

Haskell Indian Nations University Focus Group Findings

The focus group sessions conducted by the Haskell Indian Nations University (HINU) President's Office and the Center for Institutional Effectiveness (CIE) during the spring 2023 and fall 2023 semesters provided valuable insights into the university's Academic Programs, Non-Academic Support Programs, and University Operations, Finance, and Information Technology. By categorizing the findings and emerging themes into these areas, HINU can strategize and address areas for improvement and development across the different facets of the university.

Academic Programs

- College of Humanities: Communication Studies, English, Fine and Performing Arts, and Media Communications
- School of Natural and Social Sciences: Indigenous and American Indian Studies, Environmental Science and Mathematics
- Professional Schools: Health, Sport, and Exercise Science; School of Education, and School of Business

Non-Academic Support Programs

- Housing
- Athletics
- Department of Student Services: Dean of Students, Student Life: Student Activities, Programs & Activities, Counseling
- Student Support Services: TRiO
- Library and Student Success Center, Student Accessibility and Support Services

University Operations, Finance, and IT

- Facilities: Custodial Services, Grounds Services, Maintenance and Construction Services
- Housing
- Food Services: Curtis Hall
- Finance Department: Bursar, Financial Aid, Sponsored Programs

The structured focus group sessions encompassing departments at Haskell Indian Nations University (HINU) including Academic Programs, Support Programs, Finance, Information Technology, and University Services, involved engaging staff, faculty, and administrators in discussions regarding successes and concerns in their respective departments. Facilitated by HINU's President, Dr. Frank Arpan, and recorded by the CIE, the sessions aimed to understand the perspectives of participants through four specific questions, enabling a comprehensive assessment of different areas within the university. These focused and time-efficient discussions allowed for meaningful discourse and feedback from diverse stakeholders across HINU. The questions asked of each group were:

1. What are two things being done well, or two areas of success within your department/division?
2. What are two areas that could be addressed more efficiently, or two areas of concern within your department/division?

3. What are two ways your department/division could currently address those areas of need or concern?

4. What are two ways administration could aid you in addressing those areas of need or concern?

Qualitative Analysis was done using MS-Excel to identify open themes for each question within the three categories of Academic Programs, Non-Academic Support Programs, and University Operations, Finance, and Information Technology. By summarizing the top three major themes for each question within these categories, we can identify strengths and weakness, address areas of concern, and start to develop strategies to promote continuous improvement and to support HINU in achieving its strategic objectives effectively.

Academic Programs

Themes that emerged from **Question 1: What are two things being done well, or two areas of success within your department/division?** from the focus group data:

Program Quality, Instructional Quality and Educational Resources. Within academic programs, program quality is an area of success for the School of Business which has the highest number of graduates and the addition of the Records Management Program which is doing well. The Health, Sports, and Exercise Science (HSES) program emphasizes developing the whole student and providing small class sizes for more one-on-one time with students. Faculty and Dean in the Education program collaborate by team teaching and planning together. The School of Humanities gained a new art instructor who is doing well, and the Writing Center is helping students become better writers. The mathematics department's teaching modalities allows expansion in reaching students and opportunities to teach using technology. Overall, faculty are "forward looking", keeping up with current changes, working together and accommodating students by teaching and keeping courses open for students.

Student Engagement. Student engagement has increased due to student organizations and activities such as AIHEC that are getting students involved. Students are also given opportunities to display and share about their artwork. Students are provided programs outside of Haskell such as partnerships and grants to participate in. There is continuous communication with students in the HSES program, many of whom are also athletes.

Holistic Development. Holistic student development to address student's academic, social, and emotional needs is an area of success for Academics. The HSES program caters to develop the whole student and faculty/staff are in frequent communication with students. In the Humanities program, students are allowed to express their artistic abilities with displays of their artwork and student engagement in student organizations and activities have increased. Overall, Academics has done well accommodating students in the transition from pandemic to in-person learning.

