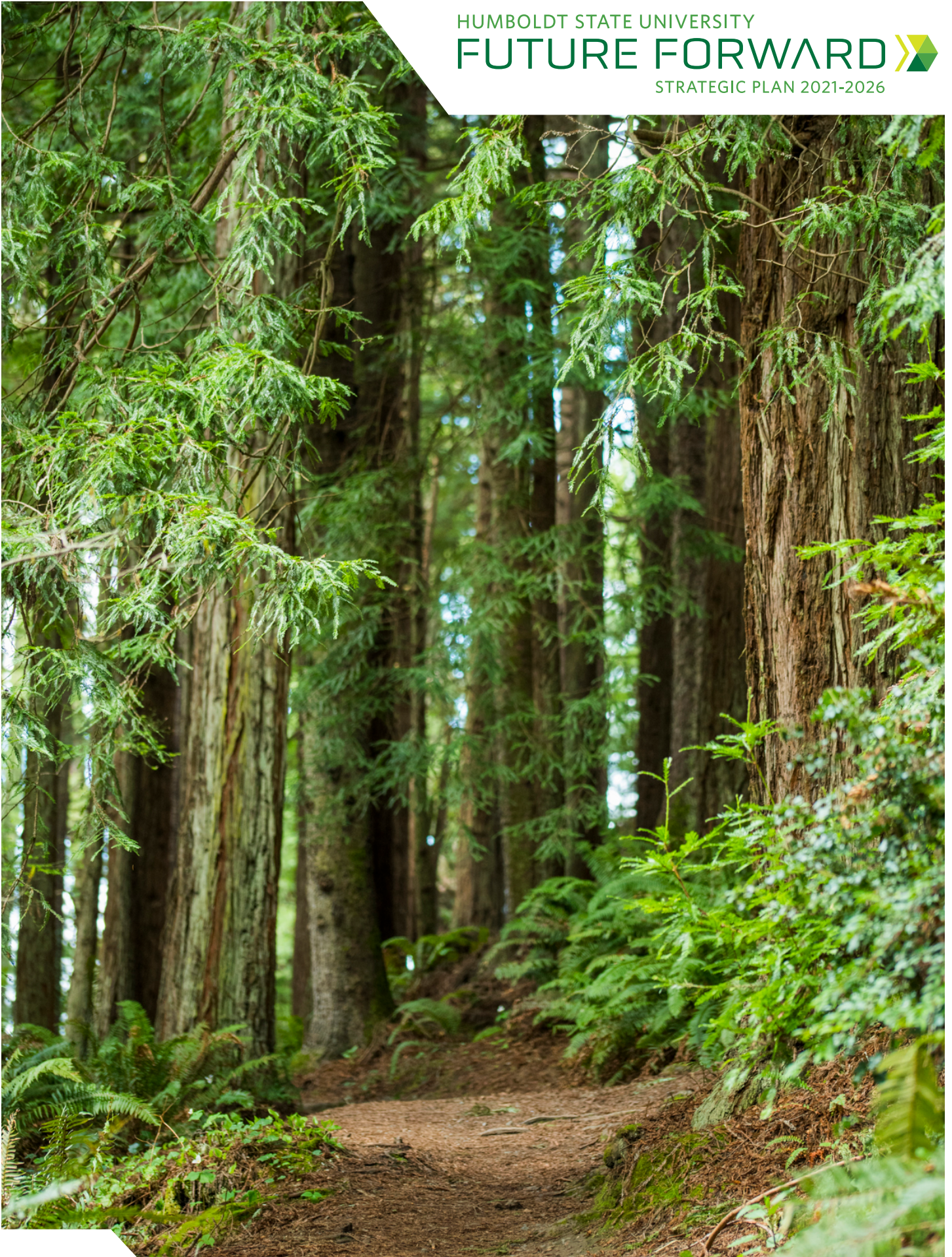


HUMBOLDT STATE UNIVERSITY

FUTURE FORWARD

STRATEGIC PLAN 2021-2026





We acknowledge that the land on which
Humboldt State University sits is unceded
territory of the Wiyot people who continue to
live and thrive today. It is surrounded by the
traditional, ancestral, and present homelands
of several indigenous nations including the
Hupa, Karuk, Mattole, Tolowa, Wailaki, and
Yurok that make up Humboldt County.

Planning Charges to Campus

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Message from President Jackson

Humboldt State University is an amazing place with special people. There is a vibrancy that flows from the community to campus; and our students to our faculty. There are also incredible opportunities to live and learn amongst the beautiful nature surrounding the campus and community. The HSU strategic plan provides a roadmap to ensure a positive, meaningful educational experience for our students. It encourages us to be bold and innovative in all that we do while celebrating our diverse institution and the work of our staff and faculty.

I am proud of the commitment, leadership, and engagement by the many individuals involved in the planning process and sincerely look forward to working with you in reaching our bold new vision together.

Respectfully,

Tom Jackson, Jr., Ed.D.

Message from the Strategic Planning Co-Chairs

Thank you everyone who led and engaged with Phase I of the 2021-2026 Strategic Plan. The level of campus and community participation would be laudable for any planning process, which makes us ever so grateful in this challenging pandemic year for the time, care, and thought contributed by literally hundreds of HSU and surrounding community members to Phase 1 of our planning process.

20 faculty, staff, and community members co-led planning and consultation around our six planning themes. They coordinated the engagement of almost 70 additional students, staff, faculty, and community members in working groups on these themes. Working group members gathered and considered ideas from hundreds of campus and surrounding community members who engaged in more than 20 virtual forums and submitted feedback online. 75 people provided detailed feedback on the first draft of this document.

Together these collaborations produced the foundation of a strategic plan that articulates our shared vision and sets our priorities as a university for the next five years. Together we met and exceeded the charge of reinforcing Humboldt values while centering newer responsibilities and opportunities as an Hispanic-Serving and Minority-Serving Institution of higher education.

In the early months of 2021, we will continue to move our planning forward by working within our divisions to breathe life into the shared vision by focusing on actionable steps that support our collective goals. Together, we will produce a sustainable, integrated plan that includes measurable outcomes, ongoing processes for assessment, and related resource decision making and allocation.

Because of the energized leadership of our planning colleagues and your engagement as a campus and larger community, we are positioning HSU for sustainability and success in the most difficult of changing times in higher education. Our *Future Forward* orientation reflects our shared determination to continue to co-create an inclusive university of academic excellence and relevance where all students' dreams for themselves, their families, and their communities are realized.

With gratitude and admiration,



Lisa Bond-Maupin, MSW, Ph.D.

