## Ensuring Resources to Fulfill the University’s Mission Task Force Questions

### Table 1:
*Question 1: What are the specific ways in which we can best leverage the HSU brand, geographic location, and unique programs to sustain HSU’s role as a destination campus?*

- What is HSU’s brand?
- Be true to brand
- Smaller classes
- Well-qualified/tenured track faculty
- Experiential learning
- Who do we want to attract?
- Attract and maintain diverse student body and faculty – comfortable and included
- Create an environment that feels more open/safe
- Speak about discomforts
- Develop students who don’t want to leave area
- Smaller first year classes
- Not over promising Humboldt/HSU – open/honest
- Leveraging location or part of brand
- Engage first-year students
- Recognize/celebrate efforts that move us toward being a living local campus
- Rich Native American Culture – connect with and learn from, celebrate respectfully
- Support graduate students
- Weave sustainability, etc. into first-year experience, building commitment in first-year
- Collect data
- Economic incubator
- Broaden brand
- Open dialog
- Connect early
- Integrate programs in first year
- “Triple bottom line”
- Rivers/Fisheries
- Specialized course work
- Outside of campus field study/seminars
- Centers outside of campus to support HSU conferences/events (right in center of areas of study)
- More artists per capita in Humboldt than anywhere – offer BFA and MFA program
- Not enough $$ to take large numbers off campus – increase donors!
- “Beef up” graduate programs – increased retention, Ed.D.
• Grad assistants and T.A.’s teach undergrad classes
• Partner with local tribes
• Leslie VanderMolen Ethno botany
• Bringing conferences/tours here for community
• Improve infrastructure
• Living campus – ecovillage CCAT
• Edible food forests
• Environmental
• Be open to inviting guests who do not have degrees – guest lecturers
• Eco tourism
• Summer classes/conferences
• Coastline/Marine Lab
• Native staff needed
• HOP, RAMP – Increase opportunity for first year students to engage w/outside community
• Opening 3 centers of excellence: should it be 3 or one? Collaborate
• University drive creation of new businesses
• Bring alumni back to participate in mentorship and programs
• Connect w/local farms and food sources
• Serve as guide for other communities
• Integrated approach to solving global problems
• Engage community partnerships
• Engage local internships
• Increasing understanding of local history (gold rush, Native cultures
• Co-op alt of emergency
• “Broaden bubble” – connect with community beyond Arcata
• Educational/meaningful vacations
• Within institution, emphasize priorities

“BIG” Themes – Takeaway Insights

• Quadruple bottom line: economic, environmental, social, passion: living lab campus
• Connecting to community resources
• Develop student who do not want to leave and generate opportunities for students to stay
• Graduate programs
• Focus on branding, put resources behind branding, and carry it through everything we do. Be TRUE to the brand
• Smaller classes, experiential learning, recruit and support well-qualified tenure-track faculty
• Emphasize unique geographic location
Table 2: Host: Kristen Gould

Question 1 (continued): What are the specific ways in which we can best leverage the HSU brand, geographic location, and unique programs to sustain HSU’s role as a destination campus?

- Talk about the weather as a positive ____________ climate change
- Online learning may contradict the things we say about small class sizes, unique location, hands-on learning
  - Focus on programs that benefit from this type of learning and not make it one-size-fits-all
  - Don’t substitute online learning for the other things you experience that are important to what we say about ourselves
  - Online doesn’t foster as much diversity (maybe diverse ideas)
- Being able to have difficult conversations in a meaningful way to visiting prospective students – issues, campus climate
- There’s a place for everyone on campus
- Communicate/know your student resources – advertise/market them; people need to get updated more talk by faculty/staff to feel comfortable and create network/community – bond together
  - More knowledge of resources/movements by faculty/staff – they need to understand what’s happening w/students
  - Connect what we’re doing on campus w/sustainability and why with both on and off-campus communities
  - Talk about climate change and why it is important
  - Hawaii eliminated plastic bags before HSU
  - Push environmental change more (Berkeley nixed soda) – what’s next?
- Destination campus means choice – talk about why people are here – farthest you can get from home and still be in CA – comfortable but more freedom to be autonomous
  - Arcata has that feeling – open, friendly – university is trying to catch up
- Online classes can contribute to sustainability
  - Can bring in academic expertise from somewhere other than HSU – could add to diversity
- Need to communicate clearly the HSU brand
  - 1st decide what it is and what it is NOT (basically the vision) (no focus and direction)
  - Teach people
- We’re not for everyone, but you may not be everyone
  - Point out some of the things that people may not like but talk about how great it is if you do like it
- We’re not for everyone, but you may not be everyone
- Have to identify what Brand is:
  - Unique student experience – how do they experience that uniquely in each department/program
  - How do you deliver that?
  - How do students know/find out if this is the place for them?
  - Create programs to teach students how to appreciate outdoors, Center Activities classes
• Design summer programs for middle school students based on what we say our Brand is
• Environment/geographic location is actually more about the absence of diversity, not as much about loving trees/nature – space to learn, think, know yourself – how does a business major experience that as opposed to a science major
• Our brand speaks to what we’re good at – invest in what we’re doing that’s working. Don’t focus so much on what we’re falling short on
• Need to really understand the student experience, the parts that matter most, and focus on those
  o Student learning spaces are more important than offices. Need to prioritize budget and maintenance-wise. Have courage to have those conversations
• How do “unique” programs serve but hurt? Are they sustainable? What is really unique? Not the unique program, but what makes it unique (in a Humboldt way)? May require an understanding of what’s happening elsewhere
• Not a campus of choice for local high school students. Some places it’s taken for granted that the local university is the choice. Need a stronger presence in local H.S. – we’re supposed to be a regional campus
• Are we really preparing kids for college? What tools do we need to offer students who leave HSU to make a good impression, P-16, P20 initiative? Are they ready for careers after college?
• More projects that promote hands-on opportunities for HSU students to go out in communities
• Have more opportunities for HSU classes in communities – off-site locations
• Huge misconception that online learning doesn’t offer hands-on learning experiences – sometimes it’s more
  o Make sure we have the infrastructure to support diversity – people aren’t exposed to other cultures in local communities; can be very insular and not tolerant. People might say the right things, but maybe b/c we’re told to. Need to believe it
• Investing more $ into stellar faculty/staff – what we’re good at
• Integrate LEED/STARS concepts into curriculum – especially online – more
• Huge variety of clubs and extracurricular activities makes us unique
• Focus on what we’re good at – do we need all our programs?