Themes that emerged from **Question 2: What are two areas that could be addressed more efficiently, or two areas of concern within your department/division?** from the focus group data:

Communication. Improving communication was a common theme in all areas of academics. Better communication between faculty and the Student Success Center is needed. Effective communication regarding the structure of tutoring, including availability, location, and times, is important to ensure that

students and staff are informed and able to access these support services. Communication across various departments would help with advisement, math placement, and program planning. The mathematics department requires communication on which students are admitted and accepted to proceed with math course placement for new students. The College of Education expressed needing to increase student enrollment and expressed knowing certain aspects ahead of time would help the program. Documents such as handbooks could be made available online and a community or campus calendar is needed for transparency and to inform the university of upcoming events and to improve communication. Communication about advising is also needed to standardize processes for advising, especially for transfer students. It is unclear which students need to be advised since there is not a list to follow. Communication within the department including visits with other instructors, more interactions with staff and faculty is requested.

Program Quality, Instructional Quality and Educational Resources. Cross curricular work would help address the general education requirements which need to be reviewed and assessed to improve. Course sequencing would help students make better connections between prior and new knowledge. Previously required co-requisites were removed and were suggested to restore to enable students to matriculate into higher level courses. There is also a need to offer an array of curricular choices. The HSES program indicated the field of HSES is expansive and direction for the program is needed. The online chemistry program quality is questionable at the freshman level. As indicated in the theme for *Communication*, documents need to be accessible online and more interactions among instructors and staff and faculty are needed. There is also concern about technology at different levels of need: curricular, connectivity and infrastructure.

Enrollment, Placement, and Allocation. Placement of students into courses they are ready for whether mathematics or English courses is a concern in Academics. It was mentioned some students are placed in courses they are not ready for, and some have re-taken the same course multiple times. Better communication with the math placement team is needed to identify the students who have been admitted and accepted to HINU. A standardized process for advising students, especially transfer students is needed as there are multiple advisement forms being used, adding to placement and enrollment issues. While the College of Education hopes to increase student enrollment, the HSES program needs more available space by way of physical classrooms.

Themes that emerged from **Question 3: What are two ways your department/division could currently address those areas of need or concern?** from the focus group data:

Communication. Transparent and proactive communication within departments can help create a supportive environment for student learning and success. Re-visiting requirements for students to take co-requisite courses could set into motion exploring other alternative approaches to better support students. This will take meetings and collaborative efforts to ensure interventions meet the academic requirements and challenges faced by students. It was mentioned that many students are failing because they are not showing up to classes or completing assignments as required. Implementing an early alert system would be a valuable tool to identify and support students who are at risk of failing. Also, revisiting the practice of sharing up-to-date rosters and implementing clear communication channels could help instructors to get the necessary information to manage their courses and support students' academic progress. The HSES department indicated there has to be more collaborative effort which requires regular meetings and a commitment to sharing ideas and feedback among the department.

Similarly, in the College of Education, increasing the number of advisory board meetings and an encouraging participation can help to improve the program. Prioritizing communication and collaborative efforts in all areas of Academics will lead to a more cohesive and effective academic environment.

Program Quality, Instructional Quality and Educational Resources. Academics provided several recommendations for addressing areas of need. They include modifying courses and promoting class attendance. Students who needed extra support were required to take co-requisites such as reading strategy courses along with their English courses. Those co-requisite requirements are no longer required and may need to be re-visited. A departmental meeting to brainstorm ways to support student learning is needed. Course rotations to provide broader scheduling options for students, high flex course offerings, and limiting the number of students in each course to match national average student-to-faculty ratios were suggested. Student attendance is a concern that could be addressed with university wide campaigning to promote being in class. The student government could be of assistance. The HSES program will need to complete a program review to learn the direction needed for the program. Local community vendors have expressed a need for entrepreneurship degrees and creating such degrees would address the needs of the community and provide students the opportunity to choose a new field of study.

Collaboration with Administration, Forming Partnerships and Community Engagement. Collaboration with HINU's administration, forming partnerships, and engaging the community are essential for the growth and the success of HINU. Implementing a "Cool to be in class" campaign with involvement from HINU's student government can help promote the importance of class attendance. In addition, increasing advisory board meetings and participation within the College of Education can provide insight and support for academic programs. Acting on the community's expressed need for entrepreneurship programs not only caters to local vendors but can also equip students with the skills that are in demand in the community. It was mentioned that the administration can help with providing a needs assessment or market research to understand the specific needs of our students, faculty, and the community. Such research will be helpful with providing relevant programs that are needed. Furthermore, collaborating with tribes to establish articulation agreements and Memorandums of Understanding (MOUs) can enhance partnerships, foster cultural sharing, promote inclusion, and preserve indigenous knowledge within HINU's academic programming.

