

The background of the cover is a photograph of a large group of students walking up a wide set of stone stairs. The stairs lead up to a building with a large, multi-paned window. The scene is framed by lush greenery and trees with yellow and orange leaves, suggesting an autumn setting. In the top right corner, there is a faint, stylized graphic of a network or web structure. The title 'Strategic Plan' is written in a large, white, serif font, and '2015-2020' is written in a smaller, white, sans-serif font below it. A thick green horizontal bar is at the bottom of the page.

Strategic Plan

2015-2020

HUMBOLDT STATE UNIVERSITY



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Hundreds of HSU employees, students and community members participated in creating the strategic plan.

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 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 as 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, communication, 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 to 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.

Lisa A. Rossbacher

President

Noah Zerbe

*Chair, University Senate,
and Chair, Politics*

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 cocurricular 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.
- 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.

Introduction

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

The strategic planning process used 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.

PLANNING PROCESS ASSUMPTIONS

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).
- Small but limited growth of California residents.
- 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 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 CSU system expired in 2013, Chancellor White outlined seven priorities for the CSU 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 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 CSU system during summer 2015. Future iterations of HSU's strategic plan will be able to align HSU's strategies with the CSU system's goals and priorities.

CSU 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 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.

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 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.

Implementation

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 need 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, 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 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

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
Provide a consistent and coherent support, mentoring, and advising experience for all 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	(A) Graduation plans are departmentally-based and no technology package exists to support their use (B) Advising is in a period of transition, with professional advising in some majors (C) There is little coordination of student class selection after the advising appointment is completed (D) RAMP provides mentoring for many first-year students (E) Map-Works has been used by RAMP to support mentoring but no university-wide program exists, particularly at the course or curricular levels	(A) Ensure that each student has a curricular map supported by technology alerts for students who fall off course (B) Provide excellent, customized, proactive academic advising and resources for all students in order to facilitate their success and degree completion (C) Utilize technology to facilitate appropriate class choices and timely progression toward degree as a complementary resource to personal advising (D) Develop and enhance first-year, transfer, and graduate programs to connect students to faculty, peers, staff, curricula, and communities (E) Integrate meaningful learning analytics to allow for early alerts and timely interventions that promote student success at course and curricular levels
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
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

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

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
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Performance Indicator	Baseline	Action Item
Increase outreach and support for families whose first language is not English	Some orientation sessions and materials are available in Spanish	(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
Ensure that academic programs are accessible to all populations	Inconsistent accessibility, largely based on individual faculty initiatives	(A) Develop and use Universal Design for Learning (UDL) 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 Accessible Technology Initial
Support a safe and inclusive campus environment	Climate-assessment and other surveys provide some feedback on perceptions of campus climate	Develop a plan to support diversity informed by campus climate assessments
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

OBJECTIVE 1.3 Incorporate environmental and social responsibility throughout the curriculum

Encourage and reward cross-disciplinary activities that engage staff and faculty in their role to support cultural 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
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 Western Association of Schools and Colleges 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

Performance Indicator	Baseline	Action Item
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	(A) Develop a scaffolded approach to GE that moves students into their major area of study, advancing core competencies along the way (B) Integrate the development of speaking, writing, problem solving, and teamwork skills into the curriculum (C) Expand and deepen linkages among sustainability, diversity, and social justice in the curriculum

OBJECTIVE 1.4 Engage students in the classroom, the life of the institution, and in the communities beyond

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 Academic and Career Advising Center	By 2020, all graduating students will have participated in some form of career/life mentoring
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
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
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 Programs or Study Abroad	Details and target numbers to be included in the Academic Strategic Plan
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

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

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
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Performance Indicator	Baseline	Action Item
Increase matriculating international student enrollment by 10 per year	Fall 2014 international student enrollment was 91 students	By Fall 2020 total international student
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
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

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

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
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
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 then implementation of the Action Plan for Workplace Diversity
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
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

Goal 2:

