

Notice of Meeting
UNIVERSITY OF HAWAI'I
BOARD OF REGENTS COMMITTEE ON PERSONNEL AFFAIRS AND BOARD
GOVERNANCE

Members: Regents Tagorda (Chair), Acopan (Vice-Chair), Acoba, McEnerney, and Wilson

Date: Thursday, May 21, 2020

Time: 9:30 a.m.

Place: Virtual Meeting

In light of the evolving COVID-19 situation, protecting the health and welfare of the community is of utmost concern. As such, this will be a virtual meeting and written testimony and oral testimony will be accepted in lieu of in-person testimony. Meetings may be monitored remotely via the livestream pilot project. See the Board of Regents website for information on accessing the livestream: www.hawaii.edu/bor. Mahalo for your consideration.

AGENDA

- I. Call Meeting to Order
- II. Approval of Minutes of the February 6, 2020 Meeting
- III. Public Comment Period for Agenda Items

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. Written testimony may be submitted via the board's website, US mail, email at bor.testimony@hawaii.edu, or facsimile at 956-5156. All written testimony submitted are public documents. Therefore, any testimony that is submitted for use in the public meeting process is public information and will be posted on the board's website.

Those wishing to provide oral testimony for the virtual meeting may register [here](#). Given constraints with the online format of our meetings, individuals wishing to orally testify must register no later than 8:00 a.m. on the day of the meeting in order to be accommodated. It is highly recommended that written testimony be submitted in addition to registering to provide oral testimony. Oral testimony will be limited to three (3) minutes per testifier.

IV. Agenda Items

- A. Recommend Board Approval of Amendments to Regents Policy (RP) 9.212, Executive and Managerial Personnel Policies

- B. Recommend Board Approval of Amendments to RPs Related to Integrated Planning:
 - 1. RP 4.201, Mission and Purpose of the University
 - 2. RP 4.202, Strategic Planning
 - 3. RP 4.203, Unit Academic Plans
- C. Committee Annual Review

V. Adjournment

DISCLAIMER – THE FOLLOWING ARE DRAFT MINUTES AND ARE SUBJECT TO FURTHER REVIEW AND CHANGE UPON APPROVAL BY THE COMMITTEE

MINUTES

BOARD OF REGENTS COMMITTEE ON PERSONNEL AFFAIRS AND BOARD GOVERNANCE MEETING

FEBRUARY 6, 2020

I. CALL TO ORDER

Committee Chair Michelle Tagorda called the meeting to order at 11:54 a.m. on Thursday, February 6, 2020, at the University of Hawai'i at Mānoa, Information Technology Building, 1st Floor Conference Room 105A/B, 2520 Correa Road, Honolulu, Hawai'i 96822.

Committee members in attendance: Chair Michelle Tagorda; Vice-Chair Kelli Acopan; Regent Simeon Acoba; Regent Michael McEnerney; and Regent Ernest Wilson Jr.

Others in attendance: Board Chair Ben Kudo; Regent Eugene Bal; Regent Wayne Higaki; Regent Randy Moore; Regent Jan Sullivan (ex officio committee members); President David Lassner; Vice President (VP) for Administration Jan Gouveia; VP for Community Colleges Erika Lacro; VP for Legal Affairs/University General Counsel Carrie Okinaga; VP for Academic Planning and Policy Donald Straney; VP for Information Technology/Chief Information Officer Garret Yoshimi; VP for Budget and Finance/Chief Financial Officer Kalbert Young; UH-Mānoa (UHM) Provost Michael Bruno; UH-Hilo (UHH) Chancellor Bonnie Irwin; UH-West O'ahu (UHWO) Chancellor Maenette Benham; Kapi'olani Community College Chancellor Louise Pagotto; Leeward Community College Chancellor Carlos Peñaloza; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Kendra Oishi; and others as noted.

II. APPROVAL OF MINUTES OF THE NOVEMBER 7, 2019 MEETING

Regent McEnerney moved to approve the minutes of the November 7, 2019, meeting, seconded by Regent Wilson, and noting the excused absence of Regent Acoba, the motion carried with all members present voting in the affirmative.

III. PUBLIC COMMENT PERIOD

Board Secretary Oishi announced that the Board Office received written testimony from James Potemra regarding the discussion paper on faculty classification.

Late written testimony was received from the University of Hawai'i at Mānoa Faculty Senate Executive Committee (UHMFSEC).

The following individuals provided oral testimony offering comments relating to agenda item IV.C., Discussion Paper on Faculty Classification: Thomas Conway, Chair of the UHMFSEC, Paul McKimmy, and James Potemra. Dr. Conway noted that his

main objection regarding the discussion paper on faculty classification was with the process noting that the discussion paper was put forth by the Administration prior to the faculty senate having the opportunity to comment on it. All three individuals also remarked that they did not have objections to review of faculty classifications but had concerns that the discussion paper appeared to be written more in the form of a proposal than an initial discussion on this issue.

Regent Acoba arrived at 11:58 a.m.

IV. AGENDA ITEMS

A. Office of the Board of Regents Review of Regents Policies (RP)

Board Secretary Oishi reported that Committee discussions occurred in October and November of 2019 regarding the necessity of conducting a review of RPs to ensure proper alignment of RPs with board bylaws, Hawai'i Administrative Rules, and Hawai'i Revised Statutes. During these discussions, it was also suggested that any review of RPs include identification of board responsibilities and committee jurisdiction as to allow for the evaluation of the overall committee structure of the board. Following these discussions, Chair Tagorda met with the Board Office to determine how to undertake the task of reviewing RPs.

