# **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?

WHAT GUIDING PRINCIPLES	SHOULD SHAPE
THE UNIVERSITY'S SR	A PROCESS ?
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Student Contrador	11/1/1/1/1/1/1/1/
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Gransparent W/VI/I	
fair MV	UNIVERSITY
Honest /// Inolusion	university /
Inclusion	
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Toons on education to Meet Needs	Statelfacultuneed to 1/1/
1 John to exercise 100 Judgs	of the faculty had a
What is needed for	They supposed
The future - problem	
solving etc	

#### Transcribed responses:

\*Student centered

\*Access & accessibility

\*Fair process (unbiased) throughout

University cannot exist unless facilities are

supported

DEIJ

\*Transparent

Fair

Honest

Inclusion

University mission

Open process

Students need portable skills

Care/compassion for whole person (student,

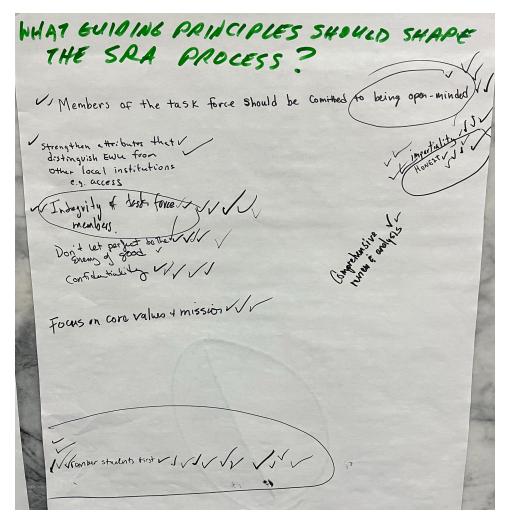
faculty, staff)

Focus on education to meet needs

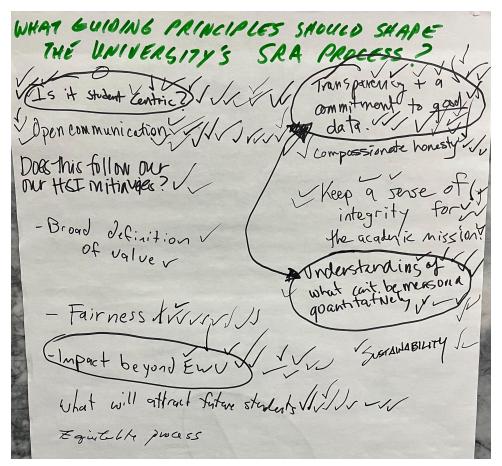
What is needed for the future - problem

solving, etc.

Staff/faculty need to feel supported



\*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 and mission
\*Remember students first
Comprehensive review and analysis
Impartiality
\*Honest



\*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 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

WHAT GUIDING PRINCIPLES SHOW	OSKAPE
THE UNIVERSITY'S SAA PROCES	
- FAIRNESS VIVV	V Importance of programs
- FAIRNESS VIVI JVV	1/ Integrity
- DATA DRIVEN VIVVIV	The Dail and
Inclusiveness // ////	NV Integrity  DEI and  Wanting to be an  HSI
- INSTITUTIONAL SUPPORT OF PROCESSY	on we have the
- Consider community needs //	staff we are mying to do/Can we market well to get
- Consider community needs /// - Trust ///	staff that doe's
- Student needs VVV	
- student needs VVV - greater good VVVV - LONG TERM MINDSET SVIVVV	
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C-LONG LEGIN LITTINGS	
Wight Successiv	
V Take action VI	