“BIG” Themes – Takeaway Insights

• First define what our Brand is and student experience and then
  o teach people what it is; focus priorities on what that is and what we do well
  o Need to deliver what we say
  o Student experience determines how Alumni engage and contribute later
• Recognize that online learning can actually be in line with our Brand if we incorporate the things we care about. Hands-on, experiential learning can be part of online learning. Some programs are most suited, so build them; need to put $ into tech resources to create support infrastructures
Table 3:

Question 1 (continued): What are the specific ways in which we can best leverage the HSU brand, geographic location, and unique programs to sustain HSU’s role as a destination campus?

- Clear articulation of what HSU brand is
- Identify degree programs clearly and show how they link to real world applications
- Effectively tell the “HSU Story” through the eyes of different programs
- Effectively engage alumni to tell that story
- Show what is unique in different areas of learning
- Keep the story honest and realistic
- Natural beauty is a big component in that identity
- Refocus on local and regional students and communities
- Increase links to CR

Table 4: Host: Sarah West

Question 2: What do you think should be the top budget priorities for the University? Why?

- Filling vacant positions with a diversified staff/faculty, time is of the essence. Look at increasing staff and student services
- Support for low income and first generation, and underrepresented students in terms of financial, academic, co-curricular support
- Support for transfer students – like better orientation and advising
- Support for closing the achievement gap. Like support for faculty to make curricular and pedagogical changes in relating back to (2nd point)
- First Year and Transfer Experience Course to guide students for success
- Research on why students leave – how does it guide decisions – tie research to resources
- Diversity – Do we have a common definition?
- Student resources and tools – textbook, lab equipment, etc.
- Flexibility/adaptation to changing program priorities
- Focus on supporting faculty/staff so that they are successful in helping students be successful
- Increasing graduation and retention rates. How related to recruitment from region/local area and out of area
- IT support and staff development – to help smooth out hiccups with processing new staff – and training for staff to help effectiveness
- Salary equity – increases in salary
- More personnel resources for technology or more comprehensive evaluation campus-wide for the technologies we currently use.
- Researching trends for technology in education – How do we reach all students?
- Graduating students, how do we best provide resources to ensure this? Grad rates; support
- Support for tenured track faculty positions – especially with diversity
- Diversity like Multicultural Center
• Campus facilities to accommodate more students. Like campus expansion, yet maintain quality education – small class sizes
• Support and infrastructure for staff/faculty development
• Facilities in general, addressing deferred maintenance
• Investing in our current infrastructure to ensure it is sustainable

“BIG” Themes – Takeaway Insights

• Supporting graduation rates, focus on high impact efforts that produce accountable outcomes
• Invest in our human resources, physical assets, and curriculum
  o Support for faculty/staff
  o Investing in infrastructure – maintaining what we have and expanding to support enrollment growth
  o Student support
• Diversity

Table 5: Host: Richard Bruce

Question 2 (continued): What do you think should be the top budget priorities for the University? Why?

• Expenditures that build long term capacity (infrastructure) space – classrooms
• People – Faculty base/staff based on needs; daily deep listening; retention, hiring, professional development, reward, spouse employment
  o Technology for various needs
  o Library + information literacy + resources + access
  o Meeting students evolving needs
  o Accessibility – the law; right thing to do
• Accountability – not “build it & they will come” Tying vision to accountability
• How to prioritize based on resources and how frequently to reassess
  o Limit commitments to what we can do well; streamline commitments
  o Planning before growth/change (example: HSU unprepared to be on HSI); more sophisticated budget projections – including maintaining current resources
  o Figure out what we can stop doing
  o Define the decider – who makes the decisions? Trust, information available, overall perspective
• Making decisions – Time limit on decisions for committees, open decision making process, involving stakeholders, sharing data for decision making, “Executive Summary” – why the decision, include data used and history of process
• Assessment of current resources, what we do well
• Continue the conversations & transparency
• Maintain Retention
  o Diverse faculty/staff
Advising

Targeted recruiting?

