NOTICE OF BOARD OF REGENTS MEETING

Board business not completed on this day will be taken up on another day and time announced at the conclusion of the meeting.

Date: Thursday, March 23, 2017

Time: 9:30 a.m.

Place: University of Hawai‘i - West O‘ahu
Campus Center, Room C208
91-1001 Farrington Highway
Kapolei, Hawai‘i 96707

AGENDA

I. Call Meeting to Order

II. Public Comment Period: All written testimony on agenda items received after posting of this agenda and up to 24 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board within 24 hours of receipt. Registration for oral testimony on agenda items will be provided at the meeting location 15 minutes prior to the meeting and closed once the meeting begins. Written testimony may be submitted via US mail, email at bor@hawaii.edu, or facsimile at 956-5156. Oral testimony is limited to three (3) minutes.

III. Report of the President

IV. Committee Reports
A. Report from the Committee on Academic and Student Affairs

V. Items for Discussion and/or Approval
A. For Action
   1. Consent Agenda:
      a. Minutes of the February 23, 2017 Meeting
      b. Mission Statement Revisions: Kaua‘i Community College
      c. Mission Statement Revisions: Kapi‘olani Community College
      d. Mission Statement Revisions: Hawai‘i Community College
      e. New Provisional Certificate, Advanced Professional Certificate in Special Education PK-12 at Leeward Community College

   2. Naming the UHWO Library Building the “James and Abigail Campbell Library”

   3. Appointment to the Permitted Interaction Group for Board Participation in the Community Colleges Accreditation Institutional Self-Evaluation Report

B. For Information
   1. 2017 Legislative Update
   2. Report of the Permitted Interaction Group for the University of Hawai‘i System Integrated Academic and Facilities Plan
VI. Executive Session (closed to the public):
   A. Personnel: (To discuss the following personnel matters pursuant to HRS §92-5(a)(2))
      1. Honorary Degree Nomination
   B. Legal Matters: (To consult with attorneys on power, immunities, and liabilities pursuant to HRS §92-5(a)(4))
      1. Status Report on Litigation

VII. Board Education and Training
   A. Native Hawaiian Law Training provided by Ka Huli Ao Center for Excellence in Native Hawaiian Law, William S. Richardson School of Law, University of Hawai‘i at Mānoa

VIII. Announcements
   A. Next Meeting: April 20, 2017 at Kaua‘i Community College

IX. Adjournment
Item III.
Report of the President

Verbal Report
Item III. Report of the President

Slide Presentation by Host Chancellor and Faculty Senate Chair, UH West - Oahu
Welina Mai!

Chancellor Maenette Benham
Learn + Discover + Engage: Preparing our 21st Century Leaders
Kau ka peʻa, Holo ka waʻa! UHWO Strategic Initiatives

Integrated Academic, Enrollment, & Facilities Strategic Action (Assessment) Plan

LRDP
Land/Facilities
7-10-20 Year Targets

GOALS
Enrollment Management
Student
3-5-10 Year Targets

Academic Plan
3-5-10 Year Targets
Faculty Senate Update

Dr. Alan Rosenfeld
UH West O‘ahu Faculty Chair
Creative Media

- Creative Media Lab and facilities
- On-campus events
- Community College partnerships (articulation)
- Rapid growth
- Opportunities for students
ISA (Cybersecurity)

- Cyber Security Coordination Center (CSCC)
- Center of Academic Excellence designation (NSA/Homeland Security)
- Office of Naval Research Grant
- Articulation agreements
- Career pathways
Facilities Management

- Emerging program
- Workforce partnerships (IFMA)
- Sustainability focus
- Career opportunities
Sustainable Community Food Systems (SCFS)

- Interdisciplinary approach
- Experiential learning
- Community building
- Tackling “food insecurity”
- Indigenous resource management
Risk Management and Insurance (RMI)

- Certificate program
- UHWO Insurance Advisory Board
- Gamma Iota Sigma International (GIS) fraternity
- Job placement record
No‘eau Center

- Innovation (Supplemental Instruction and Embedded Tutoring)
- Accessibility
- Reach: 51% of student body (Fall 2016)
- Sustainability and leadership
Nīnau me
Pāne
Mahalo
<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Discussion</th>
<th>Follow Up/Action</th>
</tr>
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<tbody>
<tr>
<td>Minutes</td>
<td>None</td>
<td>Approved</td>
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<td>Testimony</td>
<td>None</td>
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<td>Recommend approval: Mission Statement Revisions:</td>
<td>The committee received mission revisions from KauCC, KapCC, and HawCC, that were changes to language for clarification and to reflect the proper emphasis unique to each campus. The periodic review of mission statements is an accreditation requirement. LeeCC and HonCC are still in process and expected to return by next fall. WinCC completed the process and has no changes. UHMC falls under a different accreditation process and cycle.</td>
<td>Recommend approval</td>
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<td>Kaua'i Community College (KauCC); Kapi'olani Community</td>
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<td>College (KapCC), and Hawai'i Community College (HawCC)</td>
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<td>Recommend approval: New Provisional Certificate, Advanced</td>
<td>The committee received a proposal to approve a new program for an Advanced Professional Certificate in Special Education (SPED) at LeeCC. The program is responsive to immediate workforce demand, provides pathways to a 4 year degree and licensing opportunities for others who have a BA degree, has an estimated demand of up to 100 students. The proposal assumes a tuition structure for advanced programs to match upper division rates in UHWO, UHH, and UHMC, which will require a separate action item expected to be brought by Fall.</td>
<td>Recommend approval with one abstention.</td>
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<td>Professional at LeeCC</td>
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<td>For Info:</td>
<td>Student Regent Higa gave a status report on his monthly student caucus meetings to maintain an open dialogue to build student perspective. Chair Sullivan expressed her sincere thanks to Regent Higa, acknowledging his time, diligence, and hard work.</td>
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<td>Update on meetings with Student Caucus</td>
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<td>For Info:</td>
<td>The committee received a status update on the ongoing UHCC reaccreditation process to meet the standards, and prepare for the comprehensive visit and result expected in 2019. There are 13 board standards that the task group will review and assess. Completion is anticipated in a year, after which the UHCC will report back to the board.</td>
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<td>Briefing on the UHCC 2018 Institutional Self Evaluation</td>
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<td>Report and Board involvement in the process</td>
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<td>For Info: Update on System-wide Enrollment Management</td>
<td>The committee received an enrollment management plan update on the progress in developing a new system level enrollment management plan framework to support the plans that the campuses are creating. A task group and an oversight committee have been created to work on future plans, monitor goals and targets, and</td>
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<tr>
<td>Plan, 2017-2021</td>
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<tr>
<td>For Info: Update on UH Strategic Plan for Distance &amp; Online Learning</td>
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<td>The committee received a comprehensive update on the work underway for a system-wide plan for distance and online learning that addresses coordination and opportunities in terms of access, recruitment, retention, and graduation, and integrating face-to-face support focused on training and resources to support delivery, professional development and research for faculty and training and student services. The plan includes marketing and outreach strategies coordinated systemwide, and setting outcomes and goals. The next steps are to develop a business model and identify resources needed, and periodic updates will be provided.</td>
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<th>5. Update on New Program Proposals</th>
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<td>The committee received an update on the process for new program proposals to streamline the process with proper focus on alignment with campus and system plans, realistic predictions, and cost templates, with updates and risk assessments. Extensive discussion ensued on the role of the board and administration regarding program approvals. The changes will be tested, updates to the executive policies and consultation will proceed, and periodic updates will be provided.</td>
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MEMORANDUM

February 13, 2017

TO: Jan Naoe Sullivan  
Chair, Board of Regents

VIA: David Lassner  
President

VIA: Risa Dickson  
Vice President for Academic Planning and Policy

VIA: John Morton  
Vice President for Community Colleges

FROM: Helen A. Cox  
Chancellor

SUBJECT: KAUA‘I COMMUNITY COLLEGE’S REVISED MISSION STATEMENT

SPECIFIC ACTION REQUESTED:
Approval of Kaua‘i Community College’s revised Mission Statement.

RECOMMENDED EFFECTIVE DATE:
Upon Board of Regents approval.

ADDITIONAL COST:
No costs are associated with this request.

PURPOSE:
To reflect the College’s commitment to being a place-based indigenous serving institution, Kaua‘i Community College revised its mission statement to provide a
statement that embraces our mission and can be remembered with ease while guiding our institution and complying with the requirements of the Accrediting Commission for Community and Junior Colleges' (ACCJC)/Western Association of Schools and Colleges' (WASC).

BACKGROUND:

Regents Policy RP 4.201, III.C.4.f Mission and Purpose of the University.

ACTION RECOMMENDED:

Approval of Kaua'i Community College's revised Mission Statement.

Attachments

c: Executive Administrator and Secretary of the Board Quinn
Kauaʻi Community College

Process for Review and Revision of the College Mission

Current Mission Statement

Kauaʻi Community College provides open access education and training in an ethical and innovative student-centered and community-focused environment, nurturing life-long learners who appreciate diversity and lead responsible and fulfilling lives.

Proposed Mission:

*Kauaʻi Community College is a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world.*

*Ke kū nei ke Kulanui Kaiāulu ma Kauaʻi ma ke ʻano he kahua e hoʻoulu, hoʻā, a hoʻoiaka ʻia ai ka ʻike a me ka naʻauao o nā kānoka oʻo aku a aʻo mai no ka hoʻowaiwai ʻana i ke kaiāulu a me ka honua.*

O ke kahua ma mua, ma hope ke kukulu.
First comes the **foundation**, then comes the building

(ʻOlelo Noʻeau, number 2459)

History/Steps Taken for Mission Review/Revision at Kauaʻi Community College

1. Meetings at community centers around the island Spring 2015
2. Future Scenarios Workshop August 2015
4. KCC Friends Group review on May 25, 2016
7. College Mission Task Force formed in Early September 2016 to consider input from college and community, look at our current mission statement and mission statements from other UHCCs, and make a recommendation. The Task Force met six times, and a draft mission statement created in October 2016.
8. Faculty Senate review on October 28, 2016
9. Student Focus Group on November 14, 2016
10. College Conversation on November 16, 2016
12. Approval of the proposed mission statement by College Council on January 18, 2017

Rationale

By college policy, we do a thorough review of the mission statement every five years. Our accrediting body also requires us to have a regular process of mission review. Fall 2016 was once again time to review the statement for accuracy.
Through discussions on campus with various constituent groups as well as conversations with community focus groups, we learned that although the current mission was perceived as accurate, it was not embraced because of its length, its lack of warmth, and the fact that it could be a mission statement for a community college anywhere rather than specifically for Kaua'i Community College. Both college and community wanted a statement that was shorter, easy to remember and easily understood. They also wanted a statement that was inspiring, exciting, clear, true, and engaging. After gathering initial community and campus input, a Mission Task Force was created to review that input and come up with one or more draft mission statements for further review by both campus and community, culminating in campus approval of a new proposed mission statement.

The focus groups and college meetings identified one of the college’s greatest strengths as creating a close, supportive community that encourages and inspires students not only to be courageous and to personally excel but to also contribute to their communities. Participants described the college using words like “piko,” “conduit,” “pathway,” “stepping stone,” and “pipeline.” They also thought the college was, “innovative,” “inclusive,” and “enriching.” Lastly, they wanted the mission to be clear in its relation to place and its service to Hawaii’s indigenous people.

After incorporating the initial input from the campus and community, the Task Force came up with two draft mission statements and then narrowed down the recommendation to one new proposed mission statement. That proposed mission statement was then taken to additional groups for further input, including a review by the Faculty Senate, a campus-wide College Conversation and a student focus group. Many campus and community members believed that the new mission should be more heart-felt than the current one. Students in particular wanted the mission statement to not simply be an intellectual statement but also an emotional and/or spiritual statement. The student focus group noted that the proposed mission captured the spirit of what KCC is for them—a nurturing place that supports students and helps prepare them to move ahead to their goals.

