

# **ROAD TO THE GREAT UOG**

## ***I CHALAN PARA I MA'GAS NA UOG***

### **INTRODUCTION**

At the beginning of the academic year 2012-2013, the University hosted five (5) conversations (see Appendix A) outlining the conditions and challenges that the University will face over the course of the next 5-10 years. Many of these challenges are similar to all American public universities while some are unique to us in Guam and Micronesia. Based on those conversations, the goal was outlined to become a great university under the title “Good To Great” (G2G).

The University is a good place to work and offers solid degree programs, conducts important research and engages the community in ways that make us all proud to be Tritons. We have been responsive to change over the years and we have become the natural choice and not the second choice or last resort for thousands of young people from Guam and the surrounding islands. But change is a constant. Our circumstances will change over the next few years and we must be ready to respond.

We continue to face financial struggles and increased costs. We have real competition for students and 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 out our engagement. Some in the University community 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.

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 activities in our academic programs, themes in our research and engagement, and in our administrative/support units 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.

## **THE GREAT UOG**

At the conclusion of the five conversations last fall, I asked the Cooperative Extension Service (CES) to hold further discussions under the “Appreciative Inquiry” model<sup>1</sup>. I simultaneously organized a G2G Force comprised of administrators, faculty and staff members to work on identifying the focus of G2G and developing the process for program review and prioritization (Force members are listed in Appendix B). The primary purpose of these activities was to engage change by answering four questions:

- 1. What will make the University of Guam a great University?**
- 2. How do we plan for and resource this greatness?**
- 3. How do we make decisions at the institutional and unit level which will not only contribute to achieve greatness, but will make each unit sustainable?**
- 4. What are the benchmarks for these decisions, what are the data points and how are the data managed to yield useful information for making decisions?**

After much reflection and serious discussion, the G2G Force, by consensus, wrote the following as the G2G Focus of the University:

### **UNIVERSITY OF GUAM STATEMENT OF GREATNESS**

**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.**

---

<sup>1</sup> Appreciative Inquiry model from David Cooperrider and Diana Whitney

The content analysis of the Good to Great Appreciative Inquiry yielded similar results. This process asked 67 participants in 8 focus groups to respond to seven questions based on the Conversations. The findings included the following key points:

- 1. UOG reflects the diversity and values of Guam and the region.**
- 2. Diversity is the strength that draws partnerships and collaborations.**
- 3. UOG is the premier knowledge producer of the Western Pacific.**
- 4. We are knowledge producers that seek to benefit the public good and our society – local and regional.**
- 5. We are market driven by responding to social, economic, environmental and health factors demanding solutions.**

The G2G Force statement intuitively captured the Appreciative Inquiry findings and refined our mission into terms that will focus our institutional direction. The questions that we asked were part of a process to connect our passion, our uniqueness and our resources to each other. In this model, which is labeled, the “Hedgehog” (Collins), we outline how these elements must relate to each other. These three intersecting areas (passion, uniqueness and resources) must all work together. Too much passion without caring about resources will result in anger and frustration. Concern about resources without understanding the institution’s mission and passion will create a university without a heart and soul. Failing to appreciate our unique standing as an island-centric institution will not allow us to reach new levels of greatness. When people all over the world ask the question, where can I go to study how small island societies develop successful economies and societies, that answer should be the University of Guam. When people ask what can small island societies teach major countries about human relations and cultural creativity, they should gravitate to UOG for those answers.

## **THE HEDGEHOG CONCEPT: PASSION, UNIQUENESS AND RESOURCES**

The hedgehog model requires us as UOG citizens to consider the relationship between our passion, our unique mission and the resources that can help us focus our movement towards becoming the Great University of Guam. The Hedgehog model was developed by Jim Collins and applied to social sector institutions like ours. We are not driven by the profit motive but we must secure resources. Moreover, we must understand the relationship of our resources to our passion and unique mission (what we can be the best in the world at). If we can identify a process which gives us answers that respond to these three questions in regards to individual programs and proposed activities, we can work with the single minded purpose of a hedgehog. In the model below, we ask the three questions which will give us an answer.