Whole community involvement (off-campus) or campus creates the community

- Alumni efficiencies – try things for as long as needed to assess effectiveness; technical training, automation process, consolidating process, removing steps from process

“BIG” Themes – Takeaway Insights

- Retention
  - (Diverse) Faculty/Staff + their retention (professional development, hiring, spousal employment)
  - Space

- Decision-making
  - Responsibility & Transparency

- Dynamic planning

- Define decision-making process

Table 6: Host: Noah Zerbe

Question 2 (continued): What do you think should be the top budget priorities for the University? Why?

- People are our most important resource
  - Make people feel appreciated
  - Have to support each other
  - Focus on F/S Retention; Less recruitment wastes $

- Staffing
  - Student Success
  - Rebuild Faculty (TT Density)
  - Professional Development
  - Equity Pay
  - Timely service
  - Staffing for customer service
  - People leaving, not replaced
  - Retain, support those who are here

- Align Programs to Resources
  - Can’t, shouldn’t do everything; campus must prioritize
  - Too many individual heroic efforts
  - Can’t always run on consensus, nothing gets done
  - Communication – People feel heard but don’t need consensus
  - Too many expensive programs
  - Improve retention and graduation rates
  - Time to graduation
• Communication is poor, must improve!
  o Demoralizing
• Facilities
  o Upkeep
  o New buildings
  o Safety
  o Deferred maintenance
  o Parking
    ▪ Challenge for working with community
    ▪ 30 minute meters are bad, too short
    ▪ Incentivize not driving
    ▪ Satellite parking lots
• Clear plant to expand revenue beyond state + fees, tuition
• Process:
  o Incentivize innovation and accountability
  o Incentivize efficiencies
  o Policy & Behavior
• Don’t lose Academic Mission, Focus
• Academic Programs over Social Programs, Support for Academics first

“BIG” Themes – Takeaway Insights
• Mission is academics; Put resources there.
• People are our most important resource.
• Communication is central to success
• Facilities
• Processes matter – Decision making

Table 7: Host: Steve Hackett
Question 3: What are the most important opportunities and areas of focus for increasing campus resources?
• Strategic growth of programs, especially lower cost programs
• Support grant & contract applications by faculty
• Recruit faculty who are active researchers
• Themes/Brand/incentivize
• Increase summer conferences & events & classes –Assure facilities are open
• ID fee for service opportunities (such as dining services) with Arcata & other communities
• Identify priorities & projects that resonate with donors
  o Link with faculty & departments & philanthropy
o Matching funds
  o Capital campaign

• Savvy & effective advocacy for campus infrastructure with respect to CSU & State & donors
• Opportunities for Extended Ed to become a net revenue generator
• More paid internships & jobs in community for our students
• Progression and student success in classes to use existing resources more efficiently
• Increase out-of-state & International Student #’s on campus – pay “full freight”
• Branding Issue & Quality themes
• Service Learning in the community
• Local/corporate businesses sponsoring renovated classrooms, supplies & equipment
• Donor targeted “green fund” to do building renovations; Donation of “green” equipment like solar panels
• Explore voluntary time base reductions (example: go from 1.0 to .9 time base)
• Grant & contract funding opportunities exploited (sought) for Hispanic Serving Institutions & changing campus demographics
• Planned campus closure day to save energy $ outside academic year. HCOE model
• Support student retention thru connection to natural environment
• Teach & help students & staff apply for grants & contracts for events, workshops
• Explore rebuilding nursing program & leverage funds from hospitals, etc.
• Clearer and more structured curriculum – faster time to degree, fewer units
• Incentivize efficiencies; savings go back to departments, students where efficiencies occur
  o Core services
  o Salary boost

“BIG” Themes – Takeaway Insights
• Increase external resources – grants, contracts, donations, fee-for-service, international students, etc. Include incentives
• use existing resources more efficiently, and incentivize appropriately (carefully coordinated)

Table 8: Host: Dave Nakamura

Question 3 (continued): What are the most important opportunities and areas of focus for increasing campus resources?
• Work collectively to share resources such as equipment (+ staff resources, processes) between different areas of campus (example Biocore Hub)
• Align common visions to make more compelling arguments for resources
• Training & support for grants beyond academically related programs /research. (Safety, security, infrastructure)
• Coordination of institutional level grants to improve competitiveness for funding & alignment with campus priorities
• Leverage efficient use of campus resources by building processes for sharing information on availability and to build culture of sharing (example: rooms)
• Shared plan and vision for fundraising to leverage broad campus expertise and connections (Corporate Giving, small community connections)
• Leverage human resources (and retention) by improving onboarding processes, mentoring -- both on and off campus
• Increasing community involvement and connections with the campus.
  o Publicize what we do well and New Vision website (Town Gown student level)

“BIG” Themes – Takeaway Insights
• Work collectively, align common vision, coordinate efforts across disciplines, departments, divisions and campus community
• Community connections important
• Efficient use of space resources (for on & off campus)

