

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

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

Members Present

Alderson, Burkhalter, Byrd, Creadon, Cruz, Dawes, Dunk, Enyedi, Gonzalez, Gradine, Jackson, Johnson, Karadjova, Keever, Kerhoulas, Maguire, Malloy, Meriwether, Mola, Moyer, Pachmayer, Parker, Pawlowski, Schnurer, Wilson, Woglom, Wrenn, Zerbe

Members Absent

Bacio, Thobaben

Guests

Simone Aloisio, Joshua Zender, Mike Le, Sherrie Gordon, Bernadette Cheynne, Shawna Young, Cyril Oberlander, Dave Nakamura, Cyril Oberlander, Rosamel Benevides-Garb, John Steele, Jenessa Lund, Mary Sisay, Shelia Rockar Heppe, Peggy Metzger, Rick Zechman, Dale Oliver, Josh Smith, Pedro Martinez, Bethany Rizzardi, Holly Martel, Amber Blakeslee

Announcement of Proxies

Keever for Bacio, Bernadette Cheynne for Thobaben

Approval of and Adoption of Agenda

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

Motion carried unanimously

Approval of Minutes from the April 30, 2019 Meeting

M/S (Alderson/Woglom) to approve the Minutes of April 30, 2019

Motion carried unanimously

Reports, Announcements, and Communications of the Chair

- Written report attached.

In addition to the written report, Chair Burkhalter noted there remains a need for faculty service on the Constitution and Bylaws Committee, so that work to update and organize the Faculty Handbook can begin with a full committee. She ceded the floor to General Faculty Secretary/Treasurer, Dr. Joshua Zender.

Secretary/Treasurer Zender reported that the General Faculty Association has \$6,000 in its fund, and in order to use the funding in a well-intentioned manner, the GFA is hosting a welcome reception for President Jackson on Thursday, September 12, from 4pm to 6pm, in the

Plaza View Room of the Plaza Grill. He urged faculty to register to attend using the link in the invitation sent by the Senate Office, so that the GFA Executive Committee can get an accurate headcount for drinks and food.

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

Senator Mola requested that brief oral reports be given, since, due to the Monday holiday, written reports were not made available until this afternoon (the afternoon of the meeting).

Academic Policies:

- Written report attached; in addition, Senator Malloy noted the committee met last week, and discussed upcoming committee work and meeting times for the year.

Constitution and Bylaws:

- Written report attached; in addition, Senator Wrenn echoed the need for another faculty member to help with the faculty handbook project and the first meeting of the CBC takes place tomorrow, Wednesday Sept 4 at 2pm.

Faculty Affairs:

Senator Wilson reported the first FAC meeting took place today from 1pm to 2pm in Nelson Hall East, where the committee members spent time figuring out what they'll work on this year; he noted that anyone who wants to help is welcome.

Integrated Curriculum:

- Written report attached; in addition, Senator Alderson reported the second ICC meeting took place today, and at the first meeting, the committee outlined goals for the year. She noted faculty should expect a message about upcoming Currculog trainings sometime this week.

University Policies:

Senator Keever reported the first meeting takes place on September 26, and he expects to have a few new policies to discuss at SenEx in the coming weeks.

University Resources and Planning:

- Written report attached; Senator Woglom reported the first URPC meeting was held on August 8, where they deliberated on the budget plan; they then presented that information on August 27th to SenEx, and their annual retreat will take place Thursday September 9 from 1pm to 5pm, thereafter meeting biweekly Thursdays.

Statewide Senate (ASCSU):

Senator Creadon reported the first ASCSU plenary is scheduled for the week of September 16 in Long Beach, and she and Senator Zerbe will be in attendance; Senators should expect a report at the next meeting.

Associated Students:

AS President Cruz reported the AS Board of Directors will hold their second meeting today at 7pm, where they will mainly concentrate on committee appointments, and that the camping retreat this weekend will be where they finalize a plan for the year's upcoming work.

California Faculty Association:

Senator Byrd reported the CFA is having their inaugural book of the year celebration, and noted that though she is on sabbatical this year, she intends to come to Senate where possible and encouraged faculty to contact the CFA Office personnel for help if needed, as she will have limited availability.

Office of Diversity, Equity, and Inclusion:

Director Johnson reported the first meeting of the Diversity Equity and Inclusion Council will be held on September 18

Administrative Affairs:

- Written report attached; in addition Vice President for Administrative Affairs Doug Dawes reported the retrofits to the Theater Arts buildings are set to be finished on schedule, as is the University Library, which holds steady on its target for completion by December. He also reported that some of the modular classrooms that have been occupying the Campus Events Field have been taken down, and that the Jenkins Hall renovation plan is currently being drafted. He concluded with a note that the Facilities Management office is currently working on 75 projects in all.

Provost's Office:

- Written report attached; in addition Provost Enyedi briefly enumerated faculty hiring numbers from the report. Senator Mola asked about the schedule for this academic year's hiring cycle, and expressed concern at the late start HSU is off to.

Provost Enyedi reported he is in the process of connecting with the Student Success Alliance, in combination with efforts to determine the total value each college has to work with; he also reported the deans have shared the top three critical hires they're hoping for. He noted there is still no set date for hiring, and acknowledged the late start, but is sure that new hires will be forthcoming.

Senators Byrd, Mola, and Wilson shared concern about the lateness of the schedule, with Senator Wilson expressing confusion about the cause of delay; Senator Byrd noted that in order to not scramble for search committee memberships this year, the earlier the better when it comes to hiring.

Chair Burkhalter stated she intends to share information as soon as the SSA draft is available.

Consent Calendar from the Integrated Curriculum Committee

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

General Consent Calendar

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

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

It was noted there were no guests signed up to speak during the Open Forum

Action Item: Approval of the Revised 2019/2020 University Senate Meeting Calendar

M/S (Wilson/Moyer) to approve the revised calendar

Motion carried unanimously

Information Item: Executive Summary of GE Taskforce Response

Senator Alderson noted this report contains an Executive Summary of the responses, and that appendices show both a selection of quotes, as well as a link to the google form that shows everyone's comment on everything.

Senator Creadon reported this information will be shared with the ASCSU, for their review.

Action Item: Faculty Vote to Confirm/Deny CNRS Faculty Representative Appointment Recommendation for the Course and Degree Changes subcommittee of the Integrated Curriculum Committee

M/S (Alderson/Woglom) to move to Faculty Session

Motion carried unanimously

Faculty vote to approve appointment recommendations **passed unanimously**

Ayes: Alderson, Burkhalter, Byrd, Creadon, Dunk, Gonzalez, Karadjova, Kerhoulas, Maguire, Malloy, Mola, Moyer, Pachmayer, Pawlowski, Schnurer, Thobaben, Wilson, Woglom, Wrenn, Zerbe

Nays: none

Abstentions: none

TIME CERTAIN: 3:30-5:00 PM – HSU Budget and Enrollment Updates from VP Meriwether and Budget Dir. Blakeslee

The attached information was presented by Budget Director Amber Blakeslee, followed by a presentation of the attached documents by: Interim VP of Enrollment Management (formerly

Student Affairs) Dr. Jason Meriwether; Admissions Director Pedro Martinez; and Interim Director for Enrollment Management, Josh Smith.

M/S (Wilson/Karadjova) to extend the meeting by 15 minutes in order to hear the remainder of the presentation.

Motion carried unanimously

M/S (Woglom/Gradine) motion to adjourn

Meeting adjourned at 5:16 pm

HUMBOLDT STATE UNIVERSITY

Senate Chair's Report

Senate Meeting, September 3, 2019

Welcome back to everyone, and especially welcome to the new members of the University Senate. This academic year as a campus we will be facing some serious challenges (e.g., enrollment decline) as well as embracing new opportunities to grow. I appreciate the energy and enthusiasm that President Jackson, Interim VP of Enrollment Management, Jason Meriwether, and other new faces in the administrative team have brought to campus since the president's arrival in late June.

Since the last University Senate meeting, I have met one-on-one with President Jackson three times and we co-hosted two "Coffee and Conversations". I heard the Coffee and Conversation that was held in late July, which I could not attend, attracted 100 people! These events are meant for us as a campus community to come together to share information and ideas and get to know each other in a deeper way. At the events in which I participated, I especially appreciated the conversations that are happening between staff and faculty. A few students attended the summer conversations and their voices made an impact. The president and I are working on plans for more of "coffee and conversation" events, perhaps organized around themes. Please let me know your thoughts about format and locations.

The Senate completed some great work in the last academic year (to see a list of resolutions passed last academic year see <https://senate.humboldt.edu/20182019-resolutions>). The revisions to retention, tenure and promotion criteria to acknowledge faculty work in areas of diversity, equity and inclusion, passed by the Senate as Resolution 09-18/19-FAC, was approved by the General Faculty and will be in place for all new hires beginning this academic year. I welcome the new AVP for Faculty Affairs, Simone Alosio, and I will be reaching out to him and the Faculty Affairs Committee (on which he sits as an ex-officio member) to follow-up regarding revisions to the Personnel Data Sheet (PDS) form reflecting the revised RTP criteria, as well as to discuss some of the issues that lecturer faculty brought to the Senate towards the end of last year.

Last year after passing the revision of the Institutional Learning Outcomes, the Senate passed Resolution 11-18/19-ICC, "Resolution on Initial Implementation of Humboldt State University Institutional Learning Outcomes," which will guide the learning outcomes assessment work being done this academic year. ICC Chair, Professor Julie Alderson, and Associate Director of Academic Assessment, Mark Wicklund, will continue to be very much involved in this process.

We were fortunate to have so many meaningful presentations and discussions around issues of diversity, equity and inclusion last academic year, and the Senate will continue to work with the Diversity Equity and Inclusion Council (DEIC) to bring diverse perspectives and topics of equity and inclusion to Senate. One guiding question for this year is: How can Senate incorporate principles of equity and inclusion in all of its work? Following up on that: Should the Senate this year craft a guiding statement that reflects the Senate's commitment to being a body that embraces principles of equity and inclusion? If so, how would the Senate go about such work?

On May 17, 2019, the Senate office hosted the first Senate orientation luncheon for new and new-ish senators. The goal of this orientation was to provide an introduction to Senate structure and processes and also to welcome newer senators to participate. The feedback from the event was positive and two senators were inspired to volunteer to serve on Senate standing committees. I encourage any senator who is not already involved in a Senate committee to find a committee on which to serve (you can find a list of Senate committees on the University Senate Website). If you are not quite sure on what areas of

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Senate Chair's Report
Senate Meeting, September 3, 2019

work each of the committees focuses, Mary Watson and I can help to match your interests with a committee. We expect to offer an orientation luncheon in May 2020.

Building on the initial work done by senator Kerri Malloy, the Senate this year will continue to facilitate development of a statement that acknowledges the Wiyot people and their land, on which HSU is situated (a land acknowledgment). This work must be done with the utmost cultural sensitivity and can only be completed with the involvement and support of the Wiyot Tribe (for an introduction to the Tribe visit this [link](#) to their Website). I will be working with the Council of American Indian Faculty and Staff (CAIFS), President Jackson's office, and Office of Diversity, Equity and Inclusion to help facilitate this effort. If you have perspectives to share or would like to be involved in this work please let me know.

Under the guidance of Constitution and Bylaws chair, senator George Wrenn, we are embarking on a major revision of the Faculty Handbook. This revision aims mainly to standardize text across different policies and documents so that the Faculty Handbook is accurate and is systematically updated so that it is a reliable source of information. Discrepancies between the Handbook and policies and committee structures have become a major hurdle in policymaking (for example, in committee and administrative jurisdiction) and in elections and appointments of faculty and staff to committees. There is one faculty seat vacant on the Constitution and Bylaws Committee and the Senate really needs a detail-oriented person who understand that words are important to step up and serve.

In conclusion, I offer that I see the Senate as not only an important decision-making body in the campus shared governance structure, but as a space for sharing information across campus constituencies and for discussion of how Senate can be helpful partner and facilitator of initiatives. As we seek to find ways to successfully face our challenges and improve as an institution, I think it's important that we work together as a team, even while we have frank dialogue and moments of disagreement. Let's invest ourselves in a great year working together!

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, September 3, 2019

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Kerri Malloy, APC Chair

Committee Membership:

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

August 28, 2019

Organizational meeting to set out work for the year.

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

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

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

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

Constitution and Bylaws Committee:

Submitted by George Wrenn, CBC Chair

The Committee has established a regular meeting time (Wednesdays, 2-3 p.m., Library 310) and will have its first meeting on September 4th.

Last year's Committee "was tasked with correcting conflicting language in the University Senate Constitution, University Senate Bylaws, and the General Faculty Constitution" and produced a report, CBC Report on the Faculty Handbook (available with Senate year-end reports) that delineated various

problems with the Handbook. Outdated information, information in conflict with the Constitution and Bylaws, clerical changes of unknown origin, and ambiguities regarding the process for updating the Handbook were among the problems identified.

The 2019-20 CBC Committee plans to continue the work of reviewing the Faculty Handbook. The CBC Chair attended Senate Executive on August 27 to establish agreement on the scope of work to be undertaken. A plan of work will be presented to Senate in a future CBC report.

Integrated Curriculum Committee:

Submitted by Julie Alderson, ICC Chair

ICC had its first meeting on August 27th. We discussed general business for the year, which will include supporting the full launch of the Curriculog system, drafting revisions to the ICC Bylaws and Rules of Procedure, and continuing conversations about online learning and learning communities. ICC will also continue to support the implementation of our campus assessment plan – following up on last year’s Resolution [11-18/19-ICC](#). John Steele (GEAR Chair), Mark Wicklund (Associate Director of Academic Assessment) and I attended this year’s Fall college meetings to alert faculty that we will be asking for assistance in revising our GE Program Learning Outcomes in order to ensure that they map to our new Institutional Learning Outcomes. We also indicated the support they will be receiving in developing their individual program assessment plans and curricular maps. ICC will be regularly reporting progress on these projects throughout the course of this AY.

University Resources and Planning Committee:

Submitted by Jim Woglom, URPC Co-Chair

The URPC received a revised University Budget Plan for the Fiscal Year 2019-20 from Vice President for Administration and Finance Douglas Dawes on August 2nd, 2019 (Addendum 1). This redraft of The Cabinet’s March 29th, 2019 Proposal (Addendum 2) was necessitated by and based on emerging enrollment decline figures and subsequent tuition-based revenue deficits, brought to the attention of the campus community by President Rossbacher’s Memo dated May, 29th, 2019 (Addendum 3). The URPC deliberated on the contents of the proposal on August 8th, 2019, and, coming to general consensus on a number of points, worked through Google Doc-based groupthink to collaboratively draft a response to the document, completed and submitted on August 15th, 2019 (Addendum 4). The University Budget Director, Amber Blakeslee, and the URPC Co-Chairs, Alex Enyedi and James Woglom, presented a condensed version of the Cabinet’s Revised Proposal and its context, and the URPC’s response to both, to the Senate Executive Committee on August 27th, and will present the same information to the University Senate on Tuesday, September 3rd, 2019.

HUMBOLDT STATE UNIVERSITY

Vice President for Administration and Finance

August 2, 2019

To: Dr. Alex Enyedi, Provost and Vice President for Academic Affairs
Co-Chair of the University Resources and Planning Committee (URPC)

Dr. James Woglom, Assistant Professor of Art Education
Co-Chair of the University Resources and Planning Committee (URPC)

Cc: University Resources & Planning Committee
Amber Blakeslee, University Budget Director

From: Douglas V. Dawes, Vice President for Administration and Finance

Subject: FY 2019-20 Updated University Budget Plan

As mentioned in [President Rossbacher's 2019-20 FY Budget Update](#) dated May 29, 2019, the release of the 2019-2020 budget plan was delayed due to two factors: the appointment of Dr. Tom Jackson, Jr as HSU's new president and indications that enrollment was trending significantly lower than was anticipated in the original plan. That memo warned of a projected Fall 2019 enrollment (headcount) decline of 11-14% compared to Fall 2018, with a fiscal implication of a \$2.1 to \$3.4 million due to reduced tuition revenue.

In response to these realities, the President and Vice Presidents have developed an updated FY 2019-2020 budget plan, and are seeking feedback from the University Resources & Planning Committee.

Updated Budget Plan

The final state budget and CSU Budget Memo have been approved. The allocations to HSU were largely as expected, plus additional one-time funding. Highlights include:

- Ongoing Allocations included an additional \$219,000 beyond anticipated mandatory cost increases which were funded. Much, if not all, of this funding is earmarked, and the amount includes \$80,000 in ongoing support for the Nursing program.
- One-Time Allocations of \$1,659,000 include amounts for GI 2025 (\$604,000), enrollment funding (\$1,000,000), and supplemental funding for the Math & Science Teacher Initiative (\$55,000).

The [2019-20 GI 2025 Requests Prioritized by Cabinet for Funding](#) described in the May 29, 2019 update have been included in this updated budget plan.