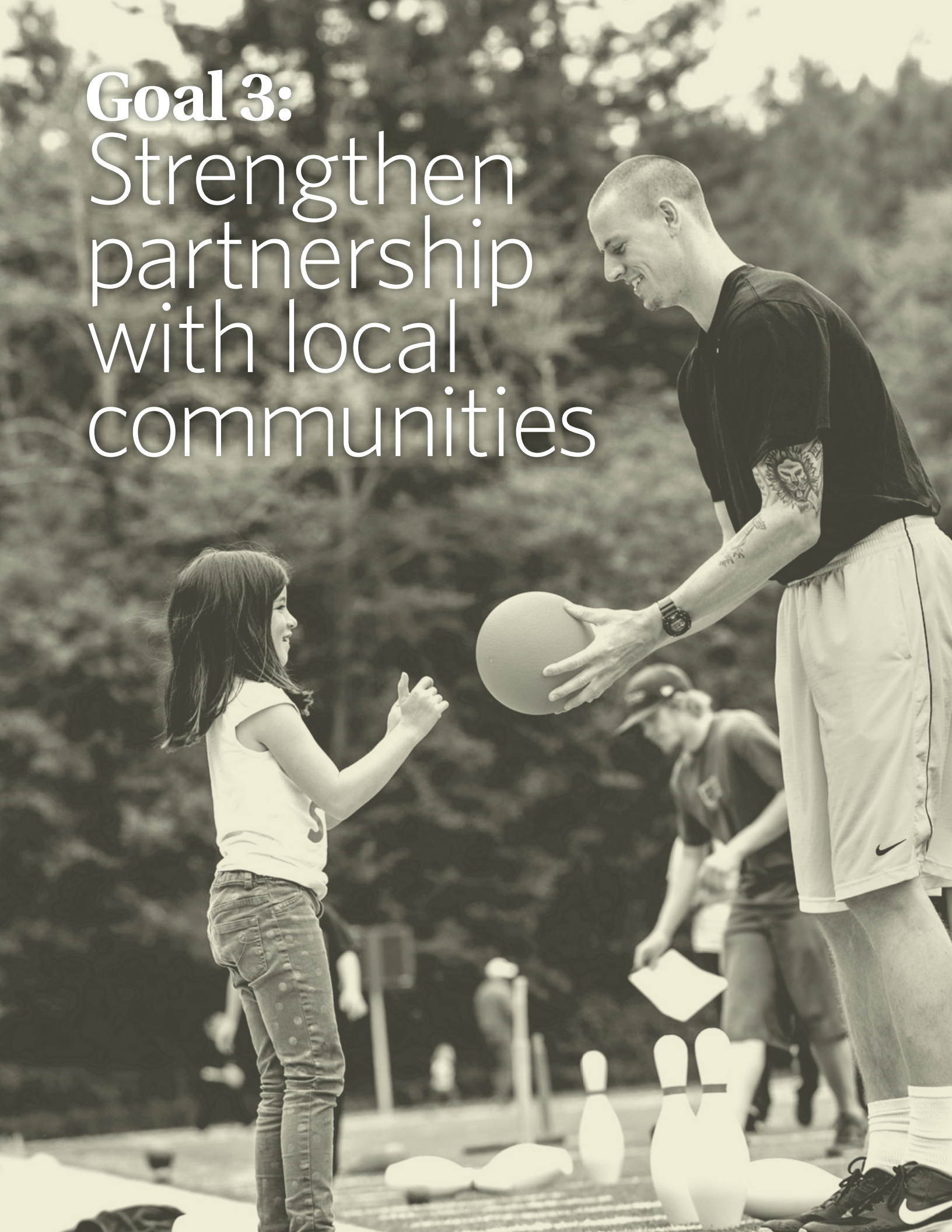
Foster meaningful relationships across differences, including diverse cultural communities, identities, and competencies



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
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 cocurriculum	Students are required to complete two Diversity and Common Ground courses as part of the GE package. Cocurricular 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 cocurricular transformation, knowledge about the dynamics of power and privilege, and intercultural communication skills
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
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
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
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

Goal 3: Strengthen partnership with local communities



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
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
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, cocurricular, and professional lives of Native students on campus (NACAE, ITEPP, INRSEP, and several student organizations)
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 (B) Increase local tribal information provided in the new student orientation program incorporating input from campus-based resources and regional tribal communities

OBJECTIVE 3.2 Collaborate with the local communities to support students' intellectual, emotional, ethical, and spiritual development and well-being

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
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Performance Indicator	Baseline	Action Item
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 cocurricular programs
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

OBJECTIVE 3.3 Ensure a safe and welcoming off-campus environment for students, staff, and faculty by partnering with local communities

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
Engage with local Communities of Color to draw on existing knowledge, expertise, insights, and local projects already underway	Community engagement opportunities are decentralized and largely driven by individual initiatives	(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

