withdrawn.

## Registration Status by Registration Date

				November							
		8	9	10	12	15	16	29	Grand Total		
Block Enrolled	Self-registered	Dropped	Withdrawn	Monday	Tuesday	Wednesday	Friday	Monday	Tuesday	Monday	
Block Enroll..	Not Self-registered	Not Dropped	Not Withdrawn	5					56		61
Not Block Enrolled	Not Self-registered	Not Dropped	Not Withdrawn	412	280	353	121	236	232	45	1,679
	Self-registered	Dropped	Not Withdrawn	3	1	1					5
		Not Dropped	Not Withdrawn	955	1,017	889	267	358	423	4	3,913
Grand Total				1,375	1,298	1,243	388	594	711	49	5,658



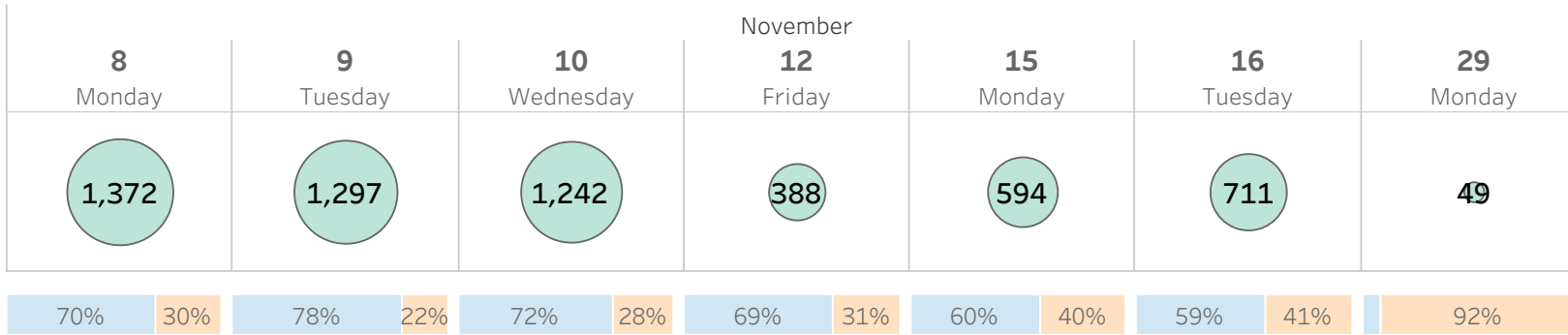


# HSU Registration Campaign (Spring 2022)

Tableau Online: Enrollment Management

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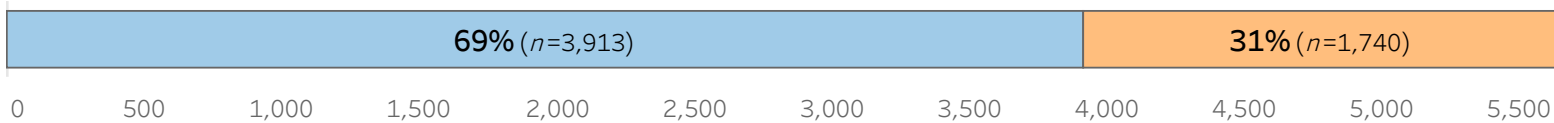
## Eligible Students by Registration Day



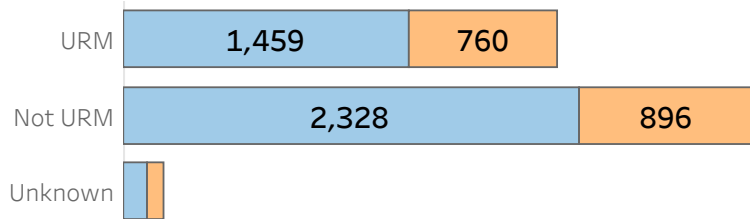
### Dashboard Filter(s)

- Admit Year: All
- Admit Term: All
- Admit Type: All
- College: All
- Department: All
- Current Athlete: All
- Housing: All
- Last Enrolled Term: All
- Class Level: All
- Dropped: Not Dropped
- Withdrawn: Not Withdrawn
- Any Hold: All

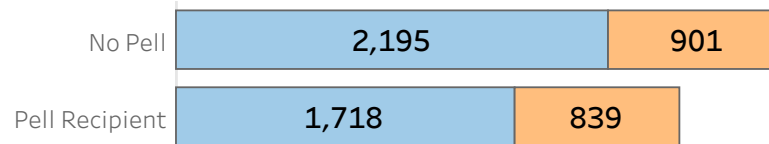
## Total Count of Students Registered / Not Registered



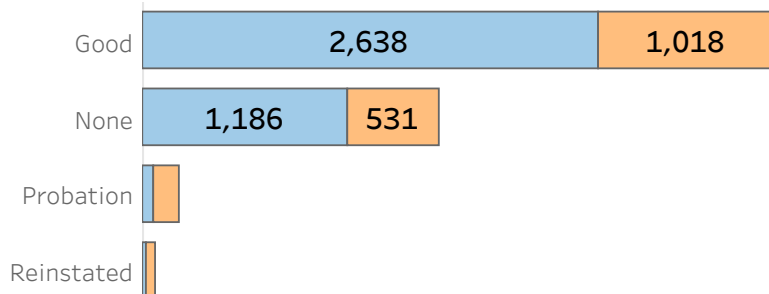
## URM Students Registered / Not Registered



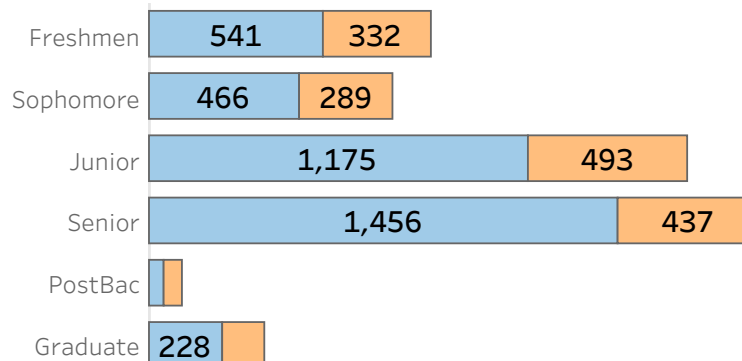
## Pell Students Registered / Not Registered



## Academic Standing Registered / Not Registered



## Grade Level Registered / Not Registered



### Data Glossary

<https://ie.humboldt.edu/data-glossary>



# HSU Registration Campaign (Spring 2022)

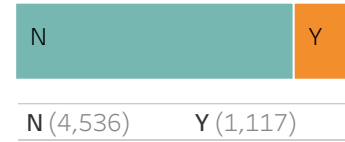
Tableau Online: Enrollment Management

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 [HSU Registration Campaign Data  
 Source Spring 2022]

## Academic Standing

Class Level	Good	None	Probation	Reinstated	Grand Total
Freshmen	204	597	52	20	873
Graduate	226	132	1	1	360
Junior	955	611	81	21	1,668
PostBac	18	86			104
Senior	1,716	128	29	20	1,893
Sophomore	537	163	48	7	755
Grand Total	3,656	1,717	211	69	5,653

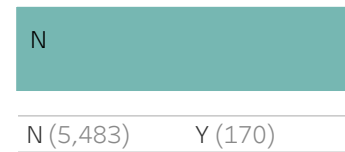
## Any Hold



## Advising Hold



## Financial Hold



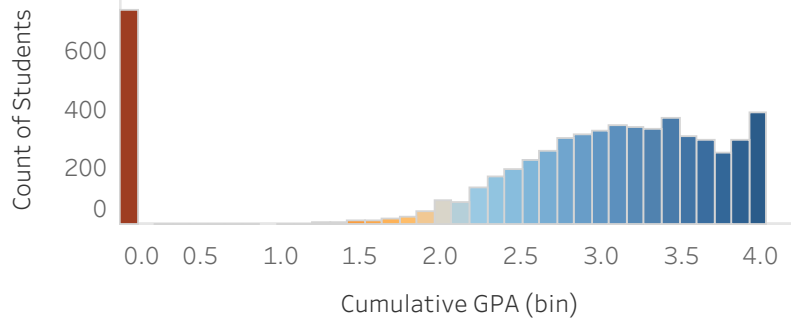
## Vaccination Hold



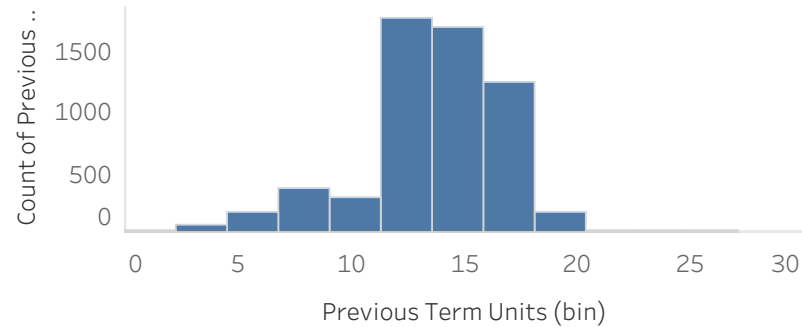
## Dashboard Filter(s)

- Admit Year  
All
- Admit Term  
All
- Admit Type  
All
- College  
All
- Department  
All
- Current Athlete  
All
- Housing  
All
- Last Enrolled Term  
All
- Class Level  
All
- Dropped  
Not Dropped
- Withdrawn  
Not Withdrawn
- Any Hold  
All

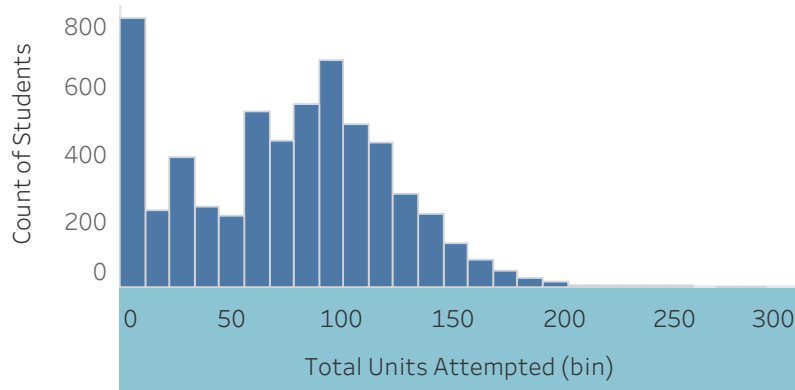
## Cumulative GPA



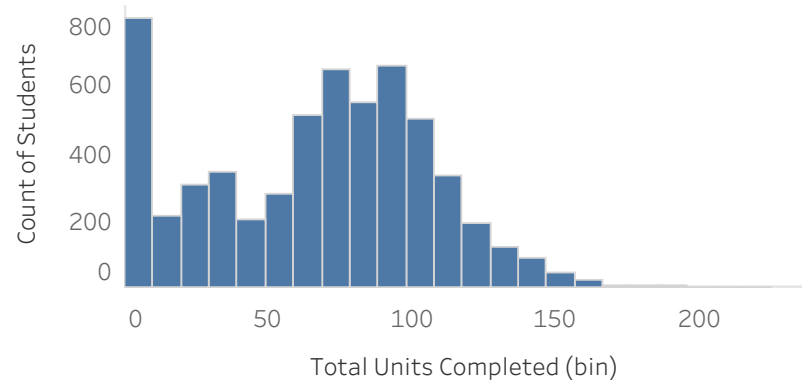
## Previous Term Units



## Total Units Attempted



## Total Units Completed



## Data Glossary

<https://ie.humboldt.edu/data-glossary>



# HSU Registration Campaign (Spring 2022)

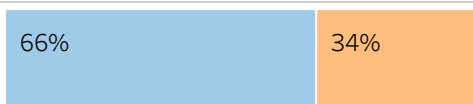
Tableau Online: Enrollment Management

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 ~ Freshness Date ~  
 11/30/2021 7:00:52 AM  
 [HSU Registration Campaign Data  
 Source Spring 2022]

## Percent of Students Registered / Not Registered by Primary College and Department

### Arts, Hum & Soc Sci

Registered / Not Registered



	Not Self-registered	Self-registered
GEOG	24% (n=8)	76% (n=25)
WLC	40% (n=6)	60% (n=9)
RS	36% (n=4)	64% (n=7)
ENGL	32% (n=51)	68% (n=110)
CRGS	27% (n=15)	73% (n=40)
ART	23% (n=42)	77% (n=144)
ENST	23% (n=26)	77% (n=86)
EC	80% (n=8)	20% (n=2)
ANTH	34% (n=29)	66% (n=57)
NAS	50% (n=7)	50% (n=7)
SOC	40% (n=92)	60% (n=136)
POLI	34% (n=32)	66% (n=62)
INTL	44% (n=15)	56% (n=19)
COMM	35% (n=26)	65% (n=49)
JMC	33% (n=19)	67% (n=39)
THEA	28% (n=28)	72% (n=71)
PHIL	46% (n=12)	54% (n=14)
HIST	39% (n=36)	61% (n=56)
MUS	61% (n=33)	39% (n=21)

### General Studies

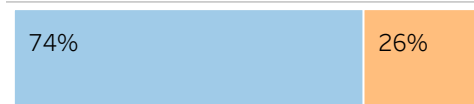
Registered / Not Registered



	Not Self-registered	Self-registered
UNDA	59% (n=78)	41% (n=54)

### Natural Resources & Sci

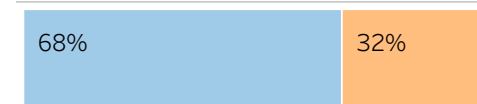
Registered / Not Registered



	Not Self-registered	Self-registered
FISH	9% (n=5)	91% (n=49)
WLDF	17% (n=64)	83% (n=313)
CHEM	19% (n=16)	81% (n=68)
ESM	19% (n=54)	81% (n=234)
GEOL	36% (n=21)	64% (n=37)
BIOL	28% (n=211)	72% (n=546)
ENGR	32% (n=57)	68% (n=121)
FWM	28% (n=72)	72% (n=183)
OCN	27% (n=12)	73% (n=32)
PHYX	33% (n=16)	67% (n=32)
CS	36% (n=48)	64% (n=87)
MATH	43% (n=23)	57% (n=30)
NS	31% (n=19)	69% (n=42)

### Professional Studies

Registered / Not Registered



	Not Self-registered	Self-registered
NURS	47% (n=15)	53% (n=17)
CD	16% (n=18)	84% (n=92)
ECON	23% (n=6)	77% (n=20)
PSYC	34% (n=185)	66% (n=367)
SW	20% (n=41)	80% (n=160)
BUS	34% (n=119)	66% (n=232)
KRA	36% (n=107)	64% (n=188)
EDUC	41% (n=79)	59% (n=113)



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 [HSU Registration Campaign Data  
 Source Spring 2022]

## Percent of Students Registered / Not Registered by Primary College and Major Program

### Arts, Hum & Soc Sci Registered / Not Registered



	Not Self-registered	Self-registered
ARTF	16% (n=4)	84% (n=21)
GEOG	24% (n=8)	76% (n=25)
ISDS	18% (n=2)	82% (n=9)
ART	23% (n=38)	77% (n=125)
ENMA	25% (n=4)	75% (n=12)
ENGL	32% (n=47)	68% (n=98)
COMM	35% (n=26)	65% (n=49)
ANTH	34% (n=29)	66% (n=57)
PSCI	34% (n=32)	66% (n=62)
HIST	39% (n=36)	61% (n=56)
INTL	44% (n=15)	56% (n=19)
FILM	25% (n=16)	75% (n=48)
EST	23% (n=26)	77% (n=86)
RGSS	27% (n=15)	73% (n=40)
SPAN	33% (n=3)	67% (n=6)
PHIL	46% (n=12)	54% (n=14)
JN	33% (n=19)	67% (n=39)
CJS	42% (n=61)	58% (n=83)
THEA	40% (n=10)	60% (n=15)
SOCM	6% (n=1)	94% (n=16)
FREN	50% (n=3)	50% (n=3)
MUS	61% (n=33)	39% (n=21)
SOC	45% (n=30)	55% (n=37)
NAS	50% (n=7)	50% (n=7)
RS	36% (n=4)	64% (n=7)
SSMA	80% (n=8)	20% (n=2)

### General Studies Registered / Not Registered



	Not Self-registered	Self-registered
UNDE	59% (n=78)	41% (n=54)

