

# Hawai'i Pacific University

Strategic Plan & Implementation

*DRAFT*

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## Message from the President

The Strategic Plan speaks for itself. It is the outcome of a broadly inclusive process that has absorbed the Hawai'i Pacific University community for over a year. It began, as it should, with a clear assessment of our strengths and weaknesses and with the subsequent identification of principal challenges to HPU's future success. I have every confidence that this plan provides a road map to HPU's future. It is clear-minded, strategic, forthright and measurable.

The Plan is also founded on certain basic principles of shared ambition and purpose, and their role in the architecture may be less immediately apparent. They are, however, fundamental to the plan and its purpose. I will highlight five of them.

First, the Plan highlights the importance of "Quality over Quantity." HPU has become the largest of Hawai'i's independent universities, and we have taken much pride in the growth that has signaled HPU's emergence to prominence. The pride we take in growth will continue, but the community recognizes the critical importance today of consolidating HPU's academic strengths and reputation. The emphasis on academic quality extends through our teaching mission and into the realms of scholarly and artistic endeavor. The growing ambition of HPU's academic community is prepared to flower, and the Plan will take this ambition forward into new realms of research and teaching excellence.

Second, the Plan intends to draw upon the power and strength of Hawai'i, and no aspect better illustrates this than the emerging "Three-Campus Magnificence" of HPU's new and traditional homes. We extend the traditional definition of the *ahupu'a'a* to include the modern city as part of our resource base. The power and beauty of the *mauka* campus of Hawaii Loa will be a singular place of reflection and personal development; the downtown campus with its *mauka* and *makai* ends on the Forth Street Mall and, soon, the Aloha Tower Marketplace will mark HPU's presence as an urban university of the future; and the surfside jewel of the Oceanic Institute site at Makapu'u Point will be a visible center of excellence for programs in sustainable development, marine science, aquaculture and island futures.

Third, the Plan will position HPU to take its rightful place among the great independent universities of the western United States and beyond. Firmly ranked in the national rankings for regional comprehensive universities in the West, HPU now intends to be included among the "Top Ten" of these institutions. It will take fulfillment of the plan in all its aspects, but attainment of these goals will ensure HPU's place at the top end of our national rankings rather than our current placement in the center. This is an ambitious goal, but no less than the ambition that has driven HPU from its two-classroom beginnings not quite 50 years ago.

Fourth, the Plan is based on a deep premise about "Academics First." Plethoras of gurus are chanting about this transformative moment in higher education, characterized by new technologies, new delivery systems and new global positionings. While these trends, and other potentially "disruptive" forces, will shape higher education in the future, HPU is putting its stake in the ground about one disruption that will not be entertained. The fundamental face-to-face interaction between student and teacher, that "Mark Hopkins at the other end of the log," that intimate sharing of intellectual experience between the practicing scholar-professional and the student, that singular moment of truth when the "ah ha" blossoms, is simply irreplaceable and has to remain at the center of all we do.

Small class sizes contribute, but the fundamental engagement of the student with an advanced professional who encourages the student's active learning, whether on the marine research vessel, in

the library or on an internship, is what HPU is all about. Students learn best when they learn actively. They learn best from faculty who are active themselves. Our fundamental stake in the academic ground is to this cherished relationship, and we will use all technological and other means to keep this trust alive.

Fifth, and most fundamental to our institutional future, lays a commitment to “Student Success.” The balanced development of the whole student means HPU must become a residential university for the young and a centered academic and professional community for the more mature student. HPU serves a wide range of students, and its support services, from housing to career planning and placement, must support the development not simply of great graduates, but of great alumni. Our measure of student success will be given by the record of HPU alumni achievement. Our most fundamental measure of institutional success is the success of our alumni. The Plan calls for HPU to treat every prospective student as a budding alumnus – a future pillar of institutional success.

When I first came to HPU, I said HPU’s success will be measured in three principal dimensions:

1. Hawai’i,
2. Pacific, and
3. University.

This Strategic Plan is our roadmap to the future – a future of Hawai’ian strength used for Pacific success in a burgeoning world of university development. It behooves us now, as a community, to walk the talk story of this journey together.

*Aloha and mahalo to the entire HPU ‘ohana,*

Dr. Geoffrey Bannister  
President  
Hawai’i Pacific University

## Notes on Process

As Hawai'i Pacific prepares to enter its 48th year, the university is at an exciting point in its development, with a long and expanding list of opportunities and challenges that collectively have the potential to transform the very nature of the institution. These opportunities come at a similarly dynamic time for higher education in general, with campuses around the United States and abroad facing new expectations and challenges, both internally and externally.

It is within this context that HPU in 2011 began the most comprehensive strategic planning process in the history of the university. A Strategic Planning Steering Committee chaired by the president and composed of the vice Presidents, OAA assistant vice presidents, college deans and the chair of the Faculty Assembly/Council has overseen the strategic planning process. Faculty, staff and students have participated in the planning work at all levels. The work was organized in two distinct phases:

**Phase 1.** Building upon the substantial earlier work on "Educational Effectiveness Planning" in 2010 and following, Phase 1 comprised focused and significant efforts by seven university-wide Task Forces that used surveys, focus groups, and constituent group consultations as well as three special studies: Educational Effectiveness (which made further use of major university participation that took place in the planning work of 2010); Information Technology; and Student Housing (both of which included significant university community consultation in 2011). This Phase, which concluded in January 2012, also included university community planning events and opportunities for commenting on the web.

**Phase 2** focused on the development of Strategic Goals and Objectives within the same theme areas. Each Task Force and Special Study Committee developed Strategic Goals and Objectives with timelines, champions and metrics. The full Task Force/Special Study reports will be provided to vice presidents, deans and unit heads as they turn to implementation planning,

### ***Task Forces for Phases 1 & 2***

- Student Experience
- Faculty Commitment (renamed Strategic Academic Infrastructure)
- Market, Programs and Places
- Connections to a Sustainable Community
- Internal Effectiveness
- Financial Health
- Reputation and Branding (shifted to a special study and deferred until the arrival of the Vice President for Marketing)

### ***Special Studies Phase 1 & 2 (Review committees were established)***

- Educational Effectiveness (drawing on the report of the 2010 process)--Phase 1 only
- Information Technology (conducted by Kaludis Consulting)
- Student Housing (conducted by Anderson & Strickler)

**Note:** *The Office of Enrollment Management commissioned a special study on tuition price elasticity by the Stamats firm. The Stamats study contributed significant findings to the strategic planning effort.*

One year after it began, the strategic planning process has culminated in a plan draft that envisions a university growing substantially in quality, impact and enrollment over the next five years. The planning

work has also resulted in a new university commitment to continuous, ongoing planning and budgeting through participatory processes that will begin in fall 2012.

This plan articulates a new vision for HPU as a comprehensive and highly regarded independent university and details goals and objectives within three strategic “pillars” -- **University Positioning, Academic Culture** and **Student Success**. It also recognizes **Institutional Effectiveness** as an essential additional organizing construct, given the significant immediate and ongoing needs for enhancements in areas ranging from business and budgeting practices to technology infrastructure and management.

Outcome metrics have been defined for these areas; as the planning process continues this fall, similar measures of success will be continue to be identified for emerging goals and objectives, ensuring that accountability for progress and success is an abiding hallmark of our efforts.

The Board of Trustees Committee on Strategic Planning has been active in the design and review of progress of the planning process. With the Board’s recent approval of its “Vision and Guidance” document, the plan now will undergo final additional campus review with implementation beginning this fall.

It is important to note that while the plan draft has been in creation, the university has been moving aggressively on actions both informed by and informational to the planning process. Efforts to expand student housing, most notably through a \$110-million bond issue, address the HPU relationship with the Oceanic Institute, fill key management and academic leadership positions, and focus new energies on matters ranging from tuition pricing to better organizing alumni have defined the 2011-12 academic year, which culminated in the largest graduating class ever produced by HPU. Properly executed, our plan will build upon the significant momentum offered by these many initiatives.

The culmination of a work process involving the best and most current thinking around strengths, weaknesses, opportunities and threats for Hawai’i Pacific over the next five years, this plan focuses on issues that require the attention of the university, if we are to be successful, and on matters that, if engaged properly, hold transformative promise for HPU.

## Mission, Vision & Values Statements

**Mission:** Hawai'i Pacific University is an international learning community set in the rich cultural context of Hawai'i. Students from around the world join us for an American education built on a liberal arts foundation. Our innovative undergraduate and graduate programs anticipate the changing needs of the community and prepare our graduates to live, work, and learn as active members of a global society.

**Vision:** Hawai'i Pacific will be consistently ranked among the United States' top 10 Western, independent, comprehensive universities, leveraging its geographic position between the Western and Eastern hemispheres and its relationships around the Pacific Rim to deliver an educational experience that is distinct among American campuses.

**Values:** The faculty, staff, students and overall university community of Hawai'i Pacific embrace the following values as representative of the spiritual, ethical and philosophical principles that support our community as well as of the aspirational ideals to which we collectively aspire. Expressed both in Hawaiian and English, they are as follows:

**Pono**, meaning righteous, honest and moral and an energy of necessity.

***Within the Hawai'i Pacific University community, it also stands for truth and ethics, trust and respect, civility, transparency, gratitude, acceptance and purposefulness.***

**Kuleana**, meaning responsibility and rights and concern for all interests, property and people.

***Within the Hawai'i Pacific University community, it also stands for sustainability, student focused, value added, academic rigor, state of the art, stewardship and shared governance***

**Aloha**, meaning hello, goodbye, love, kindness and grace, unity, humility, patience and waiting for the right moment.

***Within the Hawai'i Pacific University community, it also stands for shared future/goals, collaboration, decisive, disciplined, culture of accomplishment and valuing university communities.***

# The Strategic Plan

The framework of the strategic plan is supported by three pillars built from the collective work of task force and special study committee efforts in Phase 2 and from multiple reviews by the Strategic Planning Steering Committee. The blueprint of each pillar is provided below, formed from descriptive statements, goals and strategies integrated from the Phase 2 task force reports, special studies and steering committee reviews.

## **Pillar I: University Positioning**

*Hawai'i Pacific will be the premier independent American university in and for the Pacific region, consistently ranked among the United States' top 10 Western, independent, comprehensive universities. HPU leverages its geographic position between the Western and Eastern hemispheres and its relationships around the Pacific Rim to deliver an educational experience that is distinct among American campuses.*

### **Descriptive Statement**

The Environmental Scan produced solid evidence about the movement of commerce and wealth from West to East. HPU's offering of an American-style, English medium education that is cradled in a Hawaiian sustainability culture and that bridges and connects all shores of the Pacific has the potential advantage of faculty and students moving from the U.S. continental, Latin America, Australasia and from Asia and *vice versa*, able to see all perspectives and exploit the opportunities for synthesis.

To this end, the Western Association of Schools & Colleges (WASC) -- one of six regional agencies accrediting public and private schools, colleges, and universities in the United States, among them HPU -- has expressed concern that the university has lost strategic ground with the reduced enrollments of degree-seeking, international undergraduate students. The university's vision requires that the student body (and the faculty) will reflect the Pacific Region context.

For HPU, the more direct strategic realities are that to be an independent university in Hawai'i requires significant enrollments from the continental United States and from international sources (primarily Asia) in order to sustain student and financial critical mass.

Bringing these strategic resources (the students) to Hawai'i provides a distinct experiential advantage to HPU's students from Hawai'i. U.S. continental and international students have the opportunity to live and learn in a multicultural society that has strong values, including a long history in understanding and living sustainability.

Another practical concern for undergraduates relates to employment and admission to graduate/professional programs. Increasingly, student recruitment and retention are dependent on clear paths to career and graduate school. The same conditions affect graduate education at the master's level. HPU's positioning clearly must reach beyond Hawai'i for HPU to be successful and sustainable.

The use of the term "premier" relates to the expectation that Hawai'i Pacific University will create a new kind of university that connects Hawai'i, U.S. and international higher education, business and communities for the advantage of all parties.