Although a previous review of RPs conducted by the Administration had partially been completed, board leadership deemed that it was appropriate to task the Board Office with conducting a review of the 118 RPs currently in existence. Board Secretary Oishi stated that the Board Office has prepared a plan to review the RPs over the course of the next two years. She briefly reviewed the plan and articulated the process for conducting the review which included the examination of RPs and the notification of board leadership, the appropriate board committee, and the administration when potential concerns were discovered that may require further review, corrective action, or policy amendments.

Chair Tagorda opened discussion among committee members on the RP review plan.

Regent Moore noted that a number of chapters of RPs that have not been updated were actually reviewed and it might be helpful to make that notation in the RP review plan. He also stated that it was his understanding that any RP that did not have a clear line of responsibility assigned to a particular committee would default to the Committee on Personnel Affairs and Board Governance.

Board Chair Kudo stated that he requested the Board Office to perform this review of RPs and noted his reasons for making this request including obtaining a better understanding of the various moving parts, e.g., statutes, bylaws, and rules, external to the board and how they interacted with RPs. He also expressed his belief that it was more appropriate for the Board Office to review RPs rather than the administration.

B. Discussion on Proposed Amendments to RP 9.212, Executive and Managerial (EM) Personnel Policies

Chair Tagorda remarked that this discussion was intended to be the starting point to address concerns raised regarding the salary adjustments for certain EM personnel that were brought up and discussed at the last committee meeting and to craft revisions to RP 9.212 that were fair but ensured that the fiduciary responsibility of the board was maintained.

Board Secretary Oishi provided a brief overview of a proposed draft of amendments to RP 9.212 as a starting point for discussion, including parameters that would necessitate board review and approval of salary adjustments.

Regent McEnerney questioned the use of the terms “mean” and “midpoint” in the RP with regard to salaries and whether there was some difference in the way those terms were being used. Board Secretary Oishi noted that the term midpoint is the proper term that should be used and the policy will be corrected accordingly.

Regent Acoba asked why the requirement for the board to establish guidelines for salary adjustments for its direct reports was removed. Board Secretary Oishi responded that the board already has the authority to approve salary adjustments for its direct reports and that guidelines for the evaluation of the board’s direct reports is covered in another policy (RP 2.203). Brief discussions ensued on the methodologies, process, and guidelines used to determine salary adjustments.

Discussions also occurred on the appropriate percentage of salary adjustments that would require board approval that is fair and equitable as well as the number of employees that would be affected by this policy change.

Chair Tagorda reiterated that the proposed amendments to RP 9.212 were a starting point and that the comments and discussion from this meeting will be incorporated into the next revision of RP 9.212 which will be circulated to regents for further feedback.

C. Discussion Paper on Faculty Classification

Chair Tagorda disclosed that she is a faculty specialist with the Office of Public Health within the School of Social Work at UHM and recused herself from participating in discussions on this agenda item. Vice-Chair Acopan served as Acting Chair for this agenda item.

Chair Tagorda left at 12:27 p.m.

President Lassner provided historical context for the discussion paper on faculty classification noting that Senate Resolution 149, Senate Draft 1 (SR149), from the 2019 legislative session, requested the board to review and, as needed, conform the classification of university faculty to ensure greater alignment with the mission and purpose of the university. In response to SR 149, the administration established a working group to review the faculty classification system in use at the three 4-year campuses. He presented a summary of the administration’s initial review of the faculty classification systems currently used by UHM, UHH, and UHWO along with a comparison of faculty classification systems used at peer and benchmark institutions. President Lassner imparted that this review was only a first step in a lengthy process

and that the review will serve as a basis for further discussion with the board, the University of Hawai'i Professional Assembly, and the 4-year campus faculty senates about possible revisions to the faculty classification system.

VP Straney briefed the committee on the process of reviewing faculty classifications noting that this is an ongoing topic of discussion and is an attempt to better align policy and practices regarding faculty classification at the three 4-year campuses. He emphasized that these discussions are in their early stages and that the process will be very involved and is anticipated to include numerous conversations with faculty, faculty governance committees, and at town hall meetings held at all three campuses before any type of formal policy changes would be developed and brought before the board.

Regent Acoba questioned whether there would be formal consultation with faculty prior to any policy changes regarding faculty classification being brought before the board. VP Straney responded in the affirmative.

Regent Acoba inquired as to what criteria was used in selecting peer and benchmark institutions when looking at a comparison of university faculty. VP Straney noted that peers and benchmarks are selected by the campuses in consultation with institutional research but that it can be extremely difficult in finding comparable institutions that perfectly align with each other when making these types of determinations.

Regent Sullivan stated that it would be helpful if the administration had an idea of how this policy change may impact existing, tenured faculty. VP Straney responded that discussions would be exponentially more difficult if a policy change were to affect the status of current faculty and that it was his understanding that the policy changes would be implemented on a prospective basis. President Lassner added that he also believed that any policy changes would apply to faculty going forward but that an opt-in could be added into the policy for current faculty. Both President Lassner and VP Straney reiterated that discussions are in their very early stages and remarked that these are the kinds of issues that need to be vetted and discussed with faculty.

V. ADJOURNMENT

There being no further business, Regent Wilson moved to adjourn, Regent McEnerney seconded the motion, and noting the excused absence of Chair Tagorda and with all members present voting in the affirmative, the meeting was adjourned at 12:37 p.m.

Respectfully Submitted,

Kendra Oishi
Executive Administrator and Secretary
of the Board of Regents



May 15, 2020

MEMORANDUM

TO: Benjamin Kudo
Chair, Board of Regents

Michelle Tagorda
Chair, Committee on Personnel Affairs and Board Governance

FROM: Kendra Oishi *Klein*
Executive Administrator and Secretary of the Board of Regents

SUBJECT: Recommend Board Approval of Revisions to Regents Policy 9.212,
Executive and Managerial Personnel Policies

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents ("Board") approve the proposed changes to Regents Policy (RP) 9.212, Executive and Managerial ("EM") Personnel Policies, to provide the Board with greater oversight over salary adjustments for EM positions that are in excess of the usual percentage range of adjustments.