As Collins wrote, “The pivot point in Good To Great is the Hedgehog Concept. The essence of a Hedgehog Concept is to attain piercing clarity about how to produce the best long-term results, and then exercising the relentless discipline to say, ‘No thank you’ to opportunities that fail the hedgehog test” (Collins, p. 17).

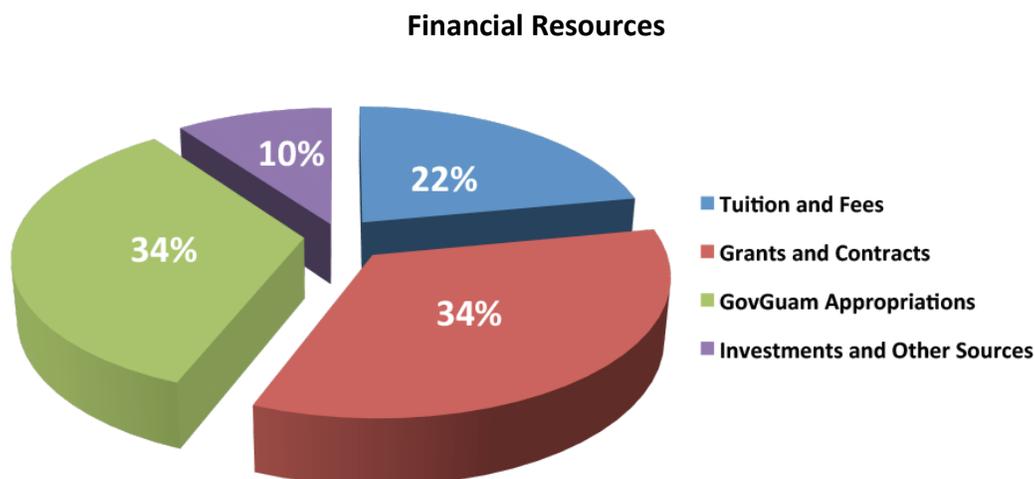
Of course, we will say a resounding *hunggan* (yes!) to those that meet the test.



## RELATIONSHIP TO RESOURCES

We cannot accomplish much in life without resources. Universities are places where there are many wonderful and creative ideas and we sometimes separate the ability to have a wonderful idea from the practicality of having to fund it. In fact, many believe that it is their responsibility to create great programs and someone else's to fund it. How will we resource our programs? How will we decide which programs deserve more institutional support and which ones deserve less? What are the resource implications of demanding programs of quality and having quality programs which are not in demand?

These are incredibly important questions. To answer them, we have to understand where we get our resources and face some realities. First, our historic reliance on Government of Guam (GovGuam) appropriations as the primary resource engine is a thing of the past. It has been over ten years since GovGuam appropriations accounted for 50% of the resources that we expend. In the revenue pie chart below, one can see that GovGuam appropriations have been relatively flat for over a decade, decreasing from approximately 50% of our total revenues to 34% of our revenues in 2011.



Source: FY11 Audited Financial Statements

Our other revenue sources include 22% from tuition and fees, 34% from grants and contracts, and 10% from all other sources. This has two very important lessons for all of us. First and foremost, increasing our revenue and cash flow depends upon our creativity and our ability to earn it. This is a national trend and doesn't reflect a lack of support from the Government of Guam. Many U.S. public higher education institutions now receive less than 25% of the revenues from their state governments. Second, we have to treat our students (who account for 22% of our revenue) as customers who help make our institution financially viable. Third, our research/engagement grants and

contracts from the federal government and other sources come to us because we provide these services to our customers in the Micronesian Region. When it comes to these grants and contracts, our island neighborhood is important for building our international standing as well as our resource engine.

Understanding our resource engine helps us frame our goals and objectives more realistically. Understanding our customer base will hopefully change some of our behavior in the same way a business considers customer needs in all of its planning and activities. Lastly, understanding our resource engine helps all of us appreciate the reality that we all have a hand in securing these resources. It isn't somebody else's job to secure an appropriation, write a grant, recruit and retain students, treat our customers with respect and engage our communities with a sense of commitment. It is everyone's job and responsibility. Whether you are a tenured full professor, a carpenter, an accountant, a dean or a secretary, you are part of this community and this is our common responsibility if the University of Guam is to be great and successful.

