



STRENGTHS : What do we do exceptionally well? What advantages do we have? What valuable assets/resources do we have? What do constituents identify as our strengths? What factors mean that we succeed?

1. High degree of individualized/personalized attention, advocacy, engagement and support for/with students (reflected in statistically significantly higher scores on the NSSE for “Supportive Campus Environment” relative to institutional peers)
2. Unusually high level of accessibility to senior-level administrators (Directors and above)
3. Native Hawaiian culture and ways of knowing contribute to unique place, people, programs and possibilities
4. Relative to other administrative areas on campus, Division of Student Affairs professionals are more reflective of the student population in terms of ethnicity, gender and other identities, thus serving as visible positive role models
5. Professionals are personally invested in the students, the University, and the community (demonstrated through their donations of time/money, and devoting a lifetime career here at UH Hilo)

WEAKNESSES: What could we improve or do better? What are we criticized for or received complaints about? Where are we vulnerable? What should we avoid? What factors make us less effective?

1. Lack of sufficient, meaningful data to guide decision-making and assess program impact
2. Difficulty discontinuing outdated, irrelevant, inefficient, and/or ineffective programs, practices and positions
3. Lack of organizational culture to support/encourage management and/or leadership capacities beyond “doing-ship”
4. Incomplete documentation and inconsistent dissemination within the units, across the Division of Students Affairs, and with students regarding policies, protocols and procedures
5. Critical mass are too comfortable with status quo, e.g., reluctance regarding technology, complacency regarding mediocrity, non-competitive/non-corporate culture
6. We don’t know what we value in the student experience, who we are as a Division, or what we stand for, e.g., no clear sense regarding our niche;
7. Based on our operational hours, we are not always perceived by students as accessible or available
8. Students perceive there to be a lack of campus life and activity, e.g., “things to do” (and we agreed perception is a form of reality)
9. Because many of our staff/faculty are working in isolation within the student affairs profession, many of us may not know what else CAN be done to bring about positive

chance, or feel (based on past experiences/reactions) that we may not have permission to change things, or we only can see the BARRIERS to change, rather than the FACILITATORS to change

10. We don't fully leverage search opportunities as an opportunity to showcase our campus, our Division, etc. (some of this is the result of the control HR exercises over the process, but some is how our search committees and responsible hiring authorities approach search processes)

OPPORTUNITIES: What interesting transformations are taking place in our field? How is changing policy, legislation, etc. affecting us? How are shifts in student demographics and campus culture impacting us? Are there emerging trends we can capitalize on?

1. Leadership change at the Chancellor-level gives us the chance to more clearly define who we are and what we stand for
2. As a profession, we are starting to value more the concept of holistic learning, including our linkages with the environment, "green" practices, sustainability, the natural laboratory, and indigenous cultures and ways of learning/knowing (think of the movie Avatar); this is a unique match for what we can offer in terms of education here at UH Hilo
3. There appears to be a greater willingness for academic affairs and student affairs faculty/staff to work collegially together as educational partners and some of the traditional "boundaries" between the two areas are not as clearly defined or insisted on at this campus
4. Society is relying on colleges/universities more to develop students on a professional and personal level as a result of delayed adulthood/extended adolescence, e.g., "quarter life crisis," whereby college graduates feel purposeless until they hit their 30s
5. We are recognizing that the campus is more than just classroom learning or a physical location for students
6. Some impending retirements and personnel departures it was noted may mean a chance to bring in new energy or a new perspective to the Division, and the will to make needed change
7. President Greenwood's priorities for UH System includes one about increasing graduation for Hawaii residents (although this may be seen as a threat by some student services units, e.g., NSE, International Student Services, Admissions, etc. as part of their missions involved recruiting non-resident students
8. Economic downturn is resulting in budget cuts BUT it is also a change to be more self-reflective and look for ways to be more efficient and more focused on doing the things that make a positive, measurable impact
9. New Student Services Building is a potential outlet for better collegial collaboration, as well as for more social gathering spaces for students, more seamless service delivery, etc. – however, this presumes that people have the attitudinal disposition for this

THREATS: What obstacles do we face? What about our jobs, products or services are changing? What are our competitors doing that we should worry about? Is changing technology affecting us? Are economic or resource factors impacting us?

1. Increase in online courses and distance learning may constitute a threat to building out the campus physical and human resource infrastructure and translate into a decreased need for student affairs staff (it was noted that relationship-building with students will always be needed)
2. Proliferation of technology has generated increased expectations regarding access and accessibility that may be impossible to sustain in the long-run without increased staffing (although technology has also facilitated our ability to spend more time “on task” in meaningful interactions with students)
3. Culture of “talk story” is probably both a threat and an opportunity – on the one hand, it fosters a unique sense of community/connection that is vital for student engagement and staff/faculty morale; on the other hand, it also has the potential to negatively impact productivity and fosters an acceptance for mediocrity (slower service, slower response time, etc.)
4. As a growing campus, we can't be all things to everyone all the time – who/how do we decide what does get done and what we stop doing?
5. Insufficient student housing capacity relative to student demand
6. Perceived pressure to grow enrollment at an unsustainable pace by both University administration and external constituents without requisite growth in resources, with implicit message of “quantity over quality”
7. Given the increased number of campus violence incidents, mental health-related crises and similar emergencies, Divisional staff/faculty are not necessarily prepared to respond appropriately

Drafted as of 4/28/10 by Division of Student Affairs Strategic Planning & Implementation Team