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After further analysis of all available enrollment indicators for Fall 2019 (confirmed housing deposits, student class registration, and redirected student admission) the attached 2019-20 FY University Budget ([Appendix A](#)) reflects the following:

- 13% decline in enrollment (headcount) compared to Fall 2018 (1,000 fewer students).
- An additional \$2,925,000 deficit (above the \$952,695 detailed in the [previous proposed budget](#)) for FY 2018-19.
- Utilization of up to \$2.9 million of one-time roll forward funds during FY 2019-20 to address the deficit. This strategy preserves the university reserve fund and partially supports the URPC roll forward guidelines.
- Current enrollment projections indicate a \$5.4 million (see [Appendix A](#); 2021-22 column) Operating Fund deficit through 2021-22. Additional information about how plans will be developed to address the budget shortfall will be shared at the start of the fall semester.
- Due to utilization of \$2.9 million of one-time roll forward funds, the campus roll forward and redistribution will be reduced to 45%. The \$2.9 million equates to 55% of the unrestricted roll forward amount. Charts detailing the distribution of FY 2019-20 roll forward funds with and without the \$2.9 M deficit are attached ([Appendix B](#) and [Appendix C](#), respectively).

Moving forward, the key priority of campus is increasing enrollment, and additional investments will be made to support enrollment efforts.

As described in the earlier May budget memo, the campus has made strong progress in balancing its budget in recent years. In 2018-19, for the first year in many years, all MBUs stayed within their budgets while simultaneously making investments to positively impact student success. Additionally, much work has been done across campus to stabilize enrollment.

The URPC has an opportunity to develop feedback about the budget plan for President Jackson at its August 8, 2019 meeting. It will be important to provide a written report on the feedback within one week of that meeting, in order to allow the budget to be approved and posted prior to the start of the Fall semester.

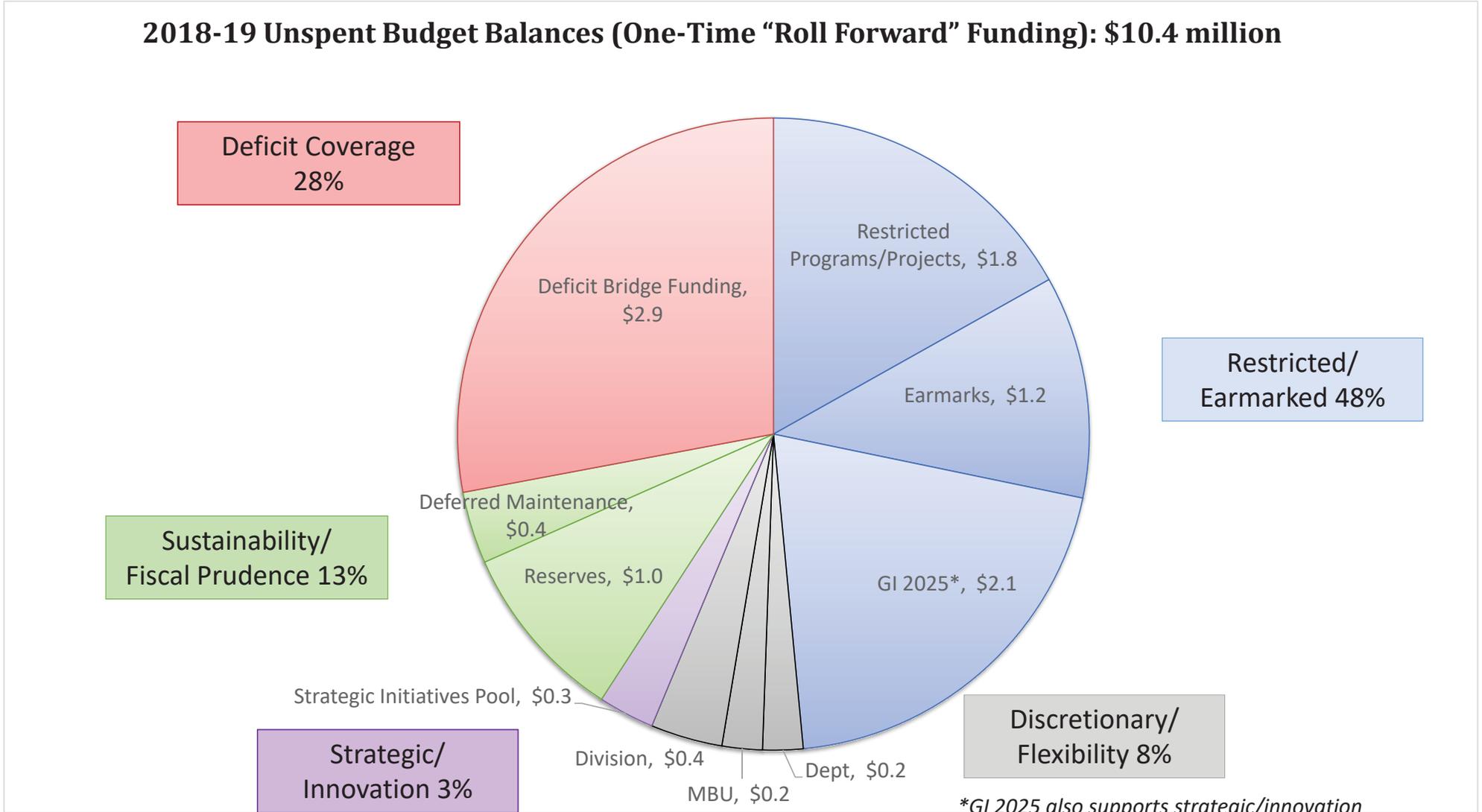
Humboldt State University
Sustainable Budget Planning Detail for FY19-20

HSU Operating Fund - Updated with -13% Fall to Fall Headcount Drop Date: July 26, 2019		2019-20 Budget	2020-21 Projection	2021-22 Projection	2022-23 Projection	2023-24 Projection
1 Enrollment Budget						
Resident FTES		-14.4%	-3.6%	-3.2%	-2.9%	-2.4%
		5,822	5,612	5,432	5,277	5,151
	<i>Shortfall from CSU Resident FTES Target of 7,603</i>	(1,781)	(1,991)	(2,171)	(2,326)	(2,452)
	<i>% off from CSU Resident FTES Target</i>	-23%	-26%	-29%	-31%	-32%
WUE FTES		220	220	220	220	220
Out-of-State FTES		70	70	70	70	70
International FTES		30	30	30	30	30
Total FTES Budget		6,142	5,932	5,752	5,597	5,471
Total Annual Headcount		6,491	6,267	6,078	5,914	5,779
Operating Reserve Beginning Balance		6,300,000	6,300,000	2,031,000	(3,357,000)	(9,684,000)
Revenue Budget						
2 Prior Year (PY) State Appropriation		85,517,210	90,719,910	94,769,910	98,149,910	101,269,910
2a PY Revisions to Allocations (Retirement for 19-20)		572,000	1,320,000	590,000	270,000	70,000
2b New Allocations - Comp & Mandatory Costs, GI 2025		5,316,000	2,730,000	2,790,000	2,850,000	2,910,000
2c 2019-20 SUG Adjustment Offset (SUG reduced to 95%)		(685,300)				
2 Subtotal State Appropriation		90,719,910	94,769,910	98,149,910	101,269,910	104,249,910
Student Fees and Other Revenue						
3 Prior Year State Tuition Fee		42,236,000	36,431,000	35,197,000	34,148,000	33,244,000
3 Enrollment Changes - # of FTES, Ave Unit Load (AUL), mix		(5,805,000)	(1,234,000)	(1,049,000)	(904,000)	(747,000)
<i>Enrollment Rebound - Recruitment & Retention</i>		-	-	-	-	-
3 State Tuition Fee		36,431,000	35,197,000	34,148,000	33,244,000	32,497,000
3 Non-Resident Tuition Fee		1,035,000	1,035,000	1,035,000	1,035,000	1,035,000
3 Materials, Services and Facilities Fee (MSF)		2,189,000	2,114,000	2,050,000	1,994,000	1,948,000
4 Other Fees and Revenue (MBA Fee, App Fee, Cost Recov)		9,424,349	9,924,349	9,924,349	9,924,349	9,924,349
<i>Cost recovery adjs related to reductions/reorgs (e.g. facilities)</i>						
12a Reductions "new sources" reflect cost recovery rev incs		500,000				
Subtotal Student Fees and Other Revenue		49,579,349	48,270,349	47,157,349	46,197,349	45,404,349
TOTAL Revenue Budget		140,299,259	143,040,259	145,307,259	147,467,259	149,654,259
Total Prior Year Expenditure Budget		138,418,957	143,224,259	147,309,259	150,695,259	153,794,259
5 GSI Pool & Minimum Wage Increases		3,590,000	2,310,000	2,360,000	2,410,000	2,460,000
6 Benefit Rate Increase - Retirement		774,000	1,430,000	660,000	305,000	85,000
7 Benefit Rate Increases - Health, etc.		182,000	420,000	430,000	440,000	450,000
8 New Space, AUL Changes, Nursing - GF passthrough		201,000				
9 State University Grant (SUG) (state appropriation offset)		(685,300)				
10 Dedicated Budget Allocated to Depts		55,297	(75,000)	(64,000)	(56,000)	(46,000)
11 Graduation Initiative 2025 - Allocations Pending		1,141,000				
12 Base Reductions/Savings		(952,695)				
12a Reductions "new sources" impact revenue, not exp (above)		500,000				
Subtotal Base Expenditure Adjustments		4,805,302	4,085,000	3,386,000	3,099,000	2,949,000
TOTAL Base Expenditure Budget		143,224,259	147,309,259	150,695,259	153,794,259	156,743,259
Net Base Budget Surplus / (Deficit)		(2,925,000)	(4,269,000)	(5,388,000)	(6,327,000)	(7,089,000)
One-Time Adjustments						
13 One-Time Deficit Bridge Funding		(2,925,000)	-	-	-	-
One-Time Savings						
Subtotal One-Time Adjustments		(2,925,000)	-	-	-	-
TOTAL Expenditure Budget		140,299,259	147,309,259	150,695,259	153,794,259	156,743,259
Net Budget Surplus / (Deficit)		-	(4,269,000)	(5,388,000)	(6,327,000)	(7,089,000)
Operating Reserve Ending Balance		6,300,000	2,031,000	(3,357,000)	(9,684,000)	(16,773,000)
14 STATE APPROPRIATION VULNERABILITY		(11,310,000)	(13,020,000)	(14,620,000)	(16,130,000)	(17,520,000)

Color Legend	
Operating Reserve Balance	
Base Revenue Budget	
Base Expenditure Budget	
Projected Base Surplus/Deficit	
One-Time Adjustments/Allocations	
Net Budget Surplus/Deficit	

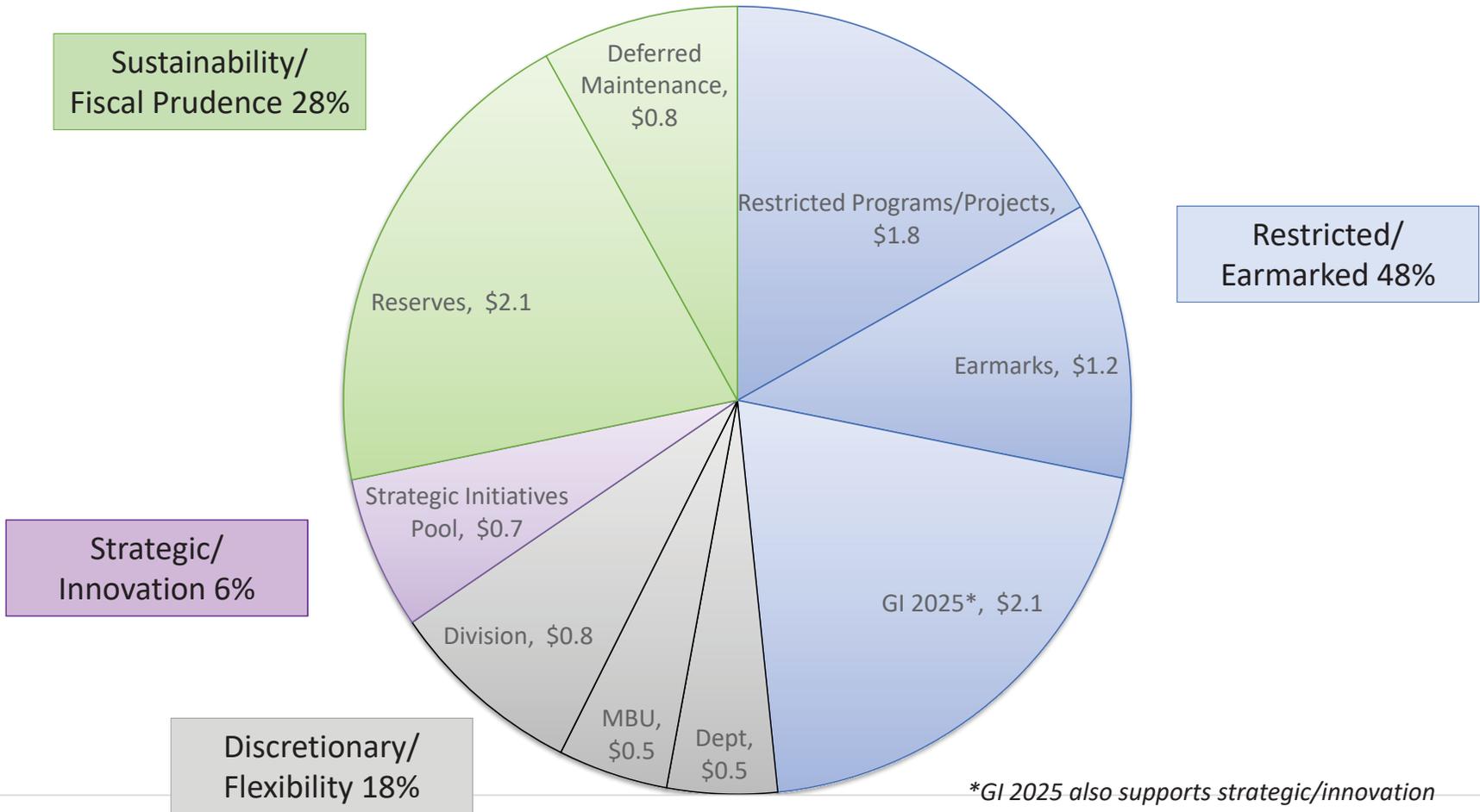
Cover Deficit, Proportional Recalibration (deficit = 55% of available, each area dialed back to 45% proportional share)

2018-19 Unspent Budget Balances (One-Time “Roll Forward” Funding): \$10.4 million



Stable Year - As Is Distribution based on Roll Forward Guidelines, excluding Deficit

2018-19 Unspent Budget Balances (One-Time "Roll Forward" Funding): \$10.4 million



What Have We Achieved? Celebrating Campus Accomplishments

Three years ago, the HSU community began the challenging work of implementing spending reductions instead of continuing to spend reserves to cover structural deficit spending. While progress has been made toward stabilizing the University's financial position, it is important to acknowledge how difficult this has been for faculty, staff, and students. This has been hard but necessary work and we did it together. Using the feedback solicited from the campus over the past two academic years, we have collectively [completed \\$9 million in targeted reductions](#). We appreciate the dedication and contributions of the URPC and the campus community that were required to achieve this financial reduction. We extend a heartfelt thank you to each and every one of you.

As we finish implementing the last of the targeted Phase 1 and Phase 2 reductions, positive signs of financial progress have emerged that are worthy of celebration:

- Current year spending in all of the University's Operating Fund/All Major Budget Units (MBUs), are on track to spend within their 2018-19 allocated budgets as of March 2019 – the first time this has happened in many, many years
- HSU's financial solvency has improved as reserve balances have increased in each of the past two years, reflecting the proactive reduction planning undertaken by the campus to address spending issues as they arise
- This spring, the 2019-20 Graduation Initiative 2025 Funding Request for Proposals process piloted the new Integrated Assessment, Planning and Budget (IAPB) framework, complete with rubrics, assessment plans, and financial plans as part of an institution-wide, transparent process – a major step to integrate assessment and evidence into resource allocation decisions.

Our "Student First" perspective has continued to be the guiding principle in our resource allocation decision making, minimizing reductions whenever possible to areas that directly serve students, while maximizing our investments in areas that do. A few highlights of student success progress include:

- [Student debt at graduation in 2017-18 was \\$12,743](#), down significantly from \$20,982 in 2008-09, and well below the current national average (\$28,350), state average (\$22,744), and CSU average (\$16,625)
- Four year graduation rates for first-time undergraduates are at a record high of 22% and six year rates at 52% in spring 2018
- Two year California Community College transfer student graduation rates are at a record high of 38% and four year rates are at 76% in spring 2018
- First year student retention rates increased by almost 3% from fall 2017 to fall 2018 to 71%, although still far below our targeted first year retention level of 80%

Much of our investments are a result of Graduation Initiative 2025 funding that totals \$4.6 million over the past two years. This funding has allowed HSU to invest in high priority areas to support student success (including basic needs) in the midst of the \$9M budget reductions being completed this year. Based on the Governor's preliminary budget allocation to the CSU, we anticipate receiving \$1.1 million in ongoing funding to support these efforts in 2019-20 and are currently utilizing the IAPB process referenced above to determine allocations. To date, here are highlights of our GI2025 investments:

2019-20 Cabinet Budget Proposal - March 29, 2019

- \$2.7 million invested for new faculty hires since 2016; currently \$55 million (40%) of the Operating Fund budget in 2018-19 directly supports Instruction
- \$1.9 million invested in learning communities, advising support, tutoring and supplemental instruction, peer mentoring (RAMP), academic scheduling and space utilization, cultural centers for academic excellence, student clubs, CARE services, a basic needs single point of contact position, student financial support, and expanding our institutional assessment capacity
- Our RAMP peer mentoring program, which has received additional funding through GI 2025, was recently highlighted in special report issued by the Chancellor's Office (report available [here](#))
- Increased our investment in student employment opportunities by \$400k in spring 2019 and have earmarked \$600k out of the anticipated \$1.1 million in available one-time funding for investment in 2019-20
- Additional information about all GI 2025 allocations to date is available in [OpenBook](#)

In addition, we are investing over [\\$1M in instructional space remodeling and equipment updating for Summer 2019](#), focusing on highly utilized campus classrooms and laboratories. The Strategic Initiatives Pool, established as part of the [University's Operating Fund Roll Forward Guidelines](#) to advance institution-level strategic initiatives, is being leveraged this year to:

- Provide support for [Equity Arcata](#), a partnership with the City of Arcata and local businesses working "to create a welcoming, safe and racially equitable community by eliminating racial disparities for all people of color in housing, health, education, and employment."
- Conduct an Economic Impact Study to quantify HSU's economic impact on the region
- Explore alternate revenue streams to diversify campus resources
- Support upcoming Master Plan processes

Where Are We Now?