RECOMMENDED EFFECTIVE DATE:

Upon approval of the Board of Regents.

BACKGROUND:

During its October 17, 2019, meeting, the Board received a list of EM salaries as required under RP 9.212 and Section 89C-4, Hawai'i Revised Statutes (HRS). Approximately 11 EMs received increases to their base salary in excess of 10%. This raised questions as to the rationale for increases that were above the norm, as the majority of EMs received salary adjustments in the range of 4% or less of their base salary, and also raised questions as to whether the Board should exercise greater oversight over salary adjustments outside of the adjustments made using the methodology outlined via guidelines issued by the President.

The Personnel Affairs and Board Governance ("PA&BG") Committee subsequently held discussions on November 7, 2019, and February 6, 2020, on this matter. Administration explained the evolution of RP 9.212, specifically that the Board previously reviewed salary and compensation packages in excess of \$150,000 which proved to be very

transactional, tedious, and time-consuming for the Board, and resulted in a policy change. Some Regents expressed concerns that the policy relinquished too much oversight authority and that a better balance needed to be achieved with regard to delegation of certain compensation and salary adjustment authority to the President and appropriate fiduciary oversight by the Board.

An analysis of EM salary adjustments since 2017 shows that the vast majority of adjustments are less than 5% of the EM's base salary.

	As of 7/1/18	As of 7/1/19	As of 11/1/19
0% or less	23	28	36
<1%	8	0	2
1% - 1.9%	74	1	43
2% - 2.9%	30	43	98
3% - 3.9%	1	86	10
4% - 4.9%	0	4	0
5% - 5.9%	1	2	0
6% - 6.9%	1	1	2
7% - 9.9%	1	4	1
10% - 15%	7	5	9
>15%	3	6	2
>5% (aggregate)	13	18	14

A number of the increases in excess of 5% are cases where the EM: moved from one position to another in a higher salary scale; was serving in an interim capacity that was subsequently made permanent; was temporarily reassigned; or experienced an adjustment in job responsibilities.

The proposed amendments to RP 9.212 are a result of the feedback received during the aforementioned discussions. The highlights of the proposed amendments are as follows:

- Specifies that the President may make periodic adjustments to the Salary Schedule based on comparable industry and market benchmarks and requires that proposed adjustments in excess of 5% below the minimum and/or 5% above the maximum of the ranges be reviewed by the Board prior to being effectuated (see section III.B.3);
- Clarifies provisions relating to EMs reporting directly to the Board (see section III.F.2);
- Differentiates annual salary adjustments from other salary adjustments and requires that adjustments for EMs reporting to a position that reports directly to the Board and/or for all EM appointments exceeding the maximum of the range set forth in the Salary Schedule to require Board approval (see section III.F); and
- Other technical clarifying amendments.

Memo to Benjamin Kudo and Michelle Tagorda
May 15, 2020
Page 3

ACTION RECOMMENDED:

The Board of Regents is requested to approve the aforementioned revisions to RP 9.212.

Attachments:
RP 9.212 original
RP 9.212 redline
RP 9.212 clean



Regents Policy Chapter 9, Personnel

Regents Policy RP 9.212, Executive and Managerial Personnel Policies

Effective Date: July 1, 2016

Prior Dates Amended: July 1, 1982; Oct. 21, 1988; Sept. 11, 1998; Oct. 22, 1999;
Oct. 19, 2001; Oct 18, 2002; Oct. 17, 2003; Oct. 19, 2006; Sept. 27, 2007; Jan. 10,
2008; Apr. 16, 2009; August 1, 2014 (recodified)

Review Date: August 2019

I. Purpose and Authority

This Regents Policy RP 9.212 ("Policy") provides a framework for the terms and conditions of service applicable to individuals appointed by the Board of Regents ("Board") to executive and managerial ("EM") positions at the University of Hawaii, ("University"), which are excluded from a bargaining unit as specified in Section 89-6(f)(2), Hawaii Revised Statutes ("HRS"), due to top-level executive, managerial, and administrative responsibilities. All employment actions taken pursuant to this Policy shall be in accordance with RP 1.205, Policy on Nondiscrimination and Affirmative Action.

This Policy is established pursuant to the authority granted to the Board by Article X, Section 6 of the Constitution of the State of Hawaii, and by HRS Section 304A-1001 (as amended from time to time).

This Policy supersedes all prior policies and practices that may conflict with any provision contained herein.

II. Definitions

The term "EM" shall mean executive and managerial positions at the University.

III. Board Policy

A. Establishment and Classification

1. There shall be an EM class of positions established based on the needs of the University and in a manner consistent with the University's organizational structure. Generally speaking, executive and managerial positions (1) have system-wide, campus-wide, or major campus program responsibilities and report directly to the Board, President, or Chancellor, (2) report directly to executives and head major organizational segments of the University, or (3) serve as high level executive assistants. The



Board retains authority to establish, classify, and abolish positions reporting to the Board and to the President. The President retains authority, which shall not be further delegated, to establish, classify, and abolish all other positions.

2. Positions shall be classified according to the complexity, breadth, and depth of responsibility and the critical importance of the position to the operation of the University. Each position shall be analyzed and described in writing to ensure equity within the University organization while considering comparable university systems nationwide.

