MINUTES FOR THE FIFTEENTH MEETING OF THE UH HILO STRATEGIC PLANNING COMMITTEE

Date: February 23rd, 2011  
Time: 8-10am  
Location: Private Dining Room, Campus Center, UH Hilo

Attendees:  
Thora Abarca  
Kainoa Ariola  
Kelly Burke (chair)  
Jim Cromwell  
Dee Drozario  
Mazen Hamad  
Jackie Johnson  
Gail Makuakane-Lundin  
Barry Mark  
Siân Millard (notes)  
Marcia Sakai  
Elizabeth Stacy  
Harry Yada  
Errol Yudko

Apologies:  
Maria Haws  
Tracey Niimi  
Karen Pellegrin  
Pila Wilson

1 Announcements/Questions from Stakeholders

Mazen noted that the Chancellor had been interviewed on the radio recently and was talking about the university. The committee requested a transcript of those interviews if possible or to check with the Chancellor if there was anything new in his responses, compared to his Spring Gathering speech, which could be helpful to the Committee.

Action 1: Siân to seek transcript or other of the Chancellor’s recent radio interviews.

2 Minutes of the 14th SPC meeting (paper 26/11)

There were no additions or amendments to the minutes of the fourteenth meeting. The minutes were therefore approved.

3 Developing Strategic Goals – meeting 2 process (paper 27/11)

Kelly introduced this paper and explained that the committee is still in the process of ‘sense-making’ and organizing information and evidence to form strategic goals. The purpose of this item was to take the outcomes from last weeks brainstorming exercise which used the draft vision themes as a framework (vertical), and look across the outcomes to identify common threads that could potentially be articulated as goals (horizontal). The committee was given 10mins to identify a few threads for themselves and then asked to share their thoughts. Outcomes of this process are given below:

Initial list of threads

- Appropriate physical, technological and human infrastructure to support teaching/learning and research
- Engendering a culture of collaboration and promoting learning communities. Areas identified included restructuring faculty workloads, improving morale and recognition and reward.
• Internal and external communications improvement
• Developing an authentic multi-cultural community
• Formalizing connections with the community and agencies. Supporting development of partnerships and research funding
• Involved students. To include applied learning.
• Efficient and effective teaching and learning. Happy students and faculty.
• Underserved populations
• Economic engine
• Entrepreneurship and innovation
• Vertical integration. To include tracking graduates, K-12, and graduate to undergraduate
• Public relations

**Worked up threads**

• Economic engine and entrepreneurship/innovation (a potential goal area)

  **Possible action areas under this:**
  
  - External communications
  - Making the university more accessible to the community
  - Training students to have an impact of the community – particularly in high need workforce areas
  - Tracking graduates (to track their progress after they leave UHH)
  - Working with the community/agencies on shared problems
  - Research to innovation – technology and knowledge transfer
  - Development of coordinated internship opportunities
  - Encouraging entrepreneurship through grants/scholarships that would be competitive (raising the bar)
  - College-town

• Infrastructure

  **Possible action areas under this:**
  
  - Organizational infrastructure ----graduate education
  - Physical infrastructure
    - Laboratory and specialized teaching spaces (e.g. studios)
    - Student housing – on or near campus (could relate to economic engine through public/private partnerships)
    - Student life amenities
    - Public transport to and from campus
    - Classroom tech support
    - Lands and grounds maintenance
  - Technological infrastructure
    - Up-to-date IT infrastructure including ensuring good wireless connections across the whole campus
    - Technology to support distance learning
  - Sustainable infrastructure
    - Be green
The committee did not have time to complete their discussions on identifying ‘threads’ so each member was tasked with homework review the original brainstorm points from the February 18th meeting and, along with thinking about the threads identified above, the committee’s previous discussions, and available evidence, identify common threads or issues or ideas. The outcomes from this homework would then be discussed at next week’s meeting.

The committee was reminded that the university has limited resources due and they will therefore at a later meeting likely need to undertake prioritization exercises to ensure that the resulting strategic plan will be both aspirational and realistic within the current climate.