Professor of Criminology & Justice Studies

Deputy Chief of Staff and Special Assistant, Office of the President



Mary Virnoche, Ph.D.

Professor of Sociology

General Faculty President & University Senate Chair



Sherie Cornish Gordon, MS

Chief of Staff, Office of the President

Planning Charges to Campus

President Jackson's Charge to Campus — Spring 2020

In order to provide a positive and meaningful educational experience for all HSU students, the steering committee and working groups should seek to establish a model global community and to integrate diversity, equity, and inclusion within its planning. The committee should envision HSU as a bold, innovative institution that embraces and celebrates being a Hispanic-Serving Institution and Minority-Serving Institution.

Former President Rossbacher's Earlier Charge to DEIC — Fall 2018

In the Fall of 2018, former Humboldt State University (HSU) President Lisa Rossbacher addressed the newly reconstituted President's Diversity, Equity & Inclusion Council (DEIC) and expressed that the new voices and perspectives of the DEI Council members would enrich the previous work accomplished on the 2015-2020 Strategic Plan by HSU's community of faculty, staff, and students. Dr. Rossbacher charged the DEI Council with rewriting the Mission, Vision, and Values statements of the University to reflect HSU's on-going efforts that embed diversity, equity and inclusion practices in all we do.

Steering Committee Charge

Using a consultative, campus community-based approach, the committee develops and recommends to the President a strategic plan to guide Humboldt State University for a five-year period, AY 2021-2026. In addition, the committee will provide oversight of institutional planning, which includes ensuring the strategic and operational plans are completed, assessed, monitored, and updated regularly. As one of the standing Cabinet committees, the President appoints members. The faculty appointments are conducted in consultation with the Deans and University Senate Executive Committee.

In consultation with campus community constituents, implementation of the charge minimally includes:

- Alignment with WASC Senior College & University Commission (WUSCUC) Standards
- The CSU Graduation Initiative 2025
- Academic Master Planning (AMP)
- Recruitment, Enrollment, and Retention Planning
- College of the Redwoods and HSU Partnership
- Inclusion of Educational and Workforce Development Needs of our Local and Tribal Communities

The building blocks of the 2021-2026 HSU Strategic Plan will be crafted through the research, dialogue, and imaginations of working groups organized around six themes:

- Student Experience & Success
- Academic Roadmap
- Future Proofing HSU
- Employee Engagement & Success
- Resource Stewardship & Sustainability
- Community Collaboration & Shared Success

Guiding Principles for Strategic Planning

Students First: We commit to a planning process that is driven by the interests of our students, informed by research, and embraces our Hispanic-Serving Institution and Minority-Serving Institution identity. We center that identity so that we can support the success of all students. All recommendations will be grounded in a disaggregated understanding of likely student impact before, during, and after their experience at HSU.

Aspirational and Future-Oriented:

We will critically reflect on our history and fully understand our unique assets and challenges, while recognizing the necessity for the institution to be forward-thinking, nimble, and action-oriented. We will seek to authentically engage stakeholders in meaningful discussions on how to continually evolve and increase our capacity to support diverse faculty, staff, and students in bold and innovative approaches to teaching, learning, and building community. Simultaneously, we must identify and remove barriers that prohibit our ability to be forward-acting.

Inclusive Process: HSU strategic and institutional planning will be an inclusive and collaborative process. Stakeholder groups will include students, faculty, staff, and community partners outside of HSU. We center equity, diversity, and inclusion in all aspects of our planning. We embrace a definition of diversity that is broad and complex. Committee members will seek to transcend self-interest and contribute in the interest of the university as a whole. The end goal is a strategic plan in which no interest group perspective dominates.

Focused and Strategic: We will work collaboratively to develop a plan that focuses us on our strategic direction and distinction in the CSU. We understand that a successful guiding document for campus cannot be driven by a broad goal of “everything for everyone” or by maintaining status quo. We understand the significance of focused, coordinated, and sustainable goals for growth and development. These goals will be informed by an understanding of promising practices, disaggregated data-informed analyses of a diverse campus community, and shared governance processes.

More information:

- ▶ History of strategic planning at HSU—[Appendix A](#)
- ▶ Phase 1 strategic planning working groups, process, and timeline—[Appendix B](#) and [Appendix C](#)
- ▶ Selected references and resources—[Appendix D](#)
- ▶ Next steps in our strategic planning process (*which includes outcomes, activities, objectives, and evaluation*)—[Appendix E](#)

Phase 1—2021-2026 HSU Strategic Plan

HSU's Purpose*

To provide the highest quality and affordable college education built on the contributions of diverse students, staff, and faculty who are committed to a just and sustainable world.

**The Diversity, Equity & Inclusion Council recommended a change of HSU's of "Mission" to "Purpose" to acknowledge that HSU sits on unceded land initially occupied by the first people of this area. The word "Mission" for many connotes colonial language.*

Vision

Humboldt State University will be a campus for those who seek *above all else* to improve the global human condition and our relationship with the environment. Toward this:

We will be the premier center for the interdisciplinary study of the environment, climate crisis and resilience to climate change, and the conservation of ecological systems and natural resources. Our focus will continue to be on sustainability through environmental, economic, and socially responsible action.

We will be a center for the interdisciplinary study of just global societies. We will approach our work with an equity mindset and continue to emphasize inclusion across multiple dimensions of our university, modeling what we want to see in the world.

We will serve as a regional center for the arts inclusive of diverse arts traditions and contributions, and will fully engage with community arts partners and employers on behalf of our students.

As a designated Hispanic-Serving Institution (HSI) and as a Minority-Serving Institution (MSI), **we will** be an institution in which Black, Indigenous, and Persons of Color (BIPOC) students thrive.

We will partner with Indigenous communities to address the legacy of colonialism, and create space nurturing of traditional ecological knowledge (TEK), pedagogies, and curricula responsive to their identified needs.

We will be exemplary partners across our region and state by integrating community engagement and contributing to workforce development in our academic enterprise and beyond.

Core Values and Beliefs

The following values and beliefs serve as our guiding "north stars" for accomplishing our collective purpose and goals:

Connection to Place We value place-based teaching, learning, and scholarship, taking our educational enterprise outside and into our communities.

Creativity We believe creativity is central to human and organizational growth and responsible collective action.

Decolonized Knowledge We value diverse systems of knowledge and ways of knowing. We believe in centering stories and knowledge that have been marginalized in oppressive social arrangements.

Human Dignity We believe in the dignity of all and in equitable treatment, opportunities, and outcomes.

