DRAFT Strategic Plan
Humboldt State University
2015-2020

Preamble

Humboldt State University has a long history of strategic planning to align institutional priorities with the University's focus on implementing and integrating its vision, values, and mission. To be successful, full implementation of the 2015-2020 Strategic Plan will require:

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

Mission

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

Vision

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

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

Values

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

- We believe our primary responsibility is to provide the best possible education for today's world.
- We believe that teaching excellence is of paramount importance as is learning excellence.
- We believe in an environment of free inquiry where learning occurs both inside and outside the classroom. As a community of learning, the campus curricular and co-curricular environment encourages intellectual discourse, aesthetic creativity and appreciation, and significant opportunities for involvement and service. We prepare students to take on the commitments of

critical inquiry, social responsibility and civic engagement necessary to meet the challenges of the 21st century.

- We believe in intellectual growth through scholarship, creative activities and research. We prepare individuals to be successful in advanced academic and professional degree programs; to be in positions of leadership; and to be proactive and productive members of society.
- We believe in the dignity of all individuals, in fair and equitable treatment, and in equal opportunity. We value the richness and interplay of differences. We value the inclusiveness of diversity, and we respect alternative paradigms of thought.
- We believe in collegial dialogue and debate that leads to participatory decision-making within our community of student, staff, administrator, and faculty learners.
- 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.

Assumptions in this planning process
For the purposes of this strategic planning process, the University community made the following assumptions for the five-year time frame of this plan:
- Continued commitment to the existing mission, vision, and values of Humboldt State (i.e., no changes in these underlying principles, which are noted above).
- Small but limited growth in resident (in-state) enrollment.
- Limited, if any, increase in funding allocations from the state.
- Commitment to diversifying the University's revenue stream.

Context for HSU planning within the California State University System
The California State University System provides a larger context for the efforts of an individual institution's planning. This process at Humboldt State is driven by the goals and directions of the CSU. Although the last strategic plan for the System expired in 2013, Chancellor White outlined seven priorities for the System in January 2014, as part of his State of the CSU address:
- Hiring tenure-track faculty
- Enhancing advising both through hiring additional staff, as well as increasing the use of technology
- Expanding the University's efforts to alleviate curricular bottlenecks with more fully online concurrent enrollment courses in CSU CourseMatch
- Increasing student preparation by expanding Early Start
- Expanding high-impact practices that enrich the educational environment in areas including service learning, applied research, and study abroad
- Expanding of data-driven decision making to improve program quality and advance student success
- Bolstering degree completion for transfer students

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 global leaders in a diverse world through a Humboldt State experience that provides purposeful and coherent integration of academics and student life.**

Goal 2: **Foster meaningful relationships that demonstrate a commitment to diverse and intercultural communities, identities, and competencies.**

Goal 3: **Continue to improve relations with local communities to strengthen partnerships and support students, faculty, and staff.**

Goal 4: **Serve as effective stewards of the natural and built environment and the University's financial resources.**

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

CSU Graduation Initiative Targets

The strategic plan is also being undertaken in the context of 2025 goals and targets established by the CSU system as part of the Graduation Initiative. If we are successful in implementing our strategic plan, we will make progress in meeting the CSU Graduation Initiative targets. 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%

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

Implementation of the Strategic Plan

A broadly representative committee will set priorities, monitor progress towards achieving targets, and report progress to the University community annually.

Goal 1. Prepare students to be socially and environmentally responsible global leaders in a diverse world through a Humboldt State experience that provides purposeful and coherent integration of academics and student life.

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

Performance indicator	Baseline	Action Item	Responsibility
Halve the proportion of students on probation at the end of their first semester	28% of freshmen are on probation at the end of their first semester	(A) Less than 14% of freshmen are on probation at the end of their first semester (B) Evaluate remediation and develop a plan to strengthen its effectiveness	Lead: AA Support: EMSA Support: Admin Affairs
Ensure that each student has a four-year curricular map supported by technology alerts for students who fall off course	Graduation plans are departmentally based	Select appropriate technology package and begin implementation	AA
Develop meaningful learning analytics to allow for early alerts and timely interventions that promote student success at course and curricular levels	Individual programs operating independently	Consolidate assessments to ensure all students benefit from appropriate interventions as needed	Lead: IRP Support: AA Support: EMSA
Co-locate similar and related campus resources while continuing to ensure program effectiveness	Resources are distributed across campus and can result in confusion and misinformation	Provide more visible "one stop shops" where students can receive timely and unambiguous answers	EMSA

Objective 1.2 Ensure that all students are afforded the same opportunity to succeed in meeting their baccalaureate goals.