Themes that emerged from **Question 4: What are two ways administration could aid you in addressing those areas of need or concern?** from the focus group data:

Program Quality, Instructional Quality and Educational Resources. Administration could aid academics by addressing issues with program quality, instructional quality, and educational resources. Administration plays a crucial role in supporting and providing necessary resources to enhance program and instructional quality and to provide the resources programs need to positively impact student learning. It was mentioned that courses should maintain uniformity in their levels and learning outcomes without compromising academic standards or "watering down" courses. Common elements in syllabi are needed to provide consistency and clarity for students. Mass tutoring whether online or professional along with student tutors is needed to support student learning. Additionally, administration could aid by establishing a dedicated Career or Teaching Center to provide training and development opportunities to faculty. By providing faculty with the necessary training and resources, faculty can design and deliver

effective online course, improving the overall quality of online education at HINU. There is also a need to effectively communicate to students that the KU bridge program does not guarantee or equate to earning a degree from KU. By providing this information, students can make better informed decisions about their academic journey. Lastly, creating an Honors program for students who excel would provide an opportunity to challenge and engage the students who need a more rigorous academic environment.

Student Success and Outcomes. It's important for HINU continuously assess and improve strategies to support student success and to ensure positive academic outcomes for all learners. While supporting students who are at risk academically is important, it is equally important to recognize and celebrate the achievements of high performing students at HINU. Through recognition, awards or scholarships, HINU can cultivate culture of academic excellence and motivate more students to excel. Administration can also help with establishing corporate internship opportunities for students to gain real-world experiences. Faculty expressed the need for data on HINU graduates. Information on where students go after graduating from HINU is essential for evaluating the effectiveness of academic programs and for preparing students for future careers. Additionally, updates to educational policies are needed to meet the needs of students and to address challenges in the educational system at HINU.

Non-Academic Support Programs

Themes that emerged from **Question 1: What are two things being done well, or two areas of success within your department/division?** from the focus group data:

Student Engagement. Support programs at HINU focus on supporting students' needs by involving and engaging students in activities outside of academic settings to ensure their overall well-being, thereby supporting their academic success. By addressing students' needs such as food security, housing, a sense of belonging, emotional and mental health support, HINU creates a supportive environment to help students thrive and reach their highest academic potential. Cultural meals that many attend, de-stress feasts and late-night feeds are offered to help students focus and recharge before final exams. Staff at HINU are available for students and "try to be there" when students need them. When students seek help from support staff, staff do their best to meet student needs to ensure students feel comfortable at HINU. Support staff at HINU are also good meditators and play a critical role in resolving issues. Support programs ensure accessibility to students, provide mental health activities, respond to crisis events, listen to and talk with students, and maintain an open-door policy. The TRiO program focuses on providing students and student athletes who come from disadvantaged backgrounds with academic support and development, skills building, life skills workshops and to motivate students to successfully complete their postsecondary education. Student engagement is significant at HINU. By actively involving and engaging students, support programs create a supportive and inclusive learning environment. Offering a variety of activities such as basketball intramurals, Karaoke, summer extravaganzas, and bowling nights, enhances student engagement at HINU. Support programs also offer new and innovative programs, innovative ideas, tools for students to self-advocate, create opportunities for leadership development, and to develop deeper understanding of themselves and others.

University Learning Environment and Physical Space, Safety and Sense of Belonging. An area of success for support programs at HINU is ensuring safe and engaging learning environments for students. Physical space plays an important role in how students think, feel, and react to things. A comfortable space can

positively affect students' ability to learn. The Tommaney Library and Student Success Services provide resources and create a sense of belonging with homey environments to enhance the overall learning experience for students. Technology is available for students to utilize and there is good visibility so that students know there is "always someone available." Residential Services at HINU provide a housing community for students. They take pride in upkeeping the physical appearance of dormitories, keeping clean dorm rooms, adding decorative touches to create make the space feel like "home," and keeping students safe. Recently, new sidewalks were installed for students to walk safely from dormitories to various buildings on campus. Additionally, programs are developed by Residential Services to get students to participate. The Athletics department is maximizing space for new training areas in spaces that were previously not utilized. The department has also acquired needed resources and updates and improvements have been made to the athletic facilities. The Athletic department indicated that students are more open and comfortable with talking about mental health. The department is "doing better with mental health topics" and by addressing mental health topics within the department, they create a supportive community in the university and athletic environment.