Goal 4:

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

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
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
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
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

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

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
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

Performance Indicator	Baseline	Action Item
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 third party software vendors and consultants (C) Reduce customization of purchased software (D) Support training for end users
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 (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
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

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

Maximize revenue from self-support programs	Self-support programs were expected to increase revenue with no clear targets and no clear connection between targets and investments	Establish metrics, incorporating return on investment, for evaluating the viability and success of self-support programs
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	(A) Between AY 11/12 and AY 13/14, faculty and staff brought in an average of \$15.2 million per academic year in grants and contracts (B) Between AY 11/12 and AY 13/14, faculty and staff submitted an average of 242 grant and contract proposals per year (C) Between AY 11/12 and AY 13/14, faculty and staff submitted an annual average of 72 grant and contract proposals larger than \$25,000	(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

Performance Indicator	Baseline	Action Item
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	Humboldt State boasts a high rate of alumni participation and external fundraising presents an outstanding opportunity to increase resources for the University	(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
Ensure the utilization of University facilities year-round emphasizing revenue-enhancing events and activities and the development of partnerships with community stakeholders	Limited utilization of campus facilities during summer months	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
Identify and pursue potential sources of revenue	Efforts have been decentralized	(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
Capitalize on the HSU brand to create diversified revenue streams	Efforts to capitalize on the HSU brand have been useful but centralized	(A) Leverage the HSU brand and geographic location to expand awareness and activities, such as developing educational ecotourism/adventure sports joint ventures (B) Leverage the brand for licensing, marketing opportunities, and increased visibility for the University (C) Expand athletics marketing to increase support for that area (D) Trademark HSU logos and branding
Incorporate HSU's focus on environmental sustainability fully into the operations of the University	Strong progress has been made, and additional focus will increase the University's reputation in this area	(A) Produce a campus sustainability plan (B) Create a climate action plan (C) Explore becoming a signatory in the American College and University Presidents' Climate Commitment (D) Coordinate with local communities to integrate HSU's sustainability efforts with larger regional environmental efforts (E) Establish a formalized and recognized locus for sustainability activity on campus extending beyond facilities to incorporate and integrate curriculum and programs

Appendix A

Acronyms

APSHR_____Academic Personnel Services & Human Resources

AY_____Academic Year

CAE_____Centers for Academic Excellence

CSU_____California State University

FTEF_____Full-Time-Equivalent Faculty

FTES_____Full-Time-Equivalent Student(s)

