

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, April 21, 2020

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

April 14, 2020

Committee met via Zoom.

Committee reviewed feedback for the Grade Appeal Policy received from the prior Senate meeting and additional comments. Revisions were made to language regarding timelines and clarified that the Grade Appeal Committee would be a subcommittee of the Student Grievance Committee.

Committee reviewed the draft Policy on Certificates along with comments and feedback from the College of Extended Education and Global Engagement, Integrated Curriculum Committee and incoming Senate Chair Mary Virnoche. The policy was forwarded to SenEx for consideration and placement on an upcoming Senate agenda.

The Student Classroom Disruptive Behavior Policy will be reviewed and discussed at the April 22, 2020 Diversity, Equity and Inclusion Council (DEIC) meeting. DEIC will assist with guidance on the 'civility' language in the policy. Additionally, the committee considered the request to include non-classroom activities in the policy and will continue discussion on the appropriateness and the implementation strategies. The Committee has request SenEx to hold the second reading of the policy off until May 5, 2020 to provide the time to work through these matters.

March 31, 2020

Cesar Chavez Day the committee did not meet due to the holiday.

Committee has forwarded the Grade Appeal Policy to the Senate for its considerations to relief students of a cumbersome and complicated process. HSU a is standout amongst its sister campuses in that it has on policy that guides the process for both grievances and grade appeals.

Committee has forwarded the Classroom Disruptive Behavior Policy to the Senate for its consideration.

March 3, 2020

The committee continued discussion on the request from Associated Students for priority registration under category C of the Registration Policy and Procedures for Students. Recognizing that importance of

student involvement in the shared governance process and the annual calls for student's participation in standing committees of the Senate, APC is working through a recommendation to the Senate. Though a recommendation is forthcoming it will not be the silver bullet for addressing long standing concerns regarding the absence of student representation on standing committees – rather it should be understood as one piece of multiple approaches to address the issue. APC anticipates forwarding its written recommendation to Senate for its first meeting in April.

The revised Classroom Disruptive Behavior Policy was moved to the next agenda, as the priority registration request took the entirety of the meeting.

The committee has initiated work on a Grade Appeal Policy that would remove grade appeal from the current grievance procedures that are cumbersome and complicated. HSU is a standout amongst its sister campuses in that it has a policy that guides the process for both grievances and grade appeals.

February 18, 2020

Academic Honesty and Integrity Policy is on the Senate agenda for a second reading

Associated Students submitted a request in line with the Registration Policy and Procedures for Students for priority registration in category C. The committee is reviewing the request to determine if it meets the eligibility requirements set forth for category C.

Priority Category:

Category C - Students who would not otherwise achieve their academic goals within a reasonable period of time because they participate in an ongoing, university-sanctioned activity that significantly benefits the university. (See Procedures, Section A.3. for general eligibility criteria.) The coordinator of the activity must apply to the Academic Policies Committee (APC) on behalf of the students, for possible inclusion in Category C.

Procedure for Request:

Category C - Coordinators of all student groups in Category C who wish to apply for priority registration on behalf of their students, including those who currently hold such status, shall apply to the Academic Policies Committee (APC) for continuation or granting of priority registration status. The APC, in consultation with the Registrar and the Vice President for Enrollment Management & Student Affairs, shall determine which student groups should receive priority registration. Any group that is not granted priority registration may re-apply the following year. The APC shall provide a written explanation to any student group that has been denied priority registration.

Eligibility Criteria:

There are three criteria that must be met in order to be granted priority registration under Category C:

First, the student must participate in a university-sanctioned activity that significantly benefits the university. This means that the benefits of the activity for the university as a

whole are a consideration. However, participation in such an activity is a necessary but not sufficient condition for the privilege of priority registration.

Second, priority registration must be necessary for the student to successfully participate in the activity. If the student can successfully participate in the program without priority registration, then priority registration will not be granted.

Third, priority registration must be necessary to allow a sufficient number of students to participate in the activity to ensure its success.

Committee reviewed a revised draft of the Classroom Disruptive Behavior Policy.

Work on the Student Grievance Policy is continuing. HSU is a standout amongst its sister campuses in that it has on policy that guides the process for both grievances and grade appeals. Discussion and consideration of separating the two will be taken up by the committee.

February 11, 2020

Academic Honesty and Integrity Policy is on the Senate agenda for a first reading.

Committee is working on the Classroom Disruptive Behavior Policy and Student Grievance Procedures.

January 28, 2020

Academic Honesty and Integrity Policy is on the Senate agenda for a first reading.

Committee will be taking up the Student Grievance Procedures.

December 3, 2019

Academic Honesty and Integrity Policy is being reviewed by Associated Students. Will come forward to the Senate in January.

Committee has been asked to consider priority registration for students involved with Associated Students.

Committee is moving forward with revisions to the Classroom Disruptive Behavior Policy. Will come forward to the Senate in February or March.

November 20, 2019

Committee did not meet due to lack of quorum.

November 6, 2019

Committee reviewed feedback from legal counsel. Associated Students requested time to review and provide additional comments on the draft policy.

Committee had a discussion on a potential set of guidelines/policies for campus closures at the request of the Vice-Provost. Discussion will continue.

October 23, 2019

Committee reviewed and revised the Academic Honesty and Integrity Policy. The draft document has been forwarded to legal counsel for review by the Office of Student Rights and Responsibilities. After feedback has been received final revisions will be made and forwarded to Senate Executive.

October 9, 2019

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

September 25, 2019

The committee did not meet. Information needed from other units was received the evening before the meeting providing little time for review. APC will meet as scheduled on October 9, 2019 to review and finalize the Academic Integrity Policy to forward to the Senate Executive Committee.

September 11, 2019

Committee reviewed the process by which the Field Trip Policy was referred to APC and the need have the University Policy Committee review the draft.

Completed the review of the draft Field Trip Policy. Will integrate edits and questions into the document and forward to the UPC for their review and recommendation to SenEx.

Revisions to the Academic Honesty Policy will be reviewed at the next meeting with the intention of forwarding to SenEx the following week.

August 28, 2019

Organizational meeting to set out work for the year.

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

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

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

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

Constitution and Bylaws Committee:

Submitted by George Wrenn, Pro Tem CBC Chair

Report of April 13, 2020 meeting

Agenda:

1. Call to Order

2. Attendance, proxies and quorum
3. Updates: GF Constitution Faculty vote and Bylaws Revision - Second Reading
4. Faculty Handbook - Sections 100-900, Appendices A-D, G-W Review (Appendices are here)
5. Motion to adjourn

Meeting Notes:

1. Call to Order

Meeting began at 12:05 p.m. (Post/Woglom). Wrenn was appointed chair pro tem (Woglom/Watson)

2. Attendance, proxies & quorum

Members present: Post (Faculty), Watson (Non-MPP Staff), Woglom (Faculty), Wrenn (Faculty) were present. Guest: Stephanie Burkhalter.

Quorum was met with 4 of 4 members present.

Vacancies include 1 student representative.

3. Updates: GF Constitution Faculty vote and Bylaws Revision - Second Reading

The GF Constitution will go to a vote of the Faculty on May 6th, following the last Senate meeting.

Faculty will have until May 15 to vote. Wrenn has updated the Bylaws Resolution to remove unnecessary highlights and comments and forwarded to Watson for the 2nd reading.

4. Faculty Handbook - Sections 100-900, Appendices A-D, G-W Review (Appendices are here)

The group reviewed Faculty Handbook sections and appendices with Burkhalter and discussed a plan for making the Handbook a more dynamic, up-to-date, resource for faculty. Burkhalter recommended assigning CBC responsibility for: 1) maintaining Section 800 (Committees, Councils, Associations and Boards), which would be transferred to the Senate web site, 2) revising the Faculty Handbook to include links to information maintained elsewhere (rather than duplicating this information in the Handbook), and 3) keeping the Handbook up-to-date with any changes (to committees, links, etc.) reported to the Senate Office. Members agreed to proceed with a Resolution, to be introduced in the fall, to amend the Bylaws to make the CBC responsible for these maintenance duties.

5. Motion to adjourn

Meeting adjourned at 12:42 p.m. (Watson/Post)

University Policies Committee:

Submitted by Rob Keever, UPC Chair

Members: Eboni Turnbow, Douglas Dawes, Troy Lescher, J. Brian Post, Deserie Donae

Since HSU has moved to remote operations and online learning, UPC has developed a plan to meet through Zoom meetings during Spring 2020 scheduled times, as needed. When doing reviews for policy updates and new policies, UPC will review via shared documents and will meet through Zoom to discuss any concerns. Since there is limited time and availability to present new policies to Senate, UPC has suspended their outreach to HSU departments this semester to review expiring policies but will resume next semester.

Currently UPC has provided updates to the Risk Management and Safety Field Trip Policy for another second reading. UPC provided updates to the Senate Executive committee to be approved for Senate. The Field Trip Policy will be presented at the upcoming Senate meeting.

University Resources and Planning Committee:

Submitted by Jim Woglom, URPC Co-Chair

On April 7th, Senate Chair Burkhalter, Provost Bond-Maupin, and I received President Jackson's Memo in Response to the URPC's "Balanced Budget Proposal for 2019-20" via e-mail. The URPC reviewed this Memo during our 10th meeting. The Memo (included as an addendum) outlines two updates/steps amending the URPC's original proposal.

The first update is that the projected shortfall in tuition-based revenue through 2022 has been expanded from \$5.4 million to \$20 million. Vice Presidents Merriwether and Dawes gave a presentation on the enrollment projections and budgetary ramifications that drove the decision-making around this update during the Senate meeting on April 7th, at the URPC meeting on April 10th, and in two webinars on April 13th and 15th. I have included a graph (Fig. 1) and table (Fig. 2) from the VPs report detailing those projections in enrollment and fiscal impact below for context. The University Budget Office calculated the distribution of a \$20 million reduction based on the URPC's initial proposal, and provided a table detailing the allocations to divisions based on those proportions (Fig. 3).

The second enumerated point in the President's Memo approves the URPC's targeted reduction of \$3.8 million for the upcoming fiscal year. The President directs the URPC to advise the CFO (VP Dawes) as he prepares "a summary of all available options that could be used for reductions and strategic investments" including a "hiring chill, a spending freeze, travel reductions, operational changes, and employment incentives for retirements." To this end, VP Dawes shared an early draft of a "Fiscal Stability Plan" with the URPC for discussion during our April 17th meeting. The URPC is continuing to provide commentary on this draft, in anticipation of a May 1st release.

At the same April 17th meeting, URPC also reviewed and discussed a letter titled "Call For A New Vision in Response to Budget Crisis" (linked below), drafted by faculty representatives from CRGS, Environmental Studies, Native American Studies, English, and World Languages and Cultures, and cosigned by at least 130 members of the campus community. We talked through many of the suggestions therein, and will continue to discuss the document and its contents via Google Docs in order to thoroughly consider all of the proposals offered. Beyond the thoughtful suggestions and creative ideas throughout the piece, I am particularly inspired by the collaborative, proactive, and future-facing nature of the writing. This sort of generative input from the campus community will be incredibly important as we work through the challenges we face together.

To that end, I would ask that the campus community keep it up: keep thinking imaginatively of ways we can maintain this incredible University through crisis. Keep communicating these ideas. Ask us questions. Offer critical feedback. The URPC is the venue for shared governance regarding budget at HSU, and we are heading into a period of intensive budgetary decision making. We can help to synthesize, collate, advise, communicate, and vet ideas from all stakeholders, such that a democratic breadth of perspectives are heard and considered.

