

UNIVERSITY OF HAWAI'I
GUIDELINES FOR FORMATTING SUBUNIT ACADEMIC PLANS

In general, subunit academic plans describe the current context, planned outcomes, and how the subunit will achieve its priorities within the framework provided by the Unit it is a part of and the system overall.

(The following format is intended as a guideline. It may be reordered or modified but, in general, these questions and topics must be addressed.)

What is the distinctive role and responsibility of the subunit?

- I. Subunit mission (must be consistent with Board-approved Unit mission)

The special attributes (domain of service, clientele, etc.) that give the subunit its identity and reason for existence.

What are the planned subunit outcomes?

- II. Goals (must be consistent with those of the Unit of which the subunit is a part and with those of the operative system planning document).

Statements of outcomes or targets that the subunit will strive to achieve during the planning period.

How will planned outcomes be achieved?

- III. Priorities

- A. Specific action strategies for the planning period that reflect the choices and planned program activities that will take precedence in order to advance stated subunit goals.
- B. Staffing patterns and issues (e.g., affirmative action, faculty and staff professional development) as they relate to priorities.
- C. Resource requirements associated with planned priorities/action strategies.
- D. Major planned repairs and maintenance and CIP projects.
- E. The relationship of subunit priorities to those of the larger Unit and the system.

What is the current status of the subunit?

- A. Brief assessment of internal and external factors and issues affecting the subunit.
- B. An assessment of progress toward previously stated goals, including performance and/or health indicators as appropriate.
- C. An assessment of current, projected, and planned enrollment levels.