



UNIVERSITY STRATEGIC PLAN

TASK FORCE REPORTS

This document represents a compilation of the five Task Force Reports for each of the thematic task forces assignments below. Task Forces met from April to September in order to research and examine their assigned strategic themes in significant detail and recommend a broad range of potential goals and initiatives that will inform the next stage of the university's strategic planning process.

Please Click the Links Underlined in Blue Below to Navigate This Document

Task Force Membership List

Each Task Force below was populated with a range of university stakeholders – comprised of steering committee members as well as additional university constituents with unique insights into each theme

Task Force 1 Report: Academic Excellence in Service to our Students

This Task Force examined the theme of academic excellence and ways in which the university can ensure, increase and maintain academic excellence in service to our students and the institution as a whole.

Task Force 2 Report: Sense of Belonging & Wellbeing for our Entire Ohana

This Task Force examined the theme of belonging and wellbeing for our campus community with a particular focus on greater intentionality and structure to ensure, increase and sustain a culture of belonging and wellbeing for our students, faculty and staff.

Task Force 3 Report: Commitment to our Purpose, Place and Values

This Task Force examined the theme of our institutional mission as a student-centered university informed by our Catholic, Marianist faith and the legacy of our educational mission in Hawaii/Pacific informed by our Native Hawaiian host culture.

Task Force 4 Report: Sustainable Development for our Shared Future

This Task Force examined the theme of our sustainability as an institution of higher education and the key variables that will ensure continued growth in our fiscal, educational and ethical development as a university and in keeping with our mission and values.

Task Force 5 Report: Community Focused Growth & Impact

This Task Force examined the theme of local and regional community engagement, partnerships and impact as a central focus for our university and the legacy, mission and values that sustain our educational enterprise within Hawaii and the Pacific community.



UNIVERSITY STRATEGIC PLAN TASK FORCES

2023 AT-LARGE MEMBERSHIP

TASK FORCE 1: ACADEMIC EXCELLENCE

Academic Excellence in Service to our Students. This Task Force will examine the theme of academic excellence and ways in which the university can ensure, increase and maintain academic excellence in service to our students and the institution as a whole.

1. Janet Davidson, Vice Provost for Academic Affairs & Professor of Criminology (Co-Chair)
2. David Carter, President of Faculty Senate & Professor of Forensic Sciences (Co-Chair)
3. Dani Masuda, Associate Vice President for Student Success
4. Dale Fryxell, Dean of Education and Behavioral Sciences & Professor of Psychology
5. Jim Heller Sutton, Director of the Center for Teaching & Learning
6. Cheryl Edelson, Dean of Humanities, Arts and Design & Professor of English
7. Justin Wyble, Coordinator for the English Program & Assistant Professor of English
8. Pono Riddle, Academic Advisor, Office of Student Success
9. Helen Turner, Director of Research for UN CIFAL & Professor of Biology
10. Wera Panow Loui, Lecturer of Marketing, School of Business & Communication
11. Hans Chun, Director of Educational Leadership Programs & Associate Professor of Education
12. Student Representative (TBD), Selected by the Co-Chairs
13. Additional Ad Hoc Members (TBD), Invited by the Co-Chairs as Needed

TASK FORCE 2: SENSE OF BELONGING

Sense of Belonging & Wellbeing for our Entire Ohana. This Task Force will examine the theme of belonging and wellbeing for our campus community with a particular focus on greater intentionality and structure to ensure, increase and sustain a culture of belonging and wellbeing for our students, faculty and staff.

1. Allison Jerome, Vice President for Student Affairs & Dean of Students (Co-Chair)
2. Jenn Creech, Vice President for Enrollment Mngmt & Associate Provost, Student Success (Co-Chair)
3. Dustyn Ragasa, Director of Pastoral Theology Program & Assistant Professor; CUH Alumnus
4. Hans Chun, Director of Educational Leadership Programs & Associate Professor of Education
5. Dani Masuda, Associate Vice President for Student Success
6. Jim Heller Sutton, Director of the Center for Teaching & Learning
7. Janet Davidson, Vice Provost for Academic Affairs & Professor of Criminology

8. Darren Iwamoto, *Graduate Programs Director & Professor of Psychology*
9. Jolene Cogbill, *Ho'oulu Program Coordinator, Academic Navigator & Associate Professor of Biology*
10. Lorin Ramocki, *Coordinator of the Comm & Public Health Prgm & Associate Professor of Nursing*
11. Elisabeth Mather, *Associate Director of the Counseling Center; CUH Alumnus*
12. Pamela Oda, *President of the Student Government Association, Undergraduate Student*
13. Additional Ad Hoc Members (TBD), *Invited by the Co-Chairs as Needed*

TASK FORCE 3: COMMITMENT TO OUR PURPOSE

Commitment to our Purpose, Place and Values. This Task Force will examine the theme of our institutional mission as a student-centered university informed by our Catholic, Marianist faith and the legacy of our educational mission in Hawaii/Pacific informed by our Native Hawaiian host culture.

1. Edward Brink, *Rector & Vice President for Mission; Marianist Brother (Co-Chair)*
2. Dustyn Ragasa, *Director of Pastoral Theology Prgm & Asst Professor; CUH Alumnus (Co-Chair)*
3. Fr. Chris Wittman, *Director of Campus Ministry; Marianist Priest*
4. Koreen Nakamoto, *Senior Lecturer of English*
5. Christine Denton, *Vice President of Legal Affairs & Administration*
6. Eva Washburn-Repollo, *Professor of Communication; Former Faculty Senate President*
7. Sr. Malia Wong, *Director of the BDK-Fujitani Interfaith Program & Sr. Lecturer of Religious Studies*
8. Cathy Chong, *Associate Vice President for University Communications & Marketing*
9. Jane Chang, *Executive Assistant to the Office of the Rector & the Office of the President*
10. Jolene Cogbill, *Ho'oulu Program Coordinator, Academic Navigator & Associate Professor of Biology*
11. Pam Smith, *Associate Dean, Director of the DNP & Associate Professor of Nursing*
12. Student Representative (TBD), *Selected by the Co-Chairs*
13. Additional Ad Hoc Members (TBD), *Invited by the Co-Chairs as Needed*

TASK FORCE 4: SUSTAINABLE DEVELOPMENT

Sustainable Development for our Shared Future. This Task Force will examine the theme of our sustainability as an institution of higher education and the key variables that will ensure continued growth in our fiscal, educational and ethical development as a university and in keeping with our mission and values.

1. Aulani Ka'anoi, *Vice President for Finance & Facilities; CUH Alumnus (Co-Chair)*
2. Cheryl Edelson, *Dean of Humanities, Arts and Design & Professor of English (Co-Chair)*
3. Kahoali'i Keahi-Wood, *Cultural Engagement Specialist; ENV Studies Coordinator & Lecturer*
4. Abby Hurgo, *Associate Vice President for Enrollment Management*
5. Gail Grabowsky, *Dean of Natural Sciences and Math, Director of UN CIFAL & Professor of ENV*
6. Katrina Rosler, *Director of Teacher Education Programs & Associate Professor of Education*
7. Junghwa Suh, *Coordinator for the Arts & Design & Associate Professor of Arts & Design*
8. Nancy DeSilva, *Associate Vice President for Financial Aid*
9. Julie Tupuola, *Director of Facilities*
10. Edward Merc, *Director of the MBA Program & Assistant Professor of Business*
11. Jenn Creech, *Vice President for Enrollment Management & Associate Provost, Student Success*
12. Student Representative (TBD), *Selected by the Co-Chairs*
13. Additional Ad Hoc Members (TBD), *Invited by the Co-Chairs as Needed*

TASK FORCE 5: COMMUNITY FOCUSED

Community Focused Growth & Impact. This Task Force will examine the theme of local and regional community engagement, partnerships and impact as a central focus for our university and the legacy, mission and values that sustain our educational enterprise within Hawaii and the Pacific community.

1. Lisa Furuta, *Vice President for University Communications & Marketing (Co-Chair)*
2. Rhoberta Haley, *Dean of Nursing and Health Professions & Professor of Nursing (Co-Chair)*
3. Gary Cordova, *Vice President for Development & Advancement; Member of Board of Governors*
4. Connor Flynn, *Data Analyst in the NSF S-STEM Program, CUH Alumnus*
5. Richard Kido, *Coordinator and Professor of Accounting; Former Faculty Senate President*
6. Amber Noguchi, *Director of Undergraduate Research and Pre-Professional Programs*
7. Dave Coleman, *Director of the Chuuk Program & Professor of Religious Studies*
8. Blendine Hawkins, *Director of the DMFT Program & Professor of Psychology*
9. Lupita Ruiz-Jones, *Coordinator & Assistant Professor of Environmental Science*
10. Claire Wright, *Sr. Director of the Office of Sponsored Programs & Professor of Biology*
11. Guanlin Gao, *Director of the EECE & Associate Professor of Economics*
12. Student Representative (TBD), *Selected by the Co-Chairs*
13. Additional Ad Hoc Members (TBD), *Invited by the Co-Chairs as Needed*



UNIVERSITY STRATEGIC PLAN TASK FORCE REPORT FORM

Section 1: Task Force Details

Task Force Theme: Academic Excellence in Service to Our Students

Task Force Co-Chairs: Janet T. Davidson and David O. Carter

Task Force Members: Hans Chun, Cheryl Edelson, Dale Fryxell, Jim Heller-Sutton, Dani Masuda, Pam Oda, Wera Panow-Loui, Pono Riddle, Helen Turner, Justin Wyble, Jasmine Mondelo

Section 2: Task Force Process

This Task Force conducted data collection, analysis, discussion, and decision-making through a series of meetings during the late spring, summer, and early fall of 2023. The initial spring meeting was held to review the Task Force theme and form subcommittees focusing on the development of strategic goals, rationale, initiatives, and Key Performance Indicators (KPIs). These subcommittees identified the following areas as integral to achieving academic excellence in service to our students:

- Student Experiences & Outcomes
- Academic Programs, Innovation, & Revitalization
- Faculty Development
- Investing in Areas of Interdisciplinary Excellence

Each subcommittee worked during summer 2023 to draft a collection of goals, initiatives, and KPIs. The full Task Force met on 28 August 2023 to review the draft materials as a team. These draft materials were then reviewed and modified by the Co-Chairs to prioritize the recommended goals and present them as a cohesive package.

Section 3: Recommended Goals, Initiatives & KPIs

Academic Excellence Ecosystem

Community and Workforce Focused Curriculum, Development, and Early Career Student Experiences

Strategic Goal 1: Prepare and/or revise existing programs to meet evolving community and student needs.

Rationale for Goal 1: This goal is driven by the Marianist educational value of Adaptation and Change. In part, academic excellence in service to our students necessitates the charge to remain relevant, responsive, and competitive in the dynamic and rapidly changing higher education landscape. In today's landscape, academic excellence in service to our students demands that we stay responsive to market dynamics, align with workforce demands, engage with our community, and engage in ongoing quality

assurance of our programs. Further, this supports our mission to provide quality education that prepares students for success through providing both a well rounded, liberal arts education as well as equipping students with skills, knowledge, and dispositions needed to thrive in the current workforce and the one to come. Consequently, it is essential for our institution's viability in higher education that we incorporate into our curricula the skills demanded by employers, including resilience and the capacity to navigate complex and ever-changing situations.

Initiatives for Goal 1: Program evaluation and redesign, including the integration of interdisciplinary elements and emerging technologies.

Initiatives for Goal 1: Develop new programs, using market data in order to meet the demands and needs of the workforce and our students.

Initiatives for Goal 1: Flexible and stackable credentials to support articulable industry relevant skills, credential recognition beyond the degree, and upskilling to returning adult students.

KPIs:

- Number of new programs, significantly revised programs, and stackable credentials created.
- Enrollment of students in new or revised academic programs and credential programs.
- Post-graduate placement in career fields aligned with degrees.
- Community and employer stakeholder feedback.

Initiatives for Goal 1: Create interdisciplinary areas of excellence to support innovation, research, funding, community needs, and opportunities for applied student experiential learning.

KPIs:

- Number of new interdisciplinary centers and number of publications and projects originating from these centers.
- Level of community engagement and partnerships facilitated by these interdisciplinary areas.
- Involvement of student experiential learning opportunities provided by the interdisciplinary centers.
- Grants or fundraising directly linked to the interdisciplinary centers of excellence.
- Number of faculty and students directly involved with interdisciplinary centers.

Initiatives for Goal 1: Increase professional spaces, including classrooms or other spaces through the design and implementation of innovative, technology heavy, mixed-use teaching spaces.

KPIs:

- Number of new, innovative mixed-use classroom or campus spaces.
- Community and employer stakeholder feedback.