We believe that the new mission statement is an authentic way of conveying the fundamental purpose and reason for the college to exist. It is an explanation of what we do and why, and informs our institutional planning. We want to be a place that works for our students, but that means we also need to be a place that works for us—hence the inclusion of “educators.” The use of the Hawaiian concept, *kahua*, as well as having the mission statement in both English and Hawaiian, keeps the college grounded where we are. The inclusion of the ‘olelo no’eau expands the meaning of *kahua* for those who are not immersed in Hawaiian language and culture. We will include this ‘olelo wherever we include the mission statement.

**Aligning the College Mission to ACCJC/WASC Requirements**

The proposed Mission statement will “guide the institutional decision-making, planning, and resource allocation and inform institutional goals for student learning, engagement and achievement.” (ACCJC Standard I.A.3) It will be widely published after approval by the Board of regents and periodically reviewed and updated as necessary (ACCJC Standard I.A.4, Eligibility
Requirement 6).

In the process of revising the mission statement, the College discussions also reaffirmed our 2016-2021 goals that exemplify the mission. While not part of our mission statement, the Mission Task Force developed the following statement that demonstrates the alignment of the mission and goals to institutional planning and ACCJC requirements. This statement will be disseminated both internally and externally.

Kauai Community College fulfills its mission by incorporating the following practices. The College:

- Provides open access, affordable education;
- Welcomes and values diversity;
- Delivers educational opportunities on campus in small classes, in the community, internationally, and through distance learning;
- Provides programs that address workforce and community needs;
- Prepares and supports students individually and collectively to succeed in academic endeavors and engage in life-long learning;
- Encourages innovation and promotes sustainability while perpetuating the unique history and culture of Kaua‘i.
MEMORANDUM

November 25, 2016

TO: Jan Naoe Sullivan
   Chair, Board of Regents

VIA: David Lassner
     President

VIA: Risa Dickson
     Vice President for Academic Planning and Policy

VIA: John Morton
     Vice President for Community Colleges

FROM: Louise Pagotto
      Interim Chancellor

SUBJECT: KAPI'OLANI COMMUNITY COLLEGE'S REVISED MISSION STATEMENT

SPECIFIC ACTION REQUESTED:

Approval of Kapi'olani Community College's revised Mission Statement.

RECOMMENDED EFFECTIVE DATE:

Upon Board of Regents approval.

ADDITIONAL COST:

No costs are associated with this request.

PURPOSE:

To reflect the College's focus on international students, the decision was made to add international students as our “intended population” to the mission statement to comply with the Accrediting Commission for Community and Junior Colleges’
Memorandum to Chair Jan Sullivan
November 25, 2016
Page 2 of 2

(ACCJC)/Western Association of Schools and Colleges' (WASC) requirement that a mission statement identifies the institution's "intended population." Accreditation Standards attached.

BACKGROUND:


ACTION RECOMMENDED:

Approval of Kapi‘olani Community College's revised Mission Statement.

Attachments

c: Executive Administrator and Secretary of the Board Quinn
On April 25, 2016, Kapi'olani Community College requested approval for a new Mission Statement below:

**Ala Nuʻukia - Mission Statement (Current):**

He puka hāmama ko Kapi'olani Kula Nui Kaiaulu, no nā ‘ano kaiaulu like ‘ole e hiki aku i ka pahuhopu ‘imi na’aauao, ‘imi ‘oihana, a ho‘olaulā ‘ike. Na ka Nuʻukia like, ka lawena like, me ka ‘ōlelo pa‘a i ka hana me ka lima, ke a‘o, a me ka ho‘okō e alaka‘i i ke Kula Nui. A ma o ia mea i loa‘a ai nā palapala a‘o kilohana, nā kēkele mua puka kilohana, me nā polokalamu hoʻili kula kilohana e ho‘omākauskau i nā haumāna no ka mua he lako.

Kapi'olani Community College provides students from Hawai‘i’s diverse communities open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals. The College, guided by shared vision and values, and commitment to student success through engagement, learning, and achievement, offers high quality certificate, associate degree, and transfer programs that prepare students for productive futures.

**Rationale for the Revised Mission Statement**

Effective June 3, 2016, Louise Pagotto began serving Kapi'olani Community College as Interim Chancellor. Although, the College’s Strategic Plan was scheduled to be finalized in the spring 2016, the change of leadership deferred the process. On August 4, 2016, the Chancellor’s Administrative Staff Council decided to review and revise the Strategic Plan and the Mission, Vision and Values Statements. In addition, to reflect the College’s intentional focus on international students, the decision was made to add international students as our “intended population” to the mission statement.

**Proposed Mission Statement:**

**Ala Nuʻukia – Mission**

He hale hāmama ‘o Kapi'olani Kula Nui Kaialulu no nā ‘ano kaialulu like ‘ole, e ho‘olako i nā kānaka hoʻaokea ‘ike e hiki aku i ka pahuhopu ‘imi na’aauao, ‘imi ‘oihana, a ho‘olaulā ‘ike. He loa‘a nā palapala a‘o, nā kēkele mua puka, me nā polokalamu hoʻili kula he kilohana wale e ho‘omākauskau i nā haumāna maoli, kūloko, kaumokuʻāna, kauʻaina no ka mua he lako.

Kapi'olani Community College provides [students from Hawai‘i’s diverse communities] open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals[,] to the diverse communities of Hawai‘i. [The
College, guided by shared vision and values, and commitment] **Committed** to student success through engagement, learning, and achievement, [offers] **we offer** high quality certificates and associate degrees, and transfer [programs] **pathways** that prepare indigenous, local, national, and international students for their productive futures.

Table 1: Aligning ACCJC/WASC Directives with Phrases from the Proposed Mission Statement

<table>
<thead>
<tr>
<th>ACCJC/WASC Directive</th>
<th>Mission Statement Phrases</th>
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<tbody>
<tr>
<td>Institution's broad educational purposes</td>
<td>... provides open access to higher education opportunities in pursuit of academic, career and lifelong learning goals... that prepare... students for their productive futures</td>
</tr>
<tr>
<td>Its intended population</td>
<td>... indigenous, local, national, and international students</td>
</tr>
<tr>
<td>Types of degrees and other credentials</td>
<td>... high quality certificates and associate degrees</td>
</tr>
<tr>
<td>Commitment to student learning and student achievement</td>
<td>Committed to student success through engagement, learning, and achievement</td>
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</table>

In addition to strong alignment with ACCJC/WASC, the College has developed a data-rich institutional effectiveness framework called “KELA” aligned with our brand: Engage. Learn. Achieve. See attached.

This alignment meets the ACCJC/WASC Standard I.A.2:

> The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

The proposed Mission Statement will “guide the institutional decision-making, planning, and resource allocation and informs institutional goals for student learning, engagement and achievement” (ACCJC/WASC Standard I.A.3)

This mission will be widely published after approval by the Board of Regents and periodically reviewed and updated as necessary (ACCJC/WASC Standard I.A.4, Eligibility Requirement 6).
Kapiʻolani Engagement, Learning, and Achievement Model
Integrating Institutional Effectiveness Measures (IEM) with Student Learning

Engagement
1) Faculty-student interaction
2) Active-collaborative learning
3) Academic challenge
4) Student effort
5) Student support

Student Success Pathway
6) Course success rates
7) Fall-spring re-enrollment % completing
8) Fall-fall re-enrollment
9) Annual number of certificates and degrees
10) Annual number of transfers
11) % completing a certificate or degree in 3 years
12) % transferring in 3 years

Achievement

Learning

Learning Outcomes Assessment

Community College Student Engagement Measures

Achievement Measures
Certification of Kapi'olani Community College's Revised Mission Statement

Date: November 3, 2016

To: University of Hawai'i Board of Regents
John Morton, Vice-President for Community College, University of Hawai'i

From: Interim Chancellor Louise Pagotto
Kapi'olani Community College
4303 Diamond Head Road, Honolulu, HI 96816

I certify there was broad participation by the campus community and believe the following Mission Statement accurately reflects the nature and substance of this institution.

 Ala Nu'ukia - Mission

He hale hāmama 'o Kapi'olani Kula Nui Kaiāulu no nā 'ano kaiāulu like 'ole, e ho'olako i nā kānaka ho'ākea 'ike e hiki aku i ka pahuho'pū 'imi na'auao, 'imi 'oihana, a ho'olaulā 'ike. He loa'a nā palapala a'o, nā kēkēlē mua puka, me nā polokalama ho'īli kula he kilohana wale e ho'omākaukau i nā haumāna maoli, kūloko, kaumoku'āna, kau'aina no ka mua he lako.

Kapi'olani Community College provides open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawai'i. Committed to student success through engagement, learning, and achievement, we offer high quality certificates and associate degrees, and transfer pathways that prepare indigenous, local, national, and international students for their productive futures.

Signatures:

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<tr>
<th>Name</th>
<th>Signature</th>
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<tr>
<td>Louise Pagotto, Interim Chancellor, Kapi'olani Community College</td>
<td>(signature)</td>
<td>11/9/16</td>
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<tr>
<td>Susan Inouye, Chair, Faculty Senate, Kapi'olani Community College</td>
<td>(signature)</td>
<td>11/14/16</td>
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<td>Keolani Noa, Chair, Kalāuaalāhi, Kapi'olani Community College</td>
<td>(signature)</td>
<td>11/16/16</td>
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<td>Lee Ann Demello, Chair, Staff Council, Kapi'olani Community College</td>
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<td>11/10/16</td>
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<tr>
<td>Tasi Yanger, President, Student Congress, Kapi'olani Community College</td>
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Introduction

The primary purpose of an ACCJC-accredited institution is to foster student learning and student achievement. An effective institution ensures that its resources, programs, and services, whenever, wherever, and however delivered, support student learning and achievement. The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation.

There are four Standards that work together to define and promote student success, academic quality, institutional integrity, and excellence. The mission provides a framework for all institutional goals and activities. The institution provides the means for students to learn and achieve their goals, assesses how well learning is occurring, and strives to improve learning and achievement through ongoing, systematic, and integrated evaluation and planning (Standard I). Student learning programs and support services make possible the academic quality that supports student success (Standard II). Human, physical, technology, and financial resources enable these programs and services to function and improve (Standard III). Ethical and effective leadership throughout the organization guides the accomplishment of the mission and supports institutional effectiveness and improvement (Standard IV). Integrating the elements of the Standards gives institutions the means to develop a comprehensive assessment of academic quality, institutional integrity and effectiveness, and a path to continuous improvement.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

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1 The Introduction section and opening paragraphs of each Standard are not intended for citation as standards. They are introductory in nature only.
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Standard I: Institutional Mission and Effectiveness
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER19)

C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER20)

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER20)

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER19)

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER13)

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Standard I: Institutional Mission and Effectiveness
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

9. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Standard II: Student Learning Programs and Services
15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

B. **Library and Learning Support Services**

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

C. **Student Support Services**

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)
2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Standard II: Student Learning Programs and Services
Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)
8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Standard III: Resources
4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

D. Financial Resources

Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.
5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Standard III: Resources
15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

**Contractual Agreements**

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.
Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.
B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
   - establishing a collegial process that sets values, goals, and priorities;
   - ensuring the college sets institutional performance standards for student achievement;
   - ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
   - ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
   - ensuring that the allocation of resources supports and improves learning and achievement; and
   - establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

6. The CEO works and communicates effectively with the communities served by the institution.

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Standard IV: Leadership and Governance
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Standard IV: Leadership and Governance
13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

D. Multi-College Districts or Systems

1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.
Catalog Requirements
The following list of required information must be included in the college catalog.