Themes that emerged from **Question 2: What are two areas that could be addressed more efficiently, or two areas of concern within your department/division?** from the focus group data:

Staffing Levels and Physical Space. There is concern about having adequate staffing levels to allow employees to focus on their core responsibilities, rather than "wearing many hats" which support staff have expressed as overwhelming. The Athletics department indicated staff are doing jobs outside of their scopes of work. The Student Success department have also expressed that staff are in multiple roles making it hard to prioritize. The Athletics department needs a game management coordinator and someone to be the point of contact to organize games. The residential staff and athletics department both agree that more counselors, including athletic, and mental health counselors are needed. It was revealed there is only one Alcohol/Substance Abuse counselor at HINU. The Tommaney Library could benefit from hiring an acquisitions person to help alleviate the workload on existing staff. Overall, the hiring of staff is needed to ensure adequate staffing levels and to support employees in their core responsibilities. An increase in staff levels would present a need for physical space to accommodate new staff. An assessment of current space, exploring space options, and maximizing the space that already exists will help meet the needs of growing staff levels.

Communication. Communication is an area that could be addressed more efficiently for support programs at HINU. Improving communication within and between departments is important for fostering collaboration, efficiency, and ensuring that everyone is on the same page. Housing/residential staff have indicated there needs to be more communication between housing and other departments. Improving communication is a common theme across various departments including the Athletics and Student Services departments. Student Services does not feel privy to certain things and therefore, are not able to support initiatives at HINU. Communication with the student community is also an area that could be addressed more efficiently. The Athletics program encourage and would like to see students be more communicative and build relationships on campus. The TRiO program would like more communication with students to help the students who seem to fall off at end the semester. Better communication with students who need help would aid early intervention to support students at risk of failing. Additionally, the Student Accessibility Coordinator shared that the HINU community could improve with education on the services provided for students with disabilities. Lastly, support services

would appreciate communication from HINU leaders in the form of feedback on their job performance. Consistent and meaningful feedback would support staff with succeeding in their roles.

Counseling and Supporting Students. In addition to meeting adequate counseling staff levels and providing counseling support for students, staff at HINU shared that addressing drug and alcohol issues among students in a culturally relevant manner is essential for providing effective support and intervention. The TRiO program also aims to support students by providing guidance sheets for students. This would help with gaining insight on issues from students' perspective and help students to understand themselves better.

Themes that emerged from **Question 3: What are two ways your department/division could currently address those areas of need or concern?** from the focus group data:

Program Quality, Professional Development, and Improving Processes. Support programs indicated specific needs and various ways they can provide valuable and impactful support to address areas of concern. Counseling services indicated they would educate more about resources available for students struggling with alcohol or drug abuse problems, such as an alcohol and drug curriculum. Student Services would like the re-start of some programs to support students such as the Campus Activity Association (CAA) and engaging club representatives to help at events. The TRiO program would address communication challenges by meeting with students more and holding seminars on how students could manage themselves better. The Tommaney Library and Student Success programs are interested in advisory groups to gain new insights and advice on how to strengthen programs at HINU. The Athletics department indicated that hiring a strength coach would alleviate staffing issues and contribute to the quality of the athletic program. More communication with support programs and administration is needed to determine what is needed for the success of support programs. The TRiO program suggested professional development, following best practices, and utilizing evaluation data for program improvement all of which can ensure any support program to be more effective, impactful, and successful. Improving on processes such as updating online information, educating students and advisors on degree checklist, connecting to advisors, housing, daycare and other needed resources are important ways to enhance university processes for student success, thereby better supporting students' academic journeys and overall success.

Counseling, Supporting Students, Mentorship. As touched on previously, the counseling program plans to educate on resources available such as an alcohol and drug abuse curriculum. Additionally, support programs offered to reach out and meet with students more to increase outreach and the frequency of having positive interactions with student on their academic success and overall well-being. Also mentioned, were mentorship programs that could provide personalized support to show students staff care about their success. Continuing education and learning exchanges were also recommended to as valuable opportunities for students to enhance their learning, skills, knowledge, and development. While some support programs such as the Tommaney Library are visible to students, other programs would like to increase their visibility to attract and engage more students. Also mentioned previously, hosting seminars on helping student manage themselves better can help students gain the essential skills and strategies to navigate academic challenges, achieve their goals and to thrive personally and academically.