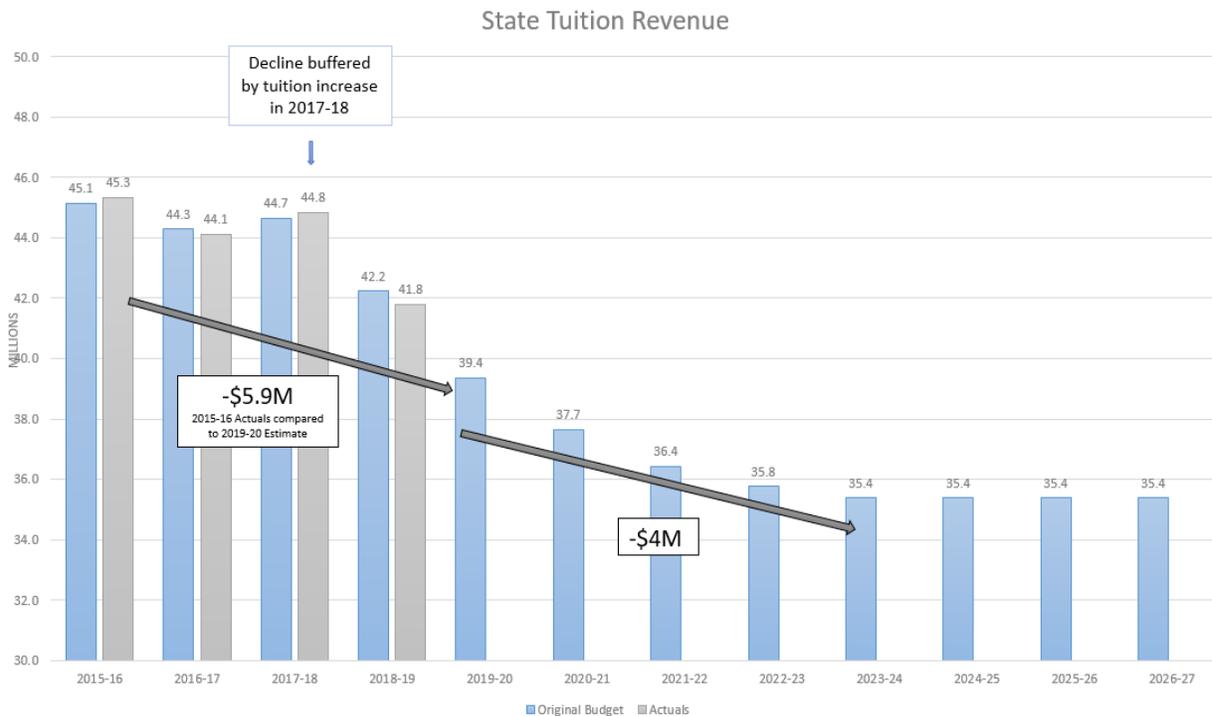
Good news – State fully funded 2019-20 compensation and mandatory cost increases

For the first time in recent years, the State has fully funded all compensation and mandatory cost increases, providing sufficient support to cover all projected 2019-20 general salary increases, minimum wage increases, health and retirement cost increases, new space, and average unit load (AUL) changes. This is welcome news and helps to further stabilize HSU's financial position. With the caveat that the State of California Budget is not final, a May Budget Revision and the Final Budget in June are still to come, and the context that current year state revenue projections are lagging behind expectations. Hopefully this will not impact funding to the CSU and we will continue to monitor it closely and keep you informed if anything changes.

Continuing challenge - Enrollment

Given enrollment has declined beyond what we had anticipated during 2017-18 and 2018-19 budget planning, we are still facing an [estimated \\$953k deficit in 2019-20](#). We have successfully addressed the structural and spending issues that existed in previous cycles. However, our forecasts indicate it will take several years for our enrollment, even with significant investments for recruitment and retention related activities, to stabilize. Examining State Tuition Revenue over time helps illustrate the current financial challenge (see chart below). We are experiencing a drop of almost \$6 million in tuition revenue from 2015-16 to 2019-20, most but not all of which we had anticipated in our \$9 million reduction

planning effort, with a further \$4 million decline anticipated through 2024-25 if current enrollment trends persist.



Action being taken

Right away, we are leveraging the previously developed enrollment growth funding model methodology to distribute the projected 2019-20 deficit by division. This model was developed by URPC back in 2013 and used to distribute 2014-15 enrollment growth funding. The model is based on the [Marginal Cost of Instruction from the CSU Support Budget](#), adjusted to HSU’s organizational structure. Given that the current deficit is related to declining enrollment, leveraging this model to allocate the reductions by division is an established mechanism to maintain a balanced budget for 2019-20.

- An outline of the model with applied reductions by division is available [here](#)
- An overview of the URPC’s previous enrollment growth funding model used back in 2014-15 is available [here](#)

Guided by the robust campus-wide [Strategic Enrollment Management Plan \(SEM Plan\)](#) approved by the campus in Spring 2018, significant recruitment and retention efforts are underway to improve our enrollment trajectory. Earlier this month an in depth [recruitment activities update](#) was posted on the [SEM website](#) highlighting the great work underway.

We are optimistic that many of these initiatives will take hold and help us achieve our SEM plan goals, get us closer to our CSU funded enrollment target of 7,603 Resident FTES, and dramatically improve our financial position. Specifically, achieving our first-year retention goal to increase our one-year retention rate for first-time, full-time undergraduate students to 80% for the fall 2024 cohort and achieving recruitment goals to increase our first-time undergraduates back above 1,300 over the next several

2019-20 Cabinet Budget Proposal - March 29, 2019

years, would stabilize enrollment in three years' time and put us back in a surplus financial situation in five years. A five-year planning spreadsheet illustrating the impact of this growth is available [here](#).

In addition, HSU is in the quiet phase of a campus-wide, charitable giving campaign called Humboldt Together. The priorities are all related to student support, including new scholarships, paid work experiences, and programs that reduce costs for students. The goal for this campaign is currently \$7 million over three years, with more than half expected to be raised in time for the public launch in Fall 2019.

We will begin next academic year with a new president who will have the opportunity to embark on creating the 2020-2025 revised HSU Strategic Plan. This important work will involve campus and community stakeholders and embraces the shared governance model. The strategic plan will be the foundation for the development of an Academic Master Plan (AMP), the Campus Physical Master Plan, and support organization plans, all of which will provide a long-term framework for advancing HSU's vision for our academic identity, values, and future direction. The development of these plans will help inform and refine the implementation of the strategic enrollment management plan, demonstrate a direct link to HSU's 2020-2025 Strategic Plan, support the implementation of the integrated assessment, planning, and budget (IAPB) process, and demonstrate our commitment to assessment for the 2021 WSCUC visit. All of this work is interrelated and interdependent.

Looking Ahead

While we have stabilized our financial position for the coming year as we enter a period of transition, challenges remain on the horizon. The results of our recruitment and retention efforts as well as the culmination of the plans highlighted above will have broad impacts on long-term resource allocation decisions. We appreciate everyone's continuing dedication and support and are confident we can achieve our short and long term goals together.

Attachments

[Appendix A: 2019-20 HSU Budget Planning Assumptions](#)

[Appendix B: 2019-20 HSU Budget Planning Spreadsheet](#)

[Appendix C: 2019-20 HSU Budget Planning Spreadsheet - Growth Scenario](#)

[Appendix D: 2019-20 Budget Reductions by Division using Marginal Cost Method](#)

[Appendix E: \\$9 million Reduction Summary](#)

HUMBOLDT STATE UNIVERSITY

Lisa A. Rossbacher, Ph.D. President

May 29, 2019

To: Dr. Alex Enyedi, Provost and Vice President for Academic Affairs
Co-Chair of the University Resources and Planning Committee (URPC)

Dr. Mark Rizzardi, Professor of Mathematics
Co-Chair of the University Resources and Planning Committee (URPC)

Cc: University Resources and Planning Committee
Dr. Tom Jackson, Jr., Incoming President
Doug Dawes, Vice President for Administration and Finance
Amber Blakeslee, Budget Director

From: President Lisa A. Rossbacher

Subject: 2019-20 FY University Budget Update, Preliminary Graduation Initiative 2025 Investments, and the Intersection of Enrollment and Budget

I want to thank the University Resources and Planning Committee for the good work you have done in reviewing and forwarding the 2019-20 FY budget recommendations for Humboldt State University. I also want to acknowledge the progress we have made to establish a more sustainable financial structure for the University and the significant investments we continue to make to support our students. Reduced student debt levels and record high graduation rates are worthy of celebration, as are the recent investments in tenure-track faculty, learning communities, student support activities such as advising and peer mentoring, and student basic needs.

I also understand that some of the hard decisions to address the budget deficit have not been popular, and I want to acknowledge the [2019-20 URPC Budget Recommendation's](#) thoughtful commentary around the process and impacts surrounding these challenging decisions and how we can improve our collective decision-making process going forward. Humboldt is an incredible community full of passionate people, both on campus and in the community, and every program and service we offer has deeply committed champions. Reorganizations and budget reductions are always difficult, and accomplishing these in a time of significant change and an evolving local and national higher education landscape is even harder. I share the URPC's emphasis on the importance of continuing to implement the Integrated Assessment, Planning and Budget (IAPB) process – a transparent, evidence-based resource allocation process that clearly

demonstrates where and how resource allocation/deallocation decisions are made. This approach will be increasingly valuable as Humboldt State navigates this path forward.

I am delaying approval of the 2019-2020 budget plan at this time in light of two particular factors. First, last week Dr. Tom Jackson, Jr. was appointed as HSU's next president and I want to ensure maximum flexibility in decision-making for HSU's new leader. Second, current enrollment indicators are trending significantly lower than was originally anticipated in developing HSU's proposed plan. Effective budget planning must reflect realistic enrollment expectations. We are working diligently to clarify our enrollment position for next year, and the University community will be kept informed as more definitive information is available.

While I am delaying approval of the budget at this time, I still wanted to provide a response to the URPC and the University community to update the campus about enrollment and preliminary 2019-20 Graduation Initiative 2025 allocations.

Enrollment Update

As of now, we know that applications for Fall 2019 are 7% lower than they were last fall; however, student confirmations to attend are down 24%, which indicates a significantly greater decline in enrollment this fall than we had predicted. Using all available indicators, including historical applicant trends, housing applications, registrations for fall, and sign-ups for orientation, Fall 2019 enrollment (headcount) is predicted to be 11%-14% lower than Fall 2018. Contributing to this situation are close to 1,000 continuing students who still have not registered for Fall 2019. The overall fiscal implication of this enrollment decline is \$2.1-\$3.4 million less tuition funding than was initially anticipated in the [2019-20 Budget Proposal](#). This \$2.1-\$3.4 million shortfall will have serious implications, and finalizing the 2019-20 budget at this time would be premature.

Colleagues across the University have been working hard to implement our [Strategic Enrollment Management Plan](#)) and described in the [URPC's Budget Recommendation](#) dated April 23, 2019. We have recently engaged consultants to help implement the recruitment portion of this plan, and we will hold a day-long retreat at the end of this week to ensure we are focusing on effective and collaborative tactics. In addition, following this plan, deans and department chairs have already been reaching out to continuing students who have not yet enrolled for next fall semester. More than 8,000 phone calls were made to prospective students to answer questions and encourage them to enroll at HSU this fall. We are actively working to recruit students who have been redirected from other campuses in the CSU. A lot of good work is happening, but we need to find more success with recruitment and, especially, retention. The need for collaborative solutions highlights the value of both the partnership between Enrollment

Management and Academic Affairs and the important role that faculty members and staff play in engaging with students and supporting their success.

Stabilizing enrollment is the most significant issue facing Humboldt State and must collectively be our top priority.

The Incongruities of the 2019-20 FY Budget

As a University community, one of the current challenges is to understand and explain how, on the one hand, we can have such significant budget challenges related to declining enrollment while, on the other hand, we are receiving new funding from Graduation Initiative 2025 for efforts that will increase student success. The GI 2025 funding is earmarked for specific purposes, and we must recognize the purpose of this funding stream. Everyone's help in communicating this apparent incongruity is needed.

Preliminary Graduation Initiative 2025 Investments

To maximize the opportunity for the University community to make requests for support from the Graduation Initiative 2025 in 2019-20, a [Request for Proposals](#) was issued on February 1, 2019. This call for proposals piloted the Integrated Assessment, Planning, and Budget (IAPB) process we are building out on campus, which also included the rubrics that would be used to evaluate the requests.

Using the published rubrics, the Student Success Alliance scored the 50 proposals for GI 2025 funding that were prioritized by the divisions for consideration. The requests totaled \$2,968,893 (\$1,776,624 in continuing base funds and \$1,192,269 in one-time funds). As specified in the GI 2025 call for proposals, the SSA assumed that \$300,000-\$500,000 in base GI 2025 funding will be available in 2019-20 and \$1.1 million in one-time funding, of which \$600,000 was earmarked for student employment opportunities. Upon completing the scoring, the SSA provided the results to Cabinet for consideration. In addition, all 50 proposals were reviewed and prioritized by Associated Students, with feedback provided to Cabinet to further inform the decision-making process.

The recommendations for Graduation Initiative 2025 investments are shown [here](#).

- Nine requests for base budget allocations, which were recommended by the SSA, are being conditionally approved for three years of funding and subject to a rigorous assessment during year three. Funding in 2019-20 is contingent on the final allocation of funding for GI 2025 (following legislative approval of the 2019-20 state budget, the Governor's signature, any restrictions on the use of the funding that may be designated, and the ultimate allocation of GI 2025 funds to HSU from the CSU Chancellor's Office). This conditional approval of one-time funding (for three years) is necessary in light of HSU's financial volatility as it will allow the proposing areas to begin planning for the upcoming fiscal year and

support the campus in moving forward with important student success initiatives, while also retaining flexibility for the future in light of current enrollment challenges. The campus allocations will be finalized in July, and these multi-year funding plans can be revisited before a final allocation of these funds.

Prioritized Base Requests (One-Time Funding for Three Years)	Dept/Program	Weighted Average Scores	Base Request \$ (3 Year Funding)	One-time Request \$
B18 - EOP Advising & Upper Division Student Development	EOP	37.833	\$ 76,752	
B15 - 4 Student Assistant Check It Peer Educators	Health Education/ Check It	36.350	\$ 34,000	
B14 - Check It Prevention Coordinator	Health Education/ Check It	35.783	\$ 92,964	
B13 - Health Education Food Pantry and OhSnap Student Assistants	Health Education/ Campus Food Security Program	33.617	\$ 44,000	
B37 - Foster Youth Liaison	ITEPP/Elite Scholars	33.100	\$ 65,500	
BT34 – Accessible Technology Initiative (ATI) Coordinator	ITS	33.100	\$ 111,000	\$ 1,500
B7 - Transfer Articulation Specialist	Registrar	32.683	\$ 83,612	
BT1 - Center for Community Based Learning - Student Support Coordinator	Community Based Learning	32.100	\$ 79,113	\$ 3,160
B20 - Augment decrease in AS funding Student Assistants & Professional Office Staff	YES	31.083	\$ 60,710	
		Total:	\$647,651	\$ 4,660

- In one-time allocations, 23 requests are approved as recommended given these investments are being funded from existing campus resources. It should be noted that some of the one-time allocations for student employment related activities were initially base requests, but were shifted to one-time funding during the review and recommendation process in order to further investments in this important area.

The final recommendations reflect slightly higher allocation amounts than initially anticipated in light of a small amount of remaining 2018-19 GI 2025 earmarked funding that will be utilized to further our investments in 2019-20.

I want to thank the many people who were part of this request, review, and recommendation process for GI 2015 funding in 2019-20, including those who developed proposals, the members of the Student Success Alliance, Associated Students, the Budget Office, the Office of Institutional Effectiveness, the University Resources and Planning Committee, and the members of the Cabinet. Your investment of time and energy will lead to further improvements of this process in the coming year.