Performance indicators	Baseline	Action Item	Responsibility

Clarify and assess the relationships among all student support programs and to all academic units to increase effectiveness and eliminate "silo-ing" and duplication of effort	Support programs are still evolving in structure and relationship	Complete implementation plan that evaluates and specifically addresses operational needs for academic and co-curricular programs	Lead: EMSA Support: AA
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	EMSA
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 through coordinated support for instructional design; (B) Professional development for faculty and staff will support UDL; (C) Half of all faculty will be able to define UDL and can demonstrate their course materials meet UDL principles; (D) Implement ATI	AA (IT, CEEE)

Objective 1.3 Incorporate environmental and social responsibility through the integration of the arts, humanities, professional programs, and social and natural sciences.

Performance indicator	Baseline	Action Item	Responsibility
Encourage and reward cross-disciplinary activities that engage staff and faculty in their role to support intercultural competency, engaging pedagogy, writing and oral communication skills, and social and environmental responsibility	Limited opportunities and support for interdisciplinary programs	(A) Include expanded interdisciplinary programs as part of the Academic Master Plan (B) Half of all faculty will be able to define cultural competency and can	AA

		demonstrate their course materials incorporate cultural competency	
Integrate institutional learning outcomes with those defined by regional and professional accrediting agencies	Institutional learning outcomes mapped onto curriculum at programmatic level	(A) Provide professional development to support the incorporation of WASC core competencies and the outcomes identified by other accrediting agencies into the curriculum (B) Establish a long-term and coordinated assessment strategy for evaluating the extent to which the core competencies are being developed	AA
Ensure that General Education is integral to students' developing a well-rounded education that prepares them for world citizenship	GE learning outcomes exist, separate from courses in the majors	Develop a scaffolded approach to GE that moves students into their major area of study, advancing core competencies along the way	AA

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

Performance indicator	Baseline	Action Item	Responsibility
Connect education and campus life with career/life mentoring that helps students apply what they learn and experience at HSU to what they will do after graduating	In AY 13/14, the Career Center served 2,000 individual students and met with approximately 5,000 students in group settings	All students participate in some form of career/life mentoring	Lead: AA Support: EMSA
Expand opportunities for students to participate in undergraduate research	Top students are often selected by faculty for participation in undergraduate research,	Increase participation in undergraduate research opportunities across all	AA (including SPF)

	and not all students have the opportunity to participate	levels, programs, and general education classes; detail and targets to be included in the Academic Master Plan	
Increase the number of students participating in semester or year-long study abroad programs	During AY 14/15, 70 students participated in a study abroad during the academic year, and an additional 73 completed a summer study abroad experience	Details and target numbers to be included in the Academic Master Plan	AA (especially CIP)
Increase hands-on learning opportunities	Hands-on opportunities exist but are not coordinated or universally available	(A) Ensure that every academic program has at least one hands-on learning opportunity for majors (B) Work with tribal nations and other communities to strengthen internship, mentoring, service-learning, and job opportunities that foster students' professional development	Lead: AA Support: EMSA

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

Performance indicator	Baseline	Action Item	Responsibility
Increase non-resident student enrollment by 10 per year	311 students	351 students	EMSA
Increase matriculating international student enrollment by 10 per year	86 students	126 students	CIP

Improve year-round housing and dining infrastructure and ensure sufficient capacity to accommodate international and out-of-state students	Facilities and services limited or unavailable during breaks	Facilities and services available to students throughout breaks	Lead: EMSA Support: Admin Affairs
Ensure relevant student support services are available to international students	Limited services targeted at international students	Expanded student services to address the needs of international students	Lead: EMSA Support: AA

Objective 1.6 Modify policies and streamline curricula to focus on student success and improve progress to degree.

