

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, November 10, 2020

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee

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

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

10/28/2020

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

Minutes

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

Next meeting: December 2, 2020

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

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

Constitution and Bylaws Committee:

Submitted by Jill Anderson, CBC Chair

Report of November 9, 2020

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

Meeting Notes:

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

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

Faculty Affairs Committee:

Submitted by Mark Wilson, FAC Chair

Our regular meeting time is Wednesdays at 3 pm.

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

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

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

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

Early Tenure:

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

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

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

Integrated Curriculum Committee:

Submitted by Lisa Tremain, Interim ICC Chair

Report re: ICC meeting on November 3, 2020

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

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

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

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

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

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

University Resources and Planning Committee:

Submitted by Jim Woglom, URPC Co-Chair

October 2, 2020

1:00 PM – 2:30 PM

2020-21 URPC:

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

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

Additional Attendees: Michael Fisher and Liz Whitchurch

Rough Notes:

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

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

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

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

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

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

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

b. Brainstorming “What We Want”

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

7. Fall Forum Development

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

October 16, 2020

1:00 PM – 2:30 PM

2020-21 URPC:

<input checked="" type="checkbox"/>	Jenn Capps, Co-Chair (non-voting)	<input checked="" type="checkbox"/>	Jeremiah Finley, Student (voting)
<input checked="" type="checkbox"/>	James Woglom, Co-Chair (tie break vote)	<input type="checkbox"/>	Vacant, Student (voting)
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<input checked="" type="checkbox"/>	Sherie Gordon, VP (voting)	<input checked="" type="checkbox"/>	Brigid Wall, Notes (non-voting)
<input checked="" type="checkbox"/>	Jason Meriwether, VP (voting) Designee – Kevin Furtado	<input type="checkbox"/>	Patrick Orona, Notes (non-voting)
<input type="checkbox"/>	Frank Whitlatch, VP (voting)	<input type="checkbox"/>	

Meeting Minutes:

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

- i. Additional updates to the appendix may be needed - some committees listed have been sunsetted. Discussion on the sunseting process and how to proceed.

4. Samoa Property

- a. The Samoa Property has been an under-utilized space that is currently being used for storage with a small portion being rented to CalOES. Campus is going to strategically prioritize this space and engage with the campus and community stakeholders on how to best to utilize it. This will be a USFAC agenda item and will provide updates as part of their reports to URPC.

- i. If there are individuals that you should be involved, please reach out to Provost Capps.

5. Reduction Planning Strategies - Provost Capps, Holly, Amber

- a. Discussion of shared governance and communication strategies that have been leveraged in previous reduction cycles:

- i. What worked well and what we want to bring forward to this new cycle:

- 1. Guiding Principles developed by URPC
 - 2. Reporting Worksheet developed by URPC last year – Divisions were asked to outline proposed action, implementation plans, identify stakeholders and how they were engaged in the decision-making process, projected consequences, and how to minimize impact to students.

- ii. What do we need to improve upon:

- 1. Information has been historically shared with Senate but that information needs to filter back to the departments/department chair
 - 2. Process improvement/efficiency/policy and accountability opportunities:

- a. The importance of improving stakeholder engagement when processes are being changed
 - b. Understanding the impact on other areas and enrollment when reductions are made
 - c. Cross divisional conversation/communication
 - d. Professionalism in communication especially when engaging with students
 - e. Recognizing the importance of relationships in decision making

6. Budget Model Update

- a. Review of the URPC expectation from the President
- b. Working group has asked for clarification on what we are trying to achieve and not achieve - is the outcome to be informational or actionable?
- c. Discussion of the results from campus input during the last budget forum that indicate committee has some work engaging with the campus on this topic.

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

University Resources & Planning Committee October 30, 2020 Meeting Agenda

1:00 PM – 2:30 PM

Join Zoom Meeting

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

Meeting ID: 936 4897 6838

Passcode: 804459

URPC Meeting Agenda

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

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

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

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

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

6 Alternative Budget Models for Colleges and Universities

Posted on: April 19, 2013 | Topic: [Higher Education](#)

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

Incremental Budgeting

Definition

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

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

Benefit

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

Drawback

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

Zero-Based Budget

Definition

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

Benefit

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

Drawback

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

Activity-Based Budgeting

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

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

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

- ◆ Implementing an activity-based campus budget allocation process

Benefit

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

Drawback

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

Responsibility Center Management

Definition

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

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

general operations.

Benefits

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

Drawbacks

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

Centralized Budgeting

Definition

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

combine aspects of centralized budgeting with decentralized budgeting.

Benefit

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

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

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

Drawback

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

Performance-Based Budgeting

Definition

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

Benefit

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

Drawback

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

University Policies Committee:

Submitted by Rob Keever, UPC Chair

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

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

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

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

Staff Council:

Submitted by Senator Kailyn Doyle

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

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

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

President's Administrative Team:

Submitted by the P.A.T. Membership:

Tom Jackson, Jr, President

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

Jason Meriwether, VP Enrollment Management

Jenn Capps, Provost and VPAA

Jane Teixeira, Director of Athletics and Recreational Sports

Frank Whitlatch, VP Advancement

Lisa Bond-Maupin, Acting Deputy Chief of Staff

People

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

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

Pride

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

Lynnette Zelezny (Psychology) – CSU Bakersfield

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

Devorah Lieberman (Communication Studies) -LaVerne University

Dean Bresciani (Sociology) -North Dakota State University

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

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

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

Inclusive Student Success

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

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

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

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

Campus Culture and Operations

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

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

Community

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

Academic Innovation and Excellence

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

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

Sustainability

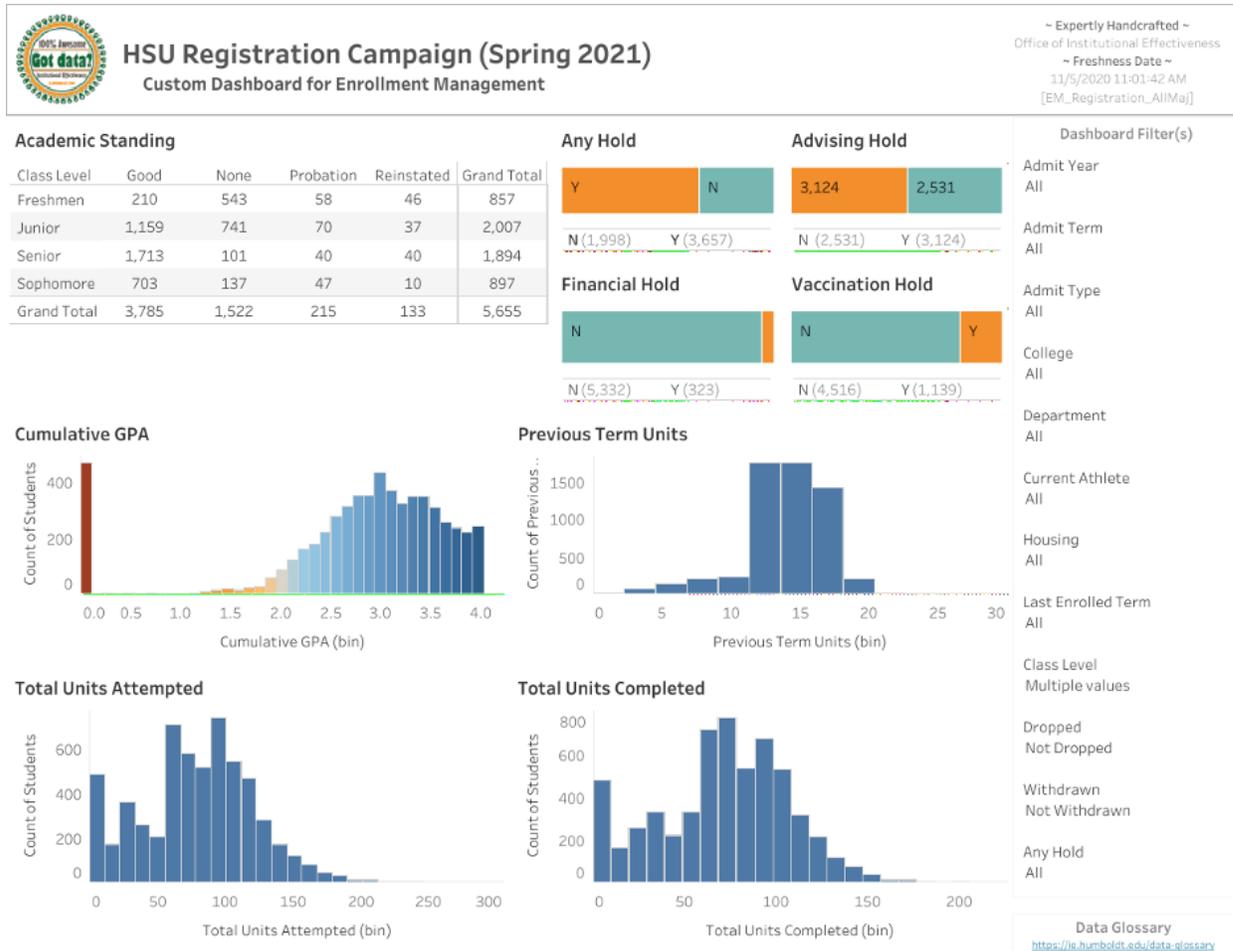
Humboldt State was recently named to another list of the nation's top "green" colleges, this time by Princeton review. [News release](#)

Admissions and Enrollment Special Report

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

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

Spring 2021 Eligible Undergraduate Students:



Appointment Block Tweaks

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

“Backline” for Faculty and Staff

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

Admissions Report

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

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

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

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

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

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

The image is a screenshot of a Zoom meeting interface. At the top, there are browser tabs for 'more meetings...', 'Home - Asana', 'Pedro "Peter" Mar...', and 'Diamond Plan me...'. Below the tabs is a green navigation bar with 'Learn More' and 'Presentation...' buttons. The main content area is split into two parts. On the left is a video feed of Tonia Jo Hall, a woman with long dark hair, wearing a grey top and a necklace. Her name 'Tonia Jo Hall' is displayed at the bottom of the video. On the right is a presentation slide. The slide has a dark background and features a circular logo with a stylized figure. The text on the slide reads: 'Tonia Jo Hall', 'Comedian/Motivational Speake', and 'Lakota/Dakota/Hidatsa'. Above the slide, there are navigation tabs for 'Slides' and 'Presenter Bio'. Below the video feed, there is a blue 'Ask a Question' button, a text input field with the placeholder 'Ask a Question', a 'Send' button, and a status indicator that says 'Total Answered Questions: 0'.