Conclusion

As I reflect on my time at HSU and look back on the recommended opportunities for improvement provided to me by the URPC in the [2014-15 Budget Recommendation](#), I am impressed by the significant progress we have made, as highlighted [here](#). With the University-wide focus on stabilizing both enrollment and the budget, strong new leadership, and an on-going commitment to student success, HSU is in a good position for addressing the 2019-20 fiscal year. More information will be shared, as it becomes available, to keep the University community informed and engaged in the budget process.

Date: August 15th, 2019
TO: President Jackson, Humboldt State University
FROM: University Resources & Planning Committee (URPC)
RE: URPC Recommendation to the President Regarding the 2019-2020 Budget

The URPC has reviewed and discussed the Updated University Budget Plan for the 2019-20 fiscal year offered by Vice President Douglas Dawes in a memo on August 2nd, and have generated the following response to the proposals therein.

We agree that the use of one-time bridge funding derived from roll-forward resources from FY 2018-19 is an appropriate solution for covering deficits resulting from the emerging enrollment projections. We caution that the use of roll-forward funding as a stopgap measure is not a sustainable practice, and that similar roll-forward funds will not be sufficient to cover the projected deficit increases that are looming as a result of actual and projected decreases in enrollment. The use of one-time funds to address financial shortfalls had become a default, structural operating procedure of the University in years past, which resulted in a misleading perception that budgetary shortfalls are not legitimate crises that require the full attention of the campus community. Over the past few years we have made substantial efforts to alter this course, and we caution against reverting to less advisable institutional habits.

Further, the practice of utilizing roll-forward funds specifically is not entirely in keeping with the original intent of the roll-forward guidelines that were recently approved and in effect for the first time this past year. Although there is a provision for these kinds of scenarios in the roll-forward guidelines, sweeping a portion of roll-forward funds to support the University-wide budget shortfall due to greater than anticipated enrollment decline might be received negatively by those departments who maintained responsible budget stewardship in good faith with the understood implications of the guidelines. That said, the adherence to responsible budget practices, further promoted by the roll-forward guidelines, has helped to provide a viable stopgap measure for the upcoming fiscal year, and thus should be commended and reinforced as best practice in forthcoming communication to the campus community.

We encourage ongoing efforts towards public-facing, coordinated, strategic resource planning throughout the University to better address the budget shortfall for FY 2019-20 through FY 2021-22, as it will take time to stabilize and increase enrollments. The Integrated Assessment, Planning, and Budgeting (IAPB) initiative was successfully piloted in FY 2018-19 in order to distribute Graduation Initiative 2025 funds. Information Technology Services and the College of Natural Resources and Sciences are further piloting the model for FY 2019-20 budgeting, and there is a five-year implementation plan in place that will bring the entire campus on board. Full implementation of the IAPB process will provide the University the flexibility to proactively respond to budgetary shortfalls, hopefully allowing us to avoid further need for reactionary responses. All planning processes should be transparent, inclusive of broad stakeholder input and participation, and communicated through multimedia channels for wide dissemination.

Indeed, clear and timely communication with the campus and surrounding community regarding the state of HSU's budget will be particularly vital in the coming year, as several impactful and potentially confusing factors will be at play. It is important to emphasize throughout resultant plans and their dissemination that two disparate trends will be occurring simultaneously in regards to FY 2019-20 budgeting: 1) an increase in ongoing allocations for specific programming and interventions earmarked

for distribution of GI 2025 resources, and, conversely, 2) an overall continued reduction in budget in response to enrollment projections. These concurrent activities will undoubtedly lead to some cognitive dissonance. Further, the widely publicized State of CA Budget and CSU Budget Memo reflects the largest single increase in CSU allocations in recent memory. However, in relation to HSU, these substantial allocations are mostly earmarked for predetermined spending, and any increases in state funding rates are largely offset by a 13% decrease in enrollment projected for the current fiscal year. These nuances are important for our campus and surrounding community to understand so as not to erode confidence in the decision making happening at our university.

As the circumstances surrounding our current readjustment of the budget illustrate, increasing enrollment needs to be the foremost focus of the entire campus community. While we are certainly facing financial challenges in the coming years, we might take the opportunity to frame these challenges as impetus to pursue an innovative seachange in operating procedures on several fronts. To this end, we support forward-thinking, data-driven investment and reinvestment towards the aim of enrollment increases, and URPC members have offered some suggestions for such initiatives. For instance, considering the rural nature of the University's location and the long commute for students from surrounding areas, offering robust online degree and course offerings may attract additional students to the campus. Identifying degree and course offerings that are in demand, appropriate for the institution, and for which infrastructure currently exists (or may be built) will be essential in the success of such online initiatives. Similarly, access to student support services (Financial Aid, the Registrar, the Student Health Center) during evening hours is essential for students who work during the day and take evening courses. Not being able to access these services while on campus is a barrier to working students that are not able to take time off to handle matters with these offices. Providing extended access (after 5 PM and through online systems) will remove an obstacle that working students face on their path towards degree completion. Though our resources are limited this year, strategic reallocations might be advisable wherever a well-considered and thoroughly vetted shift might foster expanded student inclusion and success.

In order to make investments during a period of relative scarcity, increased criticality towards past and ongoing spending practices will be necessary. We should face belt-tightening measures with the same sort of imaginative energy we afford the generation of new proposals, and be prepared to forego expenditures and stop doing things if and when they are shown to be less than supportive to our goal of educating all enrolled students. To that end, when new initiatives are being considered or adopted, we advocate the inclusion of and adherence to thoroughly realized assessment designs that can further help to facilitate timely and detailed reporting to all stakeholders.

In summation, the URPC approves of the one-time use of roll-forward bridge funding, but discourages similar stop-gap measures moving forward. We celebrate the success of the IAPB model and encourage ongoing efforts towards coordinated, strategic resource planning throughout the University. We advocate strongly for clear and consistent communication with the campus and surrounding community, especially recognizing the budgeting stewardship that has bridged the gap for this year (operating expense reduction, course reduction and alignment, seeking other revenue sources, etc.), and clarifying the context of our current scenario. We approve of future-facing innovation towards the aim of increased enrollment and student success (both in adopting new initiatives and sunseting less impactful practices), as long as it is thoroughly and transparently vetted and tied to required ongoing assessment.

Administrative Affairs:

Submitted by Doug Dawes, Vice President of Administrative Affairs

Accounting & Student Financial Services

Accounting

- Successful recruitment of an Accountant II position (with CSU experience) will help with stabilizing the department.
- FY 2018/19 Financial Audits Associated Students and University Center are completed.
- FY 2018/19 Financial Audits for Sponsored Programs Foundation, Foundation and Children's Center are under final review and will be completed next week.
- Revised the transaction processing procedures for gift receipts to increase efficiencies and improve reporting.
- Stopped charging student clubs 5% on fundraising efforts. Benefits the students and creates processing efficiencies that out-weigh the lost revenue stream.
- Modified use of Student Assistants to provide more hands on accounting functions to enhance their learning experience
- Successfully closed the fiscal year and reported to the Chancellor's Office in a timely manner.

Student Financial Services

- Updated the [Student Financial Services website](#); allowing easier access and training for students and clubs.
- Filled the Clubs Financial Coordinator position.
- Revamped the [Student Clubs & Organizations Handbook](#), addressed problem areas with additional detail and clarified best business practice for the control of cash and cash equivalents.
- Created an "On-boarding" package for guest speakers sponsored by clubs
- Created an on-line Club's Management Training in canvas
- Created a [Clubs Financial website](#).
- Created a procedure for clubs operating coffee carts or on-going tee-shirt sales
- Developed payment solutions for clubs with an on-line payment portal for club dues, event tickets or merchandise sales.
- Introduce Pro-card purchasing thru the Club Financial Coordinator to reduce the out-of-pocket expenses for club members purchasing items
- Researching new "pre-paid" credit cards for clubs to utilize for travel expenses.

Contracts, Procurement and Accounts Payable

- On the Contracts & Procurement website, you will find the first ever [CSU Procurement Report](#). Hard copies can be expected mid to late September. The report highlights the accomplishments that all 23 campuses collaboratively achieved over the last fiscal year. One achievement to note

would be that the CSU procurement professionals realized \$30 million in savings. Of this \$30 million, HSU procurement made up 7% of the systemwide savings totaling \$2.2 million for HSU in the 2018-19 fiscal year.

- With 23C Procurement we're creating a system that, through collaboration with clients and project teams, ensures we're addressing 80 percent or \$1.4 billion of our spend strategically. This is done through the use Centers of Excellence (COE) in the areas of IT, Sustainability, Facilities, and Construction for shared standards that deliver maximum value for the entire system. In addition, a fifth COE is being developed to address the unique needs of the CSU's auxiliaries which provide for student needs such as housing and food. We continue to focus on delivering the highest level of customer value and procurement benefit. Collaboration is how we are getting there.
- Although summers can sometimes feel like our slow time, the Accounts Payable team has already processed over 3,500 transactions since July 1, 2019. These transactions are made up of ProCard audits and vouchers, travel reimbursements (paper and Concur), payments to our vendors, etc.
- Procurement has issued over 400 purchase orders since July 1, 2019.
- Please welcome Kristy Lindsey, our emergency hire for the External Event Coordinator position to handle all lease agreements for external entities wanting to use HSU's facilities. Some of these events include McKinleyville High, Arcata High and College of the Redwoods football games; the Smithsonian used lab space, Cal Inc. did asbestos training; and in the works are many more exciting events such as performances in the JVD, Science Fair, History Day, etc.

Risk Management and Safety Services

- Over the summer RM&SS worked closely with FM to guarantee that Gist Hall re-opened before the start of classes. We thank all those affected for their patience for this unscheduled event.
- An updated Field Trip policy and guidelines will be brought forward for approval this semester.
- In collaboration with FM, the duties of Building Coordinator have been updated and the title has been changed to Building Liaison to better reflect those duties.
- The Safety Coordinator position is still vacant. A retired annuitant, Tom Manoli, will be working part time to assist us until we can fill the position.
- Our responses to the CO Health & Safety audit have been accepted. We are now fulfilling our responses and have committed to complete all by 12/18/19.
- We are in the process of renewing our storm water/waste water permit for the Trinidad Marine Lab. Public comment will be in Weaverville 10/17/19.
- We have started evaluating existing programs that HSU has with minors (children under 18) to build consistent processes on campus. There are standards that the CO is asking for all campuses to adhere to in order to guarantee that we have a safe environment. When we are complete the processes will entail; policies, screening of employees upon hiring, training, monitoring and supervision, internal feedback system, consumer participation, responding to reports and administrative practices.
- Hosted a training "Mass Casualties in Rural Communities" with Blue Lake Rancheria.

- Hosted a training "Campus Emergencies: Prevention, Response and Recovery".
- Secured a third party call service center for critical incidents.
- Sponsored with the Redwood Coast Tsunami Workgroup a tsunami/earthquakes educational booth at the Humboldt County Fair which provided outreach to 1,432 community members. The booth was staffed during a few shifts by our Emergency Management Coordinator and our Emergency Management student employee.
- Finalized funding and scheduled the following trainings: "Managing Critical Incident for Higher Education Institutions", "Public Information Officer", "Sport and Special Event Risk Management".
- Received a Loyalty grant for our first Zombie Bigfoot Scavenger Hunt (10/31/19). Students will go to various areas on campus to receive items to build a personal emergency kit, learn more about personal preparedness, and learn about areas on campus they may not be familiar with. RM&SS has many partners on campus who will be participating in this event (Student Financial Services, Associated Students, Clubs and Sports Clubs, UPD, Rec & Wellness, Center Activities, MCC and CCAT)

University Police Department

- With commencement, 2019, the University Police Department concluded a successful year of meetings of the Chief's Advisory Panel. We have already scheduled our first CAP meeting for the Fall 2019 Semester, which will take place on September 5. We're very excited about this collaboration, and grateful to those who volunteer to participate in this worthy endeavor.
- Our CAP meetings directly correlate with our continuing equity work as a part of the Equity Arcata Initiative. UPD is actively engaged in an ongoing effort to promote trust, transparency, and community engagement.
- The University Police Department was invited to partner in our second annual National Night Out event on Tuesday, August 6. Hosted by the Arcata Police Department, President Jackson attended, and there was an excellent turn-out.
- Chief Peterson and Arcata Police Chief Ahearn worked a patrol shift together over the summer. It was a great opportunity to partner, collaborate, and see Arcata and Humboldt State University from different perspectives. Additionally, this collaboration models what is expected of patrol officers as they collaborate on creating safe on and off campus environments.
- Over the summer, UPD interceded in a case involving violent threats made by a non-student, towards a group visiting our campus over the summer. Following a lengthy and detailed investigation, the individual responsible for making those threats was tracked down and taken into custody. The judge who reviewed the case concurred with the findings of the investigation, signed an arrest warrant, and set bail at a million dollars. Follow-up investigation into that case has resulted in the service of several search warrants, each of which has shed significant light on the fact that we likely prevented a tragedy, the sort of which is all too common in communities across the state and country. I am very proud of the work UPD did to protect our campus, and those who work, visit, and study here.

- Over the summer, UPD completed the replacement of its communication center dispatch consoles. As with any complex system, there were bugs to work out, but staff did an outstanding job of planning this project to take place during a time of decreased activity and demand. As a result of the planning and hard work that took place over the summer, our state of the art dispatch center was 100% operational when classes commenced on Monday of this week.
- As the semester began, UPD was honored to be asked to participate in several orientation meetings with parents of incoming students. The overwhelming enthusiasm expressed for the Student Safety Program surprised us. We know it's a great program, that it supports several pillars of the GI2025 initiative, provides enhanced visibility and security for our campus, all while providing our students with an opportunity to earn money while engaging with students as ambassadors of UPD. However, we were pleasantly surprised with just how much attention and buzz the program created! It resumed on Monday, with all but one of our SSE's from last semester (who graduated by the way... YAY STUDENT SUCCESS!!!) returning to participate with the highly acclaimed program again for the Fall 2019 Semester. UPD is so humbled and privileged to be working with our outstanding Student Safety Escorts... it is so good to have them back and on the team!
- With the tragedy of recent events, active shooter training, preparedness, and response is not far from anyone's consciousness, and it was a frequent topic at the orientation events. UPD has reformatted New Employee Orientation to include some basic information on active shooter response. This is done in an effort to create the same sort of personal and organizational resilience we have developed over the decades with fire response and preparedness. As we have in past years, UPD will host organization-specific, focused active-shooter training sessions across campus, providing this important and potentially life-saving training to staff and faculty members upon request.
- UPD is proud to co-sponsor and co-facilitate another Women's Self-Defense Training class on Monday, September 9, from 5:30-7:30pm in KA202A. These classes always fill-up, and have increased in number as they have grown in popularity; we used to host one annually, we now host several. As with some of the other topics that came up during orientation, this class was something parents were excited and enthusiastic about. After the formal presentations concluded, this was one of the things many anxious parents asked about when they had a chance to be candid and express concerns for their scholars. Given its value and importance, UPD is very proud to partner in offering this service to our campus community.
- While reported previously, it's worth a reminder that UPD has updated our officer body-worn camera program. Each officer has an individually issued camera, which is available to record all police/public interactions in high-resolution video and audio. About the size and shape of an old fashioned digital pager, you may notice them on the front of the officers' uniforms as they interact with the campus community.
- UPD is very proud of its robust and progressive restorative justice practices. One of the many partnerships that make that possible is the wonderful relationship we share with the team at the Office of the Dean of Students. We are in touch with them regularly, and meet at least

weekly to make sure that the safety and wellbeing of our students, staff, and faculty is in good hands.

Facilities

- **The Theater Arts and Library Seismic Retrofit** projects continue to make good progress. We have reoccupied the Theater Arts Building and instruction has begun. There is still remaining work at the Theater Arts building including finishing the roof installation and some building systems. Overall the theater arts building is largely complete. The Library building still has quite a bit of work remaining and centered on the basement level. This work will be completed in December 2019 with occupants moving back into the space over the winter break, and ready for service in January 2020 in time for the Spring Semester. Programs planned for move over the winter break include the testing center, student disability resources center, VETS, Youth Educational Services or YES and Academic and Career Advising Center. Associated work to be accomplished this semester include the improvement of accessible parking along Laurel Street north of Gist Hall. The improvement of accessible parking at the library lot near the bus circle and concrete pathway improvements for accessibility along campus paths to the east of the library toward the Theater Arts Building.
- **The Campus Events Field** has been demobilized to the extent possible with the reoccupation of the Theater Arts Building. The campus maps have been updated to reflect the remaining modularity and the programs that reside in them. The rest of the modularity will be released during the winter break and field rehabilitation efforts will be underway starting summer 2020.
- **Jenkins Hall Renovation** is currently active and in the design stage. We have been working with project steering committee and have engaged the services of an architecture and engineering team. Our current schedule will have the building in construction starting in summer of 2020 and completing by summer of 2021 for a fall 2021 opening. The building will house all-school lecture rooms on the second floor, and new “maker spaces” on the first floor level.
- The 2020/21 5 year Capital Outlay program has been submitted. The Capital Outlay program has undergone some major revisions as the CSU system is poised to take advantage of one time state funds and future bond sales. This includes a very robust, \$50 million dollar deferred maintenance and renewal program, three major academic projects totaling over \$145 million dollars which includes a new science building at the campus events field, a new art building south of Jenkins Hall and the renovation of Science A. All of these projects are in alignment with our 2004 master plan and are even more relevant today given our current needs.
- The two academic projects are in the planning stages and are contingent on the availability of future funding from the State and CSU. This process could take as long as 3-5 years until we are awarded funds and can begin construction. The projects are described as follows:
 - A new 48,000 gsf, three story building located at the east end of the campus events field that will initially house science programs that will be temporarily relocated from Science A. Science A building will then be completely renovated to meet contemporary need. The new building at the campus events field will then be repurposed for academic programs.

