

Strategic Plan

Humboldt State University 2015-2020

Introduction from the co-chairs

Over the last year, many voices and perspectives have contributed to developing this plan. We have heard about the importance of quality academic programs, the importance of building relationships, and how the University's values are expressed in our daily operations and our interactions with each other. We heard about the importance of building community and of linkages with all the communities around us. We heard broad support for the goal of student success - and a variety of ways in which success can be defined. We heard about the fiscal challenges to the University and the need for more faculty, more staff, more housing, more and better instructional space, and more equitable compensation. We heard about interest in a stronger focus on writing, advising, and peer mentoring. Overall, the major areas of focus are student success and academic excellence, supporting diversity, building resources, and strengthening community.

Many of these ideas were included in previous strategic plans, and some have been part of these plans for 45 years. This consistency is evidence of the central nature of these ideas, as part of Humboldt State University. In comments on the draft plan, we heard comments that the document was too detailed—and not detailed enough. A few people observed that it is more tactical than strategic.

But here is the strategic vision: We must build on Humboldt State's uniqueness. No other university in the world is quite like us. Humboldt is different. As our mission states, we are committed to social and environmental justice. We share a passion for exploration, for action, and for making the world a better place. We believe in diversity, in all its forms, and in how a diverse community enriches the educational experience of all students. We have a special niche in higher education, and we need to communicate, market, and capitalize on this.

Our uniqueness presents challenges. Solutions that work for other colleges and universities may not work for us. Sometimes we need to work harder to find the best answers. The goals described in this plan will help us maintain, reinforce, and leverage our unique qualities to become a destination university.

Here's what else is different about this strategic plan: It is a dynamic document. We will be accountable for progress, and information about this progress will be reported regularly. The plan will adapt as our environment changes and as goals are achieved, modified, revised, and replaced.

This process also highlighted some topics that constitute lessons learned. We heard over and over again the desire for greater transparency in decision making, including budgeting, for clearer communication, for having a campus culture that is welcoming and supportive of all members, and for seeing the strategic plan implemented. We heard that, in order to do new things, we have to let go of some old ones. This need for focus is also one of the reasons that some of the great ideas that were proposed in this planning process aren't mentioned here. Strategic planning is about prioritization, and this process requires making hard and difficult choices. The principles of

transparency, communications, inclusiveness, prioritization, and follow-through are central to the usefulness of this strategic plan, and they also transcend any individual initiative. These guiding principles will remain central as we implement the strategic plan.

Ultimately, the goal of this strategic plan is sustainability, in a definition that goes far beyond recycling and composting. This plan will lead HSU toward becoming a sustainable organization. This will be reflected in academic programs that are adequately funded and staffed for the future, meeting student interests and providing the skills and knowledge required for graduates to obtain meaningful jobs. A sustainable governance structure will enable the University community to focus on making decisions, rather than figuring out the processes by which decisions are made. Having sustainable programs means that we cannot grow by simple addition, but rather by prioritization through data-driven decisions. Sustainable relationships, both internal and external to campus, must be based on trust. And a sustainable budget will enable HSU to implement this strategic plan and support key priorities such as higher salaries, more tenure-line faculty positions, and increased reserves, which will be critical for future building plans. This strategic plan will move Humboldt State toward a more sustainable position over the next five years.

This process and resulting plan have benefitted greatly from the input of faculty, staff, students, alumni, and members of local communities. The insights, perspectives, and feedback from these individuals have been—and will continue to be—invaluable. Thank you all for your participation.

Now: Let's do it.

Looking forward to HSU's second century,

Lisa A. Rossbacher
President

Noah Zerbe
Professor and Chair of Politics and Chair of the University Senate

Preamble

To improve our service to our students, our communities, our region, state, and the world, we will implement and integrate the Humboldt State University vision, values, and mission into the operations of the University. To be successful, full implementation of the 2015-2020 Strategic Plan will require:

- Alignment of resources to achieve ultimate goals
- Transparent and effective communication, process, progress, and outcomes
- Evidence-based decision making
- Accountability through evaluation of designated outcomes

Mission, Vision, and Values

The strategic planning process took Humboldt State's existing mission, vision, and values as our point of departure. They have been in place since the 2004 strategic plan was drafted. While they have not been altered as part of this process, we have heard calls to review and update them. The need for this assessment will be considered during the 2015-16 academic year. The implementation committee will recommend the best approach to this revision process.

Assumptions in this planning process

For the purposes of this strategic planning process, the University community made the following assumptions for the five-year time frame of this plan:

- Continued commitment to the existing mission, vision, and values of Humboldt State (i.e., no changes in these underlying principles, which are noted above).
- Small but limited growth in resident (in-state) enrollment.
- Limited, if any, increase in funding allocations from the state.
- Commitment to diversifying the University's revenue stream.

Context for HSU planning within the California State University System

The California State University System provides a larger context for the efforts of an individual institution's planning. This process at Humboldt State is driven by the goals and directions of the CSU. Although the last strategic plan for the System expired in 2013, Chancellor White outlined seven priorities for the System in January 2014, as part of his State of the CSU address:

- Hiring tenure-track faculty
- Enhancing advising both through hiring additional staff, as well as increasing the use of technology
- Expanding the University's efforts to alleviate curricular bottlenecks with more fully online concurrent enrollment courses in CSU CourseMatch
- Increasing student preparation by expanding Early Start
- Expanding high-impact practices that enrich the educational environment in areas including service learning, applied research, and study abroad
- Expanding of data-driven decision making to improve program quality and advance student success
- Bolstering degree completion for transfer students

The Board of Trustees of the CSU will begin developing a new strategic plan for the System during summer 2015. Future iterations of HSU's strategic plan will be able to align HSU's strategies with the System's goals and priorities.

Mission, Vision, and Values

Mission

Humboldt State University is a comprehensive, residential campus of the California State University. We welcome students from California and the world to our campus. We offer them access to affordable, high-quality education that is responsive to the needs of a fast-changing world. We serve them by providing a wide array of programs and activities that promote understanding of social, economic and environmental issues. We help individuals prepare to be responsible members of diverse societies.