## **RELATIONSHIP TO QUALITY AND MARKET DEMAND**

The University is committed to excellence and to quality programs and activities. There is a good reason why our motto is "Excelsior." It means "ever upward." No matter what we have achieved, there is always room for improvement and the opportunity to reach new levels of quality. This extends to everything we do and not just degree programs or research projects. It includes the way we conduct our day to day business in areas such as the library, business office, computer labs, or TADEO. It should be part of the way we relate to students, the community and one another. If we do not believe in Excelsior, the community will not believe in UOG.

The quest for excellence requires constant review and evaluation that lead to changed behaviors and procedures. The quest for excellence requires innovation, creativity and a little risk-taking. Normally, we engage in program quality reviews only for academic programs. This process is shaped by accreditation review and typically refers to academic standards, qualifications of the faculty and curriculum rigor. This process fails in two ways to provide meaningful information in managing an entire university devoted to quality.

First, it ignores the fact that all activities and programs in a university have to be driven by quality. All academic efforts need to be evaluated for their quality as units and programs whether they are granting degrees, conducting research or engaging the community or doing all three in some combination. Research and service units such as MARC, WERI, Marine Lab and CES need to be evaluated for quality as coherent units contributing to the University and not as a collection of individual professors carrying out individual agendas. The quest for quality extends to all administrative and support units and they must similarly evaluate their quality. The President's office, the Business

Office, Human Resources Office, Plant and Facilities, and EMSS must all go through a planned evaluation of their quality.

Second, the review for quality must be connected not just to performance and existing practices, but to effective use of resources and market demand. We cannot understand our quality if we don't understand our market, market forces and market demand. For academic programs, this means understanding students, connecting to the needs of the communities we serve and demonstrating with evidence an appreciation of recruitment, retention and service. For administrative units, this means understanding who our customers are, establishing benchmarks for best practices in your field (maintenance, auxiliary services, accounting, human resources, information technology), and demonstrating through evidence an appreciation of customer service.

When we make the connection to the programmatic and unit quality and understand our customers and the meaning of service, Excelsior happens effortlessly, almost by magic.

## **RELATIONSHIP TO YOU**

We are part of a great team of employees at the University of Guam. Collectively, most of us are proud of being Tritons. We carry out most of our activities as part of a team. Sometimes the team members change. Sometimes we are on different teams depending on whether we are working with a community group, dealing with students or processing a purchase order. Most of our experiences at the University are shaped by the nature of the teamwork that we engage in every single day.

At the end of the day, however, we sometimes think about our individual relationship with the University. Does the University value my work? Does the University have plans that affect my individual future? We also sometimes ask questions about loyalty. How much loyalty and effort should I give to this institution? Some people ask how much can I get out of the University. The possible answers are a reflection of our positive and negative experiences, as well as our individual motivations.

These thoughts surface in times of change. G2G is going to be a difficult process that requires all of us to think about our relationship to each other and to UOG. We will be asked to plan, to explain and to defend our activities and the unit that we work in. Recommendations to enhance, alter and even close down academic programs or other units will be made. Individual units may be reorganized and new practices may be introduced that will require the utilization of new technologies and could include outsourcing. Resource decisions will be made as we re-focus and revitalize our institution.

It is fair to ask about how you will be affected. The current resources support existing positions of faculty, staff, and administrators. A great UOG will support at least these positions. People may be shifted to different positions to use their talents in the best way possible. Everyone must individually move from good to great. It is fair to ask whether academic programs will be closed. The answer is yes, but they will be closed in a manner that will not harm existing students and will enable personnel assigned to the programs to perform other duties. It is fair to ask whether working conditions will change. The answer is yes, however, it is most likely that working conditions will be much improved. We all want to do a better job, make efficient use of resources and carry out the University's mission. G2G will help provide us the answers to fulfill these goals in a way that makes work meaningful and enjoyable, even if it is a little harder.

