



Achieving
Our Destiny



**The University of Hawai'i at Mānoa
2011–2015 Strategic Plan**

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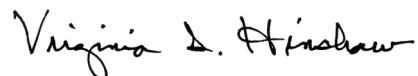
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To the University Community

Aloha! The University of Hawai‘i at Mānoa is committed to providing excellence in teaching, internationally recognized research, and a culture of service to our society. That commitment is grounded in our historic trust to strengthen and reinforce Native Hawaiian values of kuleana, ‘ohana, and ahupua‘a. For more than a century, our institution has led the way in developing innovative approaches to changing circumstances and by embracing challenges as opportunities to foster creative, cooperative solutions. In that spirit, our 2011–2015 Strategic Plan identifies exciting and important objectives aimed at enhancing our role as the flagship campus of the University of Hawai‘i System.

This plan represents an inclusive process involving the work of nearly 1,400 students, faculty, staff, administrators, alumni and community members. By working together, we produced an ambitious plan that remains true to the overarching principles outlined in *Defining Our Destiny*, while clarifying and refining strategic goals that will enable Mānoa to “Achieve” the “Destiny” envisioned in 2002. Implementation of this plan offers measurable advances to the students, faculty and staff of our campus, as well as meaningful benefits to the citizens of Hawai‘i.

During our second century, our goal is to build on our history, adapt to current realities and anticipate future needs — this strategic plan will assist us in advancing UH Mānoa into a 21st century of greatness.



Virginia S. Hinshaw
Chancellor



Vision, Mission, Values

Our Vision

The University of Hawai'i at Mānoa will gain international recognition as among the nation's leading land, sea, and space grant universities. Grounded in the traditional values of our host culture, we strive for excellence in teaching, research, and community engagement, while promoting environmental sustainability and human justice.



Our Mission

As a land, sea, and space grant university, the University of Hawai'i at Mānoa is dedicated not only to academic and research excellence but also to serving with aloha the local, national, and international communities that surround us. Taking as its historic trust the Native Hawaiian values embedded in the concepts of kuleana, 'ohana, and ahupua'a that serve to remind us of our responsibilities to family, community, and the environment, Mānoa's hallmark is a culture of community engagement that extends far

beyond the classroom to bridge theory and practice, fostering creative and critical thinking, and promoting students' intellectual growth and success as contributing members of society.

Central to this mission is faculty dedication to a fertile, engaged, and ethical learning environment characterized by a free exchange of ideas, shared intellectual resources, cutting edge scholarship, and high academic expectations. With its unique geographic location bridging East and West, Mānoa serves as a portal to an exceptional educational experience while striving to improve quality of life in the region through collaborative partnerships that support innovations in education, health care, social development, culture and arts, earth, space, and ocean sciences, sustainable agriculture and land management, and technological advancement.

Our Values

Hawaiian Place of Learning The significance of Mānoa as a campus physically and conceptually grounded in Native Hawaiian knowledge and values cuts across each of our strategic goals. Hawai'i's unique location and strength in indigenous scholarship sets us apart from other universities.

Local to Global Mānoa is uniquely positioned to contribute both locally and globally; we are committed to providing global leadership that models strong local identity and commitment.

Sustainability Our unique location has required Mānoa to prioritize environmental, cultural and economic sustainability so we can become an international leader in this area.

Technology Effective use of technology is inherently linked to the value of sustainability and the growth of community. Smart technologies will allow us to emerge as a stronger and more organizationally sustainable campus and will expand our connections locally and globally.

Community and Diversity The diversity of people (local, national, international) who live and work at Mānoa help make the campus special; we cherish our unique status as a university like no other place on earth.



Strategic Goals



Goal 1: A Transformative Teaching and Learning Environment

- Increase experiential learning opportunities across the curriculum
- Expand and create transdisciplinary opportunities and programs
- Increase student success
- Expand international study opportunities
- Promote a Hawaiian Place of Learning
- Ensure that quality of teaching is as important as quality of research in hiring, tenure and promotion

Goal 2: A Global, Leading Research University

- Promote faculty and student research and scholarship
- Reward and support outstanding faculty, staff, and students
- Improve research infrastructure
- Invest in key areas of research and scholarship

Goal 3: An Engaged University

- Promote scholarly work that informs policies and practices that benefit communities
- Expand internships, practica, mentoring, and service learning
- Increase partnerships and sharing of expertise with community organizations
- Increase appreciation and understanding of cultural expression in Hawai'i and the Asia-Pacific Rim
- Facilitate student leadership and involvement in campus governance

Goal 4: Facilitating Excellence

- Implement sustainable management practices in the use of energy, water, paper and other resources
- Improve facilities management systems to foster community engagement and student learning
- Streamline business processes and invest in technology to promote data-driven decision-making
- Increase transparency, efficiency and accountability in resource allocation policies and practices
- Implement processes to promote a Hawaiian Sense of Place

University of Hawai‘i at Mānoa Overview

Background

A research university of international standing, the University of Hawai‘i at Mānoa (Mānoa) is the flagship campus of the University of Hawai‘i System, the state’s sole public university system governed by a 15-member Board of Regents. A land-grant, sea-grant, and space-grant institution, Mānoa creates, refines, disseminates, and perpetuates human knowledge; offers a comprehensive array of undergraduate, graduate, and professional degrees through the doctoral level; carries out advanced research; and extends services to the local community and beyond.