Vision

Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.

- We will be the premier center for the interdisciplinary study of the environment and its natural resources.
- We will be a regional center for the arts.
- We will be renowned for social and environmental responsibility and action.
- We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.
- We will commit to increasing our diversity of people and perspectives.
- We will be exemplary partners with our communities, including tribal nations.
- We will be stewards of learning to make a positive difference.

Values

Humboldt State University values the following academic principles that represent attributes of an academically integrated university, and provide a framework for accomplishing our collective vision and mission.

- We believe our primary responsibility is to provide the best possible education for today's world.
- We believe that teaching excellence is of paramount importance as is learning excellence.
- We believe in an environment of free inquiry where learning occurs both inside and outside the classroom. As a community of learning, the campus curricular and co-curricular environment encourages intellectual discourse, aesthetic creativity and appreciation, and significant opportunities for involvement and service. We prepare students to take on the commitments of critical inquiry, social responsibility and civic engagement necessary to meet the challenges of the 21st century.
- We believe in intellectual growth through scholarship, creative activities and research. We prepare individuals to be successful in advanced academic and professional degree programs; to be in positions of leadership; and to be proactive and productive members of society.
- We believe in the dignity of all individuals, in fair and equitable treatment, and in equal opportunity. We value the richness and interplay of differences. We value the inclusiveness of diversity, and we respect alternative paradigms of thought.
- We believe in collegial dialogue and debate that leads to participatory decision-making within our community of student, staff, administrator, and faculty learners.

Mission, Vision, and Values (cont'd)

Values

- We believe the University must assist in developing the abilities of individuals to take initiative, and to collaborate in matters resulting in responsible action.
- We believe individuals must be environmentally, economically and socially responsible in the quest for viable and sustainable communities.
- We believe our location is an ecologically and spiritually rich asset that we embrace as an integral part of our learning community. Our curriculum is relevant, collaborative and responsive to our geographical location.
- We believe we have a special opportunity to learn from the Native American cultures, the unique ecosystem and special communities of our region, and to apply that knowledge.
- We believe the University is an integral part of our local and regional communities.
- We believe the University is a repository for archiving accumulated knowledge with inclusive access for our academic and broader communities.

Goals of 2015 - 2020 Strategic Plan

After extensive discussions with a broad representation from both the campus and surrounding communities, four primary goals have been identified as priorities for the campus over the next five years. These goals are:

Goal 1: Prepare students to be socially and environmentally responsible leaders in a diverse and globalized world.

Goal 2: Foster meaningful relationships across differences, including diverse cultural communities, identities, and competencies.

Goal 3: Strengthen partnership with local communities.

Goal 4: Serve as effective stewards of the natural and built environment and the University's financial resources with a focus on sustainability.

Ultimately, by focusing on the four goals above, Humboldt State University will improve our ability to fulfill our ultimate mission to educate *all* of our students. Measures of this success will be: improving the four and six-year graduation rates for first-time freshmen, improving the two and four-year graduation rates for transfer students, and reducing the achievement gaps. Performance indicators for these measures are included on the table below are the baseline, action items, and goals for each indicator.

CSU Graduation Initiative Targets

The strategic plan is also being undertaken in the context of 2025 goals and targets established by the CSU system as part of the Graduation Initiative. The table below identifies the graduation rates that have been assigned to HSU in the CSU initiative.

Performance indicator	Baseline (2012)	Target (2020)	Graduation Initiative (2025)
Increase the six-year graduation rate for first-time full-time freshmen	41%	50%	53%
Increase the four-year graduation rate for first-time full-time freshmen	14%	20%	22%
Increase the four-year graduation rate for transfer students	62%	67%	69%
Increase the two-year graduation rate for transfer students	20%	26%	28%
Improve the six-year URM/non-URM graduation rate gap	7%	4%	3%
Improve the six-year Pell/non-Pell graduation rate gap	7%	4%	3%

If we are successful in implementing our strategic plan, we will make progress in meeting the CSU Graduation Initiative targets.

Throughout the rest of this document, each of the four primary strategic goals will be supported by specific objectives, and each objective will have a number of performance indicators with baselines and targets. The purpose of this structure is to outline broad areas of priority and identify specific, measurable outcomes and responsible parties.

Implementation of the Strategic Plan

A broadly representative committee will set priorities, set specific timelines, monitor progress toward achieving targets, and report progress to the University community annually. This implementation committee will facilitate the important University-wide conversations on such topics as appropriate size of the institution, programs mix, enrollment targets, support services, and coordinated planning. As the committee establishes priorities, they will help identify which programs needs to be started, expanded, reduced, stopped, or continued in their current form. As part of their oversight of the implementation of the strategic plan, the committee will determine the details of how the goals and action plans will be pursued.

For 2015-16, the group will include faculty (some of whom will be members of and liaisons with the University Senate), staff, students, and administrators, as follows:

- Five faculty members appointed by the University Senate, of whom two will be Senators
- Two staff members recommended to the President by Staff Council

- Two students recommended to the President by Associated Students
- Director of Institutional Research and Planning
- Faculty co-chair of the University Resources and Planning Committee
- The four vice presidents of the University
- The deans of the three academic colleges

Ex officio:

- Chair of the University Senate
- University President

Additional members may be appointed by the Senate Chair and University President, as needed.

The implementation committee will necessarily draw on expertise from across the University in their deliberations. In addition to developing priorities and more specific timelines and sequences for the action steps, the implementation committee will also add additional benchmarks, targets, metrics, and action items.

Goal 1. Prepare students to be socially and environmentally responsible leaders in a diverse and globalized world.

Objective 1.1 Enable an impactful and purposeful student experience for all students through better coordination and integration of academics, advising, support services, student activities, student life, and community partnerships.

