LD
729.6
.A6
H95
1990
ARCHIVES

Humboldt State University.
President's Commission ...

Report of the President's
Commission on the Future

REPORT OF THE PRESIDENT'S COMMISSION ON THE FUTURE DIRECTIONS AND MISSION OF HUMBOLDT STATE UNIVERSITY

APRIL 1990

COMMISSION MEMBERS:

Professor Ben Allen, Chairperson
Professor Jeffry Borgeld
Professor Emeritus Dan Brant
Professor David Campbell
Vice President Don Christensen
Professor Nancy Frost
Professor Michael Goodman
Dr. Robert Hughes, Alumnus
Professor Sue Lee
Professor Demetri Mitsanas
Professor Saeed Mortazavi
Ms. Sharon Sligh, Staff
Mr. Randy Villa, President of Associated Students

TABLE OF CONTENTS

	Page
INTRODUCTION	1
MISSION STATEMENT	4
SECTION I - DEMOGRAPHIC FORCES	6
A. UNIVERSITY-WIDE RECOMMENDATIONS	6
B. CURRICULAR RECOMMENDATIONS	7
C. FACULTY RECOMMENDATIONS	7
1. RECOMMENDATIONS CONCERNING HIRING OF FACULTY	7
2. RECOMMENDATIONS CONCERNING FACULTY WORKLOAD	7
D. STUDENT RECOMMENDATIONS	8
E. STAFF RECOMMENDATIONS	9
F. ADMINISTRATIVE RECOMMENDATIONS	9
G. ALUMNI RECOMMENDATIONS	10
H. COMMUNITY RECOMMENDATIONS	10
SECTION II - INFORMATION AND TECHNOLOGICAL FORCES	11
A. UNIVERSITY-WIDE RECOMMENDATIONS	11
B. CURRICULAR RECOMMENDATIONS	11
C. FACULTY RECOMMENDATIONS	12
D. STUDENT RECOMMENDATIONS	12
E. STAFF RECOMMENDATIONS	13
F. ADMINISTRATIVE RECOMMENDATIONS	13
G. ALUMNI RECOMMENDATIONS	13
H. COMMUNITY RECOMMENDATIONS	14
SECTION III - FUNDING AND MARKET FORCES	15
A. UNIVERSITY-WIDE RECOMMENDATIONS	15
B. CURRICULAR RECOMMENDATIONS	16
C. FACULTY RECOMMENDATIONS	16
D. STAFF RECOMMENDATIONS	16
E. ADMINISTRATIVE RECOMMENDATIONS	17
F. ALUMNI RECOMMENDATIONS	17
G. COMMUNITY RECOMMENDATIONS	17
SECTION IV - ENVIRONMENTAL FORCES	18
A. UNIVERSITY-WIDE RECOMMENDATIONS	18
B. CURRICULAR RECOMMENDATIONS	18
C. FACULTY RECOMMENDATIONS	19
D. COMMUNITY RECOMMENDATIONS	19
SECTION V - EQUITY AND INTERNATIONAL FORCES	20
A. UNIVERSITY-WIDE RECOMMENDATIONS	20
B. CURRICULAR RECOMMENDATIONS	20
C. FACULTY RECOMMENDATIONS	21
D. STUDENT RECOMMENDATIONS	21
E. STAFF RECOMMENDATIONS	22
F. ADMINISTRATIVE RECOMMENDATIONS	22
G. ALUMNI RECOMMENDATIONS	22
H. COMMUNITY RECOMMENDATIONS	22
CONCLUSION	22
APPENDIX A - THE COMMISSION'S MANDATE	23
APPENDIX B - BIBLIOGRAPHY	26

INTRODUCTION

The President's Commission on the Future Directions and Mission of Humboldt State University was given the task of reflecting on the philosophies, directions, emphases, mission, and goals of the University. This Commission further was charged with making specific recommendations for the direction of the University during the next decade. The time for such a task seems appropriate as the University is experiencing rapid growth which presents both challenges and opportunities.

The University will encounter unprecedented social, environmental, and financial pressures in the coming decade and must foresee, and plan for, these pressures, changing as a result. This report represents an attempt to foresee those pressures and to recommend actions that may enhance the University's changes. This report attempts to identify those aspects of the University that should be retained tenaciously to keep a truly unique and quality academic environment at HSU. At the same time, this report recommends actions which will serve to facilitate adaptation and to improve upon the excellence that exists at this institution.

HSU has many attributes which must be retained: Our academic programs generally are rigorous and of exceptional quality and are increasingly of national reputation, the location and environmental quality of our campus is attractive, the faculty and staff are accessible to students, and an environmental concern has been fostered in our graduates. Our relatively small size, the affordability of our education, our close student-faculty-staff relationships, and a sense of caring and friendliness across campus make us extraordinary among universities. These qualities should be preserved.

However, other attributes of our University should be altered in anticipation of the coming changes. The University must seek cultural and racial diversification of faculty, student, administrators, and staff. The University also needs to endorse the view that excellence be rewarded at the expense of mediocrity. And the University needs to promote internationalization of its programs.

We began our study by examining the recent past, considering the present, and speculating about the future in an attempt to delineate the forces that are likely to influence HSU in the 1990's. In pursuing our task, we have been mindful that as a state institution we are governed by certain externally imposed policies and procedures. Cognizant as we are of this fact, our recommendations are not wholly pragmatic. Sprinkled among the nutmeats are encapsulated morsels that will require the time and effort of the reader to extract. Some of these hold the potential for significant institutional nourishment; we therefore urge that they not be dismissed simply because the bureaucratic encasement appears impenetrable.