The Institutional Positioning Pillar is divided into three parts that represent the major positioning elements:

- A. Defining the Comprehensive University
- B. Student Market Positioning
- C. Market Presence
- D. Positioning HPU in the Hawaiian and Key Continental Communities

The Vision stakes out the Pacific Region (read “APEC,” but especially continental United States and Asia) as the markets to be the prime sources for students other than from Hawai‘i. The university will be intentional about both continental United States and Asian student markets and develop a deeper student marketing strategy that has recruiters as just one part of the marketing approach. At the same time, HPU needs to strengthen its connections to key elements of the community in Hawai‘i.

#### **Pillar I-A: Defining the Comprehensive University**

**DI-A Goal 1:** To create a university model as an organizational template for HPU’s academic, student life and administrative programs

**Descriptive Statement:** HPU has been filling some gaps in the university’s infrastructure and has plans to fill more. In order to support strategic decisions and resource commitments, a strategic organizational context is needed, including special requirements that are generated by mission and location. Also, the model will allow the whole infrastructure to be envisioned, thus creating a sense of accomplishment as gaps are filled. A grand metric is provided by the progress in implementation.

#### **Objectives**

1. To develop a program and support template that represents a prototypical U.S. independent regional comprehensive university, including standard definitions for colleges, departments, disciplines and programs that are easily recognized by other global constituencies
2. To map the current HPU program and infrastructure base against this template and note the gaps and differences
3. To overlay the elements required for the “Asian/Pacific and continental United States” focus
4. To catalog unique HPU’s strong academic programs and local educational assets for experiential learning
5. To adopt a unique strategic HPU university model (dependent on student market research)
6. To produce a gap analysis for implementation planning
7. To set priorities for filling gaps

**DI-A Goal 2:** To provide a grand planning assumption for university size to guide broad projections of needs for facilities, technology platforms, student spaces and support services

**Descriptive Statement:** As HPU is engaged in its first strategic plan, some framework is needed to guide the planning. Developing a major planning assumption for the enrollment base for degree-seeking undergraduate and graduate student enrollments will provide a foundation for initial strategic thinking.

**Beginning Assumption:** *Use approximate current levels of degree-seeking undergraduate students as the base: 4,500 undergraduates and 1,500 graduate students level plus separate numbers for other university student populations, especially military programs.*

### **Objectives**

1. To engage professional expertise to estimate a baseline of broad space requirements by type of space, especially academic space (firm has been engaged)
2. To map current HPU owned and leased space against estimated needs
3. To create a broad university space requirement for capital planning estimates and strategic use of bond financing
4. To set specific parameters for benchmarking analyses for university services for use in implementation planning

### **Pillar I-B: Student Market Positioning**

**DI-B Goal 1:** To respond to the WASC concern on geographic diversity of the degree-seeking student body, undergraduate and graduate, by establishing enrollment goals for the three major student markets (*using the fixed enrollment assumptions in DI-A, Goal 2 above*).

**Descriptive Statement:** The trend to a preponderance of degree-seeking students from Hawai'i in the distribution of the aggregate of HPU degree-seeking undergraduate and graduate enrollments across the three major student market areas has been noted by WASC, which notes that the "1/3-1/3-1/3" split was the university's previously expressed ideal. The practical effect of the shift to more degree-seeking students from Hawai'i has been to reduce net tuition in the face of relatively higher tuition discounts.

There is agreement within the university that a rich multi-national mix of the student body is a strategic asset. However, HPU faces limitations to reversing the trend that are produced by three factors:

- Lack of university housing
- Lack of AACSB accreditation for the College of Business Administration
- Growth in high-quality, in-country higher education in Asian countries

The goals set for the next five years assume that there will be movement on the first two limitations listed above.

### **Objectives**

1. To attain five-year undergraduate numerical goals as follows:
  - a) **Hawai'i** Students: Enroll 45 percent of the undergraduate degree seeking students from Hawai'i (down from current 52 percent)

- b) **Continental U.S. Undergraduate Students:** Enroll 40 percent of the undergraduate degree-seeking students from the U.S. continental (up from 34 percent)
- c) **International Students:** Enroll 15 percent of the undergraduate degree-seeking from international sources with a focus on Asia/Pacific (up from 8 percent)
- 2. To affirm (including making the case to WASC) that the current distribution of degree-seeking graduate students is appropriate even without new program additions (52 percent Hawai'i; 22 percent continental United States; 25 percent international). An example would be in the College of Nursing and Health Sciences, to allow for the Doctor of Nursing Practice (DNP) to meet the national standards of the Consensus Model for the DNP to the entry-into-practice degree for Family Nurse Practitioners.

**DI-B Goal 2:** To conduct undergraduate and masters' student market research in selected Asian markets and to discover strategic market niches for English-medium undergraduate and masters' degree-seeking students.

**Descriptive Statement:** The cost of sustaining an Asia-wide student marketing effort for HPU would be immense, especially as competition rises with in-country Asian institutions and U.S., Australian, and other out-of country competitors. The current personal-relationship recruitment representative model is not producing in sufficient numbers. HPU has appointed new leadership in the international student marketing area that should produce new strategies.

The market research approach listed below is presented in some detail because of the importance of the issue to HPU. The academic program needs of targeted Asian countries and involved Asia and U.S. multinational corporations will inform HPU's program strategy.

### **Objectives**

- 1. To identify Asian national/regional areas where HPU can compete effectively in existing and new undergraduate and graduate program offerings:
  - a) Track current international enrollment by program and national source
  - b) To debrief HPU international recruitment team, President Bannister's executive team and the Board of Trustees on strategic Asian opportunities
  - c) To identify alumni and other sources in Asian countries and create advisory groups to provide intelligence and guidance on marketing research and decisions
  - d) To identify and consult with Asian-American ethnic communities in Hawai'i on higher education opportunities in their countries of origin and for their own children
  - e) To identify U.S. government priorities in Asian nations (including military)
  - f) To evaluate the status of in-country university development in selected Asian countries
  - g) To evaluate current Asian government/university partnerships with U.S. universities
  - h) To research government and corporate support for students studying abroad
  - i) To identify potential Asian university partners for collaborative programming
  - j) To evaluate hiring and educational support needs of multinational (U.S. and Asian based) corporations for American style university graduates.
  - k) To produce an Asian student market analysis report with recommendations on focal points for student market choices
  - l) To propose pilot programs
  - m) To study and design career services for Asian students

**DI-B Goal 3:** To identify U.S. continental student markets that match up with the Asian student market analysis in order to make decisions about strategic program development priorities.

**Descriptive Statement:** Using Asian student market needs, conduct U.S. continental (with a focus on western states) and Western Canada market research and discover the crossover. Successful Asian student recruitment should be seen as a strategic asset for continental recruiting. Because of this, sustaining productive recruitment in focused areas beyond the western states and Western Canada could be cost effective.

**Objectives:**

1. To identify higher education programs in the Western United States and Western Canada that have significant student, corporate and institutional partnerships with Asian sources; identify the partners
2. To evaluate hiring and educational support needs of U.S. multinational corporations that are operating in Asia and Asian multinational corporations operating in the United States
3. To use results from the Asian/U.S. markets studies to identify potential U.S. target areas for student marketing
4. To assess U.S. continental competition for HPU's Asian strategy
5. To produce a U.S. continental market analysis report with recommendations on focal points for student market choices

**DI-B Goal 4:** To analyze and produce an impact statement concerning future student enrollment potential for degree-seeking students from Hawai'i in the light of plans for enrollment growth that are being developed by University of Hawai'i campuses and by the two other principal Hawai'i-based independent universities.

**Descriptive Statement:** HPU must be cognizant of the plans for UH and independent and proprietary higher education institutions in Hawai'i for both competitive intelligence and for potential collaboration.

**Objectives:**

1. To analyze strategic plans and enrollment trends of UH and other independent institutions
2. To review demographic and educational trend information for higher education
3. To test the assumption of parental/student concern that graduates (and parents) from higher education institutions in Hawai'i will have difficulty in finding positions in the local economy
4. To produce an analysis of the in-Hawai'i competition and consider the competitive impact on HPU and/or opportunities for collaboration

**DI-B Goal 5:** To produce student markets studies for current special HPU student populations.

**Descriptive statement:** Both military (active duty military, family members, Department of Defense civilian employees, military retirees and veterans) and civilian adult markets have had significant representation for HPU. The enrollment and program strategies for both populations

need to be considered on the margin of HPU full-time student population or as stand-alone HPU missions. Currently, many military affiliated students, particularly veterans and family members, matriculate full time on the main campuses, and the population is expected to increase as active duty military members" transition out of the service and use the Post 9-11 GI Bill to fund their education or pass those benefits on to family members. The strategic decision is yet to be made as to whether to have an integrated educational mission or separate mission considerations for special student populations.

Strategic decisions about the future of these programs will clarify university positioning strategies and marketing messages.

**Objectives:**

1. To project active military academic program requirements and enrollment potential reflecting current Asia-Pacific emphasis of U.S. national security and defense operations, providing strategic guidance for future HPU program offerings
2. To produce a strategic business model for active duty military HPU programs that preserves and continues HPU's exemplary record of service to the troops
3. To project the potential for continued enrollments for the Hawai'i adult student market other than the military
4. To produce a strategic business model for the HPU adult population
5. To make strategic decisions about adult and military programs

**Pillar I-C: Market Presence**

Market presence is directly connected to the strategic choice of current and potential student markets. Academic quality and student satisfaction are at the core of market presence. HPU's market presence requires effective projection of the University to Hawai'i and targeted international and U.S. continental sites.

**DI-C Goal 1:** To build deepened connections to focused student markets, especially Asian markets.

**Descriptive Statement:** The targeted student market strategy is dependent on sound selection of the target area. A scattershot approach will be difficult to sustain. Critical HPU mass is required within the targeted markets. This strategy will develop over time and depends on successful pilot projects that can then be replicated in other areas. The Connections Task Force has recommended that large metropolitan areas (in Asia and the United States) be the focus for HPU student marketing sites. This approach provides a higher probability for sustaining deeper HPU connections. Both HPU and external elements enter into this equation.

**Objectives**

1. To attract and sustain an international faculty that spends time in local, U.S. continental and international settings
2. To build strengthened alumni organization and networks
3. To be known as responsive to student market needs and to be student-centered
4. To study the repositioning of the role of student recruiters to include representation of the university in other venues

5. To create student experiential education networks within focused international and U.S. continental student market areas;
6. To enter and compete in student competitions (athletic and cultural) in fields relevant to the university's academic mission and geographic targeting
7. To create and sustain ties to economic development in Hawai'i and in student market areas through Chambers of Commerce and ministries / departments of economic development and diplomacy, with industry sectors and multinational corporations and local communities
8. To conduct, analyze and act on frequent market specific surveys of student, alumni and parent satisfaction
9. To make strategic use of the 50<sup>th</sup> anniversary celebration (coming in 2015) to support HPU market presence

**DI-C Goal 2:** To be perceived by the market as a comprehensive university.

**Descriptive statement:** HPU has more of a need than most institutions in demonstrating that it is a comprehensive university. Insularity is a disadvantage in terms of market positioning. The objectives listed below are illustrative of actions that in the aggregate would influence positioning for the university.

The Stamats study indicated that HPU's net tuition price was considerably lower than U.S. independent comprehensive universities -- as much as \$7,000 per student on international and U.S. continental students. The report followed quickly to state that HPU could only sustain a comparable tuition price level with filling in major gaps in the university's academic programs, student life programs and the physical campus (including student housing)

### **Objectives**

1. To develop advisory groups and/or college boards of visitors and trustee membership that represent strategic student markets
2. To display academic quality through achieving general accreditation and specialized accreditation from U.S. and relevant international accrediting and professional agencies; AACSB accreditation is a priority consideration
3. To sustain good relationships with WASC leadership through HPU educational innovations and contact
4. To offer a vibrant student life program that provides students with significant opportunities for co-curricular experiences; to encourage student entries in global academic competitions
5. To plan for enhanced HPU representation at U.S. and international higher education associations and disciplinary/professional societies
6. To create a strategic physical campus presence at the Downtown and Hawaii Loa campuses, including academic and student space and community gathering venues and student and faculty housing to project materiality and critical mass
7. To build a complete Internet and social media presence
8. To acquire/build student housing to have 1,000 student spaces total at Downtown and Hawaii Loa campuses within 3 years and 2,000 total student spaces within 5 years
9. To study the effect and cost of providing faculty housing and develop optional approaches for faculty housing.

