

Strategic Planning Committee

May 7, 2014

11:00 a.m. – 12:00 p.m., D104

MINUTES

Present –Mary Heller, Lui Hokoana, Loke Kenolio, Donna Kiyosaki, Franklin Kudo, Ross Prizzia, Sherry Proper (Chair), Linda Randall, Alan Rosenfeld, Melissa Saul, Leila Wai Shimokawa, Ryan Sommer, Wendy Tatsuno, Garyn Tsuru, Doris Ching (Consultant).

Committee Chair, Sherry Proper, called the meeting to order.

Discuss UH – West O’ahu Strategic Planning Purpose and Outcomes

The members introduced themselves and briefly stated what they would like accomplish on this committee. Responses ranged from setting up a draft document by Professional Development Day in the Fall ahead of the WASC visit in November; including a Native Hawaiian perspective in the establishment of the strategic plan; collaborating and coordinating with students and the community; and creating mission, vision, and goals to help brand the University.

The committee will focus on creating a document that will clarify who we are and where we wish to go as an institution. UH West O’ahu is grounded in liberal arts, but also looked upon as an institution strong in workforce and career development. The committee needs to consider that emerging differentiation.

The UH West O’ahu Strategic Plan is the umbrella under which the Academic Development Plan, the Comprehensive Communications Plan, and institutional fiscal planning should fall. The Strategic Plan needs to be measureable with outcomes. It will serve as a guide for the campus that is living and malleable and will allow for campus growth. The plan will have a distinct limited timeframe of 5 to 10 years from which goals are measureable. It is important that this plan is assessed periodically (with a suggestion of two years) allowing for a good foundation as the plan grows and changes over time.

Inventory of Documents and Efforts Regarding UHWO Strategic Planning

- **Strategic Plan examples**

The committee was given strategic plans from Allegheny College, the University of Baltimore, and the University of Hawai’i at Hilo. Committee members were encouraged to bring examples from other colleges and universities.

- **UH Strategic Directions**

The UH System’s Strategic Directions will guide the committee. In the System draft, Action Strategy 4 refers to UH West O’ahu by stating the System’s intent to, “Solidify the foundations for UH West O’ahu, our “startup” campus as it represents a unique opportunity for large scale service to Native Hawaiians, low-income students, and under-represented groups.” While the committee concurs that UH System’s strategic directions will serve to inform the UHWO campus plan, it also notes that UHWO, in turn, is compelled to inform the UH System strategic plan. For example, UHWO envisions itself as a diverse campus that will serve Native Hawaiians, low-income students, under-represented groups, as well as students of a broad range of ethnicities and nationalities.

- **Additional Resources**

The Hawai’i Papa O Ke Ao plan will be utilized as a guiding document. Hawai’i Papa O Ke Ao addresses key areas of student leadership, faculty and staff stewardship, institutional decision-making, and the need to prepare and foster students, faculty, and staff of Hawaiian ancestry to assume leadership roles within the University and the community.

The UH West O’ahu Strategic Plan of 2011 will also be used as a reference.

- **Proposed Foundational Assumptions:**

- Teaching & Learning University – One of the main strengths we have as a university is that we are a comprehensive university that emphasizes teaching and learning. This is our core mission. We provide educational experience that encourages intellectual curiosity, appreciates and values a liberal arts foundation and promotes teacher-student interactions. The liberal arts includes the triad of discovery and advancing knowledge; development of one’s potential; and understanding one’s responsibility of sustaining community and appreciating diversity.
- Transfer Students – Our historical strength has been in our division curriculum serving transfer students. We value and appreciate transfer students. We are filling a need in the State by providing baccalaureate degree opportunities for students who have started in the UH community colleges.
- Distance Education – As an early adopter of distance education, we have built a positive reputation and provided pathways to degrees through the careful integration of distance education. This mode of instruction enables us to leverage our scarce resources.
- Increased Enrollment – The whole premise of building the new UH West O’ahu campus is to fill a higher education need in the State. We need to have enrollment goals and projections that are derived from admissions outreach activities from forecasted

enrollment through partnership academic pathways and from the increased retention of current students. The strategic plan should reflect goals and establish accountability in this area.