Our approach to the mandated task and to the format of this report recognizes that certain forces are propelling us into the future, and that these forces provide the University with significant challenges and opportunities. We have identified, labeled, and briefly explained those forces in our report within the following sections:

Section I	-	Demographic Forces
Section II	-	Information and Technological Forces
Section III	-	Funding and Market Forces
Section IV	-	Environmental Forces
Section V	-	Equity and International Forces

Within each section, we placed our recommendations into particular categories for the ease of presentation (recognizing at the same time that these categories are somewhat artificial and that most, but not all, recommendations will affect all categories). We utilized these categories to identify the unit or the constituent which will be most affected by the recommendation. These categories within each of the sections are:

University-Wide Recommendations
Curricular Recommendations
Faculty Recommendations
Student Recommendations
Staff Recommendations
Administrative Recommendations
Alumni Recommendations
Community Recommendations

In fulfilling our task, we reviewed many documents. Among those were the *Report of the President's Commission on the Nature and the Potential of Humboldt State University* (April, 1977) and the *Report of the Presidents Task Force on Faculty Support Issues* (Fall, 1987). We are struck by the fact that many of the issues raised and the recommendations made in those reports remain unresolved.

Further, in fulfilling our task, we recognize the following:

* We recognize that concession to reality is necessary. But, we chose not to define *reality* narrowly, but to strive to establish recommendations and ideas that create the university which we all desire and which we believe can exist at HSU ten years hence.

* We recognize that HSU is a unique, rigorous, and excellent liberal arts institution with high quality faculty, staff, administration, and students.

* We recognize that growth will occur at HSU and that it is crucial for the University administration to plan that growth carefully.

* We recognize that not all of our recommendations will be welcomed by all people.

* We recognize that resources are not unlimited; that the demands for those resources are enormous; that not all of our recommendations can be accomplished with existing resources; and that our mandate is not to determine specific allocations of resources.

* We recognize the existence of the collective bargaining process.

* We recognize the existence of the *Final Report of the President's Task Force on Services to Native Americans* (December, 1989) and the contents therein. We also recognize the significant successes of Native American programs at HSU, and that Native American programs may provide HSU with an important competitive niche among universities. We have chosen not to address that report directly because other groups are currently engaged in that process.

* We recognize the existence of goals and recommendations other than those presented in this report. However, we have attempted to present the goals and recommendations that we believe to be most significant as HSU heads into the next decade.

* We recognize that some of the actions we recommend are taking place currently, but we state these nonetheless as reaffirmations.

We believe that this report will serve to accomplish the following:

* establish a basis for discussion and debate on the future of HSU;

* serve as a starting point for continued planning for the future of HSU;

* establish directions for HSU during the next decade; and

* inform the constituents of HSU of the challenges and opportunities that lie ahead.

We, the members of this Commission, have welcomed the exciting and positive experience which we have been provided in the many hours of discussion, debate, and literature review which preceded this report. We are pleased that the University has reached a state of maturity to undertake the challenge of proactively directing its future.

INTRODUCTION TO THE MISSION STATEMENT

One of the mandates to this Commission is to recommend desirable changes in the University's Mission Statement. The following comments are presented to provide background for the proposed Mission Statement.

We believe that the mission of this university is to provide an environment where learning is the highest priority. *Learning* is intended in its broadest sense and for all people of the University: students, staff, faculty, alumni, administrators, and community.

We emphasize the importance of research and creative activities in the learning process.

We also seek recognition of the value, the challenges, and the opportunities of diversity among the people of the University.

We also recognize the importance of student community service in the learning process.

Therefore, to integrate these priorities and to promote a more ideal state of the University, we recommend the adoption of the following Mission Statement (please see page 5 for the proposed Mission Statement).

EXECUTIVE MEMORANDUM

Office of the President

February 1, 1991
P 91-1
(Supersedes P 82-2)
Approved by
Academic Senate
January 22, 1991

SUBJECT: THE MISSION AND GOALS OF HUMBOLDT STATE UNIVERSITY

The mission of Humboldt State University is to provide an environment where learning is the highest priority. While instruction is central to the mission of Humboldt State University, the University also acts as a base for discovery through research and creative activities. Further, the University serves as a repository and archive for accumulated knowledge.

The University welcomes the challenges and opportunities of a diverse and rapidly changing society. To this end, we are a community that strives to value diversity, to be inclusive, and to respect alternative paradigms of behavior and value systems.

As a public-supported institution, the University endeavors to reach out to the people of the local region, the State of California, and the world community. The University works to serve society by investigating and discussing problems of the past, the present, and the future with the intent of facilitating positive intellectual, political, and social growth.

In fulfilling its mission, the University strives to provide a campus atmosphere and sufficient human and material resources to support ever changing curricula, research, and creative activities. The University strives to provide an environment where learning takes place both inside and outside the classroom and to offer educational opportunities that:

* Nurture a general and enduring capacity for learning, intellectual growth, and disciplined examination of human experience;
* develop a fundamental understanding of the interdependent web of life;
* cultivate the capacities of individuals for self-initiative, self-fulfillment, and autonomous and responsible action;
* prepare individuals for entry into and success in programs for advanced academic or professional degrees;
* provide individuals with a quality undergraduate and graduate education;
* prepare women and men for positions of leadership and productivity in occupations and other endeavors of their choice;
* offer instruction and training sufficiently valuable in and of themselves that they do not necessarily lead to or require acquisition of a traditional academic degree;
* prepare individuals for fulfillment of their roles as productive and responsible members of the local, state, national and world communities.

The University nurtures learning and personal growth in an environment of free inquiry. The University provides means to satisfy a wide spectrum of lifelong learning needs and to provide an environment where the joy of learning and discovery transforms and empowers the individual. Thus, Humboldt State University seeks to offer each person the opportunity to realize the highest aspirations of people everywhere for the good of both the individual and society.

SECTION I - DEMOGRAPHIC FORCES

Humboldt State University, and the California State University (CSU) system will experience significant growth during the next ten to fifteen years. Humboldt State University can anticipate and plan for the challenges and opportunities that this growth will bring.