Fairness

\*Openness

Data driven

Inclusiveness

\*Institutional support of process

Consider community needs

Trust

Student needs

Greater good

\*Long term mindset

Student success

Take action

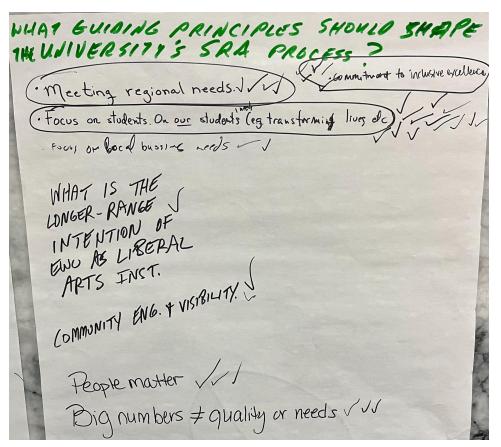
Importance of programs

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



\*Meeting regional needs

\*Focus on students. On our students (e.g. transforming lives, etc.)

\*Commitment to inclusive excellence

Focus on local business needs

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

WHAT GUIDING PRINCIPLES SHOULD SHAPE
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/VTask Force Keep mission in mind , white was
(1) Future-focused ////// Puture-focused //////
Diverse thinking / people in process w
in process wy
Sustainable/ July / 200
balance in programs/offerings/
Sence of Place in Wa
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with an open mind x / Start on S
With an open mind x  Neart-genessity

#### \*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

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

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

Focus on student succession of Superinty of Dischirity of First Generation

Define success for all units

Define success for all units

Define success for all units

Consider our mission first

The universities of First Generation

The universities of First or Dischirity of Firencial Future

#### Transcribed responses:

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

\*Objectivity

All areas considered

**Impartial** 

\*What defines EWU?

Needs of first generation students

Diversity inclusion

The university's financial future

WHAT GUIDING PRINCIPLES SHOULD SHAPE J W Greating - Just only process THE UNIVERSITY'S SRA PROCESS V Integrity VIVVV Neutrality V Collaboration V Honesto 111 1/1/ Human dignity/worth Commitment to Region, I walnut the needs of W Stronger of Strategies, undergoesented tholistic approach Does perception matter? Vairness VIII INTEGRITY VALUE TO STUDENTS - TRANSPARENCY - FAIRNESS

### Transcribed responses:

\*Integrity

\*Value to students

\*Transparency

Fairness \*Fairness Equal data Equality **Transparent** Honesty Human dignity/worth Mission Commitment to region, communities, Integrity underrepresented groups Neutrality **Fairness** Collaboration Value the needs of students

Holistic approach

Does perception matter?

WHAT GUIDING PRINCIPLES SHOULD SHAPE	
WHAT GUIDING PRINCIPIES SHOULD SHAPE	
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prepare students - puccumo or resulting	
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Transparency ///  Liou of the world  ways the world  changes competencies  new competencies	
FAR THE V BEST SERVE THE LEGIONAL	-
UNIVERSITY (THE COMMUNITIES, V	
PEOPLE MEEDS )	

\*Whole institutional benefit in mind

\*Student recruitment, retention and success Revenue generating

The outcomes beyond the university (i.e. jobs)

Academics and support as priorities Student and community needs/demands Our job is to educate and prepare students Transparency

"Common good" for the university Student centered

To benefit students

Develop understand of each function

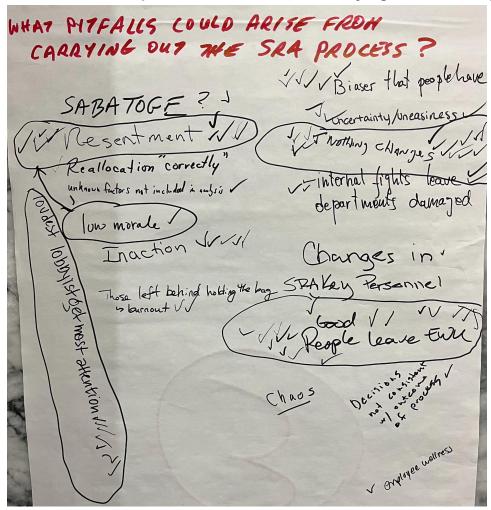
Transparency

\*Review everything!