1. General Information
   - Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
   - Educational Mission
   - Representation of accredited status with ACCJC, and with programmatic accreditors if any
   - Course, Program, and Degree Offerings
   - Student Learning Outcomes for Programs and Degrees
   - Academic Calendar and Program Length,
   - Academic Freedom Statement
   - Available Student Financial Aid
   - Available Learning Resources
   - Names and Degrees of Administrators and Faculty
   - Names of Governing Board Members

2. Requirements
   - Admissions
   - Student Tuition, Fees, and Other Financial Obligations
   - Degrees, Certificates, Graduation and Transfer

3. Major Policies and Procedures Affecting Students
   - Academic Regulations, including Academic Honesty
   - Nondiscrimination
   - Acceptance and Transfer of Credits
   - Transcripts
   - Grievance and Complaint Procedures
   - Sexual Harassment
   - Refund of Fees

4. Locations or Publications Where Other Policies may be Found
February 1, 2017

MEMORANDUM

TO: Jan N. Sullivan  
Chair, Board of Regents

VIA: David Lassner  
President

VIA: John Morton  
Vice President for Community College

FROM: Rachel Solemsaas  
Chancellor

SUBJECT: Revised Mission, Vision, And Institutional Learning Outcomes for Hawai'i Community College

SPECIFIC ACTION REQUESTED:
To comply with WASC Accrediting Commission for Community and Junior Colleges Standard I.A.4 and in accordance with Board of Regents Policy (BoRP) 4.201 III.C.4. f., approval is requested for the revised mission, vision, and institutional learning outcomes for Hawai'i Community College.

RECOMMENDED EFFECTIVE DATE:
The recommended effective date is upon the Board's approval.

ADDITIONAL COST:
There are no additional costs associated with this request.

PURPOSE:
Hawai'i Community College commits to the University of Hawai'i (UH) mission and purpose as set forth in the Board of Regent Policy (BoRP) 4.201. As part of this commitment, the College engages in a comprehensive planning process that regularly evaluates its mission, vision and institutional learning outcomes in order to ensure its alignment to the UH system.

This commitment assures the College's compliance with the WASC ACCJC Standard I.A.4 which states:
The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

**BACKGROUND:**

Hawai'i Community College is part of the University of Hawai'i (UH) System and is one of the seven community colleges. From its start in 1941 as the Hawai'i Vocational School, the college has provided access to higher education opportunities, trained a skilled workforce and supported the economic development of the County of Hawai'i. As a comprehensive community college for the Hawai'i Islands residents, it offers 26 degree and certificate programs that prepare students to succeed in the workforce right after graduation or continue their studies at a four-year college or university. It is located in Hilo with a new branch campus in Kona named Hawai'i Community College – Pālamanui that opened in Fall 2015.

Hawai'i Community College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. In March 2013, ACCJC reaffirmed Hawai'i Community College's accreditation, which provides assurance to the public that the college meets the Standards; that the education earned at the institution is of value to the student who earned it; and that employers, trade or profession-related licensing agencies, as well as other colleges and universities, can accept a student's credential as legitimate. Hawai'i Community College is preparing for its next 6-year accreditation cycle with a comprehensive review using its 2018 Self Evaluation Report.

The College's strategic planning and assessment process is the primary mechanism for: 1) reaffirming the College's mission; 2) defining the College's goals and objectives; 3) aligning resource allocation priorities with those goals and objectives; and 4) implementing assessment-based change over time. Within the framework of the University of Hawai'i System strategic plan, the Hawai'i CC strategic planning process seeks to integrate college planning, resource allocation, and assessment activities. The intent of the process is to incorporate program review recommendations and identify, analyze and project education and training needs, based on a variety of forecasts and other forms of college and community feedback, into a continuous, student learning outcomes driven decision-making process.

In support of this process, the Chancellor established a taskforce to review the College's mission, vision, and institutional learning outcomes. The taskforce proposed changes to mission, vision and institutional learning outcomes which were shared campus wide during Fall 2016 convocation and various division and department meetings. Thereafter, the College undertook a secret ballot voting from July 20 to September 20, 2106, seeking acceptance of the proposed revisions. The result of the voting showed support for the new mission, vision and institutional learning outcomes as proposed below.
HAWAI’I COMMUNITY COLLEGE MISSION
To promote lifelong learning, Hawai’i Community College will emphasize the knowledge and experience necessary for Kauhale members to pursue academic achievement and workforce readiness. Aligned with the mission of the UH Community Colleges, we are committed to serving all segments of our Hawai’i Island community.

HAWAI’I COMMUNITY COLLEGE VISION
Our Kauhale of lifelong learners will be productive and engaged citizens capable of meeting the complex challenges of our island and global communities.

HAWAI’I COMMUNITY COLLEGE INSTITUTIONAL LEARNING OUTCOMES
Our Kauhale of lifelong learners will:

1. Communicate effectively in a variety of situations.
2. Utilize critical thinking to solve problems and make informed decisions.
3. Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai’i Island, as well as other cultures of the world.
4. Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.
5. Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.
6. Contribute to sustainable environmental practices for personal and community well-being.

ACTION RECOMMENDED:

It is recommended that the revised Hawai’i CC Mission, Vision, and Institutional Learning Outcomes be approved.

Attachment: Memorandum on the Results of Kauhale Voting on the Revised Mission, Vision and Institutional Learning Outcomes.

c: Executive Administrator and Secretary of the Board Quinn
December 27, 2016

MEMORANDUM

TO: Jan Naoe Sullivan  
Chair, Board of Regents

VIA: David Lassner  
President

VIA: Risa E. Dickson  
Vice President for Academic Planning and Policy

VIA: John Morton  
Vice President for Community Colleges

FROM: Manuel J. Cabral  
Chancellor

SUBJECT: Request Approval of a New Provisional Certificate, Advanced Professional Certificate in Special Education PK-12 at Leeward Community College.

SPECIFIC ACTION REQUESTED:

Request approval of a new provisional certificate, the Advanced Professional Certificate (APC) in Special Education PK-12 at Leeward Community College.

RECOMMENDED EFFECTIVE DATE:

Upon approval of the Board of Regents.

ADDITIONAL COSTS:

In August 2016, a full-time faculty position was institutionalized by Leeward Community College to serve as a primary instructor/coordinator for the special education certificate, so there will be no additional personnel cost.

BACKGROUND INFORMATION:

In Fall 2012, Leeward Community College’s Teacher Education program was awarded a $2.5 million Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant to increase the program’s capacity to develop and deliver innovative teacher training in the areas of highest need in the state. This allowed the establishment of a 16 credit Certificate of Competence in Special/Inclusive Education (SPED), which was designed to provide professionals with a foundation in inclusive teaching practices, professional collaboration, and tools to work with culturally and linguistically diverse families.
By Fall 2016, over 200 students had been enrolled in Leeward Community College’s Certificate of Competence in SPED statewide, including paraprofessionals working with students with severe special needs and general education teachers working in inclusive classrooms with students with mild to moderate learning and/or behavioral exceptionalities. In Spring 2015, Hawai’i Teacher Standards Board appealed to all the teacher education programs in Hawai’i as well as other stakeholders in the Hawaii Department of Education to participate in an Alternative Pathway to Licensure Work Group to design an alternative route to SPED licensure—specifically targeting paraprofessionals and emergency hires working with students with special needs in federally identified Zones of School Innovation. A Spring 2016 survey of those enrolled in the SPED Certificate of Competence indicated that about 80% would continue with special education coursework offered by Leeward Community College for professional development or as a means to obtain special education teacher licensure. The overwhelming interest in special education coursework leading to licensure prompted our Teacher Education program to design and propose an Advanced Professional Certificate (APC) in SPED PK-12.

At the August 31, 2016 Council of Chief Academic Officers meeting, the authorization to plan the APC in Special Education PK-12 was approved. It was estimated that for the first two years the program could expect 25 students, then 40 students by the third year, and 50 students for the fourth and fifth years. With the success of the 16-credit Certificate of Competence in Special/Inclusive Education, there is already a running list of nearly 50 eligible prospective candidates who are interested in completing an APC leading to a teaching license in SPED.

Significance/Contribution of this Degree:

The Hawai’i Department of Education hires about 1,500 new teachers annually, of which about 25% are for special education positions and 27% are for positions on the Leeward coast of O’ahu. Furthermore, the Hawaii Department of Education’s New Teacher Retention Report found that 70 percent of non-licensed and/or Teach for America teachers leave the teaching profession within the first three years. The Hawai’i Teachers Standards Board called upon the Teacher Education Programs of Hawai’i to develop an alternative route to teacher licensure in SPED (the highest shortage area) that would offer locally sourced educators an affordable and accessible route to become SPED teachers in the communities with the highest teacher turnover rates. Leeward Community College’s APC in SPED PK-12 provides an efficient and affordable pathway to pursue teaching careers in special education, which has been highlighted as a critical shortage area by the state and nation for nearly three decades.

Key Statistics

- Out of the 1,240 new teacher hires, there were 167 emergency hires in special education. (Leeward District: 57; Central: 23).
- Out of the new teacher hires, 210 (16.9%) earned teaching degrees from UH Mānoa; 23 (1.9%) earned degrees from UH West O’ahu; 5 (0.5%) earned degrees from Leeward CC.
- Overall, only 32.6% of new teachers completed in-state teacher preparation programs (this percentage is down 2% from 2014-15, and down 4% from 2013-14).
- Overall, 41% of new teachers completed out-of-state teacher preparation programs.
- Out of the new teacher hires, 26.4% were not qualified (this percentage is up 5% from 2014-15 and up 7% from 2013-14).
- The Leeward District has the highest number of substitute teachers with no degree (158 or 18.54%).
The APC in SPED PK-12 would alleviate the chronic shortage of special education teachers statewide by recruiting candidates rooted in communities serving large culturally and linguistically diverse populations who have demonstrated experience and commitment to working with students with special needs. Leeward Community College’s APC in SPED’s accessibility and affordability would attract a non-transient teacher workforce with job-related experience, thereby reducing the heavy dependency on continuous external recruitment of unqualified, inexperienced, and short-term teachers.

Candidates with an associate’s degree would be able to obtain special education teacher licensure by completing the 62 credit Associate in Arts in Teaching degree, 15 credits of approved electives, 15 credits of upper division level SPED coursework, and a final year of student teaching at a partner institution granting a bachelor’s degree. Official Memorandum of Agreements for a 3+1 pathway with Leeward Community College are in draft/revision phases with Chaminade University for a B.S. in SPED Mild/Moderate PK-12 and with the University of Hawai‘i at Mānoa for a B.Ed in SPED Severe PK-12.

Those with a bachelor-level degree in any field would be able to complete the 30 credit APC in SPED PK-12 at Leeward Community College including coursework and clinical practice (student teaching) leading to teacher licensure.

Cost and resource allocation/reallocation implications:

There is no additional cost associated with the APC in SPED PK-12.

Demand projections:

We anticipate at least 25 students the first two years and expect a modest growth of approximately 10 more students per year for the next three years.

Accreditation impact (if any):

As our campus is currently accredited to offer 18-30 credit advanced professional certificates, there is no impact on accreditation with the approval of this program.

Examples (2-3) of similar models from peer institutions:

The APC in SPED PK-12 at Leeward Community College coursework has a similar model to the post baccalaureate degree in SPED Severe at UH Mānoa.