Demographic studies suggest that the student population in the CSU system will expand by an additional 50% by the year 2005. The projected student population by the year 2005 will increase to approximately 541,000 students (406,000 Full-Time Equivalent Students, FTES), an increase of 180,000 students (134,000 FTES). During this same period, the HSU student population is expected to increase to 8,800 (8,000 FTES), an increase of approximately 1,500 students (1,200 FTES) over the current enrollment[1].

During the next decade, universities are likely to encounter a shortage of faculty[2]. The increasing student populations and the increasing numbers of faculty eligible for retirement are expected to produce a need in the CSU System for 14,000 to 15,000 additional faculty members by the year 2005[3].

A. UNIVERSITY-WIDE RECOMMENDATIONS

The friendliness across campus and the physical environment are positive attributes at HSU and are a part of the spirit that represents this University. During the anticipated growth, the University should strive to retain and to enhance these attributes.

1. The University must be an open forum for, and tolerant of, the expression of all ideas and viewpoints.

2. To retain the friendliness of the University campus, activities can be planned to provide contact among all the constituents. For example, the creation of a *University Family Day* picnic and the continuation of the opening day picnic can provide means for the people of the University to get to know one another.

3. All plans for physical growth and change should attempt to retain the beauty and relative amounts of open space, green areas, and natural landscape of the present physical environment as one of the highest priorities.

4. The amount of playing field area should be increased, ideally incorporating such spaces within the campus as opposed to attaching them around the outer boundaries of the campus.

5. More diverse, and smaller, study areas for students need to be developed, providing comfortable, quiet areas for the students to study and to engage in quiet conversation.

6. Safe, comfortable, and adequate working areas are desired including single occupant offices which are important to maintain the person to person interactions of faculty, staff and administrators with the students.

---

1. California State University Growth Plan 1990-2005, Office of the Chancellor, October, 1989.
2. Science, 1989, volume 245, p. 1332.
3. California State University Growth Plan 1990-2005, Office of the Chancellor, October, 1989.

7. As the University expands, the need for adequate child care for faculty, staff, administrators, and students will increase. We should attempt to anticipate the demand and meet this need and other needs arising from work-home-parenting obligations.

B. CURRICULAR RECOMMENDATIONS

As enrollment increases, the quality and rigor of the curriculum at HSU must not be allowed to erode. A potential temptation during increasing enrollment is a tendency to standardize the student experience and education. At the same time, growth provides opportunities as the number of course offerings increases. A moderate path between these two influences and a careful allocation of resources should be followed.

1. We should strive to keep class size small. However, this recommendation does not preclude the utilization of large class sessions where appropriate and which can provide a stimulating and diverse experience for students. An examination of and development of such large classes should occur.

2. Extended Education programs at HSU need to be examined carefully. These programs likely will continue to have a purpose in the future at HSU. The educational significance and resource implications of these programs must be planned and monitored critically.

C. FACULTY RECOMMENDATIONS

The demographic forces that will influence HSU in the coming decade raise two major areas of concern regarding the faculty. First is a recognition that, because of the increasing needs nationally and resultant competition for faculty, the University will experience greater difficulty in gaining qualified new faculty members in the recruitment competition with other universities. The second concern is the tendency to increase continually the workload of faculty.

1. **Recommendations concerning the hiring of faculty:**

a. Allocations of faculty positions should be determined as far in advance as possible to permit adequate time for faculty searches. In general, new faculty positions are presently created only after the need has been clearly shown to exist in a program. Qualified applicants will become more scarce, making recruitment even more difficult. A more forethoughtful hiring procedure should be encouraged from the University and the colleges.

b. We must find additional means to remain competitive with the best of the U.S. universities in attracting quality faculty. Several possible strategies are:

1. decrease all faculty workloads by limiting the number of different courses taught by individual faculty and by continuing to work with the California Faculty Association (CFA) and the Chancellor's Office to reduce the number of courses considered to be a full workload;

2. institute more assigned-time flexibility in order to attract quality researchers and creative artists;

3. allow banking of teaching credits between semesters and between subsequent academic years;

4. provide the opportunity for job sharing and a formal networking system to assist in location of employment for faculty spouses;

5. create, and where applicable, encourage half-time tenure track faculty positions; and

6. offer a home loan program for new faculty (perhaps a forgivable loan program).

2. **Recommendations concerning the workload of existing faculty:**

a. Efforts must occur to decrease faculty workloads.

b. As enrollments rise and the number of faculty positions lag behind by current allocation formulae, advising loads will increase. In some departments the advising load is already quite severe creating excessive faculty workloads. We recommend a reexamination of the mandatory advising process for students to consider the elimination of majors contracts in appropriate majors and to provide assigned-time to faculty with heavy advising loads.

c. Students at HSU recognize excellence in teaching as the most important quality in our faculty[1]. Means to recognize and to reward such excellence should be developed. At present, the tendency is to reward exceptional faculty with more and larger classes. The policy of having the best teachers teach general education or lower division classes is not always seen as a reward.

d. A careful examination of the utilization and the treatment of lecturers should be undertaken to assure that lecturers are provided a quality professional experience and reasonable opportunity for professional advancement.

e. The utilization of emeritus faculty in classrooms, as advisors for students, in HOP, and as honors program advisors, can alleviate some short-term future faculty shortages. At the same time, we must also assure equitable treatment of active emeritus faculty by providing fair workloads, recognition of contributions, and appropriate office and laboratory space.

f. As growth occurs, cross-campus faculty communication and interaction should remain a high priority. A quality centralized faculty club will serve to enhance the sense of community and improve informal communication.

D. STUDENT RECOMMENDATIONS

Even with increasing enrollments, we will continue to attract a unique quality of students. The abilities and needs of these students will continue to provide unique challenges.