Free and Critical Inquiry We value academic freedom, reflexivity, and serving as a repository of accumulated knowledge that is accessible to the broader community.

Shared Governance and Participatory Planning We believe that our collective processes and outcomes will be strongest when they emerge from shared governance and collaboration.

Social Responsibility and Civic Engagement We value contributions in the public interest and environmental, economic, and social responsibility in our work toward viable and sustainable communities.

Academic Roadmap

The purpose of the Humboldt State University Academic Roadmap is to provide recommendations for advancing academic excellence and access. The HSU Academic Roadmap promotes distinctive, innovative academic programs and ways of instruction centered on the curricular needs for well-prepared students, including our support and development of programs that assist HSU in achieving the polytechnic designation. Equity, diversity, and social and environmental justice are key principles that will underpin every aspect of academic programs at HSU. This Roadmap is a guide for advancing HSU's academic vision.

Questions Guiding Inquiry and Consultation

This plan helps us explore broad critical questions about students' academic experiences and success at Humboldt State, such as:

- ▶ How does HSU's institutional identity shape and direct the academic programs for this university?
- ▶ What do hands-on and service learning values mean with respect to academic programs, course design, and pedagogy?
- ▶ How do our values about place, people and planet inform academic programs, course designs, and pedagogy?
- ▶ How are practices of equity and social justice made visible and assessed in academic programs, course designs, and pedagogy?
- ▶ How are practices of sustainability and environmental awareness and justice integrated in academic programs, course designs, and pedagogy?

Additional critical questions include:

- ▶ What new academic programs should be offered in order to fulfill HSU's purpose? To respond to economic and workforce needs?
- ▶ As the University manages its enrollment, how does its purpose influence which programs are allowed/encouraged to grow and the size of other programs?
- ▶ What kinds of support do faculty and staff need in order to best exemplify the five goals?
- ▶ How should the University effectively assess how and how well our academic programs fulfill the four themes?
- ▶ In what ways do we consider academic identities as intersectional with students' various other identities as well as their sense of belonging in academic spaces?
- ▶ How are our academic programs providing positive and inclusive experiences for students? How do we address academic structures where students are not having a positive or inclusive experience?
- ▶ What are the barriers to meaningful academic experiences for students and how will we address these through our academic programs?
- ▶ How do we operationally define terms such as academic success and how do they inform academic success in our educational programs?
- ▶ What academic strategies and structures can we integrate to advance holistic student success at HSU?

Statement of Academic Vision

Humboldt State will be a future-oriented university that focuses on academic excellence and access by providing rich hand-on learning, and developing sustainability-focused, socially and environmentally just, and workforce-ready graduates.

Goals Corresponding to the Academic Roadmap Theme

GOAL 1: LEVERAGE UNIQUE STRENGTHS ROOTED IN PLACE

Advance academic excellence that leverages the unique strengths of HSU including sense of place, people, and planet.

This includes: relationships with indigenous communities to address the legacy of colonialism and to co-develop knowledge; integration of the study of the dependence of economies and societies on the resilience and sustainability of ecological systems; place-based teaching and learning that features the social, cultural, and natural environments of the North Coast; experiential and real-world problem-based learning; engagement with larger communities through the arts; and full integration of the concepts of justice and equity.

GOAL 2: ADVANCE ACADEMIC ACCESS AND INCLUSIVE STUDENT SUCCESS

Imagine and create a comprehensive polytechnic university where diverse students thrive through hands-on and interdisciplinary- and equity-informed teaching and learning to which students contribute the knowledge and skill born of their lived experience and rooted in their cultures.

This includes: deploying online teaching and learning for greater access and scheduling flexibility for working students; strategic summer offerings and the use of intersession; strengthened partnerships with community colleges; flexibility in credentialing; decolonizing knowledge systems and integrating traditional ecological knowledge; continuing our movement toward a Hispanic-*Thriving* Institution; common intellectual experiences and projects involving undergraduate and graduate students; student leadership development opportunities; applied learning directly connected to pre-professional or career preparation; recognition of and response to the impact of dominant systems of power and privilege on our students pre-college and college experiences.

GOAL 3: RETAIN FACULTY AND STAFF

Support the success, advancement, and retention of all faculty and staff.

This includes: providing faculty and staff opportunities to serve as members of meaningful work teams and co-creators of programs and activities that promote diverse perspectives; fully supporting free inquiry honoring diversity across all dimensions; incentivizing interdisciplinary collaboration; modeling and promoting human dignity in all interactions and organizational culture.

GOAL 4: ALIGN ACADEMICS WITH GREATER NEEDS

Increase academic alignment with the workforce and other needs of the community, industry, California, and the world.

This includes: preparing students to take on the commitments of communication, critical inquiry, social responsibility, equity, and ethical civic engagement necessary to meet the challenges of the 21st century; emphasizing diverse and inclusive team approaches to learning and leadership development in students; real-world application of theory; and experiential learning.

GOAL 5: ENGAGE MORE GLOBALLY

Increase student and faculty ethical, informed engagement with global communities and cultures.

This includes: education in languages, cultures, and histories; transnational analysis of the roots and impact of global inequities; supporting international exchange, service-learning, and study abroad.

Community Collaboration & Shared Success

Community Collaboration & Shared Success means that HSU and its surrounding community (defined as the local service area) work together, share resources, communicate openly, and create an inclusive and welcoming environment in order to ensure that they both achieve their objectives.

Questions Guiding Inquiry and Consultation

- ▶ What does community and HSU shared success look like?
- ▶ What does a supportive community look like for a student? How does the community support student learning and personal growth?
- ▶ How does the campus build relationships with the Tribes within its service area?
- ▶ Where is community collaboration strong and where are barriers?
- ▶ What is the perception the community has of HSU and how do we maintain/improve that?

Statement of Vision for Community Collaboration & Shared Success

We will build a supportive community for students beyond HSU, and ensure that the work of HSU, in all its forms, contributes to vibrant, inclusive, and sustainable communities in our local service area, which extends across Humboldt, Del Norte, Trinity, and northern Mendocino counties.

Goals Corresponding to the Community Collaboration & Shared Success Theme

GOAL 1: CREATE A SAFE AND SUPPORTIVE COMMUNITY FOR STUDENTS

Help nurture a safe, supportive, and inclusive community for all students and develop opportunities for students within the community that contribute to academic and personal growth.

GOAL 2: STRENGTHEN RELATIONSHIPS WITH TRIBES

Work with Tribes as sovereign nations and pursue the reciprocal benefits of partnerships.