More than 20,000 students are enrolled in Mānoa courses, on campus or via distance delivery. Classified as a Carnegie Doctoral/Research University-Extensive institution, Mānoa offers more than 200 degree programs through 19 colleges and schools including professional degrees in law, medicine, nursing, engineering, business, social work, and architecture. Sixty-nine percent of Mānoa students are undergraduates, 57 percent are of Asian or Pacific Islander ancestry, and 56 percent are women. Mānoa is positioned to be among the world’s leading indigenous-serving institutions as demonstrated by its commitment to access and success of Native Hawaiians.

Mānoa’s special distinction derives from its Hawaiian, Asian, and Pacific orientation and unique location. Together, these attributes foster unique opportunities for study in tropical agriculture, tropical medicine, marine sciences, astronomy, volcanology, botany, evolutionary biology, comparative philosophy, education, languages, urban planning, cultural studies in Pacific/Oceania, performing arts, second language studies, and international business. As evidence of the high level of research and scholarship at Mānoa, our extramural grants and contracts places us in the top 30 of U.S. public institutions. The importance of Mānoa in terms of generating extramural funding is an indicator of academic quality and marks the campus as a leading contributor to the State economy. Indeed, UH Mānoa excellence is directly related to the quantity and quality of its research and scholarship.



Nearly all of the programs at Mānoa have developed strengths in Hawaiian, Asian, and Pacific studies, which have created an international reputation for the University. We are widely recognized as the best university in the U.S. in these areas, and we have recently been invited to become a Confucius Institute by the Chinese Ministry of Education. Mānoa also offers instruction in more Asia-Pacific languages than any other U.S. institution of higher learning and is home to five Title VI Centers: a National Foreign Language Resource Center,



three National Resource Centers (East Asian, Pacific Islands, Southeast Asian), a Center for International Business Education and Research, and the comprehensive Hawaiʻiinuiakea School of Hawaiian Knowledge. As a result, students are provided special opportunities for research, service learning, and co-curricular activities in Hawaiian, Asian, and Pacific studies, as well as unrivaled opportunities for investigating language acquisition and language use in diverse cultural settings.

As a public research extensive university, the University of Hawaiʻi at Mānoa is committed to serving the citizens of Hawaiʻi. This is manifest in many ways, including partnering with local businesses and non-profit organizations to improve the economic, social and physical well-being of Hawaiʻi's residents. Many of the state's leaders in politics, business and education hold Mānoa degrees, as do many Hawaiʻi professionals. Through active programs of scholarship related to Hawaiʻi's special natural and cultural endowments, Mānoa serves as both a focus of preservation and conservation and a source of new knowledge. Mānoa functions as a meeting

place between local and global, increasing understanding and knowledge integration. Its athletic and cultural programs are a point of community enrichment and pride. A 2009 study by the University of Hawaiʻi Economic Research Organization estimated that Mānoa represents about 1.9 percent of Hawaiʻi's total output of more than \$101 billion, and about 2.3 percent of Hawaiʻi's GDP (estimated). The report noted that, "Overall, the \$1.296 billion of education-related expenditures attributable to UH Mānoa generated \$1.895 billion in local business sales, \$959 million in employee earnings, \$105 million in state tax revenues, and 21,700 jobs in Hawaiʻi in FY 2007" (p.7).

In addition, Mānoa contributes to the overall level of educational attainment of Hawai'i citizens (2000 census data show that 26.2% of Hawaii residents have a bachelor's degree or higher compared to the national average of 24.4%). The Bureau of Labor Statistics reports that nationally 5.2% of adults with a bachelor's degree are unemployed compared to 8.6% of those with some college but no degree, 6.8% with an associates degree, and 9.7% who have a high school diploma but no college education (May 27, 2010); Mānoa helps the State address unemployment by facilitating intra-system campus transfer, retention, and graduation of resident students.



Environmental Scan: Trends as Threats and Opportunities

Mānoa is grounded in Native Hawaiian knowledge and values, including the tradition of reciprocity, and is a leader in reaching out to communities in Hawai'i and the Pacific. We operate within a context of a uniquely diverse local community, an island state, the wider academic network, and an increasingly global economy.

As part of the planning process, the Strategic Planning Working Group conducted an environmental scan by reviewing research and media on academic trends, benchmarking the previous plan, *Defining Our Destiny* 2002–2010, against recent plans from other research-extensive and large public institutions, then developed an online survey to understand those issues of importance to the campus and surrounding community. As a result of the survey and with supplemental input from planning focus groups in fall 2010, the following areas were identified as threats and opportunities that shaped this plan's development.

Economic Downturn Perhaps the most serious event since the 2002 Mānoa Strategic Plan, *Defining Our Destiny*, was the national economic downturn that has defined the past few years. The impacts of this on education in general, within the Hawai'i and across the US, have raised concerns that were perhaps less obvious in better times. The changed economy is both a threat to Mānoa's future but also an opportunity to review our foundations and potential. Declining state revenues to support education are a recurring concern with impacts related to finding new ways of raising revenues and budgeting as well as potentially limiting new initiatives. Further, there was concern about maintaining excellence in the face of revenue cuts at the same time responding to increased competition from other institutions, particularly those now moving into the state as a result of new technologies and distance learning.