Performance indicator	Baseline	Action Item	Responsibility
<p>Provide a consistent and coherent support, mentoring, and advising experience for <i>all</i> HSU students that builds connections with faculty, peers, and discipline area, with a special focus on supporting student access, self-efficacy, self-actualization, and empowerment</p>	<p>(A) Graduation plans are departmentally-based and no technology package exists to support their use</p> <p>(B) Advising is in a period of transition, with professional advising in some majors</p> <p>(C) There is little coordination of student class selection after the advising appointment is completed</p> <p>(D) RAMP provides mentoring for many first-year students</p> <p>(E) MapWorks has been used by RAMP to support mentoring but no university-wide program exists, particularly at the course or curricular levels</p>	<p>(A) Ensure that each student has a curricular map supported by technology alerts for students who fall off course</p> <p>(B) Provide excellent, customized, proactive academic advising and resources for all students in order to facilitate their success and degree completion</p> <p>(C) Utilize technology to facilitate appropriate class choices and timely progression toward degree as a complementary resource to personal advising</p> <p>(D) Develop and enhance first-year, transfer, and graduate programs to connect students to faculty, peers, staff, curricula, and communities</p> <p>(E) Integrate meaningful learning analytics to allow for early alerts and timely interventions that promote student success at course and curricular levels</p>	<p>Lead: AA (especially CAEs, ACAC, RAMP)</p> <p>Support: IRP</p> <p>Support: EMSA</p>

Co-locate or ensure collaboration among similar and related campus resources while continuing to ensure program effectiveness	Resources are distributed across campus and can result in confusion and misinformation	Promote faculty and staff awareness of existing campus resources to provide more cohesive responses to student inquiries	Lead: EMSA Support: AA (RISS)
Ensure policies support student progress towards degree completion	There is sometimes a disconnect between the goals of supporting student progress towards graduation and policies that have evolved over time	Review policies as part of the new Academic Strategic Plan to ensure that these are creating a smooth pathway for students in their programs	Lead: AA Support: IPR

Objective 1.2 Ensure that all students are afforded the same opportunity to succeed in meeting their baccalaureate goals through a Humboldt State experience that provides purposeful and coherent integration of academics and student life.

Performance indicator	Baseline	Action Item	Responsibility
Clarify and assess the relationships among all student support programs and to all academic units to increase effectiveness and collaboration	Support programs are still evolving in structure and relationship	(A) Complete implementation plan that evaluates and specifically addresses operational needs for collaborative academic, co- curricular, and student support programs, including the Centers for Academic Excellence (B) Clarify as a community what it means to HSU to be an Hispanic Serving Institution and seek opportunities to realize this vision	Lead (A): EMSA Support: AA (RISS) Lead (B): AA Support: EMSA

<p>Increase outreach and support for families whose first language is not English</p>	<p>Some orientation sessions and materials are available in Spanish.</p>	<p>(A) Provide orientation sessions, web page information, recruitment materials, etc. in Spanish, adding other languages as needed (B) Provide student support services in Spanish, adding other languages as needed</p>	<p>EMSA</p>
<p>Ensure that academic programs are accessible to all populations</p>	<p>Inconsistent accessibility, largely based on individual faculty initiatives</p>	<p>(A) Develop and use universal design for learning through coordinated support for instructional design (B) Professional development for faculty and staff will support UDL (C) Half of all faculty will be able to define UDL and can demonstrate their course materials meet UDL principles (D) Implement ATI</p>	<p>AA (IT, CEEE)</p>
<p>Support a safe and inclusive campus environment</p>	<p>Climate-assessment and other surveys provide some feedback on perceptions of campus climate</p>	<p>Develop a plan to support diversity informed by campus climate assessments</p>	<p>Lead: ODI Support: IRP</p>

Ensure student support services address the needs of our students	Services exist but are not always able to reach the students who need them	Develop goals, benchmarks, and action items for areas critical to supporting student needs, such as Counseling and Psychological Services, the Student Disability Resource Center, the Bias Education Initiative, the Student Health Center, and the Recreation and Wellness Center	Lead: EMSA
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Objective 1.3 Incorporate environmental and social responsibility throughout the curriculum.

Performance indicator	Baseline	Action Item	Responsibility
Encourage and reward cross-disciplinary activities that engage staff and faculty in their role to support intercultural competency, engaging pedagogy, writing and oral communication skills, and social and environmental responsibility	Limited opportunities and support for interdisciplinary programs; Sustainability-related and focused courses have been noted in the catalog	(A) Include expanded interdisciplinary programs and incorporation of environmental and social responsibility as part of the Academic Strategic Plan (B) Provide resources and tools so that all faculty and administrators can become culturally competent and can incorporate that competency into curriculum	AA
Integrate institutional learning outcomes with those defined by regional and professional accrediting agencies	Institutional learning outcomes mapped onto curriculum at programmatic level	(A) Provide professional development to support the incorporation of WASC core competencies and the outcomes identified by other accrediting agencies into the curriculum (B) Establish a long-term and coordinated assessment strategy for evaluating the extent to which the core competencies are being developed	AA

Ensure that General Education is integral to students' developing a well-rounded education that prepares them for world citizenship	GE learning outcomes exist, but are independent of major learning outcomes	<p>(A) Develop a scaffolded approach to GE that moves students into their major area of study, advancing core competencies along the way</p> <p>(B) Integrate the development of speaking, writing, problem solving, and teamwork skills into the curriculum</p> <p>(C) Expand and deepen linkages among sustainability, diversity, and social justice in the curriculum</p>	AA
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Objective 1.4 Engage students in the classroom, the life of the institution, and in the communities beyond.

Performance indicator	Baseline	Action Item	Responsibility
Connect education and campus life with career/life mentoring that helps students apply what they learn and experience at HSU to what they will do after graduating	The Developmental Academic Advising model is currently being implemented by ACAC	By 2020, all graduating students will have participated in some form career/life mentoring	Lead: AA Support: EMSA, IRP, Athletics
Expand opportunities for students to participate in undergraduate research	Top students are often selected by faculty for participation in undergraduate research, and not all students have the opportunity to participate	Increase participation in undergraduate research opportunities across all levels, programs, and general education classes; detail and targets to be included in the Academic Strategic Plan	AA (including SPF)
Ensure the viability of graduate programs	Graduate programs are relatively small; State funding does not recognize the unique costs of graduate programs	Recognize the value of graduate programs as part of the overall educational mission and address support for graduate programs as part of the Academic Strategic Plan	AA

Increase the number of students participating in semester or year-long study abroad programs	During AY 14/15, there were 51 unduplicated students enrolled in International Program or Study Abroad	Details and target numbers to be included in the Academic Strategic Plan	AA (especially CIP)
Increase hands-on learning opportunities	Opportunities for hands-on learning exist based on individual faculty interest or student-driven initiatives	(A) Ensure that every academic program has at least one hands-on learning opportunity for majors (B) Work with tribal nations and other regional communities to strengthen internship, mentoring, service-learning, and job opportunities that foster students' professional development.	Lead: AA Support: EMSA

Objective 1.5 Expand and support a diversified, globalized, and culturally expanded campus by increasing the enrollment of international and nonresident students.

