

## CHAPTER 4 PLANNING

### Section 4-1 Mission and Purpose of the University.

#### a. Introduction.

The Board believes that it is essential from time to time to re-examine the mission and purpose of the University and to provide policy guidelines for its continued development and growth. The University has grown from a one-campus operation to a multi-campus, statewide system requiring coordination and the establishment of priorities and policies reflecting such change. The comments contained in this document, therefore, apply to the entire University system. The University's Board is the governing board for all public higher education in the State. The benefits accruing to the State from this arrangement are manifest when one compares the Hawai'i system to the scattered and divided governance of higher education in most other states.

The University has grown dramatically over the years. This growth has not only been wholeheartedly supported by the people of Hawai'i; it was, in a sense, mandated by them. The State's legislators and its elected and appointed officers could not have brought about such sustained growth without the understanding, encouragement and backing of the citizens of Hawai'i. The commitment that the people of Hawai'i have made to higher education is reflected in their financial support.

#### b. An Environment of Change.

Since its founding, the University has undergone considerable change in size, scope, and complexity. The University reflects the economic and social realities of the state, which in turn, reflects the realities of the nation, and increasingly, the world. Both the state's capacity for funding the University and the citizens' demand for services are responsive to this environment. Planning occurs within this broad context of change.

The needs and aspirations of the citizens of Hawai'i and the constraints on resources and time require the University to develop an explicit statement of priorities and an orderly and reasonable plan for its further growth. Not everything desired by the University can be accomplished and, certainly, not all at once.

#### c. Mission and Purpose:

The primary mission of the University is to provide environments in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom, and values that will help ensure the survival of present and future generations with improvement in the quality of life.

In carrying out that mission, it is the basic purpose of the University to afford all qualified people of Hawai'i an equal opportunity for quality college and university education at both undergraduate and graduate levels.

As the only provider of public higher education in Hawai'i, the University embraces its unique responsibilities to the indigenous people of Hawai'i and to Hawai'i's indigenous language and culture. To fulfill this responsibility, the University ensures active support for the participation of Native Hawaiians at the University and supports vigorous programs of study and support for the Hawaiian language, history, and culture.

(1) Basic Unit Missions

- (a) University of Hawai'i at Mānoa is a doctoral/research university with selective admissions. It offers baccalaureate, master's and doctoral degrees in an array of liberal arts and professional fields, degrees in law and medicine and carries out organized research activities.
  - (b) University of Hawai'i at Hilo is a comprehensive, primarily baccalaureate institution with a regional mission, offering baccalaureate degrees in the liberal arts, agriculture, nursing, and business, as well as selected masters and doctoral degrees.
  - (c) University of Hawai'i West O'ahu is a four-year baccalaureate institution founded in the liberal arts, serving professional, career-related, and applied fields, based on state and regional needs, and providing access through partnerships and distance delivery.
  - (d) The University of Hawai'i Community Colleges are open-door, low-tuition institutions. Community colleges offer two-year college transfer and general education programs, two and four-year career and technical education programs; semiprofessional, career and technical, and continuing education programs, and such other educational programs and services appropriate to community colleges.
- (2) The Board approves a mission statement that elaborates the basic system mission, articulating those qualities common to the system as a whole. At a minimum, the system mission incorporates the vision, purpose, and common values of the University system, emphasizing the fundamental commitment to access and quality. The University system's special advantage and distinction in Hawaiian, Asian and Pacific affairs is highlighted in the mission, and the overall governance structure is summarized.
- (3) The University is committed to diversity within and among all racial and ethnic groups served by public higher education in Hawai'i. The President, working with the Chancellors, ensures the unique commitment to Native Hawaiians is fulfilled by

