



UNIVERSITY OF GUAM
UNIBETSEDAT GUAHAN
BOARD OF REGENTS

RESOLUTION NO. 14-16

**RELATIVE TO ADOPTING THE GOOD TO GREAT (G2G)
IMPLEMENTATION PLAN**

WHEREAS, the University of Guam (UOG) is the primary U.S. Land Grant institution accredited by the Western Association of Schools and Colleges (WASC) serving the post-secondary needs of the people of Guam and the region; and

WHEREAS, the governance and well-being of UOG is vested in the Board of Regents (BOR); and

WHEREAS, the University of Guam community has undergone a two year review of its programs and activities in a process entitled Good To Great for the purposes of ensuring that programs and activities are consistent with the mission of the University, financially and programmatically sustainable, of high quality and meet the demands of our island communities; and

WHEREAS, the G2G Implementation Plan will provide a road map for future success based on the UOG Statement of Greatness that focuses on the University's unique responsibilities in the Micronesian Region, geographic location near Asia and status as an American higher education institution;

WHEREAS, the University of Guam faces a multiplicity of competitive challenges for students including on-line course offerings from other universities and off-island universities and colleges; and

WHEREAS, the University of Guam has had only incremental increases in Government of Guam support for the past 20 years that are insufficient for growth and maintenance of the current complement of programs; and

WHEREAS, federal funding for higher education and student financial aid will be largely dependent upon improved access, retention and degree completion rates; and

WHEREAS, federal support for higher education will focus on affordable tuition rates, a reduced reliance on student loans and documented tracking of employment opportunities after degree completion; and

WHEREAS, the University of Guam will face new and revised accreditation standards that demand attention to critical thinking, professional preparation, computational skills, adaptability and creativity; and

WHEREAS, the University of Guam G2G process was based on initial reports by the units and programs themselves and afforded the programs and units three formal and numerous informal opportunities to make comments during the process during which almost all University citizens participated in these submittals; and

WHEREAS, the University of Guam community reviewed over 60 academic programs and 35 administration/support activities through two committees based on evidence addressing the four criteria of fit to mission, sustainability, quality and community demand and using the Dickesonian program prioritization precepts that have been successfully applied in hundreds of universities; and

WHEREAS, the University of Guam Program Evaluation Committees (PEC) ranked the programs and activities into quintiles for further action, transformation, support and elimination; and

WHEREAS, the final G2G Implementation Plan has been explained in two public sessions, dozens of email exchanges and several meetings with and by the President; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Regents hereby endorses the G2G Implementation Plan with the understanding that the plan must be dynamic, responsive to the changing landscape of higher education and undergo periodic analysis and review;

BE IT FURTHER RESOLVED, that the Board of Regents encourages all members of the University of Guam community to engage in the planning for the implementation of this plan and thanks the work of the G2G Force; the PEC Committees; administrators, faculty and staff and President Underwood for his initiative and vision in bringing this document forward and charting a course of action for the future.

Adopted this 22nd day of May, 2014.



William D. Leon Guerrero, Chairman

ATTESTED:



Dr. Robert A. Underwood, Executive Secretary

UNIVERSITY OF GUAM

GOOD TO GREAT IMPLEMENTATION PLAN



MAY 22, 2014

I. INTRODUCTION

Those of us who have been with the University since the 20th century may recall how we entered the 21st century. The University was at considerable risk and on accreditation probation¹. We worked together and as a University community we responded to the challenges. WASC recognized our progress and removed probation in 2004. Over the intervening years they have kept a watchful eye and made a host of recommendations about autonomy, governance, assessment, student learning, finance and compliance with standards. We successfully responded, and in 2008, UOG was awarded a record eight years of accreditation. The University has continued moving forward and we are today a much improved institution. In 2014, WASC wrote²:

There is much to praise including significant improvements in the financial situation; a campus culture of collaboration and shared governance; strong presidential leadership; open, transparent and ongoing communication to constituents; and success in enrollment management, program review, and assessment efforts. The University of Guam is to be commended for these accomplishments.

But, improved is not great. We aspire to be a great University. There are many good, accredited higher education institutions. Like us, they face on-going financial and resource challenges which require a realistic examination of the sustainability and viability of our programs and activities from an integrated framework. This framework must take into consideration our fundamental purposes, finances, quality and relationship to broader social needs. Additionally, all higher education institutions in the new century face a variety of opportunities, threats and challenges. For a University to become great, it must reach a new, strategic balance which takes advantage of 21st century opportunities and strengths while dealing directly with on-going weaknesses and inefficient use of resources.

President Underwood presented the case in his *Road to the Great UOG, I Chalan Para I Ma'gas na UOG*:

We continue to face financial struggles and increased costs. We have competition for students. We inhabit a globalized world, in which knowledge and information move across political borders and oceans at record speed. Technological advances, distance education and active recruitment of students by on-line programs are changing the dynamics of campus-based universities. We have become complacent in our approach to education and our community because we are the only "U.S. regionally-accredited baccalaureate institution" on this side of the international dateline. Some believe that students have to come here, that research opportunities will always exist for us and that communities will always seek us out. Some believe that a few million dollars more in appropriations will solve most of our difficulties, and that we can continue to do what we have always done.

¹ WASC Senior College and University Commission, *Commission Action Letter*, July 10, 2000.

² WASC Senior College and University Commission, *Interim Report Committee Letter*, January 6, 2014. WASC Senior College and University Commission changed July 1, 2013, from 'WASC' to 'WSCUC'. www.wascseior.org

This is simply not the case. If we avoid making decisions based on our institutional priorities, we will quickly become irrelevant. We must plan for our future. We must meet our mission as a university by identifying those activities in our academic programs and themes in our research and engagement that identify us as a Great University. G2G is the process that will move us in that direction in a coherent, transparent and clear manner. G2G will allow us to make decisions about our resources, our focus and our priorities. It won't be easy but it will be worth it. The future of our University and our island region depends on it....³

We decided to accomplish this by engaging in a participatory review model which would require difficult assessments and result in decisions. Instead of simply conducting the usual quality reviews of individual programs and activities, we examined them through an integrated framework which relied primarily on UOG's unique mission. Instead of charting another strategic plan or vision, we decided to move towards a strategic balance which required immediate and short-term actions while providing a framework for future, longer-term actions. This was the essence of Good to Great.

In carrying out this process, University citizens have stepped forward and done the following:

- The University community and President had five “conversations” about today’s conditions and challenges over the next 5-10 years.
- Cooperative Extension Service (CES) conducted an appreciative inquiry with 67 participants, who identified that: i) UOG reflects the diversity and values of Guam and the region; ii) diversity is the strength that draws partnerships and collaborations; iii) UOG is the premier knowledge producer of the Western Pacific to benefit the public good and our local and regional societies; and iv) we are market driven by responding to social, economic, environmental, and health factors demanding solutions⁴.
- G2G Force members drafted a statement of a Great UOG; outlined the process and the four program evaluation criteria: i) fit to a great UOG; ii) sustainability; iii) quality; iv) demand and relationships; and prepared guidelines and rubrics.
- Almost all employees participated in preparing the 60 G2G academic program and 35 administrative support reports, based upon the four G2G criteria and sustainability data.
- The Prioritization Evaluation Process Committees (PEC) spent long hours over several days and meetings ranking programs and units and shaping difficult and sensitive recommendations.
- The programs and units wrote rejoinders to the PEC reports.
- The Faculty Senate and Administrative Council indicated their support of process consultation and integrity, and endorsed the G2G and PEC reports as a sound basis for

³ Robert Underwood, Ed.D., *Road to the Great UOG, I Chalan Para I Ma'gas na UOG*, Apr 2013, pp.2-3

moving forward with an implementation agenda and proceeding with prioritization, realignment and restructuring. The Staff Council expressed some concerns about the status of their individual suggestions for programs and activities.

- The Vice Presidents reviewed and analyzed the PEC Reports and presented recommendations to the President.
- The President met with the Faculty Senate leadership, Administrative Council and Staff Council to report on the progress of the process and hear about any on-going concerns.

In this report, the President presents the direction that the University will be following over the course of the next 3-5 years. This Good to Great Implementation Plan brings together the vision of the Great UOG, the G2G reports, the PEC recommendations, principles for the prioritization of programs, an examination of larger, structural issues and a plan for achieving great results as an institution and in individual units. These are framed within the need to respond to recently revised accreditation standards and the changing American higher education landscape. We accomplish this while we proclaim our inner strength and purpose as an institution that responds to a unique island environment next to a dynamic and increasingly interconnected Asian region.

In this report, we can see the potential that WASC first articulated in 2000. We remember the statement, which was tantalizing and seemingly unattainable during the dark days of probation, that the “University of Guam could be the academic jewel of the Pacific.”⁴

Recognizing the potential of our University is easy. Taking steps to reach it requires enormous and sustained effort. As Winston Churchill tells us, “Continuous effort – not strength or intelligence – is the key to unlocking our potential.” The good news is that the Great University of Guam, the academic jewel of the Pacific, is within our reach. The G2G Process was built with the following immediate objective and long-term goal in mind:

- Immediate: to determine program priorities as a basis for resource allocation
- Longer term: to grow the Great UOG with programs that fit the mission and vision, are sustainable, have high quality, and are in demand.