Strategic Goal 2: Integrate faculty development with the evolving demands of the community and workforce to ensure a responsive and impactful curriculum as well as professional development to students.

Rationale for Goal 2: This goal is driven by our Marianist educational value of providing an integral quality education. Within this ecosystem, academic excellence in service to our students is redefined to encompass holistic student development and the cultivation of skills and knowledge essential for success in their chosen careers and continued community service. A targeted emphasis on faculty development, aligned with this mission, enhances not only academic excellence but also strengthens our dedication to our institutional mission.

By creating opportunities for faculty to apply their expertise in service to the community and their professions, we establish a continuous cycle of professional growth that enriches classroom and experiential learning experiences that include up to date technology and curricula. It is important that this remains a continuous cycle so that the academy can move nimbly to keep up with industry demands. Additionally, it is crucial to provide faculty with the necessary support to engage with employers in their respective fields, enabling them to better understand and incorporate the skills sought by future employers.

Interdisciplinary centers help promote important cross-disciplinary research, engagement, faculty research, and community connections. Interdisciplinary centers also play a vital role in promoting combinations of curricula that allow students to acquire important skills-based learning. For example, a history major with a minor in data science or a data science major with a minor in English presents students who are not only well-versed in their chosen subject but also equipped with additional skills that enhance their ability to meet the diverse hard and soft skill requirements of employers. These skills encompass critical thinking, problem-solving, technological proficiency, social and cultural awareness, leadership, conflict resolution, management, planning, coordination, and teamwork, among others. This continuous cycle of growth ensures that our institution remains agile and responsive to the evolving needs of both our students and the broader community.

Initiatives for Goal 2: Create opportunities for faculty to research, interact, and consult in their communities or fields related to specific disciplines (competitive course release pools, development sabbaticals, competitive summer stipends to research current industry demands and expectations).

KPIs:

- Number of publications and grant applications and awards generated.
- Number of creative products and their dissemination.
- Percentage of faculty who actively engage within their professional communities or communities in general.

Initiatives for Goal 2: Establish mentorship programs where senior faculty members guide and support junior faculty. This mentorship fosters a sense of community, provides guidance in navigating the academic landscape, and promotes professional growth and job satisfaction. Mentors provide guidance on navigating the institution, offer advice on research and teaching, and provide support in career development.

KPIs:

- Faculty satisfaction and sense of academy inclusion and self-efficacy.
- Percentage of junior faculty participating in mentorship programs.
- Faculty surveys to assess satisfaction perceived effectiveness of the mentoring program.

- Junior faculty retention and professional growth.

Initiatives for Goal 2: Facilitate interdisciplinary research/pedagogy/creative collaborations among faculty members. By encouraging cross-disciplinary collaboration, faculty members can engage in innovative projects, expand their professional networks, and experience a sense of fulfillment and satisfaction through intellectual synergy while also infusing skills training into their curricula.

KPIs:

- Number of interdisciplinary collaborations.
- Number of team-taught interdisciplinary courses.
- Number of interdisciplinary or cross-disciplinary research or creative projects produced.

Strategic Goal 3: Offer comprehensive curricular and co-curricular pathways to foster the holistic professional development of students.

Rationale for Goal 3: This goal is driven by our Marianist educational values of providing an integral quality education and adaptation and change by providing a holistic, high-quality education, and fostering adaptability and change. It serves as the impetus for academic excellence by enabling students to develop and apply early career professional skills, including essential interpersonal and communication skills, through mentorship, leadership development, and career shadowing opportunities. The deliberate integration of curricular and co-curricular pathways, dedicated to the professional arm of students' holistic development, empowers them to translate their academic training into practical, real-world settings. This approach extends their personal and leadership growth, strengthens alumni connections, establishes pathways for sustained alumni engagement, and equips students with a competitive edge in their future careers.

Furthermore, this goal equips students with the essential skills needed for successful careers and active, meaningful engagement in their communities. In a world where opportunities for individuals without postsecondary education or credentials are diminishing, it becomes increasingly important for students to articulate the skills they possess beyond their academic knowledge. Chaminade University of Honolulu is well-positioned to assist students in effectively conveying these skills to prospective employers, thereby bridging the gap between education and employment.

Initiatives for Goal 3: Develop a professional mentorship (apprenticeship, co-op) program where students are paired with alumni or industry professionals who provide guidance, advice, and networking opportunities.

KPIs:

- Percentage of students participating in professional mentorship or shadowing programs.
- Retention and progression rates of students in mentorship programs.
- Post-graduate outcomes, including disciplinary specific career placements.

Initiatives for Goal 3: Develop a senior Silversword mentorship program where senior students strengthen early career leadership skills through mentorship of intra-disciplinary freshmen (one senior mentor to five freshmen students).

KPIs:

- Percentage of students participating in student-led mentorship programs.
- Student satisfaction and perceived effectiveness of mentorship relationships among students.
- Retention and progression rates of students in mentorship programs.

Initiatives for Goal 3: Strengthen career or disciplinary specific links between alumni and students through alumni talks, networking events, panels, or similar ways to impart guidance to current students.

KPIs:

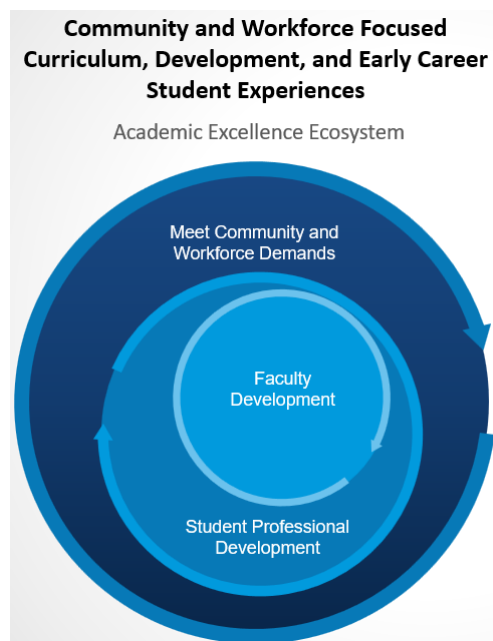
- Number of professional alumni talks, panels, networking events and number of students in attendance.

Initiatives for Goal 3: Strengthen campus life to foster a sense of community and improve student experiences.

KPIs:

- Attendance at campus events.
- Annual student surveys to measure involvement, sense of belonging and community, and professional self-efficacy.

Section 4: Additional Commentary (Optional)



Academic excellence in service to our students is a fundamental aspect of our mission, which is to prepare students for a life of service and successful careers, emphasizing integral quality education and adaptability to change. While our primary focus as a university centers around education and related experiences, we are committed to expanding students' horizons by exposing them to diverse opportunities they may not encounter elsewhere. Indeed, college was intentionally designed to be independent of the workforce, but as a small, independent, private institution, we do not have the luxury of an education separated from the world outside the academy. We must consider the needs of the industries our students will, or wish, to enter. Employers increasingly seek partnerships with institutions of higher education, recognizing the mutual benefits of such collaborations. Institutions like Chaminade, along with our students, can reap significant advantages from the synergy between the

academic world and industry.

Furthermore, forging partnerships within the community presents tangible opportunities to offer our students real-world experience while they simultaneously contribute to their communities through valuable problem-solving contributions. This integration of academic learning with practical application not only enhances the educational experience but also empowers our students to become active, engaged citizens prepared to tackle the challenges of the modern world.

In essence, our students often aspire to secure employment in their chosen fields, making career readiness a central objective. It's noteworthy that a significant 88% of incoming freshmen identify

obtaining a good job as their primary motivation for attending college. Paradoxically, a mere 11% of business leaders strongly affirm that graduating students possess the skills and competencies their businesses require. As a result, our academic excellence ecosystem is intentionally designed to cater to a diverse spectrum of learners, encompassing various disciplines, instructional approaches, and degree levels. Our primary focus is on delivering a traditional education enriched with the skills that employers value. Furthermore, this ecosystem maintains a close and dynamic connection with the evolving needs of both our community and the workforce.

Prioritizing the integration of workforce and community demands into our programs and curricula also has the added advantage of boosting the earning potential of students in traditionally lower-paying degree fields by equipping them with highly sought-after skills.

This ecosystem prioritizes the well-being and success of our students and our community, placing them at the forefront of our efforts. Its ultimate aim is to ensure that the functions supporting all three core goals remain harmonious and interdependent. In a manner analogous to nature, each component must work synergistically, mutually benefiting from and reinforcing the contributions of students, staff, and faculty across multiple facets of our institution. In this way, Chaminade University of Honolulu moves forward as an institution that does not need to choose between a traditional education and a professional skill, we can have both in the name of academic excellence in service to our students, our community, and in producing a future of values-based, prepared early career workforce.

Section 5: References & Appendices

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UNIVERSITY STRATEGIC PLAN TASK FORCE REPORT FORM

Section 1: Task Force Details

Task Force Theme: University Strategic Plan Task Force on Sense of Belonging & Wellbeing

Task Force Co-Chairs: Jennifer Creech & Allison Jerome

Task Force Members: Dustyn Ragasa, Danielle Masuda, Darren Iwamoto, Elisabeth Mather, Hans Chun, Jim Heller Sutton, Janet Davidson, Jolene Cogbill, Leilani Rlahi, Lorin Ramocki, Pamela Oda

Section 2: Task Force Process

- May 11, 2023 - Complete Task Force meeting via Zoom to discuss charge of group & strategy moving forward
- Based on conversation during first meeting, Task Force Co-Chairs consolidated group ideas into sub-themes
- June-August 2023
 - Task Force subdivided into smaller teams based on sub-themes (Culture of Care, Host Culture Values, Institutional Pathways for Wellbeing, Reducing Equity Gaps, Mental Health & Wellbeing). Smaller teams met to brainstorm.
 - Co-Chairs met with individual smaller teams to discuss strategic goal, initiatives to achieve goal, how to assess/measure goal.
 - Through this process, Task Force members saw that conversations overlapped amongst smaller teams and even across other Task Forces.
- August 2023 - Entire Task Force reconvened to review key points raised during smaller team discussions

How did we use data?

- Conversations about limited data regarding sense of belonging & well-being (only current data we had was SP22 Sense of Belonging survey of students)
- Used CUPA-HR general data related to faculty/staff sense of belonging and wellbeing
- Reviewed best practices at universities and companies regarding sense of belonging & wellbeing

Section 3: Recommended Goals, Initiatives & KPI's

Strategic Goal 1: Collect data regarding sense of belonging university wide.

Rationale for Goal 1: Lack of data currently exists or is outdated. The justification for collecting new data on the sense of belonging is to gain fresh insights, monitor changes over time, and inform initiatives and policies that can enhance the overall sense of belonging within the university community. This data can help identify areas of improvement, evaluate the

effectiveness of existing programs, and ensure that the university fosters an inclusive and supportive environment for all its members.

Initiatives for Goal 1a:

1. Campus wide student/faculty/staff survey every other year (survey students one year and faculty/staff the next)

KPI's for Goal 1a:

1. Create timeline for survey distribution
2. Identify custodians of the data
3. Report out to Hui groups

Initiatives for Goal 1b:

1. Review student retention surveys to identify patterns.
 - a. Non-Returning Student Form, Data from Stellic, Leave of Absence Form
 - b. Support from Institutional Research Team

KPI's for Goal 1b:

1. Pattern Identification Efficiency $PIE = (\text{Number of Significant Patterns Identified} / \text{Total Number of Surveys Reviewed}) * 100\%$ A high PIE percentage indicates a successful review process in which a significant number of patterns related to student retention have been identified, providing valuable insights for improvement.

Initiatives for Goal 1c:

1. Review faculty and staff retention data.
 - a. If data does not currently exist, create means for collecting data.

KPI's for Goal 1c:

2. Pattern Identification Efficiency $PIE = (\text{Number of Significant Patterns Identified} / \text{Total Number of Surveys Reviewed}) * 100\%$ A high PIE percentage indicates a successful review process in which a significant number of patterns related to faculty/staff retention have been identified, providing valuable insights for improvement.

Strategic Goal 2: Increase a sense of belonging and well-being at the University through the incorporation of our Marainist values and through the integration of the host culture of Hawaii.

Rationale for Goal 2: Increasing a sense of belonging and well-being can lead to improved student outcomes, foster diversity and inclusion, strengthen community partnerships, and enhance Chaminade's overall reputation.

Initiatives for Goal 2a: Create introductory workshops for faculty and staff that offer a foundational understanding of Marianist values and Hawaiian culture.

KPIs for Goal 2a:

1. Track the number of faculty and staff participating in and completing the Marianist values and Hawaiian culture workshops.

Initiatives for Goal 2b:

1. Create a model of wellness for faculty, staff and students.

KPIs for Goal 2b:

1. Identify working group to establish model.
2. Utilize best practices across universities & colleges for development and implementation of model.
3. Create timeline for developing model after survey data (mentioned above) is collected and analyzed.