Please e-mail anything at jw2311@humboldt.edu

Figure 1:

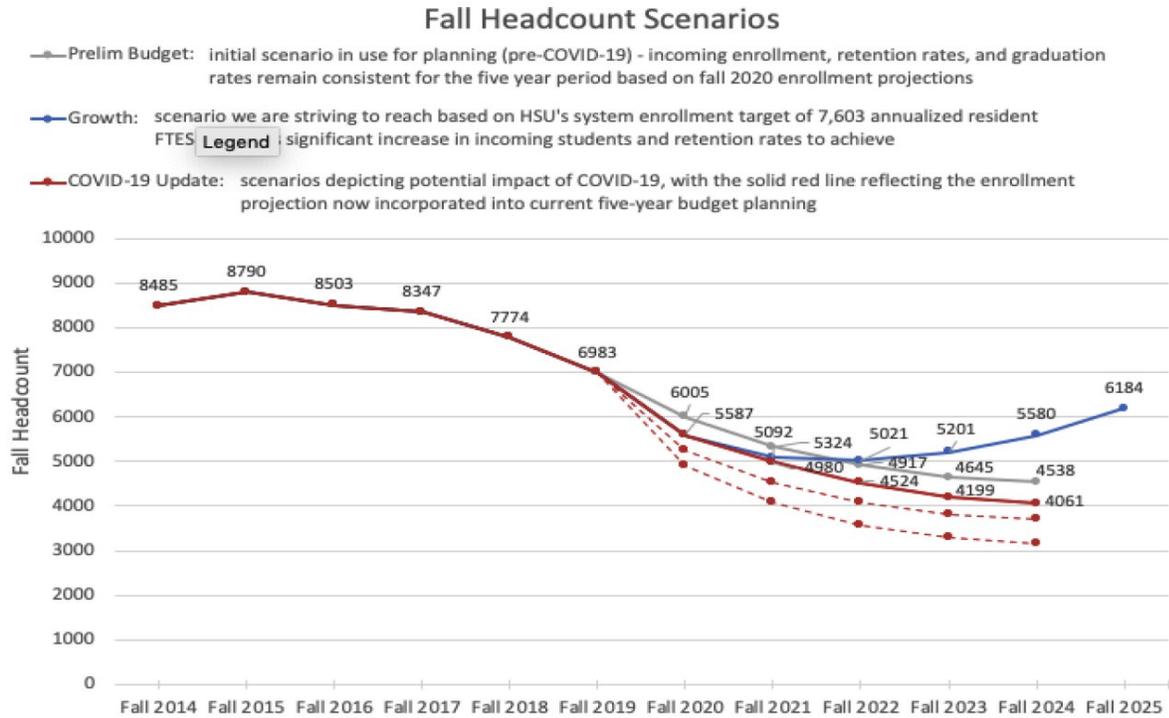


Figure 2:

% drop		Total Headcount		Annual HC	Annual Res FTE	Annual Tuition Change	Cumulative Tuition Change
		Fall	Spring				
-20%	2020-21	5,587	5,152	5,369	4,799	(\$7,397,692)	(\$7,397,692)
-11%	2021-22	4,980	4,594	4,787	4,274	(\$3,214,316)	(\$10,612,008)
-9%	2022-23	4,524	4,177	4,350	3,880	(\$2,409,994)	(\$13,022,001)
-7%	2023-24	4,199	3,880	4,040	3,597	(\$1,715,188)	(\$14,737,189)
-3%	2024-25	4,061	3,756	3,908	3,477	(\$725,269)	(\$15,462,458)

% drop		Total Headcount		Annual HC	Annual Res FTE	Annual Tuition Change	Cumulative Tuition Change
		Fall	Spring				
-25%	2020-21	5,261	4,844	5,052	4,523	(\$9,145,665)	(\$9,145,665)
-14%	2021-22	4,525	4,171	4,348	3,886	(\$3,887,864)	(\$13,033,528)
-10%	2022-23	4,072	3,757	3,915	3,493	(\$2,393,390)	(\$15,426,918)
-7%	2023-24	3,807	3,515	3,661	3,263	(\$1,401,166)	(\$16,828,084)
-3%	2024-25	3,708	3,426	3,567	3,178	(\$517,929)	(\$17,346,013)

% drop		Total Headcount		Annual HC	Annual Res FTE	Annual Tuition Change	Cumulative Tuition Change
		Fall	Spring				
-30%	2020-21	4,893	4,504	4,699	4,208	(\$11,097,681)	(\$11,097,681)
-17%	2021-22	4,073	3,753	3,913	3,497	(\$4,338,000)	(\$15,435,681)
-12%	2022-23	3,567	3,290	3,429	3,059	(\$2,675,731)	(\$18,111,412)
-8%	2023-24	3,279	3,028	3,153	2,809	(\$1,520,869)	(\$19,632,281)
-3%	2024-25	3,169	2,928	3,049	2,714	(\$576,704)	(\$20,208,985)

Figure 3:

URPC Reduction Methodology - \$20M

Date: April 17, 2020

Division	Total Base Exp Budget	Net Budget for Reductions	Reduction @ \$5.4M	Reduction % of Net Budget	% of Total Reduction	Distribution @ \$20M	% of Net Budget
ACADEMIC AFFAIRS	80,504,286	80,504,286	(3,618,164)	-4.5%	67%	(13,400,607)	-16.6%
ADMINISTRATIVE AFFAIRS	23,051,936	19,736,179	(908,179)	-4.6%	17%	(3,363,626)	-17.0%
ENROLLMENT MANAGEMENT	10,426,610	10,426,610	(374,503)	-3.6%	7%	(1,387,048)	-13.3%
PRESIDENT	2,119,439	2,119,439	(91,519)	-4.3%	2%	(338,959)	-16.0%
UNIVERSITY ADVANCEMENT	4,009,816	4,009,816	(198,427)	-4.9%	4%	(734,915)	-18.3%
UNIVERSITY WIDE	23,112,172	5,293,024	(209,208)	-4.0%	4%	(774,844)	-14.6%
Grand Total	143,224,259	122,079,354	(5,400,000)	-4.4%	100%	(20,000,000)	-16.4%

**Humboldt State University Enrollment Management Report
April 21, 2020**

Dr. Jason L. Meriwether, Vice President of Enrollment Management
Dr. Stephen St. Onge, Associate Vice President of Student Success
Dr. Eboni Turnbow, Dean of Students
Peter Martinez, Director of Admissions
Peggy Metzger, Director of Financial Aid
Clint Rebik, Registrar
Josh Smith, Director of EM Strategic Communications
Dan Saveliff, Director of EOP/SSS

COVID-19 Enrollment Impact

Due to the rapid changes caused by COVID-19, there has been a huge shift in our enrollment picture, which compelled changes in our projections. To operate in the spirit and practice of transparency within the campus community, we have presented information regarding enrollment and budget implications, which are accompanied by a detailed report. I presented a written and verbal report to the University Senate on April 7, and to the URPC on April 10. Vice President Dawes followed my report by providing detailed information regarding budget implications. The report is public and posted on both of their websites. The report has also been sent to the Academic Deans to be shared with department chairs and faculty. On April 13 and April 15, VP Dawes and I also presented the report to campus community in two public Zoom webinar sessions. These events were available to any and all people who wanted to attend and included faculty, staff, students, and local media. Monday's session had 177 attendees and the Wednesday session had 151 attendees. The written report has been shared with Associated Students and was presented at their meeting on April 17. President Jackson also joined Vice President Dawes and I for the presentation. Dr. Jackson made comments to the student leaders and joined us for Q&A. The written reports from April 7 and April 13 were also cited and linked in various local media reports.

Continuing Student Retention & Registration Campaign

We have continued our direct communication campaign to encourage students to register for Fall 2020, offer assistance with holds or barriers to registration, and to remind students of their designated dates & times to register for courses. Whereas this initiative is new, there are not any to-date comparisons to prior years available. As of April 20, 2020, 3,498 undergraduate students entered their registration window between April 13 and April 17. Below is our current status with respect to Fall 20 registration and current student holds:

- 2,342 (47% of all eligible*) undergraduate students have self-enrolled for Fall 2020 term.
- Among students with a registration appointment start date between April 13 and April 17, 2,342 (67%) out of the 3,498 eligible students with these appointment dates have self-enrolled for Fall 2020.
- Of the 1,156 students with appointment dates between April 13 and April 17 who have not registered yet, 63% have a registration hold still on their account, leaving 37% (423) students with no holds and no self-enrollment after the start of their appointment window.

The table below summarizes registration by college for students who had a registration start date between April 13 and April 17:

Fall 2020 Registration Activity by College

School	Reg	%	Not Reg	%	Total
CAHSS	535	58.09%	386	41.91%	921
CPS	626	66.24%	319	33.76%	945
CNRS	1,117	73.05%	412	26.95%	1,529
General	39	54.17%	33	45.83%	72

*Hold*s

Overall, 3,585 (72.4%) out of 4,952 eligible undergrads have cleared their holds. The table below shows the breakdown of resolved and remaining holds by college:

Fall 2020 Holds Activity by College

School	No Holds	%	Holds	%	Total
CAHSS	933	70.95%	382	29.05%	1,315
CPS	974	75.04%	324	24.96%	1,298
CNRS	1,546	73.62%	554	26.38%	2,100
General	101	50.25%	100	49.75%	201

Admissions Yield Activities

Digital Spring Preview Day Outcomes

The Office of Admissions hosted a Digital Spring Preview Day on April 10, 2020. This high-yield effort allowed HSU to offer virtual admissions counseling appointments to families in order to respond to additional questions and reinforce selecting HSU. We featured workshops by Academic Deans and Departments, Professional Advisors, Financial Aid, EOP, and Housing. We also hosted an interactive student panel, virtual tours, and live chats with student leaders, the VP of Enrollment Management, and the Director of Admissions. Over 300 students participated in this inaugural digital event, which outpaces participation in our on-ground preview day last spring by nearly 200 students. As noted below, we have seen gains in our confirmations due to this event's impact.

Local Student Preview Day

On May 1, 2020, The Office of Admissions will host our second digital Spring Preview event for local high school students. This is a high-yield strategy designed to capitalize on the momentum created by the Humboldt First Scholarship award ceremonies in Fall and Spring. We will offer virtual Admissions Counseling appointments, financial aid, and events to showcase academic quality. This event will continue our messaging to ensure that HSU is the best choice.

HSU Esports High School Invitational

On Friday, April 24, 2020 from 5:00 p.m. - 9:00 p.m., we will host the inaugural Humboldt State Esport Invitational. This event, which was originally scheduled to be an in-person event, was shifted into a digital space. Local high school students are invited to participate in a League of Legends tournament with HSU's PC Gaming Club, who are the hosts of the event, which is also co-sponsored with the Admissions Office. Students will play online from their homes at no cost as they participate in a double elimination bracket tournament. This event is an important aspect of engaging the growing and thriving PC Gaming community among high school students in Humboldt County.

**HUMBOLDT
STATE UNIVERSITY**

AND



PRESENT

**FREE! Online Esport FREE!
High School Invitational**



April 24, 2020 | 5-9 p.m.

Games start at 5 p.m. | Double Elimination brackets | Bracket Winners will receive 1,380 RP!

REGISTRATION INFO: link.humboldt.edu/esports

HIGH SCHOOL STUDENTS: Register as singles or teams of 4 to be paired with Humboldt State Students

Register by April 22

Here are our Fall 2020 admission trends to-date:

Updated 04/20/2020

Applicants

REDIRECT Not Redirect

	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016	
	HC		HC		HC		HC		HC	
Credential	126	5.00%	120	-4.00%	125	-26.47%	170	-5.03%	179	
First-time UG	7,699	-24.93%	10,256	-6.19%	10,933	-4.44%	11,441	-11.68%	12,954	
Lower-div xfer	346	-20.28%	434	-14.23%	506	139.81%	211	80.34%	117	
Masters	407	-3.55%	422	-8.26%	460	-8.73%	504	13.51%	444	
Returning UG	111	-15.27%	131	-7.75%	142	-28.64%	199	3.11%	193	
Second Bachelor	54	-1.82%	55	22.22%	45	164.71%	17	41.67%	12	
Unclassified PB	5	150.00%	2	-66.67%	6	50.00%	4	-55.56%	9	
Upper-div xfer	3,096	-8.75%	3,393	-8.89%	3,724	-0.77%	3,753	2.09%	3,676	
Transitory	3	-72.73%	11	57.14%	7	-46.15%	13	0.00%	13	
Grand Total	11,847	-20.06%	14,824	-7.05%	15,948	-2.23%	16,312	-7.30%	17,597	

Admits

REDIRECT Not Redirect

	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016	
	HC		HC		HC		HC		HC	
Credential	1	-97.14%	35	#DIV/0!	0	-100.00%	29	#DIV/0!	0	
First-time UG	6,313	-27.78%	8,741	7.40%	8,139	-12.26%	9,276	-5.96%	9,864	
Lower-div xfer	178	-21.59%	227	22.70%	185	122.89%	83	295.24%	21	
Masters	159	0.63%	158	-13.19%	182	-8.08%	198	-11.21%	223	
Returning UG	70	29.63%	54	-11.48%	61	-15.28%	72	18.03%	61	
Second Bachelor	38	72.73%	22	-8.33%	24	166.67%	9	28.57%	7	
Unclassified PB	2	100.00%	1	-50.00%	2	-33.33%	3	0.00%	3	
Upper-div xfer	2,571	-10.95%	2,887	-6.36%	3,083	-0.13%	3,087	5.94%	2,914	
Transitory	3	-66.67%	9	28.57%	7	-41.67%	12	-7.69%	13	
Grand Total	9,335	-23.07%	12,134	3.86%	11,683	-8.50%	12,769	-2.57%	13,106	

Confirmed

REDIRECT Not Redirect

	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016	
	HC		HC		HC		HC		HC	
Credential	0	-100.00%	1	#DIV/0!	0	-100.00%	2	#DIV/0!	0	
First-time UG	498	-5.50%	527	-37.34%	841	-24.03%	1107	14.12%	970	
Lower-div xfer	62	3.33%	60	-11.76%	68	134.48%	29	222.22%	9	
Masters	82	0.00%	82	-5.75%	87	-29.27%	123	21.78%	101	
Returning UG	30	30.43%	23	-23.33%	30	0.00%	30	20.00%	25	
Second Bachelor	13	85.71%	7	-30.00%	10	150.00%	4	33.33%	3	
Unclassified PB	0	#DIV/0!	0	-100.00%	1	#DIV/0!	0	#DIV/0!	0	
Upper-div xfer	618	17.27%	527	-26.50%	717	-17.59%	870	29.27%	673	
Transitory	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
Grand Total	1303	6.19%	1227	-30.05%	1754	-18.98%	2165	21.56%	1781	

Since last week, we have seen an additional 192 new student commitments, which are a result of our Spring Preview Day. We are currently experiencing a **+6.19%** increase in new student enrollment as compared to the prior year. While HSU is presently experiencing affirmative gains in new student enrollment confirmations for Fall 2020, we are seeing melt at a more rapid pace than we should. As of my report to the University Senate on February 25, 2020, we were experiencing a **57.44%** increase in confirmations, which represented an improvement of 251 students compared to the prior year, but still trailing our three-year average. As of the University Senate Report made on April 7, 2020, HSU's new student commitments had melted to **+12.76%** ahead of the prior year, as of April 13. HSU's gains had melted to **+5.01** as compared to the prior year. This degree of melt should have occurred over a twelve-week to fourteen-week period. While we have seen the result of modified behavior due to our aggressive campaigns to recruit and yield students, the impact of COVID-19 has forced us to engage students who have committed with a focus on ensuring we retain them, while seeking to yield new students.