10. To mount a nationally competitive NCAA Division II athletic program for men and women in a western U.S. athletic conference with members in major population centers that are important to HPU
11. To support a net tuition price point in line with quality U.S. institutions

**DI-C Goal 3:** To maximize the value of university practices that enhances university positioning

**Descriptive Statement:** Planning goals and objectives presented elsewhere in this plan are also instrumental to institutional positioning and to clarity of market messages. They are presented here for emphasis.

**Objectives:**

1. To sustain an exemplary shared governance infrastructure
2. To create and sustain a professional HPU marketing function
3. To come to the partnership negotiating table with strength with universities, business and governments; to be a credible partner
4. To present a cogent academic program
5. To adopt a clear and simplified academic calendar
6. To sustain a solid financial position and credit rating
7. To exhibit disciplined strategic planning
8. To develop a rational tuition pricing and financial aid system
9. To exemplify a culture of service

**Pillar I-D Positioning HPU in the Community of Hawai'i and in Key Continental Communities**

Even as it extends its reach more purposefully into the Asia-Pacific markets, HPU needs to significantly enhance its position in the community of Hawai'i and to enrich its learning environment by creating satellite communities that visibly reach into key metropolitan areas that have strong ties to Hawai'i or to the Asia-Pacific region.

**DI-D Goal 1:** To coordinate and manage community connections in order to leverage HPU's strengths, values, and internal assets and promote a sustainable world, lifelong education, and workforce development.

**Descriptive Statement:** Many community involvement activities already occur among faculty, staff, and students. While positive outcomes result from these individual activities, their value is less than optimized. In the past, there has been no strategic, unified focus on engagement activities, and hence, no connectivity between the external community and the HPU community of engagement opportunities other than what single individuals pursue. There is a need to have a function which acts as a collaborative enabler and knows what HPU is doing, make deliberate internal/external connections, align the engagement focus with the strategic plan, and enable HPU to have strategic, meaningful and mutually beneficial engagement with the local, pacific, and global community.

**Objectives:**

1. To develop a strategic HPU engagement plan that focuses engagement efforts on issues of strategic importance to HPU
2. To build an inventory and map of HPU faculty and staff community engagement activities, including student learning and faculty development opportunities
3. To create a cross-colleges faculty advisory group to review inventory and identify learning activities/courses and or faculty development opportunities with community entities that align with HPU strategic focus areas
4. To create a community advisory group to advise on community engagement strategic themes, identify trends, and workforce needs
5. To establish and sustain strategic relationships with Hawai'i ethnic communities

**DI-D Goal 2:** To be a vital partner in bolstering Hawai'i's economy by offering HPU's academic prowess as a resource for Hawai'i's further diversification and development.

**Descriptive Statement:** HPU needs to develop symbiotic relationships with key sectors of Hawai'i's economy (tourism/visitor industry, defense sector, biotechnology) with the goal of bolstering Hawai'i's economy. In addition to the possible added revenues from contracts or gifts, HPU must position, define and root itself in the community as a key source of knowledge in order to increase opportunities for HPU students to access valuable internships and network with prominent leaders in the community.

**Objectives:**

1. To identify and partner with major stakeholder partners in the Hawai'i business, professional, and government arenas.
2. To seek more opportunities to publicize HPU's value to the community.
3. To encourage faculty, staff and administration to join boards, advisory councils, and non-profit organizations (related to HPU's goals and to professional development) and to support their active participation in these organizations.
4. To promote HPU's presence in the corporate/business sector by seeking increased opportunities for applied research.
5. To become a "think tank" or a partner with existing research or policy centers that will serve military, business, state and local government agencies and actors.

**DI-D Goal 3:** To connect the HPU brand to key metropolitan areas by creating touchstone satellite communities.

**Descriptive Statement:** In order to enhance the position of HPU in the community and enrich HPU's learning environment, HPU must be visibly entrenched in key metropolitan areas that have strong ties to Hawai'i as well as to the wider Asia-Pacific region.

**Objectives:**

1. To identify key continental communities that have or could have strong ties to Hawai'i and to the Asia-Pacific region
2. To commit resources and coordinate activities to create an "HPU presence," such as forming alumni clubs, placing logo wear in local stores, offering curricular and extra-curricular programs in the area
3. To utilize a unified marketing theme that embraces the sustainability theme or other HPU strategic themes
4. To cooperate with businesses, military, and community organizations in reaching out to these key areas that have Hawai'i ties

## **Pillar II: Academic Culture**

*HPU will be a best practice university of the future, with respect given to all the attendant traditions of the university.*

### **Descriptive Statement**

A “best practice university of the future” will ensure that the best faculty are teaching the best and most distinctive programs delivered in the most efficient way, so as to attract and serve the needs of a diverse and talented student body. Building such a university requires a spirit of innovation in the re-examination of staffing, programs, and delivery mechanisms. But it also demands an approach that emphasizes transparency and cooperation as faculty and administrators make decisions that build for the future while safeguarding and enhancing the best of the university’s past achievements.

The faculty that can best contribute to HPU’s future development will have commitments not only to teaching and mentoring students but also to scholarly activity and service, both to the university and to the community. Optimum utilization of the faculty’s teaching efforts requires that a curriculum that is overly complex and cumbersome—including the General Education program as well as the academic majors --be streamlined and rationalized and that the academic calendar be better aligned to facilitate scheduling that best meets student needs while enhancing efficiency of operations.

These issues intersect squarely with the question of how best to align the traditional campus programs with those offered on an accelerated schedule on the military bases and through the Military Campus Program’s online program. They also demand rationalization of HPU’s system of faculty compensation, including ensuring that the university has the right mix of full-time and adjunct faculty. Simultaneously the academic administration must be organized so as to ensure that the right people are doing the right things in the most efficient way to best support the common enterprise of teaching and learning, scholarship and service.

The Academic Culture pillar is divided into five parts that represent the major elements of academic best practices:

- A. Continuously Assess Academic Programs for Quality and Distinctiveness
- B. Recruit, Reward and Retain the Best Faculty and Academic Staff
- C. Attain External Affirmation of Highest Standards
- D. Rationalize Academic Calendar
- E. Support Advanced Educational Technology and Quality Distance Education

### **Pillar II-A: Continuously Assess Academic Programs for Quality and Distinctiveness**

To evaluate each academic program on the criteria of centrality to mission and distinctiveness as well as resources needed to achieve size and quality goals, and to create a rational structure and a collaborative and transparent process for ongoing evaluation of and strategic planning for program development.

**DII-A Goal 1:** To increase the quality of academic programs through the development of a decision-making model that will establish criteria for selecting and developing new programs and improving existing ones; to conduct a comprehensive survey of all current program offerings to align them with university mission and student learning objectives.

**Descriptive Statement:** Concerns about multiplicity of programs, their contribution to HPU's mission, and their viability in a competitive higher education marketplace necessitate a comprehensive survey of current offerings to first substantiate these claims and then to rationalize/restructure program offerings and structures to align them with the university's mission. Cooperative structures and processes to assess future growth or contraction of programs need to be developed which combine input from stakeholders across the university and which are based upon academic and markets analysis. Limited viability of data in the Phase I Academic Program Analysis has demonstrated a need to construct a new method of evaluating programs that utilizes reliable, accessible and hard data.

### **Objectives**

1. To create a database capable of a) generating accurate data for department and program chairs (and others) to draw from and b) collecting relevant and accurate data on programs from across the university
2. To create a collaborative working group to a) assess and publish data; b) make recommendations regarding program size, structure, and future based upon alignment with university mission; strategic, academic and financial goals; and status; c) review responses from program chairs and make recommendations through the deans and the associate vice president of Off-Campus Programs to the vice president of Academic Affairs
3. To make recommendations for future additional programs, utilizing the collaborative working group to research local, national, and international market trends seeking to identify needs or niches that HPU programs might fill
4. To conduct research into possible targeted, degree programs to meet specific market needs
5. To conduct continuous analysis of HPU's global competition and their efforts to secure new markets, programs, etc.
6. To coordinate the activities above with the university's Program Review process, thereby closely aligning the work with WASC regulatory compliance

**DII-A Goal 2:** To create a collaborative working group of faculty, staff and students to revise and implement a new General Education program based on best practices, quality assurance benchmarks and accreditation standards.

**Descriptive Statement:** HPU's General Education Program requires students to complete 17-19 courses (51-57 credits). The current model is viewed by many HPU faculty, students and staff as confusing and excessive (as reported by 2011 General Education Survey). Coupled with high rates of incoming students requiring remedial/prerequisite coursework (67 percent for math and 25 percent for writing), many high-credit majors and the fact that not all courses required for majors or in General Education are offered each year, this creates a systemic bottleneck, making it difficult for students to graduate on time. This goal is critical for increasing student retention, decreasing time to degree, rationalizing the conflicting demands on faculty and staff and creating an effective learning-centered program for HPU students.

### **Objectives**

1. To create a collaborative working group of faculty, staff, and students to revise the General Education Program to align with HPU's new strategic goals
2. To clarify WASC (and other current and future accrediting agencies) standards regarding General Education, and research current best practices
3. To draft and refine General Education Program (including new goals, student learning outcomes objectives, policies and procedures and advertising documents
4. To include in the revised General Education program applied learning experiences outside the classroom that are related to HPU's theme of sustainability (ecological, socio-cultural, economic, and global)
5. To send drafts out to all faculty for suggestions via a format that allows document sharing and editing, such as a wiki or Google Docs (this process is iterative and connected to objective 3)
6. To propose new General Education Program to a) General Ed Curriculum and Assessment, b) Academic Policies and c) Learning Assessment faculty committees for feedback and revision
7. To propose new General Education Program to Faculty Council and Faculty Assembly for a faculty vote and approval
8. To update General Education policies and procedures, the General Education web page, all program web pages, and the academic catalogue, and train staff and faculty on new updates
9. To implement new General Education Program, evaluate annually based on student learning outcomes, and update based on best practices, current accreditation standards, and alignment with university strategic planning

**DII-A Goal 3:** To analyze and decide upon a future direction for the Military Campus Programs.

**Descriptive Statement:** Military Campus Programs (MCP) operates quasi-independently in that it has a unique term structure, separate faculty assigned administratively but who report academically to the colleges, students who pay a discounted tuition rate at (significantly lower rates than for full-time tuition rates at Downtown and Hawaii Loa sites), and some infrastructure that is distinct from Downtown and Hawaii Loa (i.e. marketing/recruitment, scheduling, advising and administrative staff).

MCP depends on some of the Downtown and Hawaii Loa resources for libraries, registrar office, financial aid office, and admissions. MCP pays for liaisons to coordinate with Downtown and Hawaii Loa programs so that program parity may be maintained. In order for HPU to have access to military base facilities free of cost, HPU has agreements that keep tuition rates low--a difference that will be even greater with the plan to incrementally raise tuition for Downtown and Hawaii Loa courses.

In order for HPU to deliver and sustain its successful academic programs on military installations, tuition pricing has been set at a level that accounts for caps placed on military tuition assistance and tuition charged by the competition that has increased significantly from the for-profit, online-only academic institutions that have flooded the military market.

**Objectives**

1. To create a collaborative working group of faculty, staff and students that will analyze MCP and explore the following options:
  - a. Status quo
  - b. Make MCP into a separate college
  - c. Absorb MCP into existing colleges
  - d. Reconstruct MCP into a stand-alone school
2. To explore potential benefits and deficits that each option would pose to military service members
3. To explore potential benefits and deficits to Downtown and Hawaii Loa programs in MCP options
4. To analyze the impact the military terms have on the efficiency of Downtown and Hawaii Loa offices
5. To analyze compliance issues with respect to MCP options (MIVER--now known as Third Party Review, WASC, DoD MOU, SOC Principles, etc.)
6. To verify that any changes proposed will not jeopardize agreement with the military to use facilities on the bases
7. To study the impact of each option on the number of veterans transitioning to Downtown and Hawaii Loa courses and degree completion

**Pillar II-B: Recruit, Reward and Retain the Best Faculty and Academic Staff**

To recruit, reward, and retain the best faculty, committed to teaching, scholarship and service to the university and to the community, and supported in this endeavor by a strong academic staff and excellent professional development programs.