Review with fairness

Most efficient/effective allocation of resources Use what we know of the ways the world changes and needs new competencies Best serve the regional (the communities, people needs)

Question 2: What pitfalls could arise from carrying out the SRA process?



Sabotage

\*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

Uncertainty/uneasiness

\*Nothing changes

Internal fights leave departments damaged

Changes in SRA key personnel

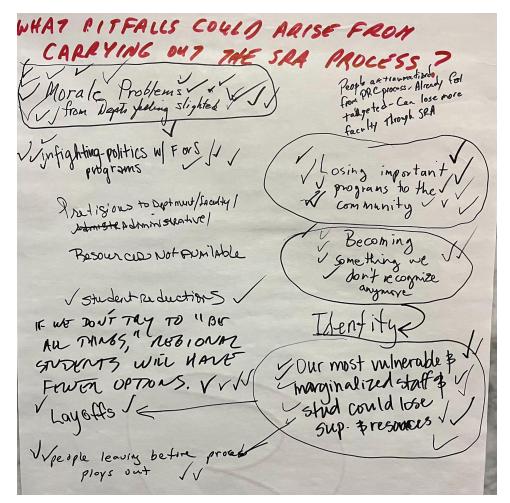
\*Good people leave EWU

Chaos

Decisions not consistent with outcomes of

process

Employee wellness



\*Morale problems from departments feeling slighted

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

People leaving before process plays out People are traumatized from PRC process already feel targeted - can lose more faculty through SRA

\*Losing important programs to the community \*Becoming something we don't recognize anymore

Identity

\*Our most vulnerable and marginalized staff and students could lose support and resources

WHAT PITFALLS COULD ARISE FROM
CARRYING OUT THE SRA PROCESS ?
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Strike impact on productivity &
People will be affected. It
Good people will preemptively leave you //
Rumors = negativety ///
TASK FORCE LOOKING AT INDIVIDUAL NEEDS
Emotional & physical energy spent on this  Process for everyone involved ///// Poor morale //
Initial decrease in enrollment (es. due to bad publicity, etc)
BOT WILL GETTHE OPTION J

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

WHAT PITFACES COULD ARISE FROM
CARRYING OUT THE SRA PROCESS ? NI
Some programs will notwant to participate / will for to consultary to
Potential inflation of value /
Con morale a unhouthy JV//
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programs - animosis / / when I would !
CARRYING DUT THE SRA PROCESS > M  Some programs will not want to participate  Potential inflation of value of  Con morale a un healthy of the company programs of the program of the progr
morale problems with
competition between depts and se le assure une mare programs - aminosis. Il se le assure une mare proprans - aminosis. Il se le assure une mare problems while we are already burnt out.  South tiens of what can be accomplished
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Brand Preputation w/ regative
PR implications
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Disconnect between who we think we should be and inaccurate inaccurate what public wants us to be. I inaccurate
Discerent levels of participation

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

\*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

PITFALLS COULD ARISE FROM CARRYING OUT THE SAA PROCESS ? Accommodations not tollowed //////// Might foster competion instead of collaboration. University and program quality declines Good people will choose to lawe V Time will Be wasted From our Best VV University will not consider transition need 2 Staff Maculty will have to "pick up" \ speculate about programs shutting) 51 Unitersity will continue II down and warry about carelling. staff faculty turnover might prevent future I follow-through String for imovadane/Hish Standards Losing donors Medial public relations implications distrust morale questioned

### Transcribed responses:

\*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
University will continue to do what feels
comfortable, not strive for innovative/high
standards

Losing donors

Media/public relations implications Morale questioned

\*Students may hear about/speculate about programs shutting down and worry about enrolling. Bad publicity

Staff/faculty turnover might prevent future follow-through

**Distrust** 

WHAT PITFALLS COULD ARISE FROM CARRYING
WHAT PITFALLS COULD ARISE FROM CARRYING OUT THE SRA PROCESS?  VISTAIL MOTRIE / STY SLOSS OF YMME  VISTAIL MOTRIE / STY
Vouisbling about data
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VIncrease departmental division con growing ours
Divided atentin between the work that is a formal of the spatial o
Recommendations not followed / Jul  V Task Forces who may not understand fullness of pragrams!