Financial Aid Packaging

We began packaging aid for 2020-21 on Thursday 3/12/20. Packaging continues on a weekly basis (Fridays) as FAFSAs come in and verifications are completed. As you see from our delightful emoji image, Peggy Metzger and her team are still giving money away. Accordingly, here are the numbers as of April 17, 2020:

- 7,127 students packaged, including
- 3143 prospective first-time freshman and
- 1133 prospective incoming transfers
- 208 incoming local freshmen were packaged with the Humboldt First scholarship



Campus Housing

We are experiencing an overall decline (-14.62) in the number of students who have confirmed housing assignments. While we continue to see positive increases in Returning students applying to live on campus (+4.46%), these gains are cannibalized by the decrease in the number of new students who are applying for campus housing (-27.8%). For the past three years we have seen a decrease in First Year students applying for on campus housing, consistent with the general decrease in First Year Students applying to the university.

Post Covid-19, HSU Housing is in the process of recalculating its five-year financial pro-forma. From 2014-2019 Housing used a 97% annualized occupancy rate for budgeting purposes. This year, due to declining enrollment numbers, we budgeted at an 83% occupancy rate, which decreased down to an actual occupancy rate of 75%. This outcome was due to students leaving campus after Spring Break due to self-isolating restrictions across the state and country. Conservatively, Housing is planning a 60% occupancy for Fall 2020 with a projection for occupancy trending upward over the next five years.

Updated 04/20/2020

Housing Applications Started

	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016	
	Apps	%	Apps	%	Apps	%	Apps	%	Apps	%
Continuing	65	41.30%	46	4.55%	44	-6.38%	47	-4.08%	49	
New Freshman	691	-36.95%	1,096	-22.60%	1,416	-3.15%	1,462	-17.91%	1,781	
New Transfer	400	-16.32%	478	-19.26%	592	11.91%	529	9.75%	482	
Resident	914	-14.18%	1,065	-2.47%	1,092	19.21%	916	18.65%	772	
Grand Total	2,070	-22.91%	2,685	-14.60%	3,144	6.43%	2,954	-4.22%	3,084	

Housing Applications Completed

	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016	
	Apps	%	Apps	%	Apps	%	Apps	%	Apps	%
Continuing	48	92.00%	25	-10.71%	28	-9.68%	31	6.90%	29	
New Freshman	466	-38.68%	760	-27.34%	1,046	-8.73%	1,146	-14.16%	1,335	
New Transfer	309	-10.17%	344	-22.87%	446	6.44%	419	10.55%	379	
Resident	839	-13.68%	972	-5.17%	1,025	18.50%	865	18.01%	733	
Grand Total	1,662	-20.89%	2,101	-17.45%	2,545	3.41%	2,461	-0.61%	2,476	

Housing Occupancy

	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016		Fall 2015	
	Occupancy	%	Occupancy	%	Occupancy	%	Occupancy	%	Occupancy	%	Occupancy	%
Continuing	16	-20.00%	20	11.11%	18	0.00%	18	-21.74%	23		23	
New Freshman	587	-27.80%	813	-11.24%	916	-12.93%	1052	-5.14%	1109		1109	
New Transfer	247	-21.09%	313	10.21%	284	5.19%	270	1.12%	267		267	
Resident	703	4.46%	673	11.61%	603	17.09%	515	14.44%	450		450	
Grand Total	1553	-14.62%	1819	-0.11%	1821	-1.83%	1855	0.32%	1849		1849	

New Student Registration and New Student Orientation

Summer Online Registration

The online registration tutorial for first-time freshmen is June 15-26, 2020. This required online course will prepare students for class registration, get them familiar with how to navigate the online technologies at Humboldt State, and prepare students for summer bridge or summer immersion. The deadline to sign up is June 2, 2020.

The online registration tutorial for transfer students will be held during the following timeframes:

- May 27- June 5 (sign up deadline May 1)
- June 15- June 19 (sign up deadline June 2)
- August 3 - August 7 (sign up deadline July 5)

Fall Orientation

The week before classes begin, students will move into their residence hall or other housing and get connected to campus resources and opportunities to help them succeed. Students will engage in success session workshops, team building activities with their orientation leaders, as well as connect with their department chairs and faculty in preparation for the start of the semester. There are three orientation schedules and a brief overview is as follows:

- **Green Track** - Students in STEM (PBLCs)
 - Move in August 15, 2020
 - Parent Orientation August 15, 2020 from 4pm-7:30pm
 - Humboldt Orientation Program August 16-17, 2020
- **Gold Track** - Students NOT in PBLCs
 - Move in August 17, 2020
 - Parent Orientation August 17, 2020 from 4pm-7:30pm
 - Humboldt Orientation Program August 18-20, 2020
- Transfer Student Orientation
 - Move in August 17-18, 2020
 - Humboldt Orientation Program August 20, 2020

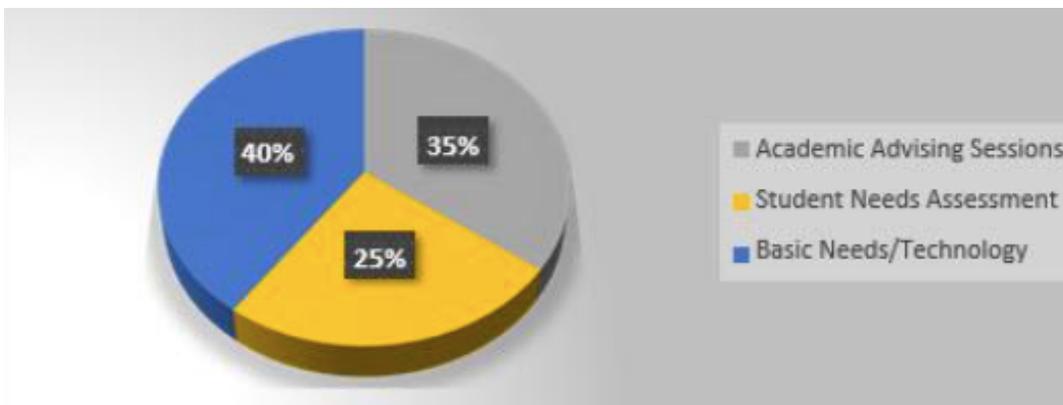
The orientation program is simultaneously preparing for a virtual experience for students if needed due to COVID-19.

Enrollment Management Distance Service Delivery Outcomes

Since moving into the era of distance service delivery, we felt it would be prudent to capture and summarize trends of student inquiry, services offered, and modality of communication among student services offices. Accordingly, we will share ongoing information which demonstrates a high-level and summarized view of the distribution of calls/emails/chatbot/front-door requests received and responded to by our team. A few highlights are provided below.

ITEPP - Service Dates: 3/20/2020-04/10/2020

The staff of the Indian Tribal and Educational Personnel Program (ITEPP), the Native American Center for Academic Excellence, have been telecommuting since March 20, 2020 in response to the Covid-19 safety precaution orders. Staff have been in contact with the ITEPP participants via Zoom, email, text, and telephone. A survey of 118 ITEPP students and 55 ELITE Scholars (former foster youth) was conducted the first week of telecommuting to determine the eminent needs, and more importantly to ensure the safety of students. Students were set-up with IT to gain access to hot spots and computers necessary for their participation in the required online format. Once secured with basic needs and technology, staff concentrated on academic advising and online programming via Zoom and Text for students. The chart below indicates the top areas addressed during the past few weeks.

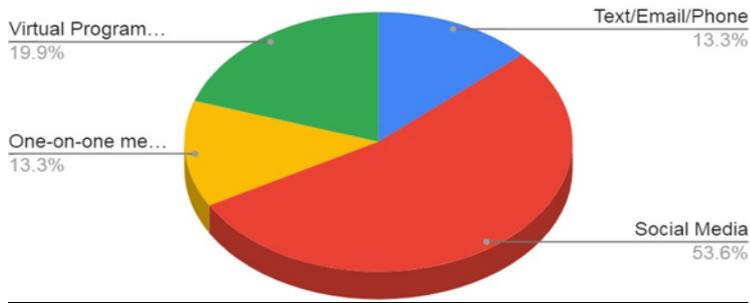


El Centro Académico Cultural de HSU - Service Dates: 3/20/2020-04/10/2020

Beginning March 20th, El Centro staff transitioned to providing virtual services with all staff telecommuting. El Centro engages with students via multiple platforms and various communication methods. Each engagement is a “touch point” and can cover a wide range of topics like self-care, academic support, teambuilding, resource sharing, reference and information, and community networking. The chart below provides a visual for the volume of touch points and their frequency in relation to each other. The table below provides the numerical data.

Note: The data provided includes only the touch points for the center coordinator. Data for all El Centro staff will be included in all future reports.

Touch Points

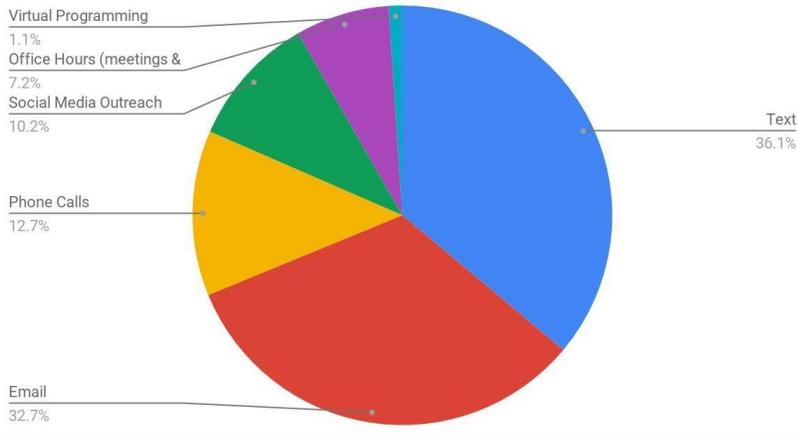


Type of Touch Point	# of Touch Points
Text/Email/Phone	26
New engagements	6
Ongoing engagements	20
Social Media	105
Instagram	97
Facebook	8
One-on-one meetings	26
With student clients	2
With student staff	24
Virtual Programming	39
QPOC	3
Café con Chisme	5
Ciencia para todos	3
Latinx Leadership	4
Film Screenings	4
Graduation	4
DMSI	16
Total Engagements, "Touch Points"	196

African American Center for Academic Excellence - Service Dates: March 20-April 9

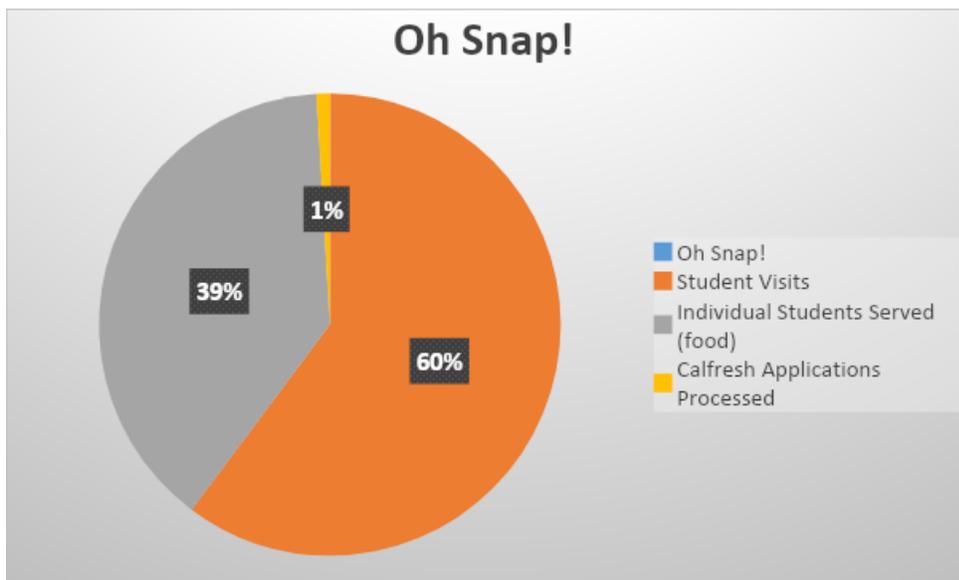
- Text: 88
- Emails: 77
- Phone calls: 30
- Social media outreach (Instagram): 24
- Digital Office hours (meetings & one on ones): 17
- Virtual programming (hours): 2.5

