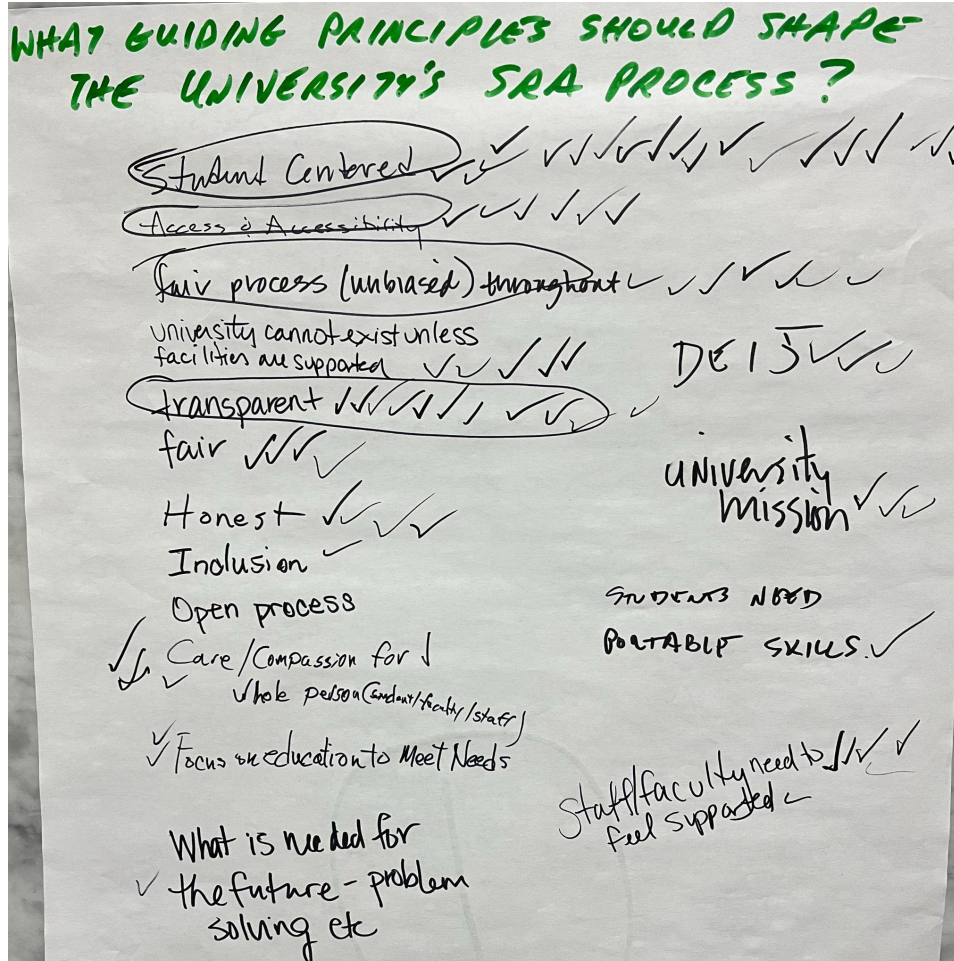


SRA Information Sessions

Group Activity: Questions & Responses

Note: Transcribed responses in italics with an asterisk indicate those responses that were circled (identified as most important by the group).

Question 1: What guiding principles should shape the university's SRA process?



Transcribed responses:

<ul style="list-style-type: none"> <i>*Student centered</i> <i>*Access & accessibility</i> <i>*Fair process (unbiased) throughout</i> University cannot exist unless facilities are supported DEIJ <i>*Transparent</i> Fair Honest Inclusion 	<ul style="list-style-type: none"> University mission Open process Students need portable skills Care/compassion for whole person (student, faculty, staff) Focus on education to meet needs What is needed for the future - problem solving, etc. Staff/faculty need to feel supported
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WHAT GUIDING PRINCIPLES SHOULD SHAPE THE SRA PROCESS?

- ✓ Members of the task force should be committed to being open-minded ✓
- ✓ Strengthen attributes that distinguish EWU from other local institutions e.g. access ✓
- ✓ Integrity of task force members ✓
- ✓ Don't let perfect be the enemy of good ✓
- ✓ Confidentiality ✓
- ✓ Focus on core values & mission ✓
- ✓ Comprehensive review & analysis ✓
- ✓ Impartiality ✓
- ✓ Honest ✓
- ✓ Remember students first ✓

Transcribed responses:

<p><i>*Members of the task force should be committed to being open-minded</i></p> <p>Strengthen attributes that distinguish EWU from other local institutions (e.g., access)</p> <p><i>*Integrity of task force members</i></p> <p>Don't let perfect be the enemy of good</p>	<p>Confidentiality</p> <p>Focus on core values and mission</p> <p><i>*Remember students first</i></p> <p>Comprehensive review and analysis</p> <p>Impartiality</p> <p><i>*Honest</i></p>
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WHAT GUIDING PRINCIPLES SHOULD SHAPE THE UNIVERSITY'S SRA PROCESS?

✓ Is it student centric? ✓
 ✓ Open communication ✓
 Does this follow our HSI initiatives? ✓
 - Broad definition of value ✓
 - Fairness ✓
 - Impact beyond EWU ✓
 What will attract future students ✓
 Equitable process ✓

✓ Transparency + a commitment to good data. ✓
 ✓ Compassionate honesty ✓
 ✓ Keep a sense of integrity for the academic mission ✓
 ✓ Understanding of what can't be measured quantitatively ✓
 ✓ SUSTAINABILITY ✓

Transcribed responses:

<p> *Is it student centric? Open communication Does this follow our HSI initiatives? Broad definition of value Fairness *Impact beyond EWU What will attract future students Equitable process </p>	<p> *Transparency and a commitment to good data Compassionate honesty Keep a sense of integrity for the academic mission *Understanding of what can't be measured quantitatively Sustainability </p>
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WHAT GUIDING PRINCIPLES SHOULD SHAPE THE UNIVERSITY'S SRA PROCESS?

- FAIRNESS ✓✓✓✓ ✓✓✓✓
 - OPENNESS ✓✓✓✓ ✓✓✓✓
 - DATA DRIVEN ✓✓✓✓ ✓✓✓✓
 - ✓ INCLUSIVENESS ✓✓✓✓ ✓✓✓✓
 - INSTITUTIONAL SUPPORT OF PROCESS ✓✓
 - Consider community needs ✓✓✓✓
 - TRUST ✓✓✓✓
 - student needs ✓✓✓✓
 - greater good ✓✓✓✓
 - LONG TERM MINDSET ✓✓✓✓ ✓✓✓✓
 - ✓ student success ✓✓
 - ✓ Take action ✓✓
- ✓ Importance of programs
 ✓ Integrity
 ✓ DEI and wanting to be an HSI
 ✓ Do we have the staff to support what we are trying to do/can we market well to get staff that does

Transcribed responses:

Fairness *Openness Data driven Inclusiveness *Institutional support of process Consider community needs Trust Student needs Greater good	*Long term mindset Student success Take action Importance of programs Integrity DEI and wanting to be an HSI Do we have the staff to support what we are trying to do/can we market well to get staff that does
--	---

WHAT GUIDING PRINCIPLES SHOULD SHAPE THE UNIVERSITY'S SRA PROCESS?

- Meeting regional needs ✓✓✓
- Focus on students. On our students (eg transforming lives etc) ✓✓✓
- Focus on local business needs ✓✓
- Commitment to inclusive excellence ✓✓✓

WHAT IS THE LONGER-RANGE INTENTION OF EWU AS LIBERAL ARTS INST. ✓

COMMUNITY ENG. & VISIBILITY. ✓

People matter ✓✓✓

Big numbers ≠ quality or needs ✓✓✓

Transcribed responses:

<ul style="list-style-type: none"> *Meeting regional needs *Focus on students. On our students (e.g. transforming lives, etc.) *Commitment to inclusive excellence Focus on local business needs 	<ul style="list-style-type: none"> What is the longer-range intuition of EWU as liberal arts institution Community engagement and visibility People matter Big numbers does not equal quality or needs
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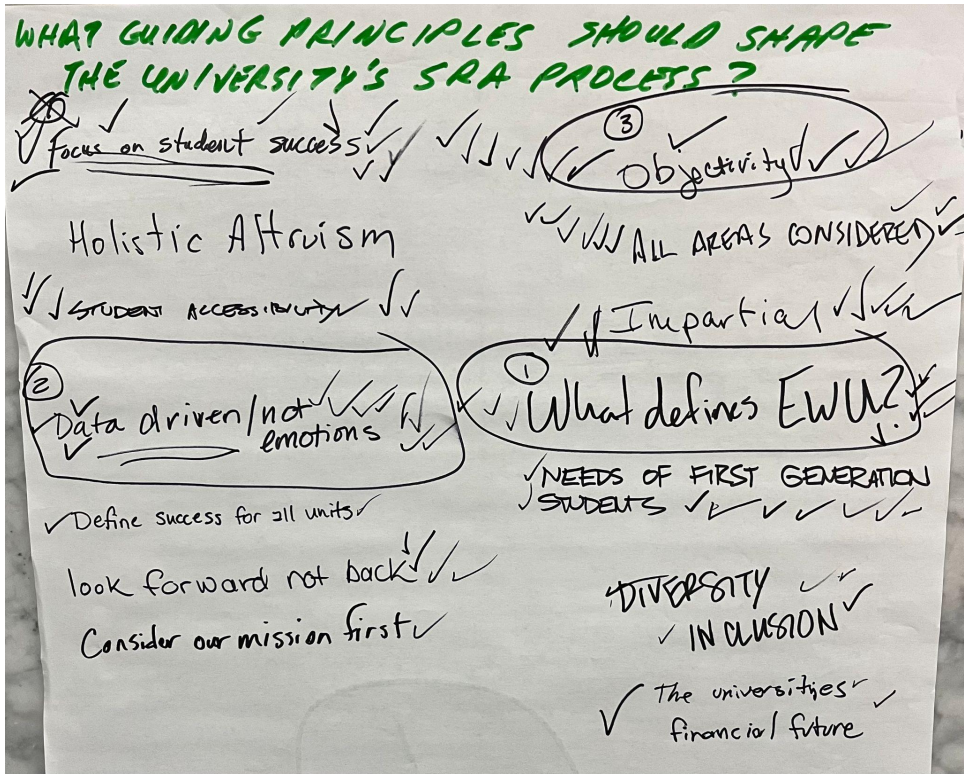
WHAT GUIDING PRINCIPLES SHOULD SHAPE THE UNIVERSITY'S SRA PROCESS?

✓ Fairness ✓✓✓✓✓
~~✓ Greatest benefit to students ✓✓✓~~
 ✓ Leave self interest at home ✓✓✓
 ✓ Task Force keep mission in mind ✓
 ✓ Future-focused ✓✓✓✓
 Diverse thinking / people in process ✓✓✓
 ✓ Sustainable ✓✓✓
 balance in programs / offerings ✓
 Sense of Place in WA
 Listen to constituents ✓
 with an open mind & heart-generosity

✓ Honest Buy-in from all groups - open mind
 Base recommendations on cost effectiveness
 ✓ Transparent communication ✓
 ✓ Lean in to the hard decisions ✓
 ✓ Stay on ground rules w/ decisions ✓

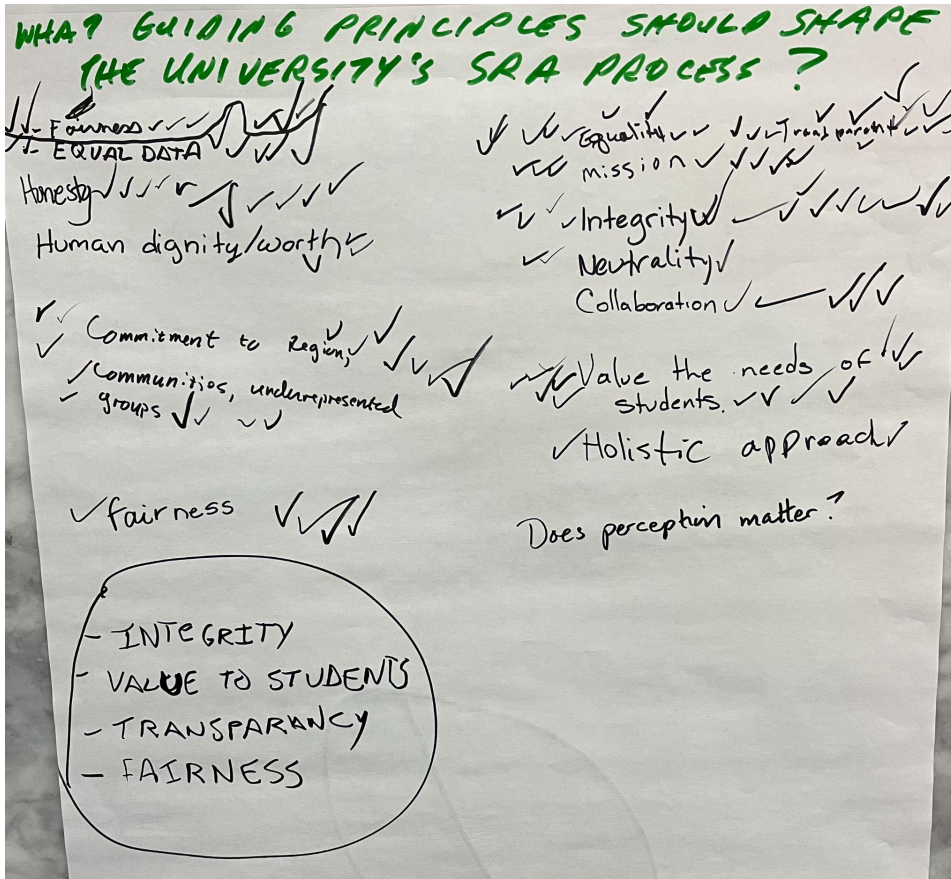
Transcribed responses:

<p> *Fairness *Greatest benefit to students (note: this was circled and crossed out) Leave self interest at home Task Force keep mission in mind *Future-focused Diverse thinking/people in process Sustainable Balance in programs/offerings </p>	<p> Sense of place in WA Listen to constituents with an open mind and heart - generosity Honest buy-in from all groups - open mind Base recommendations on cost effectiveness Transparent communication *Lean in to the hard decisions Stay on Ground rules with decisions </p>
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Transcribed responses:

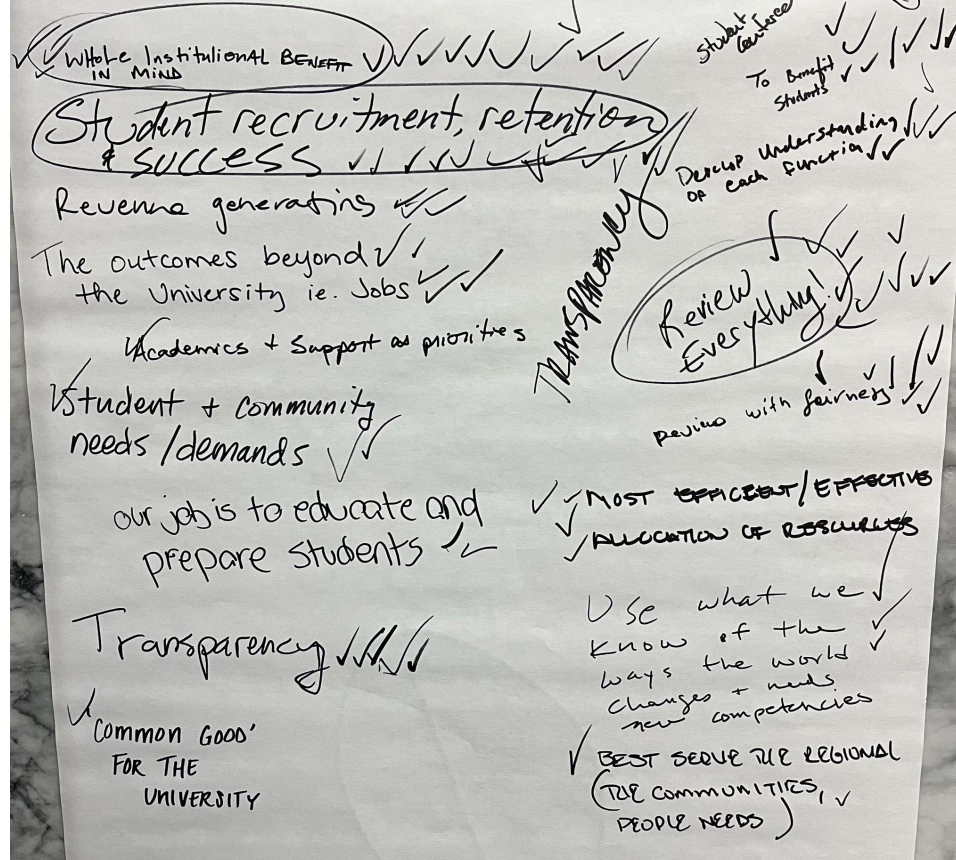
<ul style="list-style-type: none"> Focus on student success Holistic altruism Student accessibility *Data driven/not emotions Define success for all units Look forward not back Consider our mission first 	<ul style="list-style-type: none"> *Objectivity All areas considered Impartial *What defines EWU? Needs of first generation students Diversity inclusion The university's financial future
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Transcribed responses:

<p>Fairness Equal data Honesty Human dignity/worth Commitment to region, communities, underrepresented groups Fairness *Integrity *Value to students *Transparency</p>	<p>*Fairness Equality Transparent Mission Integrity Neutrality Collaboration Value the needs of students Holistic approach Does perception matter?</p>
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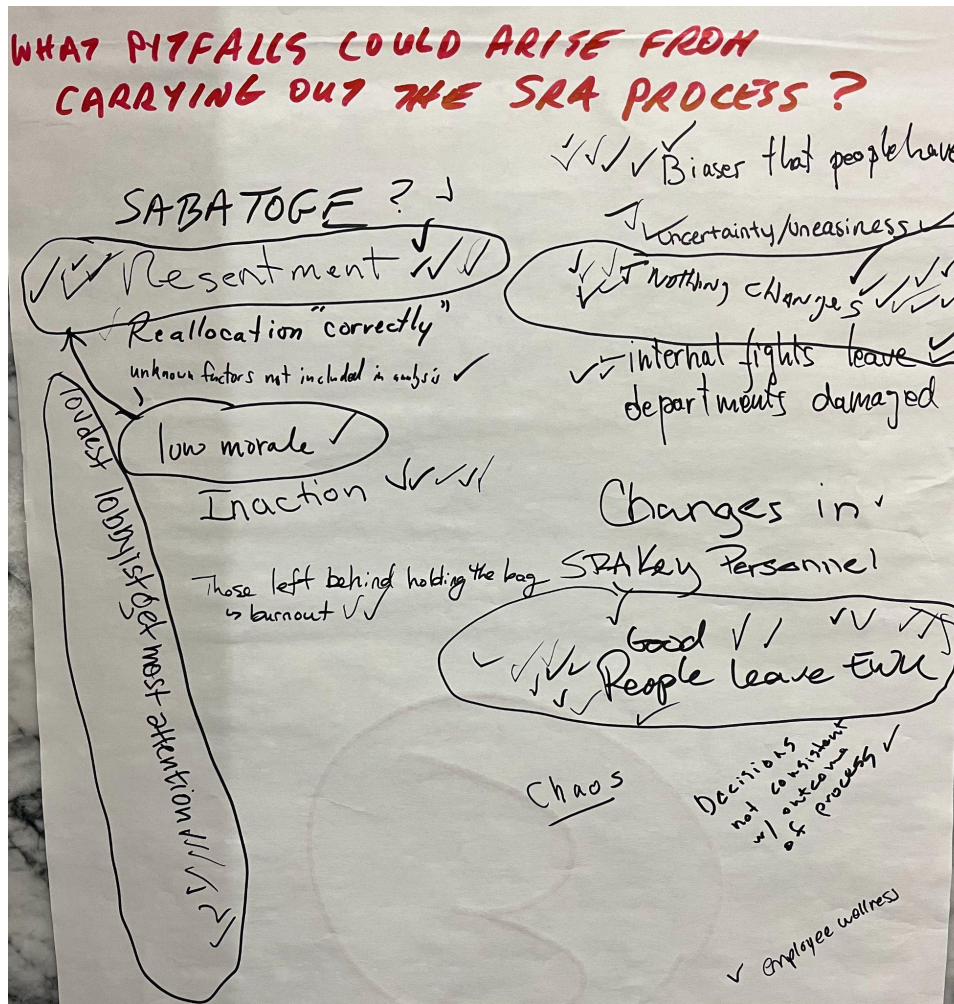
WHAT GUIDING PRINCIPLES SHOULD SHAPE THE UNIVERSITY'S SRA PROCESS?



Transcribed responses:

<p>*Whole institutional benefit in mind</p> <p>*Student recruitment, retention and success</p> <p>Revenue generating</p> <p>The outcomes beyond the university (i.e. jobs)</p> <p>Academics and support as priorities</p> <p>Student and community needs/demands</p> <p>Our job is to educate and prepare students</p> <p>Transparency</p> <p>"Common good" for the university</p> <p>Student centered</p>	<p>To benefit students</p> <p>Develop understand of each function</p> <p>Transparency</p> <p>*Review everything!</p> <p>Review with fairness</p> <p>Most efficient/effective allocation of resources</p> <p>Use what we know of the ways the world changes and needs new competencies</p> <p>Best serve the regional (the communities, people needs)</p>
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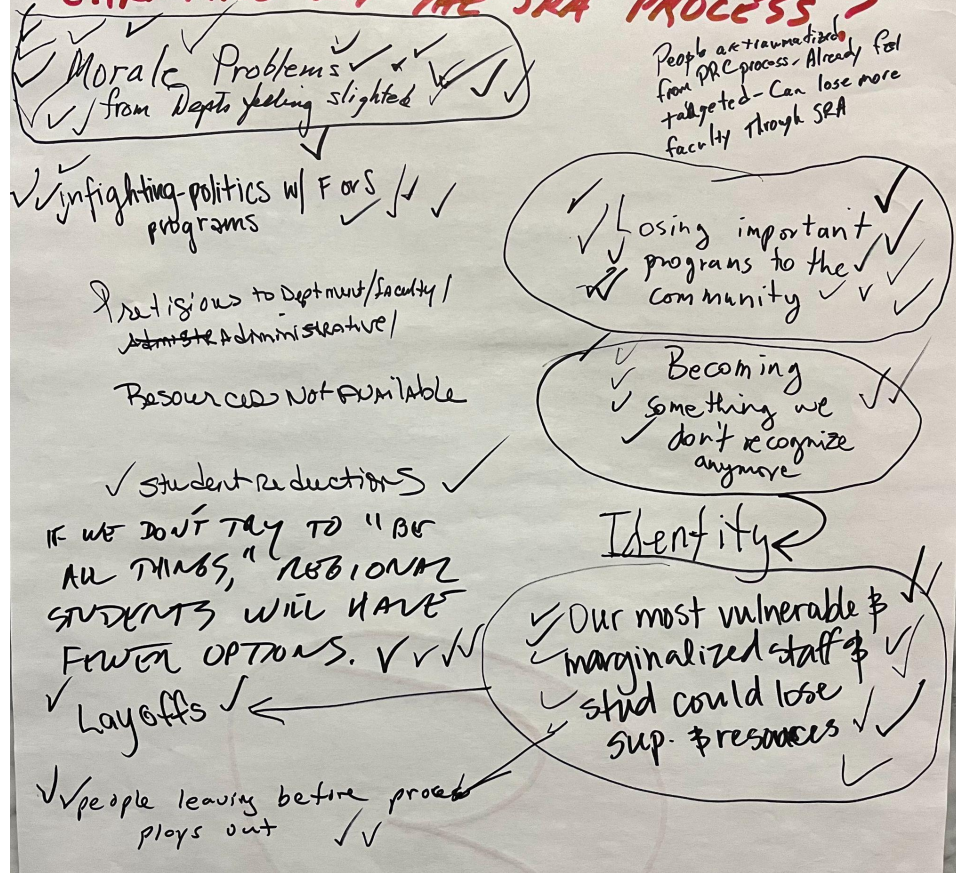
Question 2: What pitfalls could arise from carrying out the SRA process?



Transcribed responses:

<p>Sabotage</p> <ul style="list-style-type: none"> *Resentment Reallocation "correctly" Unknown factors not included in analysis *Low morale Inaction Those left behind holding the bag—burnout *Loudest lobbyist get most attention Biases that people have 	<ul style="list-style-type: none"> Uncertainty/uneasiness *Nothing changes Internal fights leave departments damaged Changes in SRA key personnel *Good people leave EWU Chaos Decisions not consistent with outcomes of process Employee wellness
--	--

WHAT PITFALLS COULD ARISE FROM CARRYING OUT THE SRA PROCESS?



Transcribed responses:

<p> <i>*Morale problems from departments feeling slighted</i> Infighting-politics with faculty or staff programs Pretentious to department/faculty/administrative Resources not available Student reductions If we don't try to "be all things" regional students will have fewer options Layoffs </p>	<p> People leaving before process plays out People are traumatized from PRC process - already feel targeted - can lose more faculty through SRA <i>*Losing important programs to the community</i> <i>*Becoming something we don't recognize anymore</i> Identity <i>*Our most vulnerable and marginalized staff and students could lose support and resources</i> </p>
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WHAT PITFALLS COULD ARISE FROM CARRYING OUT THE SRA PROCESS?

death spiral ✓
 ✓ bad publicity for EWU ✓✓✓
 Impact to culture ✓✓✓
 Effort dies off/fizzles
 Decrease in morale ✓✓
 Lack of representation of all areas ✓✓
 strike
 People will be affected. ✓✓✓
 Good people will preemptively leave ✓✓✓✓
 Rumors = negativity ✓✓✓
 ✓ TASK FORCE LOOKING AT INDIVIDUAL NEEDS
 Emotional & physical energy spent on this process for everyone involved ✓✓✓✓
 ↓ Poor morale ✓✓
 Initial decrease in enrollment (e.g. due to bad publicity, etc) ✓✓
 BOT WILL GET THE OVERRIDE OPTION ✓✓

NEGATIVELY AFFECT EMPLOYEE RETENTION ✓✓
 Time Investment ✓
 Will leadership adopt recommendations? ✓
 Impact on ^{current} productivity & student services ✓

Transcribed responses:

Death spiral *Bad publicity for EWU Impact to culture Effort dies off/fizzles *Decrease in morale Lack of representation of all areas Strike People will be affected *Good people will preemptively leave Rumors = negativity Task force looking at individual needs	Emotional and physical energy spent on this process for everyone involved Poor morale Initial decrease in enrollment (e.g. due to bad publicity, etc.) BOT will get the override option Negatively affect employee retention Time/investment Will leadership adopt recommendations? Impact on current productivity and student services
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WHAT PITFALLS COULD ARISE FROM CARRYING OUT THE SRA PROCESS?