B. Salary Schedule

1. The University aspires to provide compensation for its EM personnel that is competitive with pay levels of individuals who have similar responsibilities, demonstrated competence, and breadth of demonstrated experience. The President shall establish a salary schedule for all EM positions ("Salary Schedule"), which sets forth minimum, mean, and maximum salary ranges based on relevant competitive markets, including higher education and local markets, as well as on the level of responsibility of the position, equity in relation to comparable University positions, and value of the hire in fulfilling the strategic mission of the University.
2. Annually, the President shall provide the Board a copy of the current Salary Schedule and a listing of all EM positions that indicates the placement within the Salary Schedule. For vacant positions, the listing should show the date the vacancy occurred and intentions regarding the filling or reassignment of the position. For filled positions, the listing should show the date of appointment to the position, current salary, and the reason for any change to compensation that occurred since the prior report.

C. Recruitment

1. Recruitment for any vacant position shall require prior written approval of the President.
2. The University of Hawai'i seeks to attract the best-qualified candidates who support the mission of the University and who respect and promote excellence through diversity. In support of this goal, EM vacancies shall be advertised in locations which are considered appropriate sources for recruitment.



3. Waiver of recruitment for positions reporting directly to the President shall require approval of the Board. The President may waive recruitment for all other EM positions.

D. Appointment and Initial Salary

1. To attract and retain competent and experienced personnel, it is the aspiration of the University to offer compensation that is competitive with the market from which the personnel are recruited, including higher education and local markets. For comparison purposes, total compensation shall include salary and benefits.
2. Appointments should be at the minimum of the range unless a higher salary is justified based on:
 - the candidate's knowledge, skills, and experience;
 - the candidate's current salary; and
 - budget and fiscal conditions of the unit.
3. There shall be an Appointing Authority for every EM position ("Appointing Authority"). The Board shall be the Appointing Authority for all EM positions reporting directly to the Board. The President shall be the Appointing Authority for all other EM positions at the University, however, positions reporting directly to the President shall be subject to Board approval. Except for positions reporting directly to the President, the President shall have the authority to further delegate Appointing Authority for all other EM positions. See Illustration 1 below.
4. There shall be an Approving Authority that is at least one level above the Appointing Authority in the organization ("Approving Authority"). The President shall serve as the Approving Authority for all appointments above the mean and up to and including the maximum of the range within the Salary Schedule. Except for positions reporting directly to the Board and the President, the President shall have the authority to further delegate Approving Authority for all other EM positions up to and including the mean of the range within the Salary Schedule.

All appointments for EM positions that report to a position that reports directly to the Board and/or for all EM appointments exceeding the maximum of the range set forth in the Salary Schedule shall require approval of the Board. See Illustration 1 below



- EM appointments are at will, and not contractual appointments to specific positions and EM appointees may be reassigned and/or receive an adjustment in pay based on changing assignments of responsibilities to meet the needs of the University. Unless otherwise approved by the Board, no offer of employment shall include a multi-year employment term.

Illustration 1:

Authority	Appointing Authority	Approving Authority
Board	All positions reporting directly to Board	<ul style="list-style-type: none"> All positions that report to positions that directly report to the Board All appointments exceeding the maximum of the range in the Salary Schedule
President	All other EMs (unless delegated)	All appointments above the mean and up to and including the maximum of the range in the Salary Schedule
Chancellor & Below	As delegated by the President	President may delegate all appointments up to and including the mean of the range in the Salary Schedule

E. Evaluation

- EM employees are expected to perform their duties and responsibilities in a manner that achieves the highest standards of quality and professionalism. To that end, evaluations are a critical component of the continued employment, professional development, and compensation of all EM employees.
- The assigned responsibilities, performance, and accomplishments of each appointee to an EM position shall be evaluated annually. The evaluation shall be consistent with criteria and procedures established by the



President and the Appointing Authority, including specific metrics aligned to the University's strategic goals. The review shall also include identification of specific goals to be accomplished in the coming year.

F. Salary Adjustments

1. To ensure that EM salaries are competitive, salary adjustments may be granted based on merit, subject to the availability of Board-authorized funds for salary adjustments.
2. The Board shall establish guidelines and approve salary adjustments for positions reporting directly to the Board. The President shall establish guidelines and approve salary adjustments for all other positions, an authority which shall not be further delegated. The President shall report to the Board on guidelines used for salary adjustments for positions under the President's delegated authority.

G. Term and Termination

1. Subject to the terms of this Policy, EM positions are at-will and serve at the pleasure of the Board. The Appointing Authority for an EM position, as set forth in Section III.D of this Policy, has the authority to terminate the EM's employment with the University. Termination of EM personnel from employment, either with or without cause, is not appealable.
2. EM personnel without return rights to another position may be terminated from employment, without cause, at any time by being provided three (3) months prior written notice during the first two (2) years of employment and six (6) months prior written notice after the first two (2) years of employment.
3. EM personnel with return rights to another position may be terminated from their EM position, without cause, at any time by being provided thirty (30) days written notice. The salary at the time of return shall be that which the individual would have received had he/she not accepted the EM appointment; provided, however, the President may approve adjustments to the return-salary as deemed equitable and appropriate.



4. EM personnel may be terminated from employment for cause, effective immediately, with no obligation of prior notice on the part of the Board or University. In termination for cause, the employment relationship with the Board or University shall cease immediately with no further employment rights or obligations, and such decision shall be considered final.