The University sought tested principles, practical frameworks and best practices to underpin our G2G efforts. To that end, the University turned to Jim Collins, *Good to Great in the Social Sector*, and Robert C. Dickeson, *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance*. UOG is the first institution to bring Collins and Dickeson together⁵. We believe that doing so has added a grand, challenging purpose and complementary frameworks for institutional improvement.

Collins resonates with our desire to be a great university. He teaches us the lessons of: i) defining great in terms of what we stand for; ii) getting things done within a diffused power

⁴ Report of the WASC Senior College and University Commission, Reaffirmation of Accreditation Visit, Conclusions and Recommendations, March 14-17 2000

⁵ Source: Larry Goldstein, President, Campus Strategies, LLC. The University's consultant on Dickeson

structure; iii) getting the right people on the bus; iv) rethinking the economic engine without the profit motive (our hedgehog); and v) turning the flywheel by building momentum. Based on his work and the G2G Force's efforts, we built our vision of the Great UOG:

The Great University of Guam

The University of Guam's unique geographical location and its commitment of expertise to the needs of Guam and the Micronesian Region jointly provide the basis for greatness. The University functions as an intellectual conduit for the people and institutions of the Region, East Asia, and the world to learn from one other, within an American higher education framework.

Greatness consists of leadership in (1) learning, teaching, discovery, and service that preserve the essential strengths of the Region's cultures and natural resources, and (2) applying those strengths to new challenges in flexible, multiple ways that transform the students of the University, the University's partners, and the University itself.

This statement of greatness is based upon Guam public law (GCA 17; 16100), Board of Regents policies and previous strategic plan statements going back over 30 years. This is simultaneously an acknowledgement of our unique geographical place, a statement about our competitive advantage and our inner purpose. Typically, university programs and activities are developed through individual initiatives and then justified on the basis of a higher purpose as is provided in this statement. In the G2G process, we began with this statement and we asked that it be given the most significant consideration in the assessment process. In G2G, it counted for 40% of the assessment.

Identifying the Great UOG didn't fully articulate the process of how we would assess programs and activities further. For that, we turned to Dickeson, who provides the nuts and bolts of program prioritization. Hundreds of higher education institutions have successfully used his methods. The end result of his prioritization and reallocation process is the achievement of a strategic balance between aspirations and resources, quality and accessibility, internal pressures and external demands. In keeping with Dickeson's recommendations, the final task of a University's leadership is to bring institutional forces into proper proportion and equilibrium⁶. Using the ten criteria that Dickeson suggested, we included them into the statement of greatness and added sustainability, quality and demand as criteria of equal value (20% each). Our intention was to ensure that programs and activities understood that they had a responsibility for financial and programmatic sustainability, adherence to quality and an appreciation of their relationship to other programs and the communities that they serve.

In utilizing this framework, we deliberately sought to change the dynamics of how programs and activities are examined and then changed, modified or eliminated. Increasing the understanding of and responsibility for resource acquisition and allocation has been difficult.

⁶ R. Dickeson, *Prioritizing Academic Programs & Services: Reallocating Resources to Achieve Strategic Balance*, Ch 9

Making the connection to productivity according to benchmarks, quality measures and consideration of external relationships has been challenging. However, it is only in this process that we can find strategic balance.

Universities have typically made program decisions based on committee processes which featured an exchange of ideas and an examination of input (dollars, degree qualifications, personnel) but rarely on output (degree completion, community utilization, productivity measures) or an accepted responsibility to seek and find additional resources. When we find that Dickesonian strategic balance, we will be able to move forward like Collins' hedgehog.

We will understand the relationship between our resources, quality, output and the Statement of Greatness. Absent that, we will not grow as an institution and we will fail to meet the challenges of our time. Of greater consequence, some of us will continue to believe that the any institutional failure is the result of another program's failure or a lack of external support. We believe that we can become the Great UOG if we understand that our future is largely our responsibility and is influenced more by what the University community chooses to do or fails to do than any other single factor. In short, our future is squarely in our own hands.

II. DEFINING THE UNIVERSITY OF GUAM AND REACHING STRATEGIC BALANCE

UOG has certain, recognizable characteristics that are the foundation for the Great UOG. By local statute, we are a public corporation charted by the Government of Guam. By federal recognition, we are a land grant institution, a "developing institution" eligible for some grants and a minority-serving institution qualified for special access to some programs like the Asian American Native Hawaiian and Pacific Islander Serving Institutions (AANAPISI). We are not a comprehensive institution that conducts research, offers doctorates and provides for a range of professional and academic graduate programs. But by virtue of our development as the only baccalaureate and graduate institution in Micronesia, we behave as a mini-comprehensive institution for our island environment.

In the Carnegie classification of higher education institutions, we are a "Master's S" institution meaning that we award over 50 graduate degrees per year, but our focus is primarily offering undergraduate degrees. In our undergraduate programs, there are more professional program majors than academic majors, but academic courses in CNAS and CLASS accounted for 60% of the University's credit hour production in 2013.

Strategic Balance.

Dickeson represents the realities of a modern university as existing in a force field of external forces and internal pressures that move the institution in certain directions⁷... The force field brings together external considerations like competing institutions, growth of knowledge, government regulations, end user expectations, economic issues, market factors, political issues and social trends with internal pressures like governance, managerial capability,

⁷ Dickeson, op.cit., p.140

leadership, faculty control, allegiance to academic disciplines and student centeredness. This list of pressures in the force field is not exhaustive.

The challenge is to bring these forces into a new kind of equilibrium through program prioritization and an analysis of the drivers of the university's engine. These include academic programs, mission, costs, demand relationships and support programs. The new equilibrium is reached not just by balancing the internal and external forces, but by examining the programs and activities in terms of specific criteria. This results in a new, transformed equilibrium. For us, this will result in the Great University of Guam.

The new equilibrium must address the matter of strategic balance in a way that is comprehensible and reflected in our operations, assessment of activities and plans for the future. We must understand the balancing act and move forward. We must contribute to the University's ability to achieve strategic balance. This is known as good University citizenship.

We are primarily a teaching university with regionally-focused research and service that are relevant and meaningful to the needs of island societies. This is who we are. Our stated functions as an institution are to teach, to conduct research and to engage the community through service. All faculty members are expected to include all three functions in their individual Comprehensive Faculty Evaluation System (CFES) plans and to reach a standard of excellence in all three regardless of assignment in order to be awarded tenure and promoted to full professor.

In order for the University to be successful, we recognize that we must find the strategic balance for all three functions. In our planning, we must ensure attention to our primary role (teaching) without sacrificing our unique research agenda or service responsibilities. But strategic balance is more than articulating the relationship of teaching, service and research. According to Dickeson, it is also acknowledging some fundamental tensions and issues which do not go away and which must be shared and acknowledged by all.

These include the following:

- Balancing the educational purposes for students in career preparation, personal growth and critical thinking.
- Managing fiscal expectations - program planning, budgeting and systems of accountability must be clearly connected. No one should think of a program or activity without accepting the responsibility of planning for human and financial resources.
- Achieving congruence - once we have identified the priorities we assign the resources to sustain them. We must avoid squandering resources on past goals and priorities
- Making the University accessible and affordable for the public.
- Balancing stability and flexibility - knowing the appropriate balance of the faculty portfolio (full time, part time, tenured) needed to strengthen programs

- Harmonizing institutional interest and public interest - the public is our source of authority. We must be responsive to them as we develop standards of quality inside the academy.
- Integrating liberal arts and career preparation - universities like ours cannot choose one over the other
- Planning top down and bottom up – ensuring participation in goal setting and decision making and sharing the responsibility
- Delineating authority and responsibility - they cannot be separated. In order to acquire authority, we must be willing to take on the responsibility.

The G2G process was designed with these strategic balance considerations in mind. Going forward, the way in which we make decisions and course corrections must be based on benchmarks that are comprehensible and not just based on persuasive oral or written communication. The strategic balance between financial data, program data and clear benchmarks with lofty goals and sweeping plans must be clear. In these recommendations, we make the most comprehensive effort yet to drive forward resource, program and activity decisions based on the benchmarks and guidelines identified later in this report.

Global Outreach But Island Focus.

In many ways, the guidance provided by Dickeson above does not address the unique features of our university. While it may be implicit in the statement of the Great UOG, it is necessary to define the essential greatness of the University even more. Collins reminds us that our statement of greatness must identify the essential characteristic or focus at which few others can be great. The University reflects the diversity and values of Guam and the region. Our location and diversity are strengths that draw partnerships and collaborations. They lead us to seek broader experiences and new relationships. We are developing the capacity to pursue island and regional partnerships, collaborative research and learning opportunities as well as access to international experiences for students and faculty that will ultimately lead to practical island applications. While we seek global opportunities particularly in Asia and we seek to maintain and exceed U.S. standards, our focus remains on Guam and surrounding island societies. No other institution can make the same claim and clearly we can be the Great University for this in ways that others are not likely to equal.