Initiative for Goal 2c: Incorporate experiential learning in CUH 100 (and/or EN 101/102) with a complementary focus on our Marianist and Hawaiian identities.

KPIs for Goal 2c:

1. Review how Marianist & Hawaiian identities are currently introduced through CUH 100.
2. Work with the Office of Service-Learning, Campus Ministry, and others to create learning experiences for first-year students that focus on Marianist & Hawaiian identities.
3. Track the number and distribution of students engaging in experiential learning that has a Hawaiian and/or Marianist focus. Conduct pre- and post- surveys to measure impact.

Initiative for Goal 2d: Establish an Office for Native Hawaiian and Pacific Islander Partnerships.

KPIs for Goal 2d:

1. Create a basic understanding of what it means to be Native Hawaiian and Pacific Islander serving.
 - a. CIFAL, partnerships
2. Create a dedicated space and resources for additional research and learning.

3. Revisiting the Ho'oulu model and using that as a framework for support services
4. Establish the office and track metrics within the office including the following: community partnerships established, education opportunities generated, research produced, etc.

Strategic Goal 3: Promote and support autonomy, holistic education, and community within Chaminade University to improve mental health outcomes for students/ employees.

Rationale for Goal 3:

This strategic goal focuses on creating work environments that prioritize employee well-being, personal growth, and a sense of community.

Initiative for Goal 3a: Promote and support autonomy.

KPIs for Goal 3a:

1. Promote flexible work arrangements, with guided framework, to allow more autonomy.
2. Create and support new opportunities for personal development.

Initiative for Goal 3b: Promote and support competence.

KPIs for Goal 3b:

1. Provide training and professional development opportunities to enhance employees' skills, knowledge, and self-confidence.
 - a. Workshops, mentorship programs, and continuous learning initiatives

Initiative for Goal 3c: Promote and support community.

KPIs for Goal 3c:

1. Build a supportive and inclusive workplace culture that fosters strong relationships, teamwork, and social support networks.
 - a. Employee resource groups, family holiday functions for offices and students with families, special interest groups (bible study, women's group, etc)

Section 4: Additional Commentary (Optional)

The members of this Task Force wish to acknowledge the extensive overlap of themes not only within our own smaller teams, but across other Task Forces as well.

Section 5: References & Appendices

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Task Force 3: Purpose, Place, and Values

Section I: Task Force Details

Task Force 3 Theme

Purpose, Place, and Values

Co-chairs

Bro. Edward Brink, SM, *Vice President for Mission and Rector*

Dr. Dustyn Kainoa Ragasa, *Assistant Professor of Philosophy and Religious Studies*

Task Force Members

Jane Chang, *Administrative Assistant for the Office of the President and Office of the Rector*

Catherine Lee Chong, *Assistant Vice President of University Communications and Marketing*

Dr. Jolene Cogbill, *Associate Professor of Biology*

Christine Denton, *Vice President of Human Resources and Legal Affairs*

Haley Mo'okini, *current psychology undergraduate and student athlete*

Dr. Koreen Nakahodo, *Assistant Professor of English*

Dr. Pamela Smith, *Associate Dean of the School of Nursing and Health Professions*

Fr. Martin Solma, SM, *Special Assistant to the President and University Chaplain*

Dr. Eva Washburn-Repollo, *Professor of Communication*

Fr. Christopher Wittmann, SM, *Director of Campus Ministry*

Sr. Malia Wong, OP, *Senior Lecturer of Religious Studies*

Section II: Task Force Process

Convening of Members and Initial Brainstorming (May 2, 2023)

Task Force 3 (TF3) members were convened for a review of the task at hand, which sparked spontaneous discussion relating to institutional goals and potential initiatives. After a period of discussion, members divided into two smaller groups: one focused on goals and the other focused on initiatives. After members reconvened to share their summaries, broad overlap and consensus on a handful of priorities emerged. The co-chairs concluded by promising to relate to members the review of collected materials with plans for the steps ahead.

Reception of Feedback and the Clustering of Twelve Areas (May 18, 2023)

After the initial meeting of the TF3 members, the co-chairs reviewed all collected materials (e.g., self-reported group summaries, ideation cards, co-chair notes, etc.) and preserved them electronically. The co-chairs continued to independently engage this data by noting patterns, identifying consensus, and eliminating clear redundancies. Points of apparent interest were jointly discerned and subsequently clustered into twelve subheadings or "areas."

Self-Designation of Members in Six Areas (June 11, 2023)

Upon the identification of the twelve areas, the co-chairs sent a form to the TF3 members, who were asked to rank the twelve areas in their preferred order of interest. The co-chairs took it as their priority to attempt coverage for all areas, endeavoring to assign to each person their first or second choice. Upon completion of the form, the interests of the members reduced the number of areas from twelve to six. The ranked preferences of members also formed them into pairs in each of the six areas, with exceptions.

Commission to Collect Data (June 21, 2023)

Once TF3 members had been confirmed in their area designations, they were encouraged to collect data and perform research in collaboration with their partner over the span of two months, with support and guidance from the co-chairs. The co-chairs provided Area Folders in the Google Drive for the hosting of a worksheet template and data and artifact collection. Area Folders were monitored for activity throughout the summer and reminder emails regarding progress and completion were sent periodically to all members.

Sharing of Contributions, Data, and Debrief (August 21, 2023)

At the end of the two-month research and data collection period, the TF3 was reconvened by the co-chairs via Zoom. Member-pairs in each of the Areas shared their findings, their work processes, and any challenges to completion. Points of strong intersection between the Areas suggested a further refinement of goals and their indicators. The co-chairs thanked the TF3 members for their service and outlined the final steps ahead, including the sharing of a draft report ahead of the September 15 deadline.

Identification of Three Goals with Initiatives and KPI's (September 1, 2023)

After a review of the worksheets, data, and artifacts provided by TF3 members, the co-chairs worked to clarify and further refine the goals, initiatives, KPI's. Thanks to the efforts of TF3 members, three distinct, overlapping, and inclusive strategic goals were clearly represented. Some initiatives within the received member reports required development or rearticulation of measurable KPI's. Once three sets of goals, initiatives, and KPI's were outlined, the co-chairs began their work on the draft report.

Presentation of Draft Report to Members for Approbation (September 11, 2023)

Upon completion of the draft report, the co-chairs conveyed the draft report to TF3 members for feedback and clarification ahead of final submission to the Provost and Strategic Planning Steering Committee. The deadline for final comments and corrections was set to Thursday, September 14. Discussion among TF3 members led to greater refinement of the report, namely, the clarification of language and the addition of further initiatives to more fully realize the TF3 goals, especially those relating to bolstering the Native Hawaiian-serving dimension of Chaminade's mission and identity.

Completion of Report and Submission (September 14, 2023)

Upon reception of final TF3 member input, the co-chairs prepared the finalized report for submission to the Provost.

Section III: Recommended Goals, Initiatives, and KPI's

Strategic Goal 1: Campus Formation

Form current students, faculty, and staff in our Catholic, Marianist, Native Hawaiian mission and identity, emphasized as three distinct but interrelated components

Rationale. The ongoing development and cultivation of the whole person for mission – known as *formation* in the Marianist tradition – as animated by our Catholic, Marianist, and Native Hawaiian-serving identity, was identified as the heart of Task Force 3 and the foundation of its subsequent goals. Intentional and systematic campus-wide formation for students, faculty, and staff is essential for a strong university culture suffused by our *purpose, place, and values*. Data collected includes material from exemplar institutions who share our Catholic heritage, our Marianist affiliation, and our responsibility to indigenous host cultures. The effective formation of students, faculty, and staff must be responsive to the distinctive vocations and needs of each. For this reason, Task Force 3 has identified three sets of demographic-specific Initiatives and Key Performance Indicators under the umbra of Strategic Goal 1: Campus Formation.

1. Student Formation

a. Initiatives

- i. Create CUH 100 Modules for student formation centered on the Characteristics of a Marianist Education, an introduction to Hawaiiana including the history of the first Marianists in Hawai'i, to provide students with "a sense of spirit, a sense of place," featuring Marianist Educational Associate ("MEA") mentorship
- ii. Integrate Mission-critical material in academic life, offices of student engagement, student activities, and co-curricular activity (e.g., athletics, internships)
- iii. Form Student Lay Marianist Communities guided by Kalaepohaku Marianists, members of Lay Marianist Communities ("MLC"), and Marianist Educational Associates
- iv. Create a working group of kanaka maoli faculty, staff, students, and community leaders to ensure that the Native Hawaiian-serving element of our identity is accurately represented, present, and cultivated in the student experience
- v. Develop survey of first year students to assess improvement of understanding of university Marianist heritage and collect data
- vi. Develop criteria, assessment for the presence and influence of the Catholic Intellectual Tradition, the Characteristics of Marianist Education, and Native Hawaiian-serving elements in summative academic projects (e.g., capstone courses, senior seminars, etc.)

b. Key Performance Indicators

- i. Working group will collaborate with student-facing staff and MEA's to articulate statement of telic student development in the Marianist tradition (e.g., *"The Marianist Graduate at Graduation"*) by year 1
- ii. Working group will collaborate with student-facing staff and MEAs to create and implement content templates, samples, and assessment tools for institutional use by year 2
- iii. 50% of student-led activities will articulate substantive connection to Mission and Identity by year 3
- iv. 50% of students will demonstrate substantive knowledge about founders, campus buildings and monuments by year 3
- v. 50% of summative academic projects (e.g., capstone courses, senior seminars, etc.) will demonstrate substantive engagement with the Catholic Intellectual Tradition, The Characteristics of a Marianist Education, and Native Hawaiian values as three distinct but interrelated components by year 4
- vi. 75% of students demonstrate a distinctive Marianist character on account of their education and formation by year 5

2. Faculty Formation

a. Initiatives

- i. Articulate an instrument to be used by all departments and divisions to hire for mission, which is to include evaluating candidates for their knowledge of, and commitment to, our Catholic, Marianist, and Native Hawaiian-serving mission and identity
- ii. Develop presentations, curriculum for ongoing faculty formation, especially for faculty-wide events (e.g., Faculty Institute, professional development, etc.) centered on the Catholic Intellectual Tradition, the Characteristics of a Marianist Education, an introduction to Hawaiiana including the history of the first Marianists in Hawai'i, to provide faculty with "a sense of spirit, a sense of place," featuring Marianist Educational Associate ("MEA") mentorship
- iii. Develop self-assessment tool for faculty to complete and discuss with a faculty MEA their comfort and synergy with the Mission of CUH
- iv. Identify, document, and incentivize academic and intellectual activity that engages our Catholic, Marianist, and Native Hawaiian-serving identity as an integral whole
- v. Track and incentivize participation of Faculty in CTL workshops which focus on Catholic Intellectual Tradition, Catholic Social Teaching, the Characteristics of a Marianist Education, and a sense of culture and place, to encourage engagement across the disciplines and ensure the presence of these mission-critical traditions across the curriculum

- vi. Institute faculty-wide assessment for efficacy of faculty formation initiatives
 - b. Key Performance Indicators
 - i. Develop *hiring for mission* instrument by year 1 and assess by year 2
 - ii. Pilot developed FLC-model program and assess by year 2
 - iii. 80% of Divisional Deans, Directors, and select faculty complete incentivized pilot formation program and produce artifacts demonstrating substantive plans for Divisional implementation, enforcement, and assessment for efficacy by year 3
 - iv. 50% of Regular and Adjunct faculty undertake and demonstrate active engagement with Mission including substantive papers, research projects, FLCs, course materials, etc. by year 4
 - v. 75% of Regular and Adjunct faculty undertake and demonstrate active engagement with Mission including substantive papers, research projects, FLCs, course materials, etc. by year 5
 - vi. 80% of faculty MEAs commit to robust continuing formation and leadership responsibilities for the formation of colleagues by year 5
3. Staff Formation
- a. Initiatives
 - i. Articulate an instrument to be used by all departments and divisions to hire for mission, which is to include evaluating candidates for their knowledge of, and commitment to, our Catholic, Marianist, and Native Hawaiian-serving mission and identity
 - ii. Design curriculum for ongoing staff formation, especially for staff-wide events (e.g., staff retreats, professional development, gatherings, etc.) centered on the distinctiveness of a Catholic university community and education, the Characteristics of a Marianist Education, an introduction to Hawaiiana including the history of the first Marianists in Hawai'i, to provide staff with "a sense of spirit, a sense of place," featuring Marianist Educational Associate ("MEA") mentorship
 - iii. Form and incentivize ongoing FLC-model staff "Mission Groups" or small staff communities for spiritual, intellectual formation in the Catholic, Marianist tradition
 - iv. Develop self-assessment tool for staff to complete and discuss with staff MEA their "fit" for, and contribution to, the Mission and Identity of the University
 - v. Collect "Marianist moments"
 - b. Key Performance Indicators
 - i. Develop *hiring for mission* instrument by year 1 and assess by year 2
 - ii. Pilot developed FLC-model program and assess by year 2

- iii. 80% of Provosts, Vice Presidents, and Directors to complete pilot FLC-model program by year 3
- iv. 50% of professional and executive staff undertake, demonstrate, and articulate active engagement with Mission and Identity by year 4
- v. 70% of professional and executive staff undertake, demonstrate, and articulate engagement with Mission and Identity by year 5
- vi. 80% of existing staff MEAs commit to robust continuing formation and leadership responsibilities for the formation of colleagues by year 5

Strategic Goal 2: 'Āina Statement

Generate a statement including elements of 'āina acknowledgement, Catholic heritage, Marianist roots and history with Native Hawaiian people, Kalaepohaku mo'olelo

Rationale. The Chaminade 'ohana takes pride in its unique blend of Catholic, Marianist and Hawaiian heritage. We are also grateful for the history and heritage of Hawai'i and, in particular, Kalaepohaku and seek to honor the land and the people who cared for it. Over the past decade there have been various programs and initiatives that have helped to heighten awareness of these four strands that intertwine to provide Chaminade University with guidance in serving various communities and peoples. A common statement that integrates what we believe and hold as values will be of assistance to the entire university community. The statement will serve as a guide and a source of inspiration as we move forward.

