GENESIS OF CURRENT STRATEGIC PLANNING PROCESS

Prior to the formation of the Strategic Planning and Budgeting Committee in 199x, most activities of this type took place on an ad hoc basis. The present committee began by defining terms and concepts and laying the foundation for a healthy evolution of the strategic planning function over time. The first activities consisted of reviewing the university’s mission statement and goals, developing a SWOT analysis, identifying objectives, which were grouped with the five goals of the University, and prioritizing the goals and developed task forces to focus on the objectives.

Committee Membership

Membership of the Strategic Planning and Budgeting Committee comprised representatives of the major campus entities, including:

- Assistant to the President
- Assistant CIO
- Director of Physical Plant
- Budget Officer
- Director of Marketing and Communications
- Dean of Admissions/Records
- Assistant Dean of Student Life
- University Librarian
- Faculty members from each of the university’s three professional schools (Business, Computing, Education) and the College of Arts and Sciences
- Representatives from the Academic Planning Committee, the Faculty Advisory Committee, the Student Advisory Committee, and the Academic Vice President of the elected student government
- At-Large Members – as needed

Additionally, the committee was assisted by students who served as recorders and researchers.

Organization of the Plan

The university’s strategic plan was hierarchically conceptualized at four levels: Mission, Goals, Objectives, and Strategies. The university’s mission is to assist individuals in their quest for perfection and eternal life and in their efforts to influence the establishment of peace internationally. We seek to accomplish this by pursuing five interrelated goals:

1. Educating the minds and spirits of students within an intercultural, gospel-centered environment and curriculum that increases faith in God and the Restored Gospel, is intellectually enlarging, is character building, and leads to a life of learning and service.
2. Preparing men and women with the intercultural and leadership skills necessary to promote world peace and international brotherhood, to address
world problems, and to be a righteous influence in families, professions, civic responsibilities, social affiliations, and the Church.

3. Extending the blessings of learning to members of the Church, particularly in Asia and the Pacific.
4. Developing friends for the University and the Church.
5. Maintaining a commitment to operational efficiency and continuous improvement.

Each of these goals has specific objectives associated with it. Desired outcomes were derived from the synthesis of several formal charges by both external and internal stakeholders and the examination of a large amount of data from a wide variety of sources. Among the most significant of these are President McKay’s Charge (1955), President Hunter’s Charge (1994), President Shumway’s Charge (1999), FAC Response to the Charge (1999), documents from prior WASC reviews, the BYUH Futures Committee Report (2001), a detailed SWOT Analysis and pro forma forecasts (especially pertaining to enrollment patterns).

Specific objectives associated with four of the five goals are:

**Goal 1:**
- The University will clarify and reinforce its institutional identity.
- The University will communicate the expectations of service, research, and teaching to the faculty and will facilitate the accomplishment of these expectations.
- The G.E. program will thoroughly and regularly assess its seven outcomes.
- 2002-2007 Plan Facilities and budgetary planning will be prioritized around the learning objectives of the academic programs and strategic priorities of the University; link resource planning with student outcomes.
- Each major and/or major organization will provide a service learning opportunity related to a major objective.
- 2002-2007 Plan

**Goal 2:**
- The G.E. program will contribute to and be responsible for, assisting students in becoming culturally sensitive and inter-culturally competent in their social relations.
- BYU Hawaii curriculum and co-curricular activities will contribute to the development of leadership abilities among the students.
- The university will offer a variety of opportunities for faculty and students to study, teach, and/or research in the target area.
- 2002-2007 Plan

**Goal 3:**
- The University will improve the return rate of graduates to our target countries.
- The University will increase student enrollment from Asia and the Pacific.
• 2002-2007 Plan

Goal 4:
• Continue to build lasting relationships with alumni
• Build community support

Additional sources of objectives include survey data from students and employees. We survey student satisfaction at several points during enrollment at the university using. We also survey students at graduation, and later as alumni. These surveys are conducted using instruments of our own creation which collect both quantitative and qualitative data. We also employ three national surveys that allow us to compare ourselves with other institutions. These are the Noel-Levitz (Student Satisfaction Survey), SACE, and NSSE. Some objectives are also derived from the results of Employee Surveys such as the PACE.

Taken together, they cover all aspects of campus experience; we have found that issues, concerns, and recommendations are remarkably consistent across surveys and across time. As a result, we have a good sense of our strengths and weaknesses – many of them are longstanding. An observation worth noting regarding the results of these surveys is that the objectives derived from multiple sources are often so interrelated and overlapping that it is sometimes difficult to know which goals they belong under.

Potential strategies to address these goals came from both task forces and standing committees, which examined issues including: institutional identity, academic identity, customer service, library resources, “returnability,” student success, assessment, and external communications. The plan, including these strategies, was submitted in increments to the President and his council. They, in turn, charged various groups, offices and individuals with the implementation of selected strategies.

ACCOMPLISHMENTS LINKED TO FIRST YEARS OF PRESENT PROCESS

There are already clear achievements linked to the first years of the current strategic planning process. Reports of task forces and standing committees entailing a total involvement of more than half of the faculty provided a wide range of input and representation. The following accomplishments are indicative of the progress being made under all the goals:

Goal 1: Educate minds and spirits
• assessment of GE and major programs begun
• changes in the library – hired director, remodeling and collection updating begun

Goal 2: Intercultural and Leadership skills
• Asianization of campus, including the internationalization of the KeAlaka'I (campus newspaper)
• hires of international faculty
• study abroad in Xi'an, China – also contributes to developing friends for the church and university
Goal 3: Extend blessings to Asia and Pacific
  • enrollment changes
  • strengthening of placement office
Goal 5: Operational Efficiency
  • graduation #s increasing

SUSTAINED COMMITMENT TO STRATEGIC PLANNING

Following the comprehensive origins of the current strategic planning process at BYUH, the committee has continued to actively respond to the evolving and emergent strategic needs of the institution. Current priorities include upgrading the level of strategic thinking within the faculty and administration, particularly in those individuals involved in strategic planning, and advising on the strategic mobilization of institutional assets.

One of the major contributions of the current strategic planning process is the annual development of priorities for program improvements and FTE increases to meet the changing needs of both academic and non-academic areas of the university. Following extensive proposal development within these units, the strategic planning committee is asked to conduct a thorough review of each request for program improvement funding and additional FTEs and to determine the extent to which these align with the university’s goals and priorities through the application of a principled, goal-driven metric that mirrors the university’s stated priorities. Subsequently, the committee develops a prioritized list of initiatives in response to the needs articulated in the proposals and submits this to the President and his council, who make the ultimate decision on the direction the institution will pursue in addressing these requests. They also make the ultimate decisions about implementation and accountability for results.

\[1\] President of the Church of Jesus Christ of Latter-day Saints 19XX-19XX
\[2\] President of the Church of Jesus Christ of Latter-day Saints 19XX-19XX
\[3\] President of BYU-Hawaii 1994-present