Access and Affordability Affordability was the top ranked issue by survey participants, directly related to the concerns over declining revenues and potential tuition increases and program downsizing. This paralleled issues of access, with concerns about ensuring affordability to state students while continuing to welcome international students. The increasing costs of higher education have been a media centerpiece that preceded the recent recession, but with declines in income and public support, this issue has become a clear concern for many.



Public Support for Education Apprehension over revenue from the state to support higher education fall within a larger concern related to public support of education in the state. Survey respondents noted that public education, whether K–12 or higher education, is no longer valued to the extent it has been in the past. This was viewed from many vantage points with the most specific related to cuts made in state budgets for Mānoa, and as an issue to be considered in terms of future partnerships with Hawaiʻi schools and improved outreach to stakeholders. A large number of respondents indicated Mānoa needs to do more outreach to the community, legislature and other political leaders to promote the importance of public higher education and focus on improving Mānoa's responsiveness to state and local issues. Further, there is a general sense that Mānoa, like most other public flagship campuses, needs to do more to show how important a research university is to the state.

Workforce Development Workforce development as a concept has been central in UH System goals; there was a clear recognition of the changing nature of employment in the State and the impact this will have on our planning and implementation of degree programs and partnerships. Students and alumni in particular are concerned with the shifting job market and their competitiveness for employment upon graduation. While a continuing commitment to, and recognized need for, a traditional liberal arts education at Mānoa remains strong, there is also significant support for Mānoa to expand professional programs, develop new partnerships for economic development, increase internships, and provide students with more opportunities for developing 21st century skills.

Guiding Documents

This plan newly defines strategic goals for 2011–2015 and is a direct descendent of Mānoa's 2002–2010 strategic plan. Defining Our Destiny 2002–2010 began the process of developing a more cohesive Mānoa identity, emphasizing the campus' uniqueness as a Hawaiian Place of Learning while reaffirming its status as a premier research institution. Despite our many advantages, Mānoa has been challenged since the publication of the Defining Our Destiny, by leadership turnover, fiscal challenges, significant facilities problems, and an academic support infrastructure that had suffered years of budget cuts. Despite these challenges, significant progress has been made toward many of the 2002–2010 goals in part because the campus directed its most recent accreditation cycle of review to previously unmet Defining Our Destiny objectives. The goals articulated above reinforce many of those initially identified in the 2002–2010 plan, modified for the new decade.



Numerous official reports and documents produced by Mānoa committees and administration as well as by the UH System have provided statistics and background for the plan. This document does not seek to duplicate those reports and is intentionally concise to focus on specific goals, initiatives and plan implementation. Of particular relevance are the accreditation reports developed for the Western Association of Schools and Colleges (WASC) Accrediting Commission for Senior Colleges and Universities. Identified in those documents were three primary areas of focus for improvement: (1) Building a Mānoa Community in Support of Student Success; (2) Campus Renewal to Support the Mānoa Experience; and (3) Reform Campus Governance to Promote Communication and Student Success.

This plan has also been shaped within the framework of the University of Hawai'i System Strategic Plan, recognizing priorities and issues raised at that level. UH System strategic priorities rearticulated in 2009 focused on the following areas: Native Hawaiian Educational Attainment; Hawai'i's Educational Capital; Economic Contribution; Globally Competitive Workforce; and Resources and Stewardship. A list of major reports that provide important background on the University and used in the planning process is included on the Mānoa planning web site at <http://www.uhm.hawaii.edu/vision/>

Goal 1: A Transformative Teaching and Learning Environment



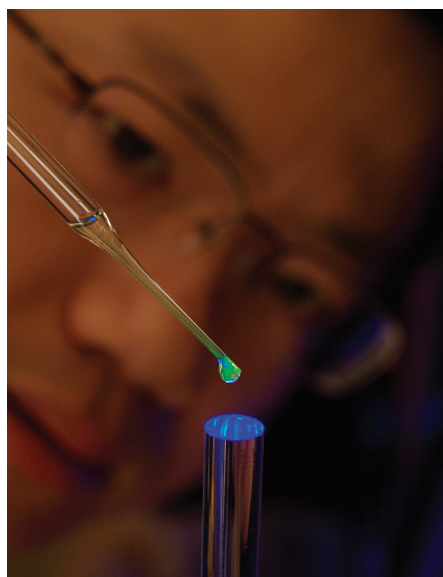
Our 2011–2015 goals build on the vision of education defined as the “Mānoa Experience,” which provides students challenging and distinctive academic programs, innovative teaching and service, and world-class research and scholarship reflective of global perspectives and a culturally diverse island state. Significant progress was made toward meeting the goals outlined in *Defining Our Destiny, 2002–2010*, especially in areas of undergraduate education and student success.