1. Initiatives

- a. Form a working group to discuss and reflect on the intersection between Native Hawaiian, Roman Catholic, and Marianist Values as three distinct but interrelated components
- b. Produce a comprehensive (all-inclusive) statement that focuses on the mission of the University as being Catholic, Marianist, and Native Hawaiian-serving
- c. Initiate institutional response (e.g., change in mission statement, craft a land/culture acknowledgment, etc.)
- d. Explore possibilities regarding a new staff position focused on Catholic, Marianist, Native Hawaiian wisdom, housed in a dedicated leadership office, resource center, or gathering space under the purview of the Vice President for Mission and Rector
- e. Utilize the statement and institutional response to develop programs for Faculty, Staff, and Student formation

2. KPIs

- a. Working group representative of stakeholders formed (assembled, educated, and made knowledgeable about culture, mission, history) and prepared for articulating intersection between three components of identity by year 1
- b. Working group drafts statement(s) for review by stakeholders by year 2
- c. Formal adoption of statement by institution through ceremony, formal acknowledgment, branded materials, syllabus language, etc. by year 3
- d. Establish a specialist-staffed resource center or leadership office dedicated to Native Hawaiian culture and wisdom and its interface with the Catholic and Marianist elements of our mission and identity by year 4
- e. Assess initiative impact on the university and community stakeholders and revise if necessary by year 5

Strategic Goal 3: Branding for Purpose, Place, and Values

Improve external branding to better reflect our Marianist, Catholic, Native Hawaiian mission and identity

Rationale. Strengthening the brand of Chaminade University will help to shape our culture and define our purpose for the internal community (students, faculty, staff, alumni, etc.) and external stakeholders (the general public, prospective donors, prospective students, etc.). Strong branding is essential for enrollment management and recruitment of new students at all levels (undergraduate, graduate, and doctoral) and to various demographic groups. Chaminade's branding should have a consistent mission/identity yet utilize messaging that resonates with each demographic group's needs and goals. Strong branding is also essential when recruiting and onboarding new employees and is essential when seeking donations, grants other means of support.

1. Initiatives

- a. Assess efficacy, presence mission-accurate branding as informed by extant data gathered by Anthology study
- b. Hold focus groups of students, faculty, and community members for input on branding and distribution
- c. Create survey for data collection relating to branding and its reception
- d. Evaluate data collection for branding distribution, efficacy
- e. Identify and quantify branded materials: papers, presentations, and events

2. KPIs

- a. Develop and deploy survey and related methods for data collection by year 1
- b. Hold representative focus groups, and collect and analyze data for analysis by standing working group headed by the Vice President for Mission by year 2
- c. Draft branded materials once Strategic Goals 1 and 2 above have been clarified and review by the Vice President for Mission by year 3
- d. 50% of UCM branded materials developed will accurately and clearly convey/reflect mission, identity, and sense of place by year 4
- e. 80% of UCM branded materials developed will accurately and clearly convey/reflect mission, identity, and sense of place by year 5

Section IV: Additional Commentary

Members of Task Force 3 have no additional commentary to add.

Section V: References and Appendices

Strategic Goal 1 Data (provided by Nakahodo and Wittmann)

University	Faculty (new)	Faculty (ongoing)	Staff (new)	Staff (ongoing)	Additional
University of Dayton	<p>New Faculty Orientation by Fr. J. Kozar, SM</p> <p>New Employees Dinner with religious and MEAs</p> <p>Presentation by A. Leigh</p> <p>Atlas - New faculty module</p>	<p>Teaching Fellows via the Learning Teaching Center.</p> <p>Year-long academic cohort</p> <p>Voluntary workshops during founders week</p> <p>Outreach to schools to do presentations at mts.</p> <p>2nd year retreat for tenured faculty</p>	<p>New Staff Orientation: Presentation by A. Leigh</p> <p>New Employees Dinner with religious and MEAs</p>	<p>Mission-Based Overnight Retreat for staff</p> <p>Year-long academic cohort</p> <p>Voluntary workshops during founders week</p>	<p>Mission presentations to individual units/divisions at retreats, meetings, planning sessions.</p> <p>Voluntary C & M workshops 2 X semester</p> <p>Board of Trustees Formation as well as senior level administration.</p> <p>Mission-themed prayers at every BOT meeting.</p> <p>Workshops for mission-based hiring and faculty interviews.</p> <p>Catholic & Marianist philosophical basis for Common Academic Program</p> <p>Ensuring DEI work is grounded in C&M mission.</p> <p>MEA Initial Formation</p> <p>MEA ongoing formation (monthly events) with student groups.</p> <p>Heritage Celebrations</p> <p>AMU Lectures (every other year)</p> <p>Partnership for service with the Catholic Church</p>
St. Mary's University	<p>2-day mission-based orientation</p>		<p>2-day mission-based orientation</p>		<p>Marianist Lectures via the Center for Catholic Studies</p> <p>Care for the environment day - Laudato Si</p> <p>Praying with the Marianists: monthly Evening Prayer with the Brothers; ~ 70 people attend, many students</p> <p>Workshop training on faculty and staff hiring including a list of missions and statements given to hiring committees.</p> <p>Fr. John created a rubric for assessing ongoing programs.</p> <p>MEA Initial and Ongoing formation.</p> <p>The Marianist Table: lunch presentation open to all faculty and staff; 3-5 per semester.</p> <p>SMU Prayer Book</p>

Strategic Goal 2 Data (provided by Cogbill and Denton)

Colorado State University

<https://landacknowledgment.colostate.edu/>

CSU Land Acknowledgment

Colorado State University acknowledges, with respect, that the land we are on today is the traditional and ancestral homelands of the Arapaho, Cheyenne, and Ute Nations and peoples. This was also a site of trade, gathering, and healing for numerous other Native tribes. We recognize the Indigenous peoples as original stewards of this land and all the relatives within it. As these words of acknowledgment are spoken and heard, the ties Nations have to their traditional homelands are renewed and reaffirmed.

CSU is founded as a land-grant institution, and we accept that our mission must encompass access to education and inclusion. And, significantly, that our founding came at a dire cost to Native Nations and peoples whose land this University was built upon. This acknowledgment is the education and inclusion we must practice in recognizing our institutional history, responsibility, and commitment.

What is the land acknowledgment statement?

CSU's land acknowledgment is a statement crafted by a variety of Indigenous faculty and staff, as well as other officials at CSU. The statement recognizes the long history of Native peoples and nations that lived and stewarded the land where the university now resides. The land acknowledgment statement also maintains the connection Native people and nations still have to this land.

Northwestern

<https://www.northwestern.edu/native-american-and-indigenous-peoples/about/Land%20Acknowledgement.html>

Northwestern is a community of learners situated within a network of historical and contemporary relationships with Native American tribes, communities, parents, students, and alumni. It is also in close proximity to an urban Native American community in Chicago and near several tribes in the Midwest. The Northwestern campus sits on the traditional homelands of the people of the Council of Three Fires, the Ojibwe, Potawatomi, and Odawa as well as the Menominee, Miami and Ho-Chunk nations. It was also a site of trade, travel, gathering and healing for more than a dozen other Native tribes and is still home to over 100,000 tribal members in the state of Illinois.

It is within Northwestern's responsibility as an academic institution to disseminate knowledge about Native peoples and the institution's history with them. Consistent with the University's commitment to diversity and inclusion, Northwestern works towards building relationships with Native American communities through academic pursuits, partnerships, historical recognitions, community service and enrollment efforts.

Know the Land

What is a Land Acknowledgment?

A Land Acknowledgment is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories. Hear what it means to members of the Native American and Indigenous Peoples Steering Group at Northwestern here.

Why do we recognize the land?

To recognize the land is an expression of gratitude and appreciation to those whose territory you reside on, and a way of honoring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the long standing history that has brought you to reside on the land, and to seek to understand your place within that history. Land acknowledgments do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. It is also worth noting that acknowledging the land is Indigenous protocol.

—<http://www.lspirg.org/knowtheland>

Other Resources

Territory Acknowledgment

Native Land Digital

Beyond Territorial Acknowledgments

Chelsea Vowel

University of Northern Iowa

<https://president.uni.edu/stewardship-statement>

Stewardship Statement

The University of Northern Iowa released its Mission Stewardship Statement in 2021 to recognize the original caretakers of the land on which the university sits and to honor Native and Indigenous Peoples in our work on campus and throughout the community.

Dear Native and Indigenous Communities of Iowa and Beyond:

The University of Northern Iowa honors the ancestral stewards of the land on which our university rests. Among these stewards are the Báxoǵe or Bah Kho-Je (Iowa), oθaakiwaki·hina·ki (Sauk) and Meškwahki·aša·hina (Fox), Očhéthi Šakówiŋ (Sioux), Umó"ho" (Omaha), and Hocąk (Ho-Chunk), as well as those tribal nations who are contemporary caretakers of land in Iowa, including the Meskwaki: Sac and Fox Tribe of the Mississippi in Iowa. We acknowledge the sovereignty of your tribal nations and the violent and painful histories of removal and dispossession as the original caretakers of the land.

As an institution of higher learning now stewarding the land of ancestral caretakers, we hold responsibility to ensure the histories and cultures of Native and Indigenous Peoples are woven into the fabric of our mission as we endeavor to create an institution that is welcoming to and inclusive of all. As guardians and creators of knowledge, the University of Northern Iowa also recognizes the importance of integrating Native and Indigenous culture in our community outreach and engagement efforts. We seek to live our responsibility of mission stewardship through collaboration based on mutual trust, care, and learning.

What do we hope you see from the University of Northern Iowa through living our responsibility of mission stewardship? What stories do we hope you will share? Through the work we do every day to live our mission, the University of Northern Iowa aspires for you to see a community that:

Honors Native and Indigenous People and Culture. We will continue growing and evolving policies, practices, and educational and training programs that promote the university as a destination for students, faculty, and staff to experience a truly welcoming and inclusive living, learning, and working environment.

Lives the 7th Generation Principle. Native and Indigenous Peoples all over the world live the 7th Generation Principle, which is a guiding philosophy to carefully consider how actions of past generations impact our present-day lives and how our actions today will impact the lives of future generations. We affirm our responsibility to honor the wisdom of the generations before us while taking responsibility for the impact of our actions in the present on generations to come.

Does Good for the People and Communities We Serve. Education, research, and service are the core of our charge as an institution of higher learning; these acts of moral and ethical responsibility hold us accountable to the people and communities we serve. We will continue to be agents of good, committed to serving the needs of students, industries, and communities across Iowa and beyond.

Embraces Stewardship of Our Mission and Land. Many Native and Indigenous Peoples live a spiritual connection to land, seeing themselves as part of the land and embracing a personal responsibility to nurture and sustain the natural environment. We recognize a sustainable natural environment is essential for public health and the long-term vitality of our university, and we will continue to assess and integrate environmental practices in our work. We will also see ourselves as active agents in mission attainment; that our work is defining UNI's present impact while shaping the future of our university for generations to come.