Performance indicator	Baseline	Action Item	Responsibility
Increase out-of-state student enrollment by 10 per year	Fall 2014 out-of-state enrollment was 512 students	By Fall 2020 total out-of-state student enrollment will increase to 549.	EMSA
Increase matriculating international student enrollment by 10 per year	Fall 2014 international student enrollment was 91 students	By Fall 2020 total international student enrollment will increase to 131.	CIP
Improve year-round housing and dining infrastructure and ensure sufficient capacity to accommodate international and out-of-state students.	Facilities and services limited or unavailable during breaks	Facilities and services available to students throughout breaks	Lead: EMSA Support: Admin Affairs

Ensure relevant student support services are available to international students	Limited services targeted at international students	Expanded student services to address the needs of international students	Lead: EMSA Support: AA
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Goal 2. Foster meaningful relationships across differences, including diverse cultural communities, identities, and competencies.

Objective 2.1 Recruit, retain, and support faculty, staff, and administrators from diverse backgrounds that reflect our student and state demographics.

Performance indicator	Baseline	Action Item	Responsibility
Improve the overall density of tenure-track faculty in each college	54.1% for HSU per CSU HR Data (1/30/15)	Expand the proportion of tenure-track faculty to reach at least 65% FTEF tenured and tenure-track faculty in each college	AA
Address salary equity, including inversion, compression, and market adjustment, for faculty and staff	Clear examples of inequities but no systematic plan to correct them	Assess salary inequities and develop a multi-year plan to address them	Human Resources and Faculty Affairs Target: Begin implementation in July 2015
Develop and implement strategies to improve the retention of faculty and staff of color	The Action Plan for Workplace Diversity has been developed but has not fully been implemented.	Update and complete the implementation of the Action Plan for Workplace Diversity	Lead for Faculty: AA Lead for Staff: Human Resources Support: ODI

Coordinate and expand ongoing training efforts for search committees and hiring authorities to ensure that hiring processes take steps to address and remedy bias and foster a supportive, welcoming, and diverse campus	All search committees participate in unconscious- bias training	(A) Develop additional training for search committees and departments on recruitment and campus climate (B) Expand strategies for developing diverse applicant pools	Lead: Human Resources and Faculty Affairs Lead: ODI Support: AA Support: EMSA
Acknowledge and amend the disproportionate impacts and expectations (“cultural taxation”) on our faculty, staff, and administrators from underrepresented groups	No reassigned time acknowledging exceptional service to students and the University	(A) Expand awareness of and participation in the Assigned Time for Exceptional Service to Students program (B) Assess diversity-related service and any necessary workload adjustments in annual review process	Lead for Faculty: AA Lead for Staff: Human Resources

Objective 2.2 Ensure that diverse perspectives, identities, and communities are acknowledged and taught throughout curriculum and provide a safe environment for everyone to explore a broad range of viewpoints and ideas.

Performance indicator	Baseline	Action Item	Responsibility
Improve knowledge, awareness, and capacity on diversity-related topics among all students by ensuring that diverse perspectives are a key component of the curriculum and co-curriculum	Students are required to complete two Diversity and Common Ground courses as part of the GE package. Co-curricular opportunities exist but are voluntary and fragmented	Include a plan for integrating high-impact, diversity-related practices and content in the new Academic Strategic Plan, including curricular and co-curricular transformation, knowledge about the dynamics of power and privilege, and intercultural communication skills	Lead: AA Support: EMSA

Reduce bias on campus	Bias Education Initiative exists and anti-bias training is required for all search committees	Provide resources and training for faculty, staff, and administrators that draw on best practices	ODI
Explicitly recognize that knowledge of and experience in diversity-related topics are professional competencies that are expected of all HSU employees	Inconsistent expectations about cultural competencies	(A) Recognize professional competency in equity and diversity-related topics in RTP and staff evaluation standards (B) Ensure that training on equity and diversity-related topics is widely available for faculty, staff, and administrators	Faculty Lead: AA Staff Lead: HR
Expand and enhance the impact and value of professional development offerings around inclusive student success, including the Institute for Student Success	The ISS impact is largely focused around a single day and implementation of strategies occurs at the individual level	(A) Provide follow-up training and implementation help year-round for the Institute for Student Success topics and initiatives (B) Draw topics for the ISS based on assessment and input from Institutional Research and Planning	Lead: AA Support: IRP Support: EMSA
Ensure that instructional pedagogies reflect and respond to the diverse experiences and backgrounds of our students	Curricular focus on cultural competency individualized to specific faculty members	Provide cohesive ongoing professional development for faculty, staff, and administrators in the areas of experiential learning, intercultural competence, anti-racist education, engaging pedagogy, written and oral communication, social and environmental responsibility, and other areas of learning and teaching aligned with campus needs and coordinated through a dedicated center	Lead: AA Support: EMSA Target date: center established by Fall 2016

Goal 3. Strengthen partnership with local communities.

Objective 3.1 Strengthen relationships and engage with local Tribal Nations and communities through authentic actions, specific planning, accountability, and true collaboration.