Community Engagement and Service.

As a land grant university, we contribute to unique island needs through student learning, civic engagement and economic development. Our initiatives of Natural Choice, UOG Green and Leading Change will continue to define the University's relationship with our communities. The work of the Cooperative Extension Service and the essential community and island focus of our research units in marine biology, environmental issues, water resources and Micronesian studies defines us. We not only embrace it at the institutional level, we will seek to implement

it in all of our academic programs. Engagement, service learning and connection to communities will be a feature of all our programs.

III. THE INSTITUTION-WIDE PERSPECTIVE: EMERGENCE OF LARGER ISSUES

In the course of the G2G process, a number of high-level, institution-wide issues surfaced which need to be addressed. Without attention to these issues, there will be a significant detour on the road to greatness. We cannot become the Great UOG through individual program improvement and prioritization alone. These larger issues speak to the following:

- the student experience
- the configuration of human resources
- our connectivity to the outside world
- financial sustainability
- assessment/administrative processes which require the use of “big data”

These five issues are detailed below. Most tie readily into Collins' and Dickeson's concepts, but they are framed entirely within our unique circumstances. In combination, they provide the framework for moving G2G forward on an institution-wide basis. Committees and task forces will be formed. Individuals will be hired and reassigned based on the issues below. We will move as expeditiously on these issues as we will with the program and activity prioritization agenda later in this report.

1. The Student Experience.

We are an instructionally-focused institution but we rarely focus on the student view of the academic experience. We frequently articulate academic objectives for them without coordinating these objectives on an institution-wide basis. As an open admissions institution, we take students as they come, but we may not be giving them the support that they need to succeed. How do we deal with developmental math and English? How do we structure our financial aid? How do we cultivate college ready skills? How do we provide academic advisement? These are all systemic issues which need sustained and coordinated effort.

Our effectiveness as an institution is at stake. Effectiveness in higher education is student success. Student success requires an holistic approach - access, affordability, learning, experience, retention, completion and lifelong relationship as an alumnus. It will be everyone's job. We will strengthen ties with regional schools and colleges to facilitate access, preparedness and articulation. We will seek a balance of public funding and student/ family support, mindful of cost and quality tradeoffs. Our students favor professional programs, reflecting social and economic environments and career

opportunities⁸. As educators, we will prepare 21st century graduates who are engaged, collaborative, analytic and quantitative, facile communicators, technologically adept and globally competitive. WASC provides five additional core competencies: critical thinking; written communications; oral communications; quantitative analysis and information literacy. Many of these attributes will be learned in the general education arts and sciences, even as our offerings will lean more toward professional degrees. Our retention and completion rates will improve with adoption of best practices including the establishment of learning communities, augmented systems (e.g., remedial-focused early alert), and peer support resources (e.g., TAs/RAs/tutors/mentors supported through SFAP).

The road to the Great UOG requires that we engage each student as an active learner and provide systems that move them to degree completion with due consideration of the obstacles that they face. We will continue to modify student financial aid to provide assistance to those who need it the most and incentivize degree completion. We must re-emphasize community engagement and participation in all academic programs and make an effort to provide travel opportunities in each program. Expanding student horizons through engagement on Guam or off-island can be transformative for each participant. We must also improve our engagement with our own students through improved student advisement. We also need to make clear and consistent the institution's expectations for degrees and degree completion for each program. The benchmarks for academic program sustainability in terms of faculty resources, numbers of majors, degree completion are outlined in the next section, but the credit hour requirements are identified here. The experience of the student at the University should have common expectations except in certain circumstances.

Action: Bachelor degrees should not require more than 124 credit hours for completion and graduate degrees should not require more than 33 credit hours except for clinically based programs. In addition, the institutional wide measures of student achievement required by accreditation will be part of the assessment of the quality of programs. The ability to think critically, communicate well, compute, use technology and work collaboratively should be part of every program major.

Action: The student experience at UOG will be expanded by providing opportunities for travel and enhancing service and community engagement activities. All programs will be expected to consider how travel can be part of the program major. We realize that this is a financially challenging objective, but programs which offer this kind of opportunity increase the chances for life-shaping experiences. Additionally, each program should include as part of the requirements a community service project. Almost all programs do this routinely, but it should be specified and made clear as part of the degree requirements and curriculum.

Action: The major issue that undergirds all of our programs is college readiness for math and English. Currently, our developmental math and English programs are housed in their

⁸ Most popular majors are Education, Business, Nursing and Criminal Justice. Fall 2013: 63.1% of declared students chose a professional program (i.e., SBPA, SOE, SNHS). Fall 2013: 26% of students were undeclared or non-degree. For degrees conferred in AY12-13: 71% were professional. Source: Institutional Researcher

respective academic programs. There are alternative ways to structure these programs and coordinate them more effectively with student support services. By the end of the 2014-2015 academic year, a Developmental Skills Task Force (DSTF) will recommend how to proceed with these programs administratively and recommend any needed changes. At a minimum, there will be an external evaluation of these programs which will be conducted with the cooperation of both the Math and English Departments. The DSTF will be appointed by the Senior Vice President and the majority of the members will come from the English and Math Departments.

Action: Financial aid will be provided on a timely manner. Continuing students will see a commitment to their next year's total financial aid package by the end of each spring semester. SFAP flexibility and funding provided by the 32nd Guam Legislature will be used to reward performance and student success. SFAP, non-appropriated funds and grants will be used to increase the number of RA's and TA's.

2. Connectivity of the University.

In academia, we are fond of saying that creativity is the power to connect the seemingly unconnected. Our physical and personal distance and geographical isolation in our island region is in reality a thing of the past. We have the opportunity through technology, social media and the internet to carry out all of our three functions of teaching, research and service in ways unimaginable in the previous century. We not only have the technology available in Guam, fiber optic cables in Guam make it one of the most connected islands in the Pacific. We have the potential to connect the seemingly unconnected.

We are doing well now, but like so many of our activities on campus, we are good, but not great. In order for all of our academic and administration/support activities to reach the next level, connectivity and the flow of information must be planned for and assumed. We have redundant internet systems, poor student utilization of on-line services and our researchers have to be extraordinarily creative to move large amounts of data with cooperating institutions. We must upgrade our information technology on an institutional level. With federal funds, we planned to move in this direction in the upcoming year. Those funds may not be available until the future. But we can no longer wait. We will use available funds and positions to create a Chief Information Officer (CIO).

Action: We will create a Chief Information Officer in the upcoming academic year utilizing existing reallocated financial and personnel resources.

3. Human Resources Management and the Changing Portfolio.

We cannot imagine a Great University without great people. We must put systems in place which reward excellence, provide for stability and continuity in our programs and administrative structure and ensure that skill development and training is provided to meet the goals of the University. We are experiencing great changes in our institution which require us to examine the contours of a Staff Portfolio, Faculty Portfolio and Administrative Portfolio.

Currently, we have too many interim and acting administrators largely because we do not have a leadership developmental program to promote from within whenever we can. For our staff, the majority are covered by the Civil Service Commission but the remainder are non-classified staff because they are short-term employees, externally funded or have unique skills and competencies. In improving our administrative support units, we will need to cross-train many staff to take on new responsibilities in business and HR processes as we seek to become more efficient. For our faculty, we have increased the use of adjunct professors and the number of faculty members who are tenured or on tenure track continue to increase and thereby decrease the flexibility of the institution in many ways. We are expecting the faculty to become more adept at securing additional funding and becoming better teachers.

Recently, the University was allowed to create the Research Corporation of the University (RCUOG). This will allow the institution to hire externally funded personnel on an entirely new basis which will be timely and efficient. The possibility of creating a RCUOG work force in combination with various arrangements for part-time employment and adjunct hires means we will have new systems in place for the management of human resources.

This means that the portfolios of our staff, faculty and administrators will have to undergo review. We will take on the issues of whether to create a new class of University employees for staff titles; the examination of the meaning of tenure and post tenure review systems; leadership development and many other difficult issues. But we will take these on within the context of our shared governance processes and not create special committees at this time. Initially, I will ask HRO and the Institutional Researcher to come up with the relevant statistics on the characteristics of our staff, faculty and administrators.

Action: In this G2G Plan, we will work immediately on staff, faculty and administrator leadership development. The University will allocate \$50,000 for each purpose and will provide physical space if possible for staff and faculty development centers and collegial interaction. These centers will be for the development of skills and competencies which are deemed of institutional significance". The focus for the staff will be on cross-training for other tasks and some participation in special certification programs. For the Faculty, the emphasis would be on grant writing, accessing external funds and improving teaching, advisement and the student experience.