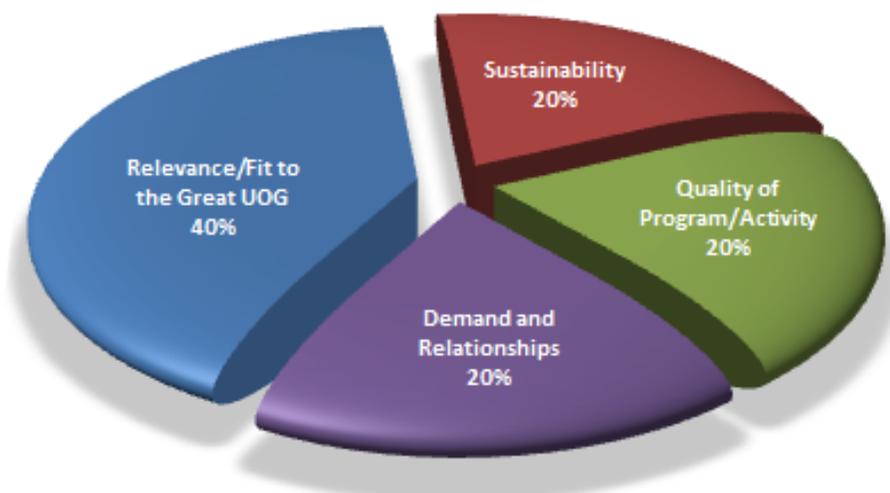
## **PROGRAM EVALUATION AND PLANNING (PEP) PROCESS**

The G2G Force has developed an evaluative process that will culminate in concrete plans to set priorities for resources and activities. This process is based upon four broad criteria for analysis:

1. **FIT TO STATEMENT OF GREATNESS** – refers to the relevance or fit of program/unit activities, mission and strategy in light of UOG's Statement of Greatness. Each program or unit will be offered the opportunity to make the case that they are aligned with and contribute to the University's greatness. Each program/unit will be expected to provide their own statement of greatness.
2. **SUSTAINABILITY** – refers to the efficient use of existing resources and the acquisition of additional resources in order to ensure that the program or unit is sustainable. While a financial bottom line analysis is required, it is equally important for a program/unit to demonstrate that they make prudent human and financial resource decisions that are defensible and based on evidence. A key element to sustainability is to understand the relationship between resources, their acquisition, their efficient use and meeting the operational objectives of the program/unit.
3. **QUALITY** – refers to an evidence-based standards with clear benchmarks that measure high performance outcomes for both programs and units. Standards include both internal and external standards and set benchmarks for future performance in the spirit of Excelsior. High standards of achievement must be articulated and a record of evidence showing improvement of quality using assessment must be provided.
4. **DEMAND AND RELATIONSHIPS** – can be defined as responsiveness and involvement of both external and internal customers. Customers can include other programs and units of UOG, students, the private sector, the community at large or the region. A key component is to provide evidence that your unit has an understanding of the changing dynamics of the community, the economy and technology. It should be both present and future oriented concurrently.

These criteria are applied to both administrative/support and academic/research units. The G2G Force understood that each broad category of unit (administrative and academic) required a different set of questions and data points. The evidence and data points are generally available through existing data collection activities engaged in by the University’s administrative units and the Institutional Researcher in the Senior Vice President’s office. The G2G Force identified the key evidence/data in the form of questions listed under each broad criterion. The questions are listed in Appendix C for Academic Programs and Appendix D for Administrative/Support Units. The four (4) criteria are not evenly weighted. This is because of the importance of the fit to UOG’s statement of greatness, which is weighted at 40%. The other three criteria are each weighted at 20%.

**G2G Review Data Elements**



The fundamental purpose of the PEP process is to make decisions about resources and the structure of units and programs. It is a positive process for improvement, financial sustainability and excellence in all of our activities. The process will begin with self-reflection and the acquisition of evidence. It will end with an analysis of prospects for the future and suggestions. It starts with you where you work.

