Achieving Our Destiny Initiatives 4 and 5
Strategic Planning Committee (SPC) Implementation Plan

In Spring 2012 The Strategic Planning Committee identified two additional strategic priority areas that cross-cut goals outlined in Achieving Our Destiny: Sustainability and Instructional Innovation. Two initiatives were developed by the SPC to help the campus address key progress indicators identified in Achieving Our Destiny that will be benchmarked to assist the campus community in measuring success in meeting objectives. Implementation of these initiatives will occur through a stakeholder driven working group process that includes representatives nominated by campus governance, administration, and academic units. Implementation will begin Spring 2013 and be ongoing.

Initiative 4: Sustainability—Curriculum and Stewardship

Sustainability is a core value that cross-cuts each of the four strategic goals outlined in Achieving Our Destiny. The University of Hawai‘i at Mānoa faces energy and environmental management challenges common to other campuses and communities, as well as issues wholly unique to our island conditions, including land use, water, food, waste, and transportation among others. These challenges require development of a comprehensive campus sustainability program which includes: curriculum development at the undergraduate and graduate levels; student engagement with place-based learning; campus stewardship; university-community-industry partnerships; and solution-driven applied research that will ultimately produce changes in institutional practices.

Many departments and research units conduct vital sustainability related research, instruction and service, key to our success and recent growth as a research extensive university. There are several sustainability projects within and across units that have had significant impact on energy usage by gaining visibility and campus-wide support. At the same time, both the lack of administrative oversight to coordinate efforts and institutionalize these practices and the lack of comprehensive and coordinated curriculum and degree programs that reflect the multidisciplinary nature of this emerging field, place Mānoa at a strategic disadvantage: students who desire degrees in sustainability studies look elsewhere, opportunities for collaborative research and campus-based projects are lost because faculty do not have ready access to information about colleagues doing complementary work in other disciplines, and department silos and degree requirement structures of some departments create potential for duplication of effort across the campus at a time when efficient use of faculty and classroom resources is of vital importance.

Implementing Initiative 4: Formation of the Sustainability Working Group (Spring 2013)

The Sustainability Council (SC) has responsibility for advising the Chancellor on broad issues of policy and practice regarding sustainability on campus. With the 2012 UHM Sustainability Policy announced by the Chancellor in Fall as guidance, the SC will have primary responsibility
for guiding the campus towards more coherent sustainable practices on multiple fronts, although overall coordination and benchmark oversight of this initiative will be the responsibility of SPC (SPC Coordinator will serve as liaison to SC). In addition, the Sustainability Working Group will be convened by SPC to develop curriculum recommendations, which will be vetted through the SC. Membership will include MFS (1), ASUH (1), GSO (1), Kuali‘i Council (1), and representatives from relevant administrative units, programs and departments.

**Sustainability Working Group Charge:** The Sustainability Working Group will develop a plan by December 2013 to provide comprehensive, multidisciplinary degrees in sustainability studies at the bachelors, masters, and Ph.D. levels that fully integrate engaged learning opportunities for students at all levels and capitalize on existing opportunities to more fully develop cross-campus and community partnerships and utilize existing resources efficiently. This effort will include a needs assessment to identify the range of area specializations within each degree that can and should be supported, development of student learning objectives for these degrees, a full cost analysis, development of appropriate university-community-industry partnerships, and administrative/structural factors to be considered. This plan should clearly identify and operationalize steps that need to be taken to fully realize the objectives outlined in Initiative 4, and identify a timeline and benchmarks for meeting it prior to the expiration of Achieving Our Destiny.

**Initiative 5: Instructional Innovation—New and Renovated Classroom Planning**

Achieving Our Destiny calls for transforming the teaching and learning environment at Mānoa. The continuing, rapid pace of advances in information technologies has created a digital infrastructure that can fundamentally alter the learning environment. Students now have access to vast amounts of information more quickly, and faculty and students have a wide array of tools with which to communicate and cooperate among themselves. Boundaries that previously isolated college classrooms from the rest of the world have been broken.

To transform and improve our teaching and learning environment, Mānoa must find ways to more fully and effectively deploy state-of-the-art digital and multi-media infrastructure as it becomes available. Given the fluidity and rapid pace of technological change, plus the variety of available technological options, instructional innovation requires commitment of resources and an environment that promotes experimentation with rapid prototyping and assessment. Instructional innovation also requires joint development of instructional facilities and faculty expertise. Mānoa needs classrooms and other learning spaces that facilitate and promote engaged learning and a faculty empowered to use innovative spaces and tools that facilitate engaged student learning.

**Implementing Initiative 5: Formation of the Instructional Innovation Working Group**

(Spring 2013)
The Instructional Innovation Working Group will be convened by the SPC and make recommendations directly to the SPC. It will include members of the MFS (1), ASUH (1), GSO (1), Kuali‘i Council (1), and appropriate representatives from programs and units involved with campus planning and/or development of innovative learning spaces at UHM.

**Instructional Innovation Working Group Charge:** This instructional innovation initiative will proceed in two stages. First, Mānoa will move to improve the generally poor conditions of classrooms and address inadequate classroom space concerns. Repairing and updating existing classrooms can provide immediate improvements to the learning environment and enable faculty members to begin introducing teaching and learning pedagogies that innovative learning spaces facilitate. Moreover, better utilization of existing classroom space and technology upgrades can be addressed quickly while new and renovated classrooms are being brought online.

Second, by December 2013 Mānoa will develop a long-range plan for supporting instructional innovation that includes integrated planning for renovation and building of new learning spaces, providing professional development for faculty, and offering innovation grants that allow faculty to experiment with new methods of instruction. Mānoa will provide faculty the resources and professional development necessary to experiment with and integrate digital infrastructure for instruction both on and off campus. A plan for the joint development of comprehensive instructional infrastructure and faculty development will include priorities informed by our academic mission and an implementation plan that will allow Mānoa to transform the learning environment to the advantage of our students and the State of Hawai‘i. This plan should clearly identify and operationalize the steps that need to be taken to meet the objective outlined in Initiative 5, and identify a timeline and benchmarks for meeting it.