**Action 2:** All SPC members to individually review past discussions and available evidence and identify a series of ‘threads’ or potential goals before next week’s meeting.

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**4 Budget-linked Performance targets – EMIT’s work on UH Hilo’s actions so far**

*Faculty/Staff Work Climate*

VC Luoluo Hong joined the committee for this part of the meeting and gave an overview of EMIT’s (Enrollment Management Implementation Teams) role and budget-linked performance targets. Below are key points raised during this presentation and ensuing discussion:

**Strategic enrollment management**

- EMIT has been in existence since fall of 2008.
- Strategic enrollment management is the operationalization of a strategic plan in relation to student management. It includes student recruitment, the retention, and the attainment of educational goals.
- Strategic enrollment management is data-driven and iterative. It addresses both the qualitative and quantitative – the quality and the quantity of the student experience.
- Strategic enrollment management is essentially about asking the questions: Who are the students we want here? Who are the students who are a match for here? What do we want the students to experience here?
- In the past, recruitment has not been grounded in the university’s strategic direction.
- EMIT has been tackling a lot of operational issues and one of the biggest success has been the drawing together of academic and student affairs to address and work on issues together.

**Budget-linked performance targets**

- EMIT is taking the lead on coordinating the university’s efforts towards the budget-linked performance targets. The performance-based funding targets privileges funding toward resident, classified students.
- Traditionally the university’s budget operates on a biennial basis and undergoes a Program Change Request (PCR) process to request additional funds. The university usually forms PCR’s, sometimes at the administration level, sometimes from the unit level, and then undergoes a process of collation and prioritization before sending them on to the Board of Regents. The new process is proposed to tie funding to the meeting of specific objectives which are essentially linked to the UH System Presidents three strategic goals:
  - Increasing graduation rates
  - Innovate to renovate
  - Workforce development
  
  Weighting is given to each of these outcomes in the allocation of the targets and as long as we meet the targets set we will receive the additional money.

- It is not yet determined how any additional money UH Hilo receives through meeting the targets would be allocated. Administrators will likely look to the strategic plan for guidance on what the priorities will be.
- Increasing the number of students who are enrolled is done in two ways. One way is to increase enrollment, the other is to improve retention.
There is frequently a discussion over whether UH Hilo should be a university of access or raise admission standards. This is not a discussion unique to UH Hilo. Access and increase in standards often get merged together as interdependent but whilst they are not mutually exclusive they are different concepts and can mutually coexist. For instance, increasing admission standards is a tactic to raising academic excellence, but it is not the only tactic. Increasing the number of scholarships is a tactic to improving access, but it is not the only tactic. The alternative way to think about the issue is then how can we change the way we deliver our services, engage students in learning, partner with other agencies to improve academic excellence whilst maintaining and supporting access. EMIT will be looking for direction from the strategic plan on the balance between access and excellence.

The amount UH Hilo would receive in the coming year should we meet our targets is relatively small. We should not rely on this as our only ‘additional’ source of income but also seek other sources of additional income e.g. research grants.

In terms of the UH System Strategic Goals, two areas aren’t explicitly linked to the budget-linked performance targets: economic contribution, and resources and stewardship. UH Hilo still needs to work to support these goals but we won’t necessarily get financially rewarded for them.

EMIT website is www.hilo.hawaii.edu/emit

Faculty/staff climate issues

VC Hong is also involved in facilitating faculty and staff workshops to gain insight into faculty and staff working experiences and to identify areas that could be addressed to improve morale. These workshops were developed as a result of feedback from the listening tour session in the preplanning phase. Below are key points raised during this presentation and ensuing discussion:

- Four workshops will be held in total – two for faculty and two for staff. Three have been held so far with the last one to be held this Friday February 25th.

- Some of the key issues raised so far across the groups has included:
  - A desire to reduce bureaucracy and cut through the layers of paperwork to make processes more people friendly and efficient. VC Fitzsimmons is forming a business processes committee to help address this point.
  - Professional development in terms of training and development. Including learning about the university and what different units/teams do.
  - Recognition – saying ‘thank you’, membership of student life center etc.