4. Achieving Financial Balance and Funding Our Future.

The University has achieved a measure of financial stability after a long period of government economic instability and resource constraints. Still, our current complement of programs and units are underfunded and undermanned. In Dickeson's description of American higher education, he wrote, "Most institutions can no longer afford to be what they've become."⁹ The G2G prioritization process will take some of this over extension of our mission and growth of programs. Our current configuration of programs leads to the continued frustration of deferring the hiring of promised positions in order to make up

⁹ Dickeson, op.cit., p.37

shortfalls, when we should just realize that we can't afford the anticipated hires. This has been at the core of our frustration and we have not made the decision that comports with reality and our institutional priorities. We will spare no effort to avoid this in the future.

We are a relatively expensive institution for an island economy. We compete for resources among other high priority government agencies. We have experienced moderate success on occasion, especially in avoiding tuition increases. However, barring the development of a new economy in Guam, we will never likely receive more than \$30-32 million in Government of Guam appropriations unless Government of Guam revenues exceed \$700 million.

Our future financial balance and growth must be based on a realistic resource plan and our strategically-focused priorities in our academic programs and administrative activities. We must work on increasing university-generated revenue growth via increases in student enrollment, the acquisition of external funds and some moderate profits from University auxiliary units. The current G2G process was the first time many individuals understood the costs of the program in which they work.

Action: All programs and activities must enhance their financial literacy by including financial data in all decisions. This data will include cost and cost savings, sources of revenue and revenue potential, and realistic projections demonstrating the level of sustainability given the identified resources.

5. The Use of Big Data by the University.

The famous statistician and leadership theorist W. Edwards Deming is quoted as saying, "In God we trust, all others bring data." The use of data is essential in everything we do, especially in the 21st century. Most academics are used to that and most administrators understand the need for data in making decisions. But in today's world, the scope and extent of data and the need to have it make sense in some system of analytics is commonly referred to as "Big Data."

Our challenge today is to use data from disparate sources, store them and create a system where we can retrieve the data for decision making in new and innovative ways. The amount of data and its variety of sources make the manipulation for use in decision making extraordinarily complicated but necessary. There was some recognition of the need for working with big data in the PEC commentary on the office of the Institutional Researcher. The commentary wasn't as complimentary in the use of data to drive administrative and support processes.

A university that comprehends the need for the integration of data collection and analysis for different purposes in order to serve as a platform for innovative decision making is using big data. This is more than new forms of information sharing; it is the extension of human intelligence through enhanced data systems.

Action: Investments in new data systems will continue and the creation of the position of Chief Information Officer will facilitate our use of big data. All program review processes and proposals for new academic and administrative/support programs will include not only information on activities and the resources needed to carry them out, but data sources to assess progress and success.

IV. STRENGTHENING THE ACADEMIC PROGRAMS CENTRAL TO UOG'S PURPOSE

Based on the institution-wide issues (labeled as ‘the larger issues’ in the previous section) and the recommendations from the G2G and PEC process, we propose an essential UOG - one that fits the vision of a Great UOG, establishes a new strategic balance, and is operationalized at the program level based upon the PEC recommendations.

Each academic program was placed into one of five quintiles. Hereafter, these are referred to as categories 1-5. Depending on their category, academic programs will receive some direct investment, be maintained at existing resource levels, placed on a track for transformation, or become candidates for elimination or consolidation. As programs pursue the Great UOG, their future growth will come from rebalancing and prioritizing within the programs themselves; from being resourceful, and from funding some of their own growth, whether from non-appropriated funds, grants, external contracts, or leveraged partnerships and collaborations.

In this part of the report, we present what will happen to each of the programs. In the main, the PEC recommendations were followed but not entirely. The programs of the School of Education received the most attention due to their standing in Categories 4 and 5. A transformational process to be completed in three years for nearly all SOE programs is presented here. It has been discussed with the SOE faculty since they will be experiencing the greatest changes of any faculty.

Other programs will also experience dramatic change. Some will receive some financial assistance and there will be an effort to start recruiting vacancies and new positions as soon as the budget permits. The budget will dictate the number of positions for which we can actually recruit, not promises, committee recommendations or previous practices. Understanding and accepting this will contribute to the Great UOG.

Implementing G2G will require ongoing assessment and review processes. All programs will be subject to regular review and re-ranking on fit to mission, academic quality, sustainability and relevancy. We anticipate that many of the rubrics utilized in the G2G process will become regular parts of the ongoing assessment processes of the University in every activity. We also anticipate that a prioritization process similar to G2G will be attempted again in five years in order to calibrate our strategic balance and move forward.

We must also establish some benchmarks for programmatic sustainability and establish the basis for making an academic connection (nexus) and creating academic units. These benchmarks and understanding of academic units are outlined here.

Action: There will be a minimum of two (2) core faculty to sustain an undergraduate degree program, one (1) core faculty to sustain a graduate program, and one (1) core faculty per concentration area in a degree program. The programs will be augmented by other full-time faculty and/or adjunct faculty necessary to support academic rigor, integrity, and demand for the respective program. To demonstrate sustainability of demand, a program must maintain a minimum threshold of 20 student majors and a positive trajectory of on-time graduates with a minimum of five (5) graduates per program/concentration area each academic year. Programs will be benchmarked to 124 credit hours for an undergraduate degree. Masters programs should be benchmarked to 33 hours except for clinical programs. There should be a minimum of three (3) graduates for each graduate program annually.

Action: All academic programs and activities must establish an academic nexus to an existing academic unit. Whether they are in research or extension and irrespective of their funding source, all programs must find an academic home with an existing unit. This process should be completed over the course of the next academic year and be supported by all units concerned and approved in accordance with the administrative procedures of the University.

PROGRAM CATEGORIES AND SUPPORT

PEC ranked nine Category 1 Candidates for Heavy and/or High Priority Investment and 12 Category 2 Candidates for Modest and Priority Investment. These academic programs have demonstrated strong fit to the Great UOG, sustainability, quality, and demand, and are candidates for reinvestment. The University identified \$500K for a one-time investment in top programs. It is anticipated that \$400K of this amount will go to academic programs and \$100K will go to administration/support programs. The actual amount, timing and allocation will be determined within the first half of the fall semester. It will depend upon G2G reallocation, the legislated level of the University's appropriation and individual program requests. The investment recommendations below will be further discussed by the deans, directors and SVP in consultation with program faculty. The assignment of faculty and personnel to programs is not part of the anticipated \$500K reinvestment.

Action: Seven programs out of the 21 in these top two categories will be considered for additional faculty or staff FTE's have on an ongoing basis will have demonstrated strong demand and have a deficit in FTE capacity based on high enrollment/majors/graduation (demand) numbers. Priorities will be incorporated in the reapportioned FY2015 budget staffing pattern for the spring 2016 semester. These programs include:

B.A. Business Administration. Reshuffle faculty FTEs from areas earmarked for consolidation or elimination, and fill vacancies. SBPA will proceed with approved hires under a new faculty profile, to include executives-in-residence and visiting faculty.

B.S. Chemistry. Current search is anticipated to be filled. If core faculty FTE cannot support declared major or course demand, then monitor and revisit approval for 1.0 additional FTE.

The additional FTE will be based upon the required courses to be taught in other program majors as well as Chemistry itself. In spite of its acknowledged quality, Chemistry needs to recruit additional program majors and increase degree production substantially.

B.A. English. Developmental English should be separated from the program, and the quality and success of the program major should be supported. Prioritize full-time FTE's towards degree program and hire 1.0 more FTE.

Pre-Engineering Program. With the construction of the proposed Engineering Annex and the popularity of the pre-engineering degree, we anticipate a full program within three years. An additional FTE is necessary for next year as the program grows.

Marine Laboratory. The Lab has a great reputation and is central to the University's reputation and future. One new FTE primarily to help support the graduate biology program and pursue new research grant/external funding will be considered pursuant to submission of a Lab plan for expanding research grants and clarifying the use of existing faculty resources.

Water and Environmental Research Institute. WERI is a signature program of the University and rates very highly. One new faculty FTE will be considered subject to submission of a plan for the next 3 years outlining research agenda and utilization of existing faculty resources. A new faculty member could be shared .50 FTE with the Graduate Environmental Science program depending upon enrollment.

B.S. Health Sciences. Hire 1.0 additional FTE to support growth projections.

Five programs in these top two categories will be considered for one time investment in FY14 from the \$400,000 set aside for academic programs in G2G, depending on relevant need.

B. S. Biology. Initial investment in phased upgrade of labs, based on CNAS Dean's proposal.

Micronesian Area Research Center. Faculty profile will allow for rotating and visiting scholars, particularly those funded through external funding/grants that fit the mission and yield longer-term sustainability. The additional 1.0 FTE in Chamorro Studies will be shared with MARC (.50). The library technician position in the existing staffing pattern for cataloguing is supported. Provide support for University Press.

B.S. Nursing. No additional faculty FTE required. SNHS Dean will work with PIP to develop online courses (and other high demand offerings-e.g., simulation education) and leverage qualified online faculty to support; fund .25 project loads to develop courses.

B.A. Psychology. If a Deans Circle house is available, reconfigure for needed lab space.

M.Ed. Reading. Recommend realignment of existing Foundations faculty to add at least .50 FTE. Financial support of on-line efforts will be made available.