Table 9: Host: Colette

Question 3 (continued): What are the most important opportunities and areas of focus for increasing campus resources?
• Common complaint is that $$ can’t be allocated to specific departments/uses
  o People want to know where their $ is going
  o Process for donation needs to be more intuitive/simple to target donations...
• Departments loose connection with Alumni (don’t have resources to stay in touch) – Need $ to update department website – could be used to increase donor/Alumni $ as an incentive for departments to work on process of investment
• Donors want others to have the same experience they did – need to advance the ability for donors to allocate to specific uses
  o Faculty have the relationships with students
• HSU Branding & Marketing could be expanded – opportunity for more collaboration with individual departments – the goal needs to be to help departments
• Stories of impact – Where is the donor $ being used?
• Need for sufficient money (elemental resource) to do everything else
  o Sources:
    ▪ State/Fed
    ▪ Private – need to focus here – trends in philanthropy
    ▪ Grants (competitive)
    ▪ Selling of services (Marketing + Extended Ed + E-Learning
• Understanding changes and trends in technology as it relates to higher education and student success
  o Tools
  o Communication
  o Increase resources
• Volunteerism
  o Focusing on student experiences/parent network (connected to how people give...)
  o Increases in engagement and commitment/interactions and connections
Community engagement

- Key Need – increase student support services/staff – in order to support Student Success
- Campus Resources in terms of Human Resources
  - Increasing more diversity on campus
  - Demographics are changing how $ will be allocated
  - Recruitment & retention
  - Mentorship
- Need more collaboration with community partners and external partners
  - Going outside the Chancellor’s Office (CO) or outside the State
  - $12-24 million increase in grants in the last 4 years
  - Need to increase the tenured faculty for grants
    - Students get work/real-world experience
    - $ comes in for technology
- Encourage CO to advocate for more $ for CSU system
  - Increase strategies
  - Look for specialty areas (funding for Scholarship Activity/Affinity groups)
- Need to be more flexible in considering other models – how businesses can support the campus mission and industry/university partnerships

“BIG” Themes – Takeaway Insights

- Need to focus on stories of impact
- Departments need to remain connected to Alumni
- Department websites need to be revamped to tell their success stories and to allow Alumni/donors to support the department
- Need the support of the university. Departments don’t have the expertise to revamp websites and to create the structure
- Ease of directed giving vs. $ going into general pool will increase donor support
- Faculty and departments are a central part of Alumni donations
- Enhance communication around/between units around funding opportunities
- External Resources – Recognize the importance of grants and contracts (external funding) to the stability of the financial life of the university

Table 10: Host: Heather E.

Question 4: What ways could we modify curriculum and academic policy to ensure optimal and effective use of academic resources?

- Directly related to student success = better use of resources if they’re successful the first time
- Retention – acquire better learning skills. Able to be more independent socialized so they are able to graduate with skills to be independent
- Sooner we connect Students to people:
  - Service Learning, Alumni – (free resource), Mentors, Faculty, Professionals
Field of interest, ethos, culture, and career... determines it’s a place they want to be. People bounce around because of courses rather than future careers.

- Do it early (not just a career service function)
- TALENTS, GIFTS, SKILLS –Direct contact with practical experience
- Some student segments may not know of resources/support services, e.g. Transfer Students
- Unit Caps – 150 unit grants, 180 for loans
  - Students come in underprepared
  - Students with disabilities
  - Switch majors
  - Run into Unit Cap
  - Transfer students
  - Unit creep
- Reducing road blocks in gateway courses; Build confidence
- Flexibility with policies are good and needed; registrar & financial aid
- Appreciation & credit in tenure process for creative course construction
  - Release time is a joke
  - $ not an incentive unless it’s published
  - RTP process emphasizes students’ course evaluations, not innovative teaching, creative course construction
  - WTU’s discourage faculty from interdisciplinary collaborative teaching
- Incentivize & support risk-taking in curriculum design. It may be painful short-term; pays off long-term
- Modify Curriculum – BIG CHALLENGE!
  - many levels
  - GE – currently not efficient
    - Opportunity – look at BIG LOGIC STRUCTURES, determine how to serve large number of students
    - Go back to Liberal Arts Education
    - Maximize availability to students. Could make upper division less discipline-specific, prerequisites are limiting
- Room scheduling – priority given to 50 minute courses; Zone scheduling creative courses structures require 80 minutes + and run against policy
  - Pedagogy supports students being actively engaged + impacts retention + success
  - Participation is a different experience
- Bigger class sizes for entry-level courses, so more resources are available for upper level more expensive courses
- Weird array of facilities, a lumpy distribution. Not graduated
- Utilize Free resources
  - Alumni to help students
  - Word press
• Policies & practices can get in the way. Experimentation necessary -- + how not to impinge on other departments/student schedules.