On October 8, 2018, Native and Indigenous communities across Iowa gathered at the Iowa State Capitol Building for the signing of the State of Iowa's Indigenous Peoples Day proclamation, declaring the second Monday of October as Indigenous Peoples Day. In the proclamation, Governor Kim Reynolds affirms the State of Iowa "seeks to promote practices and policies that honor the state's Indigenous roots, history, and contributions, and reflect the experiences of Indigenous Peoples, to ensure greater access and opportunity." As a public university committed to the people and communities of Iowa, the University of Northern Iowa is proud to honor you as the original caretakers of the land on which our faculty, staff, and students deliver our mission to create a strong, vibrant, and inclusive state in the present and for generations to come.

University of South Florida-St. Petersburg Campus

<https://www.stpetersburg.usf.edu/diversity-and-inclusion/mission-and-charge/land-acknowledgment-statement.aspx>

The University of South Florida St. Petersburg campus wishes to acknowledge and honor the Indigenous communities who lived and took stewardship of this land. The university recognizes that this campus was built on the Indigenous homelands and resources of the Seminole, Miccosukee, and Tocobaga people as well as their ancestors going back over 10,000 years. We acknowledge the painful history of genocide and forced removal from their territory, and we honor and respect the many diverse Indigenous people still connected to this land on which we gather. This is a call for all of us to commit to continuing to learn how to be better stewards of the land we inhabit.

This land acknowledgement was created with input from the Seminole tribe of Florida. Please feel free to use it in the classroom, on your syllabus or when introducing events on the USF St. Petersburg campus, and invite your audience to learn more about the Seminole and Miccosukee nations today. More information can be found at the links below:

Seminole Tribe of Florida

Miccosukee Tribe of Indians of Florida

Thompson Rivers University

<https://www.tru.ca/about/tru-mission-statement/envision.html>

Thompson Rivers University adopted its Vision Statement in spring of 2020 following an extensive consultation, Envision TRU, held throughout the region. The statement — consisting of Vision, Mission, Values and Strategic Change Goals — sets out the university's guiding map for the next decade.

The focal point of the statement is the Secwépemc word Kw'seltnéws, which means we are all related and interconnected with nature, each other and all things. That interconnection was an integral part of the consultation and is at the heart of TRU's path forward.

To strengthen and honour relationships with Indigenous communities served by TRU, President and Vice-Chancellor Brett Fairbairn sought to have the statement translated into Secwepemctsin, the language of the Secwépemc People upon whose unceded territory the university is located.

A group of Secwépemc Elders from the region gave their time and knowledge to translate the Vision Statement into written and spoken words you find below.

The Integrated Strategic Planning initiative aims to align our efforts in support of achieving TRU's vision.

University of North Carolina at Pembroke

<https://www.uncp.edu/about/mission-statement>

Mission Statement

Founded in 1887 as a school for the education of American Indians, The University of North Carolina at Pembroke now serves a distinctly diverse student body and encourages inclusion and appreciation for the values of all people. UNC Pembroke exists to promote excellence in teaching and learning, in bachelor's, master's and professional doctoral degrees, in an environment of free inquiry, interdisciplinary collaboration, and rigorous intellectual standards.

Our diversity and our commitment to personalized teaching uniquely prepare our students for rewarding careers, postgraduate education, leadership roles, and fulfilling lives. We cultivate an international perspective, rooted in our service to and appreciation of our multi-ethnic regional society, which prepares citizens for engagement in global society. Students are encouraged to participate in activities that develop their intellectual curiosity and mold them into responsible stewards of the world.

UNCP faculty and staff are dedicated to active student learning, engaged scholarship, high academic standards, creative activity, and public service. We celebrate our heritage as we enhance the intellectual, cultural, economic, and social life of the region.

Vision Statement

The University of North Carolina at Pembroke will challenge students to embrace difference and adapt to change, think critically, communicate effectively, and become responsible citizens. Working from a strong foundation in the liberal arts, we will increase opportunities to infuse our curriculum with interdisciplinary innovation while promoting undergraduate and graduate research as well as international opportunities.

Core Values Statement

The faculty and staff of UNC Pembroke are guided by the following set of core values:

1. The commitment to serving the local region
2. The creation, exploration, evaluation, and articulation of ideas
3. The value of a liberal arts foundation as the basis of self-realization and lifelong learning
4. The importance of honor and integrity to learning and leadership as we educate students to be stewards of the world
5. The appreciation of the American Indian history of the university and local community
6. The appreciation of diversity and respect for the dignity and worth of every individual
7. The commitment to prepare graduate and undergraduate students to succeed in an ever-changing and increasingly technological global environment
8. The accessibility of education which leads to the enhancement of the economy and culture in the region
9. The maintenance of a sustainable, safe, healthful, attractive, and accessible campus

Institutional Distinctiveness Statement

The University of North Carolina at Pembroke distinguishes itself from peer institutions by offering an affordable, highly personalized, student-centered education to diverse students. Founded in 1887 as an

American Indian institution to serve the Lumbee people, UNCP is now also comprised of students, faculty, and staff who possess differing attributes based on race, ethnicity, gender, sexual orientation, disability status, national origin, age, political affiliation, religion, and other characteristics. Diversity grounds intellectual pursuits and provides us with opportunities for discovery and ways to integrate all individuals and groups into the larger community, respecting and valuing their uniqueness while simultaneously advancing the University's historical tradition. UNC Pembroke thus prepares its students for life and leadership within a diverse society.

University of De Paul

<https://offices.depaul.edu/mission-ministry/about/Pages/mission.aspx>

University Mission Statement

As an innovative Catholic, Vincentian university anchored in the global city of Chicago, DePaul supports the integral human development of its students. The university does so through its commitment to outstanding teaching, academic excellence, real world experience, community engagement, and systemic change. DePaul prepares graduates to be successful in their chosen fields and agents of transformation throughout their lives.

Guided by an ethic of Vincentian personalism and professionalism, DePaul compassionately upholds the dignity of all members of its diverse, multi-faith, and inclusive community. Through education and research, the university addresses the great questions of our day, promoting peaceful, just, and equitable solutions to social and environmental challenges. Since its founding in 1898, DePaul University has remained dedicated to making education accessible to all, with special attention to including underserved and underrepresented communities.

Sustainability

We consider sustainability a meaningful way to frame a broader set of institutional and societal challenges relevant to our work as a university in the twenty-first century.

FUNDAMENTAL AND EMERGING COMMITMENTS

Environmental: As a university community, we are strongly motivated to action by the looming crises caused by climate change. We must ensure that DePaul's education, research, and operations contribute to a sustainable future for our city and planet. Our role as educators compels us to prepare future generations with the proper knowledge, skills, and attitudes necessary. We recognize the interdependence of environmental, human, and economic systems required by people around the globe to enjoy a healthy and fulfilling quality of life both now and in future.

Fiscal and Operational: At the same time, the economic vulnerability of institutions of higher education in the United States requires us to consider financially sustainable strategic approaches as to how we function in the present and in future. DePaul maintains a mission-based commitment to invest the resources needed to ensure the success of the roughly one third of our students from underserved backgrounds. We know that a student body reflecting truly diverse economic circumstances and life experience is beneficial to learning, societal and self-understanding, and to creating world-ready students. This ongoing commitment challenges us to remain both creative and disciplined as we actively

discern how to remain financially strong, responsive to the needs before us, and an attractive, viable option for all those we seek to serve.

Anti-Racism

With racism so deeply intertwined in human history and still pervasive today, as an institution we recognize our ongoing complicity with systemic racism. These structures continue to cause harm today and prevent needed opportunities for many people who remain underserved and underrepresented. Therefore, we commit forcefully in thought, word, and action to do all that is required to transform our university into an anti-racist institution.

Nonviolence, Dialogue, and Peacebuilding

As a Catholic university, Pope Francis' declaration of nonviolence as a fundamental commitment of the Catholic Church and Catholic education challenges us to model, teach, and foster the necessary awareness, theory, and skills of dialogue and peacebuilding. Furthermore, our grounding in Vincentian mission moves us to recognize the ongoing threat of violent conflict, both locally and globally, and how it harms those most vulnerable populations. Therefore, we strive to integrate nonviolence, dialogue, and peacebuilding into the educational experience of our university community.

Applied Research Oriented to Pressing Societal Needs

As a university, research supplies the educational framework and learning opportunities afforded to those within our DePaul community and society-at-large. We place a high value on engaged research that enables us to apply knowledge and expertise to address pervasive societal issues and the needs of local communities.

Innovation and Adaptability

We are more aware than ever that innovation is essential to a flourishing twenty-first century university. Rapid societal changes, as well as economic pressures on the higher education sector and on the students and communities we serve, require us to adapt continually so that we may respond effectively to today's needs. Our mission compels us to harness the creativity of our community to develop new approaches to learning, new advances in knowledge, and new ways of effectively operating as an institution. As we look to the DePaul of tomorrow, we pledge to evolve effectively in order to remain a source of hope, opportunity, and social transformation, sensitive to the needs of our students, and responsive to the challenges that lie before us.

Seattle Art Museum

Seattle Art Museum respectfully acknowledges that we are on Indigenous land, the traditional territories of the Coast Salish people. We honor our ongoing connection to these communities past, present, and future.

Strategic Goal 3 Data (provided by Chong and Smith)

Dawn Tolbert (2014) An Exploration of the Use of Branding to Shape Institutional Image in the Marketing Activities of Faith-Based Higher Education Institutions, *Christian Higher Education*, 13:4, 233-249, DOI: [10.1080/15363759.2014.924766](https://doi.org/10.1080/15363759.2014.924766)

<https://www.tandfonline.com/doi/abs/10.1080/15363759.2014.924766>

Yii-Hsin Lin, Feng-Jyh Lin, Kuo-Hsiung Wang, The effect of social mission on service quality and brand image, *Journal of Business Research*, Volume 132, 2021, Pages 744-752, ISSN 0148-2963, <https://doi.org/10.1016/j.jbusres.2020.10.054>.

<https://www.sciencedirect.com/science/article/abs/pii/S014829632030727X>

A content analysis of top-ranked universities' mission statements from five global regions, *International Journal of Educational Development*, Volume 72, 2020, 102130, ISSN 0738-0593 <https://doi.org/10.1016/j.ijedudev.2019.102130>.

<https://www.sciencedirect.com/science/article/abs/pii/S0738059318309969>

Lorenzo Compagnucci, Francesca Spigarelli, The Third Mission of the University: A systematic literature review on potentials and constraints, *Technological Forecasting and Social Change*, Volume 161, 2020, 120284, ISSN 0040-1625, <https://doi.org/10.1016/j.techfore.2020.120284>.

<https://www.sciencedirect.com/science/article/pii/S0040162520311100>

How Three Campuses connected their community through campus maps.

[CASE.ORG](#)

How 3 colleges reached out to students to reinforce brand

[CASE.ORG](#)

Samples of recent Chaminade publications and materials.

[Magazine](#)

[Heritage Award Winners Videos](#)

[Scholarship Mahalo Lunch Video](#)

UNIVERSITY STRATEGIC PLAN TASK FORCE

REPORT FORM

Section 1: Task Force Details

Task Force Theme: Sustainable Development for our Shared Future

Task Force Co-Chairs: Aulani Kaanoi and Cheryl Edelson

Task Force Members: Jennifer Creech, Nancy Da Silva, Gail Grabowsky, Abigail Hurgo, Kalohalii Keahi-Wood, Eduard Merc, Katrina Roseler, Junghwa Suh, Julieann Tupuola

Section 2: Task Force Process

The Sustainable Development for a Shared Future Task Force met four times between April and August 2023. At the April meeting, Task Force members joined the following Strategic Plan sub-committees.

1. Financial sustainability and growth
2. Sustainable Administrative Processes
3. Sustainable facilities infrastructure
4. Make a sustainable campus
5. Sustainability of current (vulnerable) beneficial/key student programs

Each sub-committee met throughout the summer to collect research, analyze data, and to draft a report on their goals, initiatives, and KPIs. These draft reports were shared with all Task Force members for review, discussion, and suggestions. In order to facilitate access and contribution, all documents and resources were distributed to Task Force committee members in a shared Google Folder.

Section 3: Recommended Goals, Initiatives & KPIs

The subcommittee meetings yielded a series of goals:

GOAL 1: Increase commitment to partnerships through collaboration with all stakeholders as a means of forging new pathways and support systems for community engagement.

a. Goal 1 Rationale: Industry markets have changed rapidly due to generational shifts (from Millennials to Gen, for example) and the “Great Resignation” trend in the post-COVID world. We need to “take the pulse” of the market in order to determine the demands that will be placed on future graduates. Partnerships help us stay relevant with industry changes.

b. Initiatives:

*Micro-credentialing: offer badges, certificates, master-tracks, and “nano-degrees”

*Develop Chaminade as an “Education Hub” that will integrate conventional university operations with innovative programs and opportunities for entrepreneurship community involvement.