Similar programs at other UH campuses (if there is duplication, why is this program necessary):

Currently no UH campus offers a B.Ed in SPED Mild/Moderate or Severe. The bachelor-level degrees leading to teacher licensure are for dual general/special education degrees or general elementary/secondary education only.

Statement from campus administration of new program’s strategic value within the UH priorities:

Leeward Community College’s APC in SPED PK-12 fully aligns with the Hawai‘i Graduation Initiative by increasing the number of graduates and transfers. This certificate also specifically addresses University of Hawai‘i Community College system’s Strategic Plan Outcome for
enrollment of underserved populations by recruiting from federally identified Zones of School Innovation communities.

Impact of new program/program change request on campus budget allocations and mission priority:

There will be no impact on campus budget allocations.

ACTION RECOMMENDED:

Recommend approval of a new provisional certificate, the Advanced Professional Certificate (APC) in Special Education PK-12 at Leeward Community College.

c: Cynthia Quinn, Executive Administrator and Secretary, Board of Regents
December 29, 2016

MEMORANDUM

TO: Jan Naeo Sullivan, Chair
   University of Hawai‘i Board of Regents

VIA: Dr. David Lassner, President
     University of Hawai‘i

FROM: Dr. Doris Ching, Interim Chancellor
       University of Hawai‘i - West O‘ahu

SUBJECT: NAMING OF THE UNIVERSITY OF HAWAI‘I WEST O‘AHU LIBRARY BUILDING IN HONOR OF JAMES AND ABIGAIL CAMPBELL

SPECIFIC ACTION REQUESTED:
I hereby request approval of the Board of Regents of the naming of the University of Hawai‘i West O‘ahu (UHWO) Library, as the James and Abigail Campbell Library.

RECOMMENDED EFFECTIVE DATE:
Upon Board of Regents approval.

ADDITIONAL COSTS:
No additional costs are associated with this request.

PURPOSE:
The purpose of this request is to receive Board of Regents approval to recognize the James Campbell Company (formerly known as the James Campbell Estate) for their significant gift of estate land upon which the University of Hawai‘i West O‘ahu exists.

James and Abigail Campbell’s legacy of providing support for a better quality of life for the people of Hawai‘i lives on with the University of Hawai‘i West O‘ahu campus. Their generous gift of land has allowed the University of Hawai‘i West O‘ahu to serve the fastest growing, yet historically underserved region of the Island of O‘ahu, with a quality baccalaureate education through a curriculum that emphasizes professional, applied science, humanities, and social science programs.
BACKGROUND:
Per BOR Policies, Chapter 11, RP 11.203, Naming of Campus Improvements and Academic Programs (October 20, 2005), Section III, A. "The authority for the naming of buildings, facilities, roads and academic programs on the campuses of the university shall reside with the board," and Paragraph H, "In appropriate circumstances, rooms or other quarters in a building may be named to honor major donors to the university, or to the University of Hawai‘i Foundation, in support of the university or its programs and activities."

University of Hawai‘i West O‘ahu, located in Kapolei on the island of O‘ahu, recently opened its doors in August 2012. Phase I construction included the library with a learning resource center, campus center building which houses student services and the dining room, a multi-purpose classroom building, a classroom/laboratory building, and a maintenance building.

The two-story, 60,000 square-foot library is truly the center of the campus. It boasts a print collection of over 31,000 titles, and 24/7 access to over 60 electronic research databases.

The library staff maintain three service desks (circulation desk/self-checkout systems, reference desk, and IT service desk), 48 public computers networked to three print stations, three group study rooms where students are able to connect their laptops to large television screens, and a 25-seat computer lab for class instruction.

'Ulu'ulu: Henry K. Giugni Digital Moving Archive is housed on the first floor of the library, and the Noeau tutoring center is temporarily housed on the second floor.

The 100 square-foot stained glass tower features the work of Kaua‘i artist Carol Bennett. Glass for the piece was imported from Germany, and the multiple circular motifs resembling ripples on the water reflect that life, like education, is a cyclical process.

James Campbell was a businessman who built his estate and company through his involvement in Hawai‘i’s sugar cane industry during the latter part of the 19th century. He acquired large parcels of land and became one of the largest landowners in Hawai‘i. In 1877, Campbell married Abigail Kuaihelani Maipinepine, who was descended from the Kalanikini line of Maui chieftains.

One of James Campbell’s real estate ventures was the purchase of 41,000 acres of barren land in Ewa in 1877 for $97,000. His colleagues, who felt the property to be of questionable value, viewed the purchase as a woeful error in judgment. However,
Campbell envisioned supplying the area with water. After commissioning the drilling of Hawai‘i’s first artesian well on his Ewa ranch, he supplied the arid area with water, allowing sugar cane to be grown on the Ewa Plain for the first time and generating huge profits. The well revealed water reserves that provide water to the Pearl Harbor and Honolulu areas to this day. He continued to invest in land in Hawai‘i until his death in 1900. He left an estate valued at approximately $3 million.

James Campbell was known for taking land assets that had been underestimated and, by virtue of his belief in the wise stewardship of land, would transform it into something that would provide a better quality of life for the people of Hawai‘i. With that philosophy, it is no wonder that a major project of the James Campbell Estate -- now known as the James Campbell Company -- was the gift of land upon which the University of Hawai‘i - West O‘ahu is built. The gift was a 1995 agreement between the State of Hawai‘i and the James Campbell Estate to swap 49 to 68 acres of State land at Hawai‘i Raceway Park for approximately 941 acres of estate land, which was approved by the Hawai‘i State Legislature and then-Governor Ben Cayetano in 1996.

Under the agreement, the land is for the university and other commercial, technical, scientific and recreational use. The University of Hawai‘i was reportedly required to set aside at least 200 acres total for educational use. The State was given a deadline to begin construction by the year 2011. This deadline was met when construction of the University of Hawai‘i West O‘ahu began in August 2010.

The partnership between the James Campbell Company and the University of Hawai‘i West O‘ahu is testament to the principle that made James and Abigail Campbell icons of Hawai‘i history. Whether it is transforming arid, barren terrain into productive agricultural land, or converting that land into what is now known as the University of Hawai‘i West O‘ahu, the legacy of James and Abigail Campbell exemplifies their ongoing work of creating something that provides a better quality of life for the people of Hawai‘i. It could be argued that without the generosity of the James Campbell Estate, the University of Hawai‘i West O‘ahu would still be only a dream yet to be fulfilled. The University of Hawai‘i - West O‘ahu now serves the population of the west side of the Island of O‘ahu that had historically been underserved in higher education. It is, therefore, fitting that the library at the University of Hawai‘i West O‘ahu be named for James and Abigail Campbell.
SPECIFIC ACTION REQUESTED:
It is hereby requested that the Board of Regents approve the naming of the University of Hawai'i West O'ahu (UHWO) Library in honor of James and Abigail Campbell and their significant impact on the establishment of the University of Hawai'i West O'ahu campus.
Item V.A.3.
Appointment to the Permitted Interaction Group for Board Participation in the Community Colleges Accreditation Institutional Self-Evaluation Report

Verbal Report
## FYB2015-17 General Fund Appropriation
(Base Budget Estimate)

<table>
<thead>
<tr>
<th></th>
<th>FY16</th>
<th>FY17</th>
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<tr>
<td><strong>UH – Mānoa</strong></td>
<td>$194,372,784</td>
<td>$195,571,866</td>
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<td><strong>UHM – JABSOM</strong></td>
<td>17,933,214</td>
<td>17,937,727</td>
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<tr>
<td><strong>UH – Hilo</strong></td>
<td>31,071,988</td>
<td>31,133,744</td>
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<tr>
<td><strong>UH – West O’ahu</strong></td>
<td>13,190,416</td>
<td>13,554,552</td>
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<td><strong>UH – Comm Coll</strong></td>
<td>119,990,760</td>
<td>121,458,842</td>
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<tr>
<td><strong>UH – Systemwide</strong></td>
<td>$49,389,105</td>
<td>$52,294,105</td>
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* Does not include statewide B&F appropriated allocations.
FYB2017-19 General Fund (Operating) UH-Requested Proposal

• Total Request: $28,700,000 in FY18 and $29,600,000 in FY19
• Aligned with four Strategic Directions:
  • Hawaiʻi Graduation Initiative
  • Hawaiʻi Innovation Initiative
  • 21st Century Facilities
  • High Performance Mission-Driven System
• Structured around themes that support Strategic Directions
  • Driving Student Success
  • Academic Innovation
  • Hawaiʻi Papa O Ke Ao
  • Graduate Assistant Salary Support
  • Hawaiʻi Innovation Initiative
  • UH Cancer Center
  • Facilities Management
  • Title IX, VAWA and Compliance
  • High Performance Mission Initiative
### Operating Budget Request

<table>
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<tr>
<th></th>
<th>FY17-18</th>
<th>FY18-19</th>
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<tbody>
<tr>
<td><strong>Board Request</strong></td>
<td>47.00 $28,700,000</td>
<td>47.00 $29,600,000</td>
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<tr>
<td><strong>Governor Approved</strong></td>
<td>16.00 $21,900,372</td>
<td>16.00 $21,834,372</td>
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<tr>
<td><strong>After GM2</strong></td>
<td>4.00 $5,000,000</td>
<td>4.00 $5,000,000</td>
</tr>
<tr>
<td><strong>HD1</strong></td>
<td>2.00 $270,000</td>
<td>2.00 $270,000</td>
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</tbody>
</table>

- **Governor’s Message No. 2 (GM2)** significantly reduced the Governor’s December budget request
  - Only $5,000,000 each year for Cancer Center remained
- **House Draft (HD1)** further reduces additional operating funds to UH
  - Adds six (6) school psychologists @ $100,000 each. 3 for Mānoa, 1 for Hilo, 2 for CCs
  - Transfers four (4) Extension Agents ($330,000) from CTAHR to State Dept. of Agriculture
  - Folds UOH110 (JABSOM) back into UOH100 (Mānoa)
  - Does not transfer ACM positions out of Systemwide Admin to campuses
FYB2017-19 Capital Improvement Funding Proposal

- Total Request: $216,528,000 in FY18 and $236,066,000 in FY19
- Request organized around project categories
  1. Major capital improvement projects (Major Projects)
  2. Renew, Improve & Modernize Projects (RIM Projects)
  3. Minor Capital Improvement Projects (Minor Projects) – UH-CC Only
  4. Planning Projects

<table>
<thead>
<tr>
<th>Category/Project</th>
<th>FY18</th>
<th>FY19</th>
<th>2-Year Total</th>
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</thead>
<tbody>
<tr>
<td>Major Projects</td>
<td>$67,400,000</td>
<td>$136,900,000</td>
<td>$201,300,000</td>
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<td>RIM Projects</td>
<td>135,700,000</td>
<td>91,200,000</td>
<td>226,800,000</td>
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<td>Minor Projects</td>
<td>10,000,000</td>
<td>10,000,000</td>
<td>20,000,000</td>
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<tr>
<td>Planning Projects</td>
<td>3,500,000</td>
<td>1,000,000</td>
<td>4,500,000</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$216,600,000</strong></td>
<td><strong>$236,100,000</strong></td>
<td><strong>$452,600,000</strong></td>
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</table>
## FYB2017-19 Capital Improvement Financial Progression

<table>
<thead>
<tr>
<th>Campus</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>2-Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH – Mānoa</td>
<td>$112,200,000</td>
<td>$119,300,000</td>
<td>$231,500,000</td>
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<tr>
<td>UH – Hilo</td>
<td>27,800,000</td>
<td>21,600,000</td>
<td>49,300,000</td>
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<tr>
<td>UH – West O’ahu</td>
<td>6,100,000</td>
<td>6,300,000</td>
<td>12,400,000</td>
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<tr>
<td>UH – Comm Coll</td>
<td>70,500,000</td>
<td>88,900,000</td>
<td>159,400,000</td>
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<tr>
<td>TOTAL Per Year</td>
<td>$216,600,000</td>
<td>$236,100,000</td>
<td>$452,600,000</td>
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</table>

### Deferred Maintenance Level (in millions)

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<tr>
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<th>FY2017</th>
<th>FY2018</th>
<th>FY2019</th>
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<tbody>
<tr>
<td>DM Balance Projection</td>
<td>$496.3</td>
<td>$501.5</td>
<td>$484.0</td>
</tr>
<tr>
<td>DM Balance Projection w/ ESCO</td>
<td>$496.3</td>
<td>$474.0</td>
<td>$401.5</td>
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</tbody>
</table>

Capital Budget Proposals

HD1 provides nearly the same amount of funding as Governor’s request but comprises approximately 50 line items instead of 1 lump sum. The majority of the projects align with UH priorities.