Collaboration and Engagement within Department. A significant concern for support programs is communication challenges within programs and with outside programs. The residential staff shared that canceled events is a problem for them as time and space is allocated for students to participate in those

events. When events are canceled, students are left without a plan and the residential staff are left to find activities to compensate. Providing early communication about canceled events and any next steps in the event of cancellations would be helpful for residential staff. Collaboration Days was recommended to open channels of communication, sharing of information, and decision making among team members and stakeholders. Additionally, in house shared responsibilities (with compensation), to ensure tasks are completed efficiently and to encourage collaboration and teamwork among support staff. Lastly, the Tommaney Library and Student Services shared that closing doors to students once in awhile to focus on team collaboration could be beneficial for support programs. This would allow for teamwork, creativity and innovation.

Themes that emerged from **Question 4: What are two ways administration could aid you in addressing those areas of need or concern?** from the focus group data:

Communication. Support programs at HINU ask for administration to aid in communication at various levels to address their areas of need or concern. Several programs suggested creating a master calendar of university events to serve as a centralized and comprehensive source of information regarding events, academic schedules, and other key dates for all stakeholders. This would greatly contribute to smooth coordination, planning, and provide transparency and accessibility. In addition to a master calendar, support programs need help from administration with disseminating electronic flyers to increase awareness and participation in campus events. Administration could also help with improving communication among departments and fostering connections among staff members. The Athletic program seeks better communication with other departments on matters involving athletics while the TRiO program seeks better communication with instructors, students, and retention specialists. The Tommaney Library and Student Services indicated administration could aid with fostering better relationships with deans and faculty as well as encouraging other departments to help more. The residential staff recommended providing incident reports online and providing access to information about which students meet the criteria to secure dorm rooms on campus. Lastly, Student Services would like better information on where to acquire funding for events and more communication on what is allowed to purchase with available funds.

Collaboration and Engagement with other Departments. Support program seeks HINU administration's help with collaboration and engagement with other HINU departments in order to achieve common goals and objectives. Cross-departmental collaboration is needed to become more familiar with staff throughout campus, facilitate communication, and problem solve together. The TRiO program welcomes more instructors to participate in TRiO programs and activities. Rather than "feel like a nuisance," the Student Success department would like improved communication and better sharing of information. They hope to get faculty more involved in courseware, and course/textbook orders.

Collaboration with Administration. Support programs at HINU indicated that administration can play a role in promoting collaboration among departments to bring them together, to share ideas and information, to leverage expertise, and to work better together. Residential services could benefit from administration working with IT to set up cameras in residential halls to keep students safe and to discourage crime incidences. The Tommaney Library and Student Success team want advocacy from administration for their respective programs to drive positive change and program sustainability.

University Operations, Finance, and IT

Themes that emerged from **Question 1: What are two things being done well, or two areas of success within your department/division?** from the focus group data:

Streamlining Processes. Making processes more efficient and effective are areas of success for University Operations, Finance, and IT departments at HINU. Dining services (Curtis Hall) indicate that there is productivity with what they have and that meals are out on time and staff do whatever it takes including working overtime to give customers good service. Facilities are quick to respond to problems that arise. The Financial Aid office is disbursing funds as quick as possible and listening to students to help them meet their needs. Automation in the student information system (CAMS) supports streamlining financial aid processes. The Finance department indicated that approximately 80% of students are enrolled in electronic payments and turnaround times have improved dramatically. The turn around period of paying students their scholarship awards including Pell Grants, from the time the data is released by the financial aid office takes less than two days to process for payment. The use of digital transactions has streamlined processes that previously took a long time to complete. The IT department are proactive with making sure that switches are running, there are updates, and continue to monitor access points. The department is also building student, staff, and faculty accounts and provide documentation on time.

Equipment and Technology. Equipment and technology play a crucial role in the day-to-day operations of HINU. As mentioned previously, departments such as Finance rely on technology-enabled systems to handle financial transactions for students and IT requires technology tools for maintenance, repair, and the infrastructure needed to support IT operations at HINU. By refreshing their technology assets, IT ensures they have access to up-to-date equipment and software that improve efficiency and overall performance. The custodial staff also report that adequate equipment to maintain cleanliness and hygiene in HINU spaces is an area of success. The Curtis Hall dining staff stated that acquiring personal protective equipment such as new work shoes to prevent injuries and provide comfort is an area being done well at HINU. Overall, equipment and technology are essential for the smooth day-to-day operations at HINU, thereby creating a conducive learning and working environment.