• GOAL: Minimize Space Conflicts
  o Some formats lose out
  o Hard to manage facilities
  o Tough to manage by committee, but a czar not good either
  o Optimize spaces – not far exceed seats needed (?) -- need for more responsiveness from Facilities

• Incentivizers that create conditions for success
  o Time for planning with one another
  o Cross-department efficiencies (extra elective units)
  o (?) Coordinations b/t RTP, Student success, excellence in teaching

• Resource process
• Students with other life realities
• ICC Process, not connected with scheduling
• Decision-Making without coordinating with others
  o Activities
  o Time
  o Courses gateway
  o Transportation services
  o Impacts students success

• Time consuming policies – staff more empowered rather than all decisions going to top
• General Education – Advise currently on how to get them thru, not what can you get out of them!
• Build students capacity to handle to RIGOR
• BALANCE: SPEED to completion + Academic SUCCESS
  o Access resources
  o Build behaviors (study skills) to support success
  o Supplemental instruction

• Accessible Instructional Materials Development – POLICY exists
  o Need to implement it!
  o Faculty support
  o Training

  NEED: accessibility to policies

• ON-LINE eLEARNING
  o Who we are is about where we are
  o Also human interaction
  o Courses =
  o Online access to broadband is not equal in all our communities – excludes people in our rural areas
“BIG” Themes – Takeaway Insights
1. Retention as efficiency measure
   • Right services
   • Services accessed
   • Students engage with careers/professions in community, very early
2. Experimental processes necessary. Policies discourage it
   • e.g. RTP/Course evaluations
   • course unit CAPS/financial aid
   • scheduling
3. Better coordination = Better decision making
   • e.g. Space impacts format for teaching
4. Solutions that work elsewhere:
   • Class sizes
   • Going on-line, we don’t have the capacity &/or our communities lack the technology
5. Need to invest resources to save later
   • Accessibility initiative

Table 11: Host: Evan Johnson
Question 4 (continued): What ways could we modify curriculum and academic policy to ensure optimal and effective use of academic resources?
• Learning Center and tutors – can take 4 weeks to get tutors up and running which is late
• Specialized majors vs. generalized – student appeal?
• “What are my last 60 units?” ADT Roadmaps – Associates Degree for Transfer
• Differences in weighted/time processes for faculty across colleges
• Degree requirements & title
• Boutique programs (options/minors)
• Uniformity rationale for concentrations?
• Slow to process/change – streamlining, transparent, quick
• Biology or ______, ______, ______
  o What is the balance?
  o Student appeal
  o Faculty appeal
• Transfer “friendly” process
  o roadmaps
  o general degree programs w/ supplemental courses
• Faculty weighted time – 3 college standards/interpretations; uniformity?
• C vs. C minimum – course passing requirements, overall gpa (1.7 gpa is probation status)
• Flexibility or failure?
How do we use our learning center?
  - Semester readiness
  - New hires

Faculty – Integration – support programs
Requiring application for graduation
Course management system
eLearning accessibility
library research services
career services
  - long term planning
  - coordinating volunteering, work experience

Syllabus requirements “Figs & trigs” cohorts
Freshmen experience a foundation; consistency, Adviser
Transfer experience course
Student Centers
We are not a big UC
  - Teaching or researching?
  - Pedagogy
  - Workshops/ professional development for faculty

So many, too many choices
  - Few GE’s, more electives, in proscribed majors
  - Course of study
  - In sequence
  - First semesters core requirements
  - Staggered electives

Study abroad
Course scheduling
Depth
Block scheduling
Freshman experience course
Degree requirements
Read DARS
Resources available
“Figs & Trigs” transfer groups
online processes
  - an App
    - appointments
    - registration
• instruction
  • admin & business
  • direction
• course scheduling
  • coherence
  • impact on students
  • student centered
  • peer advising
• What resources are even available?
• Learning center -- improvement, staff presence
• Resources for transfer students
• Funding competition between programs & services
• Advising is a challenge
  • lack of necessary communication
  • advising is lacking
  • ensuring graduation
  • advisors are busy
• Curriculum is too flexible
  • More structure
  • Need automated system
  • Graduation is an issue
  • Need more core requirements
  • Providing sections when needed
  • Sequencing
• Retention of transfer students
• Meeting, advising, quality though?
• Diversity & common ground?
  • A divide
  • Diversity in general
  • Incorporating into general ed
  • What does diversity mean? Inclusion?
• Curriculum – a broad view
• Counselor/advisor (professional) for each department
  • Major contracts & knowledge of programs
  • DARS

“BIG” Themes – Takeaway Insights
• Flexibility or Failure - Curriculum structures – streamlining. Example – block scheduling in major and GE
• Transfer friendly & Freshman cohorts & experience  
  o Figs & Trigs  
  o Core & consistency  
  o Long view planning  
  o Resource coordination & integration into Transfer/freshmen experience  
    - Professional advising, career counseling and services, learning resources and services  
  o Integration & accessibility  
• Professional development, focus, pedagogy

Table 12: Host: Amy Sprowles

Question 4 (continued): What ways could we modify curriculum and academic policy to ensure optimal and effective use of academic resources?