H. Professional Improvement Leave

1. EM personnel may be granted leave with pay for professional improvement consistent with development in their profession and the needs of the University. Professional improvement leave is a privilege for the purpose of advancing the University by (1) enhancing the performance of the employee and thereby, enriching the University's programs or (2) enabling EM employees to prepare to assume or resume faculty or professional duties after significant administrative service to the University. The leave shall be used to enhance or gain professional expertise and engage in professional activities to serve the University in support of the University's mission and goals.
2. Professional improvement leave may be granted after six (6) years of full-time continuous service, including creditable service in other Board classifications, for periods of up to six (6) months at full pay or twelve (12) months at half pay with total months earned at the rate of one (1) month for each year of service. Leaves of shorter duration and intermittent leaves may also be granted. However, the total duration of the intermittent leave taken with pay should not exceed the total leave provided for under this Policy. The President may grant exceptions to the minimum creditable service requirement when deemed in the best interests of the University.
3. The leave approved under this provision shall be taken at the salary applicable to the position the individual will occupy upon return from the professional improvement leave. For example, if the individual will return to an EM position, the leave may be taken at the current EM salary, however, if the individual will return to a faculty position, the leave shall be taken at the appropriate faculty salary for the faculty position.
4. An individual granted a leave with pay for professional improvement shall agree to return to service at the University. The return service obligation shall be equivalent to the duration of the leave. Upon the



return of the individual from professional leave, the individual shall submit a written report to the appropriate supervisor on the activities during the leave.

I. Other Conditions of Service

1. EM personnel shall be granted all rights and benefits accorded other University employees as provided by statute, rule, or Board policy, except as may be specifically modified by this Policy or other policies of the Board. These rights and benefits shall be subject to adjustments and modifications as provided by HRS Chapter 89C, which provides for comparability with bargaining unit members. Any additional benefits shall require prior approval of the Board.

IV. **Delegation of Authority**

Specified in Sections III.B and III.D above

V. **Contact Information**

Office of Human Resources, 956-8988

VI. **References**

- A. <http://www.hawaii.edu/offices/bor/>
- B. http://www.capitol.hawaii.gov/hrscurrent/Vol02_Ch0046-115/HRS0089/HRS_0089-0006.htm
- C. http://www.capitol.hawaii.gov/hrscurrent/Vol02_Ch0046-0115/HRS0089C-.htm
- D. http://www.capitol.hawaii.gov/hrscurrent/Vol01_Ch0001-0042F/Const/CONST_0010-0006.htm
- E. http://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0304A/HRS_0304A-1001.htm



VII. Exhibits and Appendices

No Exhibits or Appendices Found

VIII. Approved

/s/
Cynthia Quinn
Executive Administrator and
Secretary of the Board of Regents

06/02/2016
Date



Regents Policy Chapter 9, Personnel

Regents Policy RP 9.212, Executive and Managerial Personnel Policies

Effective Date: ~~July 1, 2016~~, 2020

Prior Dates Amended: July 1, 1982; Oct. 21, 1988; Sept. 11, 1998; Oct. 22, 1999; Oct. 19, 2001; Oct 18, 2002; Oct. 17, 2003; Oct. 19, 2006; Sept. 27, 2007; Jan. 10, 2008;

Apr. 16, 2009; August 1, 2014 (recodified); July 1, 2016

Review Date: August ~~2019~~2023

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This Policy is established pursuant to the authority granted to the Board of Regents ("Board") by Article X, Section 6 of the Constitution of the State of Hawai'i, and by ~~HRS~~ Section 304A-1001 ~~(as amended from time to time)~~, HRS.

This Policy supersedes all prior policies and practices that may conflict with any provision contained herein.

II. Definitions

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III. Board Policy

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level executive assistants. The Board retains authority to establish, classify, and abolish positions reporting to the Board and to the President. The President retains authority, which shall not be further delegated, to establish, classify, and abolish all other positions.

2. Positions shall be classified according to the complexity, breadth, and depth of responsibility and the critical importance of the position to the operation of the University. Each position shall be analyzed and described in writing to ensure equity within the University organization while considering comparable university systems nationwide.

B. Salary Schedule

1. The University aspires to provide compensation for its EM personnel that is competitive with pay levels of individuals who have similar responsibilities, demonstrated competence, and breadth of demonstrated experience. The President shall establish a salary schedule for all EM positions ("Salary Schedule"), which sets forth minimum, ~~mean~~ midpoint, and maximum salary ranges based on relevant competitive markets, including higher education and local markets, as well as on the level of responsibility of the position, equity in relation to comparable University positions, and value of the hire in fulfilling the strategic mission of the University.

2. Annually, the President shall provide the Board a copy of the current Salary Schedule and a listing of all EM positions that indicates the placement within the Salary Schedule. For vacant positions, the listing should show the date the vacancy occurred and intentions regarding the filling or reassignment of the position. For filled positions, the listing should show the date of appointment to the position, current salary, and the reason for any change to compensation that occurred since the prior report.

- ~~2.3.~~ The President may make adjustments to the Salary Schedule based on comparable industry and market benchmarks. Proposed adjustments in excess of five percent below the minimum and/or five percent above the maximum of the ranges shall be reviewed by the Board prior to being effectuated.

C. Recruitment

1. Recruitment for any vacant position shall require prior written approval of



the President.

2. The University of Hawai`i seeks to attract the best-qualified candidates who support the mission of the University and who respect and promote excellence through diversity. In support of this goal, EM vacancies shall be advertised in locations which are considered appropriate sources for recruitment.
3. Waiver of recruitment for positions reporting directly to the President shall require approval of the Board. The President may waive recruitment for all other EM positions.

D. Appointment and Initial Salary

1. To attract and retain competent and experienced personnel, it is the aspiration of the University to offer compensation that is competitive with the market from which the personnel are recruited, including higher education and local markets. For comparison purposes, total compensation shall include salary and benefits.
2. Appointments should be at the minimum of the range unless a higher salary is justified based on:
 - the candidate's knowledge, skills, and experience;
 - the candidate's current salary; and
 - budget and fiscal conditions of the unit.
3. There shall be an Appointing Authority for every EM position ("Appointing Authority"). The Board shall be the Appointing Authority for all EM positions reporting directly to the Board. The President shall be the Appointing Authority for all other EM positions at the University, however, positions reporting directly to the President shall be subject to Board approval. Except for positions reporting directly to the President, the President shall have the authority to further delegate Appointing Authority for all other EM positions. See Illustration 1 below.
4. There shall be an Approving Authority that is at least one level above the Appointing Authority in the organization ("Approving Authority"). The President shall serve as the Approving Authority for all appointments above the mean-midpoint and up to and including the maximum of the range within the Salary Schedule. Except for positions reporting directly to the Board and the President, the President shall have the authority to



REDLINE

further delegate Approving Authority for all other EM positions up to and including the ~~mean~~-midpoint of the range within the Salary Schedule.