- A new 30,000 gsf, 2-3 story building located between Jenkins Hall and Science D along B Street that will house the ceramics and sculpture labs currently located at the North West corner of parking lot G11. These programs will be relocated and the former facility demolished and parking expansion of G11 to be constructed.
- The Student Housing, Health Center, and Dining Project is currently on hold pending the outcome of future enrollment and the impact on the affected student services.
- Natural Resources ITS hub will be receiving a new dry-agent fire suppression system this summer.
- In seven buildings Facilities has completed converting Heating, Ventilation and Air Conditioning controls from pneumatic ones to digital ones. This controls project is part of the campus wide sustainability and energy management program that will allow real time monitoring and adjustment of energy usage. More buildings are projected to be converted in coming years.
- We have an ongoing sub-metering project that is targeting utility usage in 5 buildings across campus. This sub metering will allow our sustainability staff to monitor natural gas, domestic water and electricity usage by building in real time.
- The pool in Kinesiology/Athletics is receiving some energy upgrades this summer. We are replacing valves with ones that are more efficient and installing variable speed drive chlorine/chemical pump integrated with an energy management system.
- The twelve units at the Juniper Building at Creekview are were remodeled this summer to improve egress.
- Wildlife/Fisheries had new roofs installed this summer.
- Design is moving forward on remodeling seven Campus Apartments this summer for ADA use and for a new Laundry complex along with better ADA ramp access.
- The complete replacement of the electrical substation in the University Center is complete.
- New Fire Alarm systems are were installed in Natural Resources, Forestry, Creekview (Fern and Willow), and Redwood Hall.
- The Student Health Center had two of its three rooftop Air Handling units replaced with new energy efficient units this summer.
- Not accounting for the projects included with the 2020/21 Capital Outlay program, Facilities Management is currently managing an active project load totaling \$85 million dollars spread over 75+ projects with the Seismic Projects and Jenkins Hall Project being the largest.

University Center

- The Depot has been refreshed with new flooring, LED lighting, new display cases, modernization of the counters in the service area and new LED screens for menu boards. Additionally, a stage has been installed for a coming new program: “Coffeehouse in the Depot”.
- A low cost meal deal of the day being rolled out by HSU Dining Services: \$3 to \$5 daily meal deal!

Budget

- HSU's 2019-20 Budget has been approved and additional communications and information will be shared over the next few weeks as budgets are posted and available in OpenBook.
- Questica (our campus budgeting system) is rolling out to college/MBU and division analysts this fall, with training beginning on September 16th.

Human Resources

- Open Enrollment Starts September 9th
- The Title IX Office has moved under Human Resources. There will be no changes to Title IX, only that it reports to a new office.
- Please visit the Human Resources Training and Professional Development Webpage for important training that may be relevant to you. Some upcoming training includes:
 - Time Management, September 10, 10:30-12:00pm
 - Understanding ADA Accommodations, September 17 10:00-11:00am & September 24, 3:00-4:00pm
 - CSU's Got Talent Webinar - 7 Habits of Highly Fulfilled People, September 26, 10:00-11:30am
 - Change Management/ADKAR Principles, October 10, 1:30-2:30pm

Provost's Office:

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

1. Faculty Hiring – Fall 2019

This Fall, HSU welcomed 21 new faculty to campus. This hiring was made possible by an investment of \$1.2 million of the GI 2025 funding received last year and an additional \$1.2 million investment from Academic Affairs via the Academic Colleges and the Office of the Provost supporting this hiring.

Over the past two years, \$2.7 million of our GI 2025 funding has been invested to support faculty hiring (see [Questica](#)). Since Fall 2016, HSU has hired 77 new faculty members (23 new tenure-track hires in 2016-2017, 26 new tenure-track hires in 2017-2018, 7 new tenure-track hires in 2018-2019, and 21 new tenure-track hires in 2019-2020).

HSU's newest faculty members are:

1. David Adams – Assistant Professor, Kinesiology & Recreation Administration
2. Brian Blackburn – Assistant Professor, Kinesiology & Recreation Administration
3. Sara Chase – Assistant Professor, Child Development
4. Deepti Chatti – Assistant Professor, Environmental Studies
5. Jessie Cretser-Hartenstein – Assistant Professor, Journalism & Mass Communication

6. Andrea Delgado – Assistant Professor, English
7. Leah Gazan – Sr. Assistant Librarian
8. Hunter Harrill – Assistant Professor, Forestry & Wildland Resources
9. Karen Kiemnec-Tyburczy – Assistant Professor, Biological Studies
10. Kamila Larripa – Assistant Professor, Mathematics
11. Jennifer Marlow – Assistant Professor, Environmental Sciences & Management
12. Jorge Monteiro – Assistant Professor, Chemistry
13. Humnanth Panta – Assistant Professor, Business
14. Kimberly Perris – Director of Nursing and Assistant Professor, Kinesiology & Recreation Administration
15. Garrett Purchio – Sr. Assistant Librarian
16. Kaitlin Reed – Assistant Professor, Native American Studies
17. Tani Sebro – Assistant Professor, Politics
18. Sara Sterner – Assistant Professor, Education
19. Kimberly Stelter – Sr. Assistant Librarian
20. Gordon Ulmer – Assistant Professor, Anthropology
21. Patrick Ulrich – Assistant Professor, Theatre, Film, & Dance

2. Faculty Innovation and Leadership Award

Congratulations are in order to HSU Critical Race, Gender & Sexuality Studies Professor Kimberly Berry and Communication Professor Maxwell Schnurer for their recently announced Faculty Innovation and Leadership Award by the California State University. Berry and Schnurer were two of 19 CSU faculty members who were recognized this year for demonstrating extraordinary leadership to advance student success and implementing innovative practices in teaching, course design or support programs that significantly improve student outcomes. Kim and Maxwell will be honored during the CSU's Graduation 2025 Symposium this October.

3. Learning Assessment at HSU - Fall 2019

Context

In 2018, the WSCUC accreditation team noted “a lack of integration and alignment of program-level outcomes to university-level outcomes” and challenged us to “implement a comprehensive university assessment plan developed by faculty so that effective assessment is consistent across the institution and widely shared among faculty, staff, and students.” They took the unusual step of scheduling a return to HSU spring 2021 specifically in order to check on our progress.

Current Status

Undergraduate:

With the passage of new Institutional Learning Outcomes in 2018-2019, we have directly assessable outcomes that are easily marked for alignment with program learning outcomes.

This fall, our new HSU faculty assessment fellows are charged with meeting with each program to train faculty in writing SLOs that precisely describe what students will do in order to assess learning of the PLOs. In this structure, programs identify

- what they want their students to learn (that is, their PLOs);
- how these outcomes align with HSU's university-wide learning goals (that is, which ILOs are represented in their PLOs);
- what students will do to demonstrate achievement of the PLOs (that is, their specific SLOs);
- what signature assignments measure the SLOs and where they are assigned; and
- how and when faculty will evaluate the assignments.

As programs organize their learning assessment under this structure, summative assessment of the ILOs can occur via rubrics in Canvas (that is, those signature assignments aligning with ILOs can be scored in Canvas). With this, we'll have data on how thoroughly aligned university-wide we are with our ILOs as well as data on how well our students are learning the core competencies before leaving HSU.

This should go a long, long way toward addressing WSCUC's concerns.

GEAR:

Faculty have been asked to weigh in on three models for identifying our primary learning outcomes for general education. From there, some assessment questions will remain. Summative assessment of core competencies is not a priority for GEAR, since many students in these courses have many more courses to take before finishing their undergraduate education. Discipline-specific summative assessment in the upper division GEAR courses is a possibility, as is assessment of ILOs 1 and 2, since students are not guaranteed instruction in those areas in their majors.

We have room to decide as a body how we'd like to proceed in this arena, as our charge is broad (but challenging): organize GEAR like any other academic program with assessed learning outcomes and regular program review.

Graduate:

Faculty assessment fellows are meeting with graduate programs this fall, too, as these programs are expected to organize their learning goals and assessment processes within the same structure that undergraduate programs are using. The only difference is that the graduate school has its own ILOs.

4. Sponsored Program Funding – FY 2018-2019 Data

HSU Sponsored Programs Foundation ended the FY 2018-2019 with a record-breaking award total. HSU received **\$36.4 Million in new awards**, which is \$13 Million more compared to FY 2017-2018, and \$6 Million more than the previous best in FY 2016-2017.

Proposals: In FY 2018-2019, SPF routed 253 new proposals, requesting \$48.7 Million

Awards In FY 2018-2019, SPF received/processed 194 new awards, totaling \$36.4 million

Grant Portfolio: Currently SPF is managing 566 Active Projects with a total value of \$87.8 million

Humboldt State University
University Senate
Meeting Calendar for AY 2019/2020

2019 Fall Semester

Executive Committee (3-5 pm, NHE 106)	University Senate (3-5pm, NHE 102)
August 27, 2019	September 3, 2019
September 10, 2019	September 17, 2019
September 24, 2019	October 1, 2019
October 8, 2019	October 15, 2019
October 22, 2019	October 29, 2019
November 5, 2019	November 12, 2019
<i>Fall Break, November 25-29</i>	
December 3, 2019	December 10, 2019
December 17, 2019 (<i>if needed</i>)	
<i>Finals, December 16-20</i>	

2020 Spring Semester

Executive Committee (3-5 pm, NHE 106)	University Senate (3-5pm, NHE 102)
January 21, 2020	January 28, 2020
February 4, 2020	February 11, 2020
February 18, 2020	February 25, 2020
March 3, 2020	March 10, 2020
<i>Spring Break, March 16-20</i>	
March 24, 2020	April 7, 2020
April 14, 2020	April 21, 2020
April 28, 2020	May 5, 2020
May 12, 2020 (<i>if needed</i>)	May 19, 2020 (<i>if needed</i>)
<i>Finals, May 11-15</i>	

HUMBOLDT STATE UNIVERSITY

RESPONSES TO THE FEBRUARY 2019 ASCSU GENERAL EDUCATION TASK FORCE REPORT

BACKGROUND: The Academic Senate of the California State University (ACSCU) established a task force in November 2016 (AS-3271-16/AA) to examine general education in the CSU system, with a charge to imagine possible structural and global reforms for GE in the CSU. The General Education Task Force (GETF) held its first meeting in March 2017, and completed its work on February 8, 2019, sending the report to the ASCSU Chair, Professor Catherine Nelson. She contacted campus Senate chairs to have them ask campuses to review the report and provide feedback. At the same time the ASCSU also established a portal on their website for submission of responses.

The chair of HSU's General Education and All-University Requirements (GEAR) Committee, Professor John Steele, composed a survey and created a portal for responses from the HSU campus. The request for feedback was sent to the campus on February 25, 2019, with a deadline of April 28, 2019. When the portal closed, Professor Steele, along with Professor Julie Alderson, chair of the Integrated Curriculum Committee, and Professor Mary Ann Creadon, ASCSU Senator and chair of the Chancellor's General Education Advisory Committee, compiled the survey results. What follows is their summary of the responses.

EXECUTIVE SUMMARY: The entire campus community was invited to respond to the report. There were 40 total responses. Almost half of the respondents were tenure-track faculty (45%), followed by staff (27.5%), lecturers, (15%), and students (7.5%). The survey was composed so that a respondent could provide feedback in three different ways. First, the survey asked respondents, on a scale from "Strongly Disagree" to "Strongly Agree," to gauge their feedback on the report's various recommendations: reorganization, reducing units, the distribution of units in Essential Skills and in Disciplinary Perspectives, a new area designated "Integrative Experiences," and the Development of GE Pathways. Second, the survey asked for written responses, with explanations, to the following questions:

- 1) Do you have concerns about how the proposed reforms to the structure of GE would impact the General Education Program at HSU?
- 2) Do you have concerns about how the proposed reforms to the structure of GE would impact your department or major program?
- 3) Do you have concerns about how the proposed reforms to GE structure and unit distribution would impact transfer students?
- 4) Do you have concerns about how the proposed reforms to the GE structure would impact assessment of GE or other programs on campus?
- 5) Do you have concerns about how the GE Pathway Models could potentially impact your department or program?

As a third method of response, the survey concluded by asking respondents to provide any other comments about the potential negative or positive impacts, on GE structure or on their

programs, of the proposed reforms and to comment on any other concerns or thoughts they wanted to share about the report.

There was some overlap in the responses because certain concepts are interrelated (e.g., comments on the structural model can be interrelated with those on the effect of the model on transfer students). Nevertheless, it is possible to order the frequency of the responses by categories. The highest number of responses was about the structural model, followed by the reduction in units, then double counting, the Pathways Model, American Institutions, and assessment. There were three discipline-specific comments, and two comments on the embedding of Area E in other courses.

CONCERNS: Criticism and concerns about the recommendations were expressed more frequently than praise or suggestions for alternative recommendations. Regarding the structural model, for instance, there were concerns that, although the model aims at more intentionality and transparency for students, it is not any clearer than the current GE Program and in some ways less so. There were also concerns that the model does not scaffold skills, that the model would make transfer to the CSU difficult, and that assessment would be harder to do with the proposed model. There was strong criticism of the recommendation to reduce or eliminate double counting, which some respondents thought was pedagogically harmful to students, damaging to some programs and departments, and less efficient for students in time-to-degree. The Pathways Model earned a more mixed response. There were some concerns about how Pathways might integrate with the student's pursuit of a major, how that part of the model would affect transfer students, and how some disciplines could productively participate in Pathways. However, some believe that Pathways should actually carry more of the GE units, and that they work well at other universities and so ought to be tried at HSU. There were strong criticisms about what appears to be a recommendation to reduce the American Institutions requirement from six to three units, and in particular the effect such a reduction would have on the CSU's responsibility to develop engaged and knowledgeable citizens. General comments repeated some of these same specific criticisms, but there were also concerns about how the unit reduction might harm the breadth and well-rounded education we desire for CSU students.

ALTERNATIVE RECOMMENDATIONS: The responses also contained some alternative recommendations. There was more than one suggestion to make general education more flexible, allowing students to choose any course they want to take as long as they meet the prerequisites of a course. There was a suggestion to allow upper division GE to be composed of interdisciplinary courses that would serve as a capstone experience for a GE program. There was a suggestion to move more fully to a competency model as opposed to a content model. There also was a suggestion to allow Studio Art and not just Art History courses in the Disciplinary Perspectives segment of the model.

HSU INSIGHTS: Finally, as with the alternative recommendations noted above, there were responses from the HSU community that provide some insights, suggestions and observations that the GE Task Force did not appear to consider when composing the recommendations, and

are worth more deliberation in any GE reform process. For instance, there was a suggestion that a lab requirement should not only be required, but be part of Essential Skills. One respondent warned of the need to be ready for the chaos that might attend the first year of implementation. One respondent worried, not about the high-unit majors, but the low-unit majors, whose students would have to fill out their load to achieve 120 units if the required GE units are reduced. One respondent noted that the key to making articulation and transfer work well under a model with Pathways is being highly flexible about GE substitutions. One respondent said we need to think about how IB or AP classes would articulate in such a structural model. One respondent was concerned that there was no required course on the topic of climate change. One respondent asked if there is a way to design GE Pathways for particular departments or majors. Lastly, one respondent wondered how “cross-cutting values” would be assessed, and what its student learning outcomes would be.

CONCLUSION: There was more criticism than praise for the recommendations. The majority of concerns, as well as praise, was about the structural model itself. The most consistent praise of the recommendations was that the model displays a worthwhile effort to make GE more transparent and intentional for students and faculty. There was also some consensus about the possible virtues of GE Pathways. The harshest criticisms were about whether or not there was a need for any GE reform, about the elimination of double counting, about the apparent loss of one-half of the American Institutions requirement, and about the reduction in units, which seems to serve only time-to-degree and not the educational needs of students.

HSU’s response to the GE Task Force Report will be sent to the ASCSU portal for review. We believe that our feedback, including our unique observations and suggestions, demonstrates the fruitfulness of our response process, as well as provides the CSU with ways to revise the recommendations and move forward with reform of general education in the CSU.

Appendix I: Summary of Responses

Roles on Campus

Tenure Track Faculty: 18/40

Staff: 11/40

Lecturers: 6/40

Students: 3/40

Administrators: 1/40

Academic or Program Advisors: 1/40

Please mark the extent to which you agree or disagree with the GE Task Force Report's recommendations... (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)

Data are summarized for Tenure Track Faculty, Staff, Lecturers, and Students and shown as the median response.