As the flagship research university in the state, Mānoa must continue to strengthen core teaching and learning functions, some of which have been weakened in recent years by budget reductions. Over the next five years we will reinforce those core commitments and emphasize active learning by incorporating research and other forms of experiential learning into students’ undergraduate and graduate experiences in ways that enhance their understandings of the processes of research and scholarship. We will provide students with more opportunities to be active researchers/scholars in their chosen disciplines and leverage the unique opportunities offered by our place in the Hawaiian archipelago to produce individuals equipped with skills and knowledge unavailable to students at any other university in the world. Essential to providing a transformative educational experience for students is engaging them as participants in this learning from the very first day of class, and by partnering them directly with faculty to develop active researchers and scholars at all levels. To ensure the fullest experience for all involved, we will incentivize and provide more effective structural support for administrators, faculty, staff, and students who successfully promote, implement and conduct such transformative learning.

We will infuse curricula with experiential learning opportunities on campus and in the community. Students will have expanded opportunities to actively contribute solutions to campus problems, services, and programs. To ensure that experiential learning is a top priority throughout our campus, we will provide faculty with incentives and ensure adequate support services that enable successful teaching and learning to take place. Doing so will entail forging new and strengthening existing trans-disciplinary partnerships with community stakeholders so they can play a more active role in determining the goals and mechanisms for such programs. We will empower students and the community by consistently soliciting feedback and participation, making them more integral to our policies, practices and decision-making. Such active positioning of students and community members will help to develop an esprit de corps on campus and aid our university in attracting and retaining top students. Through effective use of technology, we can

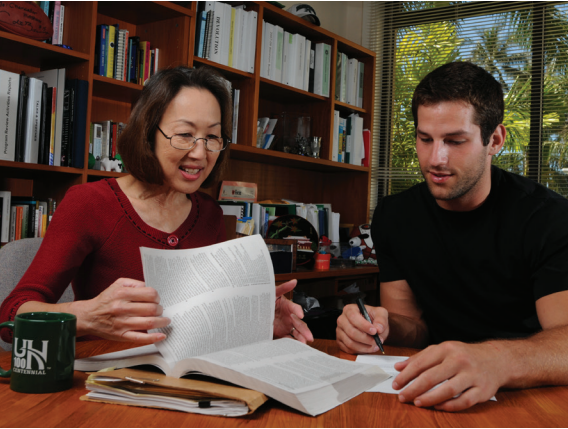
expand our scholarly community across the state's archipelago and beyond. In tandem with these efforts, we will develop a comprehensive partnership with K–12 Hawai'i schools to foster relationships that will lead to better prepared students and stronger representation of diverse groups of students, especially Native Hawaiians.

We will continue to draw on the strengths afforded by our location. Native Hawaiian values can infuse curricula in multiple ways, by conceptualizing teaching and learning to heed such values across the curricula and by offering programs and courses that delve deeply into specific values as students actively study the histories and philosophies of Hawai'i. Similarly, Mānoa's location in the Pacific provides an ideal “meeting place” for international students from Asia and the Pacific region that support active learning about other cultures and places. Transformative learning experiences can emerge from events ranging from cross-cultural ad-hoc discussions that occur in class to collaborative trans-disciplinary research and scholarly activities. Mānoa is uniquely positioned to produce graduates who can lead the world in leveraging knowledge that comes from forging meaningful global connections. In addition to studying sustainability in ways commonly found elsewhere, students at Mānoa have a unique learning environment by virtue of our location as an island state located in the tropics. Our uniqueness is further amplified through the concept of ahupua'a in Native Hawaiian culture, and by probing the possibilities for conceptualizing place-based sustainability in the Asia-Pacific region. Such transformative learning opportunities enable students to see and experience the very topic of sustainability in more complex ways than elsewhere.



Mānoa is a meeting place for teachers and learners from across the globe. We will take advantage of our international diversity by incorporating into our curriculum opportunities for developing local solutions to global problems and adapting globally sound practices to fit local issues and concerns. We can further broaden our students' perspectives by increasing their participation in international programs, such as study abroad and international exchange. Our efforts will reflect traditions and values of our host culture in this magnificent place, acknowledging the importance of all contributors to this transformative educational experience and producing graduates who represent us with pono.

Goal 2: A Global, Leading Research University



One of only 22 institutions nationwide to hold the distinction of being a land-, sea-, and space-grant research institution, Mānoa is ranked in the top 30 public universities in federal research funding for engineering and science and 52nd overall by the National Science Foundation. In FY2010, Mānoa was awarded \$356 million in research monies.

Progress has been made on goals related to research and scholarship set in the 2002–2010 Strategic Plan, Defining Our Destiny, although not all of the goals articulated in that plan were met. Over the next five years, we will build on our achievements by improving and expanding research and scholarship as well as research education, positioning Mānoa to become a truly global, leading research university. To achieve that status, our university must exhibit the following fundamentals:

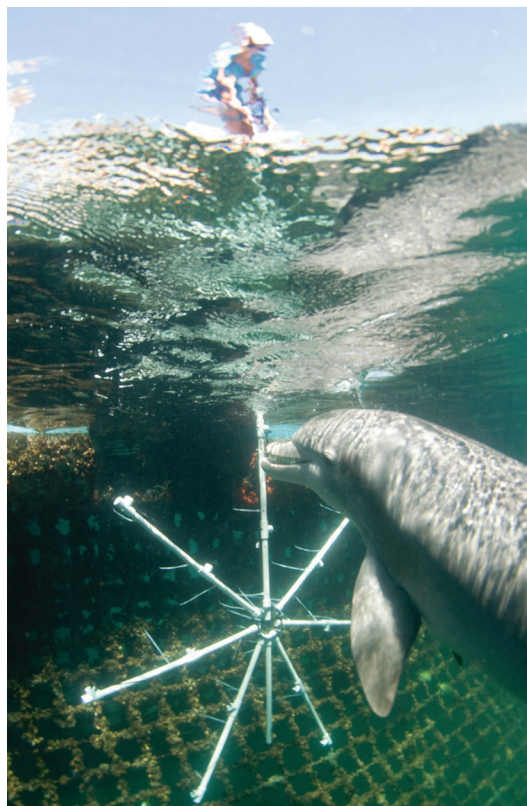
- A broad range of high-impact, innovative, pure and applied research and scholarship
- The agility to respond to new opportunities
- Continued support for research areas in which we are already positioned to do well
- Continued support for research on Hawaiian language and culture and global indigenous policy and practice
- World-class facilities and infrastructure

Over the next five years Mānoa must improve its capacity to effectively promote and communicate faculty and student scholarship. By utilizing social networking media and research news websites, Mānoa can publicize research activities and scientific journal publications and promote interest in and understanding of research and scholarship. Educating the community and the State legislature about the meaning and importance of research is essential, but it is also important that we increase student appreciation for research and all types of scholarly activities, and emphasize that they are an integral part of teaching and learning.

The University must continue to recruit, reward and support outstanding faculty, staff and students committed to research, scholarship and graduate education, especially faculty involved in training graduate students who apply for and receive research/training grants. It is equally important that deans ensure that all faculty members have sufficient time allocated as part of their faculty appointments to perform scholarly work. Collaborative partnerships across disciplines should be encouraged and facilitated in order to involve undergraduates in research and scholarly endeavors. Involving

undergraduates in research will initiate a “pipeline” that helps increase the numbers of underrepresented minority students, especially Native Hawaiians, in STEM and other research intensive disciplines. Ultimately, this will increase their representation in applicant pools for tenure-track positions throughout academe.

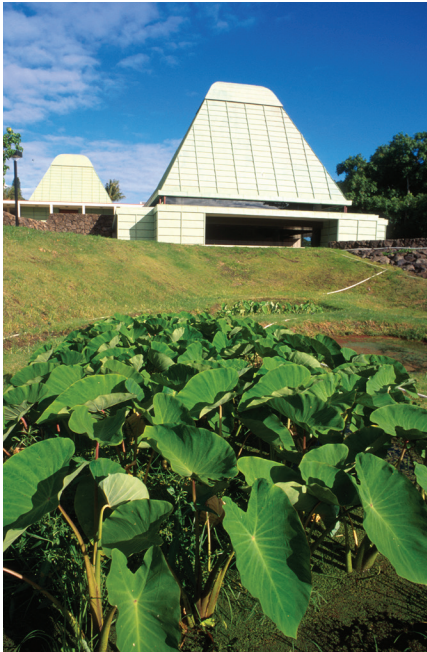
Recognizing that progress has been made, Mānoa must continue to provide resources and support to stimulate individual and group research and scholarly activities. We will direct adequate funds to provide materials and expand library services in support of research focus areas. Administrators will utilize federal initiatives and private funding sources more effectively to strategically build research infrastructure in support of key research focus areas. Modern, state-of-the-art buildings for collaborative research will facilitate and expand opportunities for using shared resources. Many researchers have built nationally recognized research programs; Mānoa will ensure that research-active faculty receive sufficient support to sustain them and develop formulae and principles necessary to sustain present and future levels of research, coupling expansion and growth in research with appropriate infrastructure and support for all forms of scholarship. In the absence of a large staffing build-up, electronic research administration must be fully implemented. Further, reducing the time required to negotiate and approve contracts and resolve indemnification issues will facilitate research significantly.



Facilitation efforts will also focus on students. Mānoa must continue to develop “best practices” and methods to integrate graduate education with funded research program and enhance its campus-wide program to support undergraduate research. Faculty development programs describing best practices in mentoring of doctoral (and post-doctoral) research students and rigorous annual reviews of student progress are first steps in reducing degree completion times.

The need to innovate, strengthen existing research fields and diversify in key areas, is inherent to all research universities. Mānoa will identify, support and invest in Native Hawaiian scholarship, sustainability, and other key research areas with potential strategic importance locally, nationally, and globally. Mānoa’s research profile can be enhanced by new and innovative doctoral degree programs that reflect institutional strengths, build capacity in STEM disciplines, address Hawai‘i’s unique culture and language, and that are competitive with nationally recognized land-, sea- and space-grant institutions.

Goal 3: An Engaged University



Kaiaulu (community) happens when people practice shared values, making them visible to all. For Mānoa to be perceived as a truly Hawaiian Place of Learning, core values must be manifest in all areas of endeavor to establish a foundation for the teaching and learning community. Building on that foundation occurs in many formats across the campus. Mānoa's hallmark is a culture of community engagement that bridges theory and practice, extends the learning environment beyond the classroom, and promotes students' intellectual growth and success as contributing members of society.