GE_____General Education

INRSEP_____Indian Natural Resource, Science, & Engineering Program

IRP_____Institutional Research & Planning

ISS_____Institute for Student Success

ITEPP_____Indian Tribal Educational & Personnel Program

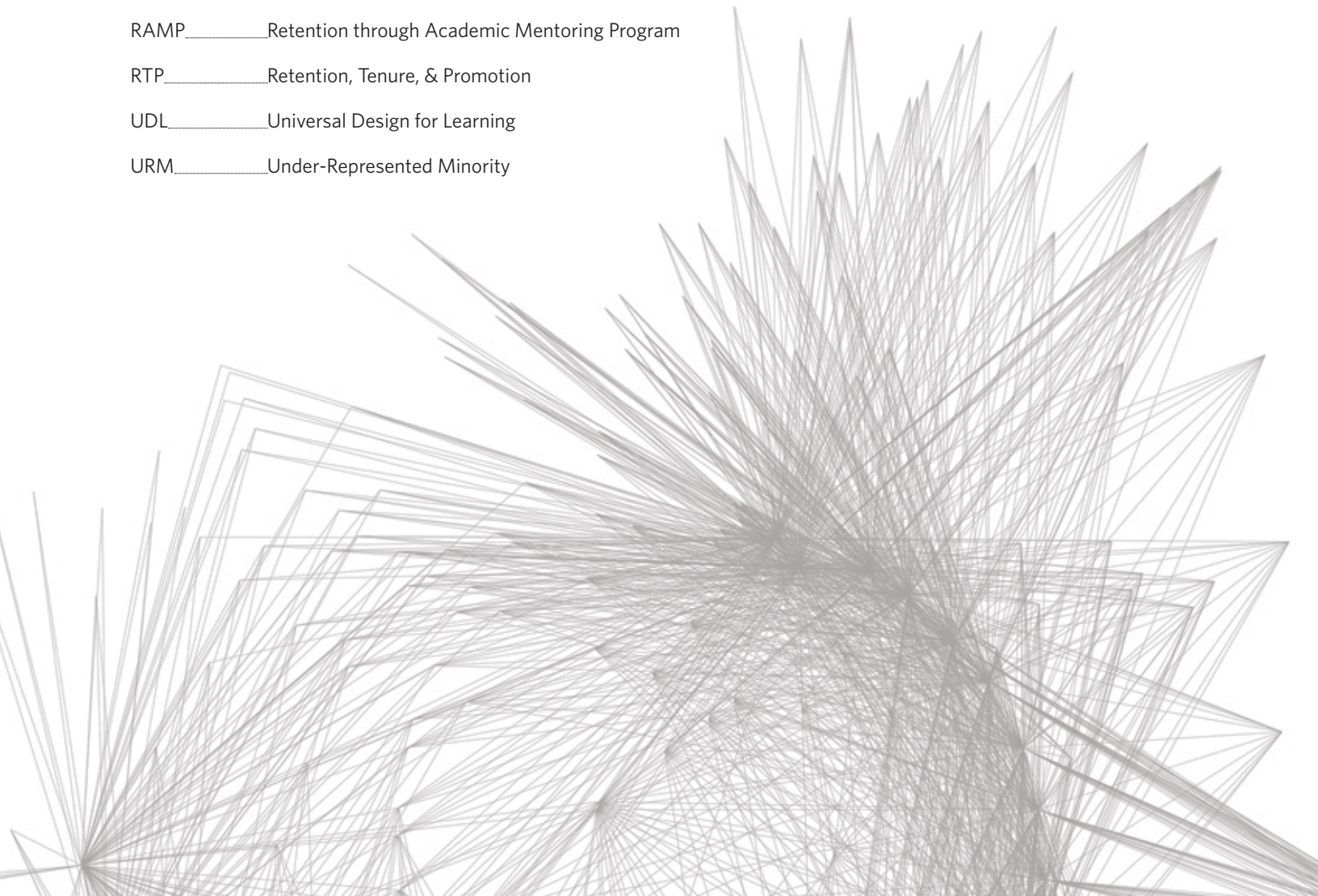
NACAE_____Native American Center for Academic Excellence

RAMP_____Retention through Academic Mentoring Program

RTP_____Retention, Tenure, & Promotion

UDL_____Universal Design for Learning

URM_____Under-Represented Minority



Appendix B

Glossary of Terms

Student Success 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 Demonstrated ability to individually and collectively perform and excel in scholastic activities.

CourseMatch A program that 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 to provide students with access to the courses needed to expedite graduation.

Early Start A program that 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 Students who have no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with college credits earned before graduation from high school.

Full-time student Undergraduate: A student enrolled for 12 or more semester credits. Graduate: A student enrolled for 9 or more semester credits, or a student involved in thesis or dissertation preparation that is considered full time by the institution.

Graduation Rate The cumulative percentage of a cohort who started in given fall term and graduated within a designated period of time in 1 year increments. **Pell** Provides grant assistance to eligible undergraduate postsecondary students with demonstrated financial need to help meet education expenses.

Under-Represented Minority For the purposes of HSU IRP studies and reports, underrepresented minority (URM) students include students who at the time of admission self-reported their ethnicity as Hispanic or Latino and/or their race as Black or African-American, American Indian and Alaska Native, or Native Hawaiian and other Pacific Islander. Beginning in 2009, students were able to select more than one race, thus URM also includes all students who indicated they had two or more races, but at least one from the above three races. Non-underrepresented (non-URM) students include White, Asian, or a combination of both races. Students who declined to state, left the ethnicity and race question blank, or who were non-resident aliens were categorized as unknown. Readers may also be interested in reading the definitions for ethnicity and race.

Appendix C

Strategic Planning Committees

Strategic Planning Steering Committee

Lisa A. Rossbacher (Co-Chair), President
Noah Zerbe (Co-Chair), Chair, Politics,
and Chair, University Senate
Julie Alderson, Faculty, Art, and Chair,
University Senate Faculty Affairs Committee
Richard Bruce, Chair, Constitution and Bylaws Committee,
and Administrator Support Coordinator, College of Arts,
Humanities & Social Sciences
Jerry Garcia Dinzes, President, Associated Students
Erick Eschker, Faculty, Economics, and Co-Chair,
University Budget and Planning Committee
Kay Libolt, Administrative Assistant, President's Office
Monty Mola, Chair, University Senate Academic
Policies Committee, and Chair, Physics
Cindy Moyer, Chair, Music, and Chair, Integrated
Curriculum Committee
John Panting, Admissions Counselor, Admissions
Benjamin Shaeffer, Faculty, Philosophy,
CFA/HSU Chapter President
Maria-Elena Whaples, Assistant Director, Financial Aid
Jenny Zorn, Interim Provost, and Co-Chair,
University Budget and Planning Committee