GOAL 3: BROADEN COMMUNITY COLLABORATION

Celebrate and build on existing strengths in our community collaboration, and work to break down barriers that hinder collaboration.

GOAL 4: PROMOTE COMMUNITY INCLUSION

Ensure two-way communication between HSU and the community, and proactively seek meaningful community input in HSU decisions that also affect the community.

Employee Engagement & Success

Employee Engagement & Success means ensuring all HSU employees—faculty, stateside and auxiliary staff, administrators, and student employees—have what they need to be involved in, enthusiastic about, and committed to their work and to HSU. Their success is supported throughout their experience with HSU, from recruitment through departure.

Questions Guiding Inquiry and Consultation

- ▶ What is your vision for employee engagement and success at HSU?
- ▶ What vision do you have for yourself as an employee at HSU?
- ▶ What do you need to be fully engaged, successful, supported, and connected at HSU and what does this look like?
- ▶ How can you contribute to expanding employee engagement and success at HSU?
- ▶ Who is working to support employee engagement and success at HSU? What are they doing that is supportive?

Statement of Vision for Employee Engagement & Success

To effectively support the campus’ student-focused purpose, Humboldt State University will design and foster an enhanced, cohesive infrastructure to ensure all employees—including faculty, stateside and auxiliary staff, administrators and student employees—experience an inclusive campus community with a vibrant, supportive culture of growth, recognition of exceptional effort, and opportunity for meaningful contribution.

Goals Corresponding to the Employee Engagement & Success Theme

GOAL 1: FOSTER INCLUSIVE EMPLOYEE COMMUNITY

Foster an inclusive campus community that values and promotes openness, respect, understanding, and ongoing self-reflection and critique, and attracts and retains employees who broadly reflect intersections of identity, centering individuals from minoritized communities.

GOAL 2: BUILD A GROWTH CULTURE

Cultivate a vibrant growth culture for all employees that provides equitable access to professional development opportunities, supports healthy work-life balance, and recognizes and rewards exceptional effort.

GOAL 3: PROMOTE ONGOING ORGANIZATIONAL DEVELOPMENT

Enhance and coordinate organizational development through which all employees have the opportunity to share a broader range of their skills, collaborate across departments, actively participate in continuous process improvement and innovation, and partner in inclusive, transparent decision making.

Future Proofing HSU

Future Proofing HSU focuses on how to create the type of university that can adapt and thrive in the future and respond effectively to internal and external challenges and opportunities. With students at the center, we look to create the type of organizational environment that provides the educational experience students want and need now and in the future.

Questions Guiding Inquiry and Consultation

- ▶ How can HSU anticipate and adapt to change successfully and proactively?
- ▶ What are current and potential ways to strengthen HSU?
- ▶ How will we prepare our students for success in an ever changing world?
- ▶ What will make HSU a great place to work?
- ▶ What does it mean to be a future proof University and how do we get there?
- ▶ What would being strategic with the community look like?
- ▶ How do we explore ideas at HSU?

Statement of Vision for Future Proofing HSU Vision

Humboldt State University will invest in the resources and skills necessary for continual success and adaptability to ensure the University thrives in an ever-changing global higher education context. Fostering a proactive, forward-looking collegial environment that incentivizes creativity and collaboration among students, staff, faculty, and administrators will strengthen the University's ability to prepare for or respond to internal and external challenges and opportunities quickly and efficiently. Matching ongoing demographic changes in both the state and the CSU system, the cultural knowledge and lived experience that a diversified body of students, staff, and faculty bring to the University will be highlighted as a strength so that members of the HSU community learn with and from each other.

Goals Corresponding to the Future Proofing HSU Theme

GOAL 1: SUPPORT ADAPTIVE AND TRANSFORMATIVE TEACHING AND LEARNING

Effectively adapt learning experiences to meet evolving real-world needs of students, campus, and community at large, and provide needed support services to support learner success by expanding access to transformative learning.

GOAL 2: BUILD A CULTURE OF CONTINUOUS IMPROVEMENT

Commit to a culture of assessment and continual improvement with a focus on our shared future.

This includes: ongoing assessment and evaluation that informs resource allocation to advance our collective vision and strategic direction, and to position HSU effectively for the future of higher education, our state, and our world.

GOAL 3: NURTURE A CULTURE OF INNOVATION

Cultivate innovation, creative expression, and advance ideas for equity, learning, social justice, sustainability, and entrepreneurship.

This includes: a community culture of innovation that will be aligned with data-driven decisions and sound change management processes, environmental scans to understand change drivers and opportunities, and assessment and iterative processes to achieve campus goals, continuous improvement, and new and emerging technology.

GOAL 4: INCLUDE DIVERSE EMPLOYEES AND STUDENTS

Employees reflect the growing diversity of California and the University is recognized as an inclusive workplace where governance is shared.

Resources Stewardship & Sustainability

Resources Stewardship & Sustainability promotes goals that appropriately generate, manage, and invest resources towards the purpose of the University and its adopted guiding plans, through the common lens of “student first,” equity, inclusivity, and sustainability.

Questions Guiding Inquiry and Consultation

- ▶ How do we improve our stewardship of existing resources and how do we expand and diversify towards new opportunities?
- ▶ What are ways we can prioritize resources for the vision of “Student First”?
- ▶ What key milestones of progress towards sustainability should we strive for in the next five years?

Statement of Vision for Resources Stewardship & Sustainability

To effectively support our campus and regional community as a place of higher education excellence, Humboldt State University will be a model of stewardship with its physical, fiscal, and human resources while actively engaging in the pursuit of new opportunities. The University will prioritize resources toward diverse student needs, equity, inclusivity, and the advancement of environmental, social, and economic sustainability.

Goals Corresponding to the Resources Stewardship & Sustainability Theme

GOAL 1: PRIORITIZE STUDENT NEED

Demonstrate decision making that prioritizes the alignment of resources with demonstrated positive impact, growth, and diverse student needs including basic needs, safety, belonging, quality education, and career success.

GOAL 2: STEWARD UNIVERSITY RESOURCES

Exemplify continuous improvement and sustainable stewardship of resources to become a flourishing and resilient campus.

GOAL 3: INVEST IN FUTURE OPPORTUNITIES

Invest and expand resources—in collaboration with tribal, community, public, and private partners—to pursue our vision for the future.

GOAL 4: CREATE A SUSTAINABLE INSTITUTION

Champion sustainability by realizing the interconnectedness of the environment, the economy, and our society.