Over the next five years we will continue to emphasize local, national, and international partnerships that reflect our ambition to become a global leader in scholarship of application. We are expanding our use of innovative and effective technology for communication locally and globally, and for developing and sharing resources of knowledge and information to achieve the goal of becoming a more engaged, responsive, and sustainable university.

To do so we must increase our capacity to provide a campus environment that attracts and retains highly creative and forward-thinking individuals who engage as students and scholars with local, national, and international communities. Our plan unequivocally supports educational attainment and knowledge, which are paramount in providing excellent service and outreach to our communities.

Effective engagement with our communities, whether local, national, or global, is based on respectful and responsible two-way communication. As a land-, sea-, and space-grant institution, we have a unique responsibility to support, sustain, and expand our engagement with all our communities, and have a particular responsibility to Native Hawaiian communities.

Stakeholder-institution partnerships are key components in Mānoa's effort to promote communication and student success and increase stakeholder investment in our campus. As a state institution and the flagship research university in the state, it is imperative that stakeholders, including government decision-makers, appreciate the value added to the State by hosting and supporting a thriving research-extensive university. A critical feature of our plan is that it encourages and rewards increased participation in standing bodies of interest between and within the university, community, and among its stakeholders.

By emphasizing and rewarding community engagement through teaching, learning and research, Mānoa will expand our ability to meet community needs, including increasing cultural, economic, and environmental sustainability, sharing Native Hawaiian knowledge, nurturing the health of



our land and ocean, developing resources for families, supporting effective education from P–20, promoting social justice, assisting the development of agriculture, and ensuring food security. Our cultural and ethnic diversity provides the necessary perspectives for effective community engagement.

Goal 4: Facilitating Excellence

To achieve the goals outlined in this plan, we must ensure that necessary resources, facilities, infrastructure and human capital are in place to support our vision of being internationally recognized as among the nation’s leading land, sea and space grant universities with excellence in teaching and research and dedication to environmental and human justice and sustainability. Efficient and sustainable budget and resource allocation strategies are key and must become more transparent at all levels.

Long before “sustainability” was a recognized movement, Native Hawaiians exemplified sustainable living through their wise management of natural resources. Isolated from the rest of the world, their relationship with the ecosystem was entirely self-contained and sustained over generations. To the extent that Mānoa realizes a sustainable means of operating, it is incorporating many of the principles held and implemented by Native Hawaiians, helping to impart a “Hawaiian Sense of Place” to the campus.

By focusing on improving the quality of learning spaces and embedding sustainability in capital improvement planning and projects, the campus master plan establishes infrastructure support mechanisms for the Hawaiian Sense of Place envisioned in *Defining Our Destiny* and reinforced in this current strategic plan. Improvements in facilities management with priorities aligned to campus needs are contributing to the development of a physical environment that fosters community engagement and student learning. Our goals for the next five years are supportive of the directions already identified to impart a Hawaiian Sense of Place on campus through landscaping, architectural design, signage and the creation of gathering spaces and recommit to sustainability in facilities management and infrastructure development. By employing innovative practices, involving the campus community, making sustainability a

goal of both academic programs and research, and showcasing our results, we can meet our goal of becoming a global leader in these areas.

Changes have occurred in administrative and business operations at Mānoa. When the 2002–2010 Strategic Plan, *Defining Our Destiny*, was developed, the Mānoa Chancellor's Office was newly independent from the UH System President's Office. As the Mānoa campus and administration continue to mature, the University's ability to manage its core functions (i.e., teaching and learning, research and scholarship, engaging and partnering with the community) must continue to improve. New and more transparent processes for annually benchmarking and evaluating strategic initiatives and prioritization should facilitate more efficient allocation/reallocation of existing resources and identification of new resources to meet and support campus academic goals. Enhanced budgeting processes, along with our accelerated pursuit of sustainability technology and greater reliance on alternative energy sources, should allow the University to make more effective use of existing and new resources. Continued development of web-based administrative and fiscal procedures and reporting should also enhance administrative efficiency, transparency, and accountability.



Progress Indicators

To monitor progress and achievement relative to the goals and strategic initiatives outlined in this Strategic Plan, progress indicators for each goal have been defined.

Goal 1: A Transformative Teaching and Learning Environment

- % of students with experiential learning
- # of students, especially Native Hawaiian students, participating in transdisciplinary opportunities and programs (e.g., transdisciplinary certificates and majors, Honors, First Year programs)
- # of students, especially Native Hawaiian students, with international experience (e.g., Study Abroad, international exchange)
- rate of persistence and # of graduates
- incentives for innovative teaching (e.g., T&P criteria, grants, awards, R&D course release)
- # of students taking courses/programs incorporating Native Hawaiian concepts into the curriculum
- # of students taking courses that include aspects of sustainability

Goal 2: A Global, Leading Research University

- # of faculty recipients of national awards and honors
- % of undergraduates involved research and scholarship
- % of graduate students with GA/TA support
- # of faculty with expertise in key research areas including sustainability and Native Hawaiian scholarship
- % of faculty with research support
- graduate student success rate (time to completion, post-graduation employment)
- square footage and % increase of new/renovated research facilities
- increased research support and efficiencies

Goal 3: An Engaged University

- % of students, especially Native Hawaiian students, with internship, practicum, mentoring, and service learning experience
- % of faculty engaging in scholarship that informs policy and benefits the community
- # of departments and programs with community partnerships
- # of students involved in campus leadership and decision-making (e.g., ASUH, GSO, college/department committees)
- # of events that promote understanding of cultural expression in Hawaii and the Asia-Pacific Rim
- % of underrepresented minority faculty, administrators, staff and students, including Native Hawaiians.