- (a) providing positive system-wide executive support in the development, implementation, and improvement of programs and services for Native Hawaiians;
  - (b) encouraging the increased representation of Native Hawaiians at the University;
  - (c) supporting full participations of Native Hawaiians in all initiatives and programs of the University;
  - (d) actively soliciting consultation from the Native Hawaiian community and specifically Puko'a, the system-wide council of Native Hawaiian faculty, staff and students that serves as advisory to the President;
  - (e) providing for and promoting the use of the Hawaiian language within the University;
  - (f) providing a level of support for the study of Hawaiian language, culture and history within the University that honors, perpetuates and strengthens those disciplines into the future;
  - (g) encouraging Native Hawaiians to practice their language, culture and other aspects of their traditional customary rights throughout all University campuses and providing Hawaiian environments and facilities for such activities; and
  - (h) addressing the education needs of Native Hawaiians, the State of Hawai'i, and the world at large, in the areas of Hawaiian language, culture, and history through outreach.
- (4) The Board also approves separate mission statements for the major units of the system that use as their foundation the basic mission described herein and elaborates the separate and unique roles of these units within the system's overall mission. At minimum, these unit mission statements define their differentiated missions in terms of instruction, research and service roles; campus types, degree levels, populations served, student selectivity, and special campus distinctions.
  - (5) The President is responsible for adhering to the institution's mission including a thorough review of University and unit missions as needed, but at least every ten (10) years. In conducting this review and recognizing the Board's final authority, to establish the mission of the University and its major units, the President ensures that each unit of the system has procedures that include full participation in the review process with opportunity for community input prior to submission to the Board for adoption. All comments from the various sectors shall be summarized when transmitting the final document to the Board.

Section 4-2 Strategic Planning.

- a. The following policy establishes a strategic planning process to ensure that the University engages in appropriate long-range planning.

- (1) The Board will periodically approve a long-range plan referred to as the strategic or master plan.
  - (2) The strategic plan sets forth common system goals and planning principles and, as appropriate, system and unit-specific strategies to implement these goals. Together these articulate the priorities of the University for the planning period.
  - (3) The President, in consultation with the Board, is responsible for updating the strategic plan at appropriate intervals, but at least every ten (10) years. The process of updating the plan will include broad input from the University's internal and external communities.
- b. The President or his/her designee shall report to the Board at least annually on accomplishments in carrying out the strategies and achieving the goals of the plan.

#### Section 4-3 Unit Academic Plans.

- a. This section establishes the policy for a mechanism for translating the systemwide mission and strategic plan and the unit mission statements into specific programmatic plans guiding the development of each institution and campus. The Board's intent is to provide for detailed planning for each major unit that is consistent with the overall University mission and plan.
- b. Unit academic plans shall be developed by the administration of each major unit with appropriate involvement of faculty, staff, students, and community members. A summary of comments received shall accompany the unit plan when submitted to the Board for approval.
- c. Upon recommendation of the President, the Board approves in principle major unit academic plans for UH Mānoa, UH Hilo, UH West O'ahu and the UH Community Colleges. The UH Mānoa academic plan shall contain brief planning statements for each major UHM college, school and institute. The UH Community College academic plan shall contain similar planning statements for each community college campus. Unit academic plans constitute a statement of general academic direction and priority for each of the four major organizational entities of the University.
- d. Subunit academic plans for each community college and for schools, colleges, institutes, and other major components of the baccalaureate campuses are developed by campus administrators, with appropriate involvement of faculty, staff, students, and the community and approved in principle by the President or designee and made available to the Board for information.
- e. Together, the major unit academic plans and the subunit academic plans shall translate the broad directions contained in Board-approved mission statements and the comprehensive system plan into long-term academic program development, physical facilities development, biennium budget priorities, and policies and procedures that guide the ongoing operation of the University.

- f. The President is delegated the authority to promulgate new and/or revised executive policy that carries out the intent of this Board policy and to periodically report to the Board on the status of academic plans.
- g. The Office of the President shall maintain an updated list of approved major unit academic plans and subunit academic plans

Section 4-4 Long-Range Physical Development Plans.

- a. The Board shall approve a long-range physical development plan for each campus upon recommendation by the President.
- b. The Board recognizes that the University is a dynamic institution subject to change and these changes will necessitate modifications to the long-range physical development plans. Significant changes in the programs and policies of the institution which affect the physical facilities and design character of the campuses shall be reflected by an amendment to the plan. Changes which can be considered significant include those which affect or alter building sites, building heights, bulk, densities, and infrastructure support facilities. All amendments to the approved long-range physical development plans shall require the approval of the Board.
- c. Only facilities appropriately designated on the approved plan may be constructed on the campuses.
- d. Campus long-range physical development plans are developed and revised based upon the campus academic development or strategic plan. The administration shall provide the opportunity for faculty, staff, and students' input during the development phase.
- e. The Office of the President shall maintain an updated list of approved long-range development plans.

Section 4-5 Institutional Accountability and Performance.