Increasing Student Success and Academic Excellence Task Force

Beth Eschenbach (Co-Chair), Chair,
Environmental Resources Engineering
Scott Paynton (Co-Chair), Associate Dean,
College of Arts, Humanities, & Social Sciences
Ramona Bell, Faculty, Critical Race, Gender,
& Sexuality Studies
Peg Blake, Vice President, Enrollment Management
& Student Affairs
Juan Cervantes, Student
Conor Handley, Student
Dale Oliver, Faculty, Math
Paula Petersen, Administrative Support Coordinator,
University Senate
Kristen Stegeman-Gould, Creative Director,
Marketing & Communications
Paula (Pimm) Tripp-Allen, Advisor,
Indian Teacher & Educational Personnel Program
Nancy Vizenor, Faculty, Business
Rhea Williamson, Dean, Office of Research,
Economic & Community Development

Supporting an Inclusive and Diverse Community Task Force

Mary Glenn (Co-Chair), Associate Dean,
College of Professional Studies
Kris Patzlaff (Co-Chair), Faculty, Art
Joice Chang, Faculty, Politics
Graciela Chipres, Student
Joseph Dieme, Faculty, World Languages & Cultures
Jennifer Eichstedt, Chair, Sociology
Vincent Feliz, CARE Services Coordinator
Lauren Hennes
Lura Holtkamp, Assistant to Provost, Academic Affairs
Tsolak Kirakosyan, Student
Joyce Lopes, Vice President, Administrative Affairs
Susan Marshall, Faculty, Forestry & Wildland Resources
Jayne McGuire, Faculty, Kinesiology & Recreation
Melissa Meiris, Associate Director, Diversity & Inclusion
Stephen St. Onge, Director, Housing + Residence Life
Naomi Waters, Student
Reggie Williams, Student

Ensuring Resources to Fulfill the University's Mission Task Force

Hari Singh (Co-Chair), Chair, School of Business
Rick Zechman (Co-Chair), Associate Dean,
College of Natural Resources & Sciences
Carlos Diaz, Buyer, Contracts & Procurement
Steve Hackett, Chair, Economics
Shih-Hsung (Alex) Hwu, Associate Vice President,
College of eLearning & Extended Education
Evan Johnson, Student
Volga Koval, Director, Academic Resources
Jasmine Servin, Student
Amy Spowles, Faculty, Biological Sciences
Julie Tucker, Administrative Analyst,
College of Natural Resources & Sciences
Sarah West, Student
Craig Wruck, Vice President, University Advancement

Appendix D

History of Strategic Planning at HSU

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, improving 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. Action steps 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).