**DII-B Goal 1:** To reassess staffing needs, including what percent of HPU courses will be taught by adjunct faculty, in light of program rationalization and/or consolidation and workload adjustments (including revisions to the appointment and reappointment procedures being developed by the Faculty Handbook committee).

**Descriptive Statement:** As HPU's programs are rationalized and/or consolidated; staffing needs will have to be reassessed. Increases and/or decreases in Faculty will need to be rationalized and a plan for deployment of needed faculty will be developed. The current landscape of Faculty employed at HPU will be determined first. In concert with program rationalization, a plan for Faculty deployment can then be developed.

**Objectives**

1. To collect accurate instructional staffing data college-by-college and program-by- program.
2. To quantify all areas of work that are conducted by HPU full-time faculty and part-time faculty.
3. To provide to colleges and departments validated data as it becomes available from the Academic Program Analysis
4. To provide all data collected to the colleges for faculty deployment planning

**DII-B Goal 2:** To develop a data-based compensation strategy for full-time and part-time faculty that addresses issues of equity, salary compression and retention; to evaluate annually and make adjustments as needed to keep up with best practices and market increases.

**Descriptive Statement:** Current salaries for both full-time and adjunct faculty are not consistent, even within disciplines, across the university; nor are they consistent with contemporary pay scales and may not appropriately take into account the cost of living in Hawai'i. Many faculty who have been loyal and long-term employees are underpaid, and that salary compression leads to dissatisfaction and a sense that the faculty are not valued employees of HPU. If the university is to hire and retain high quality full-time and adjunct faculty, the university must pay faculty at competitive rates.

**Objectives**

1. To obtain internal faculty salary and compensation package data (for each objective, applies to both full time and adjunct)
2. To obtain external faculty salary and compensation package survey
3. To develop a process for adjusting faculty salaries and packages
4. To communicate salary and compensation adjustment plan and phased roll out
5. To evaluate annually and make adjustments as needed to keep up with best practices and salary market adjustments

**DII-B Goal 3:** To develop a multi-year approach to faculty recruitment, including a process, infrastructure and timeline that is in sync with the academic year and that promises to advertise for, recruit and hire the best candidates.

**Descriptive Statement:** One key to success for HPU moving forward will be the ability to recruit and retain high-quality faculty. Current methods for recruiting faculty are ill-timed with the academic year, leading to recruitment at times when high quality, job-seeking faculty have already been hired by other institutions. Current HPU recruitment efforts are appropriately driven by college-level committees, but without a long-term hiring plan or an overall compensation strategy.

**Objectives**

1. To draw on the findings from DII-B Goal 1 in order to assess annual recruitment needs at least one year in advance
2. To develop a process for faculty recruitment and hiring that better coincides with the academic calendar and market realities
3. To match the faculty hiring plan to the strategic plan rather than the annual budget

**DII-B Goal 4:** To provide improved faculty support mechanisms and development opportunities (i.e., professional development, technical support, and facilities) based on an understanding of best practices applied to HPU.

**Descriptive Statement:** If HPU is to succeed in recruiting and retaining a high-quality faculty, it must have a plan for adequate faculty support (i.e., professional development, technical support, facilities) based on an understanding of best practices drawn from comparable institutions.

**Objectives**

1. To obtain a survey of best practices (i.e., financial resources, technology, facilities, administrative support) for faculty development and retention from first hire throughout career
2. To develop an inclusive compensation plan for HPU, including cost to institution and projected benefits
3. To develop an understanding of college-level specific needs and to plan accordingly
4. To improve transparency, coordination, and accountability by developing a web site describing all opportunities and award amounts, directions, applications, list of yearly awards and submitted reports

**DII-B Goal 5:** To select strategic areas of research based on centers of faculty strength and on HPU situational advantages and to develop a plan for supporting interested faculty engaged in extramurally supported research.

**Descriptive Statement:** Research currently comprises a small percentage of activity at HPU, with limited resources to support the current effort. A plan for adding resources for supporting the current efforts as well as for growing research capabilities is needed. HPU's vision is to build research centers that capitalize on strategic areas of strength. Enhancing research capabilities at HPU will provide an environment where high-quality faculty can be recruited and increased research dollars obtained, leading to the increased capture of indirect costs.

**Objectives**

1. To conduct a survey to determine all research areas within HPU
2. To develop programs to support research within the Office of Research and Sponsored Programs including grant writing, compliance training, opportunity searching, etc.
3. To work with other departments such as Human Resources and Finance to develop systems within those departments in support of research efforts
4. To develop a plan to publicize research endeavors and accomplishments
5. To devise a process for developing research institutes (broad charter, eight or more faculty) and centers (highly focused, small groups of three to four faculty) in HPU

**Pillar II-C: Attain External Affirmation of Highest Standards**

To gain external affirmation that HPU has achieved the highest standards and is following best practices by securing reaccreditation from WASC and by achieving accreditation of specialized programs.

**DII-C Goal 1:** To complete the process of attending to WASC 2011 concerns and begin preparing for the 2015 reaccreditation.

**Descriptive Statement:** As alluded to throughout this plan, the university received a letter from WASC on Jan. 24, 2011, enumerating a number of concerns that needed to be addressed in a 2013 report. Beyond this interim report, HPU must soon begin preparations for the full reaccreditation process that is due in 2015.

**Objectives**

1. To complete the current strategic plan and the aligned multi-year budget plan
2. To document progress in addressing the need for improved student retention
3. To document progress in restoring the traditional base of international students
4. To improve the institution's capacity for accurate, timely and relevant institutional research
5. To document progress in building the University Advancement function
6. To write and deliver a complete interim report to WASC that fully addresses the January 2011 concerns
7. To form a working group to review upcoming changes in WASC standards and criteria, to design action plans for assuring 2015 readiness across the four standards, and to lead the work for the off-campus online Preparatory Review and the on-campus Educational Effectiveness Review

**DII-C Goal 2:** To explore the feasibility and define a process for gaining AACSB accreditation (and/or another institutional body's accreditation) for the College of Business Administration. (In exploring options for the Military Campus Programs, pay particular attention to College of Business Administration accreditation implications.)

**Descriptive Statement:** HPU is losing desirable applicants, especially in the international undergraduate and graduate student markets, as a consequence of having professionally unaccredited business degrees. The status of the relationship of the Military Campus Programs to the College of Business Administration is one of the major challenges to AACSB accreditation. The university must develop a plan so that in the College of Business Administration, all campuses will meet the same standards. AACSB Accreditation is not solely beneficial for students and employers; it can provide many advantages for faculty and staff, as well. At an AACSB-accredited school faculty and staff typically have higher-quality peers with advanced academic and professional credentials; greater access to the business community; classes with higher-quality students; a sense of pride for their school that results in an improved internal culture; a concrete framework to continually measure program and school quality; and more opportunities to collaborate internationally.

**Objectives**

1. To explore accreditation options for the College of Business Administration, including AACSB
2. To define the areas that need to be addressed to support accreditation, including faculty qualifications and compensation, faculty and student support, research, facilities, library and allocation of university resources
3. To explore resources that will be needed to support accreditation
4. To engage a consultant to share with administration the true cost involved in having all campuses and all CBA faculty at the level required by the accrediting standards

5. To evaluate how accreditation could be achieved in the context of the large business program on the military campuses, and to explore options for separate operation of MCP
6. To develop a plan for accreditation, including timelines, budget, and determination of resources to achieve objectives

**DII-C Goal 3:** To complete the process of achieving CCNE accreditation for Nursing programs, to include the DNP.

**Descriptive Statement:** A lengthy process of quality improvement in the College of Nursing and Health Sciences resulted in a self-study submitted to the Commission on Collegiate Nursing Education, which conducted an accreditation visit in October 2011. A positive response, with full accreditation, is anticipated in May.

**UPDATE:** *Formal notice has been received for full 5-year accreditation for the BSN and MSN programs*

#### **Objectives**

1. *To meet the AACN (American Association of Colleges of Nursing) Consensus Model goal of the DNP as the entry-into-practice degree for nurse practitioners by 2015 or soon thereafter.*
2. *Recognize that nursing has special and specific accreditation status and national credentialing needs for its graduates as a practice profession, and that the practice doctorate is supported by HPU without the need for additional practice doctorates at the university at this time.*

#### **Pillar II-D: Rationalize Academic Calendar**

**DII-D Goal 1:** To create an academic calendar that better aligns terms and semesters, consulting with all stakeholders and investigating best practices at other universities. This implies rationalization of tuition as well as consideration of unique requirements of specific populations or external organizations.

**Descriptive Statement:** HPU's current academic calendar is inefficient and causes too many starts, stops, and conflicts across university departments, resulting in suboptimal use of resources.

#### **Objectives**

1. To establish categories of stakeholders that should be represented and consulted during project.
2. To establish priorities: needs, wants, and external factors.
3. To investigate calendar models utilized at other universities.
4. To develop a new calendar designed around University priorities.
5. To discuss and revise with stakeholder representatives.
6. To implement new calendar.

**Pillar II-E: Support Advanced Educational Technology and Quality Distance Education**

To address the breadth and diversity of the technologies used within HPU and assure the highest quality of Distance Education programs.

**DII-E Goal 1:** To increase staff resources and/or improve departmental efficiency to better meet growing demand of end users (faculty, students, and staff).

**Descriptive Statement:** Higher education expectations include ensuring appropriate support and training for faculty on use of educational technology. Various programs for training and support are available to HPU faculty. For example, since the beginning of offering distance education programs, specialists have been available to assist interested faculty in developing online courses. However, faculty groups and Faculty Assembly committees have recommended more support for identification, pilot-testing and adoption of educational technologies. In 2011 the newly organized Center for the Advancement of Innovative Teaching (CAIT) began to provide support and training to faculty for entering courses into the Blackboard Learn system, starting or improving online courses, and facilitating faculty dialogues on educational technology. There is widespread agreement that more resources are needed and that more faculty engagement is needed as the University considers future directions and needs for new technologies.

Achieving this goal requires a sound and future-oriented University information technology platform.

**Objectives**

1. To implement through Blackboard a method of tracking faculty trainings and participation in consultations with CAIT intended to support quality in use of educational technology.
2. To include significant faculty input into the University's planning process to ensure that faculty knowledge and experience is part of the planning and adoption of new technologies.

**DII-E Goal 2:** To create a vision and develop a learning-oriented plan for the future of Distance Education at HPU which aligns with the university mission, market realities, academic suitability, and IT/other support development.

**Descriptive Statement:** Initiation of online course delivery at HPU has been reactive, haphazard and unstructured, leaving faculty and other key stakeholders relatively uninvolved. In light of the anticipated investment in technology and support services, as well as the commitment to future learning styles from the higher administration, HPU needs to "settle" the question of the role of online education at HPU and develop a plan for meeting that vision. A study is needed that will use the data generated by the Distance Education Strategic Planning Group—a collaborative working group of administrators, staff, and faculty--and by the Phase I Special Study on Technology.

**Objectives**

1. To assess “where we are now” with Distance Education by constructing a baseline study that includes an internal and external scan. (Study should include the following: the proportion of enrollments in online, face-to-face, and hybrid courses; support structure facilities for teaching; the regulatory environment; peers, competitors and leaders; market positioning (market share, competitive advantage, cost, differentiation, and focus); student satisfaction/retention/success. The study should utilize the SWOT analysis and data generated by the Distance Education Strategic Planning Group and the findings of the Special Study on Technology.)
2. To disseminate the study and conduct an open focus group, with all stakeholders invited, to discuss the future role of distance education at HPU.
3. To assure that resources are in place to complete the work on updating learning assessments that compare learning across modalities (classroom, online) and locations (downtown, MCP), in accordance with commitments to WASC.
4. To convene an Online Education Working Group to construct a mission statement for distance education at HPU and develop an action plan which includes benchmarking and assessment.
5. To implement the action plan after discussion with stakeholders and necessary revision.

### **Pillar III: Student Success**

*“The HPU experience will be optimally designed and managed to support student success.”*

To maximize the likelihood of student success at HPU a) by demonstrating best practices in advising, experiential learning, and career counseling and placement; b) by strengthening opportunities for the “second connect” of co-curricular activity through new programs, partnerships, and facilities; and c) by creating safe and secure campus environments where community-building activities can flourish.