### Natural Resources & Sci Registered / Not Registered



	Not Self-registered	Self-registered
FISH	9% (n=5)	91% (n=49)
WLDF	17% (n=64)	83% (n=313)
CHEM	19% (n=16)	81% (n=68)
BOT	20% (n=22)	80% (n=90)
ESM	19% (n=54)	81% (n=234)
GEOL	36% (n=20)	64% (n=35)
BIOL	31% (n=127)	69% (n=280)
ZOOL	27% (n=54)	73% (n=148)
ERE	30% (n=47)	70% (n=111)
RRS	23% (n=5)	77% (n=17)
PHYS	43% (n=3)	57% (n=4)
OCN	27% (n=12)	73% (n=32)
FOR	29% (n=67)	71% (n=166)
PHYX	32% (n=13)	68% (n=28)
CSCI	36% (n=48)	64% (n=87)
MATH	43% (n=23)	57% (n=30)
ESER	50% (n=10)	50% (n=10)
ESGE	33% (n=1)	67% (n=2)
NRFI	13% (n=2)	87% (n=13)
BIGR	21% (n=8)	79% (n=30)
NR	40% (n=10)	60% (n=15)
NRWI	35% (n=7)	65% (n=13)
NRPG		100% (n=1)

### Professional Studies Registered / Not Registered



	Not Self-registered	Self-registered
LSCE	20% (n=1)	80% (n=4)
NRSRG	47% (n=15)	53% (n=17)
LSEE	23% (n=20)	77% (n=66)
CDFR	13% (n=10)	87% (n=65)
LSCD	23% (n=7)	77% (n=23)
SW	23% (n=36)	77% (n=119)
PSYC	31% (n=144)	69% (n=318)
ECON	23% (n=6)	77% (n=20)
RADM	39% (n=16)	61% (n=25)
KIUG	29% (n=64)	71% (n=157)
BA	34% (n=112)	66% (n=214)
MBA	28% (n=7)	72% (n=18)
PSYG	46% (n=41)	54% (n=49)
KINE	82% (n=27)	18% (n=6)
MSW	11% (n=5)	89% (n=41)
CRMA	38% (n=3)	63% (n=5)
CRMS	32% (n=6)	68% (n=13)
CRMM	92% (n=12)	8% (n=1)
CRSB	38% (n=3)	63% (n=5)
CRSS	46% (n=6)	54% (n=7)
CRSP	100% (n=3)	
CRPE	50% (n=2)	50% (n=2)
CRAR	38% (n=3)	63% (n=5)
CREN	50% (n=4)	50% (n=4)
EDUC	100% (n=1)	
CRAS	80% (n=16)	20% (n=4)
CRIT		100% (n=1)



# HSU Registration Campaign (Spring 2022)

Tableau Online: Enrollment Management

~ Expertly Handcrafted by IRAR~  
 ~ Freshness Date ~  
 11/30/2021 7:00:52 AM  
 [HSU Registration Campaign Data  
 Source Spring 2022]

## Not Registered Students by Expected Graduation Date

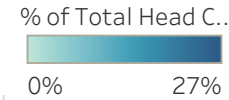


Class Level	Past Date	Expected Graduation Term				Grand Total
		Fall 2021	Spring 2022	Summer 2023	Future Date	
Freshmen					<b>19%</b> (n=332)	<b>19%</b> (n=332)
Sophomore			<b>0%</b> (n=1)		<b>17%</b> (n=288)	<b>17%</b> (n=289)
Junior			<b>3%</b> (n=49)	<b>0%</b> (n=1)	<b>25%</b> (n=443)	<b>28%</b> (n=493)
Senior	<b>0%</b> (n=1)	<b>1%</b> (n=11)	<b>13%</b> (n=226)	<b>0%</b> (n=7)	<b>11%</b> (n=192)	<b>25%</b> (n=437)
PostBac	<b>0%</b> (n=2)	<b>0%</b> (n=1)			<b>3%</b> (n=54)	<b>3%</b> (n=57)
Graduate		<b>0%</b> (n=1)	<b>2%</b> (n=28)	<b>0%</b> (n=1)	<b>6%</b> (n=102)	<b>8%</b> (n=132)
Grand Total	<b>0%</b> (n=3)	<b>1%</b> (n=13)	<b>17%</b> (n=304)	<b>1%</b> (n=9)	<b>81%</b> (n=1,411)	<b>100%</b> (n=1,740)

### Dashboard Filter(s)

- Admit Year  
All
- Admit Term  
All
- Admit Type  
All
- College  
All
- Department  
All
- Current Athlete  
All
- Housing  
All
- Last Enrolled Term  
All
- Class Level  
All
- Dropped  
Not Dropped
- Withdrawn  
Not Withdrawn
- Any Hold  
All

## Registered Students by Expected Graduation Date



Class Level	Expected Graduation Term			Grand Total
	Spring 2022	Summer 2023	Future Date	
Freshmen			<b>14%</b> (n=542)	<b>14%</b> (n=542)
Sophomore		<b>0%</b> (n=1)	<b>12%</b> (n=466)	<b>12%</b> (n=467)
Junior	<b>3%</b> (n=112)	<b>0%</b> (n=11)	<b>27%</b> (n=1,052)	<b>30%</b> (n=1,175)
Senior	<b>23%</b> (n=911)	<b>1%</b> (n=25)	<b>13%</b> (n=522)	<b>37%</b> (n=1,458)
PostBac			<b>1%</b> (n=47)	<b>1%</b> (n=47)
Graduate	<b>1%</b> (n=36)		<b>5%</b> (n=193)	<b>6%</b> (n=229)
Grand Total	<b>27%</b> (n=1,059)	<b>1%</b> (n=37)	<b>72%</b> (n=2,822)	<b>100%</b> (n=3,918)

### Data Glossary

<https://ie.humboldt.edu/data-glossary>

Updated 11/29/2021

### Applicants

REDIRECT Not Redirect

	Fall 2022		Fall 2021		Fall 2020		Fall 2019		Fall 2018	
	HC		HC		HC		HC		HC	
Credential	7	16.67%	6	100.00%	3	200.00%	1	-66.67%	3	
First-time UG	3,757	18.93%	3,159	-39.75%	5,243	-13.84%	6,085	9.54%	5,555	
Lower-div xfer	64	-33.33%	96	-26.72%	131	-11.49%	148	12.98%	131	
Masters	28	33.33%	21	-22.22%	27	-12.90%	31	-22.50%	40	
Returning UG	11	37.50%	8	-60.00%	20	-13.04%	23	9.52%	21	
Second Bachelor	20	-47.37%	38	123.53%	17	-10.53%	19	35.71%	14	
Unclassified PB	3	200.00%	1	0.00%	1	-50.00%	2	100.00%	1	
Upper-div xfer	782	-22.80%	1,013	-36.21%	1,588	1.86%	1,559	5.27%	1,481	
Transitory	0	#NULL!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
<b>Grand Total</b>	<b>4,672</b>	<b>7.60%</b>	<b>4,342</b>	<b>-38.24%</b>	<b>7,030</b>	<b>-10.65%</b>	<b>7,868</b>	<b>8.58%</b>	<b>7,246</b>	

### Admits

REDIRECT Not Redirect

	Fall 2022		Fall 2021		Fall 2020		Fall 2019		Fall 2018	
	HC		HC		HC		HC		HC	
Credential	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
First-time UG	3,277	29.12%	2,538	-23.65%	3,324	-11.03%	3,736	91.88%	1,947	
Lower-div xfer	9	-76.92%	39	-17.02%	47	74.07%	27	-20.59%	34	
Masters	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
Returning UG	0	-100.00%	3	0.00%	3	50.00%	2	-66.67%	6	
Second Bachelor	0	-100.00%	3	#DIV/0!	0	#DIV/0!	0	-100.00%	1	
Unclassified PB	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
Upper-div xfer	618	-13.20%	712	-25.91%	961	95.72%	491	-51.96%	1,022	
Transitory	0	#NULL!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
<b>Grand Total</b>	<b>3,904</b>	<b>18.48%</b>	<b>3,295</b>	<b>-23.99%</b>	<b>4,335</b>	<b>1.86%</b>	<b>4,256</b>	<b>41.40%</b>	<b>3,010</b>	

### Confirmed

REDIRECT Not Redirect

	Fall 2022		Fall 2021		Fall 2020		Fall 2019		Fall 2018	
	HC		HC		HC		HC		HC	
Credential	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
First-time UG	92	80.39%	51	104.00%	25	#DIV/0!	0	-100.00%	59	
Lower-div xfer	2	-71.43%	7	133.33%	3	#DIV/0!	0	-100.00%	7	
Masters	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
Returning UG	0	#DIV/0!	0	-100.00%	1	#DIV/0!	0	-100.00%	2	
Second Bachelor	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
Unclassified PB	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
Upper-div xfer	83	33.87%	62	77.14%	35	#DIV/0!	0	-100.00%	74	
Transitory	0	#NULL!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
<b>Grand Total</b>	<b>177</b>	<b>47.50%</b>	<b>120</b>	<b>87.50%</b>	<b>64</b>	<b>#DIV/0!</b>	<b>0</b>	<b>-100.00%</b>	<b>142</b>	

### Registered

REDIRECT Not Redirect

	Fall 2022		Fall 2021		Fall 2020		Fall 2019		Fall 2018	
	HC		HC		HC		HC		HC	
Credential	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
First-time UG	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
Lower-div xfer	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
Masters	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
Returning UG	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
Second Bachelor	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
Unclassified PB	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
Upper-div xfer	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
Transitory	0	#NULL!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
<b>Grand Total</b>	<b>0</b>	<b>#DIV/0!</b>	<b>0</b>	<b>#DIV/0!</b>	<b>0</b>	<b>#DIV/0!</b>	<b>0</b>	<b>#DIV/0!</b>	<b>0</b>	

Updated 09/20/2021

Undergraduate Enrollment

CAREER	Fall 2021		Fall 2020		Fall 2019		Fall 2018		Fall 2017	
	HC		HC		HC		HC		HC	
Continuing UGrd	3,770	-11.54%	4,262	-9.59%	4,714	-8.43%	5,148	-6.28%	5,493	
Returning UGrd	59	-45.87%	109	-39.74%	78	-1.27%	79	-22.55%	102	
Transitory	18	5.88%	17	-19.05%	21	10.53%	19	18.75%	16	
Transfer UGrd	724	-23.39%	945	16.24%	813	-9.16%	895	-6.09%	953	
First-time UGrd	628	15.23%	545	-33.94%	825	-21.50%	1,051	-13.14%	1,210	
<b>Grand Total</b>	<b>5,199</b>	<b>-11.55%</b>	<b>5,878</b>	<b>-8.88%</b>	<b>6,451</b>	<b>-10.30%</b>	<b>7,192</b>	<b>-7.49%</b>	<b>7,774</b>	

All Enrollment

CAREER	Fall 2021		Fall 2020		Fall 2019		Fall 2018		Fall 2017	
	HC		HC		HC		HC		HC	
Cont./Ret PBac	233	-1.69%	237	-11.24%	267	-3.96%	278	7.34%	259	
Continuing UGrd	3,770	-11.54%	4,262	-9.59%	4,714	-8.43%	5,148	-6.28%	5,493	
New PBac	303	-2.57%	311	19.62%	260	-8.77%	285	-6.56%	305	
Returning UGrd	59	-45.87%	109	-39.74%	78	-1.27%	79	-22.55%	102	
Transitory	20	-33.33%	30	-14.29%	35	0.00%	35	-45.83%	24	
Transfer UGrd	724	-23.39%	945	16.24%	813	-9.16%	895	-6.09%	953	
First-time UGrd	628	15.23%	545	-33.94%	825	-21.50%	1,051	-13.14%	1,210	
<b>Grand Total</b>	<b>5,737</b>	<b>-10.90%</b>	<b>6,439</b>	<b>-7.91%</b>	<b>6,992</b>	<b>-10.02%</b>	<b>7,771</b>	<b>-6.89%</b>	<b>8,346</b>	

Undergraduate FTE

CAREER	Fall 2021		Fall 2020		Fall 2019		Fall 2018		Fall 2017	
	FTEs		FTEs		FTEs		FTEs		FTEs	
Continuing UGrd	3,609.00	-11.02%	4,056.00	-11.90%	4,604.00	-7.98%	5,003.00	-6.21%	5,334.00	
Returning UGrd	47.00	-51.04%	96.00	41.18%	68.00	1.49%	67.00	-27.96%	93.00	
Transitory	0.00	#DIV/0!	0.00	-100.00%	12.00	-20.00%	15.00	-6.25%	16.00	
Transfer UGrd	700.00	-22.14%	899.00	11.82%	804.00	-8.84%	882.00	-6.37%	942.00	
First-time UGrd	625.00	15.10%	543.00	-34.10%	824.00	-21.52%	1,050.00	-12.94%	1,206.00	
<b>Grand Total</b>	<b>4,981.00</b>	<b>-10.96%</b>	<b>5,594.00</b>	<b>-11.38%</b>	<b>6,312.00</b>	<b>-10.05%</b>	<b>7,017.00</b>	<b>-7.56%</b>	<b>7,591.00</b>	

All FTE

CAREER	Fall 2021		Fall 2020		Fall 2019		Fall 2018		Fall 2017	
	FTEs		FTEs		FTEs		FTEs		FTEs	
Cont./Ret PBac	205.00	5.67%	194.00	-9.77%	215.00	-4.02%	224.00	8.21%	207.00	
Continuing UGrd	3,609.00	-11.02%	4,056.00	-11.90%	4,604.00	-7.98%	5,003.00	-6.21%	5,334.00	
New PBac	311.00	-7.72%	337.00	22.55%	275.00	-9.84%	305.00	-10.03%	339.00	
Returning UGrd	47.00	-51.04%	96.00	41.18%	68.00	1.49%	67.00	-27.96%	93.00	
Transitory	0.00	#DIV/0!	0.00	-100.00%	12.00	-20.00%	15.00	-6.25%	16.00	
Transfer UGrd	700.00	-22.14%	899.00	11.82%	804.00	-8.84%	882.00	-6.37%	942.00	
First-time UGrd	625.00	15.10%	543.00	-34.10%	824.00	-21.52%	1,050.00	-12.94%	1,206.00	
<b>Grand Total</b>	<b>5,497.00</b>	<b>-10.25%</b>	<b>6,125.00</b>	<b>-9.95%</b>	<b>6,802.00</b>	<b>-9.86%</b>	<b>7,546.00</b>	<b>-7.26%</b>	<b>8,137.00</b>	

Undergraduate Resident FTE

CAREER	Fall 2021		Fall 2020		Fall 2019		Fall 2018		Fall 2017	
	Resident FTEs		Resident FTEs		Resident FTEs		Resident FTEs		Resident FTEs	
Continuing UGrd	3,383.00	-10.93%	3,798.00	-12.95%	4,363.00	-7.97%	4,741.00	-5.75%	5,030.00	
Returning UGrd	45.00	-52.13%	94.00	40.30%	67.00	3.08%	65.00	-27.78%	90.00	
Transitory	0.00	#DIV/0!	0.00	-100.00%	12.00	-20.00%	15.00	-6.25%	16.00	
Transfer UGrd	663.00	-22.64%	857.00	13.81%	753.00	-11.41%	850.00	-6.49%	909.00	
First-time UGrd	572.00	15.09%	497.00	-34.43%	758.00	-22.49%	978.00	-14.44%	1,143.00	
<b>Grand Total</b>	<b>4,663.00</b>	<b>-11.11%</b>	<b>5,246.00</b>	<b>-11.88%</b>	<b>5,953.00</b>	<b>-10.47%</b>	<b>6,649.00</b>	<b>-7.50%</b>	<b>7,188.00</b>	

All Resident FTE

CAREER	Fall 2021		Fall 2020		Fall 2019		Fall 2018		Fall 2017	
	Resident FTEs		Resident FTEs		Resident FTEs		Resident FTEs		Resident FTEs	
Cont./Ret PBac	177.00	1.14%	175.00	-13.79%	203.00	1.50%	200.00	11.11%	180.00	
Continuing UGrd	3,383.00	-10.93%	3,798.00	-12.95%	4,363.00	-7.97%	4,741.00	-5.75%	5,030.00	
New PBac	276.00	-12.66%	316.00	24.90%	253.00	-11.85%	287.00	-6.82%	308.00	
Returning UGrd	45.00	-52.13%	94.00	40.30%	67.00	3.08%	65.00	-27.78%	90.00	
Transitory	0.00	#DIV/0!	0.00	-100.00%	12.00	-20.00%	15.00	-6.25%	16.00	
Transfer UGrd	663.00	-22.64%	857.00	13.81%	753.00	-11.41%	850.00	-6.49%	909.00	
First-time UGrd	572.00	15.09%	497.00	-34.43%	758.00	-22.49%	978.00	-14.44%	1,143.00	
<b>Grand Total</b>	<b>5,116.00</b>	<b>-10.82%</b>	<b>5,737.00</b>	<b>-10.49%</b>	<b>6,409.00</b>	<b>-10.19%</b>	<b>7,136.00</b>	<b>-7.03%</b>	<b>7,676.00</b>	

Continuing Eligible Enrolled

College	Fall 2021		Fall 2020		Fall 2019		Fall 2018		Fall 2017	
	Enrolled %		Enrolled %		Enrolled %		Enrolled %		Enrolled %	
Arts, Hum & Soc S	80.00%	-2.18%	82.18%	-0.16%	82.35%	2.84%	79.51%	-0.76%	80.27%	
General Studies	61.54%	-5.13%	66.67%	-7.92%	74.59%	4.20%	70.39%	1.33%	69.06%	
Natural Resource:	85.91%	-0.66%	86.57%	-2.61%	89.18%	3.32%	85.87%	0.06%	85.80%	
Professional Studi	82.16%	-3.76%	85.92%	-2.14%	83.78%	-0.44%	84.22%	1.89%	82.32%	
<b>Overall</b>	<b>82.71%</b>	<b>-1.75%</b>	<b>84.46%</b>	<b>-0.77%</b>	<b>85.23%</b>	<b>2.06%</b>	<b>83.17%</b>	<b>0.40%</b>	<b>82.77%</b>	

Note: For the Continuing Eligible Enrolled percentages, the inter-term differences are the differences in the percentages not the percentage difference.