\*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

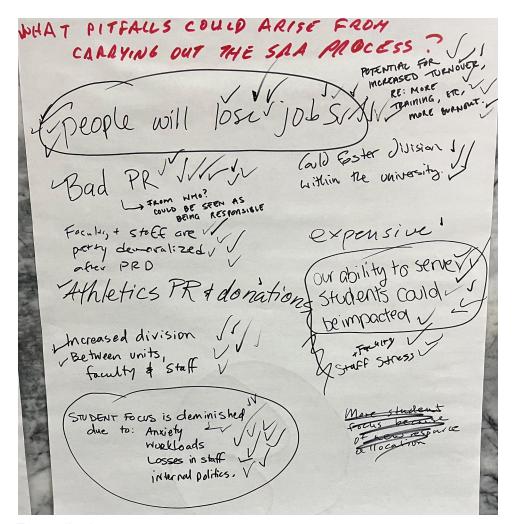
Increase departmental division

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



\*People will lose jobs

Bad PR - from who? Could be seen as responsible

Faculty and staff are pretty demoralized after PRD

Athletics PR & donations

Increased division between units, faculty & staff

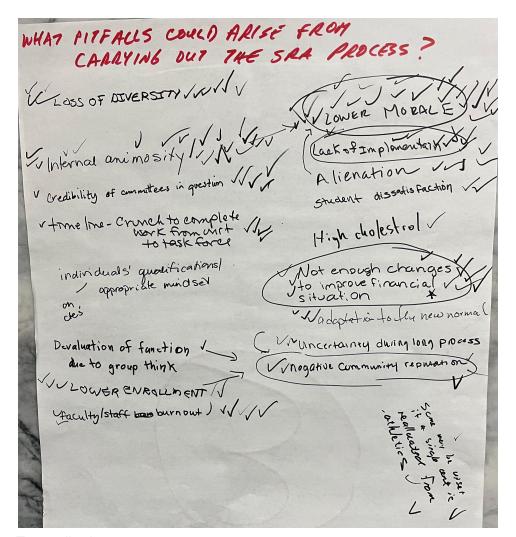
\*Student focus is diminished due to: anxiety, workloads, losses in staff, internal politics

Potential for increased turnover re: more training, etc. more burnout

Could foster division within the university Expensive

\*Our ability to serve students could be impacted

Faculty & staff stress



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

\*Lack of implementation

Alienation

Student dissatisfaction

High cholesterol

\*Not enough changes to improve financial

situation

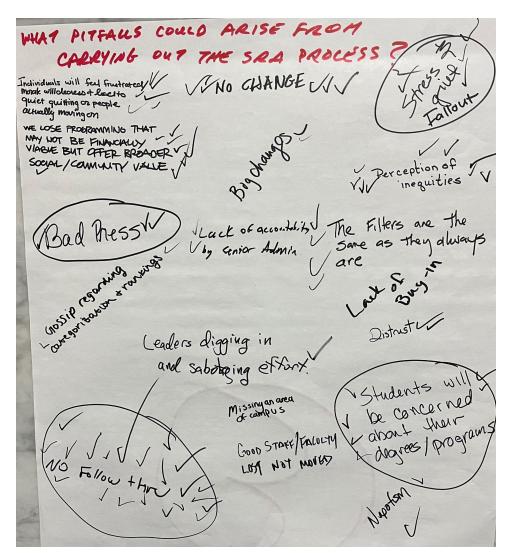
Adaptation to the new normal

Uncertainty during long process

\*Negative community reputation

Some may be upset if a single cent is

reallocated from athletics



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

We lose programming that may not be financially viable but offer border social/community value