#### **Descriptive Statement**

HPU is committed to the successful degree completion of all students and fostering an environment that supports all students academically, socially, culturally and professionally. However, there is ample evidence that student retention falls far short of acceptable levels, although the university does not have adequate data or dedicated staff to track retention for either part-time or transfer students.

Part of the high attrition is attributable to the distinctive make-up of the HPU student body. Many students who transfer to HPU do intend to earn their degrees, but a large percentage of these transfer out or discontinue their studies. Only 47 percent of incoming freshmen enter HPU as traditional students with no transfer credit, and of that population 60 percent have not completed their degree at HPU.

The Student Success Initiative currently underway under the leadership of the Director of Institutional Effectiveness is designed to align HPU’s work in this area with upcoming WASC reviews. This initiative can serve as an “umbrella” for some of the objectives described below.

Another part of the retention problem, documented in surveys and with anecdotal evidence, is that students’ perceptions and expectations of HPU do not always match up to the reality they encounter upon arrival. The lack of guaranteed housing is one factor that contributes to additional stress for students, as does the lack of parking. More generally, students report insufficient support, scope and depth for student services such as campus activities, advising, and career services. Facilities are lacking for student recreation, club sports, or for community gathering spaces. Thus it is difficult for the university to foster a sense of belonging or to stimulate school spirit. All of these issues are addressed in the Student Success Pillar.

The Student Success Pillar is divided into six parts designed to maximize the likelihood of Student Success at Hawai’i Pacific University.

- A. Improving Retention of Students through the Degree
- B. Student Engagement with the Community
- C. More Accessible and User-Friendly Student Services
- D. Integrating International Initiatives
- E. Creating True Student Campus Centers for Community-Building Programs at both Hawaii Loa and Downtown
- F. Increasing Student Housing and Creating a Safe and Secure Environment for Students

**Pillar III-A: Improving Retention of Students through the Degree**

**DIII-A Goal:** To increase significantly the rate of student retention over the next five years.

**Descriptive statement:** Stabilization of HPU's enrollment requires not only the new recruitment strategies addressed in Pillar One. Just as critical is a plan to address what WASC has termed a "significant retention problem." As a high priority in this plan, HPU will address retention first by establishing data systems and deploying staff resources to improve its ability to track student retention. Joining the National Student Clearinghouse is a necessary step in this effort. After studying best practices at other universities, a task force comprised of faculty, staff and students will both analyze deficiencies in student support that contribute to attrition and prepare an action plan for responding to identified issues.

**Objectives**

1. To establish or subscribe to data systems that track student success, including those of the National Student Clearinghouse, and to deploy staff resources adequate to the task of better understanding student outcomes at HPU.
2. To establish a student success task force in order to better identify the factors that both impede and contribute to successful degree completion for our varying student populations (Traditional Students, Online Students, MCP, Adult Learner, Part Time, Transfer Students, International, Local, and Continental)
3. To compose a plan for addressing all factors related to student success and fulfillment.
4. To allocate resources and implement recommendations of task force.

**Pillar III-B: Student Engagement with the Community**

To more closely link the student experience with the world of work and community, giving students experiences that contribute to learning while also preparing them for careers and for effective citizenship; to increase utilization and integration of career services among all students at all levels.

**DIII-B Goal 1:** To provide students with consciously planned local, civic, global, and business experiences throughout their years at HPU, giving them a sense of place to Hawai'i early in their academic years, providing them with appropriate business and professional exposure, and increasing not only their civic learning and community engagement, but also the values and skills that are transferable to their career profession, to the global society and to their roles as local and global citizens.

**Descriptive Statement:** Due to the multi-campus environment and heavy commuter population, students have limited engagement with HPU. Research has shown that service learning correlates with increased retention and completion rates. Retention at the freshman and sophomore years is an issue for HPU as well as personalizing the transfer and freshmen experience. Providing new students with consciously planned local, civic, global, and business experiences throughout their years at HPU will give them a sense of place to Hawai'i early in their academic years as well as provide them with appropriate business/profession exposure. This type of academic progression will increase not only their civic learning and community engagement, but begin to build the values and skills that are transferable to their career profession, to the global society and build local and global citizenship.

**Objectives**

1. To integrate Hawaiian related values that are globally transferable into the student learning and living experiences.
2. To create opportunities for all students within the first two years at HPU (including transfers) to complete a local community project learning experience.
3. To develop strategic community partnerships for project learning.
4. To create opportunities for students to connect with local Alumni and businesses (e.g., Alumni weekend, Athletics Hall of Fame, Campus Weekend)

**DIII-B Goal 2:** To nurture a culture of engagement among students at HPU, starting in their first year.

**Descriptive Statement:** Opportunities should be found for making connections for students with the larger community. Moreover, faculty in all departments and academic programs should also seek to document and expand such opportunities for HPU students.

**Objectives**

1. To enhance student global experiences through study abroad and student exchange programs.
2. To expand local community and global awareness via the revision of the general education curricula.
3. To expand student community and global awareness through major plans of study to increase opportunities for study abroad, service learning, experiential learning, community-based learning, and internships.

***Hawai'i***

4. To establish intentional, concrete and purposeful linkages between local students, international students, and continental students to seek the creation of partnerships between diverse groups of students and the local communities.
5. To build student involvement into the shared governance structure of the University, so that the University becomes a learning laboratory for students.
6. To promote a culture of free expression outside as well as inside of the classroom.

**DIII-B Goal 3:** To work with faculty to integrate career services into all academic majors.

**Descriptive Statement:** Critical to student success are the student support systems regarding academic advising and career planning. Support services currently exist; however, they are disjointed between the academic programs and student services. Students need to have an integrated and smooth experience that advises them on academic coursework and requirements as well as career assessment and profession readiness. This experience (academic advising and career services) needs to occur throughout the student's years at HPU, and not just in freshman and Senior years. Career services are available through the Career Services Center and have received high satisfaction ratings; however, not all students utilize the services.

**Objectives**

1. To target specific types of career services for different levels of students. (i.e.: MBTI self-assessment for all freshmen and 1<sup>st</sup> year students, career/profession assessment for all juniors, etc.), and to give this information to academic advisors and faculty to better support the student.
2. To explore different types of career services for different HPU student populations.
3. To gather data tracking who utilizes career services (type of student, major, level) and when during their HPU stay, what type of services they utilize.
4. To work with faculty to integrate career services into all academic majors, with a special focus on liberal arts majors.
5. To integrate alumni with career services in areas such as placements, mentoring and class participation.

**DIII-B Goal 4:** To create more opportunities for students to work on HPU's urban campus or within, local, U.S. and international business communities, increasing retention, utilizing student skill sets and providing meaningful work for students.

**Descriptive Statement:** Research has shown that student work on-campus increases retention. As HPU is an urban campus, by engaging more students to work on campus or within the local business community, the university can increase retention as well as provide meaningful work for students and even contribute to the University's sustainability goals. HPU needs to look at how to create jobs that utilize student skill sets related to their fields of study in creative ways, such as job sharing or providing student work to community partners in areas that can accommodate student schedules (e.g., call centers).

**Objectives**

1. To identify local businesses that have job opportunities that HPU students are qualified to perform.
2. To link Career Services to faculty, providing a list of jobs by fields of interest to Chairs each semester for dissemination to all faculty.
3. To identify on-campus new, replacement, or temporary positions that can be job shared by one or more students.
4. To explore feasibility of developing an HPU staffing services program for students, similar to Altres, temp agencies, or employee leasing.
5. To identify various methods (e.g., social media technologies) to advertise job openings for HPU students, utilizing specific student focus group or class project to design and implement.

***Pillar III-C: More Accessible and User-Friendly Student Services***

To improve student satisfaction and retention by providing more accessible and user-friendly student services.

**DIII-C Goal 1:** To create a "one-stop" student services center, integrating advising, career services, registration, financial aid, and military-veterans' services.

**Descriptive Statement:** Surveys and focus group results indicate that student satisfaction increases when student services are perceived as conveniently located. Placing the services offices in a single location at both the Downtown and Hawaii Loa campuses will contribute to student success by heightening visibility and access to services.

**Objectives:**

1. To improve student service by co-locating Advising with Career Services, Registration and Financial Aid, Graduate Advising and the Military-Veterans' Center into a "Student Services Center."
2. To find convenient and visible locations Downtown and at the Hawaii Loa Campus for these "one-stop" centers.

**DIII-C Goal 2:** To engage faculty, advising staff, and students to identify mechanisms to improve communication and understanding of the role and function of advising at HPU.

**Descriptive Statement:** Academic Advising plays an important role in student success, retention and graduation rates. The objectives seek to strengthen the ties between Career Services and Advising and faculty and advising and to provide more timely and responsive services. A resulting benefit will be to address the historical divide between Academic Affairs and Student Services stemming from the way the two functions were separated in the past. Stronger collaboration, interaction, and communication between faculty and advising/career services can produce an integrated student-centered approach that will positively impact the student experience.

**Objectives**

1. To convene a Faculty/Advising Council (including student representatives) to strengthen links between faculty and advising staff, to identify mechanisms to improve communication and understanding of the role and function of advising, to determine and staff the appropriate ratio of advising staff to students and to research best practices at other, similar or "aspirational" institutions and their potential application to HPU.
2. To create opportunities in Career Services programming for joint University activities and problem-solving involving faculty, staff and students, perhaps in new informal gathering spaces downtown.
3. To explore ways to use technology to improve the impact of current resources.

**Pillar III-D: Integrating International Initiatives**

To support the closer integration of HPU's numerous international initiatives, both curricular and co-curricular (a strongly international curriculum and general education, a diverse and international faculty, a faculty that travels widely throughout the world, a global citizenship symposium for HPU students every semester, study abroad opportunities for HPU students and a large cohort of international students on-campus that helps facilitate global awareness).

**DIII-D Goal 1:** To provide adequate staffing and resources to support internationalization and to expand opportunities for students to experience study, internship or service learning abroad.

**Descriptive Statement:** Currently HPU has a number of international initiatives both curricular and co-curricular. However, these efforts are not fully supported or well-integrated and are not connected in a formal way to the institution's overall goals. Taking the next step in internationalizing HPU will require assessing the ways in which these various initiatives contribute to a globally educated student population at HPU. Doing this will allow HPU to make adjustments in current programs, add new programs/centers, create new ways of looking at globalization and focus its scarce resources on refining its international education efforts. To reach this goal HPU will need to create an administrative structure to support internationalization, including determining the need for appropriate staff positions over the next 2 years, opening at least one new cross-disciplinary international study center, and devoting significant resources to support students doing an internship or service learning abroad.

While HPU brings in a large number of international students as incoming study abroad students (500-600 per year), the number of HPU students going out on study abroad, although much increased, is still relatively small (100-150 per year). Offering a study abroad experience to our students (especially students from Hawai'i) expands their worldview, gives them a multi-cultural perspective, enhances their adaptability, and will strengthen their career opportunities for work or graduate school after graduation.

#### **Objectives**

1. To convene a working group to define specific staff and administrative needs for study abroad and internationalization.
2. To consider the creation of cross-disciplinary academic study centers outside the classroom focused on internationalization in curriculum and co-curriculum.
3. To convene an HPU student focus group to elicit student ideas for how and where to expand study abroad opportunities for U.S. students and evaluate important factors in student decisions to study abroad
4. To undertake a review of options for expanding study abroad opportunities such as short-term faculty led programs, third party company programs, and strategic exchange partnerships and to study options for creating incentives for faculty to develop programs.
5. To investigate internal and external funding opportunities for study abroad scholarships.
6. To increase participation in service learning and international internship opportunities in HPU study abroad programs.
7. To increase over the next five years the number of HPU students going out on study abroad to 10% of the available population (excluding MCP students).
8. To explore moving to online administrative management of students' study abroad accounts.

**DIII-D Goal 2:** To strengthen opportunities for international students to more fully engage with U.S. students.

**Descriptive Statement:** Student housing, dining halls and student clubs/organizations have been the traditional locations for creating community on college campuses. Because of a current lack

of those services (little to no housing, a limit to the number of clubs on campus and a restriction that clubs can only be approved for a start date in the fall semester), HPU has created unintentional barriers for international students and US students to engage and integrate, creating community silos. HPU will eliminate barriers and create intentional opportunities that more naturally allow for international student engagement.