In meeting the professional, scholarly research, and advancement needs of our local and regional communities, Category 1 and 2 programs will be subject to tri-annual sustainability and relevancy reviews and re-ranking. If the benchmarks on graduation and program majors are not met within two years, this review will be sped up. The following require no immediate investments at this time, but rather regular monitoring to ensure fit to mission, quality, sustainability, and demand.

M.A. Micronesian Studies. Recommend expanding market through DOE teachers. Encourage existing faculty to develop a robust research agenda, public engagement plan and grant opportunities.

B.B.A. Accounting. With FY14 funding, fill current vacancy within a new faculty portfolio with diversified credentials. SBPA will strengthen academic quality and student success strategic goals within Academic Master Plan, including entertaining student cohort teams. Expand curriculum beyond CPA preparation to include other certifications (e.g., Certified Management Accountant, Certified Government Financial Manager, etc.).

B.A. Communication. Currently, four tracks may be consolidated to two tracks which demonstrate high credit hour production and high numbers of declared majors. No new faculty required. Will submit faculty agenda supporting long-term quality.

M.A. English. The program needs to recruit more declared majors and increase degree completion. Online offerings need to be part of the future planning.

B.A. Fine Arts. Recommend realigning at least 1.0 FTE (from the 3 currently supporting Music) to support this already consolidated program.

B.A. History. History credit hour production and overall quality demands continued support. However, the program needs to recruit program majors.

Western Pacific Tropical Research Center (WPTRC) and Cooperative Extension Service (CES). Transfer one position from CES to WPTRC and authorize an additional research position as budgetary authority permits. Consider additional moderate investments that facilitate CNAS Dean's suggestion to realign (CES) to that of a multi and inter-disciplinary expertise that can readily address various island issues.

M.S. Environmental Science. Although an additional FTE is requested, program will need to demonstrate meeting the minimum threshold declared majors to support. An anticipated new FTE for the program may be shared with WERI on a .50 FTE basis.

PROGRAM MAINTENANCE

The 13 academic units/programs that fell within Category 3. Candidates for Maintenance at Current Level of Investment include: B.A. Anthropology, M.S. Biology, Cancer Research Center Guam, M.S. Clinical Psychology, Foundations, Military Science, B.A. Political Science, Professional MBA, B.S. Public Administration, Master of Public Administration, Sea Grant, Bachelor of Social Work (BSW), and B.A. Sociology.

Action: The academic program majors must demonstrate ongoing sustainability, based on core faculty FTE, meeting the minimum declared major enrollment of 20, and upward trajectory of degree completion. In consultation with the deans, program faculty will consider rebalancing and prioritizing their offerings for the most effective use of their existing resources. New resource investments will stem from program faculty-derived external funding, as noted. The placement of the Social Work program must be resolved by the end of the next academic year. The program should work with the Dean of CLASS and the Dean of the SNHS to find an academic unit that more appropriately fits to their unique purposes. The Cancer Research Center and Sea Grant Programs must find an academic nexus for their programs.

PROGRAM TRANSFORMATION

These are the programs that are in Category 4. They were in this category for a number of reasons including concerns about sustainability and quality. For some (like Chamorro Studies), the fit to the mission was clear, but it is only in the initial stages of development. Some (like Philosophy) must deal with its chronic shortage of program majors even if credit hour production is healthy and necessary. Other programs (like Criminal Justice) have robust numbers, but its connection to the professions is unclear and concerns have been expressed about its quality.

Action: In meeting the professional, scholarly research, and advancement needs of our local and regional communities, these programs will be subject to bi-annual review. Over the next 3-5 years they must meet the minimum threshold for declared majors, upward trajectory of degree completion, program quality, and relevant demand for continuation; otherwise these will become candidates for consolidation or elimination. SOE programs will have three years for a major transformation of teacher training programs to a BA + format which is outlined below.

B.A. Chamorro Studies. Two core faculty will be assigned for sustainability, one of which will be joint with MARC and CLASS.

B.A. Philosophy. Specific target goals for increasing declared (and retained) majors will be achieved each year until the minimum sustainable enrollment is met. Evaluate for continuation, consolidation, or elimination by end of 3 years.

B.S. Computer Science/Computer Information Systems. Based on external consultation and review, the program will present a plan to modernize and respond to industry trends, that

includes an assessment of the local and regional demand. Collaboration with engineering will open opportunities for software engineering and other highly technical offerings. The CNAS and SBPA deans and IT-related program faculty will address how the demand for MIS/IS courses can be met across or within the disciplines (e.g., Education, Business, Health Sciences, Nursing, etc.), and harmonize course redundancies. This plan for the future of MIS courses must be finished within one year.

M.Ed. Admin Supervision. Assess the existing competition for this program and present a marketing plan to meet island and regional needs. Work with Director of Integrated Marketing Communications to include a plan that makes creative use of adjunct faculty to reach regional/online markets.

B.A. Criminal Justice. Strengthen academic quality and rigor. Identify the professional career and/or graduate demand pipelines. Improved outcomes assessment efforts will be examined through submitted annual assessment report. Program will be reviewed over a three (3) year time frame. Once the program is strengthened, it will be a high priority candidate for an OLL degree offering.

BA Elementary Education. Consolidate all BA Elementary Education majors into a single BA Elementary Education Major with Concentrations. The concentrations are Elementary Education Early Childhood, Special Education and TESOL. Degree requirements will be adjusted to accommodate greater content course requirements within a 124 credit hour requirement for a baccalaureate degree. The program should begin planning towards a BA + professional program in which there is a content area major (as specified by the EEd. Program) and some professional education requirements. It is anticipated that there will be 18 credit hours taken at the graduate level which will meet certification requirements including student teaching/internship after degree completion. SOE Dean will present advisement/ teach-out plan for the transition.

BA Secondary Education. A BA in Secondary Education will include the Content Area requirements and offer specializations in Physical Education and Chamorro Language. Similar to the BA Elementary Education, the program will present a BA+ program to be implemented within three years. Students are expected to major in a content area identified by the Secondary Program and subject to certification requirements, including Praxis content area testing. It is anticipated that 18 credit hours will be taken at the graduate level including student teaching/internship.

M.A. Teaching (MAT). The MAT will phase out in favor of the BA + Secondary Education program and a revitalized MEd program which will offer concentrations in Elementary, Special, Early Childhood, Secondary and TESOL.

B.S. Mathematics. Establish firm goals for degree completion and consider reduction of resources, if not met. Developmental math courses may be moved to a new academic unit

that will include developmental English depending upon the recommendations of the Developmental Skills Task Force.

M.Ed. Special Education. This will be transformed into a concentration within the M.Ed. program.

M.A. Counseling. Re-consider the continuation of the Community track and coordinate some of the course work, wherever possible, with the Clinical Psychology program

PROGRAM ELIMINATION/CONSOLIDATION

Category 5 programs presented the most difficult challenges. The PEC recommendations were followed after careful consideration.

Action: Although 12 programs were earmarked under PEC Category 5 Candidates for Divestment, some are considered for consolidation. Based on the PEC report, the units' G2G reports, and further review and input, the following eight programs and ID180 are recommended for elimination, and will require a teach-out plan from the respective dean:

M.A. Art. The most recent program review recommends the program be closed.

East Asian Studies. The program has no graduates for the past five years and has no dedicated faculty FTE.

B.A. Elementary Education with English as a Second Language

This program will be transformed into a concentration within the BA Elementary Education program outlined in the section above.

B.A. Elementary Education with Chamorro Language and Culture. This program will be eliminated and a Chamorro Language concentration will be added under the BA Secondary Education. This concentration will be transformed in the BA + Secondary Education and require close cooperation with Chamorro Studies for content courses and language proficiency.

B.A. Special Ed. This program will be absorbed as a concentration within the BA Elementary Education.

B.A. Interdisciplinary Arts and Sciences. CLASS has earmarked this program for elimination, due to unsustainable enrollment/declared majors, and has presented to the Senate.

Japanese Studies has averaged 5–9 majors over the past five years, has graduated less than 10 over the past 10 years, and has no dedicated faculty FTE. The program will be eliminated. Faculty FTEs will be rebalanced to courses/program that requires existing faculty expertise in teaching the Japanese Language.

ADN Nursing. SNHS earmarked this program for elimination due to lack of student interest and the recommendation of the Institute of Medicine that 80% of the registered nurse workforce have a baccalaureate degree by 2020.

ID 180. Earmarked for elimination. Student learning outcomes will be met by the CLASS/EMSS learning community pilot initiative. SVP will monitor for effectiveness through progress reports. We also recommend learning communities organized around research and service learning; small student cohorts that will interact with proven faculty and RAs/TAs from entry to graduation; into inter-disciplinary cohorts for students not committed to a degree program; and cohorts continue throughout the 4-6 year trajectory.