- A note from each workshop is summarized and then forwarded to the Chancellor via memo, copied to participants of the group. The Chancellor is given a couple of months to respond to the points and identify some solutions. Some solutions are not easy to implement. For example, finding a spare room to host a faculty/staff lounge has been problematic due to space restrictions.

5 WASC considerations – strategic plan development

April Komenaka, WASC Liaison Officer and Interim Dean of CCECS, joined the committee for this part of the meeting and gave an overview of WASC considerations related to the strategic plan. Below are key points raised during this presentation and ensuing discussion:

Overview

- Over the next 5 years, universities across the nations will be pressed to make more information about student performance and student learning available to the public on their websites. The public image of an institution will be defined in terms of its student success and student outcomes.

- The strategic plan can establish a framework that enables UH Hilo to address WASC and community expectations – to get better over time at graduating students and at documenting what our students are learning, and consequently better at providing an education that is relevant and of high quality.
Graduating students

- The standard institutional measure of this is the 6-year graduation rate. UH Hilo’s is around 31%. This is below that of our peer institutions and does not reflect the excellence institution that UH Hilo is. The 6-year graduate rate includes only full-time, first freshman. It does not include transfer students. Transfer student graduation rates however are lower than the 6-yr graduation rate, perhaps reflecting the inclusion of exchange students who typically only stay for a semester or year.

- WASC recognizes that student demographics are shifting and that many institutions, like UH Hilo, admit large numbers of transfer student and pass large numbers onto other institutions. As such, WASC will allow institutions to enrich the reporting of graduation rates to reflect the kinds of students they actually attract and serve. For accreditation review and public reporting, we can counter our low 6yr graduation rate – which we must publish – to include transfer students.

- For strategic planning, this frees us from a focus on retaining traditional students, and allows us to also attend to the needs of the non-traditional, returning students who make up a substantial portion of our population. The SPC needs to allow space for the institution to develop multiple ways of meeting the needs of a broader range of students than we have been attending to – working students, students with some college work, students without each access to campus, distance from campus etc.

Retaining students to graduation

- NSSE finds that institutions that engage students in multiple ways inside and outside of the classroom tend to retain students all the way to graduation.

- NSSE results for UH Hilo indicate that we do better with seniors than with freshman. On the one-hand this indicates a need to apply what we are doing with seniors to what we do with freshman. It also suggests that we do well in upper-division teaching and can build on these strengths with returning and transfer students.

- The SPC needs to review the patterns of UH Hilo’s performance in the NSSE to see what changes should be planned, in terms of expectations for student performance and quality of interaction between faculty and students, and among students.

Documenting the levels and quality of student learning

- Responding to widespread demands that institutions show what students are learning and how well they learn it, WASC has adopted the Lumina degree profile and will be integrating it into their Standard Two, Educational Effectiveness.

- The profile establishes 5 areas of mastery to be achieved and demonstrated by all undergraduate and masters level students:
  - Broad, integrative knowledge
  - Specialized knowledge
  - Intellectual skills
  - Applied learning
  - Civic learning

- A university’s documentation of student achievements in these areas will have to be made available to the public as well as to the university community and the commission.

- UH Hilo has a good start as the 2011 GE goals align nicely with this five-part profile. We also need a robust, all-inclusive system of student learning assessment and program review to provide evidence of our success, and both assessment and documentation of student-learning need to be high institutional priorities.

- The strategic plan can support the degree levels project by acknowledging its centrality to UH Hilo’s identity and status as an institution of higher learning and the need to commit resources to it.

Diversity

- Diversity was a key area highlighted as an area requiring improvement in WASC’s previous reviews of UH
Hilo. Diversity does not at the moment have the same prominence for WASC as their, and indeed the national focus, has been redirected to academic excellence/student learning etc. That does not mean however that embracing and ensuring diversity at the university is any the less important to us.

WASC visits

- There will be a WASC visit in 2013 to review our resources and infrastructure, and a second visit in 2015 to review our educational effectiveness.

Summary of actions and close

Marcia thanked VC Hong and April Komenaka for their time and summarized the meeting.

Marcia reminded members that the next meeting is on **Friday March 4th from 8-10am** in the **Private Dining Room**.