Student Service breakdown



Oh Snap Food Pantry - Service Dates: March 20-April 9

Student Visits	781
Individual Students Served (food)	504
Calfresh Applications Processed	12

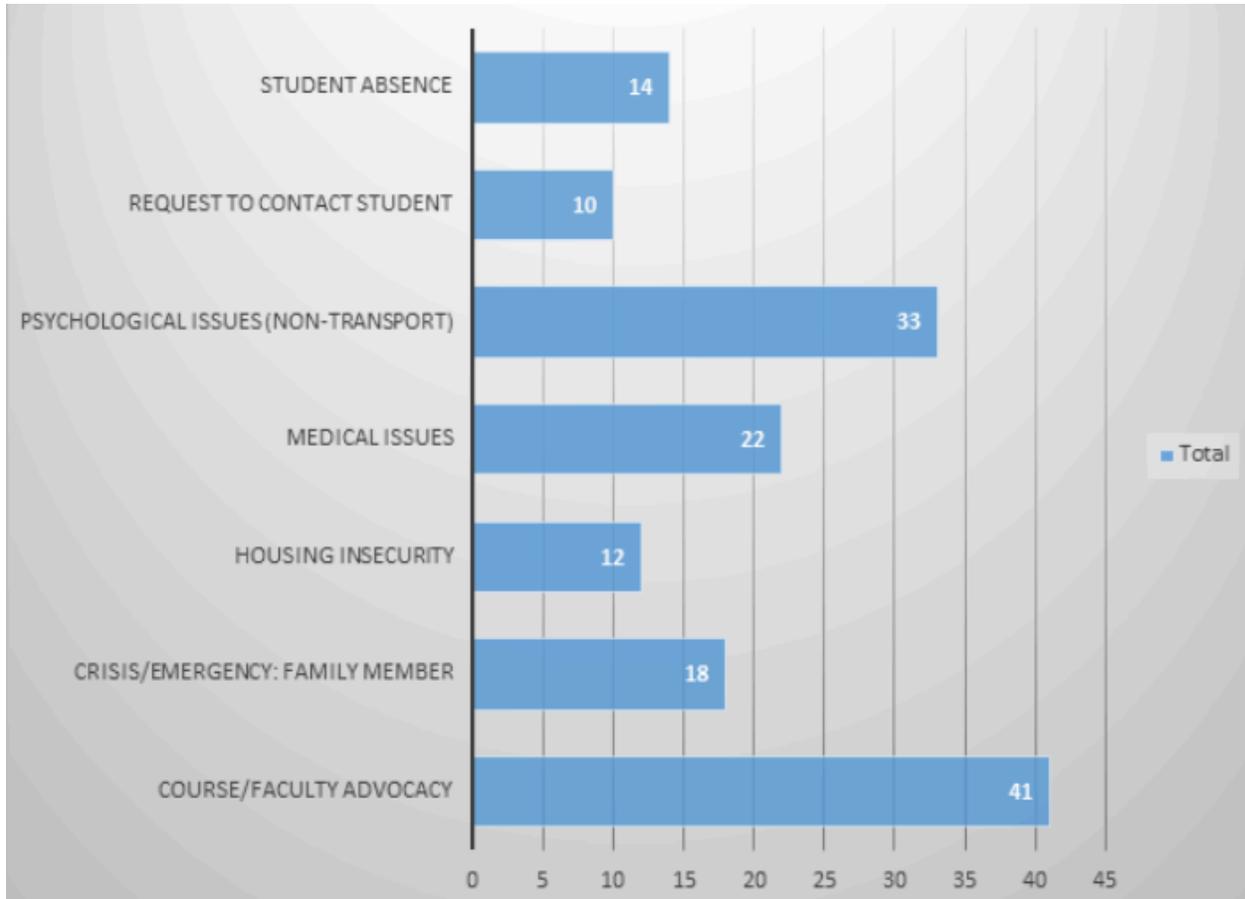


CARES - Service Dates: March 20-April 9

Kali Rothrock – CARE Services Case Manager	54
Rob Keever - CARE Services Coordinator	41
Roger Wang – Associate Dean of Students	2
Grand Total	97

Note: The Associate Dean of Students will take CARE Cases when appropriate

The table below summarizes the most common cases received by CARES during this period.



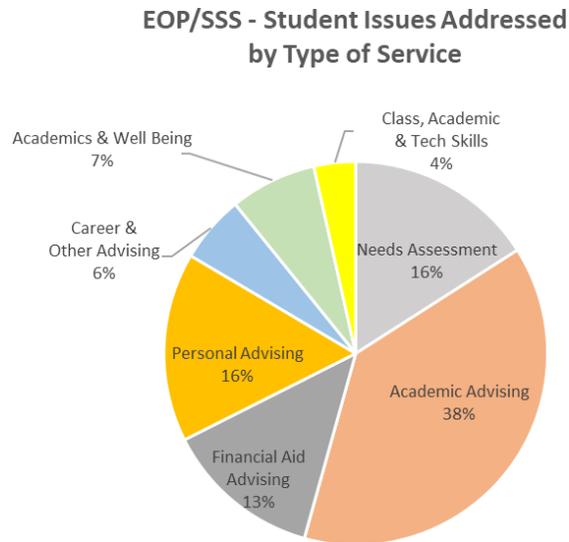
Note: There can be multiple issues for each student case and the numbers below may not fully represent the specific details of each student's case.

EOP/SSS Campaigns - Service Dates: March 20-April 9

1) EOP/SSS Tech Survey, March 19 (96 of 526 responses, 18% response rate)

Questions	Yes	No	Unsure
Are you currently in the Humboldt County area?	57%	38%	5%
Do you need assistance in setting up remote access for your classes? Would you like to be contacted by your EOP advisor?	18%	74%	8%
	72%	25%	3%

2) Direct Outreach: Transition Support (224 individual student appointments)



3) EOP Admissions Outreach: Fall 2020 Prospects (1016 admitted FTF)

Direct Email Correspondences	42 students
Direct Phone Outreach	211 students
Preview Collaboration (EOP Zoom Q&A session)	50 student participants
Local Student Outreach	In Progress, 12% completed

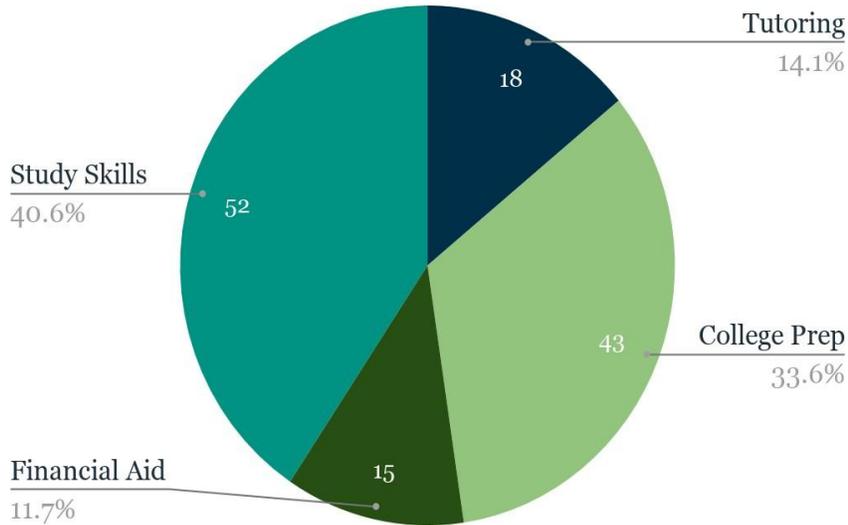
4) EOP Admissions Yield Efforts: 415 FTF Students have taken “action”

Action	Students	Unduplicated Count by # of Actions
1) Intent, Orientation, or Housing Completed	57	366 students completed 1 of 3 actions
2) Housing application in process	34	48 students completed 2 of 3 actions
3) Applied for or been awarded financial aid	374	1 student completed 3 of 3 actions

Educational Talent Search - Service Dates: March 20 - April 9

On March 30, 2020 a letter was sent to principals and counselors at our partner schools to provide program modifications and contact information for each staff member now working remotely. Other forms of communication include developing new and existing social media platforms such as Instagram, Facebook, Twitter, and YouTube. ETS remote communications are as follows:

Remote Contacts by Content Area



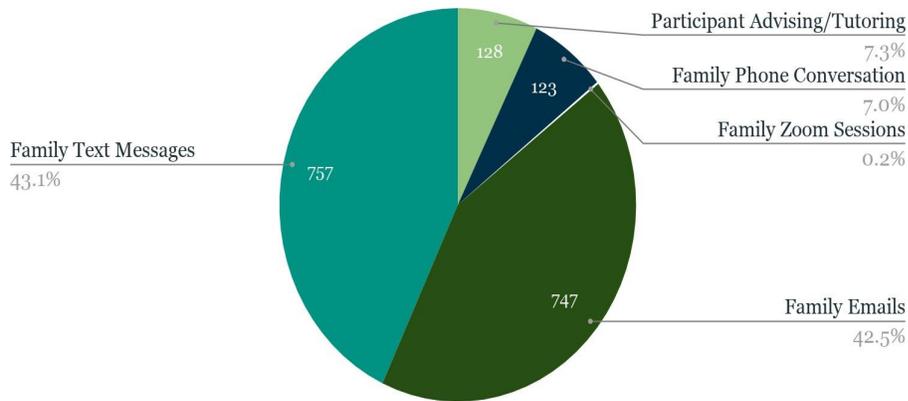
Type of Service

- Financial Aid (15)
- Study Skills (52)
- College Prep (43)
- Tutoring (18)

Schools Served + Contacts

- Eureka High school (25)
- Arcata High School (5)
- Six Rivers Charter School (6)
- Del Norte High School (11)
- Hoopa High School (8)
- Fortuna High School (17)
- South Fork High School (8)
- Middle Schools (30)

Remote Contacts by Communication Type



- Advising/Tutoring (128)
- Family Phone Conversations (123)
- Family Zoom Sessions (3)
- Family Emails (747)
- Family Text Messages (757)

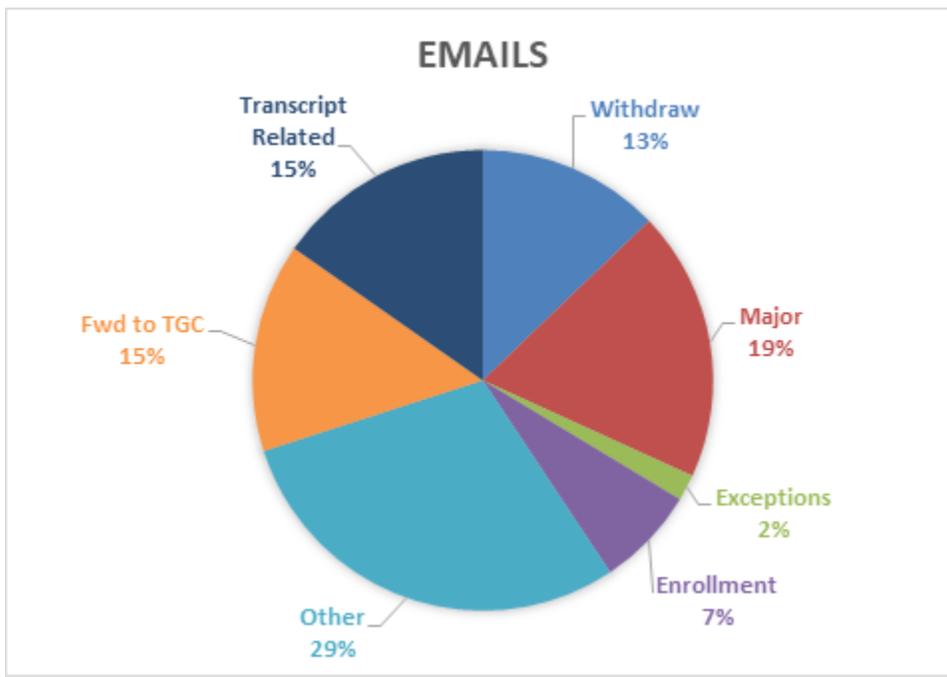
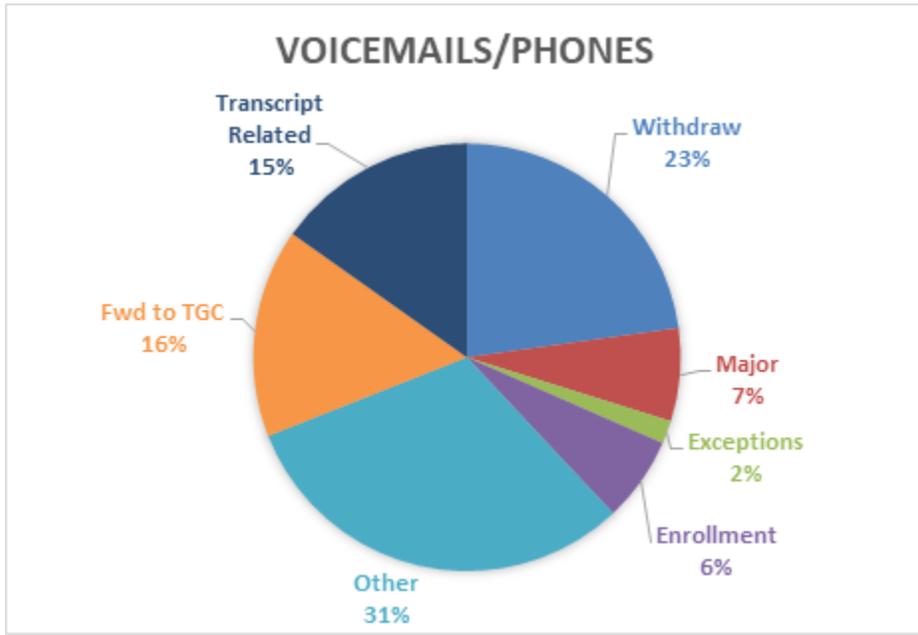
Financial Aid - Service Dates: March 18 - April 9