\*Bad press

Gossip regarding categorization and rankings

\*No follow through

Leaders digging in and sabotaging effort Lack of accountability by senior admin

Big changes

No change

Good staff/faculty lost not moved

\*Stress and grief, fallout

Perception if inequities

The filters are the same as they always are Lack of buy-in

Distrust

\*Students will be concerned about their degrees/programs

Nepotism

# Question 3: What benefits will be realized from carrying out the SRA process?

CARRYING OUT THE SAA PROCESS ?
WHAT BENEFITS WILL HE KERLIZED FROM  CARRYING OUT THE SAA MOCESS?  SUCCESS OF THE UNIVERSITY  MOVING FORWARD JUNE  PROLEM FOR PATA INFORMED DECISION-MAKING JUNE  (REPATION OF SUCCESSION
PROCES FOR PATA INFORMED DECISION-MAKING/JJ V
Fair distribution to programs 11/1/ / Dicumentation (recess) + Proc.) In order to be process again and again   1/2
BEING ABLE TO SPECIALIZE
FOUNDATION FOR FUTURE GROWTH THAT'S INSTEAD OF OFFERING SUST WANTED SUSTAINABLE / INSTEAD OF OFFERING SUST WANTED SU
* Increased understanding of
different program functions, across university // // // // // // // // // // // // //
HIGHER APPRECIATION/ RESPECT FOR THE WIRE OF OTHER DEPTS.

#### Transcribed responses:

\*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

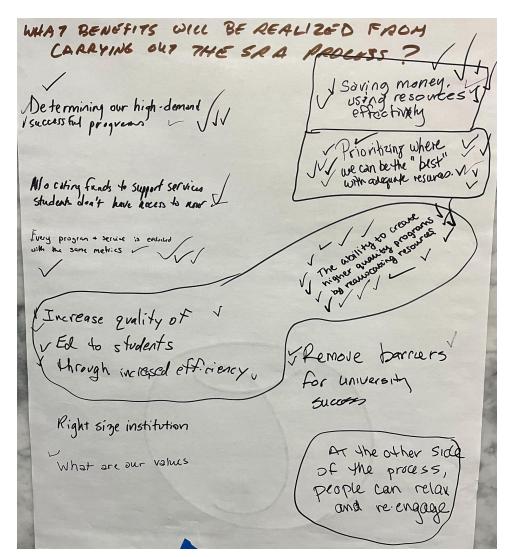
other departments

## \*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



Determining our high-demand successful programs

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

Every program and service is evaluated with the same metrics

\*Increase quality of ed to students through increased efficiency

Right size institution

What are our values

adequate resources

\*Saving money. Using resources effectively \*Prioritizing where we can be the "best" with

\*The ability to create higher quality programs by reallocating resources

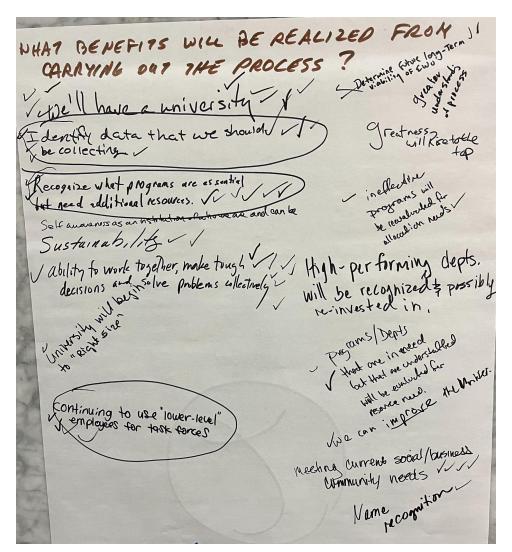
Remove barriers for university success

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

WHAT BENEFITS WILL BE	REALIZED FROM
CARAYING OUT THE S.	RA PROCESS ? 11/1
FINANCIAL HEALTHING	- JIO priorities of University
	Knowing what more !
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Enhanced Student / / / /	talents more efficiently
Enhanced Student / S  Experience  Importance of Collective carpus value	Identify phograms/Supports/ that are not exercient
STRENGTHENING PROGRAMS WE ARE GOOD NT.	Vincreased morale 211
Degrees aliqued w work Sorre	2 Sustainability ///
commitment to liberal ants education	cohesion
1 quality of education VV	Now MISSIAN V
of your unit's value	Redificing the way"
EWW derives an identity for it	redf VIJ &