The proposed timeline is as follows:

Date	Activity
May 9, 2013	UOG Citizens Assembly
May 13 - 17, 2013	Citizen Input and Q&A Meetings
June 1, 2013	Deadline to submit input via Triton Portal
June 28, 2013	PEP Guide is finalized
August 19 - Sept 6, 2013	Meetings with Deans/Directors/Administrative Units
September 9 - December 20, 2013	PEP process by academic/research programs and support units

<b>December 20, 2013</b>	Final deadline to submit PEP Reports to PEP Review Committee
<b>January 21, 2014</b>	Final deadline for PEP Review Committee to submit analysis/review to Faculty Senate/Administrative Council/Staff Council.
<b>March 21, 2014</b>	Final deadline for Faculty Senate/Administrative Council/Staff Council to submit analysis/review to AVP, SVP, and VPAF
<b>March 24 - April 18, 2014</b>	Review of PEP Reports/analysis by AVP, VPAF and SVP; Additional input by Programs and Units
<b>April 21 - May 9, 2014</b>	Final Review by President
<b>May 12 - 23, 2014</b>	Dissemination of G2G Plan
<b>Fall 2014</b>	Implementation of G2G Plan

The G2G decision making process will be rational and transparent. We begin with a UOG Citizens Assembly on May 9 at the Field House. There will be three (3) informal meetings held during the week of May 13-17 to allow for additional questions, comments and input regarding the outlined key evidence/data questions and PEP process. Once the input and recommendations are considered, a final guide to the PEP process will be prepared under the guidance of the G2G Force.

Dean/Director/Administrative units will also hold meetings during the first three weeks of the fall 2013 semester to explain the process as outlined in the PEP guide.

Each academic program and administrative/support unit within the University will provide a report responding to the key data/evidence questions for each benchmark area (Appendix C and D). The PEP report must be completed and submitted to the PEP Review Committee by the end of the fall 2013 semester.

The PEP Review Committee will be composed of one student selected by the Student Government Association, two staff members selected by the Staff Council, two faculty members selected by the Faculty Senate, one administrator selected by the Administrative Council, and one external evaluator selected by the President.

Upon receipt of the PEP report, the PEP Review Committee will begin their review. They will analyze, rank and prioritize all PEP submissions by the beginning of Spring semester 2014. The Committee will forward their ranking to the Faculty Senate, Administrative Council, and Staff Council for their review and comment. On March 21, 2014, the Faculty Senate, Administrative Council and Staff Council will submit the review/analysis with their comments to the appropriate hiring authority (AVP, VPAF or SVP), and the affected program/activity will also be allowed to provide additional comments in response to the PEP Review Committee's analysis. The AVP, VPAF and SVP will then submit their rankings and recommendations to the President.

The ranking will assist the President in making decisions regarding reducing costs, creating reinvestment opportunities, fostering innovation, preparing for strategic challenges and program/activity support. These decisions will be implemented by Fall 2014.

## **INPUT PROCESS AND SUGGESTIONS**

The G2G Force recognizes that this Road to the Great UOG needs a road map. We have begun the process of outlining the dynamics of the process and have provided a road map to move us to a Great future. The product we are presenting today is far from complete. We want to secure suggestions, ideas and, of course, we are open to conversations. We will entertain ideas to improve the process and we will endeavor to clarify points of confusion.

There are many ways to provide input. Many are informal and may occur in common places - you might stop the President at the Mall or your Dean at the supermarket and ask some questions. But we will offer three formal vehicles.

**Triton Portal** – You can log onto the Triton Portal at [triton.uog.edu](http://triton.uog.edu), locate the G2G discussion board, and provide comments and ask questions. We will do our best to answer the questions and incorporate ideas which seem appropriate and move us forward. If you do not have your login name and password, please contact Shaun Manibusan or Nicole Jacobsen at the Computer Center (telephone no. 735-2626/31).

**Informal Meetings** – From May 13<sup>th</sup> through 17<sup>th</sup>, we will host three informal meetings at the SBPA multipurpose room to discuss the dynamics of the process. We will target one meeting primarily for staff and the two other meetings will be open to all. The administrative/support unit process is unique and novel and needs special attention. These sessions will be primarily informal and feature small group conversations after a brief formal session of 30-45 minutes. There will be forms to secure input and note takers to make sure that all input is appropriately recorded.

**G2G Force Members** – You can contact any of the G2G Force members and provide input or ask them questions. Their commitment is to be responsive and to be responsible for getting an answer to you. They will also keep track of suggestions and comments.