The following five programs are recommended for consolidation or other action:

B.S. Physical Education. This program has no existing faculty, and will be absorbed in the new BA Secondary Education. As this moves to the BA+ format, close coordination with the SNHS's Health Science program is expected. Core courses should be identified with the Health Science program

B.A. Early Childhood Education (ECE). This will become a Concentration within the BA Elementary Education. The anticipated expansion of the mandatory school age to children who are four years old requires a professional response by UOG. Eventually this will become part of the BA + program for Elementary Education.

M.Ed. TESOL . This will become a Concentration within a strengthened M.Ed. program. Collaboration with English and Applied Linguistics for some of the professional course work is expected.

B.A. Consumer & Family Science. This program is earmarked for consolidation with Tropical Agriculture Science under a Natural Resources program. Will provide career paths in local and federal agencies or preparation for Master's in Environmental Science or Micronesian Studies.

RECOMMENDATIONS FOR OUR INSTRUCTIONAL MISSION

As earlier stated, 124 credit hours will be the maximum for undergraduate degree completion. All programs are expected to make the necessary adjustments for this maximum within three years. This is possible through program-led curriculum reviews that combine courses, eliminate content redundancy and unnecessary prerequisites, encourage testing out for content and skills, and harmonize GE and degree requirements. Program innovation will include cross-disciplinary and inter-disciplinary programs, curricula, research and GE with some designed around regional themes. Programs will include writing and quantitative skills components, including IT.

General Education. Academic colleges and schools will collaboratively finalize the base foundation of GE course offerings within an approved GE framework before the end of AY14-15. The core competencies required of UOG's Institutional Review will be assessed within the context of each degree program, as they demonstrate meaning, quality, and integrity through an outcomes assessment plan. Recognizing that the work of the GE Review Committee is still in midstream, we encourage changes that make GE more cross-disciplinary and inter-disciplinary and focused on 21st century skills and WASC core competencies (see III.2). We support more GE choices under the control of the academic degree programs with GE substance finalized through the college and school AACs.

WASC core competencies will be taught in all courses, especially but not exclusively in GE. In addition to the faculty TA's will support this as writing and thinking mentors in small groups.

Developmental Math and English. Supporting these courses has taxed the core FTE faculty required to support existing Mathematics and English majors and courses. National attention on college readiness will lead to new federal initiatives. Developmental courses on our campus are gateway programs that have a dramatic effect on the student experience and all academic programs. This has led to requests for additional faculty and over-reliance on adjuncts. Core faculty should focus on degree programs rather than remedial courses, which are not at the college level and do not fulfill degree requirements. The recommendations from the DSTF in combination with EMSS support services like the Retention Alert system will provide a new, more efficient use of faculty resources and, more importantly, successful students.

Capstone Courses. Capstone courses for all degree programs will be considered, as part of the institution's efforts toward demonstrating and assessing the meaning, quality, and integrity of degrees. Academic deans will work with program faculty to identify a course that can be revamped or strengthened to serve as the culminating capstone, including how this capstone will be assessed based on alignment of student learning outcomes with program and institutional learning outcomes.

RECOMMENDATIONS FOR OUR RESEARCH MISSION

Research and related outreach will contribute to the public good and the Great UOG foremost by supporting student learning and by disseminating scientifically-rigorous data and analysis for addressing social, economic and environmental needs within Guam and the region.

Research and outreach will be closer partners in a new-look land grant. CES faculty (and staff) will be dispersed throughout the academic programs to foster research, bring in tested engagement methods, and lead community outreach. This model will enable additional external funding and leverage land grant funds.

There are pockets of research excellence. There is also research and scholarship conducted in an amorphous and leaderless zone. The AVP and Research Council will develop an institutional research agenda with emphasis on locally and regionally important research. Inter-disciplinary

research and the scholarship of teaching will strengthen ties with academic programs. Seed funding will encourage promising research that fits with the institutional research agenda.

All research programs and centers will have an academic nexus, tied to academic instruction and the institution's research agenda. Regular reviews of research programs and centers will include an academic dean. Research or service offerings without an academic nexus will be subject to transformation or elimination.

Faculty in research centers are principally the teaching faculty in the Graduate Programs, and successfully combine research and teaching in the articulation of the centers and graduate studies. GSRSP is therefore an academic nexus for research. GSRSP supports the Research Council and the Graduate Council as governance units for the two cross-platforms for these faculty. These councils should have broader membership to include faculty and administrators from other areas that are either principally instructional or administrative, such as CLASS academic programs and IT systems.

Centers	Research Council	Graduate Council	Graduate Programs
WERI	X	X	Environmental Science, Engineering
Marine Lab	X	X	Biology, Environmental Science
CEDDERS	X		SOE, SHNS (potential)
MARC	X	X	Micronesian Studies
CIS	X		Environmental Science, Micronesian Studies, SBPA
U54 Cancer Center	X		Micronesian Studies, Biology, Environmental Studies, Public Admin
WPTRC	X		Biology, Environmental Science
ISA		X	Clinical Psychology
The Knowledge Grant	X		Public Admin

V. NEW ADMINISTRATIVE AND SUPPORT STRUCTURES

The PEC Administrative Support Activities Report succinctly captured the essence of administrative and infrastructure support at the Great UOG, *We are in the business of higher education*¹⁰. The companion corollary is that we are also in the business of student success. PEC also recognized that administering and supporting higher education requires additional perspectives. Foremost among them are national and local laws; federal and local regulations; grant, accreditation and audit standards; and board policies that define and establish the prescriptive environment within which the University operates. Benchmarks and best practices provide guidelines for better administration and operations.

Due to the widely disparate nature of the activities and programs submitted for review, the PEC process was extraordinarily difficult. Some programs are entirely self-sufficient through fees while others are federally-funded success stories with enormous impact on academic practice. Comparisons of responsibilities on a straight ratio such as staff per student; staff per faculty or staff per academic major ignores fundamental differences in responsibilities for unique activities. Nevertheless, the PEC Committee brought a level of institution-wide awareness of administrative and academic support programs which has not been done previously. While the following plan does not follow all the recommendations, some 70% of the recommendations are accepted and 100% of the concerns raised will be addressed.

With these precepts in mind we recommend the following courses of action.

PROGRAM INVESTMENT

Units ranked in Category 1 are deemed candidates for Increased Resources. These units have demonstrated strong fit to the Great UOG vision, sustainability, quality, and demand. Our recommendations for one-time and continuing resource investments will strengthen administrative and support units, particularly those that enable the Great UOG. Most are from Category 1 and some are from Category 4 (which will be dealt with under Transformation). The size and timing of investments will depend on G2G reallocation savings and the legislated level of the University's general operations appropriation in future budgets. Units should also plan to pursue grant funding, as Plant Management did with the U.S. Department of Interior CIP.

Action: The following programs will receive additional investment and take steps to move to the Great UOG as indicated.

RFK Library. Automated systems and collections will require investment. EPSCoR proposes to support electronic journal access. Additional investment will start with G2G support for DYNIX for RFK and MARC and initial funding for EPSCoR, JSTOR; cooperative subscriptions will be explored to include COM, PNCC, CNMI, and GCC as co-members with UOG. Professional and staff positions are addressed immediately within the budget and subject to the legislative process.

¹⁰ PEC Administrative Support Activities Report, p.2

Residence Halls. The Board has recently established a Student Housing Renovation and Construction account to fully or partially fund the construction of additional student housing and for capital renovation and equipment purchases for the upgrade of the exiting student dormitories. Student services fees will continue as a funding source for ongoing maintenance.

TADEO. Our students are increasingly technologically capable and into a mobile world. Teaching models will favor online and hybrid course design for a mobile IT platform. The on-line learning (OLL) development agenda will include: English and Environmental Science; 90% of GE requirements (now 70%); public administration and criminal justice. Programs will evaluate MOOCs (Massive Open Online Courses) and other online third-party courses to articulate such courses for specific degree requirements and for curriculum expansion at very low cost. TADEO will receive additional resources for program and hybrid development, including replicating existing programs to support learning communities across campus. UOG will hire full-time OLL teaching faculty and require, as a condition of hire, that new faculty be willing to teach OLL courses as part of the normal load.

CLASS Dean's Office. Additional staff resources will be provided after a University-wide examination of staff responsibilities and an effort made to equalize responsibilities in units through a "staff rebalance." CLASS, like other schools and colleges, will benefit from an effort to devolve business and human resource responsibilities as explained below. This will involve cross training and upgrading of staff capacity.

SNHS Director's Office. Most of the concerns outlined here are addressed with staff adjustments and the filling of vacancies as explained in the previous section on academic programs.

UNIT STABILITY AND MAINTENANCE

Units in Category 2 were expected to continue with existing resources and those in Category 3 are expected to make some changes including an effort to reduce expenditures.

Action items are outlined for each unit as follows:

CEDDERS. This is one of the most successful engagement programs in the University's history. But it needs to establish a relationship with an academic unit. It can remain within GSRSP but it must establish an academic nexus with an existing degree granting unit such as the SNHS or SOE. This will take place no later than the end of spring 2015. The nature of the relationship will be negotiated. As soon as this is completed, one or two federally funded faculty positions will become part of CEDDERS. Future consideration will also be given to inclusion of CEDDERS employees in RCUOG or a new UOG Employee system.