Some programs will not want to participate ✓✓

Potential inflation of value ✓✓

Low morale & unhealthy competition among programs ✓✓✓✓

Competition between depts and programs - animosity ✓✓✓✓

morale problems while we are already burnt out. ✓✓✓✓

Expectations of what can be accomplished are too high. ✓✓✓

Brand/reputation w/ negative PR implications ✓✓

Weighting quantitative above qualitative data measures.

- Disconnect between who we think we should be and what public wants us to be. ✓✓✓

- Different levels of participation

Program data will lead to confusion. ✓✓
 More programs will be "ranked" in the top categories and fewer in the bottom ones. ✓✓

Units fail/unable to provide accurate report to task force. ✓✓✓

Senior leadership turnover ✓✓
 Completely against our culture of growth/grow our way/be entrepreneurial ✓✓

inaccurate data ✓

Transcribed responses:

<p>Some programs will not want to participate Potential inflation of value Low morale and unhealthy competition among programs Competition between departments and programs - animosity *Morale problems while we are already burnt out Expectations of what can be accomplished are too high Brand/reputation w/ negative PR implications Weighting quantitative above qualitative data measures</p>	<p>*Disconnect between who we think we should be and what the public wants us to be Different levels of participation Program data will lead to confusion More programs will be "ranked" in the top categories and fewer in the bottom ones *Units fail/unable to provide accurate report to task force Senior leadership turnover Completely against our culture of growth/grow our way/be entrepreneurial Inaccurate data</p>
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WHAT PITFALLS COULD ARISE FROM CARRYING OUT THE SRA PROCESS?

- Recommendations not followed ✓✓✓✓✓✓✓✓
- Might foster competition instead of collaboration. ✓✓✓✓✓
- University and program quality declines ✓✓
- Good people will choose to leave ✓✓✓✓
- Time will be wasted from our best ✓✓
- University will not consider transition needs ✓
- Staff/faculty will have to "pick up" work that the SRA team won't be doing ✓✓✓
- Students may hear about/speculate about programs shutting down and worry about enrolling. Bad publicity. ✓
- Staff/faculty turnover might prevent future follow-through ✓
- University will continue to do what feels comfortable, not strive for innovative/high standards ✓✓
- Losing donors ✓
- Media/public relations implications ✓
- Morale questioned ✓
- Folks getting angrier than already are ✓
- Distrust ✓

Transcribed responses:

<p>*Recommendations not followed</p> <p>*Might foster competition instead of collaboration</p> <p>University and program quality declines</p> <p>Good people will choose to leave</p> <p>Time will be wasted from our best</p> <p>University will not consider transition needs</p> <p>Staff/faculty will have to "pick up" work that the SRA Team won't be doing</p> <p>University will continue to do what feels comfortable, not strive for innovative/high standards</p>	<p>Losing donors</p> <p>Media/public relations implications</p> <p>Morale questioned</p> <p>Folks getting angrier than already are</p> <p>*Students may hear about/speculate about programs shutting down and worry about enrolling. Bad publicity</p> <p>Staff/faculty turnover might prevent future follow-through</p> <p>Distrust</p>
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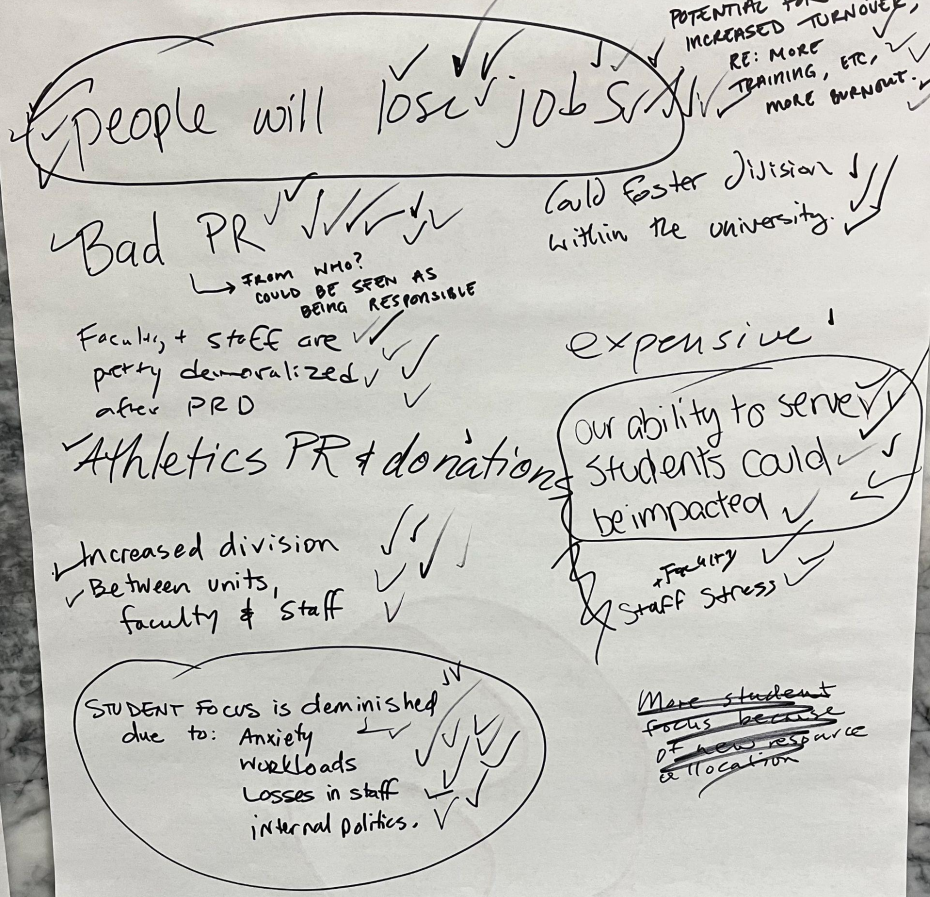
WHAT PITFALLS COULD ARISE FROM CARRYING OUT THE SRA PROCESS?

- ✓ Staff morale ✓✓✓
- ✓ Loss of value ✓✓
- ✓ Quibbling about data
- ✓ Underrepresentation in Task Forces ✓✓
- ✓ data? is it accurate ✓
- ✓ Divided attention between the work that needs to be done to continue operations & the SRA process ✓✓
- ✓ Increase departmental division
- ✓ Guilty feelings ✓✓
- ✓ A lot of extra time for task force participants ✓
- ✓ Loss of INSTITUTIONAL UNIQUENESS/IDENTITY ✓
- ✓ Recommendations not followed ✓✓✓
- ✓ Task forces who may not understand fullness of programs ✓
- ✓ Public knowledge of value for tier 4 and 5 labeled programs

Transcribed responses:

<ul style="list-style-type: none"> *Staff morale Loss of value Quibbling over data *Underrepresentation in Task Forces Data? Is it accurate? *Divided attention between the work that needs to be done to continue operations and the SRA process Increase departmental division 	<ul style="list-style-type: none"> Guilty feelings A lot of extra time for task force participants Public knowledge of value for tier 4 and 5 labeled programs Loss of institutional uniqueness/identity Recommendations not followed Task forces who may not understand fullness of programs
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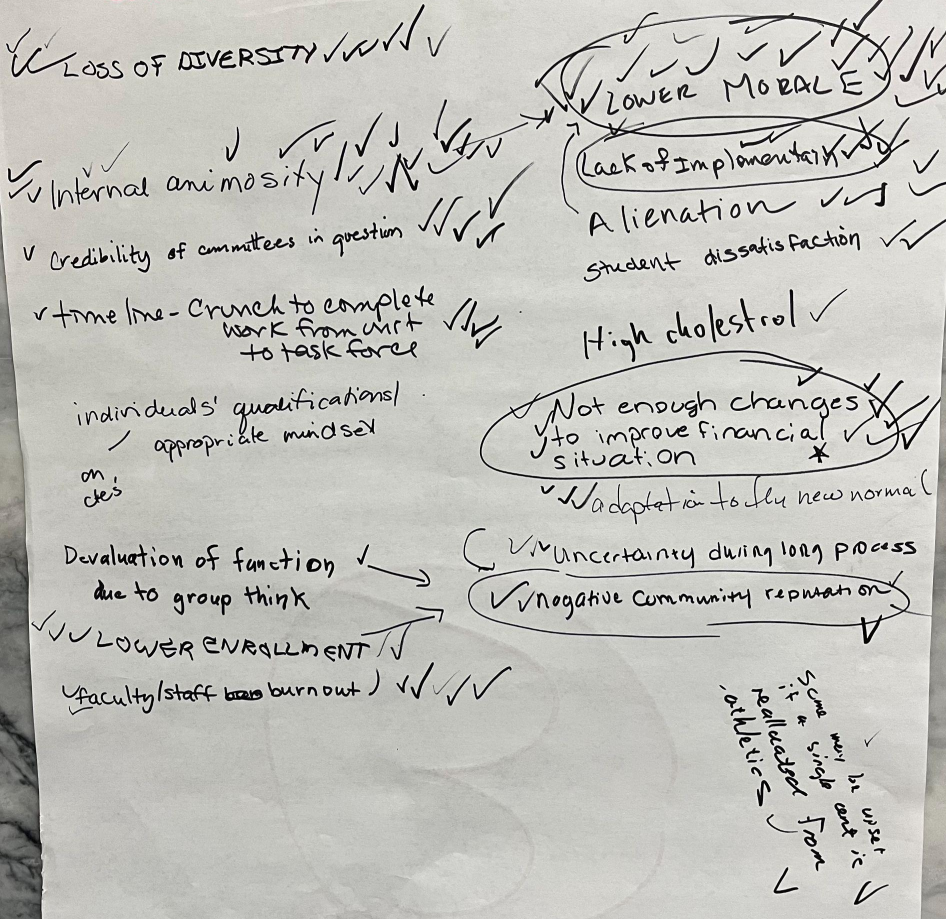
WHAT PITFALLS COULD ARISE FROM CARRYING OUT THE SAA PROCESS?