Performance indicator	Baseline	Action Item	Responsibility
Establish a meaningful, iterative process for collaboration based on reciprocal engagement that identifies and addresses needs and strategies	This Advisory Council has met in the past, but no meetings have been held for more than a year	(A) Work with local tribal governments and HSU faculty, staff, and students to develop a mission statement and membership for a President’s Native American Advisory Council; hold meetings at least once a semester (B) Create a Tribal Liaison who will work with tribes on behalf of the President and University	PO (A) Target date: No later than Fall semester 2015 (B) Target date: by Fall 2016
Increase recruitment of and provide support for Native American students from local tribal communities	HSU recruitment efforts in Native American communities are decentralized	(A) Evaluate current recruitment efforts and develop a coordinated plan (B) Continue to support programs that are designed to enrich the academic, co-curricular, and professional lives of Native students on campus (NACAE, ITEPP, INRSEP, and several student organizations)	Lead (A): EMSA Target date: Fall 2016 for plan and initial implementation Lead (B): AA Support: EMSA
Increase employee and student awareness and education about local tribal history and current affairs	Some content about local tribal nations included in new student orientation	(A) Integrate tribal history and current affairs into new faculty and staff orientation incorporating input from campus-based resources and regional tribal communities	Lead (A): Human Resources and Faculty Affairs Lead (B): EMSA

		(B) Increase local tribal information provided in the new student orientation program incorporating input from campus-based resources and regional tribal communities	
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Objective 3.2 Collaborate with the local communities to support students' intellectual, emotional, ethical, and spiritual development and well-being.

Performance indicator	Baseline	Action Item	Responsibility
Cultivate a strong and healthy relationship between the university and local communities	Partnerships are driven more by individual engagement than strategic institutional involvement	(A) Expand engagement and develop additional partnerships with local governments and nonprofits to serve the mutual interests of the regional population (B) Utilize athletics programs to strengthen visibility and community relations	PO
Support the financial health of students and help students minimize their debt on graduation	In AY 13/14, the debt for average undergraduate borrower at the time of graduation from HSU was \$24,675	(A) Expand opportunities for paid internships (B) Reduce time-to-degree and number of units at graduation (C) Support the development of student financial literacy through curricular and co-curricular programs	Lead (A): EMSA Lead (B & C): AA Support (C): EMSA

Increase the number of students from our geographic service area on the North Coast who enroll at HSU	In Fall 2014, 1,004 undergraduates and 278 graduates, for a total of 1,280 (14% of HSU's total student population) came from our geographic service area	(A) Partner with College of the Redwoods and local high schools to ensure students receive college-ready preparation, building on the innovations that have already been recognized (B) Establish a target enrollment number for North Coast students	EMSA
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Objective 3.3. Ensure a safe and welcoming off-campus environment for students, staff, and faculty by partnering with local communities.

Performance indicator	Baseline	Action Item	Responsibility
Establish culturally appropriate community engagement strategies	Community engagement opportunities are decentralized and largely driven by individual initiatives	(A) Appoint specific faculty and staff to collaborate with the leaders of tribal nations and other local communities to create a work plan that addresses issues of discrimination in our communities (B) Provide more campus-community social and cultural activities and experiences by fostering new and existing partnerships with tribal nations and other local communities (C) Partner with local communities to develop a plan to transform the culture surrounding diversity and inclusion in order to create a safer, more welcoming off-campus environment	Lead: EMSA Support: ODI

<p>Engage with local Communities of Color to draw on existing knowledge, expertise, insights and local projects already underway</p>	<p>Community engagement is currently fragmented and decentralized</p>	<p>(A) Ensure Communities of Color are represented in any ongoing projects (B) Support multicultural community programming off campus that increases awareness and fosters positive connections between students and community members</p>	<p>EMSA</p>
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Goal 4. Serve as effective stewards of the natural and built environment and the University’s financial resources with a focus on sustainability.

Objective 4.1 Develop and implement a unified, transparent, and evidence-based budget model that reflects institutional priorities and the actual cost and size of programs.

Performance indicator	Baseline	Action Item	Responsibility
Link the budget-planning process to evidence and institutional priorities	Institutional research has not historically been engaged in the budget process. Budgeting has been decentralized and reactive.	(A) Integrate the Office of Institutional Research and Planning into the budget and planning process (B) Evaluate budget priorities with a focus on student success, the overall mission of the University, and this strategic plan (C) Identify sustainable funding sources prior to approval	PO Support: IRP
Incorporate relevant data in evidence-based decision making and continuous improvement	The mission of IRP changed in Fall 2014 to more clearly focus on providing data for decision making	(A) Develop periodic assessment of programs in all units and divisions, both academic and administrative, based on criteria and benchmarks with midpoint and endpoint assessment (B) Hold budget managers accountable for data-driven decisions	Lead: AA Lead: EMSA Lead: Admin Affairs Lead: Advancement Support: IRP
Ensure the optimum mix of programs to provide students with the best educational experience	This has been a topic of considerable discussion in the past	Create an Academic Strategic Plan that optimizes program mix and size	Lead: AA Support: EMSA Support: URPC

Objective 4.2 Reduce operational costs and reallocate funds to areas as defined by the strategic plan.

Performance indicator	Baseline	Action Item	Responsibility
Utilize appropriate efficiencies in allocations and expenditures of all funds	Efficiencies were identified on a relatively ad hoc basis. An invitation for suggestions in the 2014-15 academic year generated some excellent ideas	(A) Create incentives for efficiencies (B) Utilize “suggestion box” approach to finding new ideas for efficiencies (C) Identify and eliminate campus services that are provided by the community where appropriate (D) Partner with local communities to connect students with resources that are not provided on campus	PO AA EMSA Admin Affairs Advancement
Coordinate resources as a “whole campus” instead of individual units	Historically decentralized processes have resulted in silos and decisions that are made outside of the context of the University perspective	(A) Ensure the effective, efficient, and equitable use of space as a university-wide resource (B) Develop a coordinated effort to purchase and support computational and IT resources, including a central computer refresh strategy (C) Develop a revised Facilities Master Plan for the University (D) Develop a process which includes the University Senate in reviewing and recommending university-wide policies (E) Utilize the annual budget book to communicate the overall picture of the budget with the university community	Lead (A, C) Admin Affairs Lead (B): ITS Lead (D): PO Lead (E): Admin Affairs