All appointments for EM positions that report to a position that reports directly to the Board and/or for all EM appointments exceeding the maximum of the range set forth in the Salary Schedule shall require approval of the Board. See Illustration 1 below

- EM appointments are at will, and not contractual appointments to specific positions and EM appointees may be reassigned and/or receive an adjustment in pay based on changing assignments of responsibilities to meet the needs of the University. Unless otherwise approved by the Board, no offer of employment shall include a multi-year employment term.

Illustration 1:

Authority	Appointing Authority	Approving Authority
Board	All positions reporting directly to Board	<ul style="list-style-type: none"> All positions that report to positions that directly report to the Board All appointments exceeding the maximum of the range in the Salary Schedule
President	All other EMs (unless delegated)	All appointments above the mean -midpoint and up to and including the maximum of the range in the Salary Schedule
Chancellor & Below	As delegated by the President	President may delegate all appointments up to and including the mean -midpoint of the range in the Salary Schedule

E. Evaluation

- EM employees are expected to perform their duties and responsibilities in a manner that achieves the highest standards of quality and



professionalism. To that end, evaluations are a critical component of the continued employment, professional development, and compensation of all EM employees.

2. The assigned responsibilities, performance, and accomplishments of each appointee to an EM position shall be evaluated annually. The evaluation shall be consistent with criteria and procedures established by the President and the Appointing Authority, including specific metrics aligned to the University's strategic goals. The review shall also include identification of specific goals to be accomplished in the coming year.

F. Salary Adjustments

1. Annual Salary Adjustments

- a. To ensure that EM salaries are competitive, salary adjustments as described herein may be granted based on merit, annually for EM employees as a group, subject to the availability of Board-authorized funds for salary adjustments, and subject to performance evaluations.
- b. The Board shall establish guidelines and approve any salary adjustments for positions reporting directly to the Board, i.e. the President, the Executive Administrator and Secretary of the Board of Regents, and the Director of the Office of Internal Audit. (See RP 2.203, Policy on Evaluation of the President and Other Persons Reporting Directly to the Board.)
- c. For all other EM positions, including EM positions reporting to the Executive Administrator and Secretary of the Board of Regents and the Director of the Office of Internal Audit, the President shall establish guidelines and approve salary adjustments an annual salary adjustment methodology not to exceed an increase of 5% for all other EM positions, including EM positions reporting to the Executive Administrator and Secretary of the Board of Regents and the Director of the Office of Internal Audit, an authority which shall not be further delegated. Any annual salary adjustments that exceed a 5% increase shall require prior approval of the Board.
- d. The President shall report to the Board on the guidelines used for annual salary adjustments for positions under the President's



delegated authority. _

e. This "Annual Salary Adjustments" section only authorizes annual salary adjustments for EM employees as a group and shall not authorize adjustments for individual EM employees outside of the general methodology and guidelines set forth by the President for annual adjustments.

2. Other Salary Adjustments

a. Outside of the annual adjustment guidelines set forth above, the President may approve salary adjustments for individual EM employees for merit, equity, or retention below the maximum of the range set forth in the Salary Schedule; provided, however, that all adjustments for EM positions that report to a position that reports directly to the Board and/or for all EM appointments exceeding the maximum of the range set forth in the Salary Schedule shall require approval of the Board.

G. Term and Termination

1. Subject to the terms of this Policy, EM positions are at-will and serve at the pleasure of the Board. The Appointing Authority for an EM position, as set forth in Section III.D of this Policy, has the authority to terminate the EM's employment with the University. Termination of EM personnel from employment, either with or without cause, is not appealable.
2. EM personnel without return rights to another position may be terminated from employment, without cause, at any time by being provided three (3) months prior written notice during the first two (2) years of employment and six (6) months prior written notice after the first two (2) years of employment.
3. EM personnel with return rights to another position may be terminated from their EM position, without cause, at any time by being provided thirty (30) days written notice. The salary at the time of return shall be that which the individual would have received had he/she not accepted the EM appointment; provided, however, the President may approve adjustments to the return-salary as deemed equitable and appropriate.
4. EM personnel may be terminated from employment for cause, effective



immediately, with no obligation of prior notice on the part of the Board or University. In termination for cause, the employment relationship with the Board or University shall cease immediately with no further employment rights or obligations, and such decision shall be considered final.

H. Professional Improvement Leave

1. EM personnel may be granted leave with pay for professional improvement consistent with development in their profession and the needs of the University. Professional improvement leave is a privilege for the purpose of advancing the University by (1) enhancing the performance of the employee and thereby, enriching the University's programs or (2) enabling EM employees to prepare to assume or resume faculty or professional duties after significant administrative service to the University. The leave shall be used to enhance or gain professional expertise and engage in professional activities to serve the University in support of the University's mission and goals.
2. Professional improvement leave may be granted after six (6) years of full-time continuous service, including creditable service in other Board classifications, for periods of up to six (6) months at full pay or twelve (12) months at half pay with total months earned at the rate of one (1) month for each year of service. Leaves of shorter duration and intermittent leaves may also be granted. However, the total duration of the intermittent leave taken with pay should not exceed the total leave provided for under this Policy. The President may grant exceptions to the minimum creditable service requirement when deemed in the best interests of the University.
3. The leave approved under this provision shall be taken at the salary applicable to the position the individual will occupy upon return from the professional improvement leave. For example, if the individual will return to an EM position, the leave may be taken at the current EM salary, however, if the individual will return to a faculty position, the leave shall be taken at the appropriate faculty salary for the faculty position.
4. An individual granted a leave with pay for professional improvement shall agree to return to service at the University. The return service obligation shall be equivalent to the duration of the leave. Upon the return of the individual from professional leave, the individual shall



submit a written report to the appropriate supervisor on the activities during the leave.