Updated 11/29/2021

### Applicants

REDIRECT Not Redirect

	Spring 2022		Spring 2021		Spring 2020		Spring 2019		Spring 2018	
	HC		HC		HC		HC		HC	
First-time UG	95	-6.86%	102	24.39%	82	-26.79%	112	-40.43%	188	
Lower-div xfer	152	32.17%	115	17.35%	98	-21.60%	125	0.81%	124	
Masters	70	-2.78%	72	30.91%	55	-12.70%	63	-1.56%	64	
Returning UG	69	1.47%	68	-15.00%	80	-11.11%	90	-12.62%	103	
Second Bachelor	39	-2.50%	40	110.53%	19	72.73%	11	-15.38%	13	
Transitory	1	0.00%	1	-66.67%	3	0.00%	3	-57.14%	7	
Upper-div xfer	722	-0.28%	724	-5.48%	766	2.68%	746	-17.57%	905	
Unclassified PB	0	#NULL!	0	#NULL!	0	#NULL!	0	#NULL!	1	
Credential	1	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
<b>Grand Total</b>	<b>1,149</b>	<b>2.41%</b>	<b>1,122</b>	<b>1.72%</b>	<b>1,103</b>	<b>-4.09%</b>	<b>1,150</b>	<b>-18.15%</b>	<b>1,405</b>	

### Admits

REDIRECT Not Redirect

	Spring 2022		Spring 2021		Spring 2020		Spring 2019		Spring 2018	
	HC		HC		HC		HC		HC	
First-time UG	51	18.60%	43	115.00%	20	-37.50%	32	-36.00%	50	
Lower-div xfer	77	79.07%	43	13.16%	38	35.71%	28	-9.68%	31	
Masters	38	18.75%	32	14.29%	28	-28.21%	39	30.00%	30	
Returning UG	49	0.00%	49	-5.77%	52	-20.00%	65	-12.16%	74	
Second Bachelor	29	3.57%	28	154.55%	11	83.33%	6	20.00%	5	
Transitory	0	#DIV/0!	0	-100.00%	3	0.00%	3	-57.14%	7	
Upper-div xfer	456	16.92%	390	-10.14%	434	2.84%	422	-22.14%	542	
Unclassified PB	0	#NULL!	0	#NULL!	0	#NULL!	0	#NULL!	0	
Credential	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
<b>Grand Total</b>	<b>700</b>	<b>19.66%</b>	<b>585</b>	<b>-0.17%</b>	<b>586</b>	<b>-1.51%</b>	<b>595</b>	<b>-19.49%</b>	<b>739</b>	

### Confirmed

REDIRECT Not Redirect

	Spring 2022		Spring 2021		Spring 2020		Spring 2019		Spring 2018	
	HC		HC		HC		HC		HC	
First-time UG	29	61.11%	18	38.46%	13	8.33%	12	-55.56%	27	
Lower-div xfer	63	117.24%	29	-9.38%	32	68.42%	19	-24.00%	25	
Masters	21	110.00%	10	-37.50%	16	-36.00%	25	92.31%	13	
Returning UG	47	74.07%	27	-15.63%	32	0.00%	32	-31.91%	47	
Second Bachelor	19	58.33%	12	100.00%	6	50.00%	4	100.00%	2	
Transitory	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
Upper-div xfer	278	59.77%	174	-28.40%	243	13.02%	215	-22.94%	279	
Unclassified PB	0	#NULL!	0	#NULL!	0	#NULL!	0	#NULL!	0	
Credential	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
<b>Grand Total</b>	<b>457</b>	<b>69.26%</b>	<b>270</b>	<b>-21.05%</b>	<b>342</b>	<b>11.40%</b>	<b>307</b>	<b>-21.88%</b>	<b>393</b>	

### Registered

REDIRECT Not Redirect

	Spring 2022		Spring 2021		Spring 2020		Spring 2019		Spring 2018	
	HC		HC		HC		HC		HC	
First-time UG	0	-100.00%	1	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
Lower-div xfer	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
Masters	2	100.00%	1	0.00%	1	-66.67%	3	-40.00%	5	
Returning UG	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
Second Bachelor	0	#DIV/0!	0	-100.00%	1	#DIV/0!	0	#DIV/0!	0	
Transitory	0	#DIV/0!	0	-100.00%	2	0.00%	2	-33.33%	3	
Upper-div xfer	2	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
Unclassified PB	0	#NULL!	0	#NULL!	0	#NULL!	0	#NULL!	0	
Credential	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
<b>Grand Total</b>	<b>4</b>	<b>100.00%</b>	<b>2</b>	<b>-50.00%</b>	<b>4</b>	<b>-20.00%</b>	<b>5</b>	<b>-37.50%</b>	<b>8</b>	



Updated 11/29/2021

Undergraduate Enrollment

CAREER Undergraduate

	Spring 2022		Spring 2021		Spring 2020		Spring 2019		Spring 2018	
	HC		HC		HC		HC		HC	
Continuing UGrd	3,610	-10.44%	4,031	-21.64%	5,144	-8.11%	5,598	-8.74%	6,134	
Transitory	0	#NULL!	0	#NULL!	5	0.00%	5	-54.55%	11	
First-time UGrd	0	#NULL!	1	#NULL!	0	#NULL!	0	#NULL!	0	
Transfer UGrd	2	#NULL!	0	#NULL!	0	#NULL!	0	#NULL!	0	
<b>Grand Total</b>	<b>3,612</b>	<b>-10.42%</b>	<b>4,032</b>	<b>-21.69%</b>	<b>5,149</b>	<b>-8.10%</b>	<b>5,603</b>	<b>-8.82%</b>	<b>6,145</b>	

All Enrollment

CAREER (Multiple Items)

	Spring 2022		Spring 2021		Spring 2020		Spring 2019		Spring 2018	
	HC		HC		HC		HC		HC	
Cont/Ret PBac	313	1.62%	308	11.59%	276	-13.75%	320	8.11%	296	
Continuing UGrd	3,610	-10.44%	4,031	-21.64%	5,144	-8.11%	5,598	-8.74%	6,134	
New PBac	2	0.00%	2	0.00%	2	-33.33%	3	-40.00%	5	
Transitory	0	#NULL!	0	#NULL!	5	0.00%	5	-54.55%	11	
First-time UGrd	0	#NULL!	1	#NULL!	0	#NULL!	0	#NULL!	0	
Transfer UGrd	2	#NULL!	0	#NULL!	0	#NULL!	0	#NULL!	0	
<b>Grand Total</b>	<b>3,927</b>	<b>-9.56%</b>	<b>4,342</b>	<b>-19.99%</b>	<b>5,427</b>	<b>-8.42%</b>	<b>5,926</b>	<b>-8.07%</b>	<b>6,446</b>	

Undergraduate FTE

CAREER Undergraduate

	Spring 2022		Spring 2021		Spring 2020		Spring 2019		Spring 2018	
	FTEs		FTEs		FTEs		FTEs		FTEs	
Continuing UGrd	3,371.00	-10.56%	3,769.00	-21.79%	4,819.00	-7.98%	5,237.00	-8.16%	5,702.00	
Transitory	0.00	#NULL!	0.00	#NULL!	4.00	0.00%	4.00	-50.00%	8.00	
First-time UGrd	0.00	#NULL!	1.00	#NULL!	0.00	#NULL!	0.00	#NULL!	0.00	
Transfer UGrd	2.00	#NULL!	0.00	#NULL!	0.00	#NULL!	0.00	#NULL!	0.00	
<b>Grand Total</b>	<b>3,373.00</b>	<b>-10.53%</b>	<b>3,770.00</b>	<b>-21.83%</b>	<b>4,823.00</b>	<b>-7.98%</b>	<b>5,241.00</b>	<b>-8.21%</b>	<b>5,710.00</b>	

All FTE

CAREER (Multiple Items)

	Spring 2022		Spring 2021		Spring 2020		Spring 2019		Spring 2018	
	FTEs		FTEs		FTEs		FTEs		FTEs	
Cont/Ret PBac	272.00	0.37%	271.00	17.83%	230.00	-14.18%	268.00	7.20%	250.00	
Continuing UGrd	3,371.00	-10.56%	3,769.00	-21.79%	4,819.00	-7.98%	5,237.00	-8.16%	5,702.00	
New PBac	3.00	200.00%	1.00	50.00%	2.00	-33.33%	3.00	-50.00%	6.00	
Transitory	0.00	#NULL!	0.00	#NULL!	4.00	0.00%	4.00	-50.00%	8.00	
First-time UGrd	0.00	#NULL!	1.00	#NULL!	0.00	#NULL!	0.00	#NULL!	0.00	
Transfer UGrd	2.00	#NULL!	0.00	#NULL!	0.00	#NULL!	0.00	#NULL!	0.00	
<b>Grand Total</b>	<b>3,648.00</b>	<b>-9.75%</b>	<b>4,042.00</b>	<b>-20.04%</b>	<b>5,055.00</b>	<b>-8.29%</b>	<b>5,512.00</b>	<b>-7.61%</b>	<b>5,966.00</b>	

Undergraduate Resident FTE

CAREER Undergraduate

	Spring 2022		Spring 2021		Spring 2020		Spring 2019		Spring 2018	
	Resident FTEs		Resident FTEs		Resident FTEs		Resident FTEs		Resident FTEs	
Continuing UGrd	3,153.00	-10.25%	3,513.00	-22.67%	4,543.00	-8.44%	4,962.00	-8.28%	5,410.00	
Transitory	0.00	#NULL!	0.00	#NULL!	4.00	0.00%	4.00	-50.00%	8.00	
First-time UGrd	0.00	#NULL!	0.00	#NULL!	0.00	#NULL!	0.00	#NULL!	0.00	
Transfer UGrd	0.00	#NULL!	0.00	#NULL!	0.00	#NULL!	0.00	#NULL!	0.00	
<b>Grand Total</b>	<b>3,153.00</b>	<b>-10.25%</b>	<b>3,513.00</b>	<b>-22.74%</b>	<b>4,547.00</b>	<b>-8.44%</b>	<b>4,966.00</b>	<b>-8.34%</b>	<b>5,418.00</b>	

All Resident FTE

CAREER (Multiple Items)

	Spring 2022		Spring 2021		Spring 2020		Spring 2019		Spring 2018	
	Resident FTEs		Resident FTEs		Resident FTEs		Resident FTEs		Resident FTEs	
Cont/Ret PBac	238.00	-3.25%	246.00	14.95%	214.00	-13.01%	246.00	11.31%	221.00	
Continuing UGrd	3,153.00	-10.25%	3,513.00	-22.67%	4,543.00	-8.44%	4,962.00	-8.28%	5,410.00	
New PBac	3.00	200.00%	1.00	50.00%	2.00	-33.33%	3.00	-50.00%	2.00	
Transitory	0.00	#NULL!	0.00	#NULL!	4.00	0.00%	4.00	-50.00%	8.00	
First-time UGrd	0.00	#NULL!	0.00	#NULL!	0.00	#NULL!	0.00	#NULL!	0.00	
Transfer UGrd	0.00	#NULL!	0.00	#NULL!	0.00	#NULL!	0.00	#NULL!	0.00	
<b>Grand Total</b>	<b>3,394.00</b>	<b>-9.73%</b>	<b>3,760.00</b>	<b>-21.06%</b>	<b>4,763.00</b>	<b>-8.67%</b>	<b>5,215.00</b>	<b>-7.55%</b>	<b>5,641.00</b>	

Continuing Eligible Enrolled

	Spring 2022		Spring 2021		Spring 2020		Spring 2019		Spring 2018	
College	Enrolled %		Enrolled %		Enrolled %		Enrolled %		Enrolled %	
Arts, Hum & Soc S	66.02%	0.07%	65.95%	-9.05%	75.00%	-3.83%	78.83%	4.56%	74.27%	
General Studies	53.42%	-0.51%	53.94%	-11.75%	65.69%	-7.52%	73.21%	0.46%	72.76%	
Natural Resource:	73.61%	-0.17%	73.78%	-7.95%	81.73%	-3.92%	85.65%	3.70%	81.95%	
Professional Studi	66.97%	-1.60%	68.58%	-6.93%	75.51%	-3.57%	79.08%	5.84%	73.25%	
<b>Overall</b>	<b>69.19%</b>	<b>-0.38%</b>	<b>69.57%</b>	<b>-7.89%</b>	<b>77.46%</b>	<b>12.63%</b>	<b>64.83%</b>	<b>0.01%</b>	<b>64.82%</b>	

Note: For the Continuing Eligible Enrolled percentages, the inter-term differences are the differences in the percentages not the percentage difference.

Updated 11/29/2021

Fin. Aid Awarded

	2021-2022 Aid Year		2020-2021 Aid Year		2019-2020 Aid Year		2018-2019 Aid Year		2017-2018 Aid Year	
	HC		HC		HC		HC		HC	
Pell	2,840	-44.48%	5,115	35.17%	3,784	-13.01%	4,350	-24.22%	5,740	
Unsub Direct Loan	3,776	-77.53%	2,127	-21.22%	2,700	-12.73%	3,094	-8.35%	3,376	
Work Study	393	115.93%	182	-41.67%	312	-4.59%	327	6.51%	307	
<b>Grand Total</b>	<b>7,009</b>	<b>-5.59%</b>	<b>7,424</b>	<b>9.24%</b>	<b>6,796</b>	<b>-12.55%</b>	<b>7,771</b>	<b>-17.53%</b>	<b>9,423</b>	

	2021-2022 Aid Year		2020-2021 Aid Year		2019-2020 Aid Year		2018-2019 Aid Year		2017-2018 Aid Year	
	HC		HC		HC		HC		HC	
Pell	2,614	-21.71%	3,339	-11.76%	3,784	-13.01%	4,350	-9.11%	4,786	
Unsub Direct Loan	1,535	-26.66%	2,093	-22.45%	2,699	-12.77%	3,094	-8.35%	3,376	
Work Study	59	-64.88%	168	-46.33%	313	-4.28%	327	10.10%	297	
<b>Grand Total</b>	<b>4,208</b>	<b>-24.86%</b>	<b>5,600</b>	<b>-17.60%</b>	<b>6,796</b>	<b>-12.55%</b>	<b>7,771</b>	<b>-8.13%</b>	<b>8,459</b>	

	2021-2022 Aid Year		2020-2021 Aid Year		2019-2020 Aid Year		2018-2019 Aid Year		2017-2018 Aid Year	
	Awarded		Awarded		Awarded		Awarded		Awarded	
Pell	\$13,785,651	-47.25%	\$26,132,464	47.45%	\$17,722,635	-12.77%	\$20,317,146	-22.85%	\$26,336,258	
Unsub Direct Loan	\$18,874,354	68.23%	\$11,219,566	-14.64%	\$13,143,420	-10.93%	\$14,755,563	-6.85%	\$15,840,343	
Work Study	\$751,685	122.16%	\$338,357	-39.66%	\$560,765	-9.27%	\$618,045	-6.55%	\$661,358	
<b>Grand Total</b>	<b>\$33,411,690</b>	<b>-11.35%</b>	<b>\$37,690,387</b>	<b>19.93%</b>	<b>\$31,426,820</b>	<b>-11.95%</b>	<b>\$35,690,754</b>	<b>-16.68%</b>	<b>\$42,837,959</b>	