Campus-wide consultation before purchasing new enterprise software	Software purchases have not been consistently reviewed for compatibility with platforms and University-wide needs	(A) Establish greater use of PeopleSoft and other programs through programming and modules (B) Reduce reliance on 3rd party software vendors and consultants (C) Reduce customization of purchased software (D) Support training for end users	Lead: AA Support: EMSA Support: Admin Affairs Support: Advancement Support: ITS
Seek opportunities to expand access to education through distance learning	Online education reduces demand for brick-and- mortar instructional space. Student support services are currently geared towards on-campus students. In AY 14/15, online courses generated 820 FTES. By AY 14/15, 47% of HSU students had taken at least one online course.	(A) By 2020, increase fully online student full-time equivalents (FTES) by 30% (B) By 2020, 50% of on-campus students will have taken at least one online course by the time they graduate (C) Review and support the specific support needs of students taking online classes	Lead: AA (CEEE) Support (C): EMSA
Ensure the efficient utilization of instructional space.	Instructional space is under growing demand and the system is unlikely to provide state funding for additional buildings in the near future	Incorporate data from space utilization analysis into decisions that will maximize use of available space	Lead: AA Support: Admin Affairs

Objective 4.3 Expand resources to support the University’s mission, including identifying new resources, finding efficiencies, and being good stewards of existing resources.

Performance indicator	Baseline	Action Item	Responsibility
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<p>Maximize revenue from self-support programs</p>	<p>Self-support programs were expected to increase revenue with no clear targets and no clear connection between targets and investments</p>	<p>Establish metrics, incorporating return on investment, for evaluating the viability and success of self-support programs</p>	<p>AA Target date: January 2016</p>
<p>Develop a campus-wide focus on externally funded research, scholarship, and creative activities through the Sponsored Programs Foundation and foster supportive collaborations for grant writing, management, and research</p>	<p>(A) Between AY11/12 and AY13/14, faculty and staff brought in an average of \$15.2 million per academic year in grants and contracts (B) Between AY11/12 and AY13/14, faculty and staff submitted an average of 242 grant and contract proposals per year (C) Between AY11/12 and AY13/14, faculty and staff submitted an annual average of 72 grant and contract proposals larger than \$25,000</p>	<p>(A) Increase by 25% external funding for scholarly work (B) Increase by 25% the number of grant and contract proposal submissions (C) Increase the number of contract and grant submissions totaling more than \$25,000 by 30% (D) Continue to streamline application and paperwork processes (E) Develop a research computing strategy to support faculty, staff, and students who have computational needs in carrying out their research (F) Develop a research portal that provides access to research data to other qualified researchers as required by funding agencies</p>	<p>Lead (A-D): SPF Target date: Fall 2020 Lead (E, F): ITS</p>

<p>Continue to develop through the Advancement Foundation a rich fundraising environment that builds a campus-wide climate for philanthropy, welcomes donors as partners in the mission of the University, and demonstrates the impact of philanthropic contributions</p>	<p>Humboldt State boasts a high rate of alumni participation and external fundraising presents an outstanding opportunity to increase resources for the University</p>	<p>(A) Plan for a successful University-wide comprehensive advancement campaign (B) Increase awareness of the “Forever Humboldt” initiative (C) Build on existing support from alumni, particularly by partnering with academic departments on a regular basis for outreach (D) Develop the new engagement model to increase donor involvement</p>	<p>Lead: Advancement Support (C): AA</p>
<p>Ensure the utilization of University facilities year- round emphasizing revenue-enhancing events and activities and the development of partnerships with community stakeholders</p>	<p>Limited utilization of campus facilities during summer months</p>	<p>Develop a plan to expand utilization of campus facilities that includes pricing, costs, potential revenues, coordinated logistics, and a financial structure to ensure appropriate revenues are available to support the core academic mission</p>	<p>Lead: EMSA Support: Admin Affairs Support: AA</p>
<p>Identify and pursue potential sources of revenue</p>	<p>Efforts have been decentralized</p>	<p>(A) Develop research collaborations, increase the number of patent applications, and expand technical and professional services (B) Collaborate with the business community in the establishment of a business/research incubator</p>	<p>AA (ORECD)</p>

<p>Capitalize on the HSU brand to create diversified revenue streams</p>	<p>Efforts to capitalize on the HSU brand have been useful but centralized</p>	<p>(A) Leverage the HSU brand and geographic location to expand awareness and activities, such as developing educational ecotourism/adventure sports joint ventures</p> <p>(B) Leverage the brand for licensing, marketing opportunities, and increased visibility for the University</p> <p>(C) Expand athletics marketing to increase support for that area</p> <p>(D) Trademark HSU logos and branding</p>	<p>Lead (A): EMSA Support: Advancement</p> <p>Lead (B): Advancement</p> <p>Support: PO (Athletics)</p> <p>Lead (C-D): PO</p>
<p>Incorporate HSU's focus on environmental sustainability fully into the operations of the university</p>	<p>Strong progress has been made, and additional focus will increase the University's reputation in this area</p>	<p>(A) Produce a campus sustainability plan</p> <p>(B) Create a climate action plan</p> <p>(C) Explore becoming a signatory in the American College and University Presidents' Climate Commitment</p> <p>(D) Coordinate with local communities to integrate HSU's sustainability efforts with larger regional environmental efforts</p> <p>(E) Establish a formalized and recognized locus for sustainability activity on campus extending beyond facilities to incorporate and integrate curriculum and programs</p>	<p>Lead (A-B): Amin Affairs (Sustainability)</p> <p>Lead (C): PO</p> <p>Lead (E): AA Support: EMSA</p>

Appendix A. List of Appendices

- Appendix B. Acronyms
- Appendix C. Glossary of Terms
- Appendix D. Strategic Planning Committees
- Appendix E. History of Strategic Planning at Humboldt State University
- Appendix F. Documents from Previous Planning Efforts at Humboldt State University
- Appendix G. Strategic Planning Process Timeline (2014-15)