CNAS and SBPA Dean's Offices will benefit (as will CLASS Dean's Office and other academic units) from enhanced use of technology for administrative tasks and the new relationship

with the Business Office and HR contemplated under the process of devolving responsibilities from the central administration.

English Language Institute will continue on as before with increased attention to moving some students into UOG degree programs.

Pacific Island Small Business Development Center (PISBDC) has become a signature engagement program that is well coordinated with SBPA programs. Similar programs like PTAC and the Veteran's Business Outreach Center should follow their model in explaining their connection to the engagement mission of the University. They should continue as long as there is external funding and the relationship is clarified.

PDLLC and English Adventure Program have been successful in raising revenue for the University while providing opportunities for UOG students to participate in educating foreign students and travel to nearby countries. They should be encouraged to grow.

TRIO grants are successful and assist low-income individuals, first generation college students and students with disabilities well. The grants also offer eligible students travel opportunities for the twin purposes of cultural and educational enrichment.

Admissions and Records and Financial Aid Office are recommended for continuance with reduced resources and the Bursar's Office is recommended for transformation. All three are interconnected and will work towards a seamless "One Stop" student service in collaboration with the Business Office. Automated workflows will tie their functions together, improving timeliness, compliance and service. Cashiering will be electronically devolved using eCashiering and depends on the increased student utilization of on-line services. The Bursars' concept of a student service ombudsman (one or more), focusing on one stop student problem resolution without the run around, is supported. The Bursar's success at collections has resulted in nearly \$1 million becoming available for student financial aid and must remain under the Controller due to an audit finding.

Budget Officer. This position is a critical part of the VPAF team and prepares and monitors the budget as well as provides administrators, units and shared governance committees accurate information on budgetary categories to facilitate informed decision-making.

Controller's Office/Business Services. Devolution of many responsibilities and automated services will result in the reduction of centralized staff over time. Controller's Office will spend more time on audits, investments, financial analysis and reporting. Centralized services will transition many Payroll and Procurement services out of the Business Office. Renewed emphasis on the need for customer service will become part of the training activities recommended for Business Office and all UOG staff.

Office of the President. By the end of the Fall 2014 Semester, the provision of EEO Services will be moved to another unit in conformance with best practices for small universities.

There will be a re-evaluation of the responsibilities and placement of the Alumni Affairs and Planning Office to determine appropriate placement and/or restructuring.

SOE Dean's Office. The office will be subject to the institution-wide analysis of staff positions to see if reassessments may be necessary. The SOE's responsibility to maintain active degree programs in the region is unique amongst all units at UOG. SOE should use staff resources to maintain supportive networks of alumni.

Senior Vice President's Office. The SVP office will make available one Administrative Officer/Assistant position and one program coordinator for transfer and to other units as needed. The SVP office maintains the role of ensuring compliance to institutional goals and regulations for academic positions, but will take steps to delegate and simplify staff recruitment processes in accordance with the devolution initiative.

TRANSFORMATION

Seven units are deemed essential, but need transformation which could involve additional investments. The Bursar's Office has already been addressed.

Center for Island Sustainability (CIS) will remain in GSSPR and reinvigorated by finding an academic nexus through degree program affiliations. A faculty position will be assigned to CIS on a shared basis to oversee the direction of the Center and ensure a balanced approach to engagement, research as well as support degree programs.

Computer Center (ITRC). Substantial, ongoing investment will be required in administrative, academic and student applications; networking; infrastructure; and personnel that will be include the ITRC at nearly every step. The University will hire a CIO to direct the strategic use of technology, spearhead IT planning, and expand the functionality and adoption of new applications. Inefficient and labor intensive manual systems and processes will be replaced by eWorks, Web Advisor and automated workflows. The University will lead in making Guam a research and education network hub with network and videoconferencing connectivity to North America and the Pacific. Student learning and support systems will gravitate toward mobile platforms and online learning. Continuous professional development will keep IT professionals and University systems current. Outsourcing will be explored beyond that for our website and email.

EMSS Dean's Office, Student Counseling, Career Development and Student Life. This academic support unit needs strong leadership and hiring a permanent Dean will resolve many issues. One additional counseling position is available and another one will be considered. Any new counseling positions will not be considered academic faculty members. Career Development and Student Life activities will be assigned to program coordinators with the requisite skills and significant training in best practices. These assignments will not be seen as permanent but subject to performance.

Graduate Studies, Sponsored Programs and Research (GSSPR). Hiring a Dean of Graduate School at this time is not justified given the fact that programs are being consolidated. However, dedicated staff for graduate student services apart from the sponsored programs is critical and will be part of the institution-wide staff reassessment process.

Human Resources Office. This unit will be revitalized by the staff assessment and training opportunities contemplated for the University. Additionally, the unit's activities and responsibilities will be shaped by the creation of the RCUOG and hiring processes for external grants and contracts and the devolution of responsibilities to units. Improved technology and paperless systems will also reshape the HR experience as well as eliminating redundant processes for individuals hired on a short term basis.

Plant Maintenance and Facilities. This unit has been identified for outsourcing, but moving the entire operation in that direction is not realistic. The unit has never been adequately funded given the size and scale of our physical plant. The current benchmark should be 2% to maintain the existing facilities. This should be \$1.8 million annually but only \$800K is allotted. This will be exacerbated with the implementation of the physical master plan. Securing external funding for facilities have kept the unit operational as well as outsourcing for many maintenance jobs and construction management.

Core positions for daily tasks and urgent responses will be kept. Transfer of funding to the units for purchase of building services will be considered over time on a building-by-building basis, as maintenance attrition occurs. CNAS will provide advice on landscaping and lawns. To improve work order functioning, a maintenance planner will replace a Plant vacancy. As outsourcing grows, the number of maintenance supervisors will be rebalanced to reflect these changes. A vacancy will be used for a contract manager in Plant Management.

OUTSOURCING

Seven units were identified for elimination or outsourcing. It should be pointed out that much outsourcing is already occurring in different units. Plant has already been dealt with above and the Veteran's Business Center should integrate well with SBPA via the PISBDC. The remaining five units are addressed below:

Auxiliary Services. i) Bookstore. In 2011 the bookstore consultant advised that outsourcing is not feasible due to our scale, location and access to support services. Nevertheless, a request for interest (RFI) will be advertised to test this advice. Until then, the Bookstore will have the goal of reducing text prices by 20% for AY15- 16 and 30% for AY16-17. Faculty will have an important role in achieving this goal through opportunities for fair use in lieu of texts, three-year utilization of text editions for rental program viability and consistent assignment of texts within the same course. ii) Postal Services. An outsourcing RFI will be advertised. One staff will be transferred/retrained.

Safety and Security outsourcing will continue. A single, in-house Safety Administrator will be core for emergency response and risk management and is required given the University's

responsibilities in the administration of the Clery Act, Higher Education Opportunity Act and Workman's' Compensation. Safety-related maintenance will be enhanced by assigning one maintenance position to the Safety Administrator. The research units will share a safety and lab professional housed in Marine Lab.

Field House. Marketing will transfer to PIP and maintenance will be with Plant CIP as substantial renovations are scheduled. A director will be recruited from the existing vacancy for intramural and extramural athletic development and administration. Recreation staff will be reduced and transferred/retrained. Until a new director is on board, scheduling will be with PIP to coordinate internal usage and external marketing.

Kubre. The project was poorly explained by staff earlier in the year after the departure of the Project Director. This is actually seen as a signature program nationally since it addresses Pacific Islander populations and the completion of developmental math via tutoring by peers and some professionals. This unit will be assigned to a new unit depending upon the results of the Developmental Skills Task Force. Until such time, it will remain under EMSS and continue to rely on Math Department expertise.

Student Health Services. The RN position will be retained to manage an office for urgent first aid, referral and tuberculosis testing. Student health insurance options will be explored through an RFI and partially funded by student health fees. This will be managed by EMSS.

INSTITUTIONAL TRANSFORMATION, DEVOLUTION AND STAFF REBALANCING

We acknowledge real problems and make recommendations for the specific programs and units listed above. Along the way, we have indicated that a couple of key initiatives need to be implemented in order for substantial transformation to occur. The terms "devolution" and "staff rebalance" have been used to describe these initiatives. Over the past few years, the President, with BOR support, has devolved authority over contracting and hiring at certain thresholds. In combination with the creation of the RCUOG, key elements are in place to increase the efficiency of business and personnel processes in a dramatic way. We also plan to move some units currently under the SVP to the VPAF and vice versa.

The devolution of business and personnel management services currently in the Business and Human Resources Offices is a necessary initiative. In addition to be facilitating decisions at the unit level closer to programs and students, it also means the acceptance of greater responsibility and accountability. Services performed at the unit level are often more successful in responding to unit priorities and timeframes. We have good examples in several units already. Many of the building blocks are in place for a devolved approach. New, more user-friendly software applications have been installed, or will soon be. Network connectedness has improved response time and data access. Training and procedural guidelines for contract management, procurement, travel and compliance are in place. The President and Board have shown their willingness to delegate approval authorities.