	2021-2022 Aid Year		2020-2021 Aid Year		2019-2020 Aid Year		2018-2019 Aid Year		2017-2018 Aid Year	
	Disbursed		Disbursed		Disbursed		Disbursed		Disbursed	
Pell	\$6,934,633	-54.90%	\$15,376,318	-12.87%	\$17,646,981	-12.44%	\$20,154,961	-7.41%	\$21,768,614	
Unsub Direct Loan	\$4,530,866	-57.72%	\$10,715,240	-17.10%	\$12,925,447	-10.67%	\$14,469,760	-7.36%	\$15,619,906	
Work Study	\$18,387	-92.80%	\$255,377	-49.83%	\$508,983	-4.74%	\$534,322	-1.07%	\$540,113	
<b>Grand Total</b>	<b>\$11,483,886</b>	<b>-56.41%</b>	<b>\$26,346,935</b>	<b>-15.23%</b>	<b>\$31,081,411</b>	<b>-11.60%</b>	<b>\$35,159,043</b>	<b>-7.30%</b>	<b>\$37,928,633</b>	

Updated 11/29/2021

### Housing Applications Started

	Spring 2022		Spring 2021		Spring 2020		Spring 2019		Spring 2018	
	Apps		Apps		Apps		Apps		Apps	
Continuing	221	-1.34%	224	339.22%	51	21.43%	42	27.27%	33	
New Freshman	30	-71.15%	104	96.23%	53	43.24%	37	27.59%	29	
New Transfer	130	13.04%	115	-10.16%	128	20.75%	106	-17.83%	129	
Resident	0	#NULL!	43	-54.74%	95	61.02%	59	#DIV/0!	0	
<b>Grand Total</b>	<b>381</b>	<b>-21.60%</b>	<b>486</b>	<b>48.62%</b>	<b>327</b>	<b>34.02%</b>	<b>244</b>	<b>27.75%</b>	<b>191</b>	

### Housing Applications Completed

	Spring 2022		Spring 2021		Spring 2020		Spring 2019		Spring 2018	
	Apps		Apps		Apps		Apps		Apps	
Continuing	185	218.97%	58	480.00%	10	-9.09%	11	83.33%	6	
New Freshman	25	31.58%	19	111.11%	9	-18.18%	11	-8.33%	12	
New Transfer	112	138.30%	47	-20.34%	59	7.27%	55	-42.71%	96	
Resident	0	#NULL!	0	#DIV/0!	0	-100.00%	1	#DIV/0!	0	
<b>Grand Total</b>	<b>322</b>	<b>159.68%</b>	<b>124</b>	<b>58.97%</b>	<b>78</b>	<b>0.00%</b>	<b>78</b>	<b>-31.58%</b>	<b>114</b>	

Row Labels	Fall 2021		Fall 2020		Fall 2019		Fall 2018		Fall 2017	
	Occupancy	Sum of Occupants2	Occupancy	Sum of Occupants2	Occupancy	Sum of Occupants2	Occupancy	Sum of Occupants2	Occupancy	Sum of Occupants2
Continuing	241	1908.33%	12	-57.14%	28	47.37%	19	#DIV/0!		0
New Freshman	514	242.67%	150	-78.54%	699	7.70%	649	87.57%		346
New Transfer	235	117.59%	108	-66.36%	321	-47.55%	612	31.33%		466
Resident	399	44.04%	277	-61.42%	718	4.51%	687	-44.28%		1233
<b>Grand Total</b>	<b>1389</b>	<b>153.93%</b>	<b>547</b>	<b>-69.03%</b>	<b>1766</b>	<b>-10.22%</b>	<b>1967</b>	<b>-3.81%</b>		<b>2045</b>

**Definitions:**

- Housing Applications Started: Student opened housing application.
- Housing Applications Completed: Student completed all necessary steps to sign a housing license.
- Continuing: Previously enrolled student who has or has not lived in on-campus housing in the past.
- New Freshman: Newly enrolled student entering housing for the first time.
- New Transfer: New transfer student entering housing for the first time.
- Resident: Previously enrolled student who lived in on-campus housing the preceding semester.

Updated 09/13/2021

### Orientation Registrations

	Fall Semester 2021		Fall Semester 2020		Fall Semester 2019		Fall Semester 2018		Fall Semester 2017	
	HC		HC		HC		HC		HC	
HOOP1	581	-5.68%	616	35.98%	453	-17.34%	548	3.01%	532	
HOOP2	90	-41.56%	154	35.09%	114	-31.74%	167	7.74%	155	
HOOP3	159	-45.17%	290	-2.36%	297	9.59%	271	-21.45%	345	
HOP	679	13.93%	596	-31.18%	866	-20.55%	1090	-7.00%	1172	
<b>Grand Total</b>	<b>1509</b>	<b>-8.88%</b>	<b>1656</b>	<b>-4.28%</b>	<b>1730</b>	<b>-16.67%</b>	<b>2076</b>	<b>-5.81%</b>	<b>2204</b>	

Addressing HSU's Polytechnic

Designation Friday, November 19th,

2021

To Chancellor Dr. Joseph I. Castro, President Tom Jackson, Provost Jenn Capps, and all leads on the Prospective Polytechnic Working Groups:

We would first like to acknowledge that Humboldt State University sits on occupied Wiyot land in Goudi'ni. This letter is from current Humboldt State Graduate students and Undergraduate students who want to provide input and voice in Humboldt State University's transition to a Polytechnic University in the California State University system. Throughout the polytechnic proposal, implementation process, and publicity, we have read there is an immense focus on and centering of Traditional Ecological Knowledge (TEK). The proposal also highlights the long history of work local Indigenous peoples have done in advocating for and centering Indigenous ways of knowing, as well as the creation of programs that have supported all students, such as Native American Studies (NAS), the Indian Tribal & Educational Personnel Program (ITEPP), the Indian Natural Resources, Science and Engineering Program (INRSEP), the Food Sovereignty Lab, and Critical Race, Gender and Sexuality Studies (CRGS).

It is clear from [HSU's Polytechnic Prospectus](#), dated September 1st, 2021, that Traditional Ecological Knowledge (TEK) and Indigenous communities are key parts of what elevates HSU's development into a polytechnic university for the next century. Tribes are mentioned over 75 times in the prospectus, while "Indigenous" and "Native American" are mentioned 39 and 37 times. In total, the prospectus engages with terms like "tribe", "Indigenous", "Native American", "Indian", and Traditional Ecological Knowledge 198 times. Contrast this with other terms: sustainability (98 times), STEM (161), or even "applied" (125). It is evident from an overview of the prospectus that HSU has demonstrated the importance of TEK and Indigenous knowledge, and as graduate and undergraduate students, we want to emphasize this importance as we are currently experiencing climate change at an unprecedented level due to the persistence of settler colonialism and capitalism. We firmly believe that it is Indigenous people's knowledges, ways of knowing, and relationship to land that will save our communities and Mother Earth.

We want to inquire and understand, specifically, how HSU and the polytechnic transition is going to support, uplift, and provide funding for the sustainment of departments and programs such as Native American Studies (NAS), the Native American Center for Academic Excellence, Indian Tribal & Educational Personnel Program (ITEPP), Indigenous Natural Resources Sciences and Engineering (INRSEP), the Food Sovereignty Lab, Ethnic Studies, and Critical Race, Gender and Sexuality Studies (CRGS). If TEK and Indigenous knowledge are integral to this transition, how is the university funding, staffing, and filling positions to aid these core programs? Where are the cluster hires and faculty positions for Native American

Studies and Critical Race, Gender, and Sexuality Studies? Where are the funding initiatives that support Indigenous students and all students within these programs?

TEK is a Native American Studies discipline. The integration of TEK into the Western educational and scientific framework should not be further appropriative and extractive of traditional knowledges without Indigenous peoples leading the way, and without the structures, people, and programs that have been long-standing, and have advocated for TEK, and have pushed forward critical thinking to protect Indigenous sovereignty on the HSU campus and community throughout many years.

The Native American Studies department was started in 1969 in response to the settler-colonial institution's genocidal tactics and exclusion of Indigenous peoples' knowledge and history. The Native American Center, ITEPP, a 50-year-old program, along with INRSEP were created by Indigenous leaders to support Indigenous students and the local Native community. The Council of American Indian Faculty and Staff has been around for over 30 years. These programs and organizations have tirelessly fought for representation and inclusion on matters that advance Indigenous knowledge, culture, and Tribal sovereignty on this campus, while actively supporting all students in their academic journeys.

“It appalls us that the West can desire, extract and claim ownership of our ways of knowing, our imagery, the things we create and produce, and then simultaneously reject the people who created and developed those ideas and seek to deny them further opportunities to be creators of their own culture and own nations. It angers us when practices linked to the last century, and the centuries before that, are still employed to deny the validity of indigenous peoples' claim to existence, to land and territories, to the right of self-determination, to the survival of our languages and forms of cultural knowledge, to our natural resources and systems for living within our environments.”

— Linda Tuhiwai Smith, [Decolonizing Methodologies: Research and Indigenous Peoples](#)

As graduate and undergraduate students, we work each day to dismantle all colonial structures and hierarchies that work to uphold white supremacy, settler colonialism, and tactics of erasure and genocide. The future we see and want is a future where Indigenous sovereignty and knowledge are centered, even as we understand how extractive and performative this settler institution has been and continues to be as showcased within the polytechnic proposals. Given the active emergence of widespread attacks against CRGS education, anti-racism frameworks, and curriculum that challenges the status quo of inequity and white supremacy, our university must center and support these departments and programs from every angle. These programs have supported countless students to this day and will continue to do so forever. From the time that colonizers hit these lands, it has always been important to respect and center the very peoples who were created in these lands, and who hold immense knowledge and reverence for all relatives.

Native American Studies and CRGS programs have been instrumental to the success and overall well-being of our student body and community as a whole. There is a fundamental need for all students to find a connection to the world in a holistic and healthy way. Students

who enroll in NAS classes or work with ITEPP or INRSEP leave the University with not just a degree

- but a better understanding of their connection to the world, their communities, and themselves.

With the support of these departments, students create lasting relationships with community partners who also work towards the health and improvement of our community.

These programs are also consistently being threatened in multiple ways. Departments, programs, staff/faculty, and students can never fully feel safe within this institution when these programs are constantly being impacted by shrinkage, elimination, and a consistent lack of funding. In 2015 the unified students of Humboldt took over the Native forum in protest of the Indigenous faculty that were fired, who were integral in pushing forward the same centering of TEK this institution claims to put at the forefront in these polytechnic proposals. This same unified student group brought up within their demands exactly what we are bringing forth in this letter today. Their list of demands, which can be found [here](#), included key points for supporting students, programs, faculty, staff, and Tribal sovereignty. If TEK is truly integral to the next steps of the HSU polytechnic undertaking, then here are our demands, and what we expect to see as graduate students and undergraduate students:

(1) We demand more hires in the Native American Studies and the Critical Race, Gender, and Sexuality Studies departments. We also demand Masters programs be made and offered in each of these disciplines. We want these departments funded **indefinitely**, and for Indigenous programs like NAS, and other important programs such as CRGS to be staffed with full, tenure-track faculties and administrators, as these are programs that create scholarships that support Indigenous students, projects, and research. We want to see a long-term operations budget plan for these departments (NAS, CRGS) and programs (ITEPP, INRSEP, and the Food Sovereignty Lab). These programs are inherently interdisciplinary, as TEK and Indigenous knowledges do not exist in a silo.

(2) Neither the recent Indigenous Science nor the Fire Resiliency cluster hire included NAS. If TEK is integral to these cluster hires, then NAS positions are **at least as** necessary and important as other hires for the programs' development and administration. It is dismissive and myopic to continue with an Indigenous Science or Fire Resilience cluster hire without NAS. We request that the cluster hire decisions be reconsidered and redone.

(3) We need to make sure that the Indigenous programs have prominent space on campus. We support the planning of a Native Programs building and space on HSU's campus. It would be very powerful to enter campus and see an

Indigenous community, programs, and gathering space. In addition, off-campus space in Indigenous communities will further support the work that the university plans to carry out, such as a Fire Resiliency campus/building in Karuk territory.

(4) We demand full, effective participation in the transparent hiring process for HSU staff, faculty, and administration. We, as students, demand equal voting power on hiring, promotion, tenure committees, and dismissal procedures in selecting and

dismissing HSU staff, faculty, and administration in order to ensure greater diversity at HSU. We demand the adoption of 1/3 students, 1/3 faculty, 1/3 administration models for these procedures. Faculty, staff, and students who operate and participate in programs should have the ultimate say in the fate of their programs. (Adopted from United Students of Humboldt Demands 2015)

(5) We are in support of the Council of American Indian Faculty and Staff's "Statement on Polytech University Development and Indigenous Knowledge/Indigenous Science/ Traditional Ecological Knowledge," dated April 29th, 2021. HSU should commit to the recommendations made by CAIFS in this [document](#), beginning on page 5 including:

- Support the creation of a Vice-President of Tribal Affairs office
- Provide additional support for Indigenous students:
- Support the continued enrollment and growth of Indigenous students and Indigenous student-focused programming on campus:
  - Provide support for the Native American Studies Department
  - Provide support for active leadership of CAIFS
  - Reconstitute the Center for Indian Community Development (CICD)
- Develop incentives for a cluster-hire of Native faculty across campus
- Provide ongoing funding for Native-focused community and student-centered programs.

(6) We would like to see an Indigenous Strategic Plan at HSU that is co-created with tribal nations, HSU faculty, staff, students, and the HSU administration. The HSU administration should be willing to sign on to this document as guiding principles and goals for implementing polytechnic programming and funding alongside tribal goals.



(7) We advocate for Indigenous voices throughout the university. Right now, there is no representation of Indigenous peoples at an administrative level. HSU does not currently have a tribal liaison or tribal affairs office. Other university campuses that have a tribal liaison include: SDSU, CSUSM, Chico State University, amongst others. The Council of American Indian Faculty and Staff have previously recommended the creation of a Vice-President of Tribal Affairs office, which we support.

(8) We need to maintain representation of the Council of American Indian faculty and Staff on university committees, and as part of the Native American Advisory Committee to the President. Use this existing framework and create voting powers in the President's Advisory Committee that consists of representation from the local tribal communities, Native faculty and staff, Native students, and programs. HSU stands out as a university with multiple tribal peoples working across the

campus. This means that there are many community members who work at HSU, and who also have expertise in tribal governance, tribal community development, and Traditional Ecological Knowledge.

(9) Tribal leaders rely on Native faculty and staff as their ongoing connections with HSU. We do not want to see an isolation of tribal leaders in the community. We need to maintain representation of the Council of American Indian Faculty and Staff on university committees and as part of the Native American Advisory Committee to the President.

(10) When TEK is part of curriculum or university goals, that must include a dedication of the university to tribal sovereignty and self-determination, as well as a demonstrated commitment to tribal peoples in higher education. We need to see an increase in funding for ITEPP, INRSEP, and the NAS Department. We also need a dedication to providing service and outreach to tribal communities that prioritize their needs. This includes support for on-campus programs such as the Food Sovereignty Lab and the reconstitution of the Center for Indian Community Development, as well as off-campus community partners, providing funded internships for various roles that support Native-led organizations and programs. There is tremendous value in utilizing polytechnic funding for securing and building infrastructure and research priorities for tribal nations.

(11) The Food Sovereignty Lab (FSL) is not currently funded by the university. The FSL is a *student-designed* and community-guided project. The FSL Steering Committee is made up of tribal, community, student, faculty, and staff representatives. We would like to see a clear budget line item for the Food Sovereignty Lab included in the polytechnic budget that demonstrates a dedication to this interdisciplinary and community-guided lab.

Native American Studies, CRGS, on and off- campus Native Programs, and Indigenous faculty, staff, community, and Tribal Nations are essential in the development and future of the university and the future of our society as a whole. These programs are not only rooted in social justice but are committed to fighting systemic racism and bringing the world back into balance. We will not stand idly by and witness this university harp on all of the successes of Native programs and their faculty and students and preach about the importance of its relationship to Indigenous and Tribal partners while it simultaneously - and continuously - refuses to take action when it comes time to do so. Since the University is so committed to improving its relationships with Indigenous communities, why is it that it is often these programs and organizations are at threat of shrinkage or elimination and raising money themselves or by students for projects and initiatives not funded by the university? The relationship begins first when you respect, center, and fund the work that has tirelessly been done by local Indigenous peoples and communities.

Let's remember that HSU sits on unceded Wiyot land, stolen Indigenous land, as do all CSUs, and universities across the nation. If this university is going to continue to work towards decolonization and therefore *rely* on Indigenous Peoples and their Traditional Ecological Knowledge, the first step is to return the land. They have supported us, listened to us, fed us, taught us, and bettered us as students as we learn on traditional Wiyot lands, and that's where relationships truly begin. As students, we expect the university to support us in our journey to obtaining our degrees, and beyond. We are tired of feeling left out and left behind in these important changes and conversations.