• Integration of Academic & Financial Advising with International Programs
• Maximize “human” resources; Teachers
• Longer class sessions, fewer meetings per week, & evening classes
• Reverse trend: Increase # of well-trained tenure track faculty and continuously trained: provide professional development
• Increase Internship/Service Learning Opportunities
• Give students more opportunities to choose what they learn
• Increase: Experimental Learning & Revenue  
  o Courses that provide experience  
  o Internships  
  o Service Learning Opportunities
• Online Course  
  o Hybrid vs. online are more effective  
  o Concerns about lower success rate in online  
  o Evidence for improving student success/increased instructional efficiency has not been demonstrated  
  o Intellectual property questions need to be resolved
• Increase First year & Transfer experiences to help students move more efficiently through university  
  o Life skills  
  o Budgeting  
  o Hybrid degrees
• Improve Academic Policy to facilitate team teaching and interdisciplinary courses.  
  o Ex. WTUS make this difficult
• Student centric programs instead of Departmental
• Increase collaborations with community
• Increase interdisciplinary paths so students can better address pressing world problems  
  o “quadruple bottom line”: environmental, social, economic, purposeful
• Build Trust, Remove barriers
• Provide incentives for Departmental and Intercollege collaboration
• Block scheduling will help students efficiently move through the curriculum.
• Internationalization. LOTS of students want to study abroad (a HIP! (High Impact Practice)) helps GPA & retention
• Reasons they don’t:
  o money money money
  o problem to “fit with my major”; put in major maps!
• Promotion
• Sabbatical policy
• GE policy & perception
• Decrease time to degree
• Basic needs ($)  
• Self worth
• Focus on students’ culture competencies

“BIG” Themes – Takeaway Insights
• Connect Academic Policy to HIPs – experimental learning first year
• Reverse the trend of reducing tenure track faculty
• Increase first year/Transfer orientation/experiences so all students can participate
• Improve Academic policies to facilitate interdisciplinary study
  o Break departmental/college boundaries (like WTUs)
  o Allow students to be better prepared to address purposeful careers/life goals “quadruple bottom line”:
    ▪ Environmental
    ▪ Social
    ▪ Economic
    ▪ Purposeful
• Support programs to help students meet basic & emotional needs

Table 13: Host: Craig Wruck
Question 5: What changes in administrative structure or operational procedures at HSU would ensure optimal use of resource?
• Need more open discussions about ratios – administration, student services, etc. to faculty, instruction
• Need shared common definitions re: assignments authority, not classifications
• Better information to counter missed perceptions about how/where resources are spent
• Deeper understanding on what it’s spent on (What is “retention”)
• How is it structured right now? Lack of understanding of strategy/goals
• Eliminate the duplication between departments
• Performance measures should be shared widely
• Clarify who is responsible for which outcomes
• Make the implication/interrelations more obvious to everyone
• “Resources” are a way of keeping score instead of results
• Student/Faculty ratio is important draw for students – careful if we change this
• Move last President to more visible spot
• Remember service to outside community too
• How do we assess to know if we’re operating/using resources effectively
• What is success
• How can we make sure not top heavy. If we are, why? Need shared definition.
• Conduct best practices audits - benchmark to industry standards
• And consider source of funds
• As a small campus, how do we economize our admin overhead
• Provost has too many direct reports – everyone wants to report to a higher level. This is HSU wide and two way – up and down
• Shared services within campus and with external agencies
• Increase facility utilization and value available to public
• Get real evaluations at all levels; related to job description; Need a real HR function
• Economize on travel – use technology whenever we can; some is inevitable consequence of location
• Empower at lowest level possible
• Address power differentials that paralyze common sense
• Define IR scope responsibility, broader than now
• Use technology to streamline admin overhead
• How to align to ensure good accountability
• Process improvement should be bigger than ITS and tied to IR
• Portal is not effective way to reach students

“BIG” Themes – Takeaway Insights
• Clarify who is responsible for which outcomes
• Make interrelations obvious
• Need more information and better discussion about resource allocation
• Empower at lowest level possible
  o Too many direct reports
  o Address power differentials
• More open discussion
  o Better information
  o Shared definitions
  o Know where/how resources used
• Process improvement/Project Management
  o Not just ITS responsibility
  o Must be collaboration with IR

Table 14: Host: Terry Uyeki

Question 5 (continued): What changes in administrative structure or operational procedures at HSU would ensure optimal use of resource?

• Academic Departments introduce FTE students process vs. Demand-based budget
  o Target by Department (# of students)
  o Frees up WTUs for other purposes (research, curriculum innovation)
  o Do we need to have large classes to free up WTUs (& large lecture halls, not large hallways)
  o (Fresno SU)

• Dormitories as a resource. International Students not allowed to live in dorms, but they bring incredible richness to campus. (not $$) but also significant financial resources – CNRS, -- ERE, --Extended Ed
  o Required to by full meal-plan
  o $$ dispersed across campus
  o International students have fantastic retention & graduation rates
  o Everyone misses out on this rich intercultural experience

• What is impact of 1 International student on whole budget? So consider the needs of International students. In use of $$ they bring in (e.g. closing of Market, The J)

• Factor in the complementary housing off campus

• Decisions always made on consensus, & difficult to get to, w/ housing

• Keep a dorm open during break for International students during holidays who can’t go home

• IELI students are not prioritized over domestic students (not matriculating) - Trying to change- consider IELI growth plan

• Dorm space is inadequate so University needs to look at strategically. Cost Benefit Analysis (Invest in students who stay?)

• So base resource decisions on the shifting, flexibility of students who are here and stay.