Once these comments are recorded and discussed, a revised process of G2G and a PEP Guide will be developed. The resulting document will be again circulated for comment before it is finalized. While there will probably not be unanimity, we believe that there will be consensus that this is a process that will enable UOG to move forward.

## UNIVERSITY OF GUAM CITIZENSHIP AND INNOVATION

We thought about convening a meeting of UOG stakeholders or shareholders. We finally settled on calling the meeting “the UOG Citizens Assembly.” We who work at the University are the permanent features of the institution. At the end of the day, we are held accountable for the quality of work, efficient use of resources and adherence to ethical values and community standards. Our students reflect who we are. Our research products impact our island communities. Our active engagement helps make our region a better place.

But only University citizens are held responsible for the work of the institution. In order to carry out our duties, we have to see how the institution works towards greater goals. We have to suspend our individual roles as history professor, payroll clerk or president from time to time and think about the good of the University as we move towards the Great University of Guam. To some, being a University citizen only pertains to the rights of individuals in the form of grievance procedures, academic freedom or the right to fair treatment. The University endorses these processes and rights. But University citizens are also responsible for the good of the whole. University citizens consider the impact of their individual work upon the progress of the institution. Of course, it is a two-way process. Loyalty is not a one-way street.

Today, the University must call upon its citizens and assemble them in order to plan for the inevitable changes that will come and the significant challenges that we face. Let us all do our part. Improving an institution will require innovation and creative ideas. It is important to note that a creative idea is not an innovation. An innovation is the implementation of a new way of doing things. The challenge for us is more than just to think up new ways of acting. It is proposing, discussing and convincing others that a new approach is worth the effort. In this process, the University will consider new ideas, but all new ideas must be implemented in order to be called an innovation. Once UOG implements the many ideas that will come, we will earn the title the Great and Innovative UOG.



## **SOURCES**

Collins, Jim. *Good to Great and the Social Sectors: Why Business Thinking is Not the Answer: A Monograph to Accompany Good to Great*. Boulder: J. Collins, 2005.

Cooperrider, D.L. & Whitney, D. 2007 "Appreciative Inquiry: A Positive Revolution in Change." Pp. 73-88 in P. Holman, T. Devane & S. Cady(eds.), *The Change Handbook*, 2nd edition. San Francisco: Berrett-Koehler Publishers, Inc.

Dickeson, Robert C. *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance, Revised and Updated*. San Francisco: Jossey-Bass, 1999.

Hattori, Anne, et. al. *Univeristy of Guam 60<sup>th</sup> Anniversary Presidential Forum – White Paper on Conference Proceedings*. Guam: 2012.