<table>
<thead>
<tr>
<th></th>
<th>FY17-18</th>
<th>FY18-19</th>
<th>2 year total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Request</td>
<td>$216,600,000</td>
<td>$236,100,000</td>
<td>$452,700,000</td>
</tr>
<tr>
<td>Approved by Governor</td>
<td>$150,000,000</td>
<td>$-</td>
<td>$150,000,000</td>
</tr>
<tr>
<td>HD1*</td>
<td>$129,833,000</td>
<td>$10,700,000</td>
<td>$140,533,000</td>
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</tbody>
</table>

* HD1 also provides $10 million in private contribution funds for Culinary Institute of the Pacific Phase II to match $20 million in GO Bonds
House Bill 100 HD1 Provisos


"[SECTION 48.1. Provided that of the general obligation bond fund appropriation for the creative industries division (BED105), the sum of $800,000 or so much thereof as may be necessary for fiscal year 2016-2017 shall not be expended until creative industries division develops a transition plan for the film studio to relocate to west Oahu in proximity to the university and for the Diamond Head studio property to revert to the administrative control of the University of Hawaii; provided further that the transition plan be approved by both the director of the department of business, economic development, and tourism and the chief financial officer of the University of Hawaii systems office]."


"[SECTION 48.2. Provided that of the general obligation bond fund appropriation for natural energy laboratory of Hawaii authority (BED146), the sum of $5,200,000 of so much thereof as may be necessary for fiscal year 2016-2017 shall not be expended until the natural energy laboratory of Hawaii authority works with the University of Hawaii community colleges and Kealakehe high school to develop an ocean thermal energy conversion curriculum to career pathway program]."
SECTION 17. Part V, Act 119, Session Laws of Hawaii 2015, as amended and renumbered by Act 124, Session Laws of Hawaii 2016, is amended by repealing section 51.1:
"[SECTION 51.1. Provided that of the general obligation bond fund appropriation for the University of Hawaii—West Oahu EB-5 loan repayment, Oahu (UOH700), the sum of $17,000,000 or so much thereof as may be necessary for fiscal year 2016-2017 shall be expended upon the board of regents approval of the transfer of at least 30 acres, but no more than 50 acres to the high technology development corporation, department of business, economic development, and tourism and the state film office by January 1, 2018]."

SECTION 18. Part V, Act 119, Session Laws of Hawaii 2015, as amended and renumbered by Act 124, Session Laws of Hawaii 2016, is amended by amending section 51.2 to read as follows:
"SECTION 51.2  Provided that of the general obligation fund appropriation for the University of Hawaii—West Oahu (UOH700) the sum of $35,000,000 shall be expended for the creative media center[; provided further that the department shall provide a report to the legislature regarding the partnership between the University of Hawaii—West Oahu and the department of business, economic development and technology to develop a master plan for the development of an integrated public/private creative media center is completed, initiative focused on west Oahu, which shall include the following:
(1) A formal agreement between all respective agencies on the responsibilities of each agency;
(2) A development plan to include expected costs and strategic partnerships between the public and private sectors;
(3) A plan by the university to assign coordination and leadership for statewide creative media programs at the University of Hawaii—West Oahu; and provided further that a report on the above requirements be submitted to the 2018 Legislature]."
SECTION 19. Provided that of the general obligation bond fund appropriation for the University of Hawaii, community colleges (UOH800), the sum of $10,000,000 or so much thereof as may be necessary for fiscal year 2017-2018 and the sum of $10,000,000 or so much thereof as may be necessary for fiscal year 2018-2019 shall be expended by the University of Hawaii, community colleges for the plans, design, construction, and equipment for the culinary institute of the pacific, phase II; provided further that the funds to be expended are matched by an amount, no less than $10,000,000, of private funds each fiscal year; and provided further that any unexpended funds appropriated for this purpose shall lapse to their respective funds.

SECTION 20. Part V, Act 119, Session Laws of Hawaii 2015, as amended and renumbered by Act 124, Session Laws of Hawaii 2016, is amended by repealing section 51.3:

"[SECTION 51.3. Provided that of the general obligation bond fund appropriation for University of Hawaii, systemwide support (UOH900) the sum of $48,625,000 or so much thereof as may be necessary for fiscal year 2016-2017 shall not be expended for the college of education if the college of education remains at the University of Hawaii at Manoa; provided further that of the $48,625,000, $3,000,000 shall not be expended until the university establishes and implements a master plan that seamlessly transitions students and their high school pathway program and community college credits to any four year state funded post-secondary education institution]."
Higher Education Committee Members

**Senate Higher Education Committee**
- Kaiali‘i Kahele Chair
- Michelle Kidani Vice Chair
- Will Espero
- Gilbert Keith-Agaran
- Brian Taniguchi

**House Higher Education Committee**
- Angus McKelvey Chair
- Mark Hashem Vice Chair
- Richard Creagan
- Sharon Har
- Kaniela Ing
- Takashi Ohno
- Richard Onishi
- Justin Woodson
- Lauren Matsumoto
2017 UH Legislative Package

SB 134 (UOH-01)
Prohibiting smoking, including the use of electronic smoking devices, and tobacco use on all University of Hawaiʻi campuses.

Note: Pending a hearing in HLT/HED

HB 1594/SB 1162(UOH-02)
“Hawaii Promise Program” which provides scholarships for the unmet need of qualified students at any UH community college campus. $2.5 million appropriation request.

Note: HB 1594 was heard on 3/14 in Senate HRE and deferred until 3/21

HB 424 (UOH-03)
Reinstates the President of the University as the chief procurement officer for contracts for construction and professional services furnished by licensees under chapter 464.

Note: Pending a hearing in HRE/GVO
2017 UH Legislative Package (cont.)

HB 847/SB 137 (UOH-04)
Provides legal authority to enable the UH to create, promote, and participate in new economic enterprises that use university research and provide workforce opportunities for affiliated university personnel.

*Note: HB 847 will be heard on 3/17 in Senate HRE/ETT; SB 137 was heard on 3/14 in House HED and passed with amendments*

HB 425 (UOH-05)
Clarifies that certain sections of the State Ethics Code shall not apply to technology transfer activities.

*Note: HB 425 was heard on 3/14 in Senate HRE and passed with amendments*

Failed to meet deadlines (UOH-06)
Aligns the processes to which the BOR conducts its business to fall under the "open meeting" process under the Sunshine Law under Chapter 92, rather than by the "rule making" process under Chapter 91.
2017 UH Legislative Package (cont.)

HB 427 (UOH-07)
Establishes a dark night skies protection advisory committee to assist the University of Hawaii in the development of a statewide dark night skies protection strategy to preserve dark night skies and reduce light pollution.

*Note: HB 427 will be heard on 3/20 in Senate HRE/AEN*

HB 428/SB 141 (UOH-08)
Enables the John A. Burns School of Medicine to continue receiving a portion of the physician workforce assessment fee.

*Note: HB 428 will be heard on 3/16 in Senate HRE/CPH; SB 141 was heard in House HED on 3/14 and deferred until 3/21*

HB 850 (UOH-09)
Repeals legislative reporting requirements that are either obsolete or unworkable. These include: HRS 304A-1144 (Construction Academy); HRS 304A-3305 (Nursing Scholars Program); Act 187, SLH 2012 (Hawai‘i Health Corps Program); and Act 281, SLH 2007 (P-20 Initiative Council).

*Note: HB 850 was heard in Senate HRE on 3/14 and deferred until 3/21*
HB 849 (UOH-11)
Repeals the sunset provisions set forth in Chapter 40, allowing the University to continue to maintain a separate accounting and financial management system that is compatible with the State of Hawai‘i accounting and financial management system.

*Note: HB 849 was heard in Senate HRE on 3/14 and passed with amendments*

HB 848(UOH-12)
Encourages and facilitates the development and use of microgrids at the various campuses and facilities operated by the University of Hawai‘i System.

*Note: Pending a hearing in HRE/TRE*
Other Notable Bills

SB 1161 SD1 – Contents for insertion – Regents change + Tuition cap
Requires that two members of the University of Hawaii board of regents be faculty members. Prohibits the University of Hawaii board of regents from increasing tuition fees until an unspecified date. Establishes a cap on the University of Hawaii’s general fund appropriation for operating expenses for the next five fiscal years.

*Note: Contents of SB 1161 SD1 is being proposed for HB 424 HD1 Proposed SD1 and will be heard in Senate HRE/GVO on 3/21*

SB 419 SD2 HD1 – Selective Service
Requires compliance with the Military Selective Service Act to be eligible for enrollment at UH, to qualify for state financial assistance for post-secondary education, or to be eligible for state or county employment or service.

*Note: SB 419 will be heard on 3/21 in House HED*

HB 794 HD1 – Establishing a UH Green Energy Special Fund
Establishes the University of Hawai’i Green Special Fund to fund energy conservation measures to reduce the University’s energy consumption and costs.

*Note: HB 794 will be heard on 3/21 in Senate HRE/TRE*
The Candidate Advisory Council submitted names to fill the following Board of Regents seats for terms to begin July 1, 2017:

- City & County of Honolulu (currently filled by Regent Simeon Acoba)
- At-Large seat (currently filled by Regent Benjamin Kudo)
- Kauai County (currently filled by Regent David Iha)
- Hawai‘i County seat (currently vacant)

The Governor has until March 31, 2017 to submit his nominations to the Senate for the above mentioned seats.
Legislative Calendar

March 9: First Crossover
March 15: Budget Crossover
March 24: Second Lateral (for bills)
March 31: Last day for the Senate to Receive Advise & Consent from the Governor (Boards/Commissions)
April 7: Second Decking (for bills)
April 13: Second Crossover (Bills)/Disagree
April 27: Final Decking (Non-fiscal bills)
April 28: Final Decking (Fiscal bills)
May 1: Deadline to final Advise & Consent Reports
May 4: Adjournment (Sine Die)
Conclude
Hawaii is a special place where diverse people and communities live, work, learn and play together in a sustainable manner. Hawaii's economy is vibrant and globally competitive, characterized by inspiring living-wage jobs. Inspired by its host culture, Hawaii treasures and protects its amazing environment as it promotes a high quality of life for all its people.

The University of Hawaii system is the single most important contributor to the future of Hawaii. The people of Hawaii appreciate the excellence throughout UH, understand its value to the state and show their pride in their university system. UH campuses are recognized for their excellence and value and are destinations of choice within Hawaii and beyond. The UH System is the premier integrated higher education system in the country.