Customer Service. Customer service is an area of success for University Operations, Finance, and IT departments at HINU. Good customer service is crucial for the Financial Aid department as they continue to communicate with students to meet their needs and to help them find additional funding. The Finance department operates in tandem to provide students with quick turnaround times and disbursement of funds, enhancing students' customer service experience. Curtis Hall acquired a new Coca-Cola beverage machine to appease the customer requests to add carbonated beverages to the variety of beverages they can choose from. The Curtis Hall staff indicate that students are happy, there are few complaints, and they value good customer service. The IT department report that the helpdesk is solid, and they communicate well with academics and facilities to accommodate needs. The needs and expectations of the university can change quickly and can also evolve over time, requiring the Facilities department to adapt and be flexible to those needs; in doing so, they provide good customer service. Sponsored programs at HINU report collaboration and partnerships have increased especially with funding agencies. Also, project directors are obtaining indirect funds for students and there is a stronger partnership with grant project directors.

Themes that emerged from **Question 2: What are two areas that could be addressed more efficiently, or two areas of concern within your department/division?** from the focus group data:

Communication. Like other departments at HINU, communication is an area that could be addressed more efficiently for University Operations, Finance, and IT departments. Improving communication is essential for HINU to ensure effective and efficient communication. Facilities staff agree that communication between departments and the inclusion of the Facilities department is needed. It was commented that sometimes events happen, and Facilities learn of these events only days before, making preparation for the event rushed in addition to delaying other projects. Facilities is often pulled into different directions making it difficult to focus on primary goals. The Facilities department also indicated that more communication is needed within the department to complete tasks efficiently. The department welcomes walkthroughs as a means of communication to promote involvement with leaders and for staff to receive feedback. The Custodial Services department indicated that communication is needed throughout the department. Communication with students is essential for university operations to identify and address student needs. Curtis Hall needs communication from students regarding special dietary needs while the Finance department prefers communication with students and faculty by use of their Haskell email accounts. Breakdown in communication make it difficult for Finance to know what is happening and how to help. The Financial Aid office plans to continue communication with students in-person and meet with students one-on-one. The IT department need communication from Academics and Facilities about projects and activities that require IT assistance to break off from IT requests the day of the event. There are also Helpdesk issues with network users who open tickets and do not respond to IT for specific questions, causing tickets to close out before problems are addressed.

Streamlining Processes. Streamlining processes is an area of concern for University Operations, Finance, and IT departments. There are constraints that make acquiring materials and delivery times difficult for the Facilities department. A better way to acquire and manage materials (parts) is needed. Also, some areas such as HVAC are reactive rather than proactive. Streamlining HVAC systems can help with maintenance costs, efficiency, and quality. Creation of logistics checklists and schedules can help streamline and improve the efficiency of the custodial staff's operations. The Finance department indicated that students need to know how to use the student portal to ensure they have access to information and can make financial transactions with minimal delay. Also, it was expressed that the timeline for some acquisition of goods and services are taking longer than it has before. The Financial Aid office would benefit from students using the financial aid portal to accept or decline awards to streamline financial aid processes. Lastly, for Sponsored Programs streamlined processes can reduce contracting delays.

Roles and Responsibilities. Roles and responsibilities are areas that could be improved for University Operations, Finance, and IT departments. Facilities shared that they often get pulled in various directions making it difficult to focus on plans. A need for consistency in understanding responsibilities is needed as they seem to change year to year. Clearly defined roles and responsibilities helps to ensure staff know what is expected and allow for more effective and efficient operations. Custodial staff communicated that accountability is needed and integrity is important. The Property/Mail department agreed that their needs to be more accountability with inventory processes and Sponsored Programs feel principal investigators (PIs) need to keep in mind their responsibilities and be accountable for projects including submission of required reports. The Finance department relies on various departments including members of their own department to ensure the department runs smoothly. Clearly defined roles would help staff redirect students for help if someone is out of the office. The IT department indicated some of their staff members are doing double duty indicating the need for well-defined roles and responsibilities.