GOAL 2: Clearly articulate the updated value proposition of our academic and co-curricular programs in relation to post Covid-19 industry and educational landscapes.

a. Goal 2 Rationale: Generally speaking, postsecondary institutions have failed to convey value propositions to students. Instead of focusing on ‘what/how’ (process/features), institutions should emphasize the “Why” (time/benefits) to current and prospective students. With the increased trend in commodification of education, students are attracted to academic programs with new and different expectations.

b. Initiatives:

*Streamline admissions requirements for continuing students.

*Review and adjust time-to-completion of programs in order to address current student needs.

- *Develop combined Bachelors + Masters degree programs for sustained tuition growth.

- *Maximize curricular personalization to emphasize industry-related trends and demands (trend: core courses + electives variety).

- *Support “lifelong learning” through continuing education: offer post-degree specialization courses to enhance student marketability after graduation.

d. KPIs:

- *Pulse surveys to determine student interest in program offerings (academic rigor/ industry benchmarks)

- *Net Promoter Score (NPS) (80% or above student satisfaction with ROI)

- *Degree completion success rate within specified time frame

GOAL 3: Develop and institute ways to increase enrollment of non-traditional students/adult learners.

a. Goal 3 Rationale: Research shows that adult learners are the fastest growing segment of potential university students. They are pragmatic in their selection of an institution to begin or continue their education. Currently, 38% of all college students can be classified as ‘adult learners’ by at least 3 out of 5 characteristics of non-traditional students. Hawai’i offers many excellent opportunities for reaching out to adult learners (industry shifts, retraining, military population).

b. Initiatives:

- *Revisit our current program offerings and creating flexibility in key areas:
 - * Course format, completion time, and start/stop/continue options

- * Financial aid flexibility for student success
 - * Focus on outcomes illustrated by alumni testimonials, job placement numbers, or career advancement
- * Personalized advising and clear pathway to graduation

GOAL 4: Create strategies and mechanisms to secure ongoing funding, resources, and administrative support to maintain current (vulnerable) beneficial/key student programs through diversifying the funding sources. Establish dedicated funding streams or endowments for vulnerable beneficial student programs to ensure their continued operation.

a. Goal 4 Rationale: In order to recruit and retain students in our programs, appropriate funding, resources, and administrative support are needed to maintain the continuity of key student programs

b. Initiatives:

- * Implement a monitoring and evaluation system to track program performance and progress. Use the key performance indicators aligned with the individual program goals and regularly assess performance.
- * Foster strong relationships with program stakeholders, including sponsors, partners, and beneficiaries. Establish effective communication channels to keep stakeholders informed about program activities, progress, and potential changes. Actively engage stakeholders in decision-making processes and seek their input to ensure their continued support and alignment with the program's objectives.
- * Develop a comprehensive resource plan that includes appropriate staff, funding, technology, and other necessary resources. Regularly assess resource requirements and allocate resources efficiently to support program continuity.

- * Foster a culture of continuous improvement within the program. Encourage innovation, learning, and adaptation to changing circumstances. Regularly review program performance, identify areas for improvement, and implement changes accordingly.

c. KPIs:

- * Reduction of program disruption due to unexpected personnel changes.
- * Increased endowment and/or designated funding streams for identified programs.
- * Growth of partnership with Kamehameha Schools for varied programs.

GOAL 5: Institute continuous evaluation and enhancement of current processes to support sustainable program development.

a. GOAL 5 Rationale: Conduct systematic evaluations of student programs in order to identify areas for improvement and address any challenges. Thorough and consistent program evaluation documents success as well as opportunities for improvement. By collecting data on program outcomes, student satisfaction, and impact, universities continuously enhance the effectiveness and sustainability of successful program development.

b. Initiatives:

- * Stakeholder Surveys: Implement feedback mechanisms in order to gather input from program stakeholders, such as participants, staff, partners, and beneficiaries.
- * Process Evaluation: Conduct evaluations of program processes and procedures to identify bottlenecks, inefficiencies, and other areas for Improvement.

* Knowledge Sharing and Partnership: Create platforms and opportunities for program staff, partners, and stakeholders to share knowledge, exchange ideas, and collaborate on program evaluation and enhancement.

c.KPIs–

*The development and use of performance metrics (including UNCIFAL sustainable development goals), collection of relevant data, as well as the analysis of results to assess program effectiveness.

•Identification of areas of programmatic strength and opportunities for improvement. Assess whether individual programs are meeting the needs and expectations.

GOAL 6: Bolster facilities staffing, infrastructure, and methodology to improve maintenance and reduce waste as well as the carbon footprint of the university.

a. GOAL 6 Rationale: Preventative rather than reactive facilities maintenance will include: regular reviews of aging facilities and technology; a regular rotation of replacing worn and outdated equipment; implementation of smart, automated, and energy efficient technologies. All of these measures will yield more cost-effective and environmentally sustainable facilities operations.

b.Initiatives:

*Utilize upper-level parking area for installation of solar technology.

* Engage in advanced planning/scheduling in order to realize savings and offset the disruptive nature of construction to academic operations.

c. KPIs

*measurable cost-saving in electricity and water consumption and waste

*systemic processes of building and technology upgrades and repairs becomes part of the campus culture. Campus community has a clear sense of the approach to facilities management and usage.

GOAL 7: Institute environmentally sustainable practices in all areas of campus life to optimize recycling, reuse, and waste reduction.

a. Goal 7 Rationale: Today's students are very interested in being part of the solution to environmental problems such as global warming. Foregrounding Chaminade as an environmentally sustainable campus, along with high-profile greening initiatives and recognition, will increase enrollment and enable our mission as a Native Hawaiian and Pacific Islander serving institution. Environmentally sustainable practices will also support UNCIFAL goals.

b. Initiatives:

- *Reduce carbon footprint by public transportation incentives for the campus community
- *Optimize energy and water consumption through solar panel integration, electric car charging stations, and use of greywater.
- *Recycle food waste through a composting program.
- *Increase education and information about effective recycling systems.

c. KPIs

- *Regional and national recognition as a Sustainable campus
- *Measurable increase in awareness on campus of environmentally sustainable practices
- *Enhanced community collaboration and participation in campus sustainability events and activities

Section 4: Additional Commentary (Optional)

A note of thanks to each of the Task Force participants and sub-committee members who devoted time and energy throughout the summer months to deliberate and develop well-thought out accounts of their research, analysis, and recommendations.

Section 5: References & Appendices

Sustainable Campus for Our Shared Future–Task Force Subcommittee Supporting Documents

Task Force Theme: Sustainable Development: Sustainable Campus Subcommittee– Gail Grabowsky and Junghwa Suh

Task Force Co-Chairs: Cheryl Edelson and `Aulani Ka`anoi

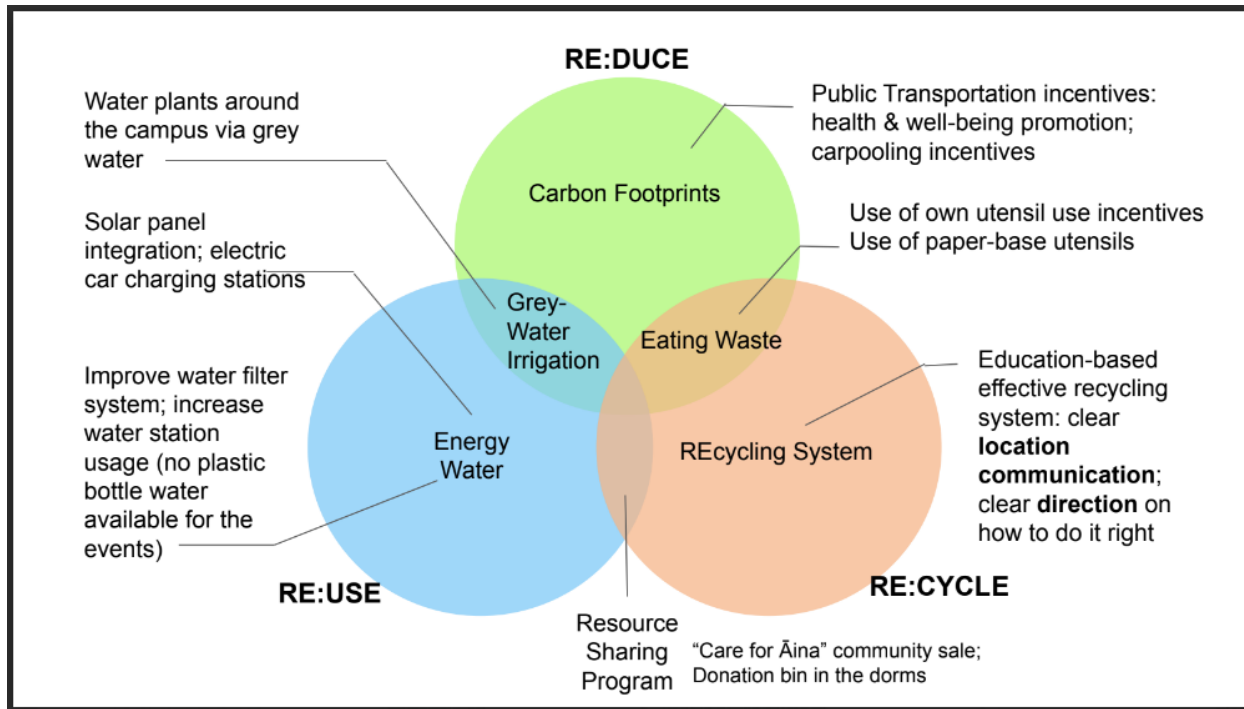
Task Force Members: Sustainable Campus Subcommittee: Gail Grabowsky & Junghwa Suh

Appendix 1: Infographic showing both the blending of different types of sustainable campus initiatives, and the sheet showing short and long-term possible sustainable campus initiatives. The five different categories of initiatives have been color-coded.

Appendix 2: Excel sheet showing initiatives from various universities that we scored as being inexpensive/free, a good fit for Chaminade and something that might possibly increase enrollment. All of these items received a rank of #1 and are coded in green.

Appendix 3: Our raw data sorted into the nine elements campus after Thomashow.

Appendix 1: Info Graphic Showing both the blending of different types of sustainable campus initiatives, and the sheet showing short and long-term possible sustainable campus initiatives. The five different categories of initiatives have been color-coded.



	Short term	Long term	
RE:DUCE Carbon Footprints Waste	Public Transportation incentives; Carpooling incentives	Organic waste collection system	Sustainability Concept Curriculum Integration: make sustainability as a living concept
RE:USE Energy Water	Use of own utensil use incentives Use of paper-base utensils		
	Resource Sharing Program "Care for Āina" community sale; Donation bin in the dorms Upcycling activity program	100% Solar Panel Integration Grey Water Irrigation System Water plants around the campus via grey water	
	Improve water filter system ; increase water station usage (no plastic bottle water allowed)	Electric Car Charging Stations	
RE:CYCLE REcycling System	Education-based effective recycling system: clear location communication ; direction on how to do it right Mandatory recycling lesson in CUH 100 course University-wide Sustainability committee comprised of staff, students, and faculty	Student-led Sustainability student group	
RE:GROWTH Food Health	Food composting system Health & Well-Being Promotion program Walking challenge Eating healthy challenge Wellness Award : challenge school or programs - incentives/ award system	Community garden : campus community grow and manage gardens; Silversword cafe uses campus-grown vegetables; campus farmers market	
RE: SUPPORT Communication Learning	Sustainable Campus Newsletter Sustainability advisory board comprehensive Sustainable Practices Policy	Feral animal support project Sustainability competency criteria for every program's curriculum	

Appendix 2: Excel sheet showing initiatives from various universities that we scored as being inexpensive/free, a good fit for Chaminade and something that might possibly increase enrollment. All of these items received a rank of #1 and are coded in green.