1. As growth occurs, the interpersonal relationships between faculty and students need to be preserved. To accomplish this, we recommend maintaining small class

1. Student Needs and Priorities Survey, HSU Campus report, November, 1989.

size, providing single-station faculty offices, and creating open outdoor spaces that can be utilized as gathering places for faculty and students.

2. We should continue to recruit gifted students and to provide them with opportunities that are intellectually challenging and stimulating. These might include a carefully planned and structured honors program.

3. Additional housing, parking, and support facilities for the anticipated students must be developed before the shortages become more acute.

E. STAFF RECOMMENDATIONS

Growth of the University will result in a greater demand on student support services. One likely result will be a specialization of staff functions which may result in fragmentation of the campus and a concomitant decrease in cross-campus communication.

1. Excellent performance by staff should be recognized and rewarded. At present, an outstanding effort is commonly rewarded with an increased workload. As students become aware of outstanding staff, they flock to those individuals, resulting in a greater general workload. An appropriate method of recognizing and rewarding excellent staff needs to be developed, such as public acknowledgement and increased monetary awards.

2. With an anticipated increase in staff specialization, it is appropriate that the University review and rewrite job descriptions and staff assignments so that these match actual job requirements and performance and so that commensurate compensation is provided.

F. ADMINISTRATIVE RECOMMENDATIONS

As enrollments increase, administration of existing programs will become more challenging. Student enrollment increases imply a concomitant administrative growth. This growth should occur only with thoughtful and long-term planning and with consideration of the elimination of positions which do not remain necessary. During this growth phase, the accessibility of staff, faculty, and students to the administration should be maintained as a high priority.

1. Timely and relevant communications should continue to be developed among all members of the University.

2. As this anticipated growth materializes, it is prudent and necessary that we evaluate the existing organizational structure and analyze allocation processes within the University to determine if such are appropriate and to correct that which is inappropriate. Further, a careful analysis of University operational structures should occur to eliminate unnecessary or duplicative tasks. For example, in University budgeting, the URPBC is the only representative budgeting group, but many other groups are involved in similar budgeting tasks.

3. The University should explore the possibilities of providing respites and rejuvenation for administrators similar to sabbatical leaves or leaves-of-absence available for faculty.

4. Administrators should continue to utilize diligently the consultative process by which all faculty, staff, students, and the community have an opportunity for direct input. However, it is imperative that, once decisions have been made through the consultative process, faculty, staff, and students support those decisions and allow the administrators to manage the processes of accomplishing the results of those decisions.

G. ALUMNI RECOMMENDATIONS

With increased enrollments, the students may have less of a sense of individual involvement in the University. One way to minimize the problem is to recognize and to continue the positive support of alumni.

1. HSU alumni should be recruited actively to serve as volunteer mentors in university and college programs and to provide guest presentations.

2. To enhance the visibility of alumni and to promote interactions among faculty, students and alumni, an alumni office and the office of Director of Alumni Affairs should be provided with a quality space that is located in a central area of the campus.

H. COMMUNITY RECOMMENDATIONS

The already significant financial and social impact which HSU has on the local community will increase. The University should strive to maintain a meaningful and mutually beneficial relationship with the local community.

1. To offset some of the community alienation that can occur, the University should expand its attempts to solicit and to respond to concerns expressed in the community.

2. As enrollment grows, community service should become a significant part of each students educational experience. The University should further recognize the importance of this activity (including recognition in the R.T.P. process) and should continue to seek means to increase the funding levels for these activities. The University should continue to recognize the wide variety of offerings that comprise community service.

3. As growth occurs, we should emphasize and encourage the positive impacts of growth to the community. For example, facilities and programs such as the Natural History Museum, music and theater performances, art exhibitions, the Telonicher Marine Laboratory, library access, and athletic programs should be clearly identified and made more available to the local community.

SECTION II - INFORMATION AND TECHNOLOGICAL FORCES

In the coming decade, the information and technological explosion that is currently underway will continue. The explosion of information and technology throughout history has resulted in the disappearance of *Generalists* and the appearance of *Specialists*. Numerous examples exist to indicate that, when the amount of information in a field becomes too massive for an individual to fathom, a field subdivision occurs. For example, *Scientists* split into *Life Scientists* and *Physical Scientists*; *Biologists* split into *Zoologists* and *Botanists*; *Philosophers* became *Logicians*, *Philosophers of Science*, *etc.* This trend will certainly continue and may in fact become more rapid as information and technology are being introduced at an ever increasing rate.

A. UNIVERSITY-WIDE RECOMMENDATIONS

As technology continues to develop, more resources will need to be diverted to updating equipment and to acquire new technology. The increase in rate of technological changes must be anticipated.

1. The continued growth in technology will increase the rate at which updating of technology will be necessary to keep us abreast of the changes. Anticipating an increase in the rate of technological change without assurance of augmentation in equipment funding sources suggests that new strategies for equipment acquisition should be pursued. For example, in rapidly expanding areas where continued changes in technology are clearly expected,such as computer technology, the potential for leasing equipment and for frequent upgrades of equipment needs to be explored. Further, sources of new and additional funding must be determined.

2. The library is doing an excellent job considering the current funding level. However, as the information explosion continues, managing library resources will become even more critical. For example, on-line research services may become more usable and the utilization of such can lessen the impact of less relative library funding. We must continue to inform the Office of the Chancellor that our geographic isolation and the uniqueness of the library in our area necessitate supplemental funding.

B. CURRICULAR RECOMMENDATIONS

The continuance of field specialization into the next decade suggests that existing programs will require an increased amount of refinement and that new programs will need to be initiated. In addition, new technology will make equipment more expensive and more specialized, causing equipment purchase decisions to be both more difficult and more important.

1. The development of new academic programs and the refinement of existing academic programs needs to be encouraged. The process of program modification and development needs to be changed so that such actions are encouraged. One method of encouragement is to provide assigned time for faculty involved in the process.