\*Financial health
More focused university
\*Enhanced student experience
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
\*EWU derives an identity for itself

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"



We'll have a university

\*Identify data what 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 departments will be recognized and possibly re-invested in Programs/depts that are in need but that are understaffed will be evaluated for resource

understaffed will be evaluated for resource need

We can improve the university

Meeting current social/business community needs

Name recognition

WHAT BENEFITS WILL BE REALIZED FROM CARRYING OUT THE SRA PROCESS? Uf A Consideral definition of the institutions priorities / 1///// dentification of financial pitfalls and weaknesses I what is valued & what the enority is for our institutions VInclude non-academic programs VVVV Transparent topen understanding of what
Butter + more widespread understanding of what
we all do of Eucl VIII Ability to invest in stategic Needs IVII Better understanding of who we think // - What thought-leader can do lare doing to improve (create apperhants es justiments) beth forully and staff - Maximizing value for constituuts / (inches shoulds) employers)

#### Transcribed responses:

A consistent definition of the institution's priorities

\*Identification of financial pitfalls and weaknesses

\*What is valued and what the priority is for our institution

Include non-academic programs

Transparent and open understanding of EWU deficits

\*Better and 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 and employers

WHAT BENEFITS WILL BE REAL IZED FROM CARPYING OUT THE SRA PROCESS?
1/Resources assigned in a data driven
Right S12 ingv/ VVV Excepted mecswerient of how we invest in programs/function
Inderstanding where resources should viderstanding where resources should viderstanding go.
Evaluation of priorities VIV
FINAUCIAL STABILITY /////
Constructed responses (word or drara (ter count)
Clarity of EWU. IDENTITY VVV JULY a more unifuel/cleaver mission/

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 and means

\*Clarity of EWU identity

\*A more unified/clearer mission

WHAT BENEFITS WILL BE	REALIZED FROM
CARRYING OUT THE	SRA PROCESS ?
Leadership will see the good !!	Sea PROCESS?  Balanced University of Vol  Find opportunities for improvement
Transparency 11/1/1/	
Determine ziniversity y values v	ESTABLISHED CRITERIA WILL CREATE AN
Right sizing institution V	ELEMENT OF CONSISTENCY
Where we need better or more datalinto / //	We won't be thinking a have
Support offices/staff know specific voles	We won't be thinklying a have uncertainty about losing our jobs.
FIND OUT IS WHERE & IS PENT.  ACTUALLY SPENT.	Stylents will have enough support
Sustainable business processas	Ewh's identity better defined

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 money is actually spent

Sustainable business processes

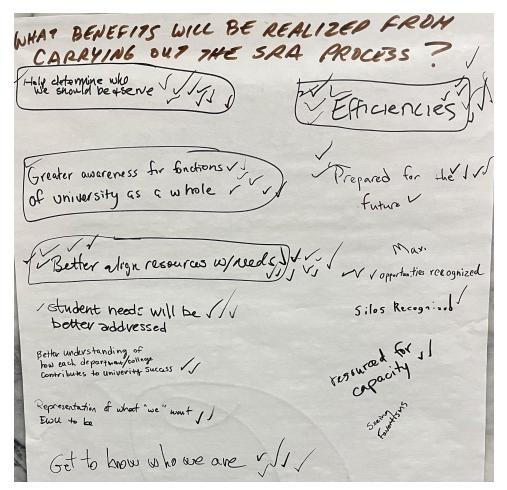
Balanced university

\*Find opportunities for improvement

Established criteria will create an element of consistency

We won't be having uncertainty about losing our jobs

Students will have enough support EWU's identity better defined



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

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

WHAT BENEFITS WILL BE REALIZED FROM
CARRYING OUT THE SLA PROCESS?  VINDWING Whise going Next syears  Knowing Our Univerity better to be the residences.
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Stop doing things that do not serve students I
Know Program Better VV
Identifying Bias/
Better Refertion / Relate to the community
/ Cyang
NoT GOING BANKRUPT ///
Not GOING BANKRUM ///
Line of the state