Sorted Sheet: 1 =free, good fit & may increase enrollment; 2 = some cost, good fit and may increase enrollment										
These are FREE, a good fit for Chaminade and may increase enrollment!			Scoring							
These are inexpensive, a good fit for Chaminade and may increase enrollment!			COST		Good fit for		Will it			
SCORE	University/ Source	Description	\$\$\$	\$	Free	Yes	No	Yes	No	Comments
1	UH Hilo	UH Hilo also encourages students, faculty, and staff to use alternative modes of transportation, such as biking or carpooling, to reduce the university's carbon footprint.			X	X		X		Incentivize bus/carpooling; Biking tough at Chaminade
1	U. Oregon	UO encourages food choices that are good for the planet. All dining venues include multiple vegan and vegetarian options and dining staff work to create menus that center plants over meat and dairy. They host a Low Carbon Footprint dinner during Earth Week, featuring innovative, delicious foods that have a lower carbon footprint.			X	X		X		
1	WSU	Water Cycle Management: Increasing water use efficiency, promoting conscious water usage, and substituting alternative water resources for non-drinking water use needs.			X	X		X?		It's free to promote
1	WSU	They have their own institutional Targets: TARGET for 2022: Zero single use plastics in food services, TARGET for 2025: 100% green waste /organic waste diversion and re-use			X	X		X		making targets is free
1	UC Irvine	Student Advisory Council on Sustainability Education (SACSE). As a counterpart to the faculty task force, a student advisory council on sustainability education (SACSE) brings student perspective into the planning of new formal education programs in sustainability.			X	X		X		I love this one! I think the students would love it too
1	Cornell	They have an Association for the Advancement of Sustainability in Education			X	X		X		
1	Dickenson	The administration includes three sustainability committees			X	X		X		
1	Charles Sturt	We've developed action plans following participatory benchmarking workshops undertaken between 2013 and 2016. These workshops involved over 100 stakeholders across the University's nine campuses. https://m.youtube.com/watch?time_continue=90&v=fajvIYSmTM&embeds_euri=https%3A%2F%2Fwww.csu.edu.au%2F&embeds_origin=https%3A%2F%2Fwww.csu.edu.au&feature=emb_logo			X	X		X		this is a wonderful example of how to do goal setting
1	Dickenson	Working to infuse awareness values and practices in campus life and community service that reinforce their sustainability goals			X	X		X		this one is super in-line with Chaminade's values
1	Cornell	97% of their education departments are engaged in sustainability focused research			X	X		X		Curriculum change is cheap!
1	CSU	sustainability has been incorporated into every college on campus			X	X		X		
1	CSU	Over 3000 sustainability research projects are listed in the University wide research database			X	X		X		these are cheap to capture
1	CSU	all of their courses address the Sustainable Development Goals			X	X		X		I love this one!
1	U. Oregon	Minor in sustainable business is designed for non-business majors who want to learn to apply business solutions to address social and environmental challenges.			X	X		X		
1	UH Hilo	The university's sustainability studies program offers courses that explore environmental issues and promote sustainable practices. UH Hilo also integrates sustainability into other academic programs, such as business and agriculture			X	X		X		we do this already through environmental studies and E + ID
1	WSU	Provide the educational opportunity for our students to acquire the knowledge and skills needed to promote sustainable development;			X	X		X		
1	Cornell	More than 40 student founded sustainability clubs including buildings and energy, climate, food, land			xX	xX		xX		OSAL may promote
1	CSU	The students play a big role in leadership on campus with their sustainable initiatives "I came to CSU			xX	xX		xX		Having members of
1	Hampshire	Communication/Marketing: Sustainable Hampshire (video) 10 Green Things About Hampshire College		x	X	xX		xX		Communication/marketing

Appendix 3: Our raw data sorted into the nine elements campus after Thomashow.

<i>Elements & Examples of Campus Sustainability-Related Endeavors</i>		
Major Categories	University	Description
Sust. Measures/Goals	U. Oregon	Dashboard: https://sustainability.uoregon.edu/
	Charles Sturt	The Sustainability Scorecard is Charles Sturt's annual sustainability report. It recognises the sustainability efforts across the University, with milestone achievements highlighted through the LIFE Frameworks. https://www.csu.edu.au/sustainability/publications/sustainability-score-card
	Western Sydney University -WSU	https://www.westernsydney.edu.au/environmental_sustainability/home , and their decadal strategy page: https://www.westernsydney.edu.au/sustainable-development/decadal-strategy ; Sustainability Reports: https://www.westernsydney.edu.au/driving_sustainability/sustainability_education/sustainability_reports and their commitment to the UN Sustainable Development Goals: https://www.westernsydney.edu.au/sustainable-development
	WSU	The University's commitment to sustainable development, assessed through its contribution to the United Nations 2030 Agenda and its 17 Sustainable Development Goals (SDGs), was recognised by the new Times Higher Education (THE) University Impact Ranking ranked 1st overall in the world in 2022.
Energy	Cornell	They were one of the first 50 universities to become carbon neutral
	Dickenson	The University aims to reduce its greenhouse gas emissions by 75% by 2030 (i.e. below carbon neutrality)
	Dickenson	The campus has been carbon neutral since 2020
	Dickenson	The buildings are equipped with real-time monitoring systems to gather data on energy consumption/conservation
	UHHilo	In terms of energy and GHG (greenhouse gas) emissions, UH Hilo has implemented various initiatives to reduce energy consumption and promote the use of renewable energy sources.
	UHHilo	UH Hilo also encourages students, faculty, and staff to use alternative modes of transportation, such as biking or carpooling, to reduce the university's carbon footprint.
	UHHilo	They have installed more windows for natural lighting around campus
	Hampshire	Hampshire College Carbon Neutrality Brief.pdf "Hampshire College has achieved our 2022 goal of carbon neutrality for all campus emissions, including electricity, natural gas heating, and transportation."
	WSU	Electricity: collected from grid, and solar energy produced onsite, Western Sydney University switched 100% GreenPower electricity in July 2021
	WSU	Transportation & Travel: Investigations into electric (EV) and hybrid vehicles, Enabling EV charging points for staff and students, Installed in parts of campus, Encouraging active transport, walking and bicycling
	Lewis & Clark	95 percent of CAS students voluntarily devoted \$20 to purchase enough Renewable Energy Certificates and carbon offsets to cover 100 % of L&W greenhouse gas footprint
	UCIrvine	Replaced gasoline powered landscape maintenance equipment with cordless, emissions-free products
	UCIrvine	Implement second phase parking structure solar arrays
	UCIrvine	To further reduce greenhouse gas emissions, 10% of natural gas use will be replaced with biomethane beginning in 2025

Food	CSU	All of the food waste on campus is diverted via a composting processor named “Oscar” and Used in Community Gardens
	Dickenson	Dining hall leftovers are composted and the compost is used on their farmland
	Dickenson	They recycle edible oil and run a biofuel plant
	U. Oregon	UO encourages food choices that are good for the planet. All dining venues include multiple vegan and vegetarian options and dining staff work to create menus that center plants over meat and dairy. They host a Low Carbon Footprint dinner during Earth Week, featuring innovative, delicious foods that have a lower carbon footprint
	UH Hilo	The university's dining facilities source food from local farmers and vendors, reducing the environmental impact of food transportation and supporting the local economy.
	UH Hilo	UH Hilo encourages students to grow their food through the campus māla program, which provides students with the opportunity to learn about sustainable gardening practices in aloha ‘āina through ‘ike kūpuna and ‘ike of today.
	Hampshire	Hampshire College Farm (video) Farm on-campus Students are active in their own food system—help grow food and eat it in the dining hall
	Charles Sturt	Reduce greenhouse gases and landfill by turning your food waste into compost with Charles Sturt University Organics, the green lid bins and kitchen caddies
	Lewis & Clark	Launched in 1999: 20% of ingredients sourced from small, owner operated farms within a 150 mile radius = More control over agriculture from true family farms who tend to food themselves
	UCI	Dining facilities are 97% zero waste. 30 vertical garden towers are installed at the Anteater in Mesa Court. The Dining Commons feature #OneMileMeals with ingredients grown on-site. UCI Dining added 200 new plant forward menu items making 30% of campus dining options vegetarian or vegan friendly 24% of food and beverage purchases met
Materials	Dickenson	They are striving to reduce their ecological footprint by using resources wisely, conserving energy and water, managing stormwater with green infrastructure, minimizing waste, growing food sustainably buying local etc.
	UH Hilo	Prioritizing the use of eco-friendly products and materials in construction and renovation projects. The university has implemented a Green Building Standard, which requires all new construction and renovation projects to meet certain sustainability criteria.
	Charles Sturt	Most staff buildings will now have organic waste collection of food waste, tissues and paper towels (including where these are used in toilets) from June 2019.
	WSU	Waste and Recycling 10 yr trend 2011-2021: Waste decreased by 63%; Material sent to landfills decreased 96%; Separation and diversion of materials away from landfill increased by 47%
	WSU	Water Cycle Management: Increasing water use efficiency, promoting conscious water usage, and substituting alternative water resources for non-drinking water use needs.
	WSU	They have their own institutional Targets: TARGET for 2022: Zero single use plastics in food services, TARGET for 2025: 100% green waste /organic waste diversion and re-use
	Lewis & Clark	Recycling: Plastic, paper, metal, and glass bins placed throughout campus; E-waste handled through IT service desk; Composting containers are available upon request;
	UC Irvine	Plastic bottles, straws, plastic bags are banned on campus. Exceptions can be made.
	UC Irvine	We have reduced waste sent to landfill by 114 tons
	UC Irvine	Student Advisory Council on Sustainability Education (SACSE). As a counterpart to the faculty task force, a student advisory council on sustainability education (SACSE) brings student perspective into the planning of new formal education programs in sustainability.

Governance	Cornell	They have an Association for the Advancement of Sustainability in Education
	Cornell	they use the STARS rating system which stands for: Sustainability Tracking Assessment and Rating System
	CSU	First school in the world to become STAR platinum
	Dickenson	The administration includes three sustainability committees
	U. Oregon	Office of Sustainability: https://cpfm.uoregon.edu/office-sustainability/ - Office of Sustainability's mission is to lead the integration of sustainability into the University of Oregon's operations, curriculum, co-curriculum, research, and engagement with the community.
	UH Manoa	Office of Sustainability https://www.hawaii.edu/sustainability/
	UH Hilo	Ke Kulanui 'o Hawai'i ma Hilo has established a Sustainability Committee, which is responsible for promoting aloha 'āina initiatives on campus. This committee works closely with other campus departments and organizations to implement sustainable practices and policies that will benefit the wellness and future of the people, 'āina, and kulanui through curriculum, research, scholarships, campus and community and cultural connections
	Charles Sturt	We've developed action plans following participatory benchmarking workshops undertaken between 2013 and 2016. These workshops involved over 100 stakeholders across the University's nine campuses. https://m.youtube.com/watch?time_continue=90&v=fAJJvIYSmTM&embeds_euri=http%3A%2F%2Fwww.csu.edu.au%2F&embeds_origin=https%3A%2F%2Fwww.csu.edu.au&feature=emb_logo
	Lewis & Clark	Sustainability Office: https://www.lclark.edu/about/sustainability/campus/sustainability-office/
	Lewis & Clark	Sustainability Council (13 members currently): "The Lewis & Clark Sustainability Council (LCSC) is a group of students, faculty, and staff drawn from the College of Arts and Sciences, School of Law, and Graduate School of Education and Counseling. The council has existed in some form since the late 1990s. ": https://www.lclark.edu/about/sustainability/council/
Investment	Lewis & Clark	Sustainability advisory board: "The Lewis & Clark Sustainability Advisory Board was formed to assist in the development of Lewis & Clark's Sustainability Initiative (LCSI): an intellectual hub comprising all three campuses to address the most pressing issues connected to the development of a just and sustainable society." https://www.lclark.edu/about/sustainability/council/board-of-advisors/
	UC Irvine	University of California's comprehensive Sustainable Practices Policy, establishes goals in eight areas of sustainable practices: green building, Clean energy, transportation, climate protection, sustainable operations, waste reduction and recycling, environmentally preferable purchasing and sustainable food service
	CSU	a CSU Sustainability Fund Allocates up to \$10,000 for sustainability projects
	CSU	the President's Sustainability Commission provides the president and executive leadership team with a variety of perspectives on sustainability from an environmental economic and social justice lens
	UH Hilo	UH Hilo has also made sustainable investments by divesting from fossil fuels and investing in renewable energy sources
	Charles Sturt	The Grassroots Grants can help staff and students kick start a sustainability idea. Grassroots Grants are looked at all year! Each grant is capped at a maximum value of \$1,000.