Performance indicator	Baseline	Action Item	Responsibility
Implement block scheduling for freshmen	n/a	Implement block scheduling, possibly as a part of a broader advising and early alert software package	AA Target: Fall 2017
Coordinate course rotations, curriculum sequencing, and graduation plans	Programs have 5-year course rotation schedules, but not all are current and available online	(A) Cross-disciplinary course scheduling to ensure maximum availability (B) All programs have graduation maps that are accurate and up-to-date (C) Clarify and reduce prerequisite chains (D) Evaluate and where appropriate streamline course/program options to reduce bottlenecks for timely graduation	AA
Reduce the number of times that courses can be repeated and restrict pre-registration for them	During AY 13/14, 1,145 students (13% of the total student population) repeated a total of 1,890 classes, utilizing 2.3% of	Establish a new policy on course repeats	AA Target: Fall 2016

	the total seats offered in all sections		
Redefine student registration windows based on progress toward degree rather than total units earned	Registration priority based on number of units completed	Establish a new policy on course registration encouraging progress towards degree	Lead: AA Support: EMSA (Registrar) Target: Fall 2016
Implement evidence-based decision making in the PREP process	PREP applied inconsistently and sometimes without appropriate data	(A) Develop and implement a coordinated assessment strategy that provides meaningful data and evaluation of achievement of student learning outcomes for continuous improvement in the major and in generation education and all-university requirements (B) Utilize assessment outcomes to inform faculty development	AA
Increase student success in online courses	Students self-select to enroll in online courses	(A) Provide an "Online 101" module to increase student success in online and hybrid courses by Fall 2016 (B) Develop a policy that provides for student self-assessment regarding readiness for success in online courses	AA (especially CEEE)

Goal 2. Foster meaningful relationships that demonstrate a commitment to diverse and intercultural communities, identities, and competencies.

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

Performance indicator	Baseline	Action Item	Responsibility
Improve the overall density of tenure-track faculty in each college	54.1% for HSU per CSU HR Data (1/30/15)	>65% FTEF tenured and tenure-track faculty in each college	AA
Address salary equity, including inversion, compression, and market adjustment, for faculty and staff	Clear examples of inequities but no systematic plan to correct them	Assess salary inequities and develop a multi-year plan to address them	Human Resources and Faculty Affairs Target: Begin implementation in July 2015
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 (C) Utilize campus climate assessments to develop a strategic plan to support diversity	Lead: Human Resources and Faculty Affairs Support: AA and EMSA (ODI) Support: IRP
Acknowledge and amend the disproportionate impacts and expectations ("cultural taxation") on our faculty, staff, and administrators from underrepresented groups	No reassigned time acknowledging exceptional service to students and the University	(A) Expand awareness of and participation in the Assigned Time for Exceptional Service to Students program (B) Assess diversity-related service and any necessary workload adjustments in annual review process	Lead for Faculty: AA Lead for Staff: Human Resources

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

Performance indicator	Baseline	Action Item	Responsibility
Improve knowledge, awareness, and capacity on diversity-related topics among all students by ensuring that diverse perspectives are a key component of the curriculum and co-curriculum	(A) Achievement gap for full-time first-time freshmen is 7%; and (B) Students are required to complete two Diversity and Common Ground courses as part of the GE package. Co-curricular opportunities exist but are voluntary and fragmented	(A) Reduce achievement gap for first-time full-time freshmen to 5% by 2020 (with an ultimate goal of 3% by 2025) (B) Include a plan for integrating high-impact, diversity-related practices and content in the new Academic Master Plan, including curricular and co-curricular transformation, knowledge about the dynamics of power and privilege, and intercultural communication skills in for underrepresented students and reduce bias on campus	Lead: AA Support: EMSA
Explicitly recognize that familiarity and experience in diversity-related topics are professional competencies	Inconsistent expectations about cultural competencies	Recognize professional competency in diversity-related topics in RTP and staff evaluation standards	Faculty Lead: AA Staff Lead: HR
Expand and enhance the impact and value of 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) Topics for ISS should draw from assessment and input from Institutional Research and Planning	AA
Ensure that instructional pedagogies reflect the diverse experiences and backgrounds of our students	Curricular focus on cultural competency individualized	Provide cohesive ongoing professional development for faculty, staff, and administrators in the areas of	Lead: AA Support: EMSA

	to specific faculty members	experiential learning, intercultural competence, 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	Target date: center established by Fall 2016

Goal 3. Continue to improve relations with local communities to strengthen partnerships and support students, faculty, and staff.