Knowing where going next 5 years

\*Knowing our university and programs better

\*A clearer idea of processes that have obstacles to student success

Finding our identity

Potential money for programs that serve students well

\*Figuring out strengths and 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

# Question 4: What advice can you offer to the SRA task forces?

WHAT ADVICE CAN YOU OFFER TO THE SRA
TASK FORCES?  V-OPEN DIALONGE ///  V-Be a team player W/VJ/  V-Be a team player W/VJ/  V-Student Focus
- Follow research VVV Do not make that has been videcisions based VV on "How things VV have always VV have always VV been done."
- Augin decicios with values vc. fear
Whink community rather than self. VVV

# Transcribed responses:

Open dialogue

\*Be a team player

Follow research that has been developed
Listen and be open to all

\*Focus on student demand

Align decisions with values versus fear

Think community rather than self
Please consider the food and housing
insecurity students are facing
Student focused
\*Do not make decisions based on "How
things have always been done"

WHAT ADVICE CAN YOU OFFER TO THE
SRA TASK PORCUS?
MRE INDEPENDENT Do not be a finid
BE INDEPENDENT I TO not be a froid  Be open + honest IV VV Be university minded IV
15 Se inclusive 14 ) + think long-term W
Whatstudent First Focus JUBE COLLABARATIVE
Consider the Data
Communicate when possible runnings  Consider what is needed in the
Communicate when possible marghands
Consider what is needed in the
Regional Community Lape big picture
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Connitt to the Role of manpast humility
Learn as much as possible
Learn as much as possible  o bout the different program  when putting into quantiles  Ce United  Learn as much as possible  o bout the different program  or bout the difference program  or bout the differen
is unification

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

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

WHAT ADVICE CAN YOU OF	FFRA 10 THE
SRA TASK FORCES	7
(Kneg DEI 10 mind JIV/V/V/V)	You use the data! Yours!
Think holistically / JIJ/W/	Be open-minded
The our me mentality / 1/1//	Be impartial -)  / no fauld riths my J
Have the ord in mind ///	V fishere (No post)
breep in mind one program's effect on another VVVVV	
Assume a program's function is more complicated than you think.	Student advocacy t consideration Leave your ego behind
You think . I VIII	Freek word to the entern
be creative V	
1 Voe brave/V	
talle care of yourself (will being)	

\*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

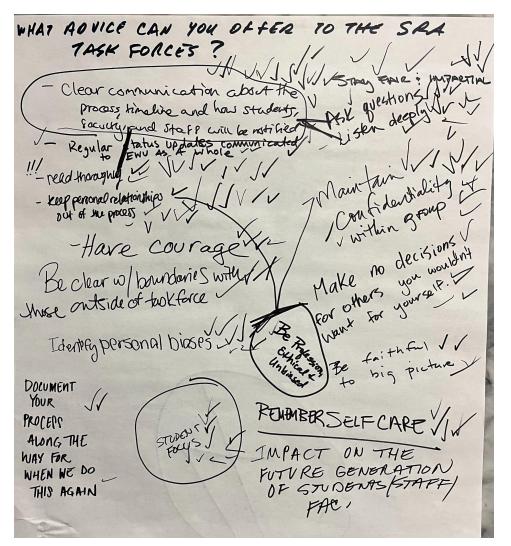
No favoritism

Future (no past)