Transcribed responses:

<p><i>*People will lose jobs</i></p> <p>Bad PR - from who? Could be seen as responsible</p> <p>Faculty and staff are pretty demoralized after PRD</p> <p>Athletics PR & donations</p> <p>Increased division between units, faculty & staff</p> <p><i>*Student focus is diminished due to: anxiety, workloads, losses in staff, internal politics</i></p>	<p>Potential for increased turnover re: more training, etc. more burnout</p> <p>Could foster division within the university</p> <p>Expensive</p> <p><i>*Our ability to serve students could be impacted</i></p> <p>Faculty & staff stress</p>
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WHAT PITFALLS COULD ARISE FROM CARRYING OUT THE SRA PROCESS?



Transcribed responses:

<p>Loss of diversity Internal animosity Credibility of committees in question Timeline - crunch to complete work from unit to task force Individuals' qualifications/appropriate mindset on committees Devaluation of function due to group think Lower enrollment Faculty/staff burnout *Lower morale</p>	<p>*Lack of implementation Alienation Student dissatisfaction High cholesterol *Not enough changes to improve financial situation Adaptation to the new normal Uncertainty during long process *Negative community reputation Some may be upset if a single cent is reallocated from athletics</p>
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WHAT PITFALLS COULD ARISE FROM CARRYING OUT THE SRA PROCESS?

Individuals will feel frustrated/morale will decrease + lead to quiet quitting or people actually moving on

NO CHANGE

Stress
grief
Fallout

WE LOSE PROGRAMMING THAT MAY NOT BE FINANCIALLY VIABLE BUT OFFER BROADER SOCIAL/COMMUNITY VALUE

Big changes

Perception of inequities

Bad Press

Lack of accountability by senior Admin

The Filters are the same as they always are

Gossip regarding categorization & rankings

Lack of Buy-in

Distrust

Leaders digging in and sabotaging effort

NO Follow thru

Missing an area of campus

Good STAFF/FACULTY LOST NOT MOVED

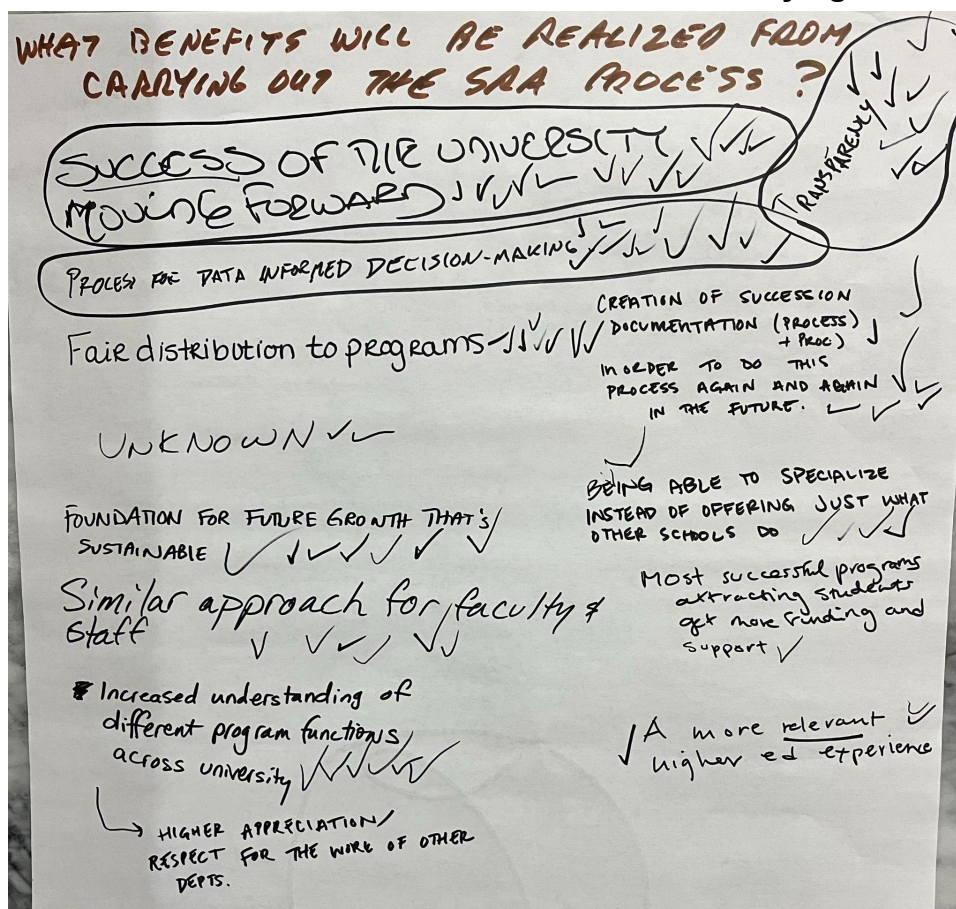
Students will be concerned about their degrees/programs

Nepotism

Transcribed responses:

<p>Individuals will feel frustrated/morale will decrease and lead to quiet quitting or people actually moving on</p> <p>We lose programming that may not be financially viable but offer border social/community value</p> <p>*Bad press</p> <p>Gossip regarding categorization and rankings</p> <p>*No follow through</p> <p>Leaders digging in and sabotaging effort</p> <p>Lack of accountability by senior admin</p>	<p>Big changes</p> <p>No change</p> <p>Good staff/faculty lost not moved</p> <p>*Stress and grief, fallout</p> <p>Perception if inequities</p> <p>The filters are the same as they always are</p> <p>Lack of buy-in</p> <p>Distrust</p> <p>*Students will be concerned about their degrees/programs</p> <p>Nepotism</p>
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Question 3: What benefits will be realized from carrying out the SRA process?



Transcribed responses:

<ul style="list-style-type: none"> *Success of the university moving forward *Process for data informed decision making Fair distribution to programs Unknown Foundation for future growth that's sustainable Similar approach for faculty and staff Increased understanding of different program functions across university Higher appreciation/respect for the work of other departments 	<ul style="list-style-type: none"> *Transparency Creation of succession documentation (process and programs) in order to do this process again and again in the future Being able to specialize instead of offering just what other schools do Most successful programs attracting students get more funding and support A more relevant higher ed experience
---	--

WHAT BENEFITS WILL BE REALIZED FROM CARRYING OUT THE SRA PROCESS?