The University of Hawaii System

The University of Hawaii (UH) is the sole provider of public higher education in the State of Hawaii and embraces the mission of Land Grant institutions across the country. It has an extraordinarily wide range of responsibilities ranging from educating every resident of Hawaii, regardless of preparation, to training doctors, lawyers, teachers and engineers—while stimulating the economy and providing the intellectual capacity to address Hawaii's challenges and opportunities. When asked whether UH is committed to education, training, research or service the answer is and must be "yes, all of the above." UH as a whole cannot ignore any part of its mission—from workforce development to educating 18-year-olds to developing new economic sectors that create meaningful jobs. Not every part of UH can or should engage in every part of this mission across every disciplinary area.

The UH System enjoys a unique opportunity through the integration and alignment of the work of its community colleges, baccalaureate institutions and its flagship research university. UH can work collaboratively and efficiently to meet the diverse needs of Hawaii's communities. It is essential for UH to weave the capacities and interests of its diverse campuses and faculties if it is to achieve its vision.

This integrated academic and facilities plan is intended to provide a comprehensive plan for how the campuses will develop and work together to ensure that the entire mission of the UH System is addressed without undue duplication or inter-campus competition. In the current fiscal environment, each
campus cannot be all things to all people. The UH System must prioritize and evaluate all programs to provide that which the state needs most.

This document provides guidance on which programs belong on each campus and which buildings should be prioritized for construction or modernization. It provides the framework for decision-making in Hawai‘i’s integrated system of public higher education in today’s economic environment. This document is not the specific academic or facilities plan for each or any campus, but provides guidance for all such plans.

Systemwide Guiding Principles and Priorities

These principles and priorities are intended to guide UH’s approach to serving the people of Hawai‘i and the world, and how it applies its fiscal, human and physical resources efficiently, coherently and collaboratively.

• UH supports and rewards collaboration across all programs and activities. New silos are discouraged and current silos are eliminated or reduced. The university prioritizes and integrates systemwide articulation and transferability in all academic planning.

• Duplication of academic programs takes place only with intention and sound justification. All programs are planned in a fiscally sound and sustainable manner and placed in appropriate locations. Considerations include type of program and mission, regional and statewide demand and availability of physical space, facilities and land.

• UH is committed to shared use of facilities, particularly costly and specialized facilities. New capital projects must maximize long-term flexibility and include shared classrooms and resources to make the best use of institutional space. Campus space belongs to the university, not to a department, school or person.

• UH land is an asset of the UH System, not each campus. UH will develop a systemwide plan for real estate assets that respects each campus mission while maximizing opportunities.

• UH will increase and diversify enrollment. Centralized enrollment management support can enhance campus efforts with clear lines of responsibility, authority and accountability.

• UH is committed to prioritizing its investment of fiscal resources to support academic programs and facilities that reflect the principles and priorities set forth in this plan. It is anticipated that these principles will be incorporated into biennium budget planning, annual operating budgets, 6 year CIP plans and academic program approvals and reviews.
The Four Academic Units

This section applies the vision, framework and principles to each of the major academic units of the university system: UH Mānoa, UH Hilo, UH West O'ahu and the UH Community Colleges. It provides an assessment of where the units are now, as well as implications for the future.

UH Mānoa

UH Mānoa is the cornerstone of Hawai'i's system of higher education. It is an internationally recognized and globally competitive research university with programs of excellence that emphasize Hawai'i's many strengths and advantages of location, population and geography. UH Mānoa's research and scholarly activity attract substantial extramural funding to the state, foster the development of new businesses and generate high paying jobs. The research enterprise is itself a significant employer and brings unique insights to major local and global challenges and opportunities. UH Mānoa attracts internationally competitive research-intensive faculty who attract the best students. The research and scholarship mission should continue to grow in areas of excellence and emphasis, including areas of scholarly leadership and strategic importance to Hawai'i.

At present, UH Mānoa is not widely seen as the destination of choice for the very best undergraduate students, local and beyond, as would be expected of a research university of its caliber. Until recently, the university had to be all things to all students as the only baccalaureate granting college on O'ahu. This can change with the development of UH West O'ahu and growth at UH Hilo. But the undergraduate experience at Mānoa will also have to change.

UH Mānoa desperately needs state-of-the-art classrooms and laboratories that are environmentally and financially sustainable.

Research activities and the undergraduate experience need to be more fully integrated across disciplines and the campus as a whole. This will create more student and community engagement, thereby leveraging the unique capacity of this great research university.

As Mānoa continues to develop as a destination of choice for the best students, the admission standards may evolve to more closely reflect those typical of the world's best research-intensive universities. Not only will Mānoa become more attractive to the best local high school graduates, it will also attract more top national and international students. This process must strengthen the unparalleled diversity that is a hallmark of UH Mānoa.
UH Mānoa must also continue to meet the professional workforce needs of Hawai‘i in areas such as education, medicine, nursing, law, business, social work and engineering. Work must continue to integrate education and scholarship, across disciplines, and to develop the next generation of Hawai‘i’s leaders.

Implications for UH Mānoa enrollment

Undergraduate enrollment management should focus on:

- Increasing market share from Hawai‘i’s high school graduates including competing strongly for more of the very best local students.
- Distinctive Early College pathway programs that leverage unique Mānoa assets and capabilities.
- Increasing numbers of mainland U.S. students, starting with Western Undergraduate Exchange (WUE) students.
- Increasing numbers of international students.
- Building more robust recruiting and success programs for transfer students from UH community colleges that leverage and enhance the strong articulation agreements and curriculum pathways already in place.
- Improving retention and persistence of enrolled students.

Graduate enrollment management should focus particularly on attracting the best students to UH Mānoa graduate and professional programs defined as strategic. UH Mānoa can do more to recruit its own undergraduates to graduate programs as well as those from UH Hilo and UH West O‘ahu, which should be seen as sources of graduate student recruitment. Graduate enrollment management is also tied to the availability of graduate student support and the recruitment and retention of world-class faculty.

Implications for UH Mānoa facilities

The lack of modern, well-maintained facilities and spaces has become a substantial deterrent to attracting the best students and faculty. Aging facilities and a deferred maintenance backlog of some $500 million present potential risks to health and safety, public perception and reputation.

The emphasis over much of the past decade has been on the need to reduce the deferred maintenance backlog. However, a broader emphasis is now needed on modernization and optimizing space utilization. Students and faculty need more high-quality space. To address this, UH Mānoa must repurpose and modernize campus spaces to support priority programs and meet student and faculty needs. Aligning major renovations and new construction with strategic high priority needs is as important as eliminating the specific items in the deferred maintenance backlog. Fixing a leaky roof without also updating the classrooms or laboratories is not an approach that supports excellence in teaching or research.

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This work must focus on the footprint that is actually required to meet the mission of the campus; campus redevelopment must reflect focused priorities. Historically, capital renewal has been approached with the assumption that existing buildings will be replaced or renovated to serve existing uses and individuals. This philosophy must change, and campus modernization should support shared facilities, classrooms, and labs, wherever possible. UH Mānoa must enhance the student experience and create high-quality learning environments consistent with current research. Flexible, digitally enabled spaces that foster collaboration, interaction, innovation and integration across disciplines are essential. Greater flexibility and adaptability will enable the campus to respond to changing needs and future requirements. This also means rethinking space as university space, rather than college, departmental or individual space.

The renovation and replacement of buildings also provides an opportunity to become more sustainable and energy efficient. Many of the buildings currently planned for renovation or replacement either do not have air conditioning systems or have inefficient retrofitted air conditioning. Louvered windows contribute to dust and noise in classrooms and laboratories. Renovation of these buildings will result in utility savings while reducing the deferred maintenance backlog and supporting enhanced teaching and research.

Serious consideration should be given to the evolution over the next decades of the entire UH Mānoa campus—from the lower campus to the upper campus to the Institute for Astronomy and Faculty Housing. A new master facilities plan will provide the impetus for the creation of inspiring spaces. Uniquely located in iconic Mānoa Valley, the flagship UH Mānoa campus can serve as a diverse source of innovation and education. Through strategic planning and public-private partnerships, the 300-plus acre campus can be transformed into a vibrant university campus that integrates world-class education and research with a mixed-use “college town” and community spaces.

Implications for UH Mānoa programs

UH Mānoa must focus on areas of selective emphasis and excellence. It can begin to transfer programs developed at Mānoa that may now be best delivered by other campuses within the UH System. It should also consider for termination degree programs and course offerings that lack critical mass or relevance. Due to resource constraints, students may simply need to access certain courses and programs from other UH campuses, including via distance or online learning.

The initiative to realign UH Mānoa’s academic organization provides an opportunity for positive change. The academic redesign initiative must focus on objectives that will advance the campus, such as: provide appealing and relevant educational programs that attract students and help them succeed in their lives; address current and emerging workforce opportunities and help strengthen
Hawai‘i’s economy; enable Mānoa to better address the grand challenges facing Hawai‘i and the world; increase campus competitiveness for major research awards; and more strongly project research opportunities into undergraduate education. The academic redesign must encourage and support UH Mānoa’s continued advancement as a world-class research university through increased integration of education and research, including across disciplines. It should include an analysis of units with overlap of mission and expertise and/or that have common resource and facility needs.

UH Hilo

UH Hilo is characterized as a comprehensive, regional university. Scholarship and research are an important part of faculty work and student engagement, but the primary focus of the campus is on providing high quality baccalaureate and limited postgraduate education. In carrying out this mission, UH Hilo offers programs that take advantage of the unique physical and social characteristics of the island, attracting and serving Hawai‘i Island students who are qualified for baccalaureate entry and seek opportunities for experiential learning. This includes non-traditional students, some of whom attend part-time.

While a primary target for UH Hilo is residents of the Big Island, its programs should also be attractive to prospective students from other islands, the mainland U.S. and other countries. University-bound students from O‘ahu in particular may select UH Hilo not only for its distinctive undergraduate programs but for its rural setting, its intimate character or for their interest in leaving home without leaving the state.

Currently UH Hilo offers two PhD programs, the Doctor of Pharmacy degree, and three master’s programs, all of which are unique within the UH system. UH Hilo also offers the Doctorate of Nursing Practice program with a rural focus. UH Hilo will continue to offer its unique programs and efforts at the postgraduate level will focus on maintaining the quality and relevance of these graduate programs and ensuring appropriate enrollments for the foreseeable future.

Implications for UH Hilo enrollment

UH Hilo has the physical facilities to support more students than it currently enrolls and should plan to grow both to meet the needs for a more educated populace and to be more economically viable. Enrollment growth should focus on:

- Increasing market share of baccalaureate bound students from Hawai‘i Island and throughout the state. Early College programs can help.
- Expanding transfer pathways for community college students, which will require improved alignment of requirements.
• Increasing recruitment of international and national students into programs of excellence or distinctiveness. In particular, UH Hilo can offer students from Western Undergraduate Exchange (WUE) states exceptional value, as well as residential living.
• Increasing enrollment of West Hawai'i students served online and in person through Hawai'i Community College's Pālamanui campus.
• Improving retention and persistence of enrolled students.

Implications for UH Hilo facilities

UH Hilo has largely completed its major construction plans. It is important to ensure that the campus does not develop a substantial deferred maintenance backlog. More significantly, the campus must ensure that teaching and learning spaces reflect modern technology and practice.

UH Hilo enjoys a wealth of real property assets. The Hilo Research and Technology Park represents a future opportunity. The highest current priority for land development is the creation of a commercial mixed-use district near the new residence hall to begin to create additional campus life opportunities while generating at least a modest revenue flow. Efforts to date to achieve this through a public-private partnership have not succeeded. Alternative strategies might include improved integration with other county and state initiatives.

Implications for UH Hilo programs

The focus for UH Hilo will be on baccalaureate programs and its current select postgraduate degrees, which are not available on the island via distance delivery. UH Hilo can serve more student needs on Hawai'i Island by continuing to design and offer degree programs that articulate with Hawai'i Community College and that can be delivered via Pālamanui, the North Hawai'i Education and Research Center and beyond. UH Hilo must also better align its general education core with the rest of the UH System to improve transfer options for community college students.