Wellness	Dickenson	Working to infuse awareness values and practices in campus life and community service that reinforce their sustainability goals
	U. Oregon	student sustainability center https://emu.uoregon.edu/sustainability
	Wilson College	The Fulton Center for Sustainability Studies, which provides a wide range of projects and programming aimed at furthering education about sustainable practices and lifestyles. The Fulton Center is educating students of all ages for humane stewardship of our communities and our world
Curriculum/Research	WSU	Biosecurity & Environmental Health: Regulations that oversee the critical management of animal health, introduced weed and feral animal management, and associated vectors affecting health protection for agricultural industries and ecological systems; Environmental health is a critical area, manage human and ecological health from chemical or biological toxicants.
	UC Irvine	More than 150 students are trained each year through the UCI Sustainability Resource Center. The SRC is a hub for students, providing resources, education and programming to advance environmental balance, economic vitality and social equity.
	Cornell	97% of their education departments are engaged in sustainability focused research
	CSU	sustainability has been incorporated into every college on campus
	CSU	Over 3000 sustainability research projects are listed in the University wide research database
	CSU	all of their courses address the Sustainable Development Goals
	Dickenson	Some of their goals around sustainability are to integrate sustainability across the college curriculum spanning the arts and humanities social sciences and physical sciences
	U. Oregon	Center for Sustainable Business Practices https://business.uoregon.edu/faculty/centers/csbp
	U. Oregon	Minor in sustainable business is designed for non-business majors who want to learn to apply b
	UH Hilo	The university's sustainability studies program offers courses that explore environmental issues and promote sustainable practices. UH Hilo also integrates sustainability into other academic programs, such as business and agriculture
	Charles Sturt	Research Seed Grant funding is an opportunity for all university research staff to undertake sustainability-related projects across any discipline, to further the university's commitments toward sustainability. Funding pool of \$40,000 with a maximum of \$10,000 per project.
	WSU	Provide the educational opportunity for our students to acquire the knowledge and skills needed to promote sustainable development;
Interpretation	UC Irvine	Currently, 19 academic units offer 68 sustainability-related courses and 78 sustainability-focused courses. UCI is home to an undergraduate minor in Global Sustainability and several sustainability-related degrees at both the undergraduate and graduate levels. More than 220 faculty and students from 75 percent of the campus's academic departments are engaged in sustainability research.
	UH Hilo	UH Hilo promotes natural materials and incorporating green spaces into campus design. The university's campus features several gardens and green spaces, which provide opportunities for outdoor recreation and relaxation.
	Charles Sturt	<i>Yindymarra Winhanganha' - The wisdom of respectfully knowing how to live well in a world worth living in.</i> We pay our respect to all First Nations elders both past and present from the lands where Charles Sturt University students reside. In particular, we acknowledge the Wiradjuri, Ngunawal, Gundungarra and Birpai peoples of Australia, who are the traditional custodians of the land where Charles Sturt University campuses are located
Other	Cornell	28 LEED certified buildings – 5 platinum, 18 gold, 1 silver, 2 certifye
	Cornell	More than 40 student founded sustainability clubs including buildings and energy, climate, food, land and water, materials management, human well-being and transportation
	CSU	The students play a big role in leadership on campus with their sustainable initiatives "I came to CSU because of their emphasis on sustainability" student quote
	Dickenson	They are among 37 higher education institutions across the nation awarded a bicycle friendly University award
	U. Oregon	Since the first LEED building, the Lillis Business Complex, was erected in 2003, the university has added 1,749,124 square feet of LEED certified space.
	UH Manoa	Institute for sustainability and resilience at Manoa https://manoa.hawaii.edu/isr/
	Hampshire	Communication/Marketing: Sustainable Hampshire (video)10 Green Things About Hampshire College (video)
	UC Irvine	ZOTWHEELS! (A bike share system)
	UC Irvine	UCI Cool Campus Challenge
	UC Irvine	Sustainability Fundamentals Training for their staff: https://sustainability.uci.edu/education/staff-professional-development-and-training/
	UC Irvine	"Sustainival" https://sustainability.uci.edu/sustainival-2022/

Sustainable Development for our Shared Future Task Force

Subcommittee Supporting Documents

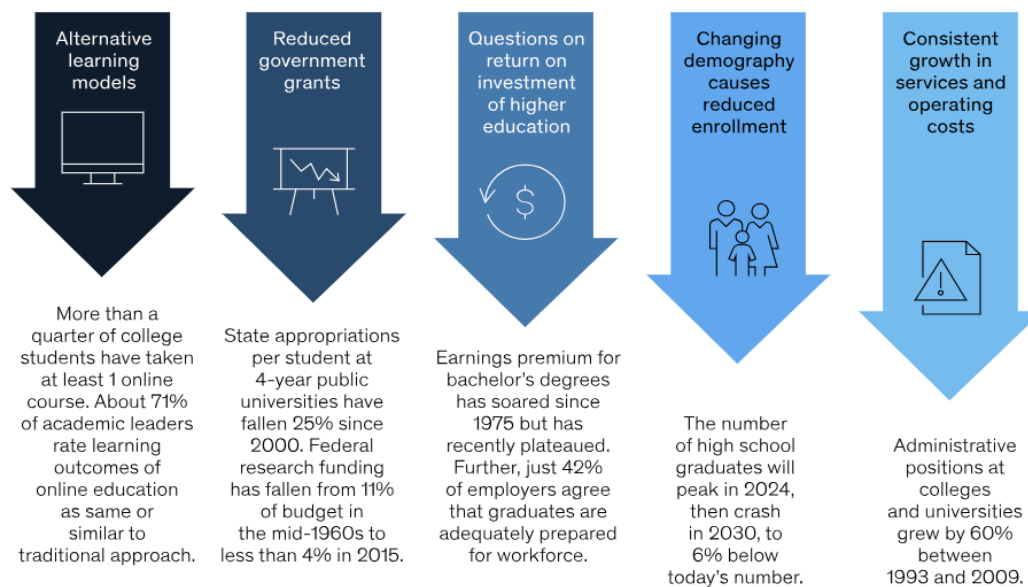
Task Force Theme: *Structures and Initiatives for Financial Stability and Growth, Enrollment Management Strategies*

Task Force Co-Chairs: [Cheryl Edelson](#) & Aulani Kaanoi

Task Force Members: [Abigail Hurgo](#) , [Nancy Da Silva](#) , [Eduard Merc](#)

Appendix 4

5 biggest challenges



McKinsey
& Company

(Source:

<https://enrollment.bold.org/report/a-complete-guide-to-boosting-adult-learner-enrollment>)

The diversity of adult learners means that they strive for different careers, different roles, and different levels of education. The most common major of interest is nursing, with almost 15% majoring in some type of nursing major. Even within the group of adult learners interested in nursing, there is a wide variety of different specialties and fields desired.

- The most common majors within the category of nursing are registered nursing, adult health nursing, and family practice nursing.
- Other majors of interest include critical care nursing, trauma nursing, and maternal health nursing.
- The most common desired career field is medicine and health care, including dentistry, at almost 27%.
- As the [nursing shortage](#) grows in the United States, supporting students who are pursuing nursing is more important than ever.

Another common major of interest, with 11% of adult learners interested, is business. Within the category of business, the most common specific majors are:

- Accounting and business
- Business administration and management
- Entrepreneurial operations.
- Other majors of interest include business communications, marketing, and international business.

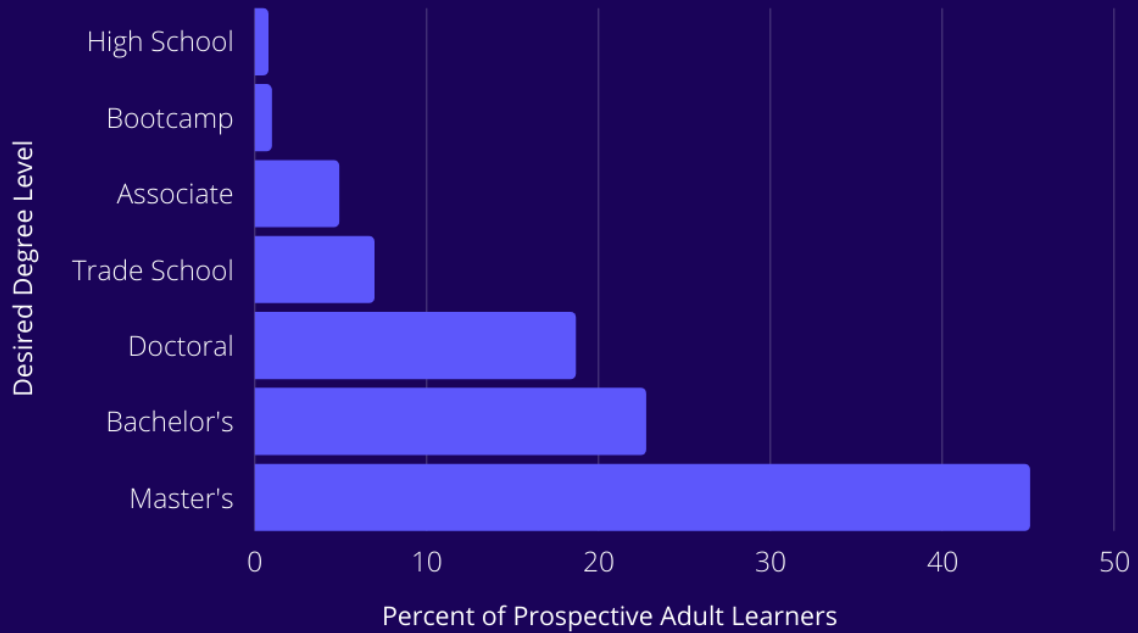
The interest in majoring in business carries over to desired career roles, with company founder, CEO, company director, etc. being the most popular career roles of interest and 5.6% of students reporting business as a field of interest.

Additionally, over 8% of adult learners desire to go into the field of education or teaching. Among these adult learners, the most popular fields of interest include:

- Teaching
- Higher education, professorship
- Special education
- Early childhood education

As a diverse, broad group, adult learners seek many different levels of education. Adult learners predominantly seek a Bachelor's or Master's degree. The most common level of education sought is a Master's degree, with 45% of students aiming for one. Nearly 23% of adult learners seek a Bachelor's degree, and almost 19% seek a doctoral degree. Fewer adult students seek other types of degrees and education, with nearly 7% interested in trade school, almost 5% aiming for an Associate's degree, and a very small amount, less than 1% working towards a high school diploma or GED.

Desired Degree Level of Prospective Adult Learners



Sustainable Development for our Shared Future Task Force

Subcommittee Supporting Documents

Task Force Theme: Sustainability of current (vulnerable) beneficial/key student programs

Task Force Co-Chairs: [Cheryl Edelson](#) & Aulani Kaanoi

Task Force Members: Katrina Roseler and Kahoalii Keahi-Wood

Appendix 5

Table 1.

Intersection between the strategic goals and the common, thematic, initiatives for Sustainability of current (vulnerable) beneficial/key student programs

	Proposed strategic goals for sustainability of current (vulnerable) beneficial/key student programs							
Proposed intersecting initiatives (below)	Program continuity	Diversify Funding Sources	Program Evaluation and Enhancement	Collaboration, Partnerships and Community Engagement	Awareness, Advocacy and Outreach	Adaptability and Flexibility	Program Expansion	Alumni Network Support
Evaluation	X		X				X	
Collaboration and communication with Stakeholders (including alumni)	X	X		X				X
Resources and funding	X	X	X					
Continuous improvement and adaptation	X		X			X	X	
Community partnerships & Knowledge		X		X	X	X		X

sharing								
Outreach				X	X			
Mentoring and skill development				X			X	
Communication			X	X	X		X	X



UNIVERSITY STRATEGIC PLAN TASK FORCE REPORT TASK FORCE #5

Section 1: Task Force Details

Task Force Theme:

Community Focused Growth & Impact (#5)

Task Force Co-Chairs:

Rhoberta Haley, PhD, RN - Dean of Nursing and Health Professions

Lisa Furuta - Vice President, University Communications & Marketing

Task Force Members:

Blendine Hawkins, faculty member

Claire Wright, staff representative and faculty member

Gary Cordova, staff representative

Guanlin Gao, faculty member

Richard Kido, faculty member

David Coleman, faculty member

Lupita Ruiz-Jones, faculty member

Connor Flynn, staff representative and alumnus

Bo Ballestreros, student representative

Kole Nagai, student representative

Section 2: Task Force Process

The task force met periodically over the course of the summer and early fall 2023. The meeting dates were May 22, June 13 and September 11. These meetings were held both in-person and via a virtual format. They were progressive in nature with initial conversation around the 'community focused' charge and what this assignment meant to each committee member. Discussions then moved to developing a shared understanding of this topic and what opportunities there might be for growth and impact.

UNIVERSITY STRATEGIC PLAN TASK FORCE REPORT

TASK FORCE #5: COMMUNITY FOCUSED

Section 3: Recommended Goals, Initiatives & KPI's

Goal #1: Create a timely and easily accessible hub for providing resources and communities of interest for the community (see diagram)

- *Rationale: Communities are unaware of resources available and services are currently fragmented.*

Goal #2: Strengthen Alumni Engagement - Create authentic connections with alumni from graduation through life to build a web for mentoring and internships

- *Rationale: Leverage alumni network and expand engagement across all stakeholder groups from students to employees to supporters to alumni.*
- *Initiative: Accurate, useful and easily accessible database. Program-focused rather than individual/personality-centered.*

Goal #3: Deepen our commitment to providing educational opportunities for Native Hawaiian and Pacific Islander populations.

- *Rationale: Harness identity as Native Hawaiian and Pacific Islander serving institution to address socio-economic disparities.*
- *Initiative: Conduct needs assessment for these populations.*