We began remote services on Wednesday, March 18 and have received and responded to 1800 emails, of which, 86 requested a call back from a counselor. The range of those calls are as follows:

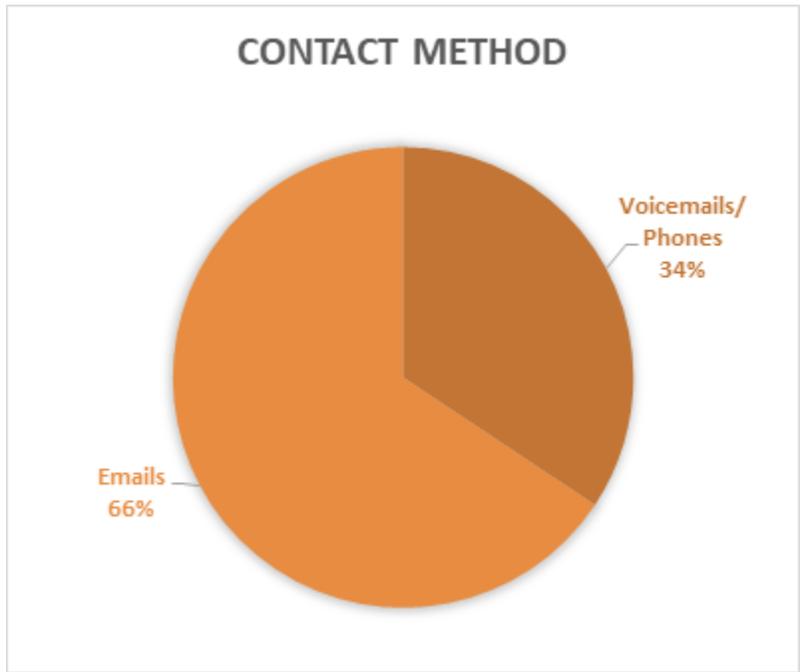
General questions/other	29
Summer aid	18
Additional Aid eligibility	16
Withdrawal questions	9
Verification related	7
Satisfactory Academic Progress	6
Billing/cashier's hold	1

During Spring Preview Day on April 10, 2020, we had 90 student participants in our Zoom Financial Aid Webinar where we fielded live questions. In addition, during preview day, our team fielded 106 personal contacts, consisting of 83 emails, and 23 phone calls.

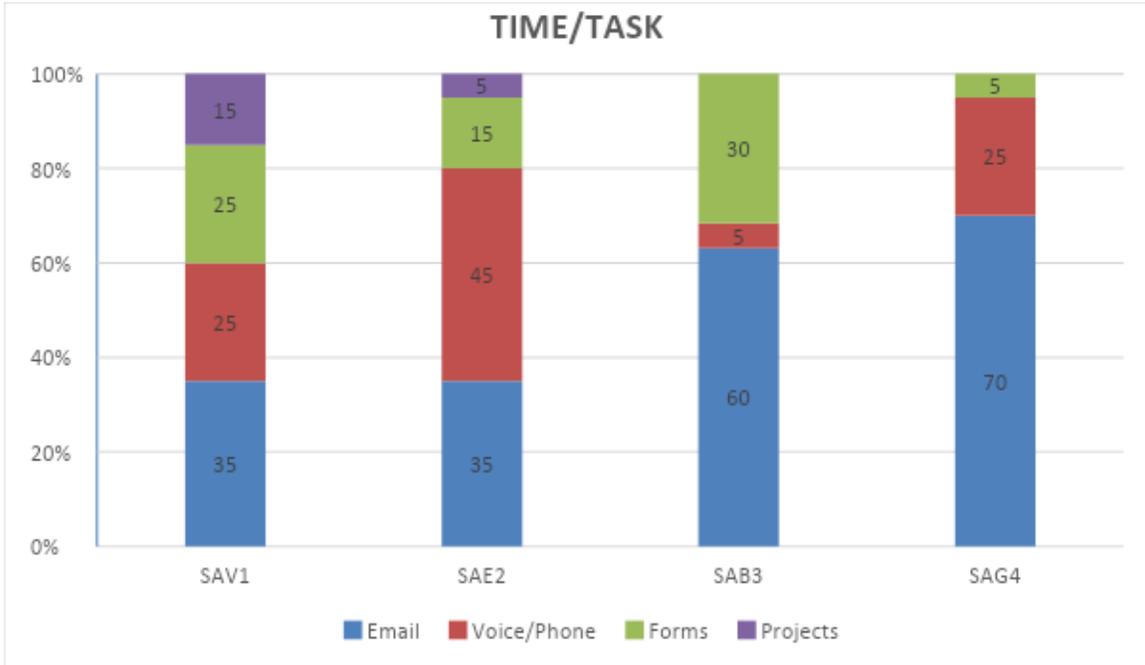
Office of the Registrar - Service Dates: March 20 - April 9



“Remote Front Counter” Contact



Student Assistant Time/Task



Provost/VPAA Report
April 20, 2020

Submitted by: Lisa Bond-Maupin, Interim Provost and Vice President for Academic Affairs

Academic Affairs Bright Spots

Before, during and after this pandemic, the Division of Academic Affairs continues to prioritize the **retention** and **success** of all of our students. The bright spot for this report is in the form of the attached highlights *by the numbers* of our divisional student retention and student success programming. These services to students have not missed a beat in our physically-distanced environment. You will see throughout the document that the success of these initiatives is the partnership between staff and faculty. I am grateful to and for everyone engaged in helping students to navigate and graduate. Thank you to Vice Provost Oling-Sisay and the Academic Programs staff for this leadership.

Progress Report on Division Priorities

Realignment of Spending with Reduced Revenue

The recent announcement of a projected **\$20 million** shortfall in funding to HSU over the course of the next two years has our Academic Affairs leadership working quickly but thoughtfully to prepare for a significantly-reduced divisional budget for next fiscal year. At the same time, we are exploring longer-term administrative realignment and reorganization approaches, along with retention and recruitment strategies to help us to weather continued reductions.

The original (January) URPC recommendation to President Jackson addressed an earlier HSU target of a \$5.4 million reduction over two years. The URPC recommended that Academic Affairs take on 67% of this reduction. (Academic Affairs is just under 66% of the HSU budget if we don't count financial aid and some other special funds).

As we wait for a final reduction distribution plan across HSU, we are using this same **67%** applied to the new reduction target of \$20 million in our planning. This scenario means that Academic Affairs is responsible for reducing our divisional budget by **\$13,400,607**. Our annual divisional budget is just over \$80 million. Academic Affairs had not completed implementing full reductions from the previous round of budget reductions. With this considered, our planned budget reductions will be just over \$14 million.

Given: a) that teaching and learning is our core; b) the significance of instruction to generating revenue for HSU; c) the desire of URPC to avoid less than 40% HSU budget expenditure on instruction; and d) our need for careful and collaborative planning moving forward with a new Provost, I am asking President Jackson that we have an additional year (for a total of **three years**) to realize these reductions.

For the upcoming year, 20-21, we are working as a division to meet and exceed the first one-third of this total (**over \$5 million**). We have asked each college dean and MBU leader (including the Office of the Provost) to work within their college or area with their leadership teams to develop a reduction plan for next year. Each leader has been asked to work in a consultative way to develop a plan for reduction of their budgets by **5.5%** for FY 21. Before the divisional plan is final, we will be making any adjustments at the divisional level indicated by the URPC guiding principles of **putting student needs first and protecting employment**.

It is important that while we strategize about allocated budget reductions, we also recognize and plan for reductions in instructional support funding available through student fees. We are anticipating an annual reduction in **MSF of \$300k-500k**. AS and our departments and programs are also dealing with a **reduced IRA** allocation.

Our pandemic and the anticipated related enrollment challenges have significantly ramped up the speed and magnitude of our budget planning for next year. A partial list of immediate and longer-term **strategies** and a **timeline** for our budget reduction planning and implementation can be found below.

We do not have much time left this year and are doing our very best to be thoughtful and principled in our decision making. This work is very hard on everyone, including the lecturer faculty who face additional insecurity regarding available work based on continued enrollment and budget declines. This moment requires that we find within ourselves empathy and determination on behalf of our colleagues – including those working to implement reductions in a way that minimizes negative impact to our cherished activities and employees.

Please note: as we implement essential-only spending for the remainder of this fiscal year, anything we are able to save together in our Operating Expense funds will roll forward to help us as a division next year. I am going to be consulting with all Department Chairs and Deans on approaches for use of these funds toward student retention and recruitment. Stability and growth in our enrollment are our most important pathways to financial viability and sustainability.

Partial List of Spending Reduction Strategies

(Being deployed to varying degrees across Academic Affairs)

FY 20-21

Continued attrition of staff positions (not replacing all vacant staff positions)
Continued attrition of tenure-track faculty positions (not replacing all vacant tenure-track positions)
Initial consolidation of academic administrative units where this makes sense
Administrative reorganization and consolidation in Office of the Provost
Reduction of Operating Expense and Lecturer Pool funds
Continued adjustment of the academic schedule and course offerings to meet needs of smaller student body

And Beyond

Reorganization of staffing within and across colleges/MBUs
Continued consolidation of academic administrative units
Continued attrition of staff positions (not replacing all vacant staff positions)
Continued attrition of tenure-track faculty positions (not replacing all vacant positions)
Other strategies to be determined by new Provost
Strategic growth based on the Academic Master Plan

Academic Affairs – FY 21 Budget Reduction Steps and Timeline

Assumptions:

- Division reductions will be spread across three years (FY 21, 22, 23)
- Division priorities and URPC principles will guide divisional decision making
- All decision making will include consultation within the colleges/MBUs and with OAA leadership
- Staff and faculty attrition will contribute to spending reductions for a three-year period
- Academic colleges are fully implementing a timely course schedule adjustment process based on enrollment shifts
- We must simultaneously strengthen student retention and inclusion and draw in new students

Part 1 – January, 2020-March, 2020

January:

Division Budget Retreat 1

February:

Division Principles and Priorities Finalization

Preliminary Reduction Spreadsheets – each MBU

March/Early April:

Division Budget Retreat 2 – Cancelled due to pandemic

Pandemic-related Budget Reduction Target Recalculation - HSU

Vacant Position Inventory Review

Provost Reduction Strategy Communication to OAA Leadership

- Reduction Spreadsheet Updates – each MBU
- Indefinite freezing of staff vacancies and staff reorganization plans – all MBUs and across MBUs/Colleges
- Consolidation of academic administrative units in the colleges

Dean and MBU Lead Communication and Budget Reduction Meetings

Part 2 – April-May, 2020

By April 14:

Each MBU/College Submits Revised Budget Reduction Spreadsheet

April 15:

Division Leadership Reviews Aggregated Reduction Spreadsheet and Makes Recommendations to the Provost

By April 30:

Final Division Reduction Spreadsheets

Budget Loading – Reduced Budget

By May 15:

Academic Unit Consolidation Proposals Due

By May 30:

Staffing Reorganization Proposals Due – each MBU/College

Part 3 – June, 2020

Beginning Rolling Implementation of Staffing Reorganization (multi-year process)

Part 4 – July, 2020 and Beyond

Beginning Rolling Implementation of Academic Unit Reorganization (multi-year process)

Strategic and Academic Master Planning

The Integrated Curriculum Committee and Academic Master Planning Subcommittee of the University Senate, along with support from ODEI, the Vice Provost, and the Academic Deans is spearheading our Academic Master Planning (AMP) process. The phases of this process and related timeline will be presented to Senate and are included here. This plan will inform the direction of academic program development for campus and guide enrollment management and strategic planning. At the same time that we reduce our spending to align with significant enrollment declines, we must invest in and continue to work together to envision the future of academic offerings that meet student curricular needs and build on our already incredible strengths in the arts, humanities, sciences, applied sciences, natural resources, professional fields, interdisciplinary study, and social sciences.