Signed,

Marlene' Dusek, Environment & Community Graduate Student, HSU Alumni BS  
Environmental Science and Management, Minor Native American Studies, ITEPP  
Student/Staff, INRSEP , INCLUDES Graduate Research Assistant , NAS Rou Dalagurr Food  
Sovereignty Lab and Cultural Workspace Steering Committee Member

Amy Ithurnburn, Environment & Community Graduate Student, Graduate Research

Assistant

Carrie Tully, Environment & Community Graduate Student

Amada Lang, E&C Graduate Student, HSU Alumni Rec Admin, Business Admin Minor, Itepp Club member 6+ years,

Aleena Church, Environment & Community Graduate Student, Steering Committee Member for the E&C program

Molly Conso, Resource Coordinator ADAPTABLE (Students with Disabilities), Student Member Project Rebound HSU, Psychology Graduate Student

Melissa Whipkey, Environment and Community Graduate Student, HSU Alumni BA Native American Studies, ITEPP Student Member, INRSEP Student Member

Sara Goodrich, Social Work Graduate Student

Vanessa Tenorio, Environment & Community Graduate

Karley Rojas, Botany Undergraduate Student and Research Assistant for the NAS Rou Dalagurr Food Sovereignty Lab and Community Workspace

Sophie Timin, Psychology Undergraduate Student, Vice-President for SOAR (Scholars of Academic Research)

Sage Gill, Psychology Undergraduate Student

Jazmin Delgado, Psychology Undergraduate Student, President of Formerly Incarcerated Students Club, Student Support Outreach for Project Rebound, Faculty Liaison for Psi Chi

**HUMBOLDT STATE UNIVERSITY  
University Senate**

**Resolution on Minors, Concentrations and Academic Credit-Granting Certificates**

**05-21/22-APC – November 30, 2021 – Second Reading**

***RESOLVED:*** That the University Senate of Humboldt State University recommends to the President and Provost that the following policy governing proposed Minors, Academic credit-granting certificates, and concentrations be adopted.



# HUMBOLDT STATE UNIVERSITY

## Policy governing proposed Minors, Academic credit-granting certificates, and concentrations [Policy Number] Academic Policies Committee

**Applies to:** All new proposals for minors, academic-credit granting certificates and concentrations.

**Supersedes:** Curricular Guidelines for Minors at HSU (4/10/2011) and amends the Guidelines for Approving New Certificate Programs (3/11/2014 - #29-13/14-ICC).

### Purpose of the Policy

This policy revision intends to make more clear what minors, academic credit-granting certificates and concentrations are at HSU. The policy also provides guidance for new and proposed minors, academic credit-granting certificates and concentrations including assessment and requirements for submitting new minors, academic credit-granting certificates and concentrations.

### Table of Contents *(optional; suggested for longer documents)*

- I. Definitions
- II. Policies governing new proposals for minors, academic-credit granting certificates and concentrations
- III. Specific guidelines for proposing new minors
- IV. Specific guidelines for proposing new concentrations
- V. Specific guidelines for proposing new academic credit-granting certificates

### I. Definitions

*Minor.* A minor is a course of study designed to emphasize a disciplinary or multidisciplinary specialty, or area of special interest, for a matriculated student pursuing a bachelor's degree. Minors will be 12-24 units and offer a sustained course of study that complements academic work. Students are generally prohibited from earning a major and minor from the same degree program. Exceptions can be made in combinations in which: 1) at least 9 units required for the minor are not already required for the major. In cases where there are concentrations within the minor or major, a student must take concentrations such that at least 9 units for the minor are not counted towards the major, and 2) the major and minor must have different titles.

*Academic Credit-Granting Certificate.* An academic credit granting **€certificate** is a cohesive course of study, shorter than a degree program, designed to provide students

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with training focused to enhance their professional/career opportunities. Academic credit-granting certificates shall be 6-20 units and be primarily for non-matriculated students for the purpose of career enrichment and retraining. CSU Executive Order 0806 provides the example of the goals of academic credit-granting certificates such as "... Providing initial knowledge designed for entering a new career, or making a significant change in an existing career, such as moving from a nurse to a nurse practitioner . . ." ~~certificate is a course of study designed to increase the skills associated with a specific area of study.~~ A certificate may be awarded to a person, matriculated or not, who completes the designated course of study. Academic credit-bearing certificates are often provided through extended education but may be offered by academic programs at the BA or MA levels. Academic credit-granting c~~C~~ertificates may be used for professional qualifications. Non academic credit-granting certificates, such as certificates of participation are administered and reviewed by the College of Extended Education and Global Engagement (CEEGE).

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*Concentration.* A concentration is a focus within a major program that is less than half of the units in a major program that appears on a student transcript. Emphasis is a subdivision of a concentration that does not appear on a diploma. Prior to implementation of any option, ~~concentration~~concentration, or special emphasis (or similar subprogram) approved under this delegation, the campus shall obtain a Chancellor's Office confirmation of compliance with CSU policy and applicable law (EO 1071).

Commented [MDS2]: Added comma for clarity.

*Matriculated student.* A matriculated student is a student who has, through normal procedures, been admitted formally at a CSU campus to pursue an authorized degree, credential or certificate (for academic credit) and who is enrolled in or is expected to enroll in courses. A student may be matriculated through state-supported university enrollment or through self-supporting extended education enrollment, or both (1099)

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*Self support mode.* Instruction offered through self-supporting mode does not receive state general fund appropriations and instead collects non-state student fees that are adequate to meet the cost of maintaining operation in the long run. Such fees shall be required pursuant to rules and regulations prescribed by the trustees, including but not limited to fee policies such as Executive Order 1102 and Education Code section 89708 (1099).

*State supported mode.* State-supported mode is the type of funding structure in which the university receives state appropriations for instruction offered (1099).

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## Policy Details

II. Policies governing new proposals for minors, academic-credit granting certificates and concentrations

Minors, academic credit-granting certificates and concentrations are subprograms of academic units at Humboldt State. Every subprogram will uphold the vision and responsibilities of Humboldt State University and the California State University system.

~~Academic credit-granting certificates shall be 6-20 units. Concentrations shall be less than half of the major program.~~

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~~Minors can be academic credit-granting certificates if they are skill focused and approved as such but are not automatically available as certificates.~~

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Minors can be proposed as both minors and academic credit-granting certificates if they are career focused and/or offer retraining opportunities. Dually proposed minors/academic credit-granting certificates must meet all the standards for both minors and academic credit-granting certificates. The proposing department/program must make clear the course requirements, pathways and options for state-supported University enrollment or self-supporting extended education enrollment, the distinctions if any between the minor and academic credit-granting certificate, and clearly outline in which situations a matriculated student could earn the academic credit-granting certificate. If self-support is necessary an MOU with the College of Extended Education and Global Engagement must also be submitted.

Minors, concentrations and academic credit-granting certificates shall be regularly reviewed and shall be included in the upcoming 7-year program review cycle.

Academic credit-granting Self-support certificates must meet all current standards for academic programs at Humboldt State. ~~Academic credit-granting certificates proposed for self-support shall be designed primarily for career enrichment or retraining.~~ Credential or academic credit-granting certificate programs can be offered by an academic department or by extended education.

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For a degree, credential, or certificate program, or for individual academic-credit-bearing courses to be offered in extended education: (1) CSU Operating Funds shall be either unavailable or inappropriate for supporting the offering(s), and (2) at least one of the following additional criteria shall be met:

- a. The courses or program is designed primarily for career enrichment or retraining (Education Code section 89708); or
- b. The location of the courses or program offerings is removed from permanent, state-supported campus facilities; or
- c. The course or program is offered through a distinct technology, such as online delivery; or

- d. For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds; or
- e. For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds. (1099)

~~At the discretion of the University, academic credit earned in certificate programs may be awarded at the graduate and undergraduate levels. Certificate programs may grant Continuing Education Units (CEUs), or they may include non-credit offerings. Each certificate proposal shall address the number of semester or quarter credits needed for completion and be explicit about the academic credit for matriculated students. There may be additional policies necessary to planning and developing certificate programs that grant academic credits.~~

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Faculty teaching in all programs that offer credit-bearing certificates must be reviewed through appropriate APS/HR procedure.

Credit granting self-support certificates shall result in a positive impact on HSU facilities, services, faculty, staff and students as per EO 1099 supplanting policies.

Academic credit-granting certificates, minors and concentrations must be reviewed and approved by the ICC according to guidelines. Proposals will be submitted using appropriate curriculum forms and/or online review software such as Curriculog.

Stateside academic credit-granting certificates will be covered by tuition, but self-support academic credit granting certificates have additional charges.

Each proposed new minor, **academic credit-granting** certificate or concentration will be proposed by the sponsoring academic unit and then must be reviewed and recommended by each of the following:

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- Sponsoring department (if appropriate)
- Academic dean (if appropriate)
- ICC
- Senate
- Provost
- President
- Chancellor's office (in the case of new concentrations)

### III. Specific guidelines for proposing new minors

The following criteria must be met when proposing a new minor:



- Describe the program need/rationale for the new minor framed by the institution's vision and strategic goals. Provide evidence that the new minor will have sufficient enrollment. Describe how the minor will enhance student education.
- Provide tThe exact title of the new minor being proposed.
- List of courses and descriptions for all required units for the new minor. All prerequisite courses must be clearly identified. If the minor requires completion of HSU general education courses before entering the minor, these shall be clearly identified as prerequisite courses. If the program allows for the choice of courses, all pathways shall be clearly mapped to ensure consistent application of minor learning goals.
- Any new courses created for the minor must be clearly identified in the proposal. Courses created only for the minor must meet established HSU course enrollment requirement targets and may not be allowable.
- All course work for a minor must be satisfied with a n average 2.0 GPA ~~in minor work~~ or above. Any additional GPA requirement must be included in the proposal.
- Students must have 6 HSU units in residence for any minor or 9 units if the minor is more than 20 units.
- Students must take at least 6 units for the minor at the upper division (300 and above) or 9 units if the minor is more than 20 units.
- A maximum of 3 units for the minor can be internships or independent study unless the minor is designed to include more and has prior approval.
- All courses that meet the requirements of a minor may be used, as appropriate, simultaneously to meet requirements in general education, credentials, certificates, or complementary studies.
- The curriculum for a minor course of study must meet at least three of the Institutional Learning Outcomes (ILOs) for Humboldt State University. Proposals must include an assessment plan that would allow for the student learning that met those ILOs to be demonstrated.
- Proposals must include dDocumentation of all campus-required curricular approvals.

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#### IV. Specific guidelines for proposing a new concentration

The following criteria must be met when proposing a new concentration:

- Describe the program need/rationale for the new concentration framed by the institution's vision and strategic goals. Provide evidence that the new ~~minor~~ concentration will have sufficient enrollment. Describe how the ~~minor~~ concentration will enhance student education.

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- The exact title of the new subprogram and the complete degree designation and title of the major degree program housing the new subprogram (e.g., Bachelor of Science in Chemistry with a Concentration in Biochemistry);
- -A list of courses and required units constituting that new subprogram;
- Total units required to complete the entire degree, including the combination of subprogram and major program;
- The complete list of courses and required units constituting the major degree program as approved by the Chancellor's Office (EO 1071);
- A 4-year major-and-subprogram roadmap for first year students and a 2-year major-and-subprogram roadmap for transfer students;
- The CSU degree program code (formerly called "HEGIS") that students use to apply to the major degree program;
- The campus-proposed CSU degree program code to be used to report enrollments in the concentration (may be the same as the degree code);
- A detailed cost-recovery budget for self-support subprograms to be offered within state-support major degree programs; and
- Documentation of all campus-required curricular approvals.

V. Specific guidelines for proposing a new academic credit-granting certificate:

The following criteria must be met when proposing a new academic credit-granting certificate

- Describe the program need/rationale for the new academic credit-granting certificate framed by the institution's vision and strategic goals. Provide evidence that the new ~~minor academic credit-granting certificate~~ will have sufficient enrollment. Describe how the ~~minor academic credit granting certificate~~ will enhance student education.
- Proposals for academic credit-granting certificates shall meet the standards outlined in the HSU policy on certificates (<https://policy.humboldt.edu/policy-certificates>).
- ~~New certificate proposals shall clearly identify the type of certificate (Academic, non credit, certificate of participation).~~
- ~~Clear explanation of the academic credit earned or not earned through the completion of the certificate.~~
- Self-support academic credit-granting certificates -(in conformance with EO 1099 and EO 1102) must include:
  - specification of how all required EO 1099 self-support criteria are met;
  - assurance that the proposed program does not replace existing state-support courses or programs;

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- evidence that the academic standards associated with all aspects of academic credit-granting certificates are identical to those of comparable state-supported CSU instructional programs;
- explanation of why state funds are either inappropriate or unavailable;
- a cost-recovery program budget;
- the student per-unit cost;
- the total cost for students to complete the program.

This policy uses elements of the San Francisco State policy on Certificate Programs, ~~on the CSU Channel Islands Policy on Minors, CSU Channel Islands Certificate Requirements, CSU Monterey Bay Policy on Program and degree concentrations, CSU Executive Order 0806, California Education Code 89708, and CSU Executive Order 1099.~~

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#### **Expiration Date**

#### **History**

Issued: MM/DD/YYYY

Revised: MM/DD/YYYY

Edited: MM/DD/YYYY

Reviewed: MM/DD/YYYY

Updated: March 8, 2018



# HUMBOLDT STATE UNIVERSITY

## Policy governing proposed Minors, Academic credit-granting certificates, and concentrations

[Policy Number]

Academic Policies Committee

**Applies to:** All new proposals for minors, academic-credit granting certificates and concentrations.

**Supersedes:** Curricular Guidelines for Minors at HSU (4/10/2011) and amends the Guidelines for Approving New Certificate Programs (3/11/2014 - #29-13/14-ICC).

### Purpose of the Policy

This policy revision intends to make more clear what minors, academic credit-granting certificates and concentrations are at HSU. The policy also provides guidance for new and proposed minors, academic credit-granting certificates and concentrations including assessment and requirements for submitting new minors, academic credit-granting certificates and concentrations.

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### Definitions

#### *I. Definitions*

**Minor.** A minor is a course of study designed to emphasize a disciplinary or multidisciplinary specialty, or area of special interest, for a matriculated student pursuing a bachelor degree. Minors will be 12-24 units and offer a sustained course of study that complements academic work. Students are generally prohibited from earning a major and minor from the same degree program. Exceptions can be made in combinations in which: 1) at least 9 units required for the minor are not already required for the major. In cases where there are concentrations within the minor or major, a student must take concentrations such that at least 9 units for the minor are not counted towards the major, and 2) the major and minor must have different titles.

**Academic Credit- Granting Certificate.** An academic credit granting certificate is a

cohesive course of study, shorter than a degree program, designed to provide students with training focused to enhance their professional/career opportunities. Academic credit-granting certificates shall be 6-20 units and be primarily for non-matriculated students for the purpose of career enrichment and retraining. CSU Executive Order 0806 provides the example of the goals of certificates: “. . . Providing initial knowledge designed for entering a new career, or making a significant change in an existing career, such as moving from a nurse to a nurse practitioner. . .”. A certificate may be awarded to a person, matriculated or not, who completes the designated course of study. Academic credit-bearing certificates are often provided through extended education but may be offered by academic programs at the BA or MA levels. Academic credit-granting certificates may be used for professional qualifications. Non academic credit-granting certificates, such as certificates of participation are administered and reviewed by the College of Extended Education and Global Engagement (CEEGE).

*Concentration.* A concentration is a focus within a major program that is less than half of the units in a major program that appears on a student transcript. Emphasis is a subdivision of a concentration that does not appear on a diploma. Prior to implementation of any option, concentration, or special emphasis (or similar subprogram) approved under this delegation, the campus shall obtain a Chancellor's Office confirmation of compliance with CSU policy and applicable law (EO 1071).

*Matriculated student.* A matriculated student is a student who has, through normal procedures, been admitted formally at a CSU campus to pursue an authorized degree, credential or certificate (for academic credit) and who is enrolled in or is expected to enroll in courses. A student may be matriculated through state-supported university enrollment or through self-supporting extended education enrollment, or both (1099)

*Self support mode.* Instruction offered through self-supporting mode does not receive state general fund appropriations and instead collects non-state student fees that are adequate to meet the cost of maintaining operation in the long run. Such fees shall be required pursuant to rules and regulations prescribed by the trustees, including but not limited to fee policies such as Executive Order 1102 and Education Code section 89708 (1099).

*State supported mode.* State-supported mode is the type of funding structure in which the university receives state appropriations for instruction offered (1099).

## **Policy Details**

II. Policies governing new proposals for minors, academic-credit granting certificates and concentrations

Minors, academic credit-granting certificates and concentrations are subprograms of academic units at Humboldt State. Every subprogram will uphold the vision and responsibilities of Humboldt State University and the California State University system.

Concentrations shall be less than half of the major program.