Student Experience & Success

Student Experience & Success will identify and build strategies that promote positive and meaningful student engagement experiences and success. We will discuss ways to further integrate student support, consider needs of holistic student development, and focus on diversity, equity, and inclusion work.

Questions Guiding Inquiry and Consultation

- ▶ How do we define and measure student success? Academic? Individual students? Overall wellbeing?
- ▶ Success is more thriving than surviving, but what does that look like? How do students feel part of the academic community and how do they thrive? How do they learn how to learn?
- ▶ How do we measure happiness in a student experience? How do we measure stress and anxiety for students around accessing resources? We have all these events and resources but how can we bridge the awareness gap? Will there be an ability to empower students to define success on their own terms?
- ▶ How are we assessing the extent to which our staff community and solidarity is a model for students?
- ▶ How do we constantly remind/reinforce that every individual contact we have with students has the potential to make or break that experience, and sometimes that is easy to forget?
- ▶ How do we have work on campus connected to intellectual work?
- ▶ How people have caused/enacted change, what are the ethics of those tactics used for change?
- ▶ How do we bring students back to help mentor other students?
- ▶ Older students are challenged by getting connected on campus—what can we do for those who go to school full time, hold a job, supporting themselves, struggling with mental health—how can people work less to balance all these needs while getting the degrees?
- ▶ What structures on campus are barriers to supporting our students?
- ▶ Where do students end up after they leave us? What network can we develop to support students throughout their experience and after for student success? Post graduation for students of color, then what? What happens to them? Where do they go?
- ▶ How can we reach students who are not yet connected or not yet found in the community in meaningful holistic ways?
- ▶ Who should be doing this work? Where is the intersection to connect students to resources? It's everyone's job even though our job often feels siloed.

Statement of Vision for Student Experience & Success

At Humboldt State University we aspire to create a true student-centered approach to living, growing, and learning on our campus. We believe in the importance of connections to communities (campus, regional, tribal), and that it is imperative our students have a quality education where they engage in intellectual and professional work in and beyond the classroom so they feel connected to their discipline and gain essential academic, job, and life skill that transcend beyond the classroom and into their daily lives. HSU students will have the opportunity to thrive, contribute, and feel connected to the many communities in which they interface and explore the social and environmental justice values in which they align. To have a positive and meaningful HSU student experience, we will have transparent, accessible systems in place to support their holistic growth and wellbeing. They will be proud to be an HSU alumni.

Goals Corresponding to the Student Experience & Success Theme

GOAL 1: BUILD A CULTURE OF SHARED RESPONSIBILITY FOR STUDENT SUCCESS

Promote a shared understanding that it is each campus community's responsibility to support students beyond the niche of their individual work role.

GOAL 2: CENTER STUDENT DIVERSITY AND INTERSECTIONALITY

Understand and respond to students based on their multiple, intersecting identities and contexts.

This includes: enhancing and elevating the visibility of the diversity of our student population to assist in building a sense of identity and connectedness within and across the HSU campus community.

GOAL 3: MAINTAIN AND GROW CONSISTENT AND ACCESSIBLE STUDENT SERVICES

Implement a clear advising model and a consistent and holistic set of student support services.

This includes: a clear approach to student advising, visible, accessible, and connected support services regardless of instructional modality, and scaffolded support and targeted experiences for transfer students.

GOAL 4: INTEGRATE CURRICULAR AND CO-CURRICULAR ACTIVITIES

Strategically integrate experiences for students inside and outside of the classroom by promoting and elevating things like peer-to-peer mentoring in courses identified as barriers to success, comprehensive career-curricular integration, and engaging students in events with alumni.

GOAL 5: BUILD A STRONG SHARED SENSE OF HSU IDENTITY AND COMMUNITY

Create opportunities for students to feel part of the HSU identity and empowered to create and embrace their personal HSU student experience.

This includes: helping students to explore, connect, and incorporate into a Humboldt community.

Appendices

Appendix A

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

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

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

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

programs and distance education, and enterprise opportunities), and advancing HSU's vision (with a particular focus on diversity and sustainability).

The most recent strategic plan for 2015-20 builds on these previous efforts. This planning process utilized the key themes approach that consistently appeared in previous efforts, and the major areas of focus were organized around the themes of 1) increasing student success and academic excellence, 2) ensuring resources to fulfill the University's mission, and 3) supporting an inclusive and diverse community. The ultimate strategic goals for 2015-20 that evolved from this process wove together aspects of these organizing themes in this document. I

In January, 2021, the 2015-20 University Strategic Plan was celebrated and honored through the sharing, with the broader university community an evaluation of the achievement of the planned objectives. The format and consultative planning approach for this outgoing plan also heavily guided the newest planning process (for the period of 2021-26) at HSU which is guided by 6 themes: 1) Academic Excellence Roadmap; 2) Community Collaboration and Shared Success; 3) Employee Engagement and Success; 4) Future Proofing HSU; 5) Resources Stewardship and Stability; and 6) Student Experience and Success.

With the 2021-26 plan branded *Future Forward*, a new planning model for HSU was introduced. This multi-phased planning process integrates broad, bold vision, values and goals with division and college or MBU level outcomes, objectives and evaluation of impact. This approach is part of the commitment at HSU to the integration of planning, assessment, and resource allocation.

Strategic Planning Committees Membership

Planning Co-Chairs—Team Captains

Lisa Bond-Maupin—Deputy Chief of Staff/Special Assistant to the President

Sherie Cornish Gordon—Chief of Staff and Interim Vice President for Administration & Finance

Mary Virnoche—Chair, University Senate and Faculty President

Steering Committee—Architects and Ambassadors

Amber Blakeslee—University Budget Director, University Budget Office

Jenn Capps—Provost and Vice President for Academic Affairs

Joseph Diémé—Chair, World Languages & Cultures

Karen Diemer—City Manager, City of Arcata

Jeremiah Finley—Associated Students President

Michael Fisher—Interim Associate Vice President, Facilities Management

Kristen Gould—Director of Marketing, Marketing & Communications

Robert Keever—Chair, University Policy Committee

Erin Kelly—Associate Professor, Forestry & Wildland Resources

Michael Le—Interim Director of Institutional Research, Analytics & Reporting

Jenessa Lund—Executive Director of Associated Students

Holly Martel—Director of Academic Resources, Academic Affairs

Cyril Oberlander—Dean, University Library

Mary Oling-Sisay—Vice Provost and Dean of Undergraduate & Graduate Studies

Nancy Olson—Training Specialist, Human Resources

Li Qu—Assistant Professor, School of Business

Sasheen Raymond—Administrative Support, Social Work; Diversity, Equity & Inclusion Liaison (DEIC)