- i. Reorganization of GE into Essential Skills, Disciplinary Perspectives, Cross-cutting Values, and Integrative Experiences, as described in the report
 - TT Faculty: Neutral (mean = 2.83/5)
 - Staff: Agree (mean = 3.5/5)
 - Lecturers: Disagree (mean = 2.5/5)
 - Students: Strongly Disagree (mean = 1.33/5)
 - Overall: Neutral (mean = 2.85/5)
 - On the topic of reorganization of GE into Essential Skills, Disciplinary Perspectives, Cross-cutting Values, and Integrative experiences, overall median response was Neutral. Median staff response was Agree, whereas median tenure-track faculty response was Neutral and median responses for both lecturers and students were Disagree and Strongly Disagree, respectively.
- ii. Reduction of GE requirements to 42 semester units
 - TT Faculty: Agree (mean = 3.22/5)
 - Staff: Agree (mean = 4/5)
 - Lecturers: Disagree/Neutral (mean = 2.83/5)
 - Students: Disagree (mean = 2/5)
 - Overall: Agree (mean = 3.3/5)
 - On the topic of reduction of GE requirements to 42 semester units, overall median response was Agree. Median response was Agree for tenure track faculty and staff, whereas median responses were Disagree/Neutral and Disagree for lecturers and students, respectively.
- iii. Distribution of units in Essential Skills Area (12 units, 3 per area at lower or upper division)
 - TT Faculty: Neutral (mean = 2.83/5)

- Staff: Agree (mean = 3.73/5)
 - Lecturers: Neutral/Agree (mean = 3.17/5)
 - Students: Disagree (mean = 2/5)
 - Overall: Neutral (mean = 3.08/5)
 - On the topic of distribution of units into Essential Skills Area (12 units, 3 per area at lower or upper division), overall median response was Neutral. Median response for staff was Agree, for lecturers was Neutral/Agree, for tenure track faculty was Neutral, and for students was Disagree.
- iv. Distribution of units in Disciplinary Perspectives (15 units, 3 units in each area at the lower division only)
- TT Faculty: Neutral/Agree (mean = 2.89/5)
 - Staff: Agree (mean = 3.45/5)
 - Lecturers: Neutral/Disagree (mean = 2.83/5)
 - Students: Disagree (mean = 1.67/5)
 - Overall: Neutral (mean = 2.95/5)
 - On the topic of distribution of units into Disciplinary Perspectives (15 units, 3 in each area at lower division only), overall response was Neutral. Median response for staff was Agree, for tenure track faculty was Neutral/Agree, for lecturers was Neutral/Disagree, and for students was Disagree.
- v. Integrative Experiences (6 units at the upper division only)
- TT Faculty: Neutral (mean = 2.56/5)
 - Staff: Agree (mean = 3.55/5)
 - Lecturers: Neutral (mean = 3/5)
 - Students: Disagree (mean = 1.67/5)
 - Overall: Neutral (mean = 2.85/5)
 - On the topic of distribution of units into Integrative Experiences (6 units at the upper division only), median overall response was Neutral. Median response for staff was Agree, for tenure track faculty and lecturers was Neutral, and for students was Disagree.
- vi. Development of GE pathways, minors, badges, etc
- TT Faculty: Neutral (mean = 2.67/5)
 - Staff: Agree (mean = 3.45/5)
 - Lecturers: Neutral (mean = 2.83/5)
 - Students: Disagree (mean = 2.33/5)
 - Overall: Neutral (mean = 2.85/5)
 - On the topic of development of GE pathways, minors, badges, etc, overall median response was Neutral. Median response for staff was Agree, for tenure track faculty and lecturers was Neutral, and for students was Disagree.

Summary: While overall ratings were neutral, one category achieved a median response (from all respondents) of Agree – Reduction of GE Requirements to 42 units. Staff typically responded in agreement to all categories, whereas tenure track faculty typically responded as neutral. Lecturers responded as neutral or in disagreement, and students typically disagreed with each category.

Overall comments and common themes about proposed changes:

1. Concerns were expressed by all groups of respondents about whether such an effort would reduce the quality and breadth of general education because students would be required to take fewer upper division units to satisfy degree requirements.
2. Student respondents stated that proposed re-organization seemed to be a “waste” of time and resources, and considered the proposed changes to be “distracting” or “busy work”.
3. Concerns were expressed specifically about the possible reduction of required units in American Institutions, Politics, Government, and/or U.S. History.
4. Concerns were raised about the possible reduction of required courses in Area E, which were recently moved to the lower division in order to support student transition into 4-year institutions.
5. Concerns were raised about the possible reduction or loss of required laboratory courses, or where these courses would or could fit into the “Integrative Experiences” given the restructuring of unit requirements.
6. Concerns were raised about how this restructuring of units would impact the 120 unit requirement for graduation. A more thorough accounting of how the proposal would change total units for the degree, in light of the proposal to remove double counting, is important in understanding the full impact of this proposal.
7. Concerns were raised that the proposal for reform to GE by the GETF may not be in compliance with Title V and existing Executive Orders that relate to GE requirements. This should be more clearly and directly addressed in the report.

Comments about impact of proposed structure on GEAR at HSU:

Many comments by staff and tenure-track faculty were generally supportive of making changes to the structure of the GE program in some way, but asked for more specific details about the proposed structure or noted that reduction in double-counting or upper division GE units might negatively impact student mastery of these skills/topics. Some concern was raised that Area E skills and knowledge might be challenging to fit into the proposed structure, and it was unclear how these proposed changes would continue to support student growth through the Area E curriculum. Some comments gave specific examples of how lower division Area E courses are positively impacting students. Student respondents generally viewed changes to the GE curriculum negatively. A common question asked whether this type of reorganization would impact efforts toward assessment of GE.

Comments about how the proposed reforms to structure of GE would impact the department or program.

Concerns were raised by tenure-track faculty who teach in major programs that rely on GE courses. Specifically, the concern was that loss of GE courses might cause the entire major program to collapse, resulting in a loss of all related course offerings in that field at HSU. Concerns were raised about the negative impact on student education in U.S. History, Politics, Institutions.

General concerns were raised about how these changes would impact lower unit majors and how they would impact higher unit majors. For lower unit majors, concern was expressed about how those programs would need to adjust their curriculum to make sure students get to the 120 unit graduation requirement. For higher unit majors, the concern was with the potential for loss of double-counting, which might require a reduction of major-specific units (most/many of which may be required by external accrediting bodies). Loss of double counting raised concerns among many tenure-track faculty respondents, specifically noting that higher-unit science majors could see increased total required units and therefore delayed time to graduation.

Comments about how the proposed reforms to GE structure and unit distribution would impact transfer students.

Concerns were raised about coordination of GE efforts with transfer students from community colleges and the UC system, generally stating that more information on coordination of GE across these systems would be helpful. Specifically, multiple respondents asked about how these changes would impact articulation agreements. A general concern shared by respondents was that the proposed changes to GE structure would focus on building skills and knowledge through pathways, which transfer students would enter midstream and therefore may not receive the same benefits or feel like the “belong”. Concerns typically focused on how transfer students would satisfy these more structured requirements.

Comments about how the proposed reforms to GE structure would impact assessment of GE or other programs.

One respondent raised the question of how Advanced Placement (AP or IB) courses would articulate into this new model. Generally, respondents either did not think there would be an impact on assessment or were not clear on how specific aspects of assessment would be managed with the new changes. Tenure-track respondents asked about how some of the integrative experiences or cross-cutting values would be assessed, and others asked for more specific information about how core competencies/skills would be scaffolded into the proposed GE curriculum.

Comments about how the GE Pathway Models could impact departments/programs.

Concerns were raised about transparency of the naming and objectives of GE Pathways for advising purposes, and how advisors can effectively advise their students to navigate this type of model and their major program. Multiple comments noted that the GE Pathways section of the report lacked specific detail for how these pathways or certificate programs might be structured, leaving readers unclear of exactly how these might be executed or how they relate directly to University curricular needs and unit burdens. Concerns were raised about how such pathways would interact with high unit majors in the absence of double counting. Tenure-track faculty respondents noted that it

was unclear whether the GE pathways would integrate into or intersect with major programs and how transfer students would navigate these pathways.

Other comments about the potential negative or positive impacts of the proposed reforms to GE structure.

Other Staff Comments: “I believe that as an institution, the CSU should examine the way it teaches its students. I am concerned that many of the goals outlined by the GE task force are lofty and consideration about real world implementation has not been given the weight needed to move forward with discussions in the ASCSU. I also believe that it is a bit naive to think that the process of working towards a degree from CSU isn't also innately marked in "check marks". At the end of the day, we are pairing meaningful educational experiences with system required procedural benchmarks in order to award degrees.”

Other Student Comments: “I do have concerns with limiting the GEs. Personally, I think they are needed to form a well rounded education, and that comes with exploring topics outside of your interests. If we all just focused on our major, we would not grow to widen our perspectives. I can understand the frustration that comes with taking these extra classes, but I think they are needed. I am wondering if these pathways would be designed for each department or ones that are similar. For example, having a GE pathway for students in fields like Political Science, International Studies, and History.”

Other Tenure-Track Faculty Comments:

“I am in favor of reducing the number of required GE units. I like the idea of encouraging students to go deeper in a certain area via badges or minors. “

“My biggest concern will always be with FLEXIBILITY in the GE program. If the program can be made flexible enough to allow our students to actually use the college experience to understand what they want to do after graduation and what career they want, that will be a success.”

“We, members of the CAHSS Council of Chairs, welcome the opportunity to provide feedback on the General Education Task Force Final Report. We appreciate the work of colleagues on this document, and we recognize the many challenges of embarking on this project. Following a Council of Chairs meeting devoted to an analysis of the report, we created a collaborative google document to share a number of compelling concerns about the report (organized by sections of the report), which we have copied into this form.

In addition to concerns with the report as written, we are especially concerned that this report not be “cherry-picked” in ways that advance certain goals -- e.g., reducing overall GE units; reducing or eliminating the mandate of education for citizenship inherent in the American Institutions requirement. Done in this way they are antithetical to the education of our students, offer evidence that they will advance time to graduation, and indeed are at odds with the professed aims of the task force report itself.

****Recommendations regarding the structure of “Disciplinary Perspectives”**

The report recommends reducing the units of GE courses in the Arts and Humanities by a minimum of 3 units, reducing the requirement to one Humanities course and one Arts course. For those campuses, such as HSU, which have introduced a two-semester writing course (in part as a mechanism to replace non-credit bearing remedial courses with credit-bearing curriculum) the report recommends that all such “add ons” be incorporated into GE. If we were to follow this recommendation, then our second semester “stretch” English units would likely be counted as a Humanities course, resulting in only 3 units of GE in Area C. We need to be clear-eyed that stretch English is not a curricular equivalent of disciplinary perspectives in the Humanities. If these recommendations are implemented, students who do not major in the Arts and Humanities will be deprived of meaningful engagement in these disciplines.

****Cross-Cutting Values: Global Awareness and Civic Engagement**

This suggestion for 3 units of GE pairs curriculum on civic engagement (that may focus on the local, state, regional, national or global level) with curriculum on global/transnational analysis. Given the lack of preparedness of many students to engage in meaningful dialogue about global/transnational issues, the requirement to also teach the concept of “civic engagement” within the same course is overly ambitious.

****American Institutions and Cross-Cutting Values**

Title V mandates a curriculum in “American Institutions” courses focused on education for citizenship, a subject that has never been more timely than today. On one reading, this already content-heavy legislative mandate is collapsed into one three-unit course (on ‘Democracy in the US’) within this curricular section; on another, it is also included as “civic engagement” in a second of the three “cross-cutting values.” In the former case, the original intent and value of the institutions requirement is undermined; in the latter case, the distinctiveness of “cross-cutting values” is undermined. Either is equally problematic.

****Recommendation to "Eliminate the practice of 'double counting'" (p. 9)**

We have serious concerns about the recommendation to eliminate “double counting” of courses. We believe that, especially at the lower division level, double counting of GE courses in the major and GE benefits students by enabling timely graduation. In those cases in which the double counting of major/GE course focuses on theories, methods, and perspectives that are central to life-long learning, and understanding of self, society, and/or our environment, then our GE students are served and our majors are served. If we eliminate such double counting practices, many students will experience an increased time to graduation, contradicting one of the expressed goals of the report and the CSU GI 2025 investment. This is especially the case in already unit-intensive majors including the natural sciences and interdisciplinary subjects such as environmental studies and international studies.

****Recommendation to "Minimize the number of non-major requirements outside of GE" (p. 9)**

HSU currently requires 6 units of coursework certified as “Diversity and Common

Ground.” The proposed GE program reduces this requirement to one “Diversity and Social Justice” course (under the GE theme of cross-cutting values). We should be clear about the effect of halving the unit requirement if this recommendation is followed: these are the courses in which students of color first find themselves in the curricula and pedagogies. These courses are thus central to our first and second-year retention efforts and our HSI responsibilities and vision. Furthermore, courses in Ethnic Studies, CRGS, Native American Studies and Women’s Studies will be disproportionately impacted by this change, resulting not only in a loss of GE curriculum that furthers projects of institutional transformation and inclusive success, but also threatening the viability of minor and major programs in these fields of study.

** General comments on the weaknesses in the report

The report critiques our current GE program through a discourse of “box-checking,” and it offers a vision of coherence, GE pathways, and intentionality. We believe it is imperative to note that many students enter our fields of study through such “box-checking.” They take a course to fulfill a GE requirement and experience a new way of analyzing their lives and the world around them. The problem of GE exists when the courses we offer to fulfill GE are funded and structured as if they are simply a way for students to check a box (e.g., increasing enrollment in GE sections to redirect funds to major courses, replacing content-rich courses with oversimplified, online, high enrollment GE courses). The solution to weaknesses in GE programs must be grassroots. Departments invested in providing transformative GE classes must be supported. Faculty who successfully teach these courses must be recognized for their labor and talent. When we care about GE at the department level, develop visionary curriculum which helps students understand and address key issues of our day (global warming, increasing inequality, xenophobia, intolerance, hate, religious fundamentalisms, new forms of social control, violence, authoritarianism, etc.) then a box to be checked turns into a journey laying the foundation for lifelong learning. Can we envision a GE program that is intentional and integrates curriculum beyond the course level? Yes, as is evident from our place based learning communities, and our history of integrated GE curriculum at the lower and upper division level. But we need to be clear eyed that this more integrative vision of GE, that which is recommended both through pathways/GE minors and for upper division GE, is not accomplished simply by linking course titles. This is a project that must be envisioned at the grassroots of faculty led collaborations in order to be successful.”

Appendix II: All Survey Responses

Response ID	Response Text						
1	...	2	...	3	...	4	...
5	...	6	...	7	...	8	...
9	...	10	...	11	...	12	...
13	...	14	...	15	...	16	...
17	...	18	...	19	...	20	...
21	...	22	...	23	...	24	...
25	...	26	...	27	...	28	...
29	...	30	...	31	...	32	...
33	...	34	...	35	...	36	...
37	...	38	...	39	...	40	...
41	...	42	...	43	...	44	...
45	...	46	...	47	...	48	...
49	...	50	...	51	...	52	...
53	...	54	...	55	...	56	...
57	...	58	...	59	...	60	...
61	...	62	...	63	...	64	...
65	...	66	...	67	...	68	...
69	...	70	...	71	...	72	...
73	...	74	...	75	...	76	...
77	...	78	...	79	...	80	...
81	...	82	...	83	...	84	...
85	...	86	...	87	...	88	...
89	...	90	...	91	...	92	...
93	...	94	...	95	...	96	...
97	...	98	...	99	...	100	...

[File containing responses can be found here.](#)

HUMBOLDT STATE UNIVERSITY

University Senate Office

August 23, 2019

TO: Senate Executive Committee

FROM: General Faculty Executive Committee

SUBJECT: Recommendation for appointment to the ICC subcommittee on CDC

Dr. Bori Mazzag is vacating her elected position as CNRS faculty representative on the Course and Degree Changes subcommittee of the Integrated Curriculum Committee.

In accordance with the Constitution of the General Faculty of Humboldt State University, Section 4.72:

"...The General Faculty Executive committee shall recommend appointments to serve until the next regular election. The President of the General Faculty/Chair of the Senate shall convene a meeting of the Faculty Senators (Faculty Session) to confirm by vote the recommended appointments. Any portion of the term remaining at the time of the next general election shall be filled by vote during that election as prescribed in 8.0."

Dr. Lucy Kerhoulas (Forestry) is recommended by the General Faculty Executive committee to serve as the CNRS faculty representative on the ICC Subcommittee on Course and Degree Changes until the conclusion of the next regular election (spring 2020).