Appendix B. Acronyms

AA	Academic Affairs
ACAC	Academic and Career Advising Center
AY	Academic Year
CAE	Centers for Academic Excellence
CEEE	College of eLearning and Extended Education
CIP	Center for International Programs
CSU	California State University
EMSA	Enrollment Management and Student Affairs
FTEF	Full Time Equivalent Faculty
FTES	Full Time Equivalent Student(s)
GE	General Education
HR	Human Resources
INRSEP	Indian Natural Resource, Science, and Engineering Program
IRP	Institutional Research and Planning
ISS	Institute for Student Success
ITS	Information Technology Services
ITEPP	Indian Tribal Education and Personnel Program
NACAE	Native American Center for Academic Excellence
ODI	Office of Diversity and Inclusion
ORECD	Office of Research, Economic, and Community Development
PO	President's Office
PREP	Program Review, Evaluation, and Planning
RAMP	Retention through Academic Mentoring Program
RISS	Retention and Inclusive Student Success
RTP	Retention, Tenure, and Promotion
SPF	Sponsored Programs Foundation
UDL	Universal Design for Learning
URM	Under-Represented Minority
URPC	University Resources and Planning Committee
WASC	Western Association of Schools and Colleges

Appendix C. Glossary of Terms

Humboldt State University is committed to fostering the growth of the whole student, including intellectual, emotional, cultural, social, ethical, physical, and spiritual development that prepares students to be environmentally and socially responsible global citizens.

Student Success is academic achievement, engagement in educationally purposeful activities, pursuit of required and desired knowledge, skills and competencies, attainment of educational objectives, intercultural competence, career preparation, and a commitment to lifelong learning and personal development.

Academic Excellence is the demonstrated ability to individually and collectively perform and excel in scholastic activities.

(These definitions are influenced by the work of The National Post--Secondary Education Cooperative, Joe Cuseo at Marymount College, Fresno State, and others).

CourseMatch. The CourseMatch program provides an opportunity for eligible fully matriculated CSU students to enroll in one fully-online course per term offered by another CSU campus. The program is aimed to facilitate access to high-demand, high success courses as part of the continuing effort of providing students with access to the courses needed to expedite graduation.

Early Start. The Early Start Program requires incoming freshmen who do not demonstrate readiness for college-level math and/or English to participate in Early Start math and/or Writing courses during the summer before coming to HSU. The goals of Early Start are to better prepare students in math and English before their first semester, thereby improving their chances of completing a college degree. Early Start Math is designed to help students score higher on the Entry Level Math (ELM) exam, possibly testing out of remediation. Early Start Writing is designed to help students learn the skills needed to write at the college level. It will also help with “directed self-placement” for English at HSU.

First-time freshmen. <https://humboldt.datacookbook.com/institution/terms/82527>

Full-Time student. <https://humboldt.datacookbook.com/institution/terms/82528>

Graduation Rate. <https://humboldt.datacookbook.com/institution/terms/87488/versions/104750>

Pell. <https://humboldt.datacookbook.com/institution/terms/82585>

Under-Represented Minority.

<https://humboldt.datacookbook.com/institution/terms/87487/versions/104749>

Appendix D. Strategic Planning Committees

Strategic Planning Steering Committee

Lisa A. Rossbacher (co-chair), President
Noah Zerbe (co-chair), Chair, University Senate, and Chair and Professor of Politics
Julie Alderson, Chair, University Senate Faculty Affairs Committee
Richard Bruce, Chair, Constitution and Bylaws Committee and Staff, CAHSS
Jerry Garcia Dinzes, President, Associated Students, Inc.
Erick Eschker, Professor of Economics and co-chair, University Budget and Planning Committee
Kay Libolt, Administrative support
Monty Mola, Chair, University Senate Academic Policies Committee and Chair, Physics
Cindy Moyer, Chair, Integrated Curriculum Committee
John Panting, Admissions Counselor, Admissions, Staff
Benjamin Shaeffer, CFA/HSU Chapter President
Maria-Elena Whaples, Assistant Director, Financial Aid, Staff
Jenny Zorn, Interim Provost and co-chair, University Budget and Planning Committee

Increasing Student Success and Academic Excellence Task Force

Beth Eschenbach (co-chair), Faculty Environmental Resources Engineering
Scott Paynton (co-chair), Associate Dean, CAHSS
Ramona Bell, Faculty CRGS
Peg Blake, VP Enrollment Management & Student Affairs
Juan Cervantes, Student
Conor Handley, Student Dale Oliver, Faculty Math
Paula Petersen, Administrative support
Kristen Stegeman-Gould, Creative Director, MarCom, Staff
Paula (Pimm) Tripp-Allen, Advisor, ITEPP, Staff
Nancy Vizenor, Faculty Business
Rhea Williamson, Dean of Research, MPP

Supporting an Inclusive and Diverse Community Task Force

Mary Glenn (co-chair), Associate Dean, CPS
Kris Patzlaff (co-chair), Faculty Art
Joice Chang, Faculty Department of Politics
Graciela Chipres, Student
Joseph Dieme, Faculty, World Languages
Jennifer Eichstedt, Chair, Sociology
Vincent Feliz, CARE Services Coordinator, Staff
Lauren Hennes, Student Assistant
Lura Holtkamp, Administrative support
Tsolak Kirakosyan, Student
Joyce Lopes, VP Administration & Finance
Susan Marshall, Faculty Forestry & Wildland Resources
Jayne McGuire, Faculty Kinesiology & Recreation

Melissa Meiris, Associate Director, Diversity and Inclusion, Staff
Stephen St. Onge, Director Housing, MPP
Naomi Waters, Student
Reggie Williams, Student Assistant

Ensuring Resources to Fulfill the University's Mission Task Force

Hari Singh (co-chair), Chair, School of Business
Rick Zechman (co-chair), Associate Dean, CNRS
Carlos Diaz, Buyer, Contracts & Procurement, Staff
Steve Hackett, Chair Economics
Shih-Hsung (Alex) Hwu, AVP, College of eLearning and Extended Education
Evan Johnson, Student
Volga Koval, Director Academic Resources
Jasmine Servin, Student
Amy Sprowles, Faculty Biological Sciences
Julie Tucker, Administrative support Sarah West, Student
Craig Wruck, VP University Advancement

Appendix E. History of Strategic Planning at Humboldt State University

Humboldt State University has a long history of strategic and long-range planning. In 1968, the President's Commission on the Future of Humboldt State College focused on the characteristics of undergraduate education at Humboldt, plans for implementing graduate programs and teaching assistantships, creating a "climate of innovation," and creating a "free hour" to facilitate meeting times and community development. This report also identified several areas for additional study, including the reward system for faculty, general education, and financial support for interdisciplinary instruction and research.