Minors can be proposed as both minors and academic credit-granting certificates if they are career focused and/or offer retraining opportunities. Dually proposed minors/academic credit-granting certificates must meet all the standards for both minors and academic credit-granting certificates. The proposing department/program must make clear the course requirements, pathways and options for state-supported University enrollment or self-supporting extended education enrollment, the distinctions if any between the minor and academic credit-granting certificate, and clearly outline in which situations a matriculated student could earn the academic credit-granting certificate. If self-support is necessary an MOU with the College of Extended Education and Global Engagement must also be submitted.

Minors, Concentrations and academic credit-granting certificates proposed by departments and programs shall be regularly reviewed through the upcoming 7-year program review cycle.

Academic credit-granting Self-support certificates must meet all current standards for academic programs at Humboldt State. Credential or academic credit-granting certificate programs can be offered by an academic department or by extended education.

For a degree, credential, or certificate program, or for individual academic-credit bearing courses to be offered in extended education: (1) CSU Operating Funds shall be either unavailable or inappropriate for supporting the offering(s), and (2) at least one of the following additional criteria shall be met:

- a. The courses or program is designed primarily for career enrichment or retraining (Education Code section 89708); or
- b. The location of the courses or program offerings is removed from permanent, state-supported campus facilities; or
- c. The course or program is offered through a distinct technology, such as online delivery; or
- d. For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds; or
- e. For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds. (1099)

Faculty teaching in all programs that offer credit-bearing certificates must be reviewed through appropriate APS/HR procedure.

Credit granting self-support certificates shall result in a positive impact on HSU facilities, services, faculty, staff and students as per EO 1099 supplanting policies.

Academic credit-granting certificates, minors and concentrations must be reviewed and approved by the ICC according to guidelines. Proposals will be submitted using appropriate curriculum forms and/or online review software such as Curriculog.

Stateside academic credit-granting certificates will be covered by tuition, but self support academic credit granting certificates have additional charges.

Each proposed new minor, academic credit-granting certificate or concentration will be proposed by the sponsoring academic unit and then must be reviewed and recommended by each of the following:

- Sponsoring department (if appropriate)
- Academic dean (if appropriate)
- ICC
- Senate
- Provost
- President
- Chancellor's office (in the case of new concentrations)

### III. Specific guidelines for proposing new minors

The following criteria must be met when proposing a new minor:

- Describe the program need/rationale for the new minor framed by the institution's vision and strategic goals. Provide evidence that the new minor will have sufficient enrollment. Describe how the minor will enhance student education.
- Provide the exact title of the new minor being proposed.
- List of courses and descriptions for all required units for the new minor. All prerequisite courses must be clearly identified. If the minor requires completion of HSU general education courses before entering the minor, these shall be clearly identified as prerequisite courses. If the program allows for the choice of courses, all pathways shall be clearly mapped to ensure consistent application of minor learning goals.
- Any new courses created for the minor must be clearly identified in the proposal. Courses created only for the minor must meet established HSU course enrollment targets and may not be allowable.
- All course work for a minor must be satisfied with an average 2.0 GPA or above. Any additional GPA requirement must be included in the proposal. • Students must have 6 HSU units in residence for any minor or 9 units if the minor is more than 20 units.
- Students must take at least 6 units for the minor at the upper division (300 and above) or 9 units if the minor is more than 20 units.
- A maximum of 3 units for the minor can be internships or independent study unless the minor is designed to include more and has prior approval.
- All courses that meet the requirements of a minor may be used, as appropriate, simultaneously to meet requirements in general education,

- credentials, certificates, or complementary studies.
- The curriculum for a minor course of study must meet at least three of the Institutional Learning Outcomes (ILOs) for Humboldt State University. Proposals must include an assessment plan that would allow for the student learning that met those ILOs to be demonstrated.
- Proposals must include documentation of all campus-required curricular approvals.

#### IV. Specific guidelines for proposing a new concentration

The following criteria must be met when proposing a new concentration:

- Describe the program need/rationale for the new concentration framed by the institution's vision and strategic goals. Provide evidence that the new
- concentration will have sufficient enrollment. Describe how the concentration will enhance student education.
- The exact title of the new subprogram and the complete degree designation and title of the major degree program housing the new subprogram (e.g., Bachelor of Science in Chemistry with a Concentration in Biochemistry);
- A list of courses and required units constituting that new subprogram; • Total units required to complete the entire degree, including the combination of subprogram and major program;
- The complete list of courses and required units constituting the major degree program as approved by the Chancellor's Office (EO 1071);
- A 4-year major-and-subprogram roadmap for first year students and a 2-year major-and-subprogram roadmap for transfer students;
- The CSU degree program code (formerly called "HEGIS") that students use to apply to the major degree program;
- The campus-proposed CSU degree program code to be used to report enrollments in the
- concentration (may be the same as the degree code);
- A detailed cost-recovery budget for self-support subprograms to be offered within state-support major degree programs; and
- Documentation of all campus-required curricular approvals.

#### V. Specific guidelines for proposing a new academic credit-granting certificate:

The following criteria must be met when proposing a new academic credit-granting certificate

- Describe the program need/rationale for the new academic credit-granting certificate framed by the institution's vision and strategic goals. Provide evidence that the new academic credit-granting certificate will have sufficient enrollment. Describe how the academic credit granting certificate will enhance student education.



- Proposals for academic credit-granting certificates shall meet the standards outlined in the HSU policy on certificates ([https://policy.humboldt.edu/policy\\_certificates](https://policy.humboldt.edu/policy_certificates)).
- Self-support academic credit-granting certificates (in conformance with EO 1099 and EO 1102) must include:
  - specification of how all required EO 1099 self-support criteria are met;
  - assurance that the proposed program does not replace existing state support courses or programs;
  - evidence that the academic standards associated with all aspects of academic credit-granting certificates are identical to those of comparable state-supported CSU instructional programs;
  - explanation of why state funds are either inappropriate or unavailable;
  - a cost-recovery program budget;
  - the student per-unit cost;
  - the total cost for students to complete the program.

This policy uses elements of the San Francisco State policy on Certificate Programs, the CSU Channel Islands Policy on Minors, CSU Channel Islands Certificate Requirements, CSU Monterey Bay Policy on Program and degree concentrations, CSU Executive Order 0806, California Education Code 89708, and CSU Executive Order 1099.

### **Expiration Date**

### **History**

Issued: MM/DD/YYYY

Revised: MM/DD/YYYY

Edited: MM/DD/YYYY

Reviewed: MM/DD/YYYY

Updated: March 8, 2018

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

**Resolution to Recommend a New Sustainability Minor**

06-21/22-ICC – November 30, 2021

**RESOLVED:** That the University Senate of Humboldt State University recommends to the Provost that the new Sustainability Minor detailed in curriculum proposal [18-872](#).

**RATIONALE:** The proposed Sustainability Minor includes curriculum from natural and social sciences, arts, and humanities to engage students in intellectual inquiry, systems thinking, and agency to address pressing socio-ecological challenges. This curriculum aligns directly with Humboldt State's Institutional Learning Outcomes on Equity and Social Justice and Sustainability and Environmental Awareness and the intersection of the two. The Department of Environmental Science and Management and the ICC believe this minor will provide students with a valuable opportunity to engage in interdisciplinary curriculum and perspectives around sustainability that can be applicable for any major. Deans of all three colleges have supported this proposal with a signed MOU included in the curriculum proposal materials.

**Sustainability Minor Program Learning Outcomes**

1. Understand the fundamental relationships between ecological, economic, political and social systems, and analyze the effects of power and privilege on these relationships;
2. Demonstrate the ability to critically analyze how societies can foster healthy ecosystems and just economic systems;
3. Evaluate and apply concepts of interconnectedness, justice and equity to human and more-than-human communities, and
4. Develop ability to engage in participatory problem solving through stakeholder engagement, communication and collaboration.

**Sustainability Minor Curriculum**

**Take one of the following introductory courses:**

ENST 195 (3) Topics in Nature and Culture

BA 106 (3) Advocating for Sustainability

**At least one course from each of the following thematic areas, four courses total:**

Earth Science, Technology & Built Environment

ESM 302 (3) Biodiversity on Earth

ESM 308(3) Ecotopia

GEOG 357 (3) Climate, Ecosystems & People

GEOL 303 (3) Earth Resources & Global Environmental Change

OCN 301 (3) Marine Ecosystems - Human Impact

RRS 306 (3) Wildland Resources Principles

Socio-economic Institutions, Policy & Equity

ECON 309 (3) Economics of a Sustainable Society

GEOG/ESM 301 (3) International Environmental Issues & Globalization

GEOG/PSCI 365 (4) Political Ecology

NAS 332 (3) Environmental Justice

NAS 366 (4) Tribal Water Rights

PSCI 373 (4) Politics of Sustainability

SOC 320 (4) Environmental Sociology

SOC 370 (4) Environmental Inequality & Globalization

Communication, Culture & Ethics

CRGS/EDUC 313 (3) Community Activism

ESM 305 (3) Environmental Conflict Resolution

ESM 309b (3) Environmental Communication

GEOG 300 (3) Global Awareness

PHIL 302 (3) Environmental Ethics

WS 340 (3/4) Ecofeminism

SOC 302 (3) Forests & Culture

CRGS 480 (3) Race, Environment & Social Justice

**Required culminating course:**

ENST 470 (4) Leadership for Climate Justice and Sustainability

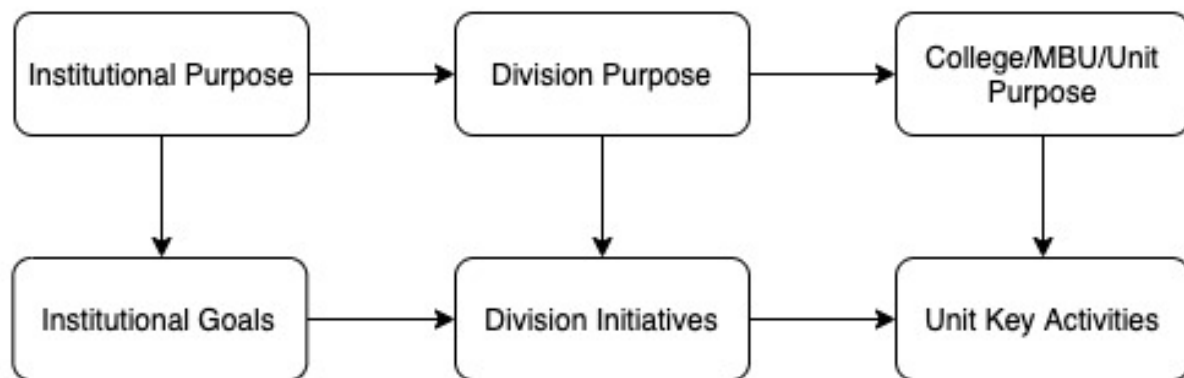
# Integrated Assessment and Planning

Dr. Amy Moffat  
Dr. Lisa Bond-Maupin  
November 9, 2021

# IAP at HSU

- History of IAP(B)
- New phased and imbedded strategic planning process - buy in and relevance
- Eye on institutional assessment - accountability for impact
- Status update - strategic planning

## HSU Institutional Planning Framework



↓ = Derived from

→ = Aligned with

**What is Institutional Assessment?**

*And why should we care?*

What does your  
paddle look like?  
How are you in sync  
with the other  
paddlers?

STUDENT  
SUCCESS





# Accreditation Standards

WSCUC (aka WASC) 3 Core Commitments:

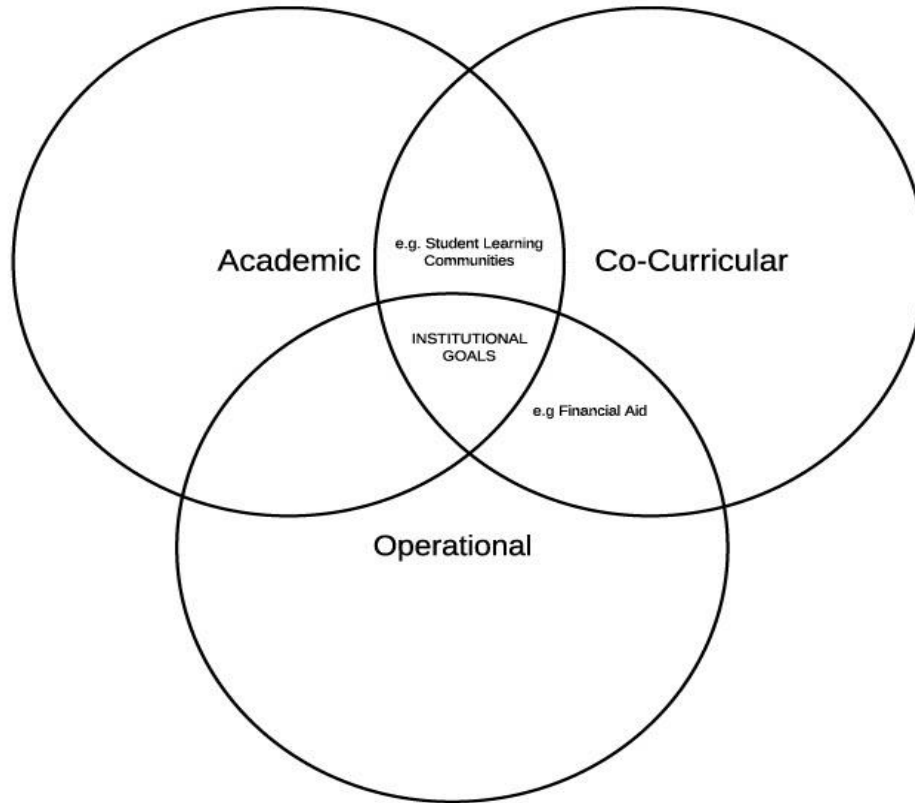
- 1) Student Learning and Success,
- 2) Quality and Improvement,
- 3) Institutional Integrity, Sustainability, and Accountability

4 Standards: widely accepted good practices in higher education

- 39 Criteria for Review (CFRs) under the Standards: more specific statements
  - Guidelines (under CFRs) offer examples

## Assessment Diagram

Amy Moffat | March 8, 2021



# WSCUC Accreditation Standards

- #1~ Defining Institutional Purposes and Ensuring Educational Objectives
  - CFR 1.7
- #2 ~ Achieving Educational Objectives through Core Functions
- #3 ~ Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability
- #4 ~ Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement
  - CFR's 4.1, 4.3, 4.6, 4.7
  - 4.3: "Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation."

# Integrated Assessment and Planning Working Group

## Members

Eboni Ford Turnbow Bennett	Corliss
Rob Keever Young	Shawna
Heather Madar Zechman	Rick
Liz Whitchurch Orona	Patrick
George Wrenn Onge	Stephen St.
Stephanie Lane Petroske	Angie
Cooper Jones	Kelly Kime

# Integrated Assessment and Planning Working Group

To manifest our commitment to sustained progress toward a culture of planning and continuous improvement through:

- Building assessment into the structure of institutional planning
- Creating a continuous cycle of planning and assessment
- Supporting leaders with the technical support

Improvement-oriented assessment requires an environment that supports and reinforces candid investigation of how well we are achieving our goals, while simultaneously promoting a shared understanding of what we aim to achieve, what we are achieving, how we are achieving it, and what we need to continue to improve.

In order to have meaningful impact and to be sustainable, assessment must: 1) originate in the work we already do, 2) support institutional priorities, 3) be integrated into core institutional planning and decision making processes, 4) be included in expectations for professional practice , and 5) be advocated by leadership.