Goal 4: Facilitating Excellence

- Resource usage measures in kilowatt hours, gallons of waste water, and tons of solid waste.
- Scores on annual survey/inventory of facilities condition by building measured by appropriate UH staff and outside consultant using industry guidelines (APPA and FPA, etc.).
- Measures of student and faculty satisfaction/perceptions of campus engagement, facilities adequacy and Hawaiian Sense of Place.
- R&M spending per square foot, benchmarked against industry norms.
- # of current financial reports posted on college websites.
- # of searchable data sets and data systems.
- # of business processes analyzed/reengineered to increase efficiency
- Days from fiscal year end until posting of financial reports on VCAFO website.



The 2011–2015 Mānoa Planning Strategy

The Mānoa planning strategy reflects the goals we have established for the next five years in teaching and learning, research and scholarship, service and outreach, and institutional effectiveness. The planning strategy included a thoughtful examination of our current performance as a research-extensive university and identified those areas that are both most pressing and most promising as we strive to expand our local, national and global impact during the next five years. The essential components of our strategy were to:



- Evaluate the strengths, weaknesses, opportunities and threats facing the Mānoa campus.
- Analyze the distinct competencies of our campus that differentiate us from other research extensive universities.
- Evaluate progress made to achieve strategic goals and priorities established through Defining Our Destiny 2002–2010 and identify those that we will further emphasize during the next five years.
- Engage stakeholders in all aspects of evaluation, analysis, identification, and drafting of our future goals and priorities.

The process was predicated on the charge to update the plan developed in 2002, *Defining Our Destiny*.

The Fall 2010 strategic plan update process will enable Mānoa to conduct a participatory, stakeholder engaged review of the current plan that includes a web-based data collection process and a series of town hall style focus group meetings that will produce a revised 2011–2015 strategic plan with broad campus buy-in. (SPWG memo, July 30, 2010)

Our planning process was coordinated by a working group of faculty, administrators and students appointed by the Faculty Senate, administration and student governance. Over Summer 2010 the working group developed a timeline and instrument for gathering initial stakeholder input; 1306 online surveys were completed in September. In October ninety (90) individuals participated in seven (7) focus group sessions to review survey data and identify priorities for goal setting. In November four (4) writing teams of students, faculty, staff and administrators summarized the goals, initiatives and progress indicators included in this plan and drafted overviews for each goal section; in January the teams refined the initiatives and progress indicators. These drafts were then edited by the coordinating working group for consistency and scope. The entire process was data driven and fully transparent; data and reports were posted online as work progressed. Archives of the data collected and more detailed descriptions of the process can be found at the Mānoa Strategic Planning website, <http://www.uhm.hawaii.edu/vision/>



While the plan is written and the initial goals set, the process remains ongoing, with annual benchmarking and implementation that will make this vision a reality. Continuing community engagement and regular communication of progress will ensure that Achieving Our Destiny is a living document. The continuous planning process for 2011–2015 is detailed in the next section.

Plan Implementation

Allocating Resources/Annual Benchmarking

Mānoa can only achieve its strategic goals through wise utilization of existing resources, including internal reallocation, and purposeful creation of new revenue streams. As we embark on our ambitious plan for transforming the teaching and learning environment at Mānoa, stimulating and supporting innovative research, fostering greater campus engagement with the community, and regularizing sustainable and transparent governance processes, we must strengthen revenue streams to maximize opportunities and productivity in each of these four areas. At the same time, we must determine how to best allocate our existing resources toward these goals. We see tremendous potential for expanding income and for efficient allocation of resources through collaborative benchmarking that informs and drives a fully transparent annual campus budgeting process.



With these goals in mind, campus benchmarking and prioritizing processes are being reformed. Implementing this Strategic Plan will involve a process for establishing benchmarks that will be reviewed, evaluated and prioritized each Spring semester and communicated to the campus by the Chancellor at the start of each Fall semester. A new Strategic Planning Committee (Committee) comprised of administrators, faculty and student governance representatives, Native Hawaiian representatives selected from a pool nominated by Kualif'i Council and unit Deans/Directors, alumni representatives selected from a pool nominated by UHAA, and community members will begin this process in Spring 2011. Beginning Fall 2011 the Committee will review baseline data and recommend benchmarks and strategic initiatives for the following year. During each subsequent year the Committee will review progress made toward meeting the previous year's prioritized benchmarks and initiatives and develop recommendations for the following year. The summary flow-chart that follows this section provides a general framework for the new process. As unit reporting and level reviews are operationalized, the flow chart may be modified to maximize efficiency

and effectiveness; principles of transparency and broad campus consultation/participation will guide any necessary adjustments.