2. Changes in the equipment allocation process should be considered. With the increase in specialization and in costs of equipment, decisions concerning

equipment purchase will also require specialized knowledge. It is possible that the allocation of funds should be shifted from the college level to the department level so that more informed decisions can be made.

3. Increased program specialization may result in increased academic requirements. We should consider the possibility of implementing intensive 5 or 6 year MA/MS programs in fields where curricular specialization has already occurred to the point that 4-year BA/BS programs are no longer practical. For example, 5 or 6 year programs could be developed in Engineering or Accounting which result in the awarding of a M.S degree.

C. FACULTY RECOMMENDATIONS

The specialization of programs and the increase in technology and information will impact the faculty at HSU. Efforts to stay current in one's field will require more attention to the rapidly changing technology and increased knowledge.

1. One method of maintaining currency is to use the existing sabbatical or leave process to allow the faculty member to engage in study of his/her field. To encourage faculty to take sabbaticals or leaves, guaranteed faculty position replacement for departments with faculty on sabbatical or leave should be implemented. Additionally, faculty must be guaranteed the return of their office and laboratory space upon resuming faculty duties.

2. Faculty development will become even more crucial as technology expands. A more vigorous faculty development program needs to be implemented and funded.

3. Research and creative activities also represent a method for faculty to keep professionally current. The importance of research and creative activities needs to be recognized continually in the R.T.P. process and the artificial distinction between *Instructionally-Related* and *Other* research needs to be eliminated.

D. STUDENT RECOMMENDATIONS

Rapidly changing technologies and the information explosion also will continue to affect students.

1. As specialization increases, the demands upon students will also increase. Some programs already ask for intensive efforts from students. In order to complete these programs in four years, a student must be organized early in his or her education and careful in selecting course offerings. The current practice of recommending that incoming students not declare a major until after their first year can result in some undergraduate programs effectively becoming 5-year programs. This practice should be examined in terms of the effects on students.

2. With the possible elimination of some titles from the campus library and increased information demands placed on some students, inter-library loan requests will increase. To better meet this need, HSU should consider an on-line loan system. Inter-library loan by mail is too slow to satisfy many student requests.

3. With an increase in information, some classroom activities will demand more library time from students. Present efforts to increase the open hours of the library should be applauded and, if possible, an extended schedule should be implemented.

4. There will be additional requirements for computing facilities in the upcoming decade. The current effort to increase the student computer facilities should be maintained as a high priority.

E. STAFF RECOMMENDATIONS

The increase in technology will impact the staff in many of the same ways it impacts faculty.

1. Staff professional development programs need to be expanded as requirements for technological literacy increase. As possible incentives, we recommend increased fee waiver availability, increased numbers and types of workshops, tuition loan programs, and staff scholarship programs.

2. Technological and other demands on staff and other members of the University are likely to increase stress-related problems. The University should pursue the development of programs such as flex-time schedules, increased availability of alcohol and drug rehabilitation services and/or personal counseling services.

F. ADMINISTRATIVE RECOMMENDATIONS

As with every other personnel group, the administrators also will need to maintain currency with rapidly changing technologies.

1. More development opportunities need to be implemented, in the same fashion as for staff and faculty.

G. ALUMNI RECOMMENDATIONS

The increase in technological requirements will produce a greater need for funding sources and industry sponsored laboratories.

1. Successful and accomplished HSU alumni should be recognized and asked to serve as volunteer expert consultants and mentors.

2. The continuance of alumni contributions should be applauded and the alumni recruitment process should be continued.

3. HSU alumni might be solicited for support of technological needs identified by particular departments.

H. COMMUNITY RECOMMENDATIONS

The growth of technology and information will make the University a more important source of knowledge to the local community.

1. Course offerings designed to provide instruction for the community in new technologies should be encouraged. Intense weekend workshops could be developed and opened to local community members and appropriate recognition (such as in the R.T.P. process) and compensation for faculty should be provided.

SECTION III - FUNDING AND MARKET FORCES

As a public university, HSU receives the bulk of its financial support from the state and federal governments. In recent years, the level of state funding has increased as enrollments have risen at HSU but not sufficiently to meet needs. At the same time, the University has lost much of its elasticity in its budget, as a result of having to assume expenses such as merit salary adjustments, for which the state previously provided funding. Additionally, the upcoming decade will likely be a decade of intense economic competition in all facets of life[1].

At the same time that competition for limited government resources is occurring, competition for quality faculty is increasing with a resultant salary *premium* being paid to recruit certain faculty. For example, the average premium paid nationally to hire a Full Professor in Finance from another business school in 1989-90 was $16,300. Also, the salary paid nationally to hire first-year faculty in Accounting in 1989-90 was $53,000, while the average salary being paid to existing Associate Professors in Accounting, during the same period, was $51,700[2].

These indicators seem to point to a need for an expanded and aggressive development program, more vigorous pursuit of external funds through contributions, grants and contracts, and the exploration of other means to remain competitive.

A. UNIVERSITY-WIDE RECOMMENDATIONS

Like other economic agents, the university uses its limited resources to produce an output. In this process, universities do compete against one another to attract quality faculty, students, and staff.

1. More and clear information regarding the allocation process for resources and faculty positions should be communicated to the staff and faculty. Allocations generally should be based on CSU Full-Time Equivalent Faculty (FTEF) generation. Departments and faculty need to be provided with more timely, meaningful, and accurate information and thereby will be able to make better resource decisions because the allocation consequences of decisions will be known. In addition, program subsidy should be clearly indicated in an effort to understand and perhaps to minimize cross-program resource confrontation.

2. The development of more active summer and evening programs needs to be considered. We can more fully utilize the existing facilities with increased usage during the summer and evenings and thereby decrease the need for additional facilities.