## IAPW Progress to Date

- Started meeting in April 2021
- Started sub-committees in 4 different areas
- Phase 2 Division IAP plans are completed (even though we know from closing the loop that these are living documents)
- Provide technical assistance each month for capacity building
- Created a participatory framework / container

# What we need from campus & those in leadership roles

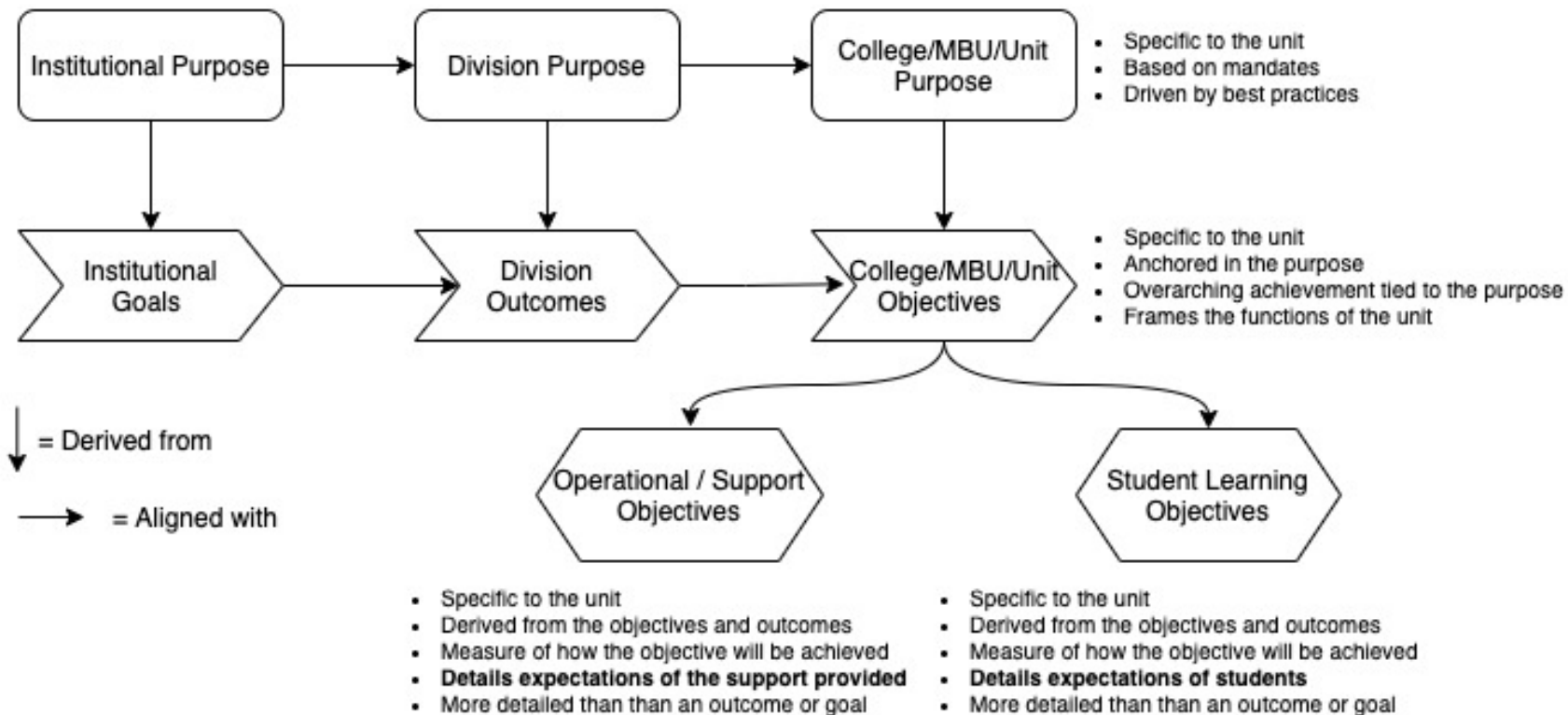
- Understanding and ownership
- Help tell the story
- Keep the IAP work at the center, for example:
  - polytech implementation
  - GI 2025 funding
- Consideration of infrastructure and admin support to maintain the momentum

**THANK YOU!**

Questions?



## HSU Institutional Planning & Assessment Framework



## Commencement Fall 2021

### College of Arts, Humanities & Social Sciences

#### **Bachelor of Arts**

##### **Major in Anthropology**

Caroline E. Blair  
Ally Donoghue  
Larissa Faria Carvalho  
Shaun Paul Federmeier  
Raymond Hernandez  
Abigail Elizabeth Keep\*  
Tegan McKenzie Malone  
Normani Patterson  
Ernest Wayne Roberts  
Neri Hercilia Rodarte  
Tielor Stanger-Lopez\*  
Malka Amhara Summerford-Ariail  
Anahi Valdes\*

#### **Bachelor of Arts**

##### **Major in Art**

Helen Thomas Anker  
Savannah Love Baird\*  
Kylee Alynn Conriquez  
Vanessa Mei Ebbing  
Ariel Evans  
Darian Francki  
Shannon Lee Gilbert  
Fen Cyril Harley  
Lacey Lanae Henderson  
Caroline Holmes\*  
Hudson Lawrence Jack  
Nataki Ajamu Lester  
Sean T. Micklos\*  
Michaela Moore\*  
Acacia Thelma Mueller\*  
Shea Will O'Hanrahan  
Teadja Imani Owings  
Keisha Parker  
Tyler Perkins  
Zoe Amber Roberts  
Wendy Truelove  
Tiffany Amber Zuniga

#### **Bachelor of Arts**

##### **Major in Communication**

Blake E. Abeln  
Desiree Cecelia Arellano Ramirez  
Kourtney K. Avila

David J. Carrillo  
Edwin Hernandez  
Weston Jeffrey Landre  
India Jasmin Lendsey  
Catherine Elizabeth Mallory  
Jesse Rae Morales  
Gary O'Leary

**Bachelor of Arts**

**Major in Criminology & Justice Studies**

Jacob Balkar  
Jacob Adam Banks\*  
Emma Carolina Bradley-Solis\*  
Remberto Elvis Campos  
Evanston Joseph Edkin  
Hannah Elizabeth George  
Marlena Saporra Gonzalez  
Mackenzie Faith Griffin  
Christopher Austin Jeffrey  
Jose Manuel Lara  
Diego Madrid  
Brenda Michelle Monroy  
Jupriese Julius Montgomery  
Dagmar Darlene Ramirez  
Bianely Regalado  
Austin William Sani  
Darlene Silva  
Destiny Lorraine Turner  
Chelsey Emily Vivar  
Sloan Alexander Volenec

**Bachelor of Arts**

**Major in Critical Race, Gender & Sexuality Studies**

Montel Antonio Floyd  
Daniel Alejandro Gomez  
Paola Estefania Morgado  
Julie Navarro  
Nathalie Rivera  
Ciaran Joseph Watterson

**Bachelor of Arts**

**Major in Dance Studies (Interdisciplinary Studies)**

Maddison Rose Eggert  
Suzil Sciancalepore

**Bachelor of Arts**

**Major in English**

Antonio Daniel Abner

Blake Elliott Anderson\*  
Carley Blayney\*  
Russell John Brittan  
Claudia Verna Campusano-Patino  
Kendall Coates  
Alec Reid Cox  
Khayree C. Davis  
Brittany Fuher  
Megan Heather Gamboa  
Ashley Ibrahim  
Ernesto Alejandro Iniguez  
Cristina Macaela King  
Aria C. Lentini\*  
Brayden Anne Mekertichian\*  
Eliza Paczkowski  
Francis Leo Palmieri\*  
Elizabeth Sallee Ragan\*  
Samm Sanchez  
Daniel Jacob Schaefer  
Em Scott\*  
Camillia Rose Seghetti  
Alison Ruth Silver\*  
Lovell Sims

**Bachelor of Arts**

**Major in Environmental Studies**

August Andrews\*  
Camille Anne-Marie Asbill  
Anna Christina Beisert  
Elena Bilheimer\*  
Karter Bloxsom\*  
Matthew Brehmer\*  
Logan Michael Cherland  
C. Harrison Cole  
Callum Simon Cudby  
Valentina Joelle Dimas  
Madeline Kinsey Frey\*  
Courtney Kaelie-Elizabeth Garrity  
Octavia Victoria Holt  
Kory Lamberts  
Tiffany Nicole Lopez  
Christy Dorothy Marks  
Annabel Fjord Mittelstadt\*  
Cassidy Paige Mullenix\*  
Sydney Erin Simon  
Monica Citlali Vargas  
Dylan Watkins\*

Hannah Lyn Zemella

**Bachelor of Arts**

**Major in Film**

David J. Carrillo

Sean Joseph Cox

Jared English

Shelbi Jackson

Moises Ramirez

Cameron Keller Sanchez

**Bachelor of Fine Arts**

**Major in Fine Art**

Juliana Artemov

Savannah Love Baird\*

Sheala Jeanine Dunlap\*

Mykaela Angeline Montgomery

**Bachelor of Arts**

**Major in French & Francophone Studies**

Claire Elise Brown

Maddy Monte

**Bachelor of Arts**

**Major in Geography**

Steven Alvaro

Cecilia Belen Brashears

Logan Michael Cherland

Michael Alexander Christmas\*

Kaya Ingwersen-Oldenburg

Michael Thomas Jones

Christy Dorothy Marks

Britney Martinez

Jackeline Pedroza

Arvel Jett Reeves\*

Noah Steven Ruschmeyer

Sam Carmen Salek\*

**Bachelor of Arts**

**Major in History**

Sasha Alvarez\*

Jade Willow Guidry\*

Cayden Ash Hempleman

Brenden Ander Smith

**Bachelor of Arts**

**Major in International Studies**

Fernanda Delgado\*

Viridiana Preciado\*

**Bachelor of Arts**

**Major in Journalism**

Anthony Ryan Aragon  
Brianna Marie Beronilla\*  
Nancy Araceli Garcia\*  
Skylar Jo Gaven  
Ruby Weston Guillette\*  
Danielle Amanda Hendrickson  
Carlos Cristian Holguin  
Thomas Mahendra Lal  
Elliott Jesse Portillo  
Shan Tulecke Paulson

**Bachelor of Arts**

**Major in Music**

Kevin Tyler Blake  
Rodrigo Nunez\*  
Isaac Herman Saltoon  
Victor Anthony Vasquez

**Bachelor of Arts**

**Major in Native American Studies**

Jessica Rae Cantrell  
Lexis Hanneman

**Bachelor of Arts**

**Major in Philosophy**

Jaret Ryan Barrera  
Kyle Benjamin Smith\*

**Bachelor of Arts**

**Major in Political Science**

Dana Lynette Carrillo  
Owen Wade Donnell  
Alexis Rebecca Gutierrez  
Is-Rael Noam Landes  
Tony Lee  
Jeremiah Plata

**Bachelor of Arts**

**Major in Religious Studies**

Andrew Hempstead  
Roman Espiridion Sotomayor\*

**Bachelor of Arts**

**Major in Sociology**

Alexa D. Bernstein  
Jessica Hailey Childers  
Mikenzy Lee Frye

Irene Belen Garcia  
Uriel Guzman  
Lexis Hanneman  
Babur Husain  
Nica Cassandra Magtibay  
Estrella Sabrina Marquez\*  
Natalie Socorro Martinez  
Magen May Mefferd\*  
Munachi Ndigwe  
Aaron Gabriel Perez\*  
Anjelica Maria Sanchez-Nino  
Halli Elle Short  
Clover Honey Strickling  
Emma Michelle Tredeau  
Calie Uribe

**Bachelor of Arts**

**Major in Spanish**

Wilver Crespo  
Fernanda Delgado\*  
Yasmin Ortiz  
Elizabeth Sallee Ragan\*  
Juan Manuel Sanchez Ramos

**Bachelor of Arts**

**Major in Theatre Arts**

Xiola Maria Cardoza\*  
Alexandria Lorena Chavira  
Jaiden Clark  
Kevin Paolo Diaz  
Starr Dunbar  
Andrew Hempstead  
Yushi Kato  
Minnie Suedie McKelvy  
Sammi Michele Pietanza

**Master of Arts ~ Major in Applied Anthropology**

Casey Lynn Dobbins Advisor: Professor Mary L. Scoggin  
Tina Marie Fulton Advisor: Professor Marisol Cortes-Rincon  
Michelle Hart Advisor: Professor Barbara K. Klessig  
Kaya Elan Wiggins Advisor: Professor Barbara K. Klessig

**Master of Arts ~ Major in English**

Aaron Alexander Laughlin Advisor: Professor Michael Eldridge

**Master of Arts ~ Major in Social Science (Environment & Community)**

Ted Masters Advisor: Professor Yvonne F. Everett

Charley Herman Reed Advisor: Professor Cutcha Risling Baldy

Jody Joanne Smith Advisor: Professor Cutcha Risling Baldy

Carrie Tully Advisor: Professor Cutcha Risling Baldy

**Master of Arts ~ Major in Sociology**

Juan Anzada Advisor: Professor Jennifer L. Eichstedt

Casey McCullough Advisor: Professor Jennifer L. Eichstedt



## **College of Natural Resources & Sciences**

### **Bachelor of Science**

#### **Major in Biology**

Stephen Alexander Alvarez  
Kaitlyn Emma Ann Benoit-Wong\*  
Jonathan Lee Biggs  
Ava Berta Biscoe\*  
Samuel Micah Bogard  
Calvin Simon Cacy  
Roger Brendin Conant  
Sierra Faith Cortez  
Hannah Collette Crandall  
Izzy Del Carlo  
Juan Carlos Esparza  
Jennifer Andrea Felix  
Danielle Nicole Glasgow\*  
Joel Oscar Gonzalez  
Cyerra Guzman  
Cody Alden Henrikson  
Karissa Lisandra Hernandez  
Salvador Ramon Lopez Hernandez\*  
Esmeralda Jisel Hurtado  
Cody Christopher Ingram  
Emily Jean Jackson\*  
Ashley Nicole Jacob  
Nathan O'Dell Johle\*  
Sarah Hope Johnson\*  
Dana Lynne Johnstun  
Taylor Madden Krilanovich  
Mario Alberto Lopez Jr.  
Jake McClure  
Kelly Lynn McCorkle  
Molly Elizabeth McMichael\*  
Kate Mendoza-Jimenez  
Jillian Carmelita Morales Archer  
Carolina Moreno Guzman  
Bethany Mikaela Olejniczak  
Luke Antonio Olson  
Kris Leslie Palmer  
Xena Esther Pastor-Nuila  
Danele Belen Quijas  
Christopher Charles Regalado  
Shane Ribovich  
Alexandra Laren Rogers  
Carlos Daniel Rojas  
Daisy Monique Sanchez

Joseph Loyd Schoof  
Nicholas Joseph Mary Severin  
Evan Eugene Smith  
Meriam Soliman  
Brionna Spencer  
Zachary James Stewart\*  
Ninee Thor  
Patricia Lauren Tillotson  
Vanessa Miranda Ureno\*  
Stephanie Valencia  
Sierra Tempest Vasinthascha  
Emily Rose Wolover

**Bachelor of Science**

**Major in Botany**

Marilyn Jane Auradou  
J. Bratman\*  
Courtney Jonell Copper\*  
Jeff Michael Gershik\*  
Cyerra Guzman  
Alexander Harris Hart  
Matthew Anthony Kentaro Moretti\*  
Steph Casey Morian  
Savannah Porter  
Karley Rojas Vienneau  
Kory Allen Shipcott  
Bobby Valentine  
Hailey Alice Joy Veltri  
Daniel Thomas Wolfe

**Bachelor of Arts**

**Major in Chemistry**

Nathaly Maree Lozano

**Bachelor of Science**

**Major in Chemistry**

Jacob Isaac Begorre\*  
Travis Chad Dunbar  
Madison Elysse Kishineff  
Kodiak Erin Miller  
Elizabeth Catherine Panchul\*  
Nicole Leeann Perry\*  
Justin George Shaw  
Caleb Jordan Strait

**Bachelor of Science**

**Major in Computer Science**

Jordan A. Abbott

Bradley T. Arline  
Summer Grace Banister  
Jacob R. Castro  
Fernando Crespo  
Michael Crow  
Jordan Richard Feigner  
Riley Angus Heffernan  
Jack Oliver Lambert\*  
James Michael Pelligra  
Riley Eugene Tucker  
David Uribe

**Bachelor of Science  
Major in Environmental Resources Engineering**

Canaan F. Abdulhadi  
Daniel Aceves  
Uthman Husain Alnuman  
Zachary Alva\*  
Dylan James Bardin  
Nicholas Benjamin Black\*  
Zane Brotherton  
Sean Patrick Bryant\*  
Jonathan Ciruzzi  
Reed Crane  
Felicity Cross  
Jeremy Michael Evans  
Jazmin Figueroa  
Zachary Robert Kirchman  
Jonathan Andrew Kirchubel  
Mercedes Rae Moreno  
Andrew Nisenberg\*  
Cobe Phillips  
Ethan Ramirez  
Thomas Francisco Rodriguez\*  
Fiona Rowan Roper\*  
Juan Manuel Sanchez Ramos  
Gilberto Bernal Sandoval  
Tomas Nara Shermer  
Dakotah Blue Tilton  
Elizabeth Rose Van Skike\*  
Garrett Wendel

**Bachelor of Science  
Major in Environmental Science & Management**

Johanna Anderson\*  
Sydney Katherine Beyer  
Jeremy Ross Cashen

Jaye D. Chang  
Jessica Clark  
Ian Conway\*  
Taylor Donnelly Curran  
Justin Kyle Delgado\*  
Shannon Diaz  
Makenna Paulette Dorney  
Erin Lado Douglas\*  
Cooper Clay Barrow Fickett  
James Thomas Fitzgerald  
Kelsey Elizabeth Fletterick  
Jacob Cuen Gomez  
Natalie Greenleaf\*  
Eriko Raymundo Guzman-Rangel  
Riley Murphy Harte  
Samantha Catherine Hayman  
Bean Herrera  
Nayre Herrera\*  
Nathan Alexander Hutchins  
Ashleigh Nicole Jay  
Danielle Angelique Juarez\*  
Alyssa Taylor Renee Just-Williams  
Liliya Kalachik  
Andreas Khechfe\*  
Nikolas Marcum Lopez  
Daniel Lucas\*  
Tadashi Emmanuel Masumoto\*  
Cosette Elizabeth McCave  
Chase K. McCormick\*  
Megan Christine McCue  
Keenan Scott Rose-Kuehn  
Chris Jon Roth  
Liam M. Row  
Natalie Ellen Rynne  
Reed Allan Scott  
Trice E. Smith  
Gianna Grace Spinosa  
Joshua Caleb Stamm  
Aspen Stepanek  
Mariah Milanna Tofanelli  
Amelia Catherine Towse  
Kristina Vega  
Willow Amelia Venablerose  
Allexandria Kayley Vogt