UH West O'ahu

UH West O'ahu also has a community-based regional mission. UH West O'ahu provides baccalaureate degrees to students who live and work in the region and to those who choose to access its distinctive programs on campus or via distance learning. It has a primarily instructional mission with a professionally active faculty.

As the youngest baccalaureate campus, UH West O'ahu has the opportunity to evolve in some unique ways. It has developed a special applied focus critical to Hawai'i that should become a strong, recognized and distinctive component within the UH System. UH West O'ahu has a number of degree programs and
concentrations that emphasize practical applications including creative media, cybersecurity, facilities management, sustainable community food systems and insurance. Many of these include very efficient applied baccalaureate degree pathways for community college transfer students. UH West O‘ahu’s interdisciplinary academic structure (without departments) enables the campus to remain academically nimble. Focusing on applied and technical programs, including potentially relocating some of UH Mānoa’s highly applied professional programs, may strengthen UH West O‘ahu, serve the region and enable UH Mānoa to focus on its primary mission as Hawai‘i’s research university.

As the baccalaureate campus with the highest percentage of distance and online courses and programs, and the highest percentage of part-time students, UH West O‘ahu has the opportunity to recruit and support “non-traditional” students on all islands. West O‘ahu can more readily pioneer new models of education and more actively target older and part-time students than the other baccalaureate campuses do today. Instructional approaches such as competency-based education and Prior Learning Assessment may be particularly appropriate, complementing distance and online learning opportunities. Implementation of alternate forms of scheduling may be more inviting to part-time students, such as active duty and retired military, many of whom live and work in the region.

Implications for UH West O‘ahu enrollment

UH West O‘ahu is small and needs to increase its enrollment, to meet the needs of a demographically growing region and to gain economies of scale. This growth should focus on:

- Continuing to focus on community college transfer students.
- Aggressively seeking increased participation of baccalaureate bound high school students from Leeward and Central O‘ahu and the North Shore. Early College career pathway programs can help.
- Continuing development and recruitment of students from throughout the state into distance and online programs.
- Recruiting underserved populations, including military and retired military.
- Recruiting international students.
- Improving retention and persistence of enrolled students.

Implications for UH West O‘ahu facilities

UH West O‘ahu does not currently have the buildings and facilities to accommodate growth. Two new buildings are now funded; the administration and health sciences building has broken ground, and the creative media building is in the planning stage. These current plans for two new buildings are consistent with the focus on the development of applied baccalaureate programs.
Unlike UH Mānoa, West O'ahu has substantial land assets to accommodate future growth and collaborative activities with other campuses and the community. One example might be a University Center at UH West O'ahu that would enable students in the West O'ahu service region to benefit from programs offered by other UH campuses.

As with UH Hilo, it is important that deferred maintenance or outdated facilities do not emerge as future issues for the new campus.

More important for UH West O'ahu is to complete, in partnership with the UH System, comprehensive master planning for the substantial land assets. The new high-level land plan lays out a general framework for development of the makai campus as well as the non-campus lands. The non-campus lands will be developed through a public-private partnership. Strategic opportunities include the presence of two mass transit stations at UH West O'ahu and development of faculty and student housing that can serve the entire UH System.

Implications for UH West O'ahu programs

There should be a tight link between West O'ahu, its regional service area and workforce demand through programs that embrace 21st century innovation and provide needed technical and management skills. Monitoring and anticipating workforce needs in this evolving region will be critical to the region and the fiscal sustainability of the campus.

The current integration of community college technical programs with the applied baccalaureates at UH West O'ahu through 2+2 and 3+1 collaborations is a highly efficient approach to the delivery of technical credentials without duplication. This approach can be meaningfully extended with the addition of one or more baccalaureate STEM completion programs that serve the region.

West O'ahu avoids duplicating degrees offered by UH Mānoa and focuses on more applied and general degrees that are distinctive and serve its region. There may be select degrees offered by Mānoa that are required to strengthen and enhance UH West O'ahu's applied programs and address specific educational needs of the region. Over time, a limited number of applied master's degrees that meet these criteria may also be appropriate for development. It may also be appropriate to relocate particular applied programs from UH Mānoa to UH West O'ahu.

Community Colleges

The UH Community Colleges are critical in expanding access to higher education. The community college mission is enabled by open admissions, affordable costs, easy geographic access and robust programs and services to address college readiness.
The UH Community Colleges play a major role in Hawai‘i’s workforce development by providing degree and certificate programs in multiple career and technical fields. Students may use these skills for immediate employment. As pathways are developed and refined, these credentials increasingly provide the basis for transfer to a technical bachelor's degree at UH West O‘ahu. The UH Community Colleges also address workforce needs across the state through non-credit programs, short-term training and professional development.

In addition, the baccalaureate pathway for community college students is well articulated, and several policies (common general education, dual enrollment, articulated major pathways, guaranteed admissions, etc.) provide opportunities that are beyond those of other higher education systems. Through many collaborative programs, community college students often engage with their baccalaureate student counterparts and university faculty on other campuses of the UH system.

Implications for UH Community Colleges enrollment

The UH Community Colleges experienced a 40% enrollment increase during the recession, an increase that has since decreased to about 20% above pre-recession levels. In considering enrollment, the UH Community Colleges must focus on:

- Helping address the Department of Education’s (DOE) goal to increase the college-going rate from 54% to 65% of its graduating class. Most DOE students not currently going on to college would likely first attend a UH community college.
- Targeting working adults. Data suggests that Hawai‘i under-enrolls adults in comparison to comparable mainland U.S. community colleges. Serving these largely part-time students would rely heavily on online education, workplace or community-based delivery, evening classes and/or special cohorts. Transfer pathways to UH’s baccalaureate programs should also be provided.
- Eliminating the enrollment gap for Pacific Island students, one of Hawai‘i’s fast-growing population segments, who are currently underrepresented in higher education.
- Building more of the successful international programs, with particular emphasis on bridging programs to the baccalaureate campuses.
- Committed to increasing the persistence of students to the second year and on to completion.

Implications for UH Community College facilities

The deferred maintenance backlog at the community colleges is scheduled to be eliminated over the next three years. As with the other campuses, there remains
the importance of ongoing modernization to ensure that teaching and learning spaces meet current needs.

The highest priority in physical planning for the UH Community Colleges is to decide the direction and location(s) of Hawaiʻi Community College. The current Hawaiʻi CC site in Hilo is no longer acceptable. The path to a 21st-century future for Hawaiʻi CC needs to be affordable and should take full advantage of the proximity of UH Hilo so that high cost facilities, such as the library, can be shared. The new Pālamanui branch campus is now serving students in West Hawaiʻi and will need to grow organically with enrollment.

The second priority for facilities development within the UH Community Colleges is for a replacement science and technology building at Honolulu CC. This long overdue facility has been postponed because of the City & County requirement for upgrades in the Honolulu's sewage infrastructure, which are at last underway.

**Implications for UH Community Colleges programs**

The UH Community Colleges offer three applied baccalaureate degrees at UH Maui College to meet local workforce needs. Given the ability to develop 2+2 and 3+1 partnerships with UH baccalaureate campuses, there are no plans for further baccalaureate degree programs at UH Maui or other UH community colleges.

Technical programs are driven by local workforce demands and requirements. Planning tools and processes are now being developed and releases to ensure that data about Hawaiʻi's current and emerging economy, as well as the perspectives of Hawaiʻi business and industry, can play an important part in UH planning to respond to statewide workforce needs.

**Next Steps**

The next sections describe some of the actions necessary to implement this integrated academic and facilities plan, including activities already underway.

**Implementation of a New Program Approval Process**

The new program approval process will include a new initial assessment as to whether a proposed program is consistent with the mission and principles of this plan. This will help align program offerings more clearly and ensure appropriate placement of programs, reduce duplication and increase curricular pathways across the system. Only after this preliminary approval will a campus develop more a more formal new program proposal.

At the same time, the program proposal process must be streamlined and support far greater agility and responsiveness than today. UH needs to be able to

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quickly initiate new programs that respond to market demands, particularly when there are few or no new resource requirements. A new approach to describing the resource requirements and implications will be part of the process to provide better focus on overall resource use and allocation within the proposing academic unit.

The program review process will also be modified to assure that existing programs are functioning effectively and efficiently in a manner consistent with the principles of this systemwide integrated academic and facilities plan.

**UH Systemwide Collaboration for Distance and Online Learning**

Distance and online learning can help address some of the needs of Hawai‘i residents without increasing the burden on UH facilities or requiring new programs in multiple locations. The development of an action plan to address distance learning is underway with implementation planned beginning in the 2017-18 academic year.

UH already has a robust set of courses and programs offered primarily via online delivery and interactive television. Many of UH Manoa’s professional schools serve the entire state through distance learning, and UH West O‘ahu delivers many of its baccalaureate degrees and certificates to the neighbor islands. However, there has been no recent comprehensive update to planning for the systemic use of distance learning to affordably and effectively address the full range of high priority needs of the state. This includes workforce needs as well as the interests of many resident in lifelong learning opportunities.

A fundamental principle underlying UH distance learning for over 25 years has been that all campuses collaborate to serve Hawai‘i’s students. UH has a strong tradition of working together to support distance learning students through its University and Education Centers. Campuses with distinctive programs have been charged to embrace their responsibilities to serve not just those who are able to physically attend on-campus classes but students throughout the state.

A renewed planning initiative also provides the opportunity to re-examine the role and configuration of UH’s University Centers. UH pioneered this concept in the 1990s with distributed offices to support the delivery of baccalaureate and master’s degrees to three neighbor islands. The concept should perhaps now be expanded to include all sites and all campuses to support a more complete statewide framework for the delivery of programs. With this renewed development of strategic distance learning programs, UH must also develop a cohesive systemwide student support, communication and marketing strategy.

The new distance and online learning action plan will:
• Identify degree and certificate programs that should be delivered via distance and online learning to ensure that students statewide have access.
• Identify key transfer and major courses that should be delivered consistently on a known schedule to ensure that all students enrolled in a baccalaureate transfer pathway have access to major courses in a timely manner.
• Develop online baccalaureate and associate degrees that are attractive to Hawai‘i students who currently enroll in for-profit online institutions at higher costs, often incurring substantial debt.
• Identify any unique signature programs that can be developed, offered and marketed to external non-resident populations.
• Redesign and upgrade intake and support services to ensure the success of an increasing number of distance learning students.
• Redesign key courses and programs by adapting them pedagogically and structurally to fit the needs of non-traditional students.
• Develop and execute a statewide marketing and communication approach.

Systemwide Academic Planning and Sector Convenings

Effective and responsive academic planning in many areas requires strong partnerships with business and industry to understand the demand for qualified graduates, the skills those graduates need to be successful, and the dynamics of local industry. At the same time, in a time of limited resources units across the UH system must work together to provide an integrated suite of offerings to meet community and workforce needs without duplication. UH must accelerate and systematize its engagement both across campuses and with community stakeholders.

UH has initiated an industry sector engagement program to identify unmet and emerging needs in the state. A web-based sector/labor mapping tool was developed locally and is now being used to engage leaders of all major economic sectors in a formal, cyclical fashion. The new tool organizes all the jobs in the state of Hawai‘i into sector groupings. Each job has its own web landing page that includes: current demand, projected demand, salary ranges, degree levels required by industry, skill sets required, and a listing of companies that are hiring.