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

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

		(B) Increase local tribal information provided in the new student orientation program	Lead (B): EMSA

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

Performance indicator	Baseline	Action Item	Responsibility
Support the health and well being of students	589 students were served in the first four months the food pantry was opened. An additional 324 students were provided information on the CalFresh application process. 96% of those served were full-time students, and 74% lived off campus.	(A) Support and expand food pantry for students (B) Contract with the North Coast Rape Crisis team to serve as advocate support for students affected by sexualized violence	EMSA
Support the financial health of students and help students minimize their debt on graduation	The average debt for a graduate of HSU was $18,500 in 2014	(A) Work with local businesses to provide goods and services to HSU students of all communities (B) Expand opportunities for paid internships (C) Reduce time-to-degree and number of units at graduation	Lead (A): EMSA Lead (B & C): AA
Increase the number of students from our geographic service area on the North Coast who enroll at HSU	In Fall 2014, 1,192 students (14% of HSU's total student population) came from our geographic service area	(A) Partner with College of the Redwood and local high schools to ensure students receive college-ready preparation, building on the innovations that have already been recognized	EMSA

		(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.

Performance indicator	Baseline	Action Item	Responsibility
Establish culturally appropriate community engagement strategies	Community engagement opportunities are decentralized and largely driven by individual initiatives	(A) Appoint specific faculty and staff to collaborate with local community leaders 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 our local communities	EMSA
Engage with local Communities of Color to draw on existing knowledge, expertise, insights and local projects already underway	Community engagement is currently fragmented and decentralized	(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	EMSA

Goal 4. Serve as effective stewards of the natural and built environment and the University's financial resources.

Objective 4.1 Develop and implement a unified budget model that is collaborative, holistic, transparent, and evidence-based.

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

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

Performance indicator	Baseline	Action Item	Responsibility

Utilize appropriate efficiencies in allocations and expenditures of all funds	Efficiencies were identified on a relatively ad hoc basis. An invitation for suggestions in the 2014-15 academic year generated some excellent ideas	(A) Create incentives for efficiencies (B) Utilize "suggestion box" approach to finding new ideas for efficiencies (C) Identify and eliminate campus services that are provided by the community where appropriate (D) Partner with local communities to connect students with resources that are not provided on campus	PO AA EMSA Admin Affairs Advancement
Coordinate resources as a "whole campus" instead of individual units	Historically decentralized processes have resulted in silos and decisions that are made outside of the context of the University perspective	(A) Ensure the effective, efficient, and equitable use of space as a university-wide resource (B) Develop a coordinated effort to purchase and support computational and IT resources, including a central computer refresh strategy (C) Develop a revised Facilities Master Plan for the University	Admin Affairs
Campus-wide consultation before purchasing new enterprise software	Software purchases have not been consistently reviewed for compatibility with platforms and University-wide needs	(A) Establish greater use of PeopleSoft and other programs through programming and modules (B) Reduce reliance on 3rd party software vendors and consultants (C) Reduce customization of purchased software (D) Support training for end users	Lead: AA Support: EMSA Support: Admin Affairs Support: Advancement
Ensure the efficient utilization of instructional space.	Online education reduces demand for brick-and-mortar instructional space. In AY 14/15, online courses generated 820	(A) By 2020, increase fully online student full-time equivalents (FTES) by 30% (B) By 2020, 50% of on-campus students will have taken at least one online course by the time they graduate	AA (CEEE)

	FTES. By AY 14/15, 47 percent of HSU students had taken at least one online course.		