✓
 ✓
 ✓
 Determining our high-demand successful programs ✓

✓
 Allocating funds to support services students don't have access to now ✓

✓
 ✓
 ✓
 Every program + service is evaluated with the same metrics ✓

✓
 ✓
 ✓
 Increase quality of Ed to students through increased efficiency ✓

Right size institution

✓
 What are our values

✓
 ✓
 ✓
 Saving money, using resources effectively ✓

✓
 ✓
 ✓
 Prioritizing where we can be the "best" with adequate resources. ✓

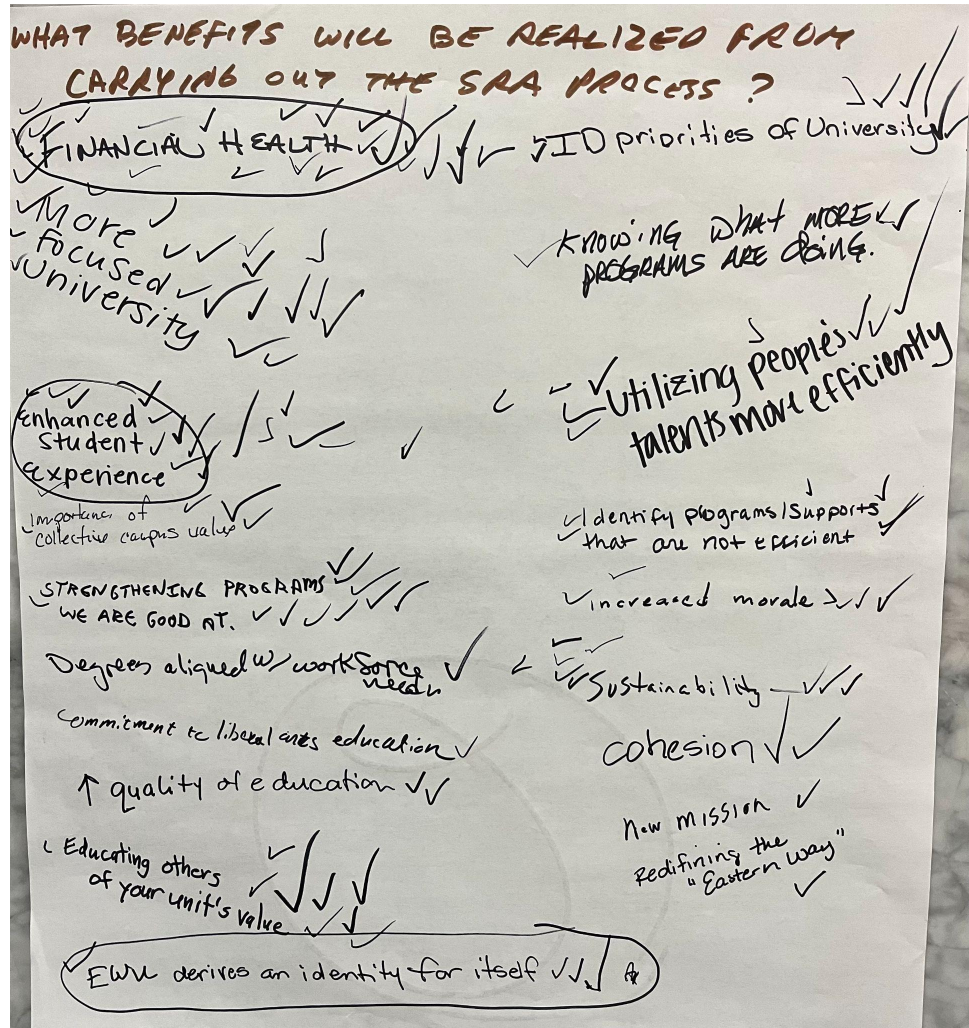
✓
 ✓
 ✓
 ✓
 ✓
 The ability to create higher quality programs by reallocating resources ✓

✓
 ✓
 Remove barriers for university success ✓

At the other side of the process, people can relax and re-engage

Transcribed responses:

<p>Determining our high-demand successful programs</p> <p>Allocating funds to support services students don't have access to now</p> <p>Every program and service is evaluated with the same metrics</p> <p>*Increase quality of ed to students through increased efficiency</p> <p>Right size institution</p>	<p>What are our values</p> <p>*Saving money. Using resources effectively</p> <p>*Prioritizing where we can be the "best" with adequate resources</p> <p>*The ability to create higher quality programs by reallocating resources</p> <p>Remove barriers for university success</p> <p>*At the other side of the process, people can relax and re-engage</p>
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Transcribed responses:

<p><i>*Financial health</i> More focused university <i>*Enhanced student experience</i> Importance of collective campus value Strengthening programs we are good at Degrees aligned with workforce needs Commitment to liberal arts education [Arrow up] quality of education Educating others of your unit's value <i>*EWU derives an identity for itself</i></p>	<p>ID priorities of university Knowing what more programs are doing Utilizing people's talents more efficiently Identify programs/supports that are not efficient Increased morale Sustainability Cohesion New mission Redefining the "Eastern Way"</p>
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WHAT BENEFITS WILL BE REALIZED FROM CARRYING OUT THE PROCESS?

✓ We'll have a university ✓

✓ Identify data that we should be collecting ✓

✓ Recognize what programs are essential but need additional resources. ✓ ✓ ✓

Self-awareness as an institution of who we are and can be

Sustainability ✓

✓ Ability to work together, make tough decisions and solve problems collectively ✓ ✓ ✓

University will begin to "right size"

Continuing to use "lower-level" employees for task forces

Determine future long-term viability of EWU
greater understanding of process

Greatness will rise to the top

ineffective programs will be reevaluated for allocation needs ✓

High-performing depts. will be recognized & possibly re-invested in.

Programs/depts that are in need but that are understaffed will be evaluated for resource need.
We can improve the market.

Meeting current social/business community needs ✓ ✓ ✓

Name recognition ✓

Transcribed responses:

<p>We'll have a university</p> <p>*Identify data what we should be collecting</p> <p>*Recognize what programs are essential but need additional resources</p> <p>Self-awareness as an institution of who we are and can be</p> <p>Sustainability</p> <p>Ability to work together, make tough decisions and solve problems collectively</p> <p>University will begin to "right size"</p> <p>*Continuing to use "lower-level" employees for task forces</p> <p>Determine future long-term viability of EWU</p>	<p>Greater understanding of process</p> <p>Greatness will rise to the top</p> <p>Ineffective programs will be reevaluated for allocation needs</p> <p>High-performing departments will be recognized and possibly re-invested in</p> <p>Programs/depts that are in need but that are understaffed will be evaluated for resource need</p> <p>We can improve the university</p> <p>Meeting current social/business community needs</p> <p>Name recognition</p>
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WHAT BENEFITS WILL BE REALIZED FROM CARRYING OUT THE SRA PROCESS?

- ✓ A consistent definition of the institutions priorities ✓✓✓✓✓✓✓✓
- ✓ Identification of financial pitfalls and weaknesses ✓✓✓✓✓✓✓✓
- ✓ What is valued & what the priority is for our institution ✓✓✓✓✓✓✓✓
- ✓ Include non-academic programs ✓✓✓✓✓
- ✓ Transparent & open understanding of EWU deficits. ✓✓✓✓✓✓✓✓
- ✓ Better & more widespread understanding of what we all do at EWU ✓✓✓✓✓✓✓✓
- ✓ Ability to invest in strategic needs ✓✓✓✓✓
- ✓ Better understanding of who we think ^{believe} we should be. ✓✓
- What thought-leaders can do/are doing to improve/create opportunities for students, both faculty and staff
- Maximizing value for constituents (including students, employers)

Transcribed responses:

<p>A consistent definition of the institution's priorities</p> <p><i>*Identification of financial pitfalls and weaknesses</i></p> <p><i>*What is valued and what the priority is for our institution</i></p> <p>Include non-academic programs</p> <p>Transparent and open understanding of EWU deficits</p> <p><i>*Better and more widespread understanding of what we all do at EWU</i></p>	<p>Ability to invest in strategic needs</p> <p>Better understanding of who we think/believe we should be</p> <p>What thought-leaders can do/are doing to improve/create opportunities for students, both faculty and staff</p> <p>Maximizing value for constituents, including students and employers</p>
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WHAT BENEFITS WILL BE REALIZED FROM CARRYING OUT THE SRA PROCESS?

- ✓ Resources assigned in a data driven way ✓✓
- ✓ Right Sizing ✓✓✓✓
- ✓ Accepted measurement of how we invest in programs/functions ✓✓
- ✓ Understanding where resources should truly go ✓✓
- ✓ Evaluation of priorities ✓✓✓✓✓✓
- ✓ Investment in to Programs in Need
- ✓ FINANCIAL STABILITY ✓✓✓✓✓✓✓✓
- Constricted responses (word or character count limit)
- need & means ✓
- ✓ CLARITY OF EWU IDENTITY ✓✓✓✓✓✓✓✓
- ✓ a more unified/clearer mission ✓

Transcribed responses:

<p>Resources assigned in a data driven way</p> <p>Right sizing</p> <p>*Accepted measurement of how we invest in programs/functions</p> <p>Understanding where resources should truly go</p> <p>Evaluation of priorities</p>	<p>Investment in to programs in need</p> <p>*Financial stability</p> <p>Constricted responses (word or character count/limit)</p> <p>Need and means</p> <p>*Clarity of EWU identity</p> <p>*A more unified/clearer mission</p>
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WHAT BENEFITS WILL BE REALIZED FROM CARRYING OUT THE SRA PROCESS?