Edelmira Reynoso—Interim Executive Director, Office of Diversity, Equity & Inclusion

Bethany Rizzardi—Chief Information Officer, Information Technology Services

Sheila Rocker-Heppe—Director of Extended Education and OLLI Programs,
College of Extended Education & Global Engagement

Joshua Smith—Director of Strategic Marketing & Communications, Enrollment Management

Kimberly Stelter—First Year Experience & Student Success Librarian, Library

Lisa Tremain—Interim Co-Chair, English; Integrated Curriculum Committee Chair

Eboni Turnbow—Interim Dean of Students, Enrollment Management

Aileen Yoo—Director of News & Information

Technical Team—Subject Matter Experts and Consultants

Michael Le—Interim Director, Office of Institutional Effectiveness
Jenessa Lund—Executive Director, Associated Students
Holly Martel—Director of Academic Resources, Academic Affairs
Cyril Oberlander—Dean, University Library
Mary Oling-Sisay—Vice Provost and Dean of Undergraduate & Graduate Studies
Nancy Olson—Training Specialist, Human Resources
Edelmira Reynoso—Interim Executive Director, Office of Diversity, Equity & Inclusion
Jeanne Riecke—Administrative Support Coordinator, Office of Diversity, Equity & Inclusion
Bethany Rizzardi—Chief Information Officer, Information Technology Services
Sheila Rocker-Heppe—Director of Extended Education and OLLI Programs,
College of Extended Education & Global Engagement
Aileen Yoo—Director of News & Information, Marketing & Communications

Administrative Support Team—Partners in Success

Joy Finney—Assistant to the Deputy Chief of Staff, Office of the President
Paula Petersen—Presidential Aide, Office of the President
Jeanne Riecke—Administrative Support Coordinator, Office of Diversity, Equity & Inclusion
Taylor Sorrels—Executive Assistant, Office of the Provost
Mary Watson—Administrative Support Coordinator, Office of University Senate

Academic Roadmap Working Group

Mary Oling-Sisay, Chair—Vice Provost and Dean of Undergraduate & Graduate Studies
Joseph Diémé, Chair—Chair, World Languages & Cultures
Lisa Tremain, Co-Chair—Integrated Curriculum Committee Chair 2020-21
Julie Alderson, Co-Chair (2019-2020)—Professor, Art;
Integrated Curriculum Committee Chair 2018-20
Taylor Bloedon—Graduate Council Representative; Assistant Professor,
Kinesiology & Recreation Administration
Jenn Capps—Provost and Vice President for Academic Affairs
Matthew Derrick—College of Arts, Humanities & Social Sciences Representative;
Chair, Geography
Zane Eddy—Associated Students Representative
Carl Hansen—Dean, College of Extended Education & Global Engagement
Tasha Howe—College of Professional Studies Representative; Chair, Psychology
Katia Karadjova—Librarian, University Library
Heather Madar—Associate Dean Fellow, College of Arts, Humanities, & Social Sciences
Steve Martin—College of Natural Resources & Sciences Representative;
Chair, Environmental Science & Management
Clint Rebik—University Registrar, Office of the Registrar
Mary Watson—Administrative Support Coordinator, University Senate; HSU Alumni
Mark Wicklund—Associate Director of Academic Assessment, Academic Programs
Shawna Young—Dean, College of Professional Studies
Rick Zechman—Associate Dean, College of Natural Resources & Sciences

Community Collaboration & Shared Success Working Group

Erin Kelly, Chair—Associate Professor, Forestry & Wildland Resources

Karen Diemer, Co-Chair—City Manager, City of Arcata

Sasheen Raymond, Co-Chair—Administrative Support Coordinator, Social Work

Natalie Arroyo—Lecturer, Environmental Science & Management

Christian Boyd—HSU Student

Susan Brater—Administrative Analyst, Sponsored Programs Foundation

Lizbeth Cano Sanchez—Student Assistant, Enrollment Management

Adrienne Colegrove-Raymond—Coordinator, Indian Tribal & Educational Personnel Program;
Director of Elite Scholars

Kim Laney—OLLI Coordinator, College of Extended Education & Global Engagement

Fernando Paz—Coordinator, El Centro Académico Cultural

Jaguar Smith—HSU Student

Employee Engagement & Success Working Group

Nancy Olson, Chair—Training Specialist, Human Resources

Kristen Gould, Co-Chair—Director of Marketing, Marketing & Communications

Simone Aloisio—Associate Vice President for Faculty Affairs, Academic Personnel Services

Loren Collins—Faculty Support Coordinator, Center for Community Based Learning and
Academic & Career Advising Center

Enoch Hale—Director, Center for Teaching & Learning

Julia Heatherwick—Coordinator, College of Extended Education & Global Engagement

Kristin Johnson—Regional Director, NorCal Small Business Development Center

Scott Kasper—Employee Relations & Compliance Manager, Human Resources

Brandon McMillin—Accounting Tech, Accounting

Meridith Oram—Community Development Specialist, Diversity, Equity & Inclusion

Gabby Pelayo—Assistant, Academic Personnel Services

Garrett Purchio—Librarian, University Library

Leslie Rodelander—Grant Analyst, Sponsored Programs Foundation,

Amie Rodriguez—Administrative Support Coordinator, Testing Center;
Student Affairs Administrative Support (SAAS) Representative

Maria Sanchez Rios—Student Assistant, Admissions

Andrea Santamaria—Student Assistant, Admissions

Brandilynn Villarreal—Assistant Professor, Psychology; Equity Fellow

Arlene Wynn—Administrative Support Coordinator, Athletics

Jessica Welch—Administrative Support Coordinator, University Library

Hyun-Kyung You—Associate Professor, Child Development

Future Proofing HSU Working Group

Cyril Oberlander, Chair—Dean, University Library

Adrienne Colegrove-Raymond—Coordinator, Indian Tribal & Educational Personnel Program;
Director of Elite Scholars

Andrea Delgado—Assistant Professor, English

Jeremiah Finley—President, Associated Students

James Graham—Associate Professor, Environmental Science & Management

Stephanie Lane—Director of Alumni Relations, Alumni & Engagement

Kyle Leitzke—Academic Advisor, Academic & Career Advising Center

Paulo Martin—HSU Student

Li Qu—Assistant Professor, School of Business

Sheila Rocker-Heppe—Director of Extended Education and OLLI Programs,
College of Extended Education & Global Engagement