• In a big system of housing on & off campus – shortages affect retention
  o August: 116 freshmen waiting to get in dorms

• Recruiting must consider housing resources. – Entire apartment complexes could be leased for students

• Millennials’ Learning: But how are students learning affected? Fundamentally changing student experience. Need boundaries

• What gets base budget & put back into Academics (& Prioritize) vs. social programs (e.g. clubs & activities)

• Not tapping into local students –
  o They are looking elsewhere – could subtract $10K costs of living @ home.
  o Have that understanding with parents & students
  o Optimize student experience when a local student

• The brand of HSU includes Fine Arts, not just sciences, (no MFA)

• Almost everyone has to have job now (students now) vs. years ago
• Departments sharing resources (copier, etc.) to increase efficiencies;
  o Identify commonalities; “span of control”
  o Consolidating data management within divisions
  o By not sharing, budgets are multiplied, but where does equipment live?
• Over 80% of budget is focused on Human Resources – So need to leverage human resources strategically
• Daytime: shorter classes, (spread classes back)
• Evening Classes: longer & fewer classes, (more intense). Have introduced this: 5pm classes. What is the data on how effective those classes are on learning?
• Productivity systems: Secretaries -> Admin Assistants. This raised expectations for outcomes of job. $40/hr vs $10/hr (previously)
  o So analyze wage structures appropriate for job
  o At points of transition, might adjust salary
  o Possibly hiring more temps?
  o Difference between SPF vs. State-side employees and how treated differently (compensation)
• Need more Grad programs here – so grad students can be leveraged also for teaching classes. Enables students to remain here

“BIG” Themes – Takeaway Insights
• Look for administrative efficiencies & consider appropriate consolidation of resources
• Recruiting to the max, w/o realistically considering resources (e.g. housing available) first.
  o Domestic or International
  o Housing (lack of) affects retention

Table 15: Host: Mary VanCott

Question 5 (continued): What changes in administrative structure or operational procedures at HSU would ensure optimal use of resource?
• Fragmented coordination of Admin – Tasks
• Too many assigned tasks of Admin that prevents focus on critical areas
• Use of training and professional development to assist in assignments
• Multiple employees working on same project – Need for ‘centralization’; Collaborative problem-solving
• Make it ok to say “I don’t/We don’t do this well’ and not make it a requirement
• Learning how run effective meetings to save time – with the right people at the table; Focusing on one specific outcome – too many broad topics at too many meetings
• Perception of Admin being away a lot; not understanding their roles
• Approach to “fixing” is creating a new system, not always necessary, maybe it’s not broken - & may affect other departments negatively
• Agree on how to get to a decision
• Inclusion so all have a voice – Creating opportunities for all to participate (like today)
• Keeping engagement transparent and real with invitation for active dialogue by students and staff
• Sometimes too many are involved in the decision process
• Bringing together groups with commonalities; giving decisions time to work; too many admin layers
• Hiring of staff takes too long – good people in search pool are lost to other jobs
• Departments need more autonomy to do their jobs. “Why do I have to ask the Dean to move a class to another room?”
• Overcoming “It’s always been done this way”
• Distrust from Higher levels results in micromanagement – unnecessary & controlling; too many signatures required; (Are all the layers the solution to this distrust?)
• Lack of communication between departments – too many working independently (too many “silos”)
• Create more apps to collaborate – get rid of “red tape”
• So many changes on campus that perhaps there hasn’t been time to create collaborative opportunities
• For example: multiple ways to see budget, run reports – admin (or higher ups) each want to see data in different formats
• For example: too many logos – how about just 1?
• Have admin who can approve the decision be in the meeting that makes/discusses the decision so it can be done right there = efficiency
• The campus would do well to invest in how to run good, productive meetings, staying focused; time, $ (prof development)
• Meeting facilitator trainings
• Inclusion of everyone in gathering info to make decision
• HSU “sells” “we listen to everyone”; it’s a perception that everyone gets to participate but not accurate
• We don’t value the time of the people in the meeting – need a cost/benefit analysis of the meeting itself; Taking into account the “human cost factor”
• Changing decision-making process so not all have to be made at a high level – you’re paying professional staff to make the decisions but still requiring higher level approval??
• Concern (by Student) of student safety and how process to make changes works (___ safety – why 30 min meters when there are not 30 min classes; no additional parking for new housing
  o Need for clearer communication of decisions (or their status) that includes students
  o Who should the student go to to get info or updates? (Student unaware of Associated Students)
  o Give students w/o car more J points
• Informing new arrivals on campus using archived info
• Focus should be on student safety and success – no understanding in ticketing (parking)
• Get better at articulating ideal outcome of meeting and identifying why each person’s included – make sure all departments affected are represented. – and communicate to those not included + why; Have materials in hands of attendees so they can prepare
• But meeting is important for communication

“BIG” Themes – Takeaway Insights
• Resources wasted with workload created by inefficiencies in meeting development and decision-making
• Multiple Admin layers to get decision passed
• Define “distrust” of admin that creates the layers in decision-making
• Professional development needed to train facilitators in running efficient meetings, and then making sure it’s utilized
More consideration of the cost/benefit amount of meetings (staffing, time away from desk/work area)

Table 16: Host: Hari Singh

Question 6: What cost factors should be included in a budget allocation process to ensure success for students in different majors?