- a. The University is committed to accountability and educational assessment processes that provide for the regular and systematic assessment of programs, campuses, and the University as a whole. The intent is to gather evidence about the institution's effectiveness in meeting its mission, goals, and objectives, and to use this information to improve programs and services and demonstrate public accountability. Board policy purposely decentralizes assessment activities, while maintaining an overall policy framework appropriate for a heterogeneous statewide public higher education system. Assessment of student learning outcomes is a responsibility of the faculty.
- b. Assessment processes are intended to ensure that:
  - (1) Goals and objectives of each unit of the University reflect the unit's mission;
  - (2) Planning is complemented by systematic monitoring of progress towards achieving planned objectives;

- (3) Collection of information about the achievement of goals and objectives is an ongoing activity designed to maximize the use of existing data; and
- (4) Information collected is used to improve programs and services.
- c. Institutional assessment and accountability are focused on program and institutional performance rather than individual evaluation. As such, they complement the evaluation of staff and employees, such as that required by Section 9-13 of Board Bylaws and Policies (Evaluation of Board of Regents' Appointees), and the evaluation of student performance which is carried out as a regular part of the instructional process.
- d. In order to implement the University's commitment to accountability and performance assessment, the President promulgates relevant policies setting forth objectives and guidelines and directing vice presidents and chancellors in consultation with unit administrators, faculty and students to develop unit and campus assessment programs and activities that address these objectives and guidelines. To the extent possible, assessment activities shall be incorporated into existing program review/evaluation, accreditation, and institutional planning, budgeting, and tuition-setting processes.
- e. Benchmarks/performance indicators adopted by the Board shall be the basis for University system reports that summarize overall institutional accountability relative to the most recent strategic plan goals with reference to accreditation standards as appropriate. It is understood that the administration shall refine and modify these indicators as warranted and reports on them each biennium.
- f. In addition to benchmark/performance indicator reports, the Board shall be informed of University assessment activities by means of special reports and as part of ongoing program review, accreditation, planning, budgeting, and tuition-setting processes.

Section 4-6 Enrollment Planning.

- a. In order to maximize available resources and preserve the integrity of institutional missions, the University shall be committed to enrollment planning.
- b. The President shall direct the preparation of biennium base line system enrollment projections and shall direct the Chancellors to present a summary of the proposed enrollment plan for each campus when developing their biennium budgets. These enrollment plans shall use the base line enrollment projections and establish campus enrollment goals or targets for the biennium.
- c. The President shall present a combined University enrollment plan as part of the biennium budget approval process.

- d. The President shall develop a policy directing the regular assessment of significant deviations from planned enrollments and reports the results of such assessment to the Board.

Section 4-7 Community College System

- a. The Board shall develop and administer a system of community colleges.
- b. The intent of the Board is to make the University accessible to every Hawai'i resident who wants and can benefit from the opportunities and experiences provided by the Community Colleges.
- c. The University community colleges are a critical component of the University system. The community colleges are characterized by comprehensive programs, low tuition, open-door admission, educational guidance, high quality teaching, and responsiveness to their respective communities by remaining at the forefront of educational innovation.
- d. As a system, the community colleges offer collegiate liberal arts and science instruction, career and technical programs, developmental academic instruction, continuing education, public and community service programs, workforce development and training, related support services, and, upon Board approval, programs in affiliation with other institutions where the community colleges are uniquely suited to engage in these special offerings.
- e. The community colleges complement each other in programs and contribute as equal partners in the University's lower division general education program.
- f. The Board, in its capacity as Regents and as members of the State Board for Career and Technical Education, directs the President to implement the following:
  - (1) Community colleges will continue to be open-admission, providing access to high school graduates and other adults age 18 or older who can benefit from its programs particularly disadvantaged residents.
  - (2) The Community college campuses shall differentiate their roles and focus.
    - (a) The Oahu community colleges as a group shall continue to provide a comprehensive set of courses and programs. However, as each campus develops its special programmatic focus, individual colleges may reduce their comprehensiveness.
    - (b) The neighbor island community colleges shall continue to provide a comprehensive set of courses and programs, using both traditional and distance learning strategies.
  - (3) The strategic plan for the community colleges shall take into account predictable workforce requirements in the State and address how the campuses will respond.

- (4) In cooperation with labor and management, the community colleges shall continue to provide educational leadership for apprenticeship training and related educational programs.
- (5) Educational programs, including short-term certificate programs and non-credit programs shall be planned to maximize the career options offered and reach other than regularly enrolled students.