Josh Smith—Director of Strategic Marketing and Communications, Enrollment Management

Erika Wright—Pre-award Specialist, Sponsored Programs Foundation

Resources Stewardship & Sustainability Working Group

Mike Fisher, Chair—Interim Associate Vice President, Facilities Management

Amber Blakeslee, Co-Chair—Director, University Budget Office

Sherie Gordon, Co-Chair—Interim Vice President for Administration & Finance, Administrative Affairs;
Chief of Staff, Office of the President

Holly Martel, Co-Chair—Director of Academic Resources, Academic Affairs

Jill Anderson—Chair, General Education & All-University Requirements Committee

Michelle Anderson—Executive Assistant, Administrative Affairs

Anthony Baker—Budget Analyst, College of Natural Resources & Sciences

Josh Callahan—Chief Technology Officer and Director, Information Technology Services

Jeremiah Finley—President, Associated Students

Kacie Flynn—Executive Director, Sponsored Programs Foundation

Katie Koscielak—Sustainability Analyst, Facilities Management

Monty Mola—Chair, Physics & Astronomy

Connie Stewart—Executive Director of Initiatives, University Advancement

Jim Woglom—Assistant Professor, Art; Co-Chair, University Resource Planning Committee

Student Experience & Success Working Group

Eboni Turnbow, Chair—Interim Dean of Students, Enrollment Management

Sarah Bacio—Advisor, Academic & Career Advising Center

Jenn Capps—Provost and Vice President for Academic Affairs

Martin Gordillo—College of Professional Studies Representative, Associated Students

Kelsi Guerrero—Case Manager, Student Health & Wellbeing Services

Rob Keever—CARE Services Coordinator, Dean of Students Office

Donyet King—Director of Residence Life, Housing & Residence Life

Gilbert Lares—Student Organization Representative

Jenessa Lund—Executive Director, Associated Students

Raven Marshall—Student Organization Representative

Jason Meriwether—Vice President, Enrollment Management

Amanda Nelson—Compliance Officer, Athletics

Lauren O'Grady—College of Arts, Humanities & Social Sciences Representative, Associated Students

Tina Okoye—Residence Life Coordinator, Housing & Residence Life

Justus Ortega—Professor, Kinesiology & Recreation Administration

Brittany Panela—Student Organization Representative

Max Schmidtbauer—College of Natural Resources & Sciences Representative, Associated Students

Doug Smith—Coordinator, African American Center for Academic Excellence

Kimberly Stelter—Librarian, University Library

Arianna Thobaben—Learning Skills Specialist, Learning Center

Diversity, Equity & Inclusion Council

Edelmira Reynoso, Chair—Interim Executive Director, Office of Diversity, Equity & Inclusion

Jennifer Eichstedt, Co-Chair—Professor, Sociology

Fernando Paz, Co-Chair—Coordinator, El Centro Académico Cultural

Sasheen Raymond, Co-Chair—Administrative Support Coordinator, Social Work

Kimberly Vincent-Layton, Co-Chair—Instructional Designer, Center for Teaching & Learning

Cedric Aaron—Multicultural Specialist and Staff Psychotherapist, Counseling & Psychological Services

Kayla Begay—Assistant Professor, Native American Studies

Lisa Bond-Maupin—Deputy Chief of Staff and Special Assistant to the President,
Office of the President

Nikola Hobbel—Professor, English

Tasha Howe—Professor and Chair, Psychology

Jourden Lamar—HSU Student, Associated Students

Michael Le—Interim Director, Office of Institutional Effectiveness

Jenessa Lund—Executive Director, Associated Students

Katia Karadjova—Librarian, University Library

Kerri Malloy—Lecturer, Native American Studies

Meridith Oram—Community Development Specialist, Office of Diversity, Equity & Inclusion

Eric Palma—Compensation & Classification Manager, Human Resources

Linda Parker—Coordinator, Student Disability Resource Center

Sheila Rocker-Heppe—Director of Extended Education and OLLI Programs,
College of Extended Education & Global Engagement

Breannah Rueda—HSU Student

Tracy Smith—Director, Retention through Academic Mentoring Program

Roman Sotomayor—HSU Student

Janaee' Sykes—HSU Student

Kumi Watanabe-Schock—Library Media Coordinator, University Library

Kim White—Associate Professor, Chemistry

Mark Wicklund—Associate Director of Academic Assessment, Academic Programs

Brandilynn Villarreal—Assistant Professor, Psychology

President's Community Advisory Committee

Lisa Bond-Maupin—Deputy Chief of Staff & Special Assistant to the President, HSU

Jenn Capps—Provost and Vice President for Academic Affairs, HSU

Joellen Clark Peterson—Communications Specialist,
Northern California Small Business Development Center

Michelle Collins—Events & Projects Coordinator, Office of the President, HSU

Karen Diemer—City Manager, City of Arcata

Jeremiah Finley—President, HSU Associated Students

Keith Flamer—President, College of the Redwoods

Ken Fulgham—HSU Faculty Emeritus, HSU

Julie Fulkerson—Business Owner

Sherie Cornish Gordon—Chief of Staff and Interim Vice President for Administration & Finance, HSU

Mitch Hanna—CEO, Sutter Coast Hospital

Tom Jackson, Jr.—President, HSU

Arne Jacobson—Director, Schatz Research Center, HSU

Dan Johnson—Owner, The Danco Group of Companies

Allie Jones Heemstra—Executive Director, Trinidad Chamber of Commerce

Stephanie Lane—Director of Alumni Relations, Alumni & Engagement, HSU

Renee Lindsey—President & CEO, Fortuna Chamber of Commerce

Sue Long—Mayor, City of Fortuna

Roberta Luskin-Hawk—Chief Executive Officer, St. Joseph Health

Jason Meriwether—Vice President for Enrollment Management, HSU

Jesse Miles—Executive Director, McKinleyville Chamber of Commerce

Heidi Moore-Guynup—Superintendent, McKinleyville School District

Paula Petersen—Presidential Aide, Office of the President, HSU

Gary Rynerson—Chair, HSU Foundation Board

Susan Seaman—Mayor, City of Eureka

Glen Senestraro—Superintendent, Fortuna Union High School District

Doug Shaw—Chief Executive Officer, Mad River Hospital

Tory Starr—Chief Executive Officer, Open Door Community Health Centers

Molly Steele—Executive Director, Arcata Chamber of Commerce

Jane Teixeira—Athletic Director, HSU

Pamela Turner—Senior Vice President Corporate Strategy, Compass Community Credit Union