Leadership will see the good things we know we're doing. ✓✓✓

Transparency ✓✓✓✓✓

Determine university values ✓✓✓✓

Right sizing institution ✓✓✓✓

Where we need better or more data/info ✓✓✓

Support offices/staff know specific roles ✓

FIND OUT WHERE \$ IS ACTUALLY SPENT. ✓✓✓✓✓

Sustainable business processes ✓

Balanced University ✓✓

Find opportunities for improvement ✓✓

ESTABLISHED CRITERIA WILL CREATE AN ELEMENT OF CONSISTENCY ✓✓

We won't be ~~thinking~~ have uncertainty about losing our jobs. ✓

Students we will have enough support ✓

EWU's identity better defined ✓✓

Transcribed responses:

<p>Leadership will see the good things we know we're doing</p> <p>Transparency</p> <p>*Determine university values</p> <p>Right sizing institution</p> <p>Where we need better or more data/info</p> <p>Support offices/staff know specific roles</p> <p>*Find out where money is actually spent</p> <p>Sustainable business processes</p>	<p>Balanced university</p> <p>*Find opportunities for improvement</p> <p>Established criteria will create an element of consistency</p> <p>We won't be having uncertainty about losing our jobs</p> <p>Students will have enough support</p> <p>EWU's identity better defined</p>
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WHAT BENEFITS WILL BE REALIZED FROM CARRYING OUT THE SRA PROCESS?

Help determine who we should be & serve ✓✓✓✓

Efficiencies ✓✓✓✓

Greater awareness for functions of university as a whole ✓✓✓✓

Prepared for the future ✓✓✓✓

Better align resources w/ needs ✓✓✓✓

Max. opportunities recognized ✓✓

Student needs will be better addressed ✓✓✓✓

Silos Recognized ✓✓

Better understanding of how each department/college contributes to university success ✓✓

Resourced for capacity ✓✓

Representation of what "we" want EWU to be ✓✓

Seeing favoritisms ✓✓

Get to know who we are ✓✓✓✓

Transcribed responses:

<p>Help determine who we should be and serve *Greater awareness for functions of university as a whole *Better align resources with needs Student needs will be better addressed Better understanding of how each department/college contributes to university success</p>	<p>Representation of what "we" want EWU to be Get to know who we are **Efficiencies Prepared for the future Max opportunities recognized Silos recognized Resourced for capacity Seeing favoritisms</p>
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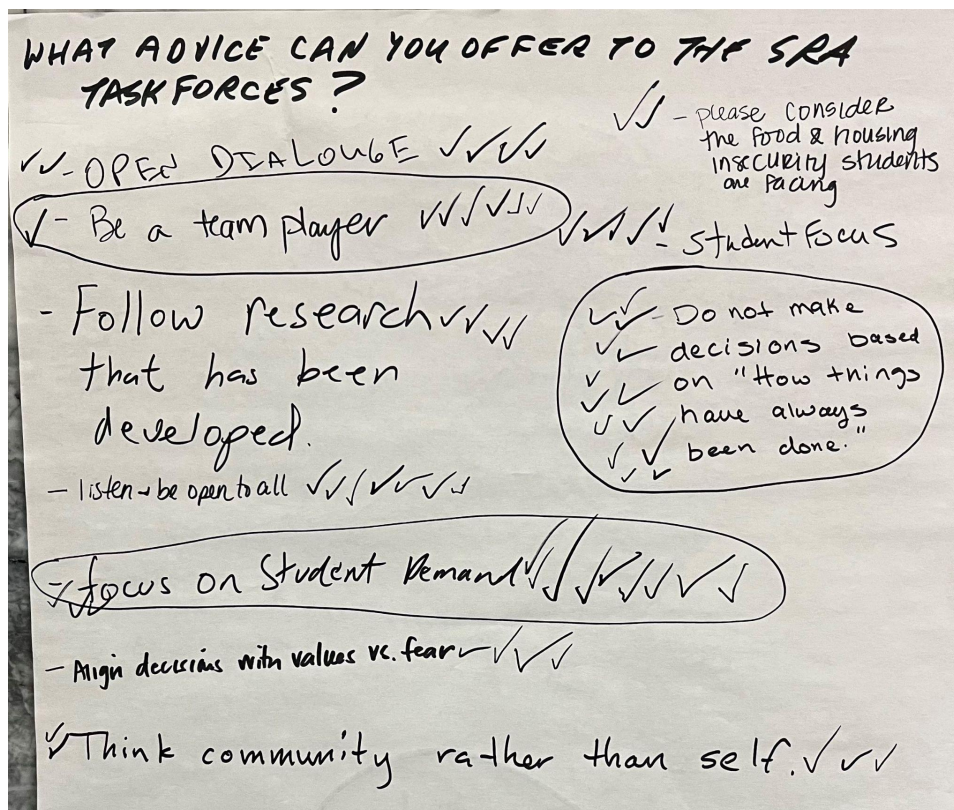
WHAT BENEFITS WILL BE REALIZED FROM CARRYING OUT THE SRA PROCESS?

- ✓ Knowing where going next 5 years
- ✓ Knowing our University better ✓
PROGRAMS ✓
- ✓ A clearer idea of processes that have obstacles to student success ✓
- ✓ Finding our Identity ✓ ✓ ✓ ✓ ✓
- ✓ Potential \$ for prog. that serve stud well ✓ ✓
- ✓ Figuring out strengths & weaknesses ✓ ✓ ✓ ✓ ✓
- ✓ Clarify where we are headed ✓ ✓ ✓ ✓ ✓
- ✓ Stop doing things that do not serve students ✓ ✓ ✓ ✓ ✓
- ✓ Know ^{my} Program Better ✓ ✓
- ✓ Identifying Bias ✓ ✓
- ✓ Better Retention ✓ ✓
- ✓ Equity ✓ ✓
- ✓ Efficiency ✓ ✓ ✓ ✓ ✓
- ✓ NOT GOING BANKRUPT ✓ ✓ ✓
- Relate to the community ✓
- Increased grad rates ✓

Transcribed responses:

<p>Knowing where going next 5 years</p> <p>*Knowing our university and programs better</p> <p>*A clearer idea of processes that have obstacles to student success</p> <p>Finding our identity</p> <p>Potential money for programs that serve students well</p> <p>*Figuring out strengths and weaknesses</p> <p>*Clarify where we are headed</p>	<p>Stop doing things that do not serve students</p> <p>Know my program better</p> <p>Identifying bias</p> <p>Better retention</p> <p>Equity</p> <p>Efficiency</p> <p>Not going bankrupt</p> <p>Relate to the community</p> <p>Increased grad rates</p>
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Question 4: What advice can you offer to the SRA task forces?



Transcribed responses:

<p>Open dialogue <i>*Be a team player</i> Follow research that has been developed Listen and be open to all <i>*Focus on student demand</i> Align decisions with values versus fear</p>	<p>Think community rather than self Please consider the food and housing insecurity students are facing Student focused <i>*Do not make decisions based on "How things have always been done"</i></p>
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WHAT ADVICE CAN YOU OFFER TO THE SRA TASK FORCES?

- ✓✓ BE INDEPENDENT ✓
- ✓✓ Be open + honest ✓✓✓
- ✓✓ Be inclusive ✓✓
- ✓✓ Student first ✓✓ focus ✓✓
- ✓✓ BE COLLABORATIVE ✓
- ✓✓ Consider the Data ✓
- ✓✓ No/limited admin influence ✓
- ✓ Communicate when possible ✓
- ✓ Consider what is needed in the Regional Community ✓
- ✓✓ Transparency all levels ✓
- ✓✓ Listen first ✓✓
- ✓✓ Commit to the Role ✓✓
- ✓ Learn as much as possible about the different programs when putting into quantiles ✓
- ✓ Do not be afraid ✓
- ✓ Be university-minded ✓
- ✓ think long-term ✓
- ✓ Prioritized marginalized student needs ✓
- ✓ see big picture ✓
- ✓ Sincerity ✓
- ✓ humility ✓
- ✓ Accept qualitative data ✓
- ✓ Be United ✓

Transcribed responses:

<ul style="list-style-type: none"> Be independent Be open and honest Be inclusive Student first/focus *Consider the data No/limited admin influence Communicate when possible Consider what is needed in the regional community *Transparency all levels *Listen first *Commit to the role 	<ul style="list-style-type: none"> Learn as much as possible about the different programs when putting into quintiles Understand student needs different than past Do not be afraid Be university-minded Think long-term Be collaborative Prioritized marginalized student needs See big picture Sincerity Humility Accept qualitative data Be united
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WHAT ADVICE CAN YOU OFFER TO THE SRA TASK FORCES ?

- Keep DEI in mind ✓✓✓✓✓✓✓✓✓✓
- Think holistically ✓✓✓✓✓✓✓✓✓✓
- ✓ We over me mentality ✓✓✓✓✓✓
- ✓ Have the end in mind ✓✓✓✓✓
- Keep in mind one program's effect on another ✓✓✓✓✓✓✓✓✓✓
- Assume a program's function is more complicated than you think ✓✓✓✓✓✓✓✓✓✓
- ✓ be creative ✓✓
- ✓ be brave ✓✓✓✓
- Take care of yourself (wellbeing)
- Use the data! ✓✓✓✓✓✓✓✓✓✓
- ✓ Be open-minded ✓✓✓✓✓✓✓✓✓✓
- ✓ Be impartial ✓✓✓✓✓✓✓✓✓✓
- ✓ no favoritism ✓✓✓✓✓✓✓✓✓✓
- ✓ future (no past) ✓✓
- Student advocacy + consideration
- Leave your ego behind ✓✓✓✓
- Treat how you want to be treated ✓✓✓✓

Transcribed responses:

<p>*Keep DEI in mind</p> <p>Think holistically</p> <p>We over me mentality</p> <p>Have the end in mind</p> <p>Keep in mind one program's effect on another</p> <p>*Assume a program's function is more complicated than you think</p> <p>Be creative</p> <p>Be brave</p>	<p>Take care of yourself (wellbeing)</p> <p>*Use the data</p> <p>Be open-minded</p> <p>*Be impartial</p> <p>No favoritism</p> <p>Future (no past)</p> <p>Student advocacy and consideration</p> <p>Leave your ego behind</p> <p>Treat how you want to be treated</p>
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WHAT ADVICE CAN YOU OFFER TO THE SRA TASK FORCES?