**Bachelor of Science**  
**Major in Fisheries Biology**

Gabriel Paul Cap  
Quinn James Charron  
Emmanuel Pihneefich Cyr  
Emily Danielle Edgington  
Jason Alex Fulton  
Beda Hernandez  
Matthew Gale Howe  
Catherine Anne Masatani\*  
Ryan Douglas Stanley

**Bachelor of Science**

**Major in Forestry**

Alexander Beauchene\*  
William D. Cadorette  
Thomas Jared Nicholas Chestnut\*  
Connor McBride Evans  
Judson Fisher\*  
Stevie L. Friend  
Shane Patrick Gilmore\*  
Cassandra Nicole Huezo  
Connor Matthew Karns  
Ryan McGough  
Alec Ryan McLellan  
Evan Alan Mercure  
Joshua Miller\*  
Alex Pickering  
Daniel Proegler  
Nathan Robert Rieck  
Mike Wade Row  
Jonathan Paul Trozera  
Christopher J. Villarruel  
Noah Taylor Yaylian

**Bachelor of Arts**

**Major in Geology**

Jessie Larison  
Nicky Mast

**Bachelor of Science**

**Major in Geology**

Spencer Lucas Chaney  
Anna Lucy Cottrell\*  
Fabiany Bahmad Santos  
Caleb Tyson  
Paola Nicole Villacorta

**Bachelor of Arts**

**Major in Mathematics**

Michael Crow  
Tiernan Ashley Eagan-Johnson\*  
Lin Ly Koken Glover\*  
Anthony Jackson  
Viridiana Macias  
Daniella Martinez-Camacho  
Diego Alejandro Rodriguez Moreno  
David Baez Rodriguez  
Ashley Ly Tran

**Bachelor of Science**  
**Major in Oceanography**

Lauren Amy Gaul  
Michael Jacobs  
Isabelle Marie Marcus

**Bachelor of Arts**  
**Major in Physical Science**

Morgan Taylor Wirth

**Bachelor of Arts**  
**Major in Physics**

Michael Edward Gengo

**Bachelor of Science**  
**Major in Physics**

Daniel Herbert Bishop\*  
Gynell Nancilyn Higby\*  
Alyssa Marie Johnson  
Joshua Martin Maldonado\*  
Em Nicole Ord

**Bachelor of Science**  
**Major in Rangeland Resource Science**

Aliah Marie Bueno-Strong  
Karen Ann Conant  
Gary Stephen Nabarrete, III  
Suzanne Elise Straube  
Olivia Pearl Winslow

**Bachelor of Science**  
**Major in Wildlife**

Rose L. Albert  
Logan Sean Amrein  
Bailey Nicole Andrews  
Aracely Arreguin  
Tim Barton\*  
Kylie J. Berger  
Madi Nicole Bloom

Keridwynn May Budd  
Vivian Lopez Castorena  
Karen Davila  
Seth Lucas Distefano  
Kathryn Evans  
Robert Thomas Ford  
Alanna Garcia\*  
Jace Matthew Hunt  
Quinn Jennings\*  
Chelsea Marie Kettering\*  
Ethan James Krase  
Barbara Larrondo-Soto\*  
Maren Alise Ledesma  
Chris Lee  
Hannah Mary LeWinter\*  
Danny Blue Lindoro  
Deanna Lomeli  
Toni Christopher Maggi-Brown\*  
Ryan Page Matilton  
Megan Rosemary McDonald  
Erin Samantha McFarland\*  
Andrew Aguirre Medina  
Amanda Elizabeth Milteer  
Antonio Mosqueda  
Sophia Rose Nielsen  
Casey Park  
Matt P. Pass  
Christopher Ryan Pavlakovich  
Mason Perry  
Alyssa Mishal Prior  
Patrick Resler-Miller  
Aaron Songer\*  
Aaron Robert Spiller  
Sarah Rose Stawasz  
Noah Aaron Tilander  
Erik Blaine Van Steinburg  
Sydney Vaughan\*  
Ashley AnnMarie Walker

**Bachelor of Science**

**Major in Zoology**

Julia Marie Bruecker  
Nora Chatmon  
Dana Nicole Dixon  
Leo Martin Frederickson  
Laura Alexia Iriarte Weinberg  
Vincent Emilio Keenan Jackson

April Jungo-Garcia  
Jordan Kanemoto  
Allyson Nichole Laughlin  
Margo Gotsch Lowry  
Nicole Alese Matonak  
Marléne Mort Berg\*  
Isabelle Padilla  
Jena Leann Schuh\*  
Cosette Ann Yoder\*

**Master of Science ~ Major in Biology**

Jessica Chu Advisor: Professor Alexandru M. Tomescu  
Amin Sebastian Cressman Advisor: Professor Amy Sprowles  
Samantha Marie Diel Advisor: Professor Ethan B. Gahtan  
Sabrina Horrack Advisor: Professor Sharyn B. Marks  
Margaux Karp Advisor: Professor Mark S. Wilson  
Kevin Landaw Advisor: Professor Joe Tyburczy  
Eric Michael LeBlanc Advisor: Professor Joe Tyburczy  
Emma Hatton Levy Advisor: Professor Dawn Goley  
Ariah Dawn Mackie Advisor: Professor Amy Sprowles  
Sarah Jean Mason Advisor: Professor Michael R. Mesler  
Franklin David Moitoza Advisor: Professor Sean F. Craig  
Megan Nibbelink Advisor: Professor Alexandru M. Tomescu  
Natalie Pedicino Advisor: Professor Amy Sprowles  
Andres Rafael Rodriguez Advisor: Professor Erik S. Jules  
Terilyn A. Stoflet Advisor: Professor Mark S. Wilson  
Alexander Strawhand Advisor: Professor Sean F. Craig

**Master of Science ~ Major in Environmental Systems**

Samuel Edward Bold Advisor: Professor Melanie J. Michalak  
Dana Jane Christensen Advisor: Professor Melanie J. Michalak  
Robert Monroe Cowdrey Advisor: Professor Mark A. Hemphill-Haley  
Galen O'Toole Advisor: Professor Margaret M. Lang  
Bikash Pradhan Advisor: Professor Eileen M. Cashman  
Taylor Charles Team Advisor: Professor Melanie J. Michalak  
Thomas Tu Advisor: Professor Arne E. Jacobson

**Master of Science ~ Major in Natural Resources**

Emily Armstrong Buck Advisor: Professor Richard N. Brown



Rebecca Carniello Advisor: Professor Micaela Szykman Gunther  
Melissa Collin Advisor: Professor David Gwenzi  
Sam Cook Advisor: Professor Laurie S. Richmond  
Brian Gerald Fagundes Advisor: Professor Jeffrey M. Black  
Travis Alexander Farwell Advisor: Professor Barbara A. Clucas  
Sean Fleming Advisor: Professor David Gwenzi  
Maxwell Grezlik Advisor: Professor Andre Buchheister  
Jessica Erin Guenther Advisor: Professor Jeffrey M. Black  
Abigail Jones Advisor: Professor Jeffrey M. Kane  
Melissa Ann Kobetsky Advisor: Professor James J. Graham  
Evelyn Marie Lichwa Advisor: Professor Micaela Szykman Gunther  
Yvette Marie Lindler Advisor: Professor Kevin R. Fingerman  
Katherine Marlin Advisor: Professor David F. Greene  
Natalie Bridget Okun Advisor: Professor Mark J. Henderson  
Frank Juma Ong'ondo Advisor: Professor Matthew D. Johnson  
Kristen Marie Orth-Gordinier Advisor: Professor Laurie S. Richmond  
Steffen Daniel Peterson Advisor: Professor Micaela Szykman Gunther  
Chelsea Polevy Advisor: Professor Mark A. Colwell  
Holli Pruhsmeier Advisor: Professor James J. Graham  
Roxanne Rose Robertson Advisor: Professor Eric P. Bjorkstedt  
Gabriel Jean Roletti Advisors: Professor Rosemary Sherriff and Lucy P. Kerhoulas  
Katie Terhaar Advisor: Professor Jose R. Marin Jarrin  
Blair Mansfield Winnacott Advisor: Professor Eric P. Bjorkstedt

## **College of Professional Studies**

### **Bachelor of Science Major in Business Administration**

Omolara Ajose  
Karla Paola Astudillo  
Jacob Michael Barry  
Amanda M. Blair  
Oscar Henry Burke  
Brandon Siler Campbell  
William Christopher Dunlop  
Deshawn Eric Ellis  
Alyssa Fernandez-Arzate  
Christian Thomas Fick  
Jesus Flores  
Magnolia May Folkmann  
Daniel R. Gavin\*  
Meegen Rose Gordon\*  
Samuel Alexander Gutierrez  
Mariah Lynn Guzman  
Nicholas Cameron Hadding  
Kelsey Joy Hamilton  
Megan Hopkins  
Rylie Rachael Johnson  
Sean Jones  
Luc Orion Landrum  
Andre Lee LaRocque  
Evan Ruben LeDesma  
Buddy Marquez Jr.  
Christopher Luis Martinez  
Luke Albert Mazza  
Margaret Catherine McGuire  
Jason Obed Melendez  
Isaac Olukayode Oguntuase  
Jeffory Gene Phelps  
Jose Francisco Pucheta  
Keynan Oliver Quigley  
Courtney Ramos  
Sheila Marie Richards  
Tegan Lorene Robertson  
Rosie Rodriguez  
Zachary Elias Rohskothan  
Antony Bartolo Schreurs  
John R. Serna  
Marco Mandolini Silveira  
Amya LaShay Thomas  
Eduardo Valdivia

Xiao Yin\*  
Nicolas R. Zotovich

**Bachelor of Arts**  
**Major in Child Development & Family Relationships**

Hayley Lynn Hudson  
Erika Peters  
Anthony Daniel Saenz

**Bachelor of Arts**  
**Major in Child Development (Liberal Studies)**

Mercedes Elena Avila-Baca  
Amy Marie DeJung\*  
Gianni Guzman  
Alison Elizabeth Blair Highlen  
Olivia Katherine Howard\*  
Myles Jamieson  
Vivian A. Lewis  
Perla Jasmin Sepulveda  
Jess Lynne Vonada\*  
Andrea Zvaleko

**Bachelor of Arts**  
**Major in Economics**

Mario Andres Canas Baena  
Cristian Juir Castro  
Mackenzie Kathleen Danies

**Bachelor of Arts**  
**Major in Elementary Education (Liberal Studies)**

Hanna Mae Benner  
Megan Elizabeth Bristow-Robinson  
Jocelyn Ann Gennuso

**Bachelor of Science**  
**Major in Kinesiology**

Janay Samantha Aoga  
Sahil Sanjaykumar Barot  
Shaun C. Beideman  
Malik Khalil Bobino  
Allison Caroline Brightfield  
Gianna Marie Bruno  
Trevor Paul Bryant  
Dalon Ross Burkhead  
Daniel Liwag Cea  
Tana Lee Eri\*  
Nathaniel Hananiah Facciolla  
Shelby Elizabeth Fowler

Daniel Phillip Garcia  
Joel Oscar Gonzalez  
Raven N. Herrington  
Madalyn Michela Hon\*  
Ellen Bailey Keil  
Japhy Francisco Koch  
Sara Lin Koopman  
Jourden D. Lamar  
Forrest S. Leiterman\*  
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Jordan Mauch  
Erica McMullen  
Luis Medina  
Michael Richard Milland  
Yaxeny Moreno\*  
Addison Morrow  
Mia Kay Pambianco  
Megan Delores Peterson  
Alexandra Michelle Pierson  
Matthew Aldama Pimentel  
Grace Everest Price\*  
Zachary James Sattler\*  
Paul Christos Scott  
Coral Anese Slavik  
Dupree Marcus Stewart  
Ashley D. Stockwell  
Phoebe Kay Topete  
Alan Alexis Venegas  
Kiana Vigil-Gibbs  
Katelynn Marie Webb

**Bachelor of Arts**

**Major in Leadership Studies (Interdisciplinary Studies)**

Kevin Thomas Atmore  
Anthony Bustos  
Ernie Carol  
Joh Sieng Chua  
Anna Kathlene Cruz  
Brian Joseph Cunningham  
Vanessa Dervi  
Tammy Hernandez  
Leslee McCray  
Iris S. Morse\*  
Wade Ken Muramoto  
Seann Reed  
Laura Roach  
Iris Robbins-Anor\*

Chekesha A. Smith  
Bradley Charles White  
Sarah Bethany Yim

**Bachelor of Arts**  
**Major in Psychology**

Anais Alberto  
Amber Lee Anderson  
Desiree Cecelia Arellano Ramirez  
Abril Giselle Avalos Morales  
Xiclaly Jailene Barajas  
Aisha Mikayla Boudiz  
Shiloh Brakus  
Karah L. Brant\*  
Emilia Marie Bumgardner\*  
Meghan Foster Burkert  
Alyssa Marie Campbell  
Jessica Lynn Cook  
Brandon Del Cooley  
Daijonne D. Cosby  
Davina Marie Del Castillo  
Jazmin Nicole Delgado  
Osvaldo Diaz  
Princess Akabar Dickson  
Desirae Samantha Dolce  
Arielle Englund\*  
Joseph Caleb Eudy  
Maya Frattini  
Nicholas Brian Galbraith  
Christian Alejandro Glenton Cano  
Abigail Goytortua  
Madison Paige Vandergriff Graville  
Andrew Edward Greely  
Nyah Sydnei Guynup  
Astaria Holland  
Adava Hunt  
Aubrey Idarius  
Jessica Anne Iguess  
Danny Jaco  
Bryce Andrew James  
Maryjane Kinsey  
Sam Lilienthal  
Leslie Lopez  
Jessica Lund\*  
Samantha J. Marin  
Jay Martinez  
Lisa Martinez

Angela Mattison  
William Prescott McDougall  
Edward Medina  
Brayden Anne Mekertichian\*  
Juliana Lee Molony  
Litzhyne Maybellin Morales  
Melody Alexandra Morales  
Felix Citlali Moreno\*  
Christian A. Natanson  
Vanessa Nicole Nava  
Chris Scott Niemann  
Lori Peck  
Candace M. Pedroncelli  
Brook Cameron Reeser  
Autumn Carin Richardson-Clough  
Diana Edith Romero  
Nina Marie Salinas  
Annie Sampson  
Vanessa Sanchez  
Gloria Priscilla Sustaita  
Elizabeth Dawn Sweeney\*  
Codou Thioune  
Keely Marie Thomas\*  
Teresa Weaver\*  
Halie Madison Wise-Ross  
Ryan Woodworth

**Bachelor of Arts**

**Major in Recreation Administration**

Kyle Robert Abelli-Amen  
Coral Marin Irwin  
Mitchell James Karlin  
Kenric Joshua Martinez  
Sierra Faith Massola Carmelich\*  
Eryn Nicole Read  
Alexis Lyn Sheiring  
Pana Rose Xiong

**Bachelor of Arts**

**Major in Social Work**

Alexis Amaya Botello  
Carla Crespo\*  
Kayla Elisabeth Fillman\*  
Tyler Harrison\*  
Cinthia Isabel Ibarra Romo  
Veronica Rivera  
Michaela Beatrice Rutland

**Education Specialist Credential**

Rhonda Lynn Downing

**Multiple Subject Credential**

Marissa M. Brunner

Kayla Cheyenne LeClair

Savannah Jeanine Webb

**Single Subject Credential**

Jennifer Bishop

**Master of Arts ~ Major in Psychology**

Logan Fox Ashworth Advisor: Professor Ethan B. Gahtan

Princess Akabar Dickson Advisor: Professor Ethan B. Gahtan

Samantha Elaine Gardner Advisor: Professor Christopher L. Aberson

Patrick John Quinn Advisor: Professor Ethan B. Gahtan

Jessica Danielle Shelton Advisor: Professor Carrie J. Aigner

Karen Belen Villa Advisor: Professor Brandilynn J. Villarreal

**Master of Science ~ Major in Kinesiology**

Courtney Perry Advisor: Professor Justus D. Ortega