### **Objectives**

1. To conduct international student focus groups or surveys (separate study abroad and degree-seeking groups) to determine international student needs/preferences in engaging with U.S. students.
2. To develop programs for Incoming Study Abroad students that mix international students with domestic students and other university activities.
3. To enhance current “Taste of” (food theme days), Intercultural Day, Holiday Bazaar, and similar activities to encourage mixing of students and engagement with the community, and to explore other locations for such events.

### **Pillar III-E: Creating True Campus Student Centers for Community-Building Programs at both Hawaii Loa and Downtown**

To draw together students from the many campuses, including commuters and study abroad students, to create a greater “Sea Warrior” identity, by planning and implementing community-building programs that can also strengthen students’ connections with alumni and community leaders as well as faculty and staff.

**DIII-E Goal 1:** To increase opportunities and facilities for participation in intramural, recreation, and wellness programs and attendance at intercollegiate athletic events, thereby improving student and faculty connections to the university and leading to a stronger sense of school spirit and campus and institutional loyalty.

**Descriptive Statement:** HPU is not a traditional American college with a high visibility sports or arts culture. On many college campuses intramural sports, recreation and wellness programs, and attendance at intercollegiate athletic or performing arts events are central to the student experience. Increasing opportunities for participation will improve student and faculty connections to the university, thus leading to a stronger sense of campus and institutional loyalty. Engagement in these activities creates a sense of togetherness that will result in fostering an identity – the spirit of Sea Warriors. This sense of school spirit will benefit recruitment of prospective students, retention of current students, and lead to stronger alumni support in future years.

### **Objectives**

1. To increase student participation in campus recreation and wellness programs.
2. To increase the number of students who attend as observers at athletic events.
3. To increase the number of students who attend as observers at performing arts events.
4. To explore the feasibility of acquiring multi-use facilities in the downtown area for the use of athletics and performing arts.
5. To install a covered multi-use multi-purpose facility on the Hawaii Loa Campus.

**DIII-E Goal 2:** To raise the visibility and value of the arts at HPU by strengthening relationships and partnerships with the arts community, increasing public performances and exhibitions, and developing international exchanges between artists and performing arts resources.

**Descriptive Statement:** Although there are numerous visual and performing arts activities and events, they are located in scattered locations within HPU and at different places in the community. This makes attendance difficult for students as well as for community participation. The visual and performing arts have had limited outreach with community entities. Even though we have a rich downtown arts community, HPU has not taken advantage of building partnerships and joint events with entities that are our neighbors. HPU has talented performing arts students and students on music scholarships. We have the opportunity to share this talent on a broader scale, meet more community needs in areas that do not have an abundance of such resources, and at the same time provide growth, learning, and civic engagement opportunities to our students.

#### **Objectives**

1. To explore acquisition of a central space for an HPU center for visual and performing arts that is also a community gathering place.
2. To establish 4 new partnerships with community entities that support or are involved in the arts (visual and performing arts), e.g., downtown churches, Iolani Palace, Royal Hawaiian, Hawai'i Public Radio.
3. To provide local communities with 2 new visual and performing arts resources (people and/or space) per year; to match HPU resources to community needs (e.g., cultural exchanges, joint concerts, tutoring, internships).
4. To explore international exchanges between artists and performing ensembles or theatre (e.g., artists in residence, exchange concerts, workshops, camps).
5. To strengthen relationships between the downtown arts district & the HPU community to enhance sense of place (e.g. Lecture series and Hawai'i Theatre, 1<sup>st</sup> Friday events).
6. To expand student exposure to the local artistic community, and to share local arts with students.

#### **Pillar III-F: Increasing Student Housing and Creating a Safe and Secure Environment for Students**

To enhance student recruitment and enrich the student experience by increasing student housing so that all new students are offered housing in university-controlled facilities for their first two years. Add to the sense of a safe and secure residential and broader campus environment by addressing problems with traffic at the Hawaii Loa Campus and with security downtown.

**DIII-F Goal 1:** To develop plans to provide housing opportunities to all students desiring a university living experience w/in 5 years.

**Descriptive Statement:** The lack of student housing prohibits the University from establishing and creating gathering spaces for students downtown. Student residential facilities have long

been one of the main gathering places on university campuses that create a physical sense of community for students. Friendships, relationships and student growth arise from the living situations that students experience during their college years. Focused programming (such as living and learning communities) can strengthen student persistence and retention. To capitalize on new facilities, the surrounding environment must be perceived as safe and secure. Addressing problems with traffic safety at Hawaii Loa Campus and heightening the visibility of security measures downtown can further enhance recruitment and retention initiatives.

#### **Objectives**

1. To acquire more affordable student housing options closer to downtown.
2. To assess the impact of building housing at the Aloha Tower Marketplace on students.
3. To build residences that appeal to upper-class and returning students.
4. To achieve solutions to the traffic safety issues at Hawaii Loa Campus.
5. To heighten the visibility of security measures at and near the downtown facilities.

**DIII-F Goal 2:** To capitalize on the planned increase in living spaces on the Hawaii Loa Campus to strengthen the sense of community for students, through focused programming (residence Hall events, activities) and creation of living and learning communities.

**Descriptive Statement:** Student residential facilities have long been one of the main gathering places on university campuses that create a physical sense of community for students. Friendships, relationships and student growth arise from the living situations that student experience during their college years. Focused programming (residence Hall events, activities) such as living and learning communities has established the relationship between student persistence and retention. The ability for Hawaii Loa to have increased living spaces could help to define the campus as a residential community for first year students. Domestic students come to a university where it is assumed that they will have housing on campus available to them.

#### **Objectives**

1. To create additional residences at Hawaii Loa.
2. To plan and implement the upgrade and renewal of support areas, such as dining, gathering spaces, and recreational facilities at Hawaii Loa.
3. To enhance student community and student retention by finding ways to make Hawaii Loa the center for residential life for freshmen.
4. To review the academic programs currently being taught at Hawaii Loa and to examine the feasibility of making the campus the primary location for offering of freshman courses.

## **Institutional Effectiveness**

*“HPU will be a continuous planning institution in which decisions are driven by a culture of evidence.”*

*“HPU will be a highly effective, collegially managed university in its implementation and in continuous improvement of its programs and activities.”*

### **Descriptive Statement**

While this critical area of development is not included among the strategic pillars for the purposes of this plan, it nevertheless includes a broad range of activities that are essential to the success of HPU. It was not the direct focus of a particular task force, but rather represents issues raised within all of the task forces and special studies, most prominently, the Task Force on Internal Effectiveness.

In its report, Internal Effectiveness spoke to the need of creating a learning-oriented culture, citing WASC’S conclusion from 2011 that HPU’s top-down management style created a culture that inhibited delegation, accountability and acceptance of responsibility. The task force also catalogued ongoing frustrations with work-arounds, data unreliability, training deficiencies and more. These observations are illustrative of the constructive tension between the consideration of institutional effectiveness as the university sits and the university envisioned in this Strategic Plan.

Senge in his book, “The Fifth Discipline,” cites five characteristics of a *learning organization*:

- Systems Thinking
- Personal Mastery
- Mental Models
- Building Shared Vision
- Team Learning

The combination of these constructs, connected to the Collins “Good to Great” principles that speak to putting the right people in the right places (cited in the Pillar II section), creates a Values-Learning Organization-Talent Alignment model. For HPU, the full model is a useful framework for thinking about internal effectiveness.

Those and other observations speak to the need of not just a learning-oriented culture, but a culture of evidence sustained by intent, data and analysis. Internal and external data are both relevant to continuous planning. Metrics associated with strategic goals and objectives and related resource commitments will become a new data set. Organized capacities and competencies for program-driven business planning and risk analysis join solid external and internal data as the foundations for continuous planning. Intent is demonstrated by the intentionality of participatory planning and management follow-through.

HPU will be traveling through multiple, simultaneous transitions for the near term and, given its intended strategic market deployment, will be in continual transition. Strategic thinking and planning will need to be a way of life. Calculating the risk attendant to ongoing and prospective

university programs and initiatives is a requirement. These dynamics demand a learning culture and a culture of evidence -- a culture also characterized by a strong service ethos, clarity of management responsibility and accountability, transparency, effective shared governance and sound internal communications.

The **Institutional Effectiveness (IE) section** envisions an HPU of the future will have competencies and functionalities not present at all or not fully present today. We need to start thinking today about lead organizational investments to enable the University to plan and manage the future.

#### **IE-A: Data, Internal and External**

**Descriptive Statement:** Concerns for internal data integrity and reliability were expressed across the full spectrum of the Task Forces and Special Studies, and significantly delayed their production of a comprehensive strategic plan. Their work advanced the awareness of data requirements greatly. If nothing else, HPU's strategic data needs will grow considerably. Gaps that are present in the current HPU condition will rise exponentially. The same is true for technology platform capacity and reach. This topic is covered in more detail in Pillars 2 and 5, but emphasis is added here because of new data needs that will develop beyond the campus.

The University's Information Technology Governance Committee's first strategic focus is to create the base for a reliable and dependable information technology and systems environment by:

- Banner as system of record for university academic and business processes
- Focus on academic and instructional technologies
- Consolidated IT Organization

This topic is covered well in other pillars. As internal data sources are improved, and become more reliable, the University cannot wait for data to be perfected in the interim. Judgment will be exercised to use the best proxies available.

*Metrics associated with the Strategic Plan will become a principal specification for the university's planning database.*

Another pillar for the current planning process was the Scan of the External Environment. This statement was useful in understanding the strategic impacts of the economy, demographics, politics, technologies, higher education competitors, and other factors. This statement is also the precursor for an ongoing external intelligence gathering function—a necessary component of the evidence-based culture. An Objective related to external data is shown below.

**IE-A Goal 1:** To develop, maintain and support internal and external planning databases

**Descriptive Statement:** The 2011-2012 Task Forces identified critical internal data requirements (and analyses) for their thematic areas. Using this base, specifications for a full planning data set can be developed and milestones for development established.

As noted with emphasis in the previous Pillars, the University is entering into strategic realms that are brand new or have had a minimal presence in the University's planning and decision-making: marketing; fund and friend-raising; development and ownership of facilities; expanded student housing offerings; additional specialized accreditation; and strategic partnerships and networks (combining internal and external data)

There are several issues on the development of strategic external intelligence for planning and risk assessment. The External Environment statement from the current planning effort can serve as the beginning template for an ongoing environmental scan that will require additional refinement, especially on student markets and multinational business issues. In addition, data sources will need to be identified that relate to vetting of potential strategic partners. Close to home, data on the communities that HPU relates to now or wishes to relate need a systematic framework.

#### **Objectives**

1. To provide the resources to develop (starting with the Task Force data specifications) and implement a robust, integrated internal data base to support planning and analysis; identify the best proxies for data that are in development
2. To integrate the metrics that will measure the effectiveness and implementation of the Strategic Plan into the University's data specifications
3. To refine and initiate a continuing environmental scan for strategic intelligence
4. To develop structures for data development on prospective strategic partners
5. To join the National Clearinghouse in order to acquire the ability to better document student outcomes by tracking students who leave HPU

#### **IE-B: Strategic Analysis and Risk Assessment**

WASC expressed concerns about the status of Institutional Research at HPU. Fixing Institutional Research is necessary, but not sufficient. In addition to the lack of reliable data, the University does not have organized analytical skills to support planning and risk assessment.

The concept of a University Research and Development arm has been offered by the Task Force on Markets, Programs and Places as the form needed for the future. The data and reporting embodied by Institutional Research would be part of the mission of such a unit, and the remainder would be analytical deployment in support of continuous planning, partnership analysis, and business planning and risk analysis. One Goal articulated in this Pillar is to develop options for the appropriate R&D function for HPU.

**IE-B Goal 1:** To develop HPU's capacities for strategic analysis and risk assessment

**Descriptive Statement:** HPU's future will be full of renewing, refreshing and initiating academic, student and support programs and making connections with partners, networks and outsourcers. Further, the University's movement into new areas of operations (major capital and programmatic fund-raising, increased academic and student facilities ownership, strategic marketing, joint educational programs, additional research activity, etc.,) extends analytical and risk assessment to new levels.