Academic Masterplan Timeline Overview

This draft outline lays out three phases for HSU's AMP. The three phases are intended to allow for an inclusive approach so the committee can gather feedback from stakeholders. We want to hear the community's perspectives on our university's ambitions, concerns, barriers, strengths, and resources as we believe this will make for a strong plan. It is expected that the ICC will provide regular updates to the senate.

Steps	Description of activity of AMP Committee	Date
0	Launch	March 2020
1	Development of guiding principles and themes	April 2020
2	Development of key stakeholder questions	April 2020
3	Educational Trends and Labor market/business trends scan	April 2020
4	Initial environmental scoping and data on possible programs	April 2020
4	Relevant academic policy updates and clean up	April 2020
5	Updates on key components to OAA	April 17, 2020
6	Update on key components to council of chairs	April 23, 2020
7	Finalized AMP Framework and AMP Website	April 30, 2020
8	Review Existing Degree programs	August 2020
6	Final written document	December 2020

Detailed Draft Timeline

Approximate Date	Item
PHASE ONE-FRAMEWORK AND EDUCATIONAL TRENDS ANALYSIS	
February 24, 2020	AMP Discussion at Strategic Planning Co-Chairs meeting
March 5, 2020	AMP discussion at Strategic Planning Committee and Support Team Meeting
March 10, 2020	Introductory AMP Discussion at ICC Meeting
April 7, 2020	AMP ICC Committee Meeting-Framework and deliverables discussion
April 7, 2020	ICC Chair update on AMP to Senate
April 14, 2020	AMP ICC Guiding Principles and themes discussion
April 14, 2020	ICC Chair update to SenEx
April 17, 2020	AMP timeline and update memo to OAA and campus
April 21, 2020	ICC meeting with OIE to review educational trends data
April 21, 2020	ICC Chair Update to Senate
April 23, 2020	AMP update to Provost's Council of Chairs meeting/Feedback
April 28, 2020	ICC Chair Update to SenEx
April 30, 2020	AMP data on potential growth areas completed Functional AMP Framework and AMP Website with feedback area
May 1, 2020	ICC Meeting with Deans/Feedback
May 5, 2020	Finalized AMP Framework and Potential Growth areas to Senate

PHASE TWO-COMPREHENSIVE PLAN				
August	Meeting with President's Cabinet			
August 21, 2020	Meeting with Enrollment Management			
August 30-September 15	Key Questions to stakeholders. Weekly Roundtables with stakeholders			
September 30, 2020	Completion of AMP data work and analysis. Revisions. Ongoing report writing, synthesizing responses to stakeholder questions			
October 8, 2020	OIE data milestones and evaluation process finalization			
October 19-30, 2020	Stakeholder input incorporated and ongoing report writing			
November 4, 2020	Draft AMP to OAA			
November 10, 2020	Draft AMP to Senate			
November 16, 2020	Final Feedback incorporated			
December 11, 2020	AMP reception and distribution of AMP to campus community			
PHASE THREE-IMPLEMENTATION				
Theme	Action Steps	Responsible Parties	Timeframe	Targets
January 2021				

ACADEMIC PROGRAMS

BY THE NUMBERS
AY 2019-2020

FALL '19
38

205%

SPRING '20
116

ACADEMIC PROGRAMS RESPONDED TO COVID-19 WITH A 205% INCREASE IN THE NUMBER OF EVENTS FROM FALL '19 TO SPRING '20

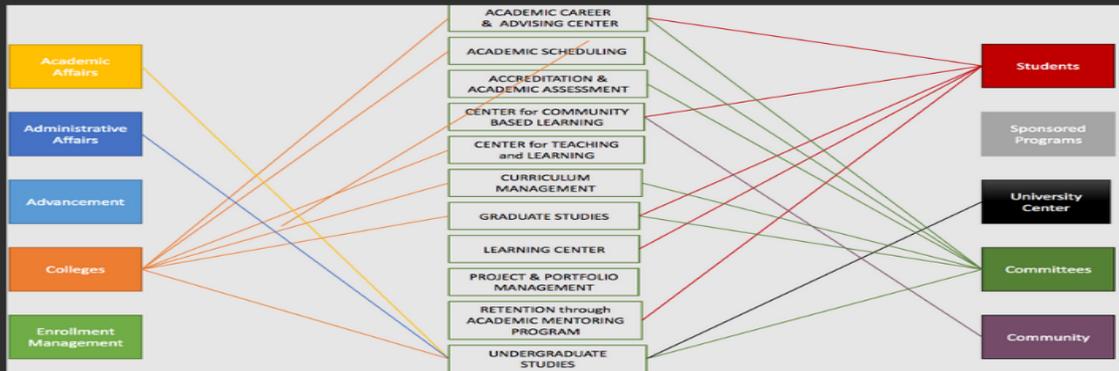


7 OUT OF 10 STUDENTS CONNECTED WITH ACADEMIC PROGRAMS



154 CURRICULUM PROPOSALS COMPLETED

OUR REACH

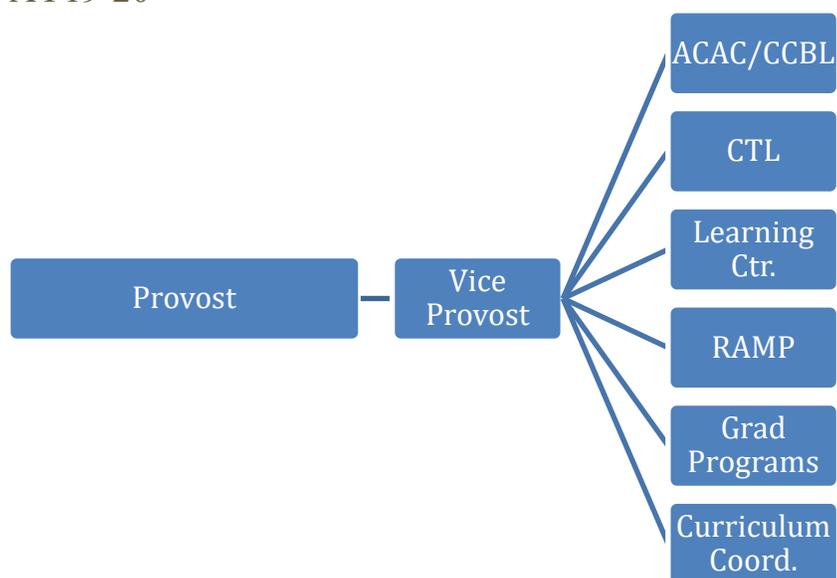


COMMUNICATION CHANNELS



Academic Programs

Update AY19-20



Dr. Mary Oling-Sisay

April 13, 2020

Vice Provost Academic Programs

Dean, Undergraduate & Graduate Studies

Office of the Provost & Vice President for Academic Affairs

Humboldt State University



Academic Programs Team

Dr. Kathy Thornhill
Director, ACAC & CCBL

Dr. Enoch Hale
Director, CTL

Su Karl
Director, Learning Center
Specialist

Terri Fisher
Graduate Programs

Tracy Smith
Director, RAMP

Izabella Gray
Academic Scheduler &
Curriculum Coordinator

Center for Community Based Learning (CCBL)

Dr. Kathy Thornhill

Spring Timeline

Spring 2020 total contacts and course visits

- 33 unduplicated Service Learning and Academic Internship courses, 662 students, 53 faculty.
- 319 Student contacts through course visits
- 169 Faculty meetings/contacts

Since-COVID-19 (Spring Break to now)

- 50 faculty meetings/contacts
- 63 student contacts through course visits
- Major overhaul of website in response to going all virtual
- Developed resources for alternative assignments
- List of volunteer opportunities available in the community

Coming up

Over the course of the next 5 weeks, we will hold 4 “Virtual Community Based Learning Coffee Chats” to check in with students who are enrolled in Service Learning, Academic Internship, and other community based learning courses.

Collaborative Zoom check-ins will be conducted for faculty teaching Service Learning and Academic Internships this semester as well as planning sessions for faculty teaching SL/AI courses next semester.

CCBL Services provided:

Large Events Organized:

- 1 Career & Volunteer EXPO: 106 agencies; 514 students

Student, faculty and Community Partner support, training, networking

- Service Learning and Academic Internship course development
- Risk Management support: HS4U; agency approval and contract management; consultation for faculty and students.
- Development of Redwood Roots Digital Magazine to promote all constituencies' successes
- Loyalty Funds: 56 Students awarded a total of \$8639 to bridge inequities
- Community Based Learning Round Table of HSU programs convened

Community Partner program:

- COVID-19 resources developed and posted: 3
- COVID-19: Survey and email with resources; Virtual Community Partner Chats/Brown Bags
- Additional Community Partner support, training and committee events (not counting events above): 19 events
- Problem agency triage efforts: 3 agencies
- Student meetings (site consultation, S4 etc.): 6
- 3 Faculty planning meetings (in addition to the 53 SLAI faculty served in general)
- 31 Learning Site Agreements new and renewals processed
- Emails: 46 community partners; 57 Brown Bag; 12 faculty; 16 student; 165 LSA related

Faculty Support and Development - Spring 2020:

NOTE: Each represents multiple contacts and highlighted entries indicate ongoing contacts - post campus closure.

- CSU SL Attribute/Taxonomy project ongoing - Representative to East Bay, Sonoma State, and Sacramento State - 6 meetings so far
- CAHSS Career Curriculum Committee - 9 faculty - met once
- Service Learning Faculty Resource committee - 9 faculty members - met once
- CNRS Career Curriculum committee - 7 faculty members - met once

- ideaFest Planning committee - 3 meetings so far - switching to virtual
- CTL All Partners - assisted Professional Development Day - and supported 6 sessions for the online switchover as a Zoom moderator

Individual Meetings - Phone Calls - Email Exchanges - Estimated Contacts in (contacts do not account for time spent on projects):

- 169 faculty contacts, 50 individual faculty (including committees)

Blue highlights indicate faculty contacts that have continued since COVID-19

- Heather Madar - ART - CAHSS GI2025 Internship funding proposal - (4)
- Lindsay Righter - CPS - Co-submission of GI2025 proposal - for SL/AI - (4)
- May Patino - ANTH - Grant Writing Support - Internship Planning (5)
- Gordon Ulmer - ANTH - Internship Support (2)
- Sarah Hart - RS - Service Learning Support, Possible Internship Development (5)
- Maxwell Schnurer - COMM - Internship Course Design (2)
- Armeda Reitzel - COMM - Career Video Project for Capstone (6)
- Laurie Richmond - EMS - Career Curriculum for ESM (3)
- Alison O'Dowd - EMS - Career Curriculum for ESM (3)
- Sinan Celiksu - SOC - Planning and support for SOC (8)
- Victoria Sama - JMC - Internship Support (3)
- Karen August - SOC/CJS - SL and AI Support (6)
- Amy Rock - GEOG - Support for SL and Multiple Class Activities (6)
- Elizabeth Larson - KINS - Support for Practicum Courses - Time Logs/HS4U - (6)
- Janelle Adsit - ENGL - Career Curriculum and Internship Course Design - (5)
- Yvonne Doble - SW - Support for Online Shift - Use of S4 (6)
- Steve Martin - ESM - Community Based Learning Project Support - HS4U (3)
- Michelle Cartier - FILM - Internship Design Support (3)
- Patrick Ulrich - Theatre - Internship Design Support (3)
- Bori Mazzag - MATH - Grant Writing Support for Career and CCBL (5)
- Sharon Tuttle - CS - Grant Writing Support and Internship Design Support (2)
- Karen Davy - Music - Service Learning Support - HS4U (4)
- James Woglom - ART - Course Planning and Support - Redwood Roots Article (4)
- Alison Holmes - INTL - Designing Faculty Dev. Workshops for SL and Career (5)

- Garrett Purchio - LIB - Poster Design Workshop Design - offered 3 workshops in partnership with ideaFest - These are now online SkillShops (4)
- Rob Cliver - HIST - Internship Course Support (3)
- Ben Graham - PSYC - Support for 2 SL Courses (8)
- Berit Potter - Art - Support for Internship/Career Ed (4)
- Jenn Tarlton - ESM - Support for SL and AI (4)
- Meridith Oram - SL Support/Racial Equity Work (4)
- Sarah Ray - ENST - Job Clubs/Service Learning/Letter to Graduating Seniors (6)
- Beth Wilson - ECON - Support for Internship Course with Summer interns (4)
- Katie Kosliak - ESM - Support for Internships (2)
- Meenal Rana - CD - Service Learning and Internships (2)
- Kim Berry - CRGS - Internship Check-in (1)
- Jianmin Zhong - BIO - Internship Check-in (1)

Course Visits:

Date	Outreach	Topic	# Students	Class	Instructor
1/29/2020	Class Presentation	Internship FAQs and HS4U	20	ANTH 482	Gordon Ulmer
1/31/2020	Class Presentation	Intro to Service Learning - HS4U	45	RS 301	Sara Hart
1/31/2020	Class Presentation	Intro to Service Learning - HS4U	25	RS 361	Sara Hart
2/3/2020	Class Presentation	Yosso's Cultural Wealth - Intro to Service Learning - HS4U	22	GEOG 471	Amy Rock
2/4/2020	Class Presentation	IRB/CITI Training and HS4U	21	ESM 440	Steve Martin
2/5/2020	Class Presentation	Working with Community Partners and Professionalism	22	GEOG 471	Amy Rock
2/24/2020	Class Presentation	Social Change Models and Self-Assessment	22	GEOG 471	Amy Rock
3/6/2020	Class Presentation	Prep for SL and HS4U	36	PSYC 480	Ben Graham

3/12/2020	Class Presentation	HS4U - Intro to SL - White Fragility Work	6	SP 380	Meridith Oram
3/6/2020	Class Presentation	Resumes	8	ART 482	Berit Potter
3/9/2020	Class Presentation	Poster Design for SW Master's CBL	23	SW 683	Shaw/O'Connor
4/2/2020	Class Presentation	Job Club	3	ENST 490	Sarah Ray/Loren Collins
4/3/2020	Class Presentation	SL INTRO	50	PSYC 438	Ben Graham
4/7/2020	Class Presentation	Job Club	4 - recorded for 27	ENST 490	Sarah Ray/Loren Collins
4/10/2020	Class Presentation	Resume and Career Planning - Preparing for Internship Success	8	ECON 480	Beth Wilson

Academic and Career Advising Center (ACAC)

Dr. Kathy Thornhill

Spring 2020 totals:

- 1516 appointments
- 307 drop-ins
- 49 Classroom presentations
- 13 Workshops/Skillshops

March 16-April 9:

- 393 student appointments.
- 49 drop-ins via zoom
- 72 phone calls to ACAC main number
- 5 Classroom presentations

Top 3 academic questions:

- What classes to pick if next semester is also online?
- Transferring to a different school or taking a break/leave of absence (because of COVID)
- What is happening with Summer Classes?

Top 3 career questions:

- Resume assistance
- Finding virtual internships
- Virtual job search

Our advisors (academic and career) are answering hundreds of questions via email in their individual accounts as well.

- We added a Virtual Resources page to our website that has a primary focus of virtual employment services (job search, interviewing, networking remotely, etc.)
- We created [ACAC's Youtube channel](#) and are creating videos that will be uploaded (prioritized by topics most relevant/needed right now)
- We are hosting Career Chats - informal conversations open to all students to discuss career questions and strategies in a time of COVID begin next week
- We are working to transition our workshops/skillshops to recorded sessions in the next few weeks.

Retention Through Academic Mentoring Program (RAMP)

Tracy Smith

Service to our student employees:

Fall 2019: 33 RAMP Mentors received compensated paraprofessional development, 1:1 support from RAMP Lead Mentors and RAMP professional staff.

Spring 2020: same as above (Jan 15 - March 13) since March 16, mentors and Lead mentors have received regular, email (Scheduled Updates), phone, text support from RAMP professional staff (virtual staff meetings, 1:1, etc.) in adjusting to remote work and their own needs as students since March 18, Spring RAMP Mentor Education participants (N = 40) have received regular email support (Scheduled Updates) from RAMP professional staff in preparing for re-vamped, remote RAMP Mentor education (began April 3, 3pm-6pm) and supporting their needs as students.

Payroll for March for current mentors was completed on time, paychecks to students anticipated April 15

Service to Freshmen served by RAMP:

Fall 2019: N= 572 freshmen assigned to RAMP Mentors, 89% of these students had at least one meeting with a RAMP Mentor, 1,418 total meetings logged Aug - Dec, over 1000 hours of conversations between mentors and mentees, 900 narratives of freshmen's experiences documented by mentors

Spring 2020: *Detailed logs like the fall have not yet been logged into our data system, but we have a rough estimate of meetings between January 21 and March 13 = 400 1:1 meetings between mentors and mentees, 300 hours of conversation, 200 narratives logged

- Mentors resumed work March 30. Based on looking at the tracker sheets from the mentors, our data is: March 30 - April 3, Mentors logged over 85 hours of preparation for meetings and outreach to mentees, (76 freshmen scheduled for meetings) 67% of mentees responded to outreach and had 1:1 meetings via Zoom or phone.

- Mentors are working on logging the narratives and we anticipate a wealth of info on freshman experience as the mentors begin the logging process.
- Mentors are working on scheduling and holding additional meetings with mentees for the current week (April 6 - April 10). That data will be available Tuesday, April 14

Awesomeness of RAMP Student Staff:

- 46% of the 2019-2020 staff (N= 37) earned Dean's List or Presidential Scholar honors last fall
- 51% of the staff are sophomores who have chosen to be a mentor as their first paraprofessional experience

Learning Center

Su Karl

By the Numbers

Unduplicated Students Served To Date

Tutoring only:	1497 (F 1183, Sp 662)
Supplemental Instruction:	866 (F 615, Sp 429)
Tutoring & Supplemental Instruction Combined:	1939 (F 1541, Sp 941)

Supplemental Instruction

Courses Served, Academic Year = 16 courses

(15 SI + Math 101i hybrid embedded SI)

SI Sections, Academic Year

Fall 2019 # of sections =	38
Spring 2020 # of sections =	31
Total:	69

SI Engagement (to date)

Fall 2019: Enrolled students= 421 + 194 additional Participants	= 615
Spring 2020: Enrolled students= 296 +113 additional Participants	= 429*
Total Unduplicated: (*Incomplete data Sp 20)	= 866*

Embedded Tutoring Programs

Fall '19

- Math 101i College Algebra
- ERE 326
- Creando Raices 1st Year Learning Community ENGL 102, ES 107, EDUC 180

Spring '20

- ERE 325
- ERE 326
- Creando Raices 1st Year Learning Community ENGL 103, ES 280, COMM 100

Tutoring Services (Drop-in Math & Sci, Writing Studio, General Lab)

Unduplicated students served through tutoring:

Fall = 1183

Spring = 662

Total = 1497

Total # of Contacts

Total Fall Contacts: 5096

Total Spring Contacts: 2437

Total: 7533

Core Classes Served by Tutoring Labs (Math, Science, General) FA 2019 - SP 2020

52 Courses

Students Employed

Instructional Student Assistants: 107

Student Assistants: 14

Total Student Employees 2019-2020: 121

SkillShops

SkillShops Presented: 15

Participants: 131

Class Presentations / Workshops

Fall: 25

Spring:	7
Total:	32

POST COVID SERVICES

Supplemental Instruction

Students served:	244
Visits:	523
Hours:	536

Tutoring (Writing Studio, Gen Lab, ERE) + Math/Sci Drop-In (Began March 30)

ERE Drop In:	2 student served, 4 visit, 10 hrs
General Lab:	7 students served, 8 visits, 10 hrs
Writing Studio:	6 students served, 6 visits, 5 hrs

*Drop-in Math Lab: 13 students served, 25 visits, 19.4 hrs [39% of the total shift hours worked have been reported on]

*Drop-in Science Lab: 1 student served, 1 visit 1.5 hrs [15% of the total shift hours worked have been reported on]

TOTAL: 29 Students Served* (Incomplete data)

*NOTE: Of the total number of hours tutors have worked from 3/30 to 4/9, tutoring reports have only been submitted for 39% of Math lab hours, and tutoring reports for only 15% of Science lab hours have been submitted).

Embedded ERE Classes Served Remotely

ENGR 325 Comp. Methods for Env. Engineers II

ENGR 326 Comp Methods for Env. Engineers III

Student Leader Training

101 student leaders trained post-COVID-19

11 Writing Consultants (2.5 hour training included 3-part online modules plus a live test with supervisor via Zoom; continued education modules on Canvas)

31 Supplemental Instruction Leaders (2 hours of full group training, 4 hours prep time, .5-1 hour individual meetings) (3 SI office staff = 4 hour meetings)

12 Student Assistants (4.5 training hours each)



47 Math Lab, Science Lab, General and Engineering Tutors

Training for 47 tutors included a 3-part online training plus a 30 minute live test with supervisor via Zoom

Learning Center 3-Part Online Zoom Tutor Training Modules were shared with the following groups:

- HSU Math & Computer Science
- TRiO Talent Search
- CalSOAP (California Student Opportunity and Access Program, Humboldt County Office of Education)

8 New Videos Produced and Posted on Learning Center website; POST-COVID

- Tips for Virtual Tutoring at HSU
- Getting Prepared - Learning Center Tutoring Appointments
- Preparing for your Writing Studio Appointments
- Writing Studio Email Consultations
- Accessing Google Hangouts
- Accessing Google FileStream
- Accessing Zoom Desktop Application (Extension)
- Accessing Zoom Premium

STAFF OUTREACH / Zoom Meetings

- Student Disability Resource Center
- Dean of Students/ CARE
- EOP
- Advising Roundtable
- Athletics
- Registrar's Office
- Academic Department Coordinators

Faculty Communication (75+ faculty contacted from 24 depts)

- Anthropology
- Biology
- Chemistry
- Economics
- Education
- English
- Environmental Resource Engineering

- Environmental Science Mgmt
- Environmental Studies
- Forest, Watershed, and Wildland Sc
- Forestry
- Geography
- Geology
- History
- JMC
- Kinesiology
- Native American Studies
- Political Science
- Philosophy
- Physics
- Psychology
- Social Work
- Sociology
- Wildlife

Center for Teaching & Learning (CTL)

Dr. Enoch Hale

Faculty Enrichment

Faculty Learning Communities (Fall 2019 - Spring 2020)

The CTL has sought to develop programming that is co-designed and facilitated by HSU faculty. This fall, we offered two faculty learning communities (FLC) that will continue throughout the spring semester.

- [Inclusive Teaching](#): this FLC focuses on exploring the landscape of inclusivity in our teaching and learning contexts at HSU. This FLC is co-facilitated with [Kim White](#) from the Chemistry department. 12 faculty participants
- [Scholarly Teaching](#): this FLC continues work that was started last academic year and is co-facilitated with [Pam Bowers](#) from the Social Work department. It works with faculty to turn their classroom instruction into research studies that can be published. 13 faculty participants

In addition to continued work on inclusive teaching and scholarly teaching, the CTL hosted and co-facilitated two additional FLC's in the spring semester.

- [Integrating Sustainability](#): this FLC tackled the challenge to contextualize the sustainability and social justice ILO's as relevant to their classroom pedagogy and course level curriculum and resources. Co-facilitated by Jennifer Ortega from Environmental Resource Management, Morgan

King HSU's Climate Action Analyst, and the CTL, faculty explored dynamic and innovative ways to further sustainability and social justice in their students' learning experiences. 12 faculty participants

- Equitable Approaches to Teaching and Assessing Writing: this FLC is facilitated by Lisa Tremain from the English department. It challenges instructors to engage in critical reflection as they work to build disciplined writers and thinkers.

Mid-Semester Feedback Program

This year has seen a record number of requests for mid-semester feedback at 46 from 19 different departments. The program is facilitated by HSU graduate students who systematically solicit feedback from students for instructors to review and consider. You can read more about the [Mid-Semester Feedback program on the CTL website](#). Participating instructors have provided some valuable feedback about the program, which continues to help inform its application and evolution.

For comparison:

- Fall 2017 = 12 participants
- Spring 2018 = 24 participants
- Fall 2018 = 31 participants
- Spring 2019 = 29 participants

Course Design Institute

The CTL has once again designed and facilitated a course design institute (CDI) providing instructors the opportunity to redesign or design a course or element of a course to further student success. Some have sought to change a course's modality from face-to-face to online, while others focused on assignment design, in-class engagement, student feedback, and efficient assessment. The range of approaches and topics have been as dynamic as the instructional contexts in which we find ourselves working. This program has been funded by a CSU grant that the CTL successfully obtained.

- 20 participants
- 16 departments
- 3 colleges

New Faculty Orientation & New Lecturer Orientation

For the last two years, the CTL has hosted new faculty and lecturer orientations. These events have been well received. Fall 2019 saw the largest group of new faculty with over 20 and a significantly revised agenda. After assessing past orientations, we decided to maximize the time faculty spent working on various topics relevant to their success at HSU (i.e. RTP) and developing their courses for the semester. This restructure significantly reduced the number of presentations and has facilitated more collaboration, course preparation, and developing those important collegial relationships that will help new faculty well into the future.

New Faculty Academy

New Faculty Academy continues the CTL's dedication to faculty success established in New Faculty Orientation. This cohort based yearlong program offers faculty a series of workshops, seminars, panel

discussions, and presentations that address a variety of topics relevant to the first three years of one's employment at HSU. It is a program that directly supports HSU's dedication to faculty retention and success. This fall, faculty met once a month to discuss teaching excellence with periodic special sessions facilitated by APS, SPF, and the IRB office.