I. Other Conditions of Service

1. EM personnel shall be granted all rights and benefits accorded other University employees as provided by statute, rule, or Board policy, except as may be specifically modified by this Policy or other policies of the Board. These rights and benefits shall be subject to adjustments and modifications as provided by HRS Chapter 89C, which provides for comparability with bargaining unit members. Any additional benefits shall require prior approval of the Board.

IV. Delegation of Authority

~~Specified in Sections III.B and III.D above~~ Except as specified above, there is no policy-specific delegation of authority.

V. Contact Information

Office of Human Resources, 956-8988

VI. References

- http://www.hawaii.edu/offices/bor/RP_2.203
- http://www.capitol.hawaii.gov/hrscurrent/Vol02_Ch0046-115/HRS0089/HRS_0089-0006.htm
- http://www.capitol.hawaii.gov/hrscurrent/Vol02_Ch0046-0115/HRS0089C-.htm
- http://www.capitol.hawaii.gov/hrscurrent/Vol01_Ch0001-0042F/Const/CONST_0010-0006.htm
- http://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0304A/HRS_0304A-1001.htm

VII. Exhibits and Appendices

No Exhibits or Appendices Found



UNIVERSITY
of HAWAII®
BOARD OF REGENTS

Board of Regents Policy, RP 9.212
Executive and Managerial Personnel
Policies

REDLINE

VIII. Approved

~~CSI~~
Cynthia Quinn~~Kendra Oishi~~
Executive Administrator and
Secretary of the Board of Regents

~~06/02/2016~~

Date



Regents Policy Chapter 9, Personnel

Regents Policy RP 9.212, Executive and Managerial Personnel Policies

Effective Date: , 2020

Prior Dates Amended: July 1, 1982; Oct. 21, 1988; Sept. 11, 1998; Oct. 22, 1999; Oct. 19, 2001; Oct 18, 2002; Oct. 17, 2003; Oct. 19, 2006; Sept. 27, 2007; Jan. 10, 2008; Apr. 16, 2009; August 1, 2014 (recodified); July 1, 2016

Review Date: August 2023

I. Purpose and Authority

This Regents Policy RP 9.212 (“Policy”) provides a framework for the terms and conditions of service applicable to individuals appointed to executive and managerial (“EM”) positions at the University of Hawai’i, (“University”), which are excluded from a bargaining unit as specified in Section 89-6(f)(2), Hawai’i Revised Statutes (“HRS”), due to top-level executive, managerial, and administrative responsibilities. All employment actions taken pursuant to this Policy shall be in accordance with RP 1.205, Policy on Nondiscrimination and Affirmative Action.

This Policy is established pursuant to the authority granted to the Board of Regents (“Board”) by Article X, Section 6 of the Constitution of the State of Hawai’i, and by Section 304A-1001, HRS.

This Policy supersedes all prior policies and practices that may conflict with any provision contained herein.

II. Definitions

The term “EM” shall mean executive and managerial positions at the University.

III. Board Policy

A. Establishment and Classification

1. There shall be an EM class of positions established based on the needs of the University and in a manner consistent with the University’s organizational structure. Generally speaking, executive and managerial positions (1) have system-wide, campus-wide, or major campus program responsibilities and report directly to the Board, President, Vice Presidents, or Chancellors, (2) report directly to executives and head major organizational segments of the University, or (3) serve as high-level



executive assistants. The Board retains authority to establish, classify, and abolish positions reporting to the Board and to the President. The President retains authority, which shall not be further delegated, to establish, classify, and abolish all other positions.

2. Positions shall be classified according to the complexity, breadth, and depth of responsibility and the critical importance of the position to the operation of the University. Each position shall be analyzed and described in writing to ensure equity within the University organization while considering comparable university systems nationwide.

B. Salary Schedule

1. The University aspires to provide compensation for its EM personnel that is competitive with pay levels of individuals who have similar responsibilities, demonstrated competence, and breadth of demonstrated experience. The President shall establish a salary schedule for all EM positions ("Salary Schedule"), which sets forth minimum, midpoint, and maximum salary ranges based on relevant competitive markets, including higher education and local markets, as well as on the level of responsibility of the position, equity in relation to comparable University positions, and value of the hire in fulfilling the strategic mission of the University.
2. Annually, the President shall provide the Board a copy of the current Salary Schedule and a listing of all EM positions that indicates the placement within the Salary Schedule. For vacant positions, the listing should show the date the vacancy occurred and intentions regarding the filling or reassignment of the position. For filled positions, the listing should show the date of appointment to the position, current salary, and the reason for any change to compensation that occurred since the prior report.
3. The President may make adjustments to the Salary Schedule based on comparable industry and market benchmarks. Proposed adjustments in excess of five percent below the minimum and/or five percent above the maximum of the ranges shall be reviewed by the Board prior to being effectuated.

C. Recruitment

1. Recruitment for any vacant position shall require prior written approval of the President.



2. The University of Hawai'i seeks to attract the best-qualified candidates who support the mission of the University and who respect and promote excellence through diversity. In support of this goal, EM vacancies shall be advertised in locations which are considered appropriate sources for recruitment.
3. Waiver of recruitment for positions reporting directly to the President shall require approval of the Board. The President may waive recruitment for all other EM positions.