University Senate Budget Update

September 3, 2019

2019-20 CSU Budget Requests & Final CA Allocations

Recurring Sources of Funds	Request	Final Budget
• State General Fund	\$456.0	\$332.8
• Tuition Revenue Enrollment Growth (est.)	98.3	46.2
Total Incremental Recurring Sources of Funds	\$554.3	\$379.0

Recurring Uses of Funds	Request	Final Budget
• Graduation Initiative 2025	\$75.0	\$45.0
• Compensation	147.8	147.8
• Enrollment Growth	(5%) 206.1	(2.7%) 131.2
• Academic Facilities & Infrastructure	80.0	-
• Mandatory Costs	45.4	45.2
• Rapid Rehousing	-	6.5
• Project Rebound	-	3.3
Total Incremental Recurring Uses of Funds	\$554.3	\$379.0

One-Time Sources of Funds	Request	Final Budget
• State General Fund	\$265.0	\$309.7
• State Mental Health Services Fund (Prop. 63)	-	3.0
Total Incremental One-Time Sources of Funds	\$265.0	\$312.7

One-Time Uses of Funds	Request	Final Budget
• Deferred Maintenance Backlog	\$250.0	\$239.0
• Basic Needs Partnerships	15.0	15.0
• Graduation Initiative 2025	-	30.0
• Summer Term Financial Aid	-	6.0
• New Child Development Center at CSUCI	-	5.0
• Review of Potential New Campuses	-	4.0
• CSU Center to Closer K-12 Achievement Gaps	-	3.0
• Speech & Language Pathology Graduate Program Enrollment Growth	-	3.0
• Student Mental Health	-	3.0
• CSU Council on Ocean Affairs, Science & Tech	-	3.0
• Foster Youth Program, CSU Sacramento	-	0.7
• Mervyn Dymally Institute at CSUDH	-	0.7
• Mixed-Use Housing Project at SJSU	-	0.3
Total Incremental One-Time Uses of Funds	\$265.0	\$312.7

2019-20 Ongoing State Appropriation to HSU

Ongoing State Appropriation Funding	Preliminary Campus Planning	Final Budget Memo	Change
2018-19 State Appropriation	85,517,210	85,517,210	-
Revisions to 2018-19 Allocations (Retirement for 19-20)	572,000	572,000	-
New 2019-20 Allocations		-	-
Compensation & Minimum Wage Funding	3,590,000	3,590,000	-
Retirement Above State Funding	90,000	202,000	112,000
Health Funding	182,000	182,000	-
New Space & AUL Changes Funding	94,000	121,000	27,000
Graduation Initiative 2025 Funding	1,141,000	1,141,000	-
Campus Program Funding - Nursing		80,000	80,000
2019-20 SUG Adjustment Offset (SUG reduced to 95%)	(685,300)	(685,300)	-
Subtotal New 2019-20 Allocations	4,411,700	4,630,700	219,000
2019-20 State Appropriation	90,500,910	90,719,910	219,000

All New
Funding
Earmarked

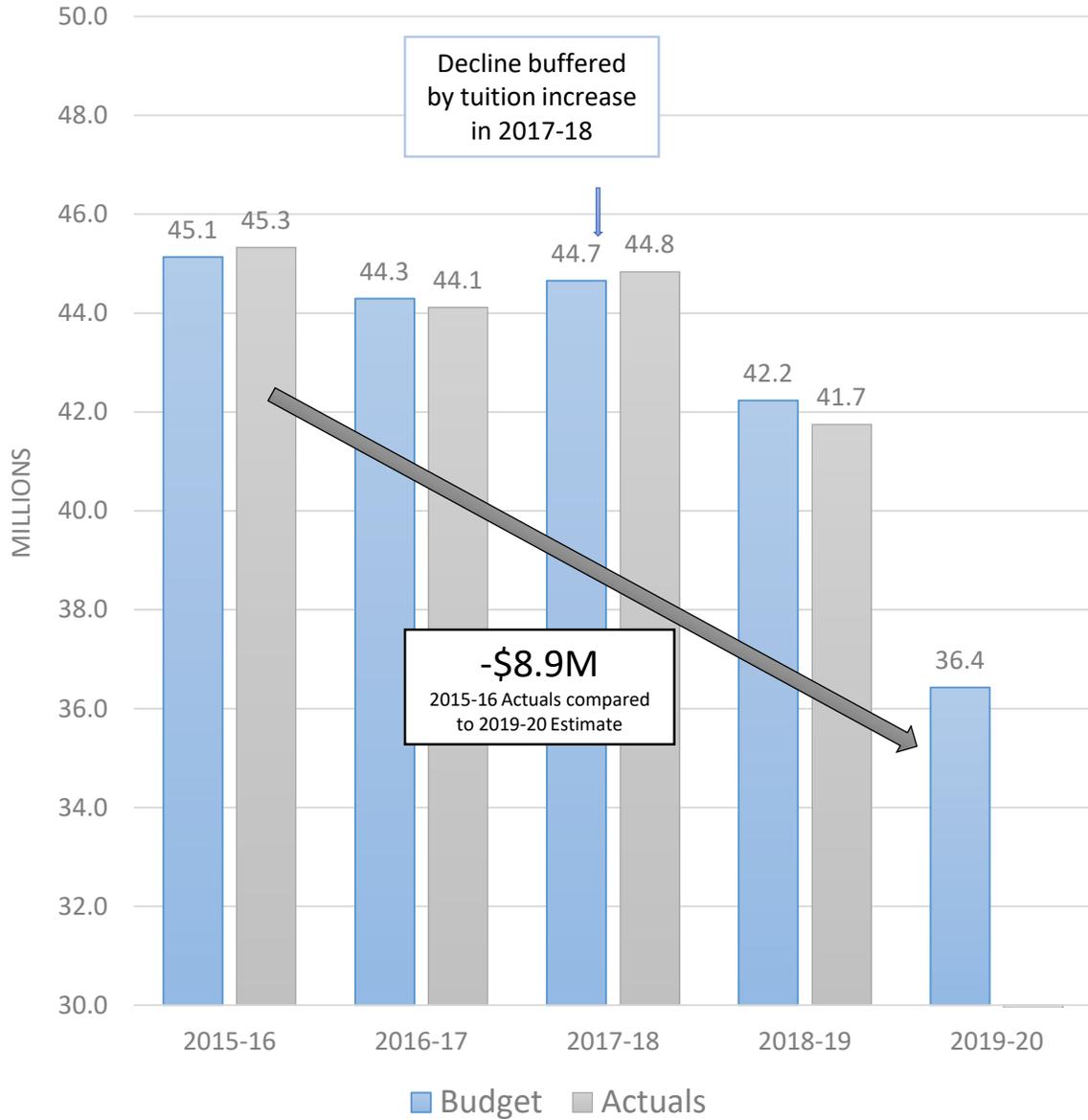
2019-20 One-Time State Appropriations to HSU

One-Time State Appropriation Funding	Preliminary Campus Planning	Final CSU Budget Memo
Graduation Initiative 2025	-	604,000
Enrollment Funding	-	1,000,000
Math & Science Teacher Initiative (supplemental Funding)	-	55,000
Total One-Time Funding	-	1,659,000
Deferred Maintenance Funding		13,600,000

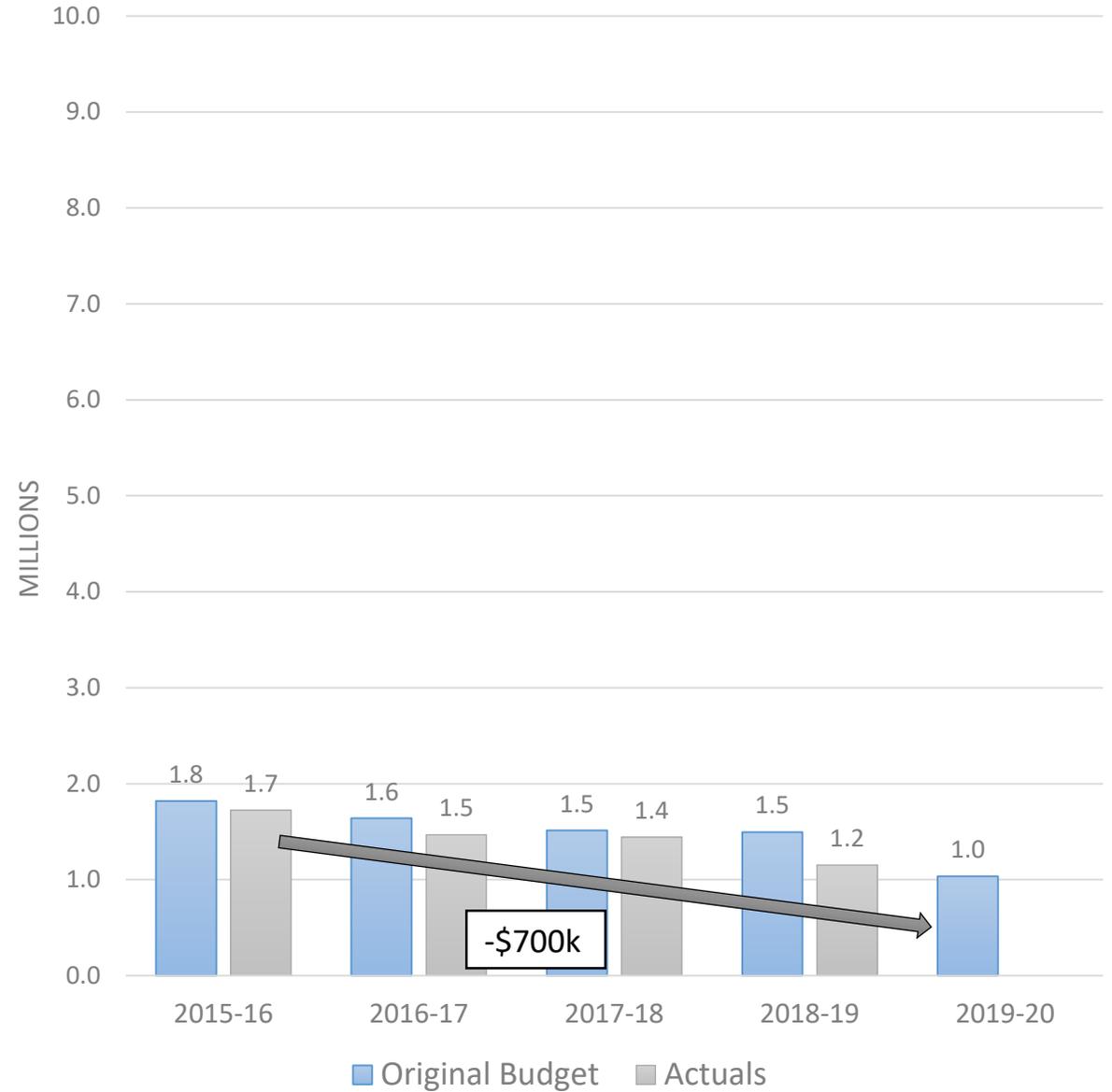
Enrollment and State Tuition

ENROLLMENT	Budget 2018-19	Actual 2018-19	PRELIM 19-20	FINAL 19-20 @ -13%
Fall Headcount	7,840	7,774	7,311	6,763
Annualized Headcount (fall+spr)/2	7,540	7,407	7,021	6,491
Annualized Resident FTES	6,800	6,678	6,320	5,822
<i>Shortfall from CSU Resident FTES Target of 7,603</i>	<i>(803)</i>	<i>(925)</i>	<i>(1,283)</i>	<i>(1,781)</i>
<i>% off from CSU Resident FTES Target</i>	<i>-11%</i>	<i>-12%</i>	<i>-17%</i>	<i>-23%</i>
WUE FTES	220	275	220	220
Out-of-State FTES	90	71	70	70
International FTES	55	35	30	30
Annualized Total FTES	7,165	7,059	6,640	6,142
<hr/>				
	Budget 2018-19	Actual 2018-19	PRELIM 19-20	FINAL 19-20 @ -13%
State Tuition	42,236,000	41,745,000	39,356,000	36,431,000
	<i>change from prelim Budget Proposal</i>			<i>(2,925,000)</i>
	<i>change from 2018-19 Budget</i>			<i>(5,805,000)</i>

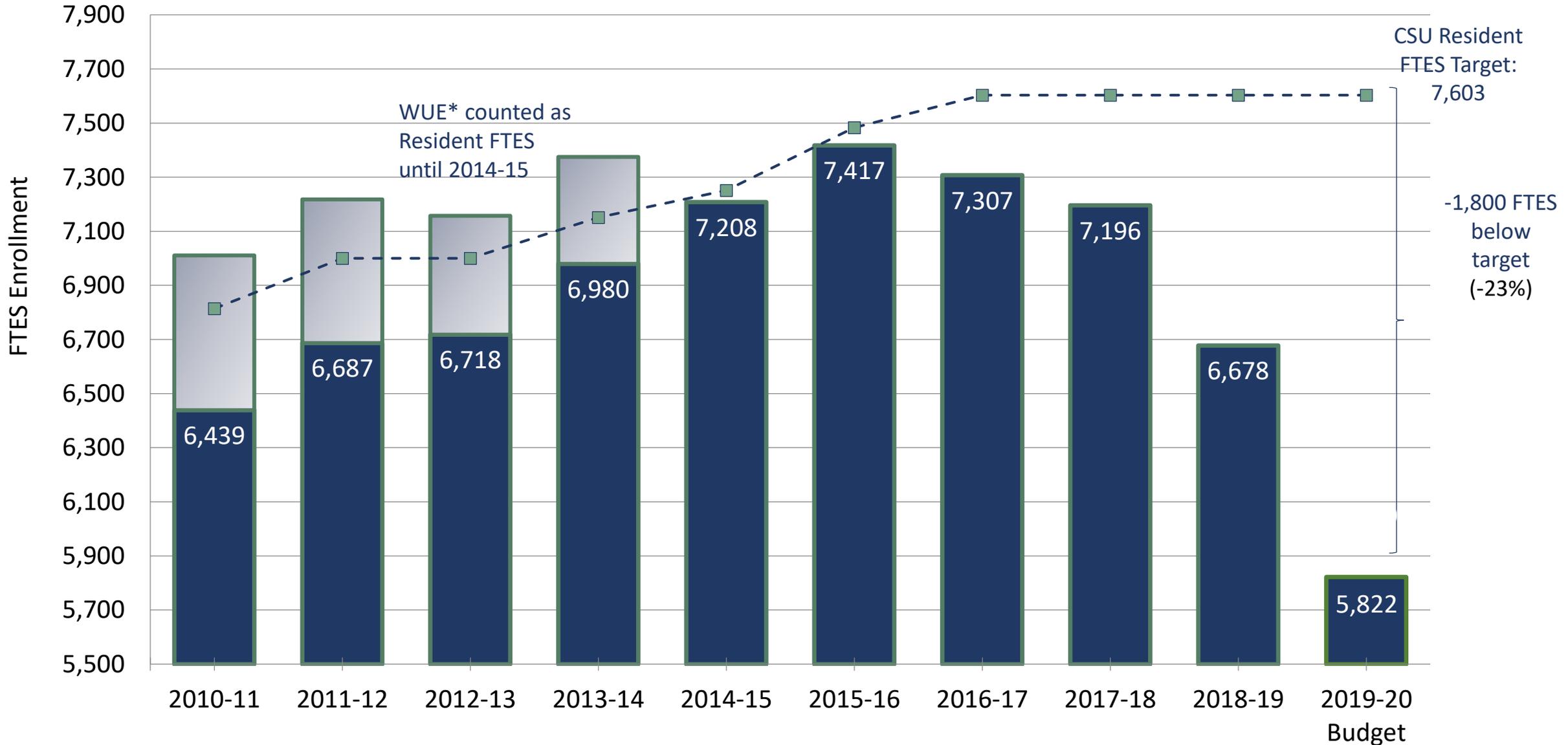
State Tuition Revenue



Non-Resident Tuition Revenue



Annual Resident FTES Trends



*WUE: Western Undergraduate Exchange

Sources: HSU IE Website, CSU Budget Website

2019-20 Operating Fund Revenue Budget

Operating Fund Revenue Budget	2018-19 Base Budget	Estimated Incremental Adjustments	2019-20 Base Budget
State Appropriation	85,517,210	5,202,700	90,719,910
State Tuition Fee	42,236,000	(5,805,000)	36,431,000
Non-Resident Tuition Fee	1,496,000	(461,000)	1,035,000
Materials, Services and Facilities Fee (MSF)	2,486,000	(297,000)	2,189,000
Other Fees & Revenue (MBA Fee, App Fee, Cost Recov, New Sources)	9,022,052	902,297	9,924,349
Total Revenue Budget	140,757,262	(458,003)	140,299,259

2019-20 Operating Fund Budget Overview

2019-20 Base Budget

Total Revenue Budget	140,299,259
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Expenditure Budget