Events and Professional Development

Workshops & Webinars

The CTL sponsored 12 webinars and workshops this fall and hosted over 100 in the Spring semester due to the COVID-19 pandemic.

Spring 2020 semester: the CTL piloted a faculty led workshop program. While most were cross-disciplinary in nature, the CTL explored discipline specific workshops that address those challenges unique to departmental and disciplinary contexts. We believe that there is a lot of excellent work going on and this is another mechanism by which to share.

Faculty Facilitated Spring Workshops

- Kim White (CHEM) - Equity-based Practices in the Classroom
- Levi Batist (KINS) - Flipped Classroom
- Brandilynn Villarreal (PSYC) - Motivation and Perceived Academic Control
- David Adams (KINS) - Cooperative Learning
- Lisa Tremain (ENGL) - Contract Grading
- Lucy Kerhoulas (FOR) - Lessons Learned: Summer Institute on Scientific Teaching

Humanizing Academy

Through a [California Education Learning Lab grant](#), HSU is collaborating with the California Community College system, and the University of California system to co-develop and facilitate Humanizing, an online faculty development academy that focuses on "humanizing" pedagogical strategies that support the non-cognitive components of learning through instructor-student relationships and community, allowing connection and empathy to drive engagement and rigor. First offered: Spring 2020.

Fall Professional Development Day

- 117 people attended fall PD Day.
 - MPP/Admin: 10
 - Faculty: 64
 - Staff: 42
 - Students: 1

[Spring Professional Development Day](#)

- 90 registrants

Canvas Administration & Instructional Design Support

New Fall 2019

- Accessibility with ALLY: Fall 2019 saw the institutional rollout of ALLY in Canvas. This tool informs instructors the extent to which their resources posted in their course sites are accessible to students. It also helps HSU reach its Accessibility Technology Initiative (ATI) goals for the CSU.
 - 69% of all course material posted on Canvas is accessible for students.
 - Between the CTL and the Accessibility Resource Center, faculty have support to make their materials accessible.
- [Canvas Analytics](#): The CTL announced the successful launch of a new data tool in Canvas in our [October 1st newsletter](#). This tool provides instructors with course level data that can help them identify student behavior patterns. From discussion board posts, to assignment submissions and responsiveness to instructor outreach, instructors now have digital resources to identify any patterns and respond as they see fit. This tool is dependent on the extent to which faculty use Canvas, and the information is theirs alone.
- **Course Templates**: The CTL instructional designers have been diligently working to develop course templates that can ease the design load faculty may experience when building their Canvas learning spaces. Please contact the CTL for more information. We are here to help.

New Spring 2020

- Canvas Institutional Assessment Structure = complete
- VoiceThread integration

Canvas and Instructional Design support continues strong

Some numbers from [fall 2019](#) semester

- Over 200 consultations with HSU educators
- Canvas support alone logged 939 contacts
 - 501 tickets
 - 438 walk-in/phone

Some numbers from spring 2020 semester

< Spring 2020					
1,218	607	6,742	23,041	14,458	95,872
Courses	Teachers	Students	Assignments	Discussion Topics	Files Uploaded

Resources

The CTL and partnering faculty continue to develop and explore various resources to support faculty in their pursuit of teaching and learning excellence. A few highlights developed this year include:

Faculty Stories of Teaching Excellence

This is a [video showcase](#) of faculty efforts to positively impact student learning. The purpose is to provide a snapshot of these efforts highlighting innovative ways instructors approach teaching and learning. The CTL has interviewed 17 faculty members. Please let us know if you have an instructor whose work you would like to highlight.

Course Equity Ratio Report

This faculty led effort resulted in the development of a course grade distribution tool for faculty participants in FLCs or CDIs to inform teaching and learning practices. The tool is confidential and is used in conjunction with deep dialogues on equity and instruction.

[Keep Teaching Website](#)

[Keep Learning Website](#)

Partnerships

AL\$ (Affordable Learning Solutions) is a program supported by the Library and the CTL. We work with faculty to expand open educational resources reducing financial burden for students. Fall [report](#).

Graduate Studies

Graduate Studies Report 2019-2020 (August 16 - April 8)

Total students served: (graduate form submission & Title 5, campus policies, course work compliance):

- Pre- Covid - 457
- Post- Covid - 30

Graduate Federal Work Study students served: (\$50,000 split between graduate students per A/Y)

- Pre-Covid: 32
- Post- Covid: 36

Faculty served:

- Pre--Covid: 38 (total # of proposal approved)
- Post-Covid: 24 (total # of proposals approved for 2020/21 A/Y)

Graduate Tuition Fee Waivers: Graduate Assistants/Teaching Associates students served:

- Pre-Covid: 70
- Post-Covid: Data not available until 4/15/20

Graduate Nonresident Fee Waivers students served:

- Pre-Covid: 8
- Post-Covid: 15

Culminating Experience (review of Title 5, campus policies, and graduation compliance) students served:

- Pre-Covid: 79 (fall submission)
- Post-Covid: Anticipated 188 (based on spring and summer applications for graduation on file)

Total Students served drop in office:

- Pre-Covid: 600
- Post-Covid: 35

Total Students & Faculty served via incoming email requests: (Hsugrad & Graduate Studies Specialist personal email):

- Pre- Covid: 1340
- Post-Covid: 550

Total # of Telephone Contacts:

- Total Students Served: Pre-Covid:500 (estimate, not tracked)
- Total Students Served: Post-Covid: 20

Total other (faculty, staff, and campus colleagues:

- Precovid: 200 (estimate, not tracked)
- Postcovid: 10

Recruitment/Marketing Efforts (newsletter, social media)

Pre-Covid: (Total # of staff and faculty contacts marketing material),

- Total Students Served: 118
- Total other (faculty & staff) Served: 55

Graduate faculty meetings/contacts/Committees:

- Pre-Covid: 70
- Post-Covid: 15

Students Employed in GS Office (Number of students employed this year is 3)

Coming up:

- Large Volume of graduate form submissions/Culminating Experience for spring '20 and summer '20
- Virtual Outstanding Graduate Student Award Outstanding Student Ceremony
- Virtual Spring Thesis Defenses
- Virtual Commencement Celebration
- Prep for Fall Graduate Orientation



Curriculum and Scheduling

Izabella Gray

Areas of Responsibility

- Class schedule production oversight in preparation for registration
- Curricular proposal shepherding and software support
- Maintain CSU, Chancellors Office Degrees database compliance
- 25Live administration and support
- Campus calendar technical support
- Troubleshooting, policy application, and answering questions for all of the above

Of Note: 154 curricular proposals completed between 8/1/19-4/10/20 through Curriculog and ICC

Senate Update (*April 21, 2020*)
Office of the President – Jackson

As we approach the end of this academic year there is much to be positively reminded of in our work, as well as centered on during our challenging budget discussions. We have made it to mid-April and can reflect on a fall semester and early spring semester that was filled with activity and faculty vibrancy. We had guests from all over the state and afar visit campus. We had and still have collaborative activities between our faculty, centers, and institutes with agencies throughout the world. Most importantly, students continue to be engaged and progressing towards a degree.

We have had a year unlike any ever in the modern history of higher education. This campus has had two power outages and a pandemic that has greatly disrupted many normal operations; yet, faculty quickly found a way to move to a virtual modality, students adapted and persisted, and campus services found ways to support the university and its academic enterprise. COVID-19 has not stopped us. It has made us more resilient as a family of Lumberjacks.

Budget Updates

1. Since July 2019, we have been addressing concerns related to the budget. Since that moment, Vice Presidents (VPs) have been empowered to directly manage and lead their respective areas in collaboration with other areas. This was in effort to respond to the desire of campus to have more input at all levels of the university.
2. Since COVID-19, we rapidly began to identify costs and revenue losses. Today, those efforts provide us better documentation than many campuses have should items be reimbursed by the state or the federal government at a later date.
3. When COVID-19 first impacted HSU our priorities were the health and safety of campus and our workforce and students. These items did not have a price tag on it. We supported and authorized administrative leave for all employees who were eligible. We were one of the first to authorize parking refunds or parking fee reductions to staff and faculty, as well as students. We also authorized the prorated refunds for housing and dining sometimes weeks before some campuses.
4. We asked the CFO to identify several scenarios for enrollment and the budget. This was a collaborative effort across divisions. We chose the \$20 million scenario upon the recommendation of the CFO.
5. The CFO was also asked to develop a financial pathway to guide the university toward financial stability. VPs and I have reviewed the draft document prior to submission to the URPC for review and feedback. The document has been shared and is being reviewed by URPC.

6. We asked the CAO (Provost) to develop processes and modalities to address needed reductions in Academic Affairs while staying true to the HSU belief that we must provide incentives, promote innovation, and grow ideas and programs where we can.
7. We asked the Chief Enrollment and Student Affairs Officer (CESAO) to further update the enrollment projection summary using anticipated figures because of COVID-19. That office, as well as several others throughout the university, made sure student's needs, and student's basic needs were accommodated as possible. Each of those actionable items is an approval point for the President. Both the CESAO and the CFO have shared that information the past few days.
8. We asked the Chief Advancement Officer to help keep the community and the campus informed, while also collaborating directly with CRs communications staff to jointly release statements by both campus presidents. This area has made numerous calls to donors, as have I.
9. Since COVID-19 there is generally a ZOOM meeting each day with all CSU presidents and the Chancellor. The topics are high policy-oriented intended to provide each CSU campus guidelines to use in addressing COVID-19 related and budget issues.
10. In less than 10 days we will receive guidance on the budget strategies that are available. At present, I have charged each VP to engage their divisional leadership. VPs working with their Deans, Deans working with their Chairs, and Chairs working with their faculty to identify possibilities for change, reduction, and growth. Each VP generally understands their expectation and throughout this week we are working to itemize many of the upcoming action items and their impact on campus.
11. The campus leadership met daily until this week when we moved to three times each week. This is to address comments and concerns that have been heard through the different areas, address EOC needs, and align ourselves collaboratively to address campus wide issues.
12. We meet, on a schedule, once each week with each VP. Between phone calls, texts, emails, and ZOOMs it may be multiple times throughout the day – starting as early as 6:30 a.m. and sometimes ending as late as 9:15 p.m.
13. We are guided by the URPC guidelines that remain helpful. It is desired to encourage retirements and to use the opportunities presented with open positions because of attrition. There is a need to reorganize some areas to establish efficiencies and potentially a stronger student experience. There is also effort to identify new revenue streams. Things move fast each day. However, many of these items are not at a point that they can be openly discussed in public primarily because of their sensitivity.
14. This university is progressing because of the work of everyone. Each person has been willing to stand together with each other symbolically. Your efforts are most sincerely appreciated.

COVID-19 Updates

1. Met twice weekly with the CR President; weekly with local superintendents. Continue regular conversations with CR.
2. Meet and talk regularly with the Eureka mayor.
3. Worked with Frank Whitlatch and Connie Stewart to establish the Kim Perris 30 second public service announcements about COVID-19 on local radio stations, including KHSU. Charged Advancement to use student staff to establish targeted information items to be played on KHSU in the coming weeks.

General Updates

1. Multiple conversations with the University Senate Chair. The Chair has direct access to me at any time on any subject matter. The Chair has consistently brought items raised by the University Senate to me and to others. We have discussed, prior to distribution, a few items related to COVID or the budget and her feedback and insights are strongly supported. We both have strongly advocated for our shared governance roles as demonstrated through engagement in committees, frequent meetings, delegation to leadership, and support of key campuses processes. We have a very good working relationship. Met twice with Academic Affairs leadership to discuss the WASC accreditation.
2. Submitted two columns for the Times-Standard.
3. Zoomed with key CSU presidents to discuss admissions strategy, budget, and joint research opportunities.
4. Continued meetings with Student Government.
5. The Provost search is still ongoing. Witt-Kieffer continues to recruit prospective Provost candidates. The committee is still in alignment with the timeline which is published on the Provost search site, <https://provostsearch.humboldt.edu/>.
6. Held at least three Faculty Get to Know You meetings (often breakfast or lunch) before COVID-19.
7. Met with the Humboldt Area Foundation and CR to discuss collaborative opportunities for funding.
8. Attended the Board of Trustees meeting via ZOOM.
9. Attended Chancellors Senior Staff meetings via ZOOM. All 23 presidents and all the Vice Chancellors participate.
10. Participated in the NCAA Board of Governors Committee to Promote Cultural Diversity and Equity (as a Board Member).
11. Met with an academic chair from another university to consider recruiting staff and faculty for a local cohort in a doctoral program.
12. Participated in donor events to raise funds for the Tom Wood floor in Lumberjack arena.

13. Interviewed Athletic Director finalists and hired Jane Teixeira. There are only 10 ADs in Division II who are women of color. There are a total of 35 ADs that are women of color in all divisions. Hosted welcome events during her return visits to campus.
14. Met with students, via ZOOM, to discuss graduate school and opportunities in higher education.
15. Continue to deal with several personnel issues in multiple departments. Addressing several Title IX/DHR items. Reassigned Title IX/DHR oversight to the Chief of Staff.