As the University engages in the implementation of this Strategic Plan and extends continuous planning, evidence-based analysis is the currency for making any real progress. HPU is not organized today to fill this need. The current Task Force leaders are painfully aware of this condition. As noted above, the traditional Institutional Research model forms only part of the analytical entity. The University Research and Development name is used in this plan as the conceptual stand-in for what is needed. Speedy consideration, design and activation of this function must occur in the next few months to be ready for the unit implementation planning and the new round of continuous planning this fall. This resource should be considered as an internal consulting asset.

One option for the organizing concept for the Office of University Research and Development could be a small central staff plus pieces of effort from faculty and staff with specific analytical and business planning competencies. The opening assumption is that the R&D office would report to the President.

#### **Objectives**

1. To develop the specifications (including the integration the Institutional research function) and expected work load for an analytical and business planning (including risk assessment) resource to support executive management, continuous planning, College Deans and administrative units, The specifications should include the coordination and monitoring of the metrics and milestones in the Strategic Plan.
2. To use the specifications to design optional approaches and costs for initiating the resource, including required competencies

#### **IE-C: Continuous Planning Process**

Continuous planning leadership is expected to continue to come from the President's Executive Team, the Deans, the Associate Vice President of Off-Campus Programs, and the Chair of the Faculty Assembly.

The current planning process has operated mainly through a set of university-level strategic theme-based task forces with faculty, staff and student members. In addition, focused special studies were commissioned by the President. This style served the planning effort well.

The task forces uniformly did good work. Going forward with continuous planning, some of these same themes will require further attention and may be joined by other university-wide strategic issues. In addition to university themes, it is expected that continuous planning would also focus on specific cross-cutting strategic initiatives such as new student markets, new

Colleges and academic programs, major strategic partnerships, and the impact of student housing.

One new consideration will be how joint planning with partners, networks and communities takes place and how such planning is integrated into the University's plan. A Goal to prepare HPU for joint planning is included below.

Each year a new set of Task Forces will be charged (some on continuing themes) and Special Studies commissioned (with review committees). New faculty, staff and student task force members will be appointed or elected. If the pattern from the current year continues 80-100 HPU citizens will be engaged in the work. Over a five-year span 450-500 people could be involved in the process. A Goal on the Continuous Planning Process is shown below.

**IE-C Goal 1:** To implement a continuous planning process at HPU

**Descriptive Statement:** The current strategic planning process is a rehearsal for continuous strategic planning. The university strategic themes (as reformulated year-to-year) will be one part of the continuous planning agenda. The second part will consist of strategic initiatives that arise from the Strategic Plan or from opportunistic situations.

The same Trustee Strategic Planning and Planning Steering Committee entities would likely remain in place.

The success of the multi-constituent membership of the Task Forces and the significant contributions from all parties foreshadows an important university cultural advance that is emblematic of effective shared governance,

#### **Objectives**

1. To design HPU's Continuous Planning Process for initiation in the fall of 2012 and consult on the design
2. To develop a proposal for Board of Trustees' consideration
3. To prepare the agenda, charges, leadership, membership and the support resources for the process.

#### **IE-D: Joint Planning with Strategic Partners**

**IE-D Goal:** To create strategic leverage through partnerships

**Descriptive Statement:** If HPU's future is, in part, one of creating strategic leverage with partners and networks, then the University needs the competencies and organizational capacities to service this important process; identifying partnerships; negotiations; legal and compliance issues; financial conditions; deliverables; contract/agreement management; and renewal/exit arrangements.

### **Objectives**

1. To review and identify the specifications for managing the strategic partnership process
2. To match these specifications with current HPU resources and determine availability and capacity to take on new work
3. To design and implement a plan to fill gaps and organize the resource

### **IE-E: Financial Foundations for Continuous Planning**

The design and creation of a new HPU strategic economy and related financial models, structures, systems and policies is strategic in itself. HPU's sensitivity and awareness to capital is heightened by the strategic moves in facilities development. The Task Force on Financial Health has established the base line for the financial infrastructure needed for a comprehensive university. An edited version of that base line is included below as a Goal with related objectives.

**Descriptive Statement:** The Task Force on Financial Health has proposed that two of their goals and related objectives relate to the Pillar of Continuous Planning and Risk Assessment. These Goals and Objectives are prototypes for other policy and analytical structures.

These examples also reinforce the need to adopt a multi-year resource horizon and they also reflect some of the new tasks now on the University's work palette, especially those connected to facilities planning and capital planning and budgeting.

**IE-E Goal 1:** To prepare a multi-year Strategic Financial Model/Plan that transitions HPU to Moody's median of Baa rating by 2015.

### **Objectives**

1. To develop a 5-year budget model that incorporates resource allocation to the University's strategic priorities consistent with the Board of Trustee's oversight
  - a. To create and incorporate a 5 year Debt Plan with financial context for the life of the debt
  - b. To determine debt capacity and include appropriate debt ratios including depreciation tied to deferred maintenance
  - c. To incorporate the 5 year Salary Plan (in Goal #3) including the strategy for communicating the budgetary process for salaries.
  - d. To integrate movement toward strategically-based budgets into the multi-year financial model/plan
    - o Integrate – Cost implications for task force goals/objectives
  - e. To build a communication strategy for integrating accountability and responsibility into the 5 year model
  - f. To monitor progress annually as compared to milestones in the model
2. To develop a plan to transition key benchmarks from peer institutions toward aspirants. Include transition plans for:
  - a. Compensation (salary & benefits)
  - b. Staffing levels by NACUBO classification
  - c. Human resources ratios

- d. Facilities/deferred maintenance ratios
- e. Security crime statistics
- f. Financial ratios (investment, budget, balance sheet)
- g. Cost of living differential

**IE-E Goal 2:** To develop a capital plan for physical facilities, technology, and program development.

**Objectives**

1. To oversee creation of updated Campus Master Plans for each campus to direct the University's future physical improvement and ensure a competitive physical/learning environment
  - a. To identify short and long-term priorities for development and improvement (considering both the built environment & technological platforms)
    - Integrate housing plan to achieve 1000 beds (HPU & partner programs) by the end of yr. 3
  - b. To develop a 3 to 5 year funding plan for the top 5 or 6 priorities that includes a capital plan and business plans
  - c. To conduct a space utilization study; develop plans, policies, and procedures for effective use of campus facilities
  - d. To develop an ongoing facilities/ground advisory group of faculty, staff and students to monitor campus appearance and safety
  - e. To develop plant management resources with consideration of outsourcing
  - f. To develop a space management system that includes accountability
  - g. To incorporate the shift from leasing facilities to ownership and its effect on the timeline of the master plan
2. To develop funding initiatives for deferred maintenance and priority capital projects as outlined in the campus master plan
  - a. To develop a 3 year capital budget
    - Integration with fundraising -
  - b. To integrate the 5 year debt plan
    - Integration with internal communication
  - c. To explore cooperative ventures with private business

**IE-F Learning-Oriented Culture**

**IE-F Goal 1:** To create a learning-oriented culture characterized by Pono, Kuleana, and Aloha

**Descriptive Statement:** A top-down management style creates a culture that inhibits delegation, accountability, and acceptance of responsibility. The change is not easy, but continuous planning can help in terms of bringing constituencies together and creating shared positions on strategic direction and initiatives.

**Objectives:**

1. To assign an HPU Learning Culture Special Assistant to the President
2. To develop and conduct an HPU Learning Culture Audit
3. To develop and implement an ongoing Learning Culture Change Program in addition to individual professional development training
4. To design and implement a Shared Governance system

**IE-F Goal 2:** To have the right number of people with the right qualifications in the right place to get the job done effectively.

**Descriptive Statement:** Without a strategic plan and without an integrated view of vision and mission, without focused student markets and without both departmental and individual performance reviews there is no shared context of performance. A sense of career path is also difficult to achieve. Higher education reference points for performance and productivity are not easy to make in Hawai'i.

**Objectives**

1. To hire a "talent manager" in HR
2. To implement approved streamlined hiring process
3. To conduct faculty compensation study
4. To secure final approval and implement (concurrent with #3) results for staff compensation study.
5. To update and approve PDs for all positions
6. To determine ideal staffing level for each department
7. To adjust personnel levels to appropriate numbers
8. To design and deploy a robust staff training program

**IE-F Goal 3:** To establish an efficient and equitable system for measuring performance, providing feedback, recognizing and rewarding outstanding performance and achievement, and providing support to employees who are performing below acceptable levels; to develop a highly qualified staff and faculty requires that we measure performance regularly, identify and reward strong performers, and address unacceptable performance.

**Objectives**

1. To identify and contrast current performance evaluation systems (policies, procedures, evaluation tools, training) for HPU employees
2. To identify areas of improvement to enhance job effectiveness and career guidance, clarify expectations, ensure accountability, increase transparency and equity, and improve retention rates for employees
3. To establish criteria, action steps, and equitable recognition and incentives for employee performance above and below standards
4. To conduct faculty compensation study
5. To identify criteria/action steps to establish faculty/staff/leadership/ professional development programs.

6. To implement continuous planning: Update and revise policies and procedures, develop new tools and training

**IE-F Goal 4:** To redesign and make operative a team-based mobilized planning and execution effort to meet important fall 2012 and 2013 student recruitment efforts to take advantage the presence of new university assets.

**Objectives**

- To plan and manage the 2012 and 2013 student markets strategy
- To plan and manage the 2012 and 2013 transition to significant student housing and new student life programs and new plant management capacities;
- Plan and manage the road to professional accreditation for the College of Business
- Reset the Academic Calendar
- Rationalize tuition and housing pricing

## **Appendix A**

### **Special Study Summaries:**

1. Information Technology
2. Educational Effectiveness
3. Student Housing (Abridged Report)

#### **1. Special Study on Information Technology**

This study was an HPU and Kaludis Consulting partnership. The consultant, Elliott Haugen, Senior Vice President, made two week-long visits to HPU in September and October to develop an understanding of plans, priorities and resources; evaluate IT resources and support; and identify academic, operational, service, communications and support requirements and expectations. He led meetings and open forums in which 148 individuals participated. The resulting report evaluated how well existing technologies, systems, databases, services and staff are serving needs in the areas of educational technology, general technology and infrastructure resources, and university information systems.

Society expects anywhere, anytime, anyplace access to communications; HPU must not only prepare students for this environment, but also model best practices. Although Windows will remain the predominant system, the reality is that students, some faculty, and a few disciplines will require Macintosh computers, and HPU must support this reality. Online storage requirements will increase due to more multimedia, video, high resolution graphic, and research data. Increasingly, communications must include social networking strategies.

Educational technologies: recent classroom upgrades must continue. Blackboard is the country's most used learning management system and its use at HPU will continue to grow. Effective online teaching requires a strong support system for faculty; the newly reorganized Center for the Advancement of Innovative Teaching will serve an important role as a partner with faculty in these efforts. There should be joint efforts between Library and ITS to create a "learning commons." Finally, student success can be improved with good advising and student self-service tools available through Banner CAPP.

Information systems: Banner has rich functionality and must be the foundation of HPU's information environment, but its value at HPU has been underutilized due to staff turnover and training gaps. HPU needs to think of and develop its systems as a single, comprehensive "virtual" Enterprise Resource Planning (ERP) system. A greater focus is needed on automating manual or labor-intensive tasks.

Reporting: HPU's disparate, disconnected systems environment has led to incompatible, inconsistent data. HPU needs an authoritative data source; the Banner database should be a strong and valued data focal point. Data is not consolidated enough to support efficient reporting. HPU needs to develop a data warehouse strategy in which data is viewed as a shared asset (with security and privacy controls) stored in a central repository from which operational, management, and planning reports can be created and executed through a user-friendly tool.

The newly-created IT Governance Committee, with administrative and faculty representatives, must ensure that IT development is guided by planning, priorities, and policies. This is an advisory group to the President and should get input and recommendations from a proposed Academic IT Advisory Council. The report recommends that HPU return to a CIO model (like 90% of universities) to work

collaboratively to promote the integration of IT planning, communications, technology resources, support services, data management, and—most importantly—the linking of these elements with institutional mission, plans and priorities. A change of focus requires a greater customer-service attitude, a shared planning process, and a highly responsive, flexible and skilled ITYS organization. Overall, however, HPU must stress integration as a critical component in its new technology environment.