The leadership of the banking sector and the chief information officers from all major sectors were the first to have been engaged in formal meetings around this tool, and more industry sector convenings are planned. This is already proving to be a powerful approach when used to inform systemwide academic planning around key workforce areas, and the intention is that these convenings will be a regular, recurring component of academic program planning.
The industry sector convenings and labor mapping tool provide valuable insights on the greatest current emerging workforce needs in specific regions. UH must use this information to meet those needs in a manner consistent with this systemwide integrated academic and facilities plan. UH must systematize how its differentiated campus roles play out to meet the needs of students and employers. For example, UH does not currently have a comprehensive view of the roles and responsibilities of UH campuses to meet the needs of the hospitality sector, Hawai'i's largest industry. This applies similarly in key employment areas such as: education, nursing, agriculture, information and communication technologies, creative media and engineering.

Internal university convenings have started to collaboratively address critical shortages of K-12 teachers across the state. These meetings have been focused on creating and articulating clear pathways for both traditional students and returning students. The goals for such convenings include articulating clear and collaborative programming/pathways across the system, developing program pathways for those currently in classroom support roles who wish to obtain licensure and exploring ways UH can provide support to current teachers. An initial convening has taken place to explore programming for the hospitality sector.

As with the work in education, additional internal university convenings focused on systemwide academic planning for a specific sector must identify the needed curricular offerings and drive coherent credential pathways among campuses. These pathways can also extend into preparatory programs in high school through collaborations with the DOE. UH has the remarkable opportunity to offer a range of programming across campuses without unnecessary duplication.

Systemwide Academic Planning must:

- Provide information and insight about state workforce needs and student demand.
- Promote clarity and consistency between and among campuses that drives program placement, reduces unnecessary duplication, and maximizes student pathways and opportunity, including by collaboration with K12 partners.
- Guide strategic use of all resources including people, facilities & space, and dollars.

Major changes and/or shifts in programs consistent with this plan must be carried out in an orderly and phased approach, in accord with applicable policies, accreditation requirements and collective bargaining agreements.

**Enrollment Management**
UH must reverse the enrollment declines of the past five years. This plan lays out target populations for each campus, but UH needs a comprehensive and modern institutional approach to enrollment management. Enrollment management is well understood nationally and in many parts of UH. Work is underway on a systemwide enrollment management action plan, and a number of UH campuses have made increasing enrollment among their highest priorities.

Enrollment management includes recruitment, admissions, financial aid, retention, persistence and student outcomes. This work is increasingly data-driven and must be strategically aligned with the mission and goals of each campus. While much of the work must occur at the campus level, key roles for systemwide collaboration and leadership include:

- Providing data analytics and predictive modeling to identify target populations and strategies that will retention and student success across major units.
- Working with the DOE to increase the “going rate” of Hawai‘i high school graduates to UH campuses through active marketing, coordinated engagement with college and career counseling programs and expanded dual credit programs such as Early College.
- Coordination of collaborative marketing initiatives such as inviting every public high school junior to visit a UH campus.
- Increasing the number of high school and UH students who complete the Free Application for Federal Student Aid (FAFSA).
- Alignment of campus admission and transfer standards and processes.
- Simplification of internal transfer processes including for Early College students to increase numbers of transfer students.
- Reviewing and revising system policies that impact campus enrollments.
- Developing sensitivity analyses of the impact of tuition rates and related factors on attendance across the system.
- Maintaining and reporting on enrollment in a consistent manner, including for specific target populations across major units.

Facilities Planning

There is much more to be done in developing concrete actions around facilities planning. Some of this will evolve within the campus strategic and facilities plans, but much of it must involve system coordination of planning with unit leadership.

Seven of UH’s ten campuses are in a relatively steady state. The master plans for UH Mānoa, UH West O‘ahu and Hawai‘i Community College need comprehensive updates for development or redevelopment. Work is underway on these planning efforts, including Long Range Development Plans (LRDPs).
UH Mānoa's has a new planning initiative that will result in a new facilities master plan that will drive the next LRDP. This will include developments from lower to upper campus and into Mānoa valley.

The UH West O'ahu planning initiative includes the makai campus lands and the proposed University Village public-private partnership. In addition, planning for the mauka lands addresses opportunities for alternative energy development, community-based agricultural and educational advancement and support of access to the new Honouliuli National Monument.

Strategic planning for facilities at Hawai'i CC has been underway for Hawai'i for several years and is now reaching completion. The financial challenges facing UH and the state that limit major capital improvement initiatives, coupled with leveraging technology, may support the advancement of a new model for a 21st century community college serving Hawai'i Island.

Moving forward, all campus land and facilities plans must align with this integrated academic and facilities Plan. Development at the seven campuses that are in a relatively steady state must follow their individual campus LRDPs and the new rolling 6-year UH Capital Improvement Projects Plan, which aggregates the needs and priorities of all ten UH campuses.

Recognizing that the built environment drives operating costs, new construction requests on any campus must be justified based on demonstrated utilization of what is already available. A pioneering space utilization study is underway at UH Mānoa to create a comprehensive information system that will help the campus understand how all building space is currently used and inform decision-making. This methodology can be extended systemwide. Moving forward there must be increased sharing of space, especially specialized space, on and even between campuses.

Securing the funding needed to modernize the UH Mānoa campus may be one of the most significant challenges facing UH and the state. In addition to demonstrating high performance in planning and construction, UH must understand how much space is needed and ensure that all non-state sources of funding are leveraged.

Whenever possible, opportunities for creative financing and revenue generation, such as through public-private partnerships and Transit Oriented Development (TOD), should be explored as alternatives or supplements to public funding. TOD opportunities exist at UH West O'ahu, Leeward CC, and at Honolulu CC. Public-private partnerships opportunities should be pursued to enhance campus development and generate revenue at UH West O'ahu, UH Hilo and UH Mānoa.
The considerations above will drive a new approach to prioritization and planning of facilities and capital improvement across the UH System with an increasingly statewide perspective.

Institutionalizing Implementation

Following adoption of this plan by the Board of Regents, the plan will be used to update and conform relevant regents policies, executive policies and administrative procedures. This work will begin with a review of policies in academic, facilities and financial planning.

The administration will develop an implementation plan that will be presented to the Board of Regents and will provide annual updates on progress in implementing the plan.

It is intended that this plan will be reviewed at least every two years and updated as appropriate.
Item VI. A.1.
Executive Session
Honorary Degree Nomination

Item to be Discussed in Executive Session
Item VI. B.1. Executive Session
Status Report on Litigation

Discussion Only
(No Materials)
In 2005, the William S. Richardson School of Law established the Center for Excellence in Native Hawaiian Law, originally funded by a grant under the Native Hawaiian Education Act. Ka Huli Ao Center for Excellence in Native Hawaiian Law has undertaken an ambitious and wide-ranging program to educate law students, attorneys, and the greater Hawai‘i community on issues that directly affect Native Hawaiians. With vital ramifications for Hawai‘i and with significant implications far beyond our shores, in its short existence, Ka Huli Ao has made noteworthy impacts on research, scholarship, and discourse on a wide range of issues, including the legal status of Native Hawaiians, culture, land, and natural resources. Since 2010, Ka Huli Ao has also awarded certificates to 90 graduates specializing in Native Hawaiian Law, who are required to undertake a specific course of study focusing on Native Hawaiian law.

Today’s presentations provide an overview of the development of the law on issues central to the protection of Native Hawaiian culture and of our collective natural and cultural resources.

**E HO‘OKŌ KĀKOU I KO KĀKOU KULEANA HANA**
*We Carry Out Our Individual and Collective Responsibilities*

**AGENDA**
March 23, 2017

<table>
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<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>1:30 – 1:40 pm</td>
<td><strong>Opening &amp; Introduction</strong>&lt;br&gt;Prof. Melody Kapilialoha MacKenzie</td>
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<tr>
<td>1:40 – 2:20 pm</td>
<td><strong>Topic 1 - Native Hawaiian Traditional &amp; Customary Practices</strong> &lt;br&gt;Prof. David M. Forman</td>
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<td>2:20 – 3:00 pm</td>
<td><strong>Topic 2 – The Public Land Trust</strong>&lt;br&gt;Prof. Melody Kapilialoha MacKenzie</td>
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<td>3:00 – 3:40 pm</td>
<td><strong>Topic 3 - Water as a Public Trust</strong>&lt;br&gt;Prof. D. Kapua‘ala Sproat</td>
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<td>3:40 – 3:45 pm</td>
<td><strong>Closing</strong></td>
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SPEAKERS’ BIOS


Melody Kapilialoha MacKenzie is a Professor and Director of Ka Huli Ao. After graduating in the first class of the U.H. Law School, Melody served as a law clerk to Chief Justice William S. Richardson of the Hawai‘i Supreme Court. She then joined the staff of the Native Hawaiian Legal Corporation, a public interest law firm protecting and advancing the rights of Native Hawaiians, and served as its Executive Director and as a senior staff attorney. Melody is editor-in-chief, author of four chapters, and the co-author of a fifth chapter in the recently published NATIVE HAWAIIAN LAW: A TREATISE (2015). She also wrote the section on Native Hawaiians in the most recent edition of COHEN’S HANDBOOK OF FEDERAL INDIAN LAW. Her latest articles include Ke Ala Loa – The Long Road: Native Hawaiian Sovereignty and the State of Hawai‘i (2012); Ke Ala Pono – The Path of Justice: The Moon Court’s Native Hawaiian Rights Decisions (2011); and Hawaiian Custom in Hawai‘i State Law, TŪHONOHONO: THE STATE AND CUSTOM published in THE YEARBOOK OF NEW ZEALAND JURISPRUDENCE (Aotearoa/New Zealand, 2010). She has worked on cases asserting Hawaiian traditional and customary rights, dealing with quiet title and land issues, and defending the constitutionality of Native Hawaiian programs. In 2013, Melody was awarded the Regents’ Medal for Excellence in Teaching. She teaches Native Hawaiian Rights, Federal Indian Law, topics in Native Hawaiian Law, and legal writing courses.
D. Kapuaʻala Sproat is an Associate Professor with Ka Huli Ao and the Environmental Law Program. She teaches courses in Native Hawaiian and Environmental Law, and Legal Research and Writing. In addition to her teaching, Kapua is Ka Huli Ao’s Associate Director and assists with all aspects of its program work, including student recruitment and retention, community outreach and education, and fund development. Her areas of scholarship and interest include Native Hawaiian law, Indigenous rights, and natural resource protection and management. Kapua is executive editor, author of two chapters, and co-author of another chapter in the recently published Native Hawaiian Law: A Treatise (2015). Her most recent article is An Indigenous People’s Right to Environmental Self-Determination: Native Hawaiians and the Struggle Against Climate Change Devastation (2016). In 2015, she was awarded the International Union for Conservation of Nature’s Academy of Environmental Law Distinguished Environmental Law Education Award for Emerging Scholars, and in 2014, she received the Regents’ Medal for Excellence in Teaching. Kapua is also the Director of the Environmental Law Clinic, which is one of the Law School’s only live-client clinics, addressing both Native Hawaiian and environmental issues while also providing direct legal services to rural, Neighbor Island communities.

Prior to joining the faculty in 2007, Kapua spent nine years as an attorney in the Hawai‘i office of Earthjustice, a national public interest environmental litigation firm. Given her special interest in empowering and supporting Kānaka Maoli culture and people, Kapua worked to preserve the resources necessary to perpetuate her culture by litigating state and federal cases under the Endangered Species Act, Clean Water Act, State Water Code, and various Hawai‘i environmental laws. Kapua developed a special interest in water law and worked on ground-breaking litigation on the Islands of O‘ahu, Hawai‘i, and Maui to return diverted stream flows to public trust and other community uses, including traditional Maoli agriculture and aquaculture. She remains Of Counsel at Earthjustice where she continues to work on water and other issues.