Fred Van Vleck—Superintendent, Eureka City Schools

Mary Virnoche—HSU Academic Senate Chair and President of the Faculty, HSU

Frank Whitlatch—Vice President for Advancement, HSU

Donna Wright—CEO & President, Eureka Chamber of Commerce

Appendix C

2021-2026 Strategic Planning Process

HSU Strategic Planning Phase 1 Planning Steps - Spring and Fall, 2020

Step 1: Identifying members and leadership of all planning committees and articulating the President's Charge to the groups

Step 2: Selecting elements and structure of Phase 1 plan based on previous plan(s), models from other CSUs, and new phased institutional model for HSU

Step 3: Articulating planning group working agreements and clarifying the planning process and timeline

Step 4: Drafting principles to guide strategic and institutional planning

Step 5: Developing the consultation and vetting plan and timeframe

Step 6: Developing communication plan and timeframes - including website and branding

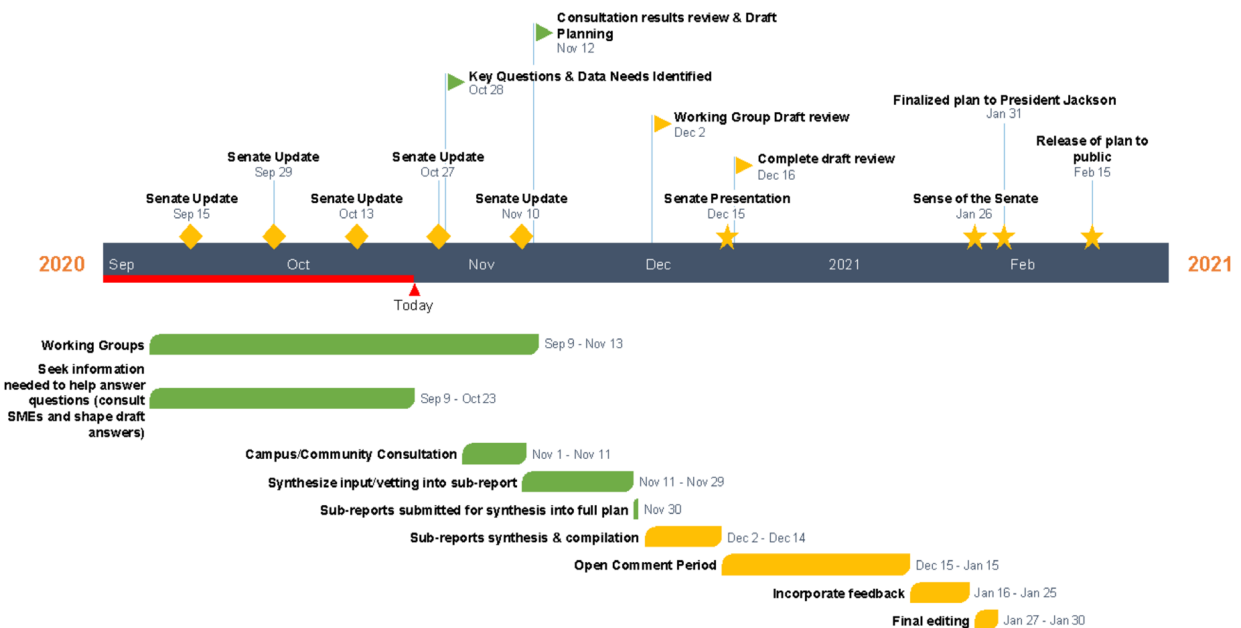
Step 7: Selecting strategic themes and overarching questions for inquiry and consultation and forming working group membership by strategic theme

Step 8: Identifying existing data and articulating questions to guide each working group

Step 9: Implementing broad consultation across HSU and beyond

Step 10: Synthesizing data analysis and results of consultative process into reports for compilation as Phase 1 plan and continuing consultation

HSU Strategic Planning Phase 1 Timeline—Fall 2020



Strategic Planning Committees – Group Agreements

This group agreement is intended to create and maintain an open and respectful environment in which we can work together creatively and in support of each other. We commit to maintaining a productive, safe and brave environment through the following:

- **Step up (all people have a voice) / Step back (make space for others)**
- **Practice mutual trust, and trust each other with difficult information**
- **Embrace the complexity – respectfully, collaboratively**
- **Be open and respectful of each other’s opinions, perspectives, ideas and information**
- **Acknowledge that the collective past includes harm – commit to learning and growing from this**
- **Participate in good faith**
- **Stay engaged – be fully present in the room**
- **Be compassionate in my reactions**
- **“Work in progress” can be contentious; allow open brainstorming without judgement, and be careful to not share “ideas in progress” outside the group in ways that may be divisive or harmful to the planning process**
- **Speak with one voice – articulate the why, and clue to formal and informal messaging**
- **Practice “Yes, and ... ”**
- **Maintain an inclusive mindset**
- **Acknowledge and explore cognitive dissonance as it arises**
- **Engage in active listening for understanding and from a place of possibility**
- **Embrace safety to fail – wrong is OK**
- **Don’t make assumptions—seek clarity**
- **Practice humor!**

Appendix D

Selected Reference and Resource Links

Plan Process and Structure Examples

calstatela.edu/strategicplan

cpp.edu/academicplan

Foundational Documents

strategicplan.humboldt.edu/sites/default/files/WEB_strategicPlan_optimized.pdf

calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025

wscuc.org/resources/handbook-accreditation-2013/part-ii-core-commitments-and-standards-accreditation/wasc-standards-accreditation-2013

Other References and Resources

scup.org

opr.ca.gov/docs/20181226-Master_Plan_Report.pdf

ace.e-wd.org/wp-content/uploads/2019/12/Garcia-Essay-FINAL.pdf

Appendix E

Strategic and Institutional Planning— Next Steps

Phases 2 and 3 - Spring, 2021

Each Vice President (and the Athletic Director), Dean and applicable Director will help to lead the next phases of planning building on working group contributions and momentum including:

- a. Mapping to Phase 1 purpose, values and vision statements
- b. Articulating desired outcomes and specific objectives mapping to Phase 1 plan goals
- c. Identifying strategies and tactics (already in motion or for future investment)
- d. Creating a timeline and naming responsible parties for achievement of desired outcomes

Phase 4 - Ongoing Overlay

Administrative assessment and evaluation of impact will be built into the Phase 2 and 3 plans and will be implemented annually to help inform resource allocation and program continuous improvement.

HUMBOLDT STATE UNIVERSITY
FUTURE FORWARD 
STRATEGIC PLAN 2021-2026