## **2. Special Study on Educational Effectiveness:**

Higher education standards provided the basis for the Educational Effectiveness Study Group's charge, which reflected four core commitments to learning, outcomes, use of evidence and transparency. The study group addressed four specific strategic issues: (1) extent student learning is based on outcomes and use of quality assurance; (2) extent distance education is in alignment with quality assurance; (3) extent teaching and learning is aligned to ensure student learning and community; and (4) extent the University demonstrates a culture of evidence.

The Study Group organized its work and sought data relating to: learning outcomes, expectations for graduates, scope of academic program reviews across colleges and student enrollment, distance education quality, alignment of teaching and learning with and within the curriculum and co-curriculum, student success, and use of data for decision-making. The Group completed its first stage of data analysis and defined actions to strengthen the University's educational effectiveness.

The group found that appropriate educational effectiveness structures are in place, such as degree program learning outcomes, a program review model, learning assessment methods and the Distance Education Quality Assurance Policy. However, only partial data were available to document the scope and adequacy of these structures. There is significant need for increased engagement with quality assurance to fully document effectiveness, make educational improvements, and track effectiveness with learning outcomes and educational goals.

Although degree programs have published learning outcomes, the University has not defined or made formal commitments to assess institutional learning outcomes. Higher education standards recommend the assessment of graduates' levels of achievement beyond the accumulation of course credits and grade point average. This expectation includes discipline-related achievement as well as proficiency in writing, communication, critical thinking, quantitative reasoning and information literacy.

Limited data were available to document teaching and learning alignments that support student learning and development of a sense of community. It was noted that high-engagement learning practices are definitely in use, such as capstone courses, Global Learning First-Year Seminars and the First-Year Program. However, further documentation on student access to these learning experiences is needed to assure that high-quality learning opportunities are available to all students.

The University's *culture of evidence* needs strengthening in both the availability and use of data for decision making. Basic data reports are available to support academic program review and related quality assurance activities. One important next step is the Student Success initiative now in the planning stage, which will use multivariate studies to identify at-risk students and increase achievement, retention and graduation rates. Next steps are also needed to assure and document the regular systematic review of data on student and institutional outcomes as the basis for decision making, planning improvements and improving educational effectiveness.

The Group's next steps to collect and analyze data will focus on: scope of program reviews, status of Program Review Portfolios for degree programs, scope of Distance Education QA, preliminary results from the Student Success initiative, summary of Student Academic Services quality assurance results, and the scope and quality of the University's Global Learning activities.

### **3. Special Study on Student Housing**

Anderson Strickler, LLC (ASL) under the guidance of Kaludis Consulting was retained to develop a student housing strategic master plan for the Hawai'i Pacific University (HPU). The goal of the study was to ascertain student demand and preferences for university sponsored student housing in the vicinity of the downtown Honolulu campus and on the Hawaii Loa Campus (HLC) and recommend a development plan to address those findings.

A market analysis consisting of stakeholder interviews, focus groups, an off-campus market analysis, and student survey served as a foundation for the strategic plan. The resulting plan is comprised of the following components from near term to longer term:

- Development of 300 to 350 beds at the Aloha Tower Marketplace at the intersection of Fort Street Mall and the Nimitz Highway in downtown Honolulu.
- Construction of 200 new beds at HLC, primarily for full-time, first-year students, bringing the total to 400 on that campus.
- An affiliation with a local property owner(s) for 50-150 bed spaces in quality off-campus apartments<sup>1</sup>.
- The market analysis also suggests that the successful development of beds at ATM in concert with the ability of HPU to market its superior housing opportunities will generate additional demand of up to 300 beds on or near the downtown campus.

When completed, HPU will have between 850 and 1,000 beds of on-campus and/or university-affiliated student housing. At this level, HPU would be approaching the designation as a primarily residential institution according to the Carnegie Classification System. This designation is certainly achievable in the intermediate term.

#### ***Strategic Context of Student Housing***

The development of quality, university-managed student housing facilities has the potential to accomplish more than its primary function of providing safe, clean student accommodations.

- **Support of Strategic Academic Plan.** Housing is a strategic asset that can be a key driver for achieving HPU's academic objectives through an on-campus living/learning experience focused on lower-division students.
- **Recruitment.** The ability to offer—or perhaps guarantee—on-campus student housing will enhance the recruitment of international and continental students. By increasing the proportion of international and US Continental students, the net tuition per student will also increase. Improved recruitment will also help stabilize—if not increase—full-time undergraduate enrollment at 4,500 students. In addition, reasonable access to student housing eliminates the current stress student face in this regard.

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<sup>1</sup> This assumes discontinuation of housing students off campus in sub-standard facilities without substantial upgrades to those facilities.

- **Retention.** An enhanced first-year experience facilitated by on-campus student housing will improve the current low retention rate of 60%, which will help increase enrollment as well. Retaining existing students will be easier than recruiting new students, and student performance and persistence to graduation will improve. In addition, improved retention will be a positive aspect for marketing, which further nurtures the recruitment function.
- **Collateral Benefits.** The doubling of students residing at HLC will help provide a critical mass of students to support (1) a board plan that meets student needs, and (2) academic and residential programming efforts. While upper-division accommodations are important for retaining students, these students will not be as interested in university-sponsored housing. Nonetheless, a fully developed housing system will provide a progression of housing options from community building configurations for freshmen to more independent styles for upper-division and graduate student. In short, students will have a choice of where to live and in what type of housing, a significant improvement over the current situation.

## **Market Analysis**

### ***Overview***

The market analysis consisted of focus groups, an off-campus market analysis, and a student survey to quantify the demand and preferences for on-campus student housing. The analysis represents a snapshot of the market as of the fourth quarter of 2011.

- The current total demand for student housing would be expected to increase over time as enrollment grows and as new housing options contribute to increase the proportion of international and continental students.
- Updating of the market analysis between development phases will allow mid-course corrections for changing demand, market conditions and student preferences.

## **Ideal Housing Program**

### ***Strategic Goals/Objectives***

The ideal program for student housing should provide a progression of housing options from supportive, community-oriented housing for first-time, full-time students to more private accommodations for upper-division students that still desire HPU-sponsored housing. An enhanced first-year experience that minimizes the anxiety of locating suitable housing and supports the transition to college will be critical to improving recruitment yield and retention rates.

To assure program success, rents, at least initially, should be all-inclusive and viewed as comparable to or better than the off-campus market even if HPU must subsidize rents or “re-allocate” tuition dollars. In other words, rents should not be viewed as a negative. A critical mass of students allows opportunities for expanded living/learning programs and academic support services, all of which pay dividends and support strategic institutional goals and objectives.

### ***Common Program Elements***

The ideal housing program should include the following common features and amenities:

- Double and triple occupancy bedrooms for first-time students; more single occupancy bedrooms and privacy for upper-division students.
- Efficient unit design to provide most functional layouts at lowest overall cost per bed.

- Space allocation within the units should be as equitable as possible to minimize roommate conflicts.
- Distributed common areas on residential floors to stimulate community building; more for first-year students, less for upper-division students.
- Flexibility in the use of spaces including moveable furnishings that can be configured in multiple ways.
- Secured access to residential floors; common areas outside secured residential perimeter should be available to the entire university community.
- On-site secure storage for bicycles and large items (e.g., trunks, boxes) to keep units clear of such items.
- Upgraded acoustic separation in demising walls between units.
- Fast Internet service, most likely hard-wired in units and Wi-Fi in common areas; access to cable TV is necessary, but wired telephone service is no longer typically provided in new student housing.

### ***Hawaii Loa Campus***

Because the Hawaii Loa Campus is remote from the downtown campus and lacks the sizzle and recreational opportunities of Waikiki, the program on the HLC must focus on providing a more comprehensive academic and social experience. An expanded residential population will improve the critical mass of students necessary to upgrade existing programs, but the perceived remoteness of the campus can be minimized by improving the transportation between the campuses.

In addition, the program for the HLC should include:

- The current program is 200 beds in semi-suite unit configurations (semi-private baths) with double and triple occupancy; although the housing has recently received cosmetic improvements and better furnishings, long-term planning must include the renewal and replacement of building systems and other deferred maintenance.
- The development of 200 new beds should be targeted toward first-year, full-time students and science majors; while similar semi-suite unit configurations are appropriate for this cohort, suite-style housing with single-occupancy bedrooms will be more desirable for the returning students that choose to be on the campus.
- Success of this campus expansion is dependent upon infrastructure upgrades, particularly for traffic control and transportation to downtown; these improvements are vital for the campus, not just for housing.
- In addition, academic programming and a successful first phase of new development will inform the timing and type of any additional beds on HLC; moreover, there needs to be a better correlation and coordination between the where students live and where they take the majority of their courses.
- Ideally, in the long term additional housing should be built on or near HLC to expand the critical mass of students to support co-curricular activities and socialization opportunities.

### ***Downtown***

The objectives of developing a residential community on the downtown campus are similar are to HLC (e.g., security, community, academic support); the challenges in doing so are in many ways diametrically opposite. Whereas HLC needs to create a more self-sufficient and vibrant environment, downtown

needs to isolate the residential campus experience from the many distractions of Honolulu and Waikiki. Both locations may strive to simulate the benefits of a college-town environment; one is in a very rural area, the other amid a high density commercial and retail district.

The program for student housing downtown should include:

- Development of 300-350 apartment-style beds at ATM; double and triple occupancy bedrooms would be for lower-division students; upper-division students would prefer single occupancy bedrooms.
- Full board plan should not be required, but provisions should be made for grab-and-go and convenience retail; we recommend a comprehensive food service study that considers all of downtown campus venues and populations
- Planning must include separate residential common areas for both studying and active recreation, laundry facilities, storage space, and access to technology; physical separation and privacy must be maintained between residential functions and the commercial establishments at ATM.
- Physical connection with the academic locations on the downtown campus via the Fort Street Mall must be secure and the shuttle service should be improved and integrated with HLC.

### ***Off-Campus Housing Opportunities***

The opportunities for development of student housing on the downtown and Hawaii Loa campuses are limited. The successful development of new housing discussed above, however, is likely to generate additional demand for housing as HPU becomes known as a residential institution and is attractive to the broader international and continental populations.

Development of off-campus housing can help fill this void, but it must be done intentionally and with the primary requirement that the operation be under the control of HPU.

- Faculty housing needs should also be assessed and addressed in the effort to locate suitable off-campus housing opportunities; a critical mass is necessary to maximize economic and operational feasibility
- A robust housing resource center could also assist students in locating non-HPU housing opportunities; the service might be considered on par with the process of securing financial aid; consider making this a function of Admissions.

### ***Amenities and Support Services***

- A flexible Board plan should be developed that is more responsive to the demands of the students (e.g., flexibility, hours, and menus) and the needs of entire university.
- Ensure pedestrian security and safety, particularly between the Fort Street Mall area and ATM. Street crossing is a significant concern at Kamehameha Highway in Kaneohe and to a lesser extent at Fort and Bishop Streets and Nimitz Highway. HPU must continue to press the local jurisdictions and provide funding for improvements at these locations with or without the expansion of student housing.
- With the growth of an on-campus population, HPU should conduct a comprehensive assessment of the changing demands for 24/7 student services including health and counseling services, and recreational opportunities. Academic support services and spaces to maximize student success

and persistence to graduation, including possible tie-ins with academic departments, will only enhance the potential of student housing.

- Lease terms, housing over breaks, and summer storage of personal belongings need to be addressed and tailored to the demands and needs of the students.

### **Financial Considerations**

As stated in the Introduction, student housing is a strategic asset of the institution, and as such, any cost/benefit analysis should consider not only the revenues and expenses of the student housing operation, but also the collateral benefits to HPU.

- Below-market rents are highly desirable in realizing the demand and competing with the private sector, at least in the short run; rents can rise once the housing system is established and a waiting list develops.
- Establish student housing as an auxiliary and fully allocate revenues, expenses, and capital requirements. Initially, student housing may not be a self-sustaining operation on a standalone basis; however, it should be within a few years. As such, long-term benefits should take priority over short-term costs.
- Commit sufficient funding to upgrade the management and operation of student housing and student services in recognition of the benefits generated beyond merely providing student accommodations.
- “Return on investment” should also consider the ancillary benefits to HPU—both financial and nonfinancial—through (1) enrollment growth, (2) revenue growth from a higher proportion of international students, and (3) an increase in the quality and performance of its students.