Student advocacy and consideration

Leave your ego behind

Treat how you want to be treated



\*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 taskforce

Identify personal biases

\*Be professional, ethical, and unbiased

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

NHAT ADVICE CAN YOU OFFER TO THE SUA TASK FORCES?
Listen to one-another VVVVV VBe bold VIVV W FERELESS V
VOO THE NEEDED WORK !! FERELESS !
Think independently III Collaborate with others II
Don't leak information WWW Think Big. We walke your work V
Be objective VIVI Work Release.
Don't confuse traditional/historical// V Trust the process W/ for permanence.  ("We've always done it this ways) V Create a Self- Care plan /
the state of the s
come to each meeting with My a clear mind / Se Data for decision My making, Not emotions
LOOK Forward not back!
(Keep Students at Forestonty

Listen to one another

Give clear instructions

Do the needed work

Dig for answers

\*Collaborate with others

Think independently

Don't leak information

Respect the process

\*Be objective

\*Don't confuse traditional/historical for permanence "We've always done it this way"

Come to each meeting with a clear mind Be bold and fearless

Think big!

Know we value your work

Get support for time and work release

Trust the process

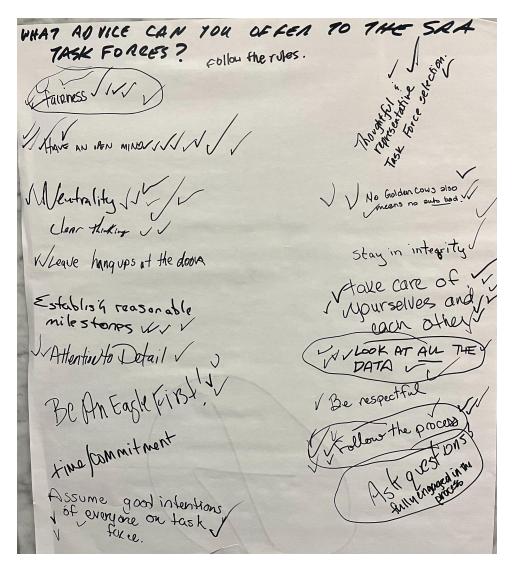
Create a self-care plan during process

Think in the 5-year lens

Use data for decision making, not emotions

Look forward, not back

\*Keep students at forefront



\*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 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

WHAT ADVICE CAN YOU OFFER TO THE SRA TASK FORCES? be objective in your Views concerning data V seek clarifical FOCUS ON FAIRNESS W/VV Vote naltiple times for can program determination Make sure that all parties

Understand the data

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## Transcribed responses:

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 level 6 employee Don't be afraid of it

\*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

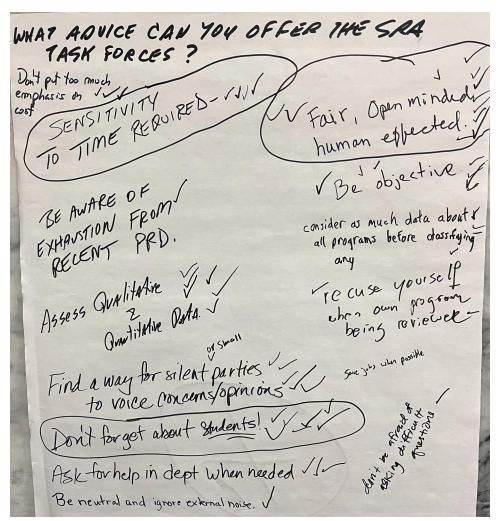
Seek clarification

\*Take care of yourself given workload

Know your own biases

Take ego out of it

Identify biased parties and deal with them appropriately



Don't put too much emphasis on cost \*Sensitivity to time required

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

\*Don't forget about students

Ask for help in dept when needed

Be neutral and ignore external noise \*Fair, open minded, human effected 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

HHAT ADVICE CAN YOU OFFER THE SLA

TASK FOREES?

What Foreign of Programs White Programs

What complexity of Programs White Listen

Who K at the "Big Picture" I will be said to the programs

Who K at the "Big Picture" I will be said to the programs

Reamond of your biases.

Recognize how staff pershors best supportant

Programs how staff pershors best supportant

Check bata accuracy will ad fill needed pershors

When be honest & relient

The honest & relient

# Transcribed responses:

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

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