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

Performance indicator	Baseline	Action Item	Responsibility
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	AA Target date: January 2016
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, managing and research	(A) Between AY11/12 and AY13/14, faculty and staff brought in an average of $15.2 million per academic year in grants and contracts (B) Between AY11/12 and AY13/14, faculty and staff submitted average of 242 grant and contract proposals annually (C) Between AY11/12 and AY13/14, faculty and staff submitted average of 72 grant and contract	(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%	SPF Target date: Fall 2020

	proposals in excess of $25,000 annually		
Continue to develop through the Advancement Foundation a rich fund-raising 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 (D) Develop the new engagement model to increase donor involvement	Advancement
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	Lead: EMSA Support: Admin Affairs Support: AA
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	AA (ORECD)
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 develop educational ecotourism/adventure sports joint ventures (B) Leverage the brand for licensing and marketing opportunities	(A) Lead: EMSA Support: Advancement (B) Lead: Advancement

			Support: PO (Athletics)
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	Lead: Amin Affairs (Sustainability)

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Appendix A. Strategic Planning Committees

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

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

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

Supporting an Inclusive and Diverse Community Task Force
Mary Glenn (co-chair), Associate Dean, CPS
Kris Patzlaff (co-chair), Faculty Art
Joice Chang, Faculty Department of Politics
Graciela Chipres, Student
Joseph Dieme, Faculty, World Languages
Jennifer Eichstedt, Chair, Sociology
Vincent Feliz, Student Support Liaison, Dean of Students, Staff
Lauren Hennes, Student Assistant
Lura Holtkamp, Administrative support
Tsolak Kirakosyan, Student
Joyce Lopes, VP Administration & Finance
Susan Marshall, Faculty Forestry & Wildland Resources
Jayne McGuire, Faculty Kinesiology & Recreation
Melissa Meiris, Associate Director, Diversity and Inclusion, Staff
Stephen St. Onge, Director Housing, MPP
Naomi Waters, Student
Reggie Williams, Student Assistant

Appendix B. History of strategic planning at Humboldt State University

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

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

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

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

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

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

Building on the work of the Cabinet for Institutional Change, the University established priorities for the period 2012-16. These priorities included student success (measured by increasing graduation rates,

decreasing time to degree, and closing the achievement gap), enhancing revenue (including through grants and contracts, internationalizing the campus, increased philanthropy, expanding self-support programs and distance education, and enterprise opportunities), and advancing HSU's vision (with a particular focus on diversity and sustainability).

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

Appendix C. Documents from previous planning efforts at Humboldt State University
(all document available in the HSU library)

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

Appendix D. Strategic Planning Process Timeline

(2014-15 Academic Year)

Strategic Planning Process Begins (September)

University Senate consulted on process and guiding questions (September)

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

Task Forces and Steering Committee began meeting (October)

Campus Q&A Session (November 19)
- Feedback sought on three questions: What do you think is the most important distinctive characteristic of HSU that will differentiate the University from other campuses in the Cal State System (and beyond)? What do you think is the single most important issue that HSU must address in the next five years to ensure the University's success? What questions or issues are you most interested in seeing the strategic plan for 2015-20 address?
- Ongoing feedback on the questions via the Strategic Planning website

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

Community Workshop (February 11)
- Feedback and suggestions collected and integrated into strategic planning recommendations

Campus Workshop (February 13)
- Feedback and suggestions collected and integrated strategic planning recommendations in three sessions organized around the three task forces: Student Success, Diversity and Inclusion, and Resources (February)

Task Force recommendations to Steering Committee (February 28)

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

Draft Strategic Plan shared with University Senate for feedback (March)

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

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

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

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

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

DRAFT

Appendix E. Acronyms

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

Appendix F. Carry forward of Good Ideas

(Listing should not be considered a rank-order of priorities).

- Fully consider academic resource and administrative workload issues before creating "micro-departments"
- Amend HSU's language proficiency requirements for international students to be consistent with other CSU campuses
- Implement a recruitment strategy targeting international students from statewide community colleges
- Provide and increase experiential/hands-on learning opportunities across all degree programs and general education classes, and tie to campus/programmatic assessment and program review
- Add information about local tribal history in orientation for new faculty and staff
- Streamline and automate the application for graduation process and have students file for graduation when they first enroll at the University
- Establish formal mentoring practices for all new employees and pathways for mobility and promotion
- Collaborate with schools, local government, and businesses, among others, to develop specific strategies for developing training and educational opportunities around diversity-related issues
- Increase the number of student presentations at national/regional disciplinary conferences
- Ensure that every college and professional program has an external advisory council

Appendix G. Glossary of Terms

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

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