3. The role of athletics at HSU should be evaluated. Athletics themselves should remain secondary to the traditional academic programs. At the same time, the importance of athletics for student attitude and community interaction is recognized. The University should issue a clear statement regarding the future role of athletics at this institution, including funding and facility priority, expected academic load during athletic eligibility, scholarships, and the educational goals and future careers of student participants.

---

1. Science, 1990, volume 247, p. 1165.

2. Newsline, American Assembly of Collegiate Schools of Business, December, 1989.

4. The current support services operations need to be evaluated critically. For example, a determination should be made of the feasibility of the use of private contractors for the provision of quality food service.

B. CURRICULAR RECOMMENDATIONS

With growing enrollment, we can again concentrate on maintaining academic rigor in all programs on campus. The maintenance of rigor is essential for HSU to retain its reputation as an excellent state-operated university, and to continue to attract outstanding staff, faculty, students, and administrators.

1. HSU should provide a means for enforcing appropriate prerequisites during course registration.

2. The existing reality of B.A. and B.S. academic programs which require 5 years to complete needs to be examined. An attempt should be made to avail students of high quality programs which can be completed in 4 years.

3. A task force should be established to examine the program review process and to establish means to recognize excellence in programs, to change inappropriate programs, and to connect more logically the program review with resource review.

C. FACULTY RECOMMENDATIONS

Funding levels for faculty compensation may remain low relative to market salaries in many fields. This will make it more difficult to attract and to retain quality faculty in these fields.

1. Non-standard methods of availing faculty of more competitive salaries might be examined. For example, release time for research could be encouraged and the possibility exists for variable pay scales for research that reflect the free-market value of that effort.

2. The University must clearly recognize and reward excellence in the R.T.P. process. Teaching excellence should be the most important criterion. In addition, individual excellence in one of the secondary areas should be encouraged clearly and candidates should be allowed to concentrate efforts in one category, even to the almost complete exclusion of other categories.

3. To free up time for more student interactions and more scholarly pursuits, staff support should be provided for certain tasks that are now carried out by faculty. For example, resources should be provided for laboratory clean-up, equipment maintenance, collection maintenance, grading, and document preparation.

D. STAFF RECOMMENDATIONS

As market forces increase, we may experience greater difficulty in attracting qualified staff and retaining existing staff. New methods of keeping the University competitive need to be pursued.

1. If possible, more competitive salary scales need to be initiated for staff.

2. Non-financial rewards should also be pursued (for example: better support services, position exchanges to keep individuals challenged, and flex-time schedules where appropriate, etc.).

E. ADMINISTRATIVE RECOMMENDATIONS

In the coming decade, the administration will face the problem of managing growing programs with limited resources in a competitive environment.

1. The University (its faculty, staff, and management) must recognize the collective bargaining environment in which it operates and all constituents should seek means for non-adversarial and open relationships.

2. It is imperative that the budgeting processes and management information systems be established which will provide accurate, on-line, real-time information.

F. ALUMNI RECOMMENDATIONS

As outside funding becomes more necessary, the alumni can be a source of such funding and the importance of alumni assistance should be recognized.

1. We should continue to inform the alumni of the results of their generosity and should explore new means of expressing thanks for alumni contributions.

2. We should continue to request not only monetary donations; but also to request meaningful contributions of alumni time and energy including the utilization of the expertise of alumni.

G. COMMUNITY RECOMMENDATIONS

Fiscal competition in the coming decade will impact the local community as well as the University. The positive impact of the University on the local economy will continue.

1. The University should continue to ensure that the programs at the University do not compete unfairly with local businesses.

2. The community likely will remain an economic partner with the University and ways of enhancing that relationship should be vigorously pursued (for example, the *Partnership Campaign*, Small Business Institute, etc.).

3. HSU should work closely with College of the Redwoods, and other community colleges within the service area, to promote complementary programs which take advantage of the strengths of each institute.

SECTION IV - ENVIRONMENTAL FORCES

In the coming decade, our society will grapple with the biological, sociological, economic, and health-related problems of population, world food production, energy resource management, global environmental changes, genetic diversity, environmental contamination, and genetic engineering. The solutions will require the ingenuity, expertise, and involvement of all. Learning to recognize slowly developing trends in our environment has been a first step. Furthermore, we are being increasingly reminded that the survival of our planet is dependent upon a strategy that is based on ecological and economic sustainability and on an awareness that local activities can have global impacts. As citizens become aware of the environment, there is also a growing plea to promote life styles and policies that reduce growth rates, develop alternate energy technologies, and encourage recycling and energy conservation[1]. Finally, if effective long-term decisions for management of resources and public policy are to be made, they must reflect social as well as scientific considerations, and thus there must be improved communication among biological, physical, and social scientists.

If our students are to be a part of the solution to these problems, we must provide the kind of education that not just informs, but also nurtures critical thinking, helps to create a common language among various disciplines, shows how cooperative expertise from several disciplines are necessary for effective solutions, and prepares students for dealing with environmental trends. In particular, students should be introduced to their world, the natural resources on which our economy is based, the consequences of their actions, and how cultural ignorance can hinder progress towards solving the global environmental problems.

A. UNIVERSITY-WIDE RECOMMENDATIONS

The University should continue to be a leader in the recognition and study of environmentally and socially related problems and solutions. In addition, the University should continue to foster the interdisciplinary approach to these environmental problems.

1. We should retain the emphasis on liberal education that includes the creative arts, the sciences, the humanities, the professions, and the natural resources fields.

2. In addition, we should continue to recognize that field specialization is also necessary and should be encouraged.

B. CURRICULAR RECOMMENDATIONS

All of our students have an opportunity, and should be encouraged, to study the interrelationships between local activities and the personal and global effects of those activities.