In 1977, the Report of the President's Commission on the Nature and Potential of Humboldt State University offered several comprehensive recommendations: increase financial resources, increase opportunities for research and creative activity, affirm the liberal arts nature of the institution, and capitalize on the University's location and small size to enhance the sense of community, both internally and with external communities. Specific recommendations in that report included providing more systematic academic advising, offering more effective orientation for new students, encouraging students to delay declaring a major until the end of their first year, and streamlining the University's committee structure.

In 1993, a study group completed a report titled "Vision and Promise: The Humboldt State University Charter Campus," which explored the possibility of HSU proposing a new organizational model that would have provided increased autonomy for the University in exchange for reduced state support.

The 1997 strategic plan was organized around the themes of curriculum, human resources, information technology, the out-of-classroom experience, the physical campus, and resource development. These concepts were closely aligned with preparations for a 1998 accreditation visit by the Western Association of Schools and Colleges, which was organized around the themes of a student-centered campus, education for social and environmental responsibility, and diversity. The 1997 strategic plan included some consistent themes: curriculum, human resources, information technology, out-of-classroom experiences, the physical campus, and resource development. Action steps, as subsets of these themes, included general-education reform, enhancing professional development for faculty and staff, increasing institutional assessment, applying technology to improve business processes and student services, improving advising and mentoring, considering one hour per week with no scheduled classes to facilitate meetings, developing a plan for deferred maintenance, and increasing resources.

The strategic plan for 2004-09 included six major themes, resulting from the work of the nineteen focus groups: academic excellence, community of student scholars, cultural richness, fiscal resources and processes, infrastructure, and intellectual underpinnings.

This strategic plan was followed in 2010 by the work of the Cabinet for Institutional Change, which identified a series of goals including significant focus in the areas of institutional vision, campus governance, student success, having a collegial, respectful, and responsive community, and creating a culture of evidence-based decision-making. Many of the plans identified in the Change Steering Committee's report were implemented, including the creation of the new University Senate.

Building on the work of the Cabinet for Institutional Change, the University established priorities for the period 2012-16. These priorities included student success (measured by increasing graduation rates, decreasing time to degree, and closing the achievement gap), enhancing revenue (including through

grants and contracts, internationalizing the campus, increased philanthropy, expanding self-support programs and distance education, and enterprise opportunities), and advancing HSU's vision (with a particular focus on diversity and sustainability).

The process of developing the new strategic plan for 2015-2020 builds on these previous efforts. The structure of this planning process utilized the key themes that consistently appeared in previous efforts, and the major areas of focus were organized around the themes of 1) increasing student success and academic excellence, (2) ensuring resources to fulfill the University's mission, and (3) supporting an inclusive and diverse community. The ultimate strategic goals for 2015-2020 that have evolved from this process weave together aspects of these organizing themes, and they are presented in this document.

Appendix F. Documents from Previous Planning Efforts at Humboldt State University (all document available in the HSU library)

- The 1968 Report of the President's Commission on the Future of Humboldt State College (September 1, 1968)
- Report of the President's Commission on the Nature and Potential of Humboldt State University (April 1977)
- Report of the President's Commission on Ideals, Concepts, and Strategies for Humboldt State University, 1982-2002 (October 1982)
- Report of the President's Commission on the Future Directions and Mission of Humboldt State University (April 1990)
- Report of the Humboldt State University Charter Campus Study Group, "Vision and Promise: The Humboldt State University Charter Campus" (March 31, 1993)
- Humboldt State University Strategic Plan: A Commitment to Excellence and Shared Vision (June 1997)
- Humboldt State University Strategic Plan, 2004-2009: Changing Visions, Enduring Values (2004)
- Building the Capacity for Change: Improving the structure and Culture of Decision-making at HSU: Report and Recommendations of the Cabinet for Institutional Change (2 February 2010)
- Humboldt State University Priorities 2012–2016 (2012)
<http://www2.humboldt.edu/president/sites/president/files/priorities1216.pdf>

Appendix G. Strategic Planning Process Timeline

(2014-15 Academic Year)

Strategic Planning Process Begins (September)

University Senate consulted on process and guiding questions (September)

Task Forces appointed with a membership intended to provide broad inclusion and representation across disciplines across the university community (October)

Task Forces and Steering Committee began meeting (October) Campus Q&A Session (November 19)

- Feedback sought on three questions: What do you think is the most important distinctive characteristic of HSU that will differentiate the University from other campuses in the Cal State System (and beyond)? What do you think is the single most important issue that HSU must address in the next five years to ensure the University's success? What questions or issues are you most interested in seeing the strategic plan for 2015-20 address?
- Ongoing feedback on the questions via the Strategic Planning website

Task Forces Consulting with Campus Community (Oct-Feb), hosting more than 20 focus groups and soliciting ongoing feedback via the Strategic Planning website.

Community Workshop (February 11)

- Feedback and suggestions collected and integrated into strategic planning recommendations

Campus Workshop (February 13)

- Feedback and suggestions collected and integrated strategic planning recommendations in three sessions organized around the three task forces: Student Success, Diversity and Inclusion, and Resources (February)

Task Force recommendations to Steering Committee (February 28)

Steering Committee integrates the task force recommendations into a draft report (March) Draft

Strategic Plan shared with University Senate for feedback (March)

Steering Committee Draft Strategic Plan shared with campus community for feedback (March 23)

University community provides comments and feedback to Steering Committee (late March and early April)

Final Strategic Plan to University Senate for Approval (May 5)

Strategic Plan priorities incorporated into final decision in AY15-16 budget (May)

Additional supporting plans to follow, including planning for enrollment, budget, facilities, academics, athletics, housing, student life, and other aspects of the institution