- We should use comprehensive analysis (zero-base-budget) to evaluate existing resources periodically (3 to 5 years). Depending on changes.
- Criteria: Student credit units (SCUs), WTU cost unit is based on SCUs (consumption unit).
  - Benchmarks for SFR (student faculty ratio) that are discipline specific
  - SFR should evaluate and include tenure-track lines – to increase tenure track factor ratio for SFR
- At one time HSU did this but went away from it as all CSU allocations became from Long Beach, became uniform (same SCU cost).
  - Additional cost factor for different majors.
  - Create economics by balancing large sections and small sections.
- We need to be clear about what the intent of these cost factors is and how they are used to create trust and transparency. Faculty should talk to each other to evaluated costs rather than be confrontational.
- Indirect cost factors should be used (field trips) or experimental learning of all kinds. Different costs to students should be factored in.
- Indirect cost and revenues brought in by grants should be made transparent and used to benefit student’s curriculum.
- As students increase, we need to evaluate, factor in the non-teaching costs (IT labs; advisors, classrooms, registration, facilities). These are critical to student success too, besides instructional costs.
- Budget process that means, know what allocations are made in terms of transparency.
- New curriculum should also be having resources statements. We need to have more capacity evaluations (library resources, space, computer labs, etc.).
- How does PREP work? and evaluate resources
- Cost factors needed to graduate students in a timely manner should be evaluated. What courses are bottleneck courses, and how these constraints are evaluated?
- Reducing variability in courses that it is more predictable

“BIG” Themes – Takeaway Insights

- Develop a budget process that is based on clear criteria and ratio to fulfill mission (student success); should create trust and transparency and be based on direct (instructional) & indirectly related costs?
- Evidence Based Budgeting
- Support retention and graduation; Environment for risk taking; Factor success matrix about goals

Table 17: Host: Denise Vanden Bos

Question 6 (continued): What cost factors should be included in a budget allocation process to ensure success for students in different majors?

- Should we have all the majors we have? – Look at cost measures; look at how do we analyze what our students need, target resources appropriately;
  - Focus on 2,000 students who need the most assistance; Different disciplines, prioritize what they need for student success
- Somehow create equivalencies between disciplines (apples to apples comparison)
- Look at different lab allocations per major
- Look at specialized equipment cost
- Look at fieldtrip expense – involves transportation
- Effectiveness to the course, prioritize, availability
- Allocate resources for faculty development; specifically something like continuing education to ensure/support quality faculty
- Look at resurrecting the nursing major. It’s worth the cost – figure it out
- By major – look at student-faculty ratio – when are small classes needed, when could larger classes be employed. Could things be consolidated? Is there duplication
- Allocating funds for online courses to supplement regular classes
- Internationalization – both ways – students here go abroad, bring International students here
- Increase retention of 1st generation students. Ex. Creating community partnership, student jobs, student internships; hands on experiences, field trips, research programs; Increase work-study opportunities, community service opportunities to exchange food, rent - a barter system
- Adequately fund Centers for Academic Excellence – support this effort, it’s really important, bring the community into those centers.
- Look at possible/probable funding (inequities) that goes to all 3 divisions: Student Affairs, Academic Affairs, Administrative Affairs, Advancement/Athletics
- Ensuring basic student needs are met: housing, food, etc.
- Balance “good advising” – important with freedom to choose, (experiment) and graduation in a timely fashion
- Be progressive about technology – ex. Devote resources to apps
- Improve:
  - Access to textbooks
  - Mentoring for students (faculty, staff, upper level students)
- Give all students access from all disciplines, some hands on or non classroom experience
- Library cuts across all majors/look for
- Increase other student financial support
- Need student input

**“BIG” Themes – Takeaway Insights**
- Look at existing resources for additional efficiencies
- Invest in retention activities - internships, jobs, basic needs: textbooks, food, housing
- What is the budget allocation going to be?
  - Must look at cost factors – do we have Cadillac programs where we don’t need them?
  - Use zero based budgeting to analyze them, the budget
  - Compare cost factors across institutions
  - Bolster resources for institutional research and planning (metrics) and budget on data (no idea what things cost)
• We have an implementation problem – we study for 2 years, do it for 3 months and move on, - need an implementation team to get up a good business plan (IRP, budget content)
• Upper administrative will to make a decision and carry it through, campus owned
• Better financial analysis @ University level
• Shrink # of STEM students make it harder to get in, be more competitive and have institutional confidence to bring student sin from non-STEM majors
• Process improvement

Table 19: Host: ME Whaples

Question 7: What is the one most effective thing HSU can do to ensure resources to fulfill its mission?

• Quality of Education
  ○ How do we make sure professors/staff are doing what they should?
  ○ Accountability
• $$ employees, programs, facilities, residential campus, bottom line, innovation, system level (CSU)
• progressive/proactive to assist with retention, try not to be so reactive
• Comprehensive survey for the students (what’s lacking for them?)
• Apps, easy access, mobile friendly Portal view
• Pre-planning process by which we analyze/identify what students need in order to graduate; making classes more available
• Measuring ability/quality, sense of accountability of the measurements
• What we say, marketing/recruitment-wise – matches what the university really does
  ○ Culture of evidence
  ○ Small classroom sizes vs. large classes

“BIG” Themes – Takeaway Insights

• Setting metrics (in line with our mission)/enforcing accountability for achievement
• Culture of evidence
• Sufficient funding to support that