Total Prior Year Expenditure Budget	138,418,957
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Salary & Benefit Increases (GSIs, Min Wage, Retirement, Health, etc.)	4,546,000
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New Space, AUL Changes, Nursing - State Appropriation pass-through	201,000
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Other Adjustments (SUG, dedicated dept revenue, new sources)	(130,003)
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Graduation Initiative 2025	1,141,000
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Base Reductions (maintained from Prelim Budget Plan)	(952,695)
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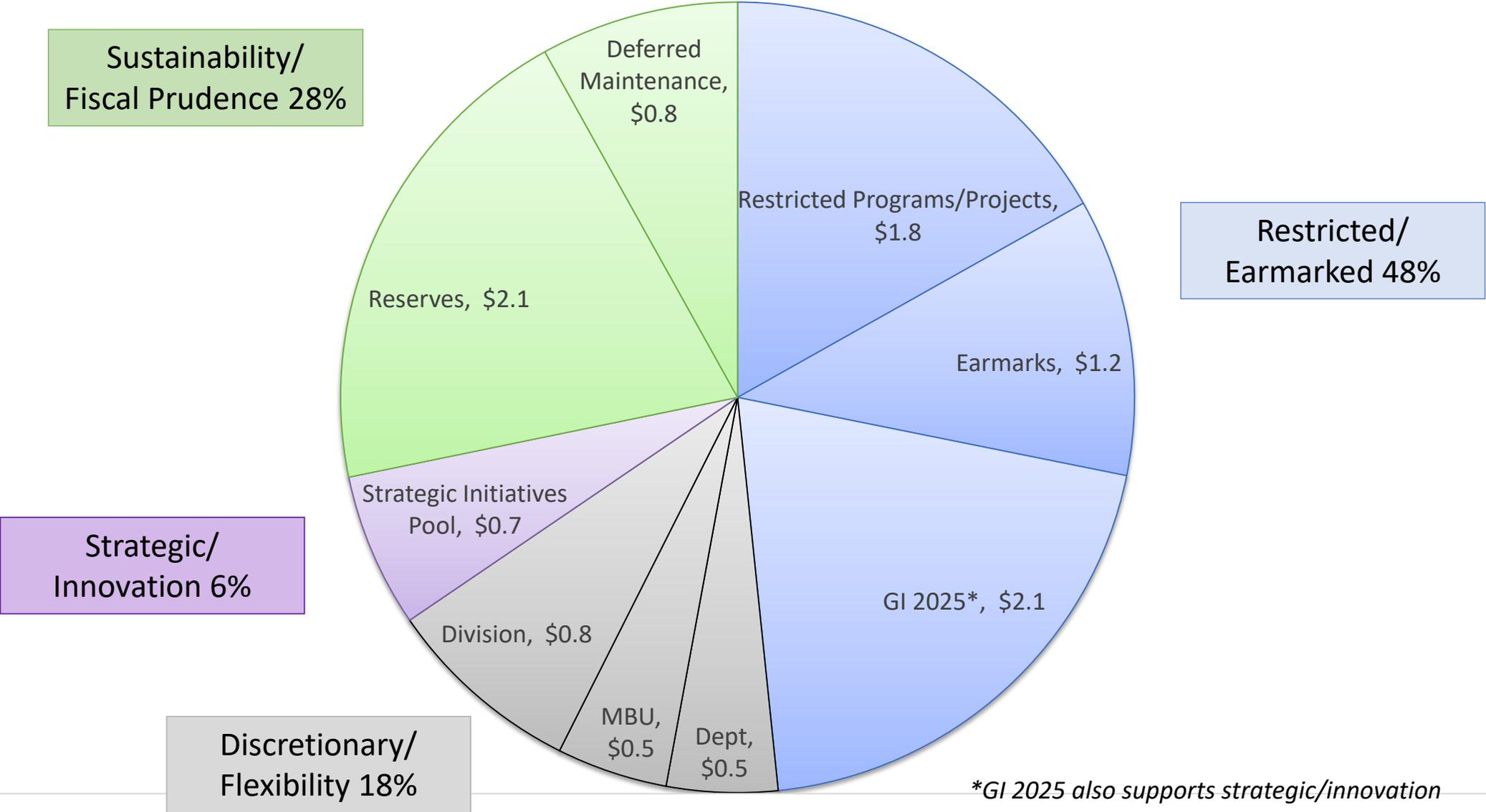
Total Expenditure Budget	143,224,259
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Net Base Budget Surplus / (Deficit)	(2,925,000)
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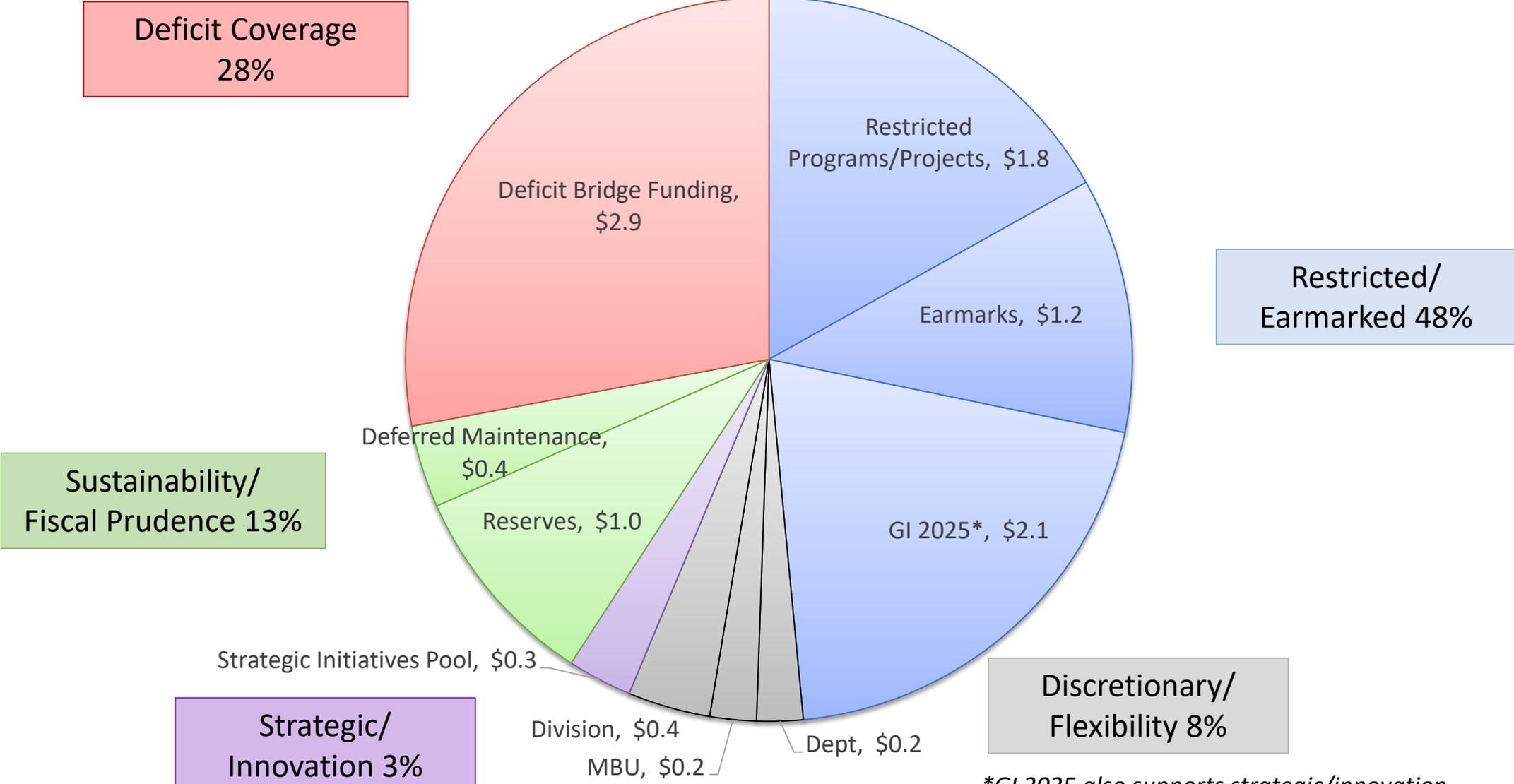
One-Time Deficit Bridge Funding (use of Roll Forward)	2,925,000
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Net Budget Surplus / (Deficit)	-
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2018-19 Unspent Budget Balances (One-Time "Roll Forward" Funding): \$10.4 million



2018-19 Unspent Budget Balances (One-Time "Roll Forward" Funding): \$10.4 million



*GI 2025 also supports strategic/innovation

Next Steps

- URPC retreat this Thursday to kick off committee work for the year
- Approved 2019-20 budgets will be posted in the coming days
- Over \$1.8 Million in GI 2025 allocations will be distributed to advance campus retention efforts (culmination of last spring's GI 2025 request process), active discussions underway to invest additional available GI 2025 funding to support student retention
- \$1 Million Recruitment Plan

815am, TUE SEP 3, 2019

Fall Undergrad Headcount To-Date							
Student type	Fall 2019	% Diff	Fall 2018	% Diff	Fall 2017	% Diff	Fall 2016
Continuing UGrd	4,722	-8%	5,157	-6%	5,502	-3%	5,695
Returning UGrd	77	-3%	79	-22%	101	5%	96
First-time UGrd	829	-21%	1,051	-13%	1,212	-6%	1,295
Transfer UGrd	815	-9%	894	-6%	955	11%	858
Transitory	21	11%	19	19%	16	-41%	27
Totals	6,464	-10%	7,200	-8%	7,786	-2%	7,971

Fall ALL Headcount To-Date							
Student type	Fall 2019	% Diff	Fall 2018	% Diff	Fall 2017	% Diff	Fall 2016
Continuing UGrd	4,722	-8%	5,157	-6%	5,502	-3%	5,695
Returning UGrd	77	-3%	79	-22%	101	5%	96
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Transfer UGrd	815	-9%	894	-6%	955	11%	858
Cont/Ret Pbac	255	-8%	277	7%	259	4%	248
New Pbac	264	-8%	286	-7%	306	9%	280
Transitory	36	6%	34	48%	23	-30%	33
Totals	6,998	-10%	7,778	-7%	8,358	-2%	8,505

Fall Undergrad FTE To-Date							
Student type	Fall 2019	% Diff	Fall 2018	% Diff	Fall 2017	% Diff	Fall 2016
Continuing UGrd	4,518	-8%	4,889	-6%	5,219	-3%	5,390
Returning UGrd	61	-5%	64	-21%	81	7%	76
First-time UGrd	816	-20%	1,019	-14%	1,179	-5%	1,245
Transfer UGrd	760	-9%	833	-7%	896	13%	793
Transitory	12	-20%	15	0%	15	-12%	17
Totals	6,167	-10%	6,820	-8%	7,390	-2%	7,521

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Cont/Ret Pbac	198	-5%	208	8%	192	8%	177
New Pbac	298	-8%	325	-8%	355	11%	319
Transitory	15	-21%	19	12%	17	-6%	18
Totals	6,666	-9%	7,357	-7%	7,939	-1%	8,018

815am, TUE SEP 3, 2019

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Cont/Ret Pbac	198	-5%	208	8%	192	8%	177
New Pbac	298	-8%	325	-8%	355	11%	319
Transitory	15	-21%	19	12%	17	-6%	18
Totals	6,666	-9%	7,357	-7%	7,939	-1%	8,018

Humboldt State University Admission Trend Update as of 8/26/2019

Application	Changer of Prior Yr	Fall 2019	Changer of Prior Yr	Fall 2018	Changer of Prior Yr	Fall 2017	Changer of Prior Yr	Fall 2016
First-time UG	-6%	10,303	-4%	10,957	-12%	11,453	0%	12,967
Lower-div xfer	-15%	448	129%	524	73%	229	-37%	132
Upper-div xfer	-9%	3,475	0%	3,819	2%	3,809	-4%	3,752
Returning UG	-6%	149	-25%	159	1%	213	-6%	211
Masters	-9%	440	-9%	482	13%	527	-14%	468
Credential	-8%	148	-16%	160	-5%	191	-1%	202
Second Bachelor	21%	57	135%	47	43%	20	133%	14
Unclassified PB	-57%	3	75%	7	-56%	4	-18%	9
Transitory	-53%	37	126%	79	-65%	35	72%	100
Totals	-7%	15,060	-1%	16,234	-7.70%	16,481	-2%	17,855

Admits	Changer of Prior Yr	Fall 2019	Changer of Prior Yr	Fall 2018	Changer of Prior Yr	Fall 2017	Changer of Prior Yr	Fall 2016
First-time UG	7%	8,816	-12%	8,230	-6%	9,321	1%	9,895
Lower-div xfer	23%	275	121%	223	197%	101	-32%	34
Upper-div xfer	-6%	3,023	1%	3,218	7%	3,200	-2%	3,001
Returning UG	-4%	104	-24%	108	7%	143	-7%	134
Masters	-6%	241	-7%	256	3%	276	1%	268
Credential	-2%	110	-10%	112	11%	124	-17%	112
Second Bachelor	-11%	31	106%	35	70%	17	150%	10
Unclassified PB	-33%	2	0%	3	-25%	3	-43%	4
Transitory	-53%	37	132%	79	-64%	34	64%	95
Totals	3%	12,639	-7%	12,264	-2%	13,219	0%	13,553

Confirmed	Changer of Prior Yr	Fall 2019	Changer of Prior Yr	Fall 2018	Changer of Prior Yr	Fall 2017	Changer of Prior Yr	Fall 2016
First-time UG	-30%	865	-18%	1,231	15%	1,497	-9%	1,307
Lower-div xfer	5%	116	96%	110	133%	56	-35%	24
Upper-div xfer	-19%	821	-13%	1,014	36%	1,167	-12%	861
Returning UG	-2%	81	-21%	83	8%	105	-8%	97
Masters	-6%	186	-8%	197	6%	214	3%	201
Credential	-14%	84	-5%	98	8%	103	-26%	95
Second Bachelor	-28%	13	64%	18	83%	11	50%	6
Unclassified PB	-50%	1	100%	2	0%	1	-75%	1
Transitory	-7%	27	26%	29	-23%	23	-9%	30
Totals	-21%	2,194	-12%	2,782	21%	3,177	-10%	2,622

Registered	Changer of Prior Yr	Fall 2019	Changer of Prior Yr	Fall 2018	Changer of Prior Yr	Fall 2017	Changer of Prior Yr	Fall 2016
First-time UG	-22%	817	-13%	1,051	-7%	1,210	-9%	1,295
Lower-div xfer	8%	96	85%	89	109%	48	-38%	23
Upper-div xfer	-14%	691	-11%	800	8%	898	-14%	833
Returning UG	-3%	76	-24%	78	5%	102	-8%	97
Masters	-2%	168	-15%	171	9%	201	1%	185
Credential	-13%	84	-1%	96	3%	97	-27%	94
Second Bachelor	-44%	10	64%	18	83%	11	50%	6
Unclassified PB	0%	1	0%	1	0%	1	-75%	1
Transitory	-7%	27	26%	29	-23%	23	-9%	30
Totals	-16%	1,970	-10%	2,333	1%	2,591	-11%	2,564

Enrollment Management Investment Budget 2019
Humboldt State University

Budget Item	Brief Description	Cost	Year 1	Year 2	Year 3	Year 4	Investment Term
Name Buy Increase	Increased Name Buy of SAT Names. Base ACT name buy is included in NRCCUA Proposal with the potential purchase additional names, if needed. (75K total)	\$ 200,000.00	\$ 50,000.00	\$ 50,000.00	\$50,000.00	\$50,000.00	1-year
NRCCUA Eduventure Agreement	Purchase of services to develop enrollment predicative model with name purchase support through the Eduventure/ACT platform. This purchase includes additional services and name buy discounts through ACT.	\$ 590,706.50	\$ 153,941.00	\$ 145,588.50	\$145,588.50	\$145,588.50	4-year agreement
NRCCUA Digital Proposal	Purchase of services through NRCCUA digital services that include geofencing of targeted regions and geomarketing to purchased names. Impressions rollover. Pricing model includes events geo campaigns and adult	\$ 220,000.00	\$ 60,000.00	\$ 60,000.00	\$50,000.00	\$50,000.00	1-year with second year projection
Cappex/College Greenlight	Cappex creates warm leads through their nationwide network of college access sites and CBO's. This campaign will focus on WUE and Learning Community messaging to attract new leads while limiting cost for out-of-state travel to higher yield efforts. 20,000 Guaranteed Inquiry Volume for sophomores, juniors, and seniors, which also includes CBO partnership development.	\$ 76,000.00	\$ 38,000.00	\$ 38,000.00	\$0.00	\$0.00	2-Year
Increased Recruitment Travel	Increased budget allocation for recruitment travel to WUE states and partnerships development with school districts across California. This travel includes increased travel within region for county efforts, increased travel in Fresno and LA to compliment any international travel.	\$ 280,000.00	\$ 70,000.00	\$ 70,000.00	\$70,000.00	\$70,000.00	1-Year
Texting Platform	Candance Texting Platform by Mongoose with 1 team pricing structure	\$ 60,000.00	\$ 10,000.00	\$ 10,000.00	\$10,000.00	\$30,000.00	3-Year
Print/Design for Search	Production of Search Plan publications, design charges, and postage	\$ 414,000.00	\$107,000.00	\$107,000.00	\$100,000.00	\$100,000.00	
Faculty Travel	Professors designed recruitment efforts designed by Academic College Deans	\$ 60,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	
SubTotal		\$ 1,840,706.50	\$ 503,941.00	\$ 495,588.50	\$ 440,588.50	\$ 460,588.50	
		Year 1&2 Total	\$ 999,529.50	Year 3&4 Total	\$ 901,177.00		

Enrollment Management Strategies & Priorities

University Senate Meeting
Tuesday, September 3, 2019

Dr. Jason L. Meriwether
Vice President of Enrollment Management

Pedro Martinez
Director of Admissions

Josh Smith
Director of Enrollment Management Communication



Strategic Priorities – Year One

- **Adopted from the SEM Plan**

Where does our data take us?

- **Targeting High Schools**
- **Community College Opportunities**
- **Academic Recruitment Investment**
- **Chatbot Outcomes**



Refining Our Recruitment Strategy

- Refreshing The Campus Visit**
- Strategic Counselor Alignment**
- Digital Targeting Campaigns**
- Aggressive Search Campaign**
- Student Communication Life Cycle**



HUMBOLDT STATE UNIVERSITY

When Reality Shifts Our Priorities



Expanding Our Footprint & Impact

- **Housing Scholarship**
- **Humboldt First Scholarship**
- **Infrastructure Investment**
- **Search Campaign Overview**
- **Rethinking Our Staffing Models**



THANK YOU

Dr. Jason L. Meriwether
Vice President of Enrollment Management

Pedro Martinez
Director of Admissions

Joshua Smith
Director of Enrollment Management Communication