Themes that emerged from **Question 3: What are two ways your department/division could currently address those areas of need or concern?** from the focus group data:

Streamlining Processes. While streamlining processes is an area of concern for University Operations, Finance, and IT departments, it is also an area that the departments/divisions could address. Facilities stated a master schedule for major projects that allow for emergency projects is needed to keep projects moving to completion. Custodial staff could address streamlining processes by planning and anticipating what resources, material, and information is needed to complete tasks for the week. The Finance department pointed out that student fees that are added when they enroll should be assessed sooner to avoid charges at the end of the semester. Within the department, changes in communication with students could be made by notifying and posting updates to students. Cross training with team members and automation could also help with streamlining processes for Finance. The Property/Mail department could provide metrics to departments to follow up with departments and provide insight to what works well and what needs attention. The Financial Aid office has begun streamlining processes by working with 3D technologies software to assist in auto-packaging and changed office hours to allow time for staff to process awards. Sponsored Programs could keep better track of grant contract and stay in the loop with point of contacts at BIE. The IT department stated they could use a more robust helpdesk system to further streamline IT processes.

Communication. Breakdowns in or lack of communication is an area that the department/divisions of University Operations, Finance, and IT could address. As outlined previously, a master calendar with scheduled events is needed to move projects along. Monitoring systems could help with student notifications as well as keeping track of grants and keeping PIs updated. Departments can communicate better to let facilities address issues that arise concerning dormitories. The Custodial staff looks to create checklists, standardization and request regular walkthroughs. Finance plans to support communication within the department and with working departments to ensure students receive correct information. This will reduce the misunderstandings and prevent students from becoming upset with office staff. Also, students will be informed that the office will only use students' Haskell email addresses to communicate. Clear communication would help the University Operations, Finance, and IT departments build positive relationships with internal and external stakeholders, leading to better collaboration.

Equipment and Technology. Acquiring and utilizing needed equipment and technology is another area that University Operations, Finance, and IT could address as a department or division. Technology such as student information systems, online student portals, and financial management software can streamline processes, making it easier to manage operations and support students. The Custodial staff shared that the department could cross train on proper use and upkeep of the machinery and equipment used on campus. Also, storage for equipment and chemicals could be organized for better access, safety, and proper disposal.

Themes that emerged from **Question 4: What are two ways administration could aid you in addressing those areas of need or concern?** from the focus group data:

Communication. Communication is an area that University Operations, Finance, and IT departments feel the administration at HINU could assist with. Facilities would appreciate learning of events that will be happening ahead of time and for administration to implement a system of communication about upcoming events accessible to all stakeholders. The IT department also supports an event planning software to let IT know of campus events. IT shared that sometimes the Finance department might get

an IT request that IT does not see or in another instance an academic department purchased a device that needed to be installed and IT was not aware of the purchase. Since IT knows best the types of software and devices that are BIA approved and those that are compatible with HINU networks, IT should be part of the conversations about such purchases. Personnel campus wide should be directed to use students' Haskell emails to communicate with students and to practice using Share/One Drive more frequently. It would help if administration would support a culture of communication to enhance collaboration among departments/divisions at HINU. Team building exercises and social functions are requested by University Operations, Finance, and IT departments at HINU. The Sponsored programs wants administration to follow-up with BIR if there are delays and to make PIs more accountable by taking training to ensure they understand requirements.

Professional Development and Training. As summarized in the previous section, University Operations, Finance, and IT departments request team building exercise and more social functions to build trust and rapport. Various departments requested training and building a better onboarding program at HINU. Other departments hope to participate in demonstrations and have access to tutorial on equipment usage and proper storage and handling of chemicals. IT requests of administration to require basic technology skills in job descriptions given that some staff members continually ask for help with basic technology. Facilities shared that better processes are needed and someone to manage those processes well. Professional development and training programs would help staff acquire new skills and knowledge relevant to their roles, foster employee growth, engagement, and ensure HINU adapts to an evolving operations environment.

Equipment and Technology. Administration can help with equipment and technology needs at HINU by allocating funds for equipment and technology, providing training and support, and establishing a technology committee. Collaboration of all departments with the IT department is needed to assess technology needs, evaluate software options, and to ensure that the software acquired align with HINU's IT infrastructure and security requirements. Departments at HINU expressed that websites should be updated and an app to post notifications to students is needed to communicate and share information. There is also a need for administration to assist with requiring departments to use the student information system (SIS) for all campus needs instead of using multiple vendors and manual processes. All department should use the SIS information system to centralize student data and for departments to have access to accurate and up-to-date student information.