## **APPENDIX A**

Links for Conversations held in fall 2012

## **APPENDIX B**

G2G Force Members

Cooperative Extension Service Team

## **APPENDIX C**

Question Matrix for Academic Programs

## **APPENDIX D**

Question Matrix for Administrative/Support Units

## APPENDIX A

### Download Links for “**The Great UOG Conversations**”

Topic 1 Video - <http://goo.gl/LsoO9>

Topic 2 Video - <http://goo.gl/4QGva>

Topic 3 Video - <http://goo.gl/5OdBs>

Topic 4 Video - <http://goo.gl/ZqR7T>

Topic 5 Video - <http://goo.gl/9DB9M>

Topic 1 PowerPoint (PDF) - <http://sdrv.ms/UtqcNw>

Topic 2 PowerPoint (PDF) - <http://sdrv.ms/U33TxA>

Topic 3 PowerPoint (PDF) - <http://sdrv.ms/SmlqRQ>

Topic 4 PowerPoint (PDF) - <http://sdrv.ms/STTfKA>

Topic 5 PowerPoint (PDF) - <http://sdrv.ms/UBqNMO>

## APPENDIX B

G2G Force Members	Email Address
<b>Anita Enriquez</b> , School of Business and Public Administration	<a href="mailto:abe@uguam.uog.edu">abe@uguam.uog.edu</a>
<b>Larry Gamboa</b> , Human Resources Office	<a href="mailto:lgamboa@uguam.uog.edu">lgamboa@uguam.uog.edu</a>
<b>Mohammad Golabi</b> , College of Natural and Applied Sciences	<a href="mailto:mgolabi@uguam.uog.edu">mgolabi@uguam.uog.edu</a>
<b>David Gugin</b> , College of Liberal Arts and Social Sciences	<a href="mailto:dgugin@uguam.uog.edu">dgugin@uguam.uog.edu</a>
<b>Margaret Hattori-Uchima</b> , School of Nursing and Health Sciences	<a href="mailto:muchima@uguam.uog.edu">muchima@uguam.uog.edu</a>
<b>Jimmy Huang</b> , College of Liberal Arts and Social Sciences	<a href="mailto:chuang@uguam.uog.edu">chuang@uguam.uog.edu</a>
<b>Rachael Leon Guerrero</b> , College of Natural and Applied Sciences	<a href="mailto:rachaeltlg@uguam.uog.edu">rachaeltlg@uguam.uog.edu</a>
<b>Shaun Manibusan</b> , Information Technology Resource Center	<a href="mailto:shaunm@uguam.uog.edu">shaunm@uguam.uog.edu</a>
<b>Bob McIntosh</b> , Plant and Facilities	<a href="mailto:rjmtosh@uguam.uog.edu">rjmtosh@uguam.uog.edu</a>
<b>Cathleen Moore-Linn</b> , Professional and International Programs	<a href="mailto:cmoore@uguam.uog.edu">cmoore@uguam.uog.edu</a>
<b>Unaisi Nabobo-Baba</b> , School of Education	<a href="mailto:nabobo_u@uguamlive.uog.edu">nabobo_u@uguamlive.uog.edu</a>
<b>David O'Brien</b> , Administration and Finance	<a href="mailto:dobrien@uguam.uog.edu">dobrien@uguam.uog.edu</a>
<b>David Okada</b> , Office of the President	<a href="mailto:dsokada@uguam.uog.edu">dsokada@uguam.uog.edu</a>
<b>John Peterson</b> , Assistant Vice President, Graduate Studies, Sponsored Programs and Research	<a href="mailto:jpeterson@uguam.uog.edu">jpeterson@uguam.uog.edu</a>
<b>Jesse Quenga</b> , Student Government Association	<a href="mailto:sga.president.quenga@gmail.com">sga.president.quenga@gmail.com</a>
<b>Tim Righetti</b> , College of Natural and Applied Sciences (CNAS)	<a href="mailto:trighetti@uguam.uog.edu">trighetti@uguam.uog.edu</a>
<b>Fred Schumann</b> , School of Business and Public Administration	<a href="mailto:schumann@uguam.uog.edu">schumann@uguam.uog.edu</a>
<b>James Sellmann</b> , College of Liberal Arts and Social Sciences	<a href="mailto:jsellman@uguam.uog.edu">jsellman@uguam.uog.edu</a>
<b>Kyle Smith</b> , College of Liberal Arts and Social Sciences	<a href="mailto:kylesmithuog@gmail.com">kylesmithuog@gmail.com</a>
<b>Gloria Travis</b> , Administration and Finance	<a href="mailto:gtravis@uguam.uog.edu">gtravis@uguam.uog.edu</a>
<b>Helen Whippy</b> , Academic and Student Affairs	<a href="mailto:hwhippy@uguam.uog.edu">hwhippy@uguam.uog.edu</a>
<b>Louise M. Toves</b> , Office of the President	<a href="mailto:lmtoves@uguam.uog.edu">lmtoves@uguam.uog.edu</a>
<b>Robert A. Underwood</b> , President	<a href="mailto:raunderwood@uguam.uog.edu">raunderwood@uguam.uog.edu</a>

Cooperative Extension Service Team	Email Address
<b>Peter Barcinas</b> , Cooperative Extension Service	<a href="mailto:pbarcina@uguam.uog.edu">pbarcina@uguam.uog.edu</a>
<b>Gena Rojas</b> , Cooperative Extension Service	<a href="mailto:grojas@uguam.uog.edu">grojas@uguam.uog.edu</a>

## APPENDIX C

### Good to Great University of Guam

Data elements to evaluate academic/research programs based on four categories:

A = 40%	B = 20%	C = 20%	D = 20%
Relevance / Fit to the Great UOG	Sustainability	Quality of Program / Activity	Demand and Relationships
What is the statement of programmatic greatness?	What is the program's credit hour production by subject, by course, and by GenEd curriculum?	What specific changes have you made in your academic advisement process to address retention and graduation rates?	What evidence does the program have to demonstrate responsiveness to internal/external demand?
How does the program statement fit to the University's statement of greatness?	How many degrees were conferred in the program?	How has the program utilized internal/external evaluative evidence, to include student data and characteristics, to improve quality?	How is your program essential to others and the entire University?
What evidence does the program have to demonstrate this fit?	What are the number of majors and minors in the program?	What are the number and qualifications of full- and part-time faculty?	Describe your recruitment base and activities?
What plans, strategies and opportunities has the program identified to achieve greatness in the future?	How many full-time faculty are in the program?	In what ways has the program implemented recommendations from the program review process and closed the loop on the basis of analyzed assessment data?	What new target markets for student recruitment has the program identified? How will you compete in those markets?
	How many part-time faculty are in the program?	How have students scored on national standard achievement exams, graduate admissions exams, or professional licensure exams?	What partnerships, relationships, and/or collaborations does your program engage in?
	What is the total cost of salaries and benefits of the full-time faculty in the program?	What evidence is there that the program learning outcomes are being achieved?	Has the program repackaged curriculum for delivery in different modalities?
	What is the total cost of adjunct pay for the program?	How do program and course requirements and grade distribution demonstrate high standards?	How have you made your program accessible and user-friendly?
	What is the average class enrollment size in the program?	What are the placements of your graduates?	
	What is the six-year graduation rate for the program?	How do scholarly productions/ activities (e.g., peer-reviewed publications, presentations, grants, creative activities, leadership in professional associations, etc.) by faculty and students demonstrate program quality?	
	What is the total number and amount of grants, contracts, or external funding?	How do internal/external service activities by students and faculty demonstrate program quality?	
	What is the ratio of instructional expenses to instructional revenues generated? (define instructional expenses)	What are the student qualifications? e.g. GPA of students in courses external to program, etc.	
	What are the total grants/contracts awarded per research and service FTE?		
	What is the ratio of credit hour production to faculty FTE? To fulltime FTE? To parttime FTE?		
	What is the ratio of support for staff and administrators for the program?		
	How much indirect cost is brought in from grants by the program?		
	What is the program retention rate year-to-year? Are students moving along timely towards graduation?		
	What data has the program analyzed to assess efficiency and effectiveness?		

## APPENDIX D

### Good to Great University of Guam

Data elements to evaluate administrative/support units based on four categories:

A = 40%	B = 20%	C = 20%	D = 20%
Relevance / Fit to the Great UOG	Sustainability	Quality of Program / Activity	Demand and Relationships
What is the support unit's statement of greatness?	What is the unit's budget as a percentage of institutional budget? Has it increased/decreased? Why?	How does the unit support students, programs, and institutional success?	What evidence does the unit have to demonstrate responsiveness to internal/external demand?
How does the unit's statement fit to the University's statement of greatness?	What is the unit's total personnel compensation cost?	How has the unit utilized internal/external evaluative evidence to improve quality?	How is your unit essential to other units and the entire University?
What evidence does the unit have to demonstrate this fit?	How has the unit assessed its total personnel needs? How does the unit's staffing level compare to industry standards where applicable (e.g., staff/total FTE ratio; staff/total square footage of area served; staff/budget ratio; etc.)?	In what ways do the qualifications of unit personnel meet unit requirements?	Describe your unit's efforts in support of student and faculty recruitment, retention and success?
What plans, strategies and opportunities has the support unit identified to achieve greatness in the future?	How many full- and part-time staff does the unit employ?	In what ways has the unit planned, met and evaluated its goals and objectives?	What partnerships, relationships, and/or collaborations does your unit engage in?
	What are the revenue sources of the unit, including grants, contracts and external funding sources?	How do you define and measure quality?	How has the unit assessed its processes for improved service delivery?
	What have you done to improve operational efficiency and effectiveness?	Based on your definition of quality, what evidence is there that progress is being made and goals are being achieved?	