1. With the new emphasis on environmental topics, the development of new programs should be encouraged. For example, a field such as Atmospheric

1. Environmental Issues and Priorities Survey, 1989, Executive Survey, Conducted by HRN for Ford Motor Company, February 1990.

Sciences could be developed. Also, the development of courses or programs in areas such as natural landscape production, aquaculture, alternative energy technology, or recycling technology should be encouraged for generating imaginative solutions to environmental issues.

2. Interdisciplinary approaches to establish crossovers among the sciences, the humanities and the arts should be pursued in the general education program. The importance of humans and the environment could be pursued by team teaching efforts in upper division general education and resources should be provided to encourage faculty in such endeavors.

C. FACULTY RECOMMENDATIONS

The faculty will continue to provide national leadership in environmental and social teaching, research and community service into the next decade.

1. The post-tenure review system needs to be evaluated seriously because the present scheme is unsatisfactory. Either do away with the current evaluation process, or create a procedure in which the review has a purpose and which measures excellence. Academic freedom is critical and therefore excellent research and creative activities should be protected even if it occurs in areas which are not considered by some to be appropriate. Unsatisfactory performance in teaching should neither be protected nor tolerated.

2. We should strive to enhance the interdisciplinary scope of the curriculum. For example, team teaching and joint appointments should be encouraged and rewarded.

D. COMMUNITY RECOMMENDATIONS

The community contains a variety of environmental views and has generally been willing to debate environmental issues in open forum.

1. We should continue the recognition that environmentally related research in the community is one of the most important community service and research activities. These activities and joint community-university environmental efforts should continue to be encouraged.

2. We should develop an increased number of environmental forums that are open to and important to the community.

SECTION V - EQUITY AND INTERNATIONAL FORCES

Humboldt State University must proactively welcome the opportunities and challenges of an increasingly diverse population. It is projected that, between the years 2000 and 2010, Hispanics will constitute over 30 per cent of the general population of California, Asians over 13 per cent, Blacks approximately 8 per cent, and Whites less than 49 per cent[1].

In addition to a more diverse population, other forces exist to diversify faculty, staff, and student populations with respect to gender, race, and ethnicity[2]. Forces also are providing us with the opportunity to create a physical environment that equalizes access to the entire campus for disabled and older individuals. Forces also exist to internationalize the populations on the campus and to internationalize the curriculum.

A. UNIVERSITY-WIDE RECOMMENDATIONS

The campus should attempt to become a model where equity and international issues are discussed and pursued openly and actively.

1. The campus is currently beginning to address equity forces and these efforts should be expanded.

2. Physical modifications of the campus to provide access to the elderly and the disabled should be applauded and expanded.

3. The University should provide an environment that is friendly to persons from other cultures and strive for rapid elimination of ignorance and hostility towards other cultures. We can begin by educating personnel in student contact offices, recognizing the importance of the Affirmative Action Officer, and encouraging food services to offer international/cultural cuisines.

4. Efforts to prevent ethnic and sexual harassment must be expanded.

5. Without adversely changing the overall University appearance, outdoors art and ethno-cultural art and design should be incorporated into the University environment.

B. CURRICULAR RECOMMENDATIONS

Most fields have become international in scope and the trend will certainly continue in the coming decade. All programs should incorporate this internationalization into their curriculum.

1. Internationalization of programs should be a high priority in curricular developments including such topics as international cultures, languages, value systems, and ways of thinking. A possible development would be a multinational university program akin to the Erasmus Euro-degree program whereby educational institutes in several countries recognize one another's courses.

---

1. California Faces ... California's Future, report of the Joint Legislative Committee for the Master Plan for Higher Education, 1989.
2. Proposed Amendment to the Donahoe Higher Education Act, A.B. 462, 1989.

Students take classes at various universities and graduate with a multinational degree in their field of study[1].

2. Ethnic, cultural, and gender related issues should be openly incorporated into the curriculum on this campus. Programs that have already successfully incorporated these issues into their curricula should be identified, applauded and used as models for the process across campus.

C. FACULTY RECOMMENDATIONS

1. An excellent way to diversify the curricula on this campus is to diversify the faculty with respect to gender, race, and ethnicity. Efforts to establish an excellent, diverse faculty under the auspices of Affirmative Action should be continued.

2. More flexibility will need to be developed in faculty workloads to attract diverse and quality faculty.

D. STUDENT RECOMMENDATIONS

Internationalization and diversification of the student body should remain high priorities. Efforts in both recruitment and retention of minority and international students should be expanded. At the same time, we must seek the recognition and enhancement of the quality of all students and of their educational experience.

1. We must accelerate our efforts to balance the student population on this campus by attracting students from underrepresented and unrepresented groups.

2. Expansion of retention efforts for all students should be increased. Included in this effort should be a greater concentration on the identification of student strengths and weaknesses at the time of entrance. The strengths identified should be applauded; the weaknesses should be shored up. The entrance level math and English examinations should be taken by all entering students and passage should be required prior to enrollment of the second semester. Additionally, the challenge procedure should be enhanced and encouraged so that students can satisfy some requirements upon admission and can concentrate on improving their weaknesses.

3. International student populations should continue to be recruited. Such activities might include the establishment of local international student housing complexes and satellite campuses in other countries.

4. Ways to alleviate the extreme financial costs to international students should be explored and implemented.

---

1. Project Erasmus scholars study for Euro-degree, MacLeod, Alexander; The Christian Science Monitor, March 8, 1990.

E. STAFF RECOMMENDATIONS

As is true with other groups, the diversification and internationalization pressures will continue into the next decade with respect to staff.

1. As with all other segments of the campus, efforts to balance the staff population need to continue.

F. ADMINISTRATIVE RECOMMENDATIONS

The administration also will continue to receive opportunities and challenges to diversify.

1. Attempts to find outstanding and diverse administrators should continue.

G. ALUMNI RECOMMENDATIONS

The alumni can serve as outstanding and diverse recruiters as well as be role models for ethic minorities and women.