- Academic Program Expansion – It is imperative that we provide relevant and innovative academic programming for students. We must embrace the notion of adding new academic programs (e.g., allied health sciences, information security assurance, creative media, facilities management) that will draw students to our school and prepare them for employment or graduate school preparation.
- Partnerships and Collaborations – We are in a position to be the leader in the UH system in establishing partnerships and collaborations that are needed to benefit students and to be good stewards of our capital and fiscal resources. We should be the model for how a system of higher education should work by thinking “outside the box” and finding ways to work together with other schools both inside and outside the UH system as well as with private and public entities. The more interconnectivity we have, the better our institution will be positioned for future success.
- Diversity and International Students – Hawai‘i is one of the most diverse states in the United States and UH institutions have had much success in establishing an international student presence in their campuses. UH West O‘ahu is presented with a one-of-a-kind opportunity with Hawai‘i Tokai International College building a new campus on our property. While our core mission is to serve Native Hawaiian students, we also welcome a culture of students from diverse backgrounds. Our strategic plan should speak of this opportunity.

The strategic plan should first and foremost include UH West O‘ahu as an indigenous-serving institution as a foundational assumption.

Per the discussion, additional foundational assumptions should include: Research as it informs teaching and practices; allow room for expansion as the campus grows; emphasize support services necessary for student success; and highlight the need for infrastructure and assets such as well-trained faculty and staff. The Strategic Plan should have a “dream” or legacy component, and include an interdisciplinary/collaborative focus.

Process and Timeline

The committee will formulate themes and create a rough draft that will be vetted and refined by the campus community by Professional Development Day in August, in advance of the WASC visit in November. Following that, the respective departments and divisions may further develop implementation details.

The committee needs to think about what is unique about UH West O`ahu and what makes it the campus that students prefer to attend. Community perception of UH West O`ahu is also very important in the creation of the plan. It was suggested that an advisory board be created to ensure that the University is aligned with the needs of the community, the community colleges, and high schools (i.e. college counselors). This would develop partnerships with this neighborhood and beyond, to create a legacy in leadership that will contribute to the global community.

Some Emerging Thoughts Re Uniqueness and/or Strengths of UH West O`ahu

- *A special spirit of place*
- A campus community defined by meaningful relationships among faculty, staff, administrators, students
- Diversity of student population
- Developing today's students as tomorrow's leaders
- Sustainability
- Interdisciplinary approach to teaching and learning
- Collaboration of learning that takes place within and external to the classroom
- Transformative development of students

Next Steps

- Committee members should review the sample strategic plans and bring examples of ideal strategic plans from other colleges and universities to the next meeting
 - Suggestions of terminology/formats
- Consider themes/assumption areas that committee members would be most interested in developing more fully

The next meeting of the Strategic Planning Committee is on Wednesday, May 14, 2014 from 11:00a.m. – 12:00p.m. in D104.

There has been, and remains, a “triad” of interrelated core purposes for liberal education: the *epistemic* (coming to know, discovery, and the advancing of knowledge and understanding); the *eudemonic* (the fuller realization of the learner, the actualizing of the person’s potential—classically to achieve individual well-being and happiness); and the *civic* (the understanding that learning puts the learner in relation to what is other, to community and its diversity in the broadest sense, as well as the responsibility that comes from sustaining the community and the civic qualities that make both open inquiry and self-realization possible). Attention to each of the core purposes—the epistemic, the eudemonic, and the civic—is necessary to achieve the

full promise of liberal education. The Bringing Theory to Practice project is about demonstrating that, as they are actualized in particular educational practices, all three core purposes produce outcomes— effects and affects, including behavioral results or consequences as well as dispositional patterns, attitudes, and inclinations—that can be documented and studied.