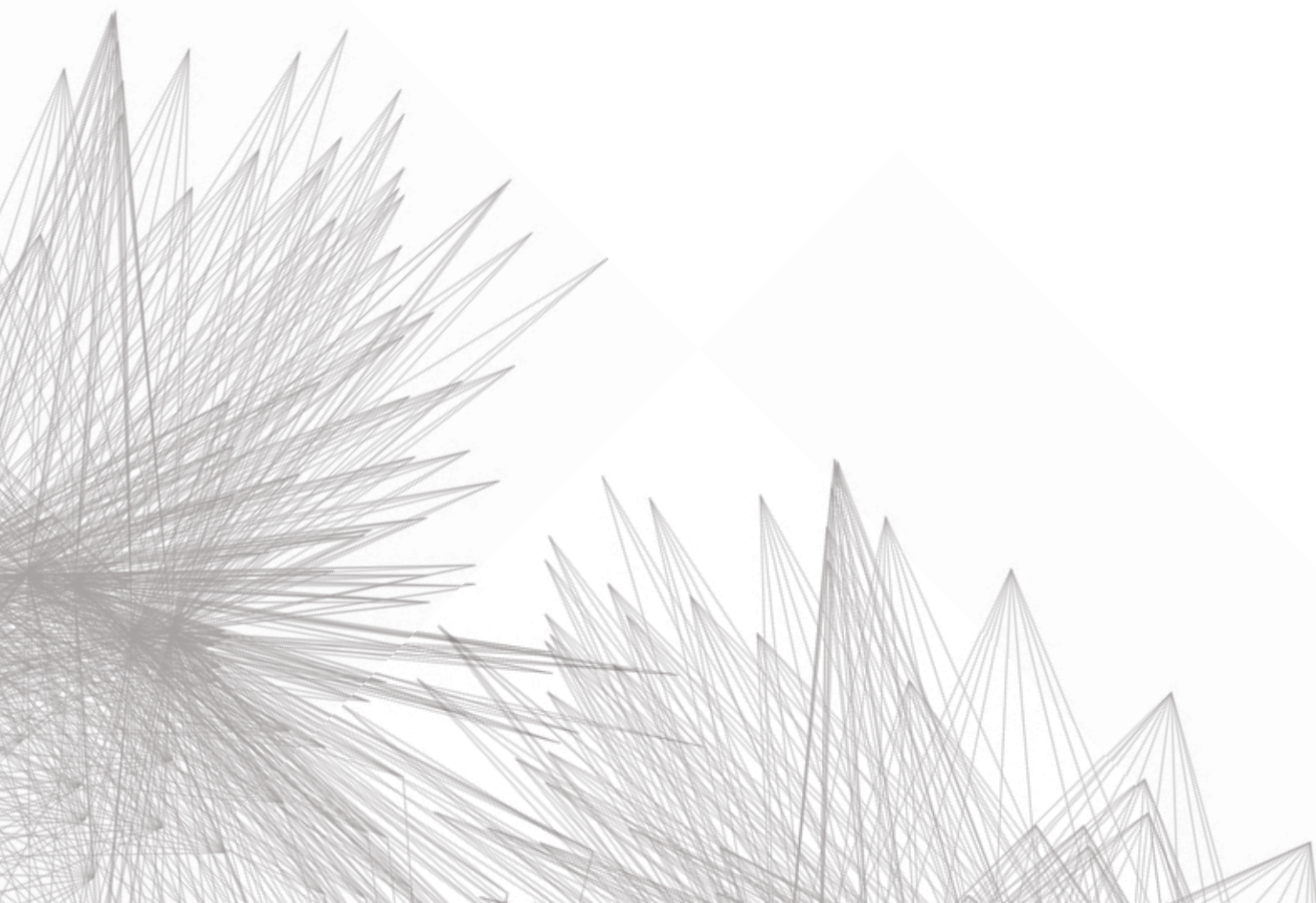
The process of developing the new strategic plan for 2015-20 builds on these previous efforts. The structure of this planning process utilized the key themes that consistently appeared in previous efforts, and the major areas of focus were organized around the themes of 1) increasing student success 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 2015-20 that have evolved from this process weave together aspects of these organizing themes, and they are presented in this document.

Appendix E

Documents from Previous Planning Efforts at HSU

(all documents 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 (February 2, 2010)
- Humboldt State University Priorities 2012–2016 (2012) (humboldt.edu/president/sites/president/files/priorities1216.pdf)



Appendix F

Strategic Planning Process Timeline

(2014-15 Academic Year)

September	October	October-February	November
Strategic Planning Process Begins University Senate consulted on process and guiding questions	Task Forces appointed with a membership intended to provide broad inclusion and representation across disciplines across the University community Task Forces and Steering Committee Began Meeting	Task Forces consulted with Campus Community, hosting more than 20 focus groups and soliciting ongoing feedback via the Strategic Planning website.	NOVEMBER 19 Campus Q&A Session: Feedback sought on three questions— (1) 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)? (2) 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? (3) 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
February	Late March – Early April	May	
FEBRUARY 11 Community Workshop Feedback and suggestions collected and integrated into strategic planning recommendations FEBRUARY 13 Campus Workshop Feedback and suggestions collected and integrated into strategic planning recommendations in three sessions. FEBRUARY 28 Task Force recommendations to Steering Committee	Steering Committee integrates the task force recommendations into a draft report Draft Strategic Plan shared with University Senate for feedback MARCH 23 Steering Committee Draft Strategic Plan shared with campus community for feedback	MAY 5 Final Strategic Plan to University Senate for approval Strategic Plan priorities incorporated into final decisions in AY 15-16 budget	

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







HUMBOLDT STATE UNIVERSITY