1. Outstanding minority alumni should be identified, and where possible, asked to act as recruiters for new students, to be guest presenters, and to serve as mentors.

2. Minority and foreign alumni should be requested to provide financial support for minority and foreign students.

H. COMMUNITY RECOMMENDATIONS

The application of the community concept to include the local area, the state of California, the nation, and the world should be encouraged.

1. The community should be kept apprised of the activities that are being used to diversify and to internationalize the faculty, staff, administration, and the students.

2. The community should be consulted for ideas to develop necessary community services that attract and retain equity and international faculty, staff, administrators, and students.

CONCLUSION

We, the members of the President's Commission, respectfully submit the above recommendations and we look forward to discussion and debate by all persons on these recommendations. Further, we believe that this is only the starting point of a continuing process. We hope that each year a similar group will be formed to reexamine the directions and the mission of our University and that, in order to provide continuity, at least one member of that group have been a member of this commission.

APPENDIX A

PRESIDENTS 1989
COMMISSION ON THE
FUTURE DIRECTIONS AND MISSION
OF HUMBOLDT STATE UNIVERSITY

Introduction

From time to time in the life of an academic institution it is prudent to reflect upon its philosophies, directions, emphases, and goals, for the purpose of sustaining them or, where indicated, effectuating change.

The University is presently facing unprecedented pressure for enrollment growth in the 1990's, with attendant needs for more faculty and staff, facilities and support services, and constructive responses to new and changing educational demands by society. It can face these challenges confidently now, having "come of age" as a University, with a distinctive humanistic character and a deserved and growing statewide and national reputation for academic quality.

Given these accomplishments, and building upon the efforts and the self-understanding generated by the 1977 and 1983 Presidential Commission reports, the present time is especially opportune for a Presidential Commission to reexamine the university's statement of mission and make appropriate recommendations regarding goals and objectives to which the campus may agree and which will guide the institution assuredly into the 21st Century.

The recommendations of this Commission will subsequently be referred to the appropriate consultative bodies, and to the faculty and staff generally, for their consideration.

MANDATE TO THE 1989 COMMISSION

General Mandate

To (1) assess the current conditions of Humboldt State University and its future potentials, (2) examine the existing Statement of Mission of Humboldt State University as it is published in the University Catalogue and Faculty Handbook (and taking account of the similar statement of the California State University System), (3) make recommendations for desirable changes in the University's Mission Statement, and (4) make other recommendations calculated to improve the University in the future.

Specific Mandate

In accommodating its general mandate the Commission is requested to deliberate and comment upon the following questions:

1. What are or should be our university community's binding principles, mutual ambitions, shared thoughts, common goals, and how may they be expressed, if not already present, in the University's Mission Statement?

2. What kinds of things are being done especially well now, whose very continuation and sustenance is a worthy goal for the future of Humboldt State University?

3. What is a commonly acceptable understanding of the meaning of the term "Liberal Education" as the theme that provides a common bond among all the academic disciplines at Humboldt State University?

4. What are the appropriate relationships between undergraduate and graduate studies at Humboldt State University?

5. What should be the future role of scholarship, creative activities and research at Humboldt State University as they relate to its paramount undergraduate teaching mission?

6. What is the appropriate future composition of the faculty, student body and staff of Humboldt State University in terms of geographic origin, socio-economic background, ethnicity, and gender?

7. What constitute appropriate understanding of the presumed modes, roles, and contributions of informal learning in addition to formal learning, as they jointly comprise the educational experience at Humboldt, and as they contribute potentially to lifelong learning?

8. a. How may greater dialogue regarding fundamental academic issues be fostered at Humboldt State University?
b. Could some sorts of organizational or administrative decentralization assist in this, particularly as we are able to communicate more and more information electronically?

9. What redundancies, if any, should the University eliminate from its activities, and which redundancies are beneficial and should be retained?

10. How may the wisdom and experience of the University's Emeriti and Alumni be marshaled to assist the University in attainment of its potentials?

11. Upon what kinds of community outreach efforts should the University concentrate?

12. In what new activities should the University engage? Conversely, should the University disengage from any present activities?

13. What should be the role of Student Affairs' professionals in partnership with faculty for enhancing the completeness of the available Humboldt educational experience?

The observations and recommendations of the Commission should be expressed in brief form, and reported to the President of the University by February 1, 1990 so that the entire academic community (and especially the Academic Senate and other representative bodies) may have ample opportunity to react to it by the end of March 1990, and have the results published by Commencement 1990.

APPENDIX B

BIBLIOGRAPHY

California Faces ... California's Future. Report of the Joint Legislative Committee for the Master Plan for Higher Education. 1989.

California State University Growth Plan 1990-2005. Office of the Chancellor. October, 1989.

A Design for Native American Education, Final Report of the President's Task Force on Services to Native Americans. HSU, December, 1989.

Environmental Issues and Priorities Survey, 1989, Executive Summary, Conducted by HRN for Ford Motor Company, February, 1990.

Fifth-Year Accreditation Report, Prepared by HSU for the Western Association of Schools and Colleges, September, 1989.

HSU's Uniqueness among Public Universities, Report from Dean Lee Bowker to President McCrone, September 8, 1989.

Newsline, American Assembly of Collegiate Schools of Business, December, 1989.

Report of the Educational Support Services Master Plan Task Forces, CSU, May, 1989.

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 Task Force on Faculty Support Issues, HSU, Fall, 1987.

Report on Graduate Education, The Task Force on Graduate Education, HSU, October, 1989.

Student Affairs Annual Report, HSU, July, 1989.

Student Needs and Priorities Survey, HSU Campus Report, November, 1989.

The Case for Change, Report of the Commission on the University of the 21st Century, Commission of the Virginia Legislature, 1989.