Much still needs to be done before units have devolved responsibility for business operations. Detailed plans will identify projects tasks, transitions, timeframes and responsibilities. Standard operating procedures will be streamlined, documented and automated. Unit business managers and support technicians will be trained in a broad range of accounting, finance, HRO, procurement, and systems skills - Colleague, WebAdvisor and automated workflows - to ensure consistent processing standards and 24/7 customer service. Units must be willing to adopt and use the software.

Action: A plan for the Devolution of Business and Personnel Management Services will be developed by key constituents and administrators at the University, including the new CIO. The plan will be completed by the middle of the Spring Semester 2015. It will include staff cross training and upgrades as well as a system of affixing new responsibilities and accountability processes to accompany the devolution. Implementation will be on "as ready" basis per unit subsequently.

Staff rebalancing is the process through which we examine how similar staff positions are assigned to various units across the campus. Widespread staff titles like administrative officer and administrative assistant should be examined in terms of the comparability of responsibilities and workload requirements. This will help the University achieve the strategic balance as explained by Dickeson. This process will be utilized in order to ensure that comparable pay and accountability systems are matched by workload and level of service. Subsequent adjustments will be made to equalize assignments and make units and the University more efficient.

Action: The University will prepare a process for rebalancing led by an external consultant with the strong participation of administrators, experienced faculty and senior staff. Implementation will begin by the end of the Spring Semester, 2015.

The University also has to reassign some units in order to more efficiently implement G2G recommendations and better reflect the Great UOG paradigm.

Action: PIP, including TADEO will report to the SVP. This unit, which already offers academic courses and content, is better aligned with academic programs than with Administration & Finance. PIP will be responsible for internationalization initiatives and operations. PIP will market the Fieldhouse and run the camps.

Action: The Information Technology Resource Center (Computer Center) will move to Administration and Finance, enabling more attention to investments, infrastructure development and coordination between ITRC and Plant. The CIO will report to the VPAF.

The University will have a new opportunity to make business and personnel management decisions for external grants in a unique and timely way. The RCUOG, a public corporation within UOG, will be post-award manager for grants and contracts management and compliance. There will be streamlined, more flexible processes for research-related procurement and hiring. RCUOG will have secondary responsibility for commercializing appropriate research, leading to local business and job creation as well as revenue generation.

While it will have its own Board, administratively it will report through Administration & Finance, at least during the early years. Initially, the ABAPO's (Budget Officer) responsibilities will be extended to include RCUOG finance and administration. RCUOG will have close working relationships with principal investigators (PIs), GSRSP, research centers, HRO and Business Office. PIs will be fully responsible grants and contracts managers, assisted by RCUOG.

FACULTY, STAFF AND ADMINISTRATOR PORTFOLIOS

We recognize that achieving greatness as a higher education institution lies in our success in recruiting, developing and flexibly managing committed University employees. Defining the right faculty, staff and administrator portfolios, which strike an appropriate balance between University interests and personal interests, will enable the Great UOG.

Creating the Great UOG faculty portfolio will be done collaboratively and with respect for the provisions of the Faculty Union – BOR Agreement and RRPM. Our recommendations are:

- Recruiting and hiring will reflect the most effective and flexible mix of tenure-and-non-tenure-track (core), visiting, post-doc, adjunct, OLL and professional appointments that primarily deliver high quality academic programs and student learning.
- Student success requires adequate numbers of high quality program faculty, particularly those that PEC ranked in Quintiles 1 and 2.
- CFES performance review will include post-tenure review every three years.
- Research faculty will be evaluated and rewarded for external grant and contract funding. Researchers with locally and institutionally important research interests and records of sponsored funding will be preferred, as will faculty with inter-disciplinary, inter-institutional and external research connections. New research appointments will be nine-month with time-limited, twelve-month appointments to be recommended by the AVP and approved by the SVP. All research faculty will have student learning responsibilities through student participation in research, close mentoring, student RAs/TAs, and/or assignments to research-oriented first year experiences and student cohorts.
- Faculty salary scales will be reviewed every three years (as will administrator and staff scales). Where funds are available, the average faculty salary by rank will match appropriate benchmarks.
- A Faculty Center in the Student Services Center will be considered, depending on final space programming flexibility. The Center will be a place for faculty professional development and its location will foster student interaction.

The staff portfolio currently includes staff who are part of the classified system and staff who are not classified. The two have very different policies and procedures. There are nine pay scales. Having two staff systems is complex to manage, inefficient and impacts mission cost-effectiveness. We recommend consultation, internally and with policy makers, for a single,

Great UOG employee system that brings University staff under the direction of the Board of Regents, just as academic personnel are already. Benefits are more consistency in the management of all employees, more flexibility and an improved higher education focus.

Administrator portfolio. The University requires managers who cost-effectively deliver the mission as well as leaders who can define and deliver the Great UOG. A shortfall of experienced administrators is imminent, given current demographics. While some hiring will come from outside, we also recommend measures that develop in-house candidates. To this end, academic department administrators will be reinstated in the colleges and schools. HRO will develop a leadership program and succession planning. Compensation will be reviewed, as administrators are further behind their compensation benchmarks than are faculty and staff.

TRAINING

Investment in training and professional development will build human resource capacity. There will be more investment in institutionalized, regularly scheduled training, cross-training and professional development. This will ensure heightened knowledge, competencies and capabilities that strengthen the core capacity to effectively support the University's mission.

INSTITUTIONAL POLICY AND PROCEDURES

Policies and procedures will be updated to reflect the Great UOG paradigm. The Rules, Regulations and Procedures Manual (RRPM) is particularly outdated, followed closely by the personnel rules and regulations, Procurement Regulations and salary policy. Current guidelines will need to be incorporated into policy and procedures. Recommendations for operational procedures have been made above.

RESOURCES AND THE GREAT UOG

Collins and Dickeson speak to the importance of resources for greatness and strategic balance. To Collins, while money is not the point, resources sure are useful in fulfilling our passion and our greatness¹¹. To Dickeson, ever pragmatic, reallocating resources to the highest priorities places a university in the best possible position to fund programs that garner public support and shape the future¹².

The financial instability and cash shortages over the past twelve years are lessons learned about the realities of dependence on government funding, program proliferation and financial management. The G2G process has enabled us to better define our priorities and posit the resource requirements to create the Great UOG. Translating G2G recommendations into budgets, allocations and investments will be a consultative process. Before proceeding with any G2G investments, we recommend that the President and administrators propose G2G implementation budget and investments to UPBAC for input from the Faculty Senate, Administrative Council, Faculty Union, Staff Council, and Student Government Association.

¹¹ Collins, op.cit., p.17

¹² Dickeson, op.cit., p.149

The current state of University financials will frame the resourcing proposal and consultation.

- The University has managed a financial surplus in the last 10 of 11 years at ~3% of revenues. In financial terms this is a balanced result, which could have gone either into surplus or deficit depending upon exogenous circumstances (e.g., investment performance, government's appropriation holdbacks...). These surpluses fund important cash reserves that benefit institutional sustainability and capital investment.
- FY14 budgets and policy reflect renewed support and investment in the form of Board control of financial aid as well as new resources totaling over \$3M for tuition support and debt service relief. FY15 BOR-approved budgets ask the legislature to convert the one-time tuition support and debt service relief into the University's future base budgets. These monies, together with tuition driven by student enrollment, retention and grant funding, will be the G2G resource engines.

VI. CONCLUSION

This G2G Implementation Plan will strengthen the University and move us toward the Great UOG. The recommendations draw upon the academic programs' and support units' G2G reports, are consistent with most of the PEC recommendations and incorporate input from the deans, directors, and the senior leadership of the institution. The President reviewed all of the input and is responsible for the final Plan.

The recommendations will lead to substantial change in pursuit of the Great UOG. They will require resource reallocations and new allocations and investments as they become available. There will be more detailed planning including more consultation as we implement the Plan within the articulated time frame. Most importantly, the Plan depends upon the commitment and support of University citizens. We are encouraged that our faculty, staff and administrators have responded positively to the call for University citizens with an institutional view of their positions, responsibilities and commitments. We will begin to use University citizenship as the primary basis for revamping our employee recognition programs in consultation with the Faculty Senate, Staff and Administrative Councils.

This G2G Implementation Plan outlines some broad themes, identifies benchmarks for use in assessing the viability of programs and a specific course of action for some programs. Upon approval by the BOR, it will guide our future institutional activities, but it is not a substitute for our regular procedures of budgeting, curriculum improvement and human resource management. This is a vehicle to fast track some needed changes and energize the University to become stronger and a Great University for the region. As we implement the Plan, there may be some changes that will need to be made. We understand that the G2G Implementation Plan needs to be flexible and dynamic. But the institutional commitment to move forward must be strong and clear- hunggan, we are going to be a Great University!

Biba UOG! Biba UOG! Biba I Ma'gas na UOG!