- Clear communication about the process, timeline and how students, faculty and staff will be notified
 - Regular status updates communicated to EWU as a whole
 - read thoroughly
 - keep personal relationships out of the process
 - Have courage
 Be clear w/ boundaries with those outside of task force
 Identify personal biases
 Be professional, ethical, unbiased
 Be faithful to big picture
 Maintain confidentiality within group
 Make no decisions for others you wouldn't want for yourself.
 Remember self care
 Impact on the future generation of students, staff, faculty
 Student focus
 Document your process along the way for when we do this again
 Stay fair; impartial
 Ask questions
 Listen deeply

Transcribed responses:

<p> *Clear communications about the process, timeline, and how students, faculty and staff will be notified Regular status updates communicated to EWU as a whole Read thoroughly Keep personal relationships out of the process Have courage Be clear with boundaries with those outside of task force Identify personal biases *Be professional, ethical, and unbiased </p>	<p> Document your process along the way for when we do this again Stay fair and impartial Ask questions Listen deeply Maintain confidentiality within group Make no decisions for others you wouldn't want for yourself Be faithful to big picture Remember self care Impact on the future generation of students, staff and faculty *Student focus </p>
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WHAT ADVICE CAN YOU OFFER TO THE SRA TASK FORCES?

- ✓ Listen to one-another ✓✓✓✓
- ✓ Give clear instructions ✓✓✓✓✓
- ✓ DO THE NEEDED WORK ✓✓
- ✓ Dig for Answers ✓✓✓✓
- ✓ Think independently ✓✓✓✓
- ✓ Collaborate with others ✓✓✓✓
- ✓ Be bold ✓✓✓✓
- ✓ " FEARLESS ✓
- ✓ Don't leak information ✓✓✓✓
- ✓ Think Big! ✓✓
- ✓ Know we value your work ✓
- ✓ Respect the process ✓✓✓✓✓
- ✓ Get support for time & work release.
- ✓ Be objective ✓✓✓✓
- ✓ Trust the process ✓✓✓✓
- ✓ Don't confuse traditional/historical for permanence. ("We've always done it this way") ✓✓✓✓
- ✓ Create a self-care plan during process ✓✓✓✓
- ✓ Think in the 5 year lens ✓✓
- ✓ Come to each meeting with a clear mind ✓✓
- ✓ Use data for decision making, not emotions ✓✓✓✓
- ✓ Look forward not back ✓✓
- ✓ Keep students at forefront ✓✓

Transcribed responses:

<p>Listen to one another</p> <p>Give clear instructions</p> <p>Do the needed work</p> <p>Dig for answers</p> <p>*Collaborate with others</p> <p>Think independently</p> <p>Don't leak information</p> <p>Respect the process</p> <p>*Be objective</p> <p>*Don't confuse traditional/historical for permanence "We've always done it this way"</p>	<p>Come to each meeting with a clear mind</p> <p>Be bold and fearless</p> <p>Think big!</p> <p>Know we value your work</p> <p>Get support for time and work release</p> <p>Trust the process</p> <p>Create a self-care plan during process</p> <p>Think in the 5-year lens</p> <p>Use data for decision making, not emotions</p> <p>Look forward, not back</p> <p>*Keep students at forefront</p>
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WHAT ADVICE CAN YOU OFFER TO THE SRA TASK FORCES? follow the rules.

Fairness ✓✓✓

Have an open mind ✓✓✓✓✓

Neutrality ✓✓✓✓

Clear thinking ✓✓

Leave hangups at the door

Establish reasonable milestones ✓✓✓

Attention to Detail ✓

Be An Eagle First ✓✓

Time/commitment

Assume good intentions of everyone on task force. ✓✓

Thoughtful & representative Task Force selection ✓✓

No Golden Cows also means no auto bad ✓✓

Stay in integrity ✓✓

Take care of yourselves and each other ✓✓✓

LOOK AT ALL THE DATA ✓✓

Be respectful ✓✓

Follow the process ✓✓

Ask questions Fully engaged in the process ✓✓

Transcribed responses:

<p>*Fairness Have an open mind Neutrality Clear thinking Leave hangups at the door Establish reasonable milestones Attention to detail Be an Eagle first Time/commitment Assume good intentions of everyone on task force</p>	<p>Thoughtful and representative task force selection No golden cows also no auto bad Stay in integrity Take care of yourselves and each other *Look at all the data Be respectful *Follow the process *Ask questions *Fully engaged in the process Follow the rules</p>
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WHAT ADVICE CAN YOU OFFER TO THE SRA TASK FORCES?

Communicate with all interested parties as much as possible: transparency.

Have an open mind and keep biases out of it.

Focus on fairness

Vote multiple times for each program determination

Make sure that all parties understand the data and have an equal shot at representation

Listen to L6 ^{Level 6 Employee!!}

Don't be afraid of conflict is an opportunity for greater discussion

be objective in your views concerning data

Think about the entire university as a whole not self interests/departments

seek clarification

Take care of yourself given workload.

Know your own biases

Take ego out of it

Identify biased parties and deal w/ them appropriately.

Transcribed responses:

<p>Communicate with all interested parties as much as possible: transparency</p> <p><i>*Have an open mind and keep biases out of it</i></p> <p>Focus on fairness</p> <p>Vote multiple times for each program determination</p> <p>Make sure that all parties understand the data and have an equal shot at representation</p> <p>Listen to level 6 employee</p> <p>Don't be afraid of it</p>	<p><i>*Conflict is an opportunity for greater discussion</i></p> <p>Be objective in your views concerning data</p> <p>Think about the entire university as a whole not self interests/departments</p> <p>Seek clarification</p> <p><i>*Take care of yourself given workload</i></p> <p>Know your own biases</p> <p>Take ego out of it</p> <p>Identify biased parties and deal with them appropriately</p>
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WHAT ADVICE CAN YOU OFFER THE SRA TASK FORCES ?

Don't put too much emphasis on cost ✓✓

SENSITIVITY TO TIME REQUIRED ✓✓✓

Fair, Open minded human effected. ✓✓

Be objective ✓✓

BE AWARE OF EXHAUSTION FROM RECENT PRD. ✓

consider as much data about all programs before classifying any ✓

Assess Qualitative & Quantitative Data. ✓✓✓

recuse yourself when own program being reviewed ✓

Find a way for silent parties to voice concerns/opinions ✓✓
or small

save jobs when possible

Don't forget about students! ✓✓✓

Don't be afraid of asking difficult questions ✓

Ask for help in dept when needed ✓✓

Be neutral and ignore external noise. ✓

Transcribed responses:

<p>Don't put too much emphasis on cost <i>*Sensitivity to time required</i> Be aware of exhaustion from recent program review (PRD) Assess qualitative and quantitative data Find a way for silent or small parties to voice concerns/opinions <i>*Don't forget about students</i> Ask for help in dept when needed</p>	<p>Be neutral and ignore external noise <i>*Fair, open minded, human effected</i> Be objective Consider as much data about all programs before classifying any Recuse yourself when own program being reviewed Save jobs when possible Don't be afraid of asking difficult questions</p>
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WHAT ADVICE CAN YOU OFFER THE SRA TASK FORCES ?

- ✓ - Be respectful & Don't diss other programs
- ✓ Understand complexity of programs
- ✓ Look at the "Big Picture"
- ✓ Minimize BOT & higher-level administrators' interference
- ✓ Be aware of your biases.
- ✓ Allow everyone to have a voice
- ✓ Be Fair
- ✓ Listen
- ✓ Open to emerging ideas/strategies
- ✓ Recognize how ^{which} staff positions best support students and faculty and fill needed positions
- ✓ Check data accuracy
- ✓ Be honest & reflective
- ✓ Practice self-care
- ✓ Failing to take into account impacts of reorg
- ✓ TRANSPARENCY

Transcribed responses:

<p>Be respectful and don't diss other programs Understand complexity of programs Look at the "big picture" Minimize BOT and higher-level/administrator's interference *Be aware of your biases Allow everyone to have a voice</p>	<p>Recognize how/when staff positions best support students and faculty and fill needed positions *Check data accuracy Transparency Be honest and reflective Practice self-care Failing to take into account impacts of reorg</p>
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