As funds for strategic investment to address benchmarks and initiatives become available, Mānoa units will be informed and invited to submit proposals that will be reviewed by the Committee. Proposals will be evaluated using criteria that include 1) identification of how the proposal advances the benchmark(s) and initiative(s) and contributes to Mānoa performance goals, 2) identification of cross-disciplinary focus, 3) identification of personnel and other costs, 4) identification of administrative and operational costs, including space and facility needs, 5) identification of existing and proposed resources that will match/leverage the proposal, 6) evidence of broad consultation in proposal development, and 7) assessment and proposal evaluation metrics/processes that address the benchmark(s) and/or initiative(s).

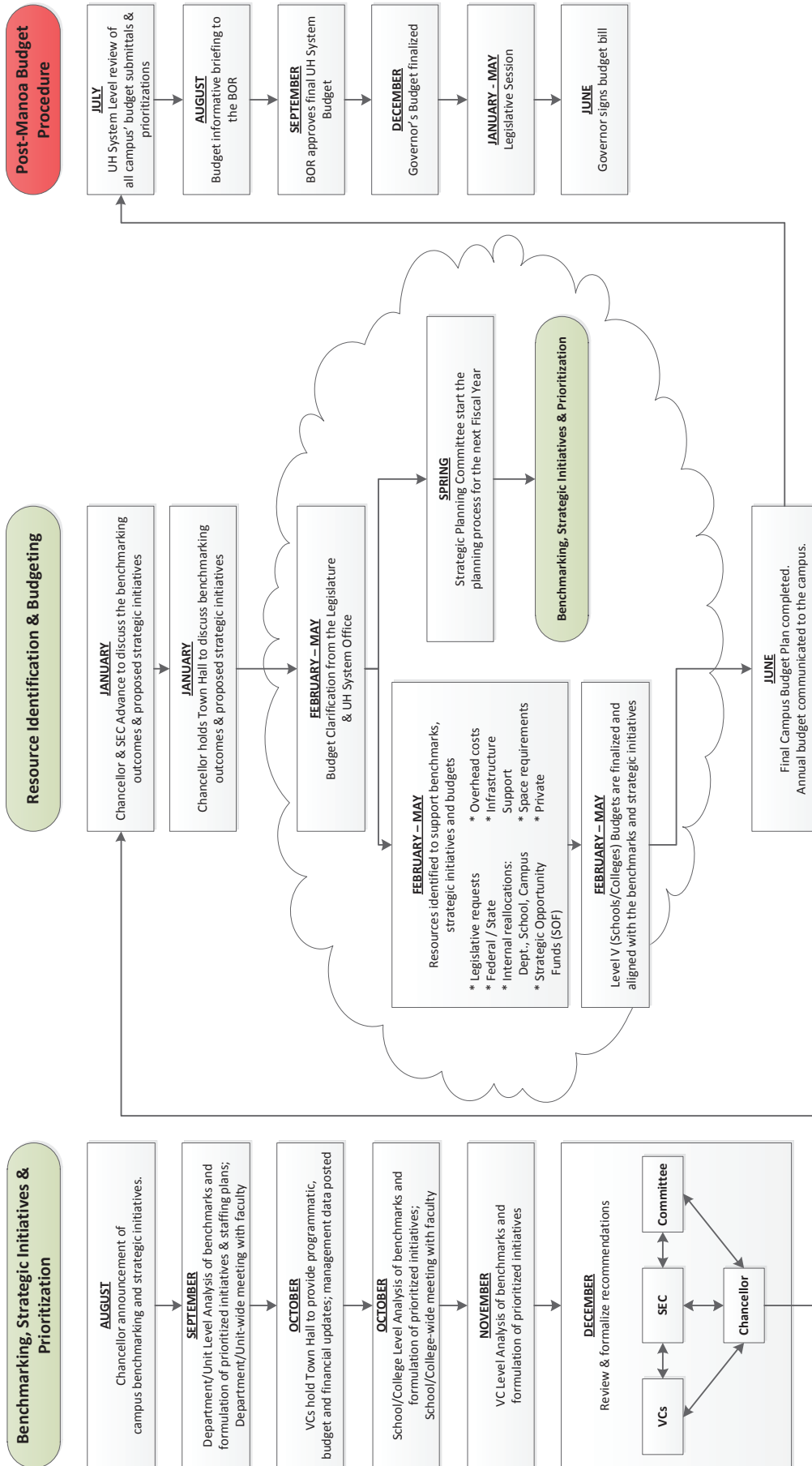


All Mānoa colleges and units will be expected to specify in their annual program plans and budgets what they are accomplishing to support benchmarks and progress indicators in the Strategic Plan, and will align resource requests to core Mānoa performance goals and initiatives, including performance indicators and benchmarks outlined in the Strategic Plan.

Annual Benchmarking Budgeting Timeline

See figure on next page

Benchmarking, Planning and Budgeting Timeline



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Ellen Hoffman conducted the strategic plan survey; Ellen Hoffman and her Fall 2010 ETEC 606 students analyzed the more than 1300 survey responses received and drafted the Final Report on Survey Results.

Colin Macdonald designed the final presentation version of the plan.

Susan Hippensteele coordinated the planning process.