D. Appointment and Initial Salary

1. To attract and retain competent and experienced personnel, it is the aspiration of the University to offer compensation that is competitive with the market from which the personnel are recruited, including higher education and local markets. For comparison purposes, total compensation shall include salary and benefits.
2. Appointments should be at the minimum of the range unless a higher salary is justified based on:
 - the candidate's knowledge, skills, and experience;
 - the candidate's current salary; and
 - budget and fiscal conditions of the unit.
3. There shall be an Appointing Authority for every EM position ("Appointing Authority"). The Board shall be the Appointing Authority for all EM positions reporting directly to the Board. The President shall be the Appointing Authority for all other EM positions at the University, however, positions reporting directly to the President shall be subject to Board approval. Except for positions reporting directly to the President, the President shall have the authority to further delegate Appointing Authority for all other EM positions. See Illustration 1 below.
4. There shall be an Approving Authority that is at least one level above the Appointing Authority in the organization ("Approving Authority"). The President shall serve as the Approving Authority for all appointments above the midpoint and up to and including the maximum of the range within the Salary Schedule. Except for positions reporting directly to the Board and the President, the President shall have the authority to further delegate Approving Authority for all other EM positions up to and including



the midpoint of the range within the Salary Schedule.

All appointments for EM positions that report to a position that reports directly to the Board and/or for all EM appointments exceeding the maximum of the range set forth in the Salary Schedule shall require approval of the Board. See Illustration 1 below

5. EM appointments are at will, and not contractual appointments to specific positions and EM appointees may be reassigned and/or receive an adjustment in pay based on changing assignments of responsibilities to meet the needs of the University. Unless otherwise approved by the Board, no offer of employment shall include a multi-year employment term.

Illustration 1:

Authority	Appointing Authority	Approving Authority
Board	All positions reporting directly to Board	<ul style="list-style-type: none"> • All positions that report to positions that directly report to the Board • All appointments exceeding the maximum of the range in the Salary Schedule
President	All other EMs (unless delegated)	All appointments above the midpoint and up to and including the maximum of the range in the Salary Schedule
Chancellor & Below	As delegated by the President	President may delegate all appointments up to and including the midpoint of the range in the Salary Schedule

E. Evaluation

1. EM employees are expected to perform their duties and responsibilities in a manner that achieves the highest standards of quality and professionalism. To that end, evaluations are a critical component of the



continued employment, professional development, and compensation of all EM employees.

2. The assigned responsibilities, performance, and accomplishments of each appointee to an EM position shall be evaluated annually. The evaluation shall be consistent with criteria and procedures established by the President and the Appointing Authority, including specific metrics aligned to the University's strategic goals. The review shall also include identification of specific goals to be accomplished in the coming year.

F. Salary Adjustments

1. Annual Salary Adjustments

- a. To ensure that EM salaries are competitive, salary adjustments as described herein may be granted annually for EM employees as a group, subject to the availability of Board-authorized funds for salary adjustments, and subject to performance evaluations.
- b. The Board shall approve any salary adjustments for positions reporting directly to the Board, i.e. the President, the Executive Administrator and Secretary of the Board of Regents, and the Director of the Office of Internal Audit. (See RP 2.203, Policy on Evaluation of the President and Other Persons Reporting Directly to the Board.)
- c. For all other EM positions, including EM positions reporting to the Executive Administrator and Secretary of the Board of Regents and the Director of the Office of Internal Audit, the President shall establish guidelines and approve an annual salary adjustment methodology not to exceed an increase of 5%, an authority which shall not be further delegated. Any annual salary adjustments that exceed a 5% increase shall require prior approval of the Board.
- d. The President shall report to the Board on the guidelines used for annual salary adjustments for positions under the President's delegated authority.
- e. This "Annual Salary Adjustments" section only authorizes annual salary adjustments for EM employees as a group and shall not authorize adjustments for individual EM employees outside of



the general methodology and guidelines set forth by the President for annual adjustments.

2. Other Salary Adjustments

- a. Outside of the annual adjustment guidelines set forth above, the President may approve salary adjustments for individual EM employees for merit, equity, or retention below the maximum of the range set forth in the Salary Schedule; provided, however, that all adjustments for EM positions that report to a position that reports directly to the Board and/or for all EM appointments exceeding the maximum of the range set forth in the Salary Schedule shall require approval of the Board.

G. Term and Termination

1. Subject to the terms of this Policy, EM positions are at-will and serve at the pleasure of the Board. The Appointing Authority for an EM position, as set forth in Section III.D of this Policy, has the authority to terminate the EM's employment with the University. Termination of EM personnel from employment, either with or without cause, is not appealable.
2. EM personnel without return rights to another position may be terminated from employment, without cause, at any time by being provided three (3) months prior written notice during the first two (2) years of employment and six (6) months prior written notice after the first two (2) years of employment.
3. EM personnel with return rights to another position may be terminated from their EM position, without cause, at any time by being provided thirty (30) days written notice. The salary at the time of return shall be that which the individual would have received had he/she not accepted the EM appointment; provided, however, the President may approve adjustments to the return-salary as deemed equitable and appropriate.
4. EM personnel may be terminated from employment for cause, effective immediately, with no obligation of prior notice on the part of the Board or University. In termination for cause, the employment relationship with the Board or University shall cease immediately with no further employment rights or obligations, and such decision shall be considered final.



H. Professional Improvement Leave

1. EM personnel may be granted leave with pay for professional improvement consistent with development in their profession and the needs of the University. Professional improvement leave is a privilege for the purpose of advancing the University by (1) enhancing the performance of the employee and thereby, enriching the University's programs or (2) enabling EM employees to prepare to assume or resume faculty or professional duties after significant administrative service to the University. The leave shall be used to enhance or gain professional expertise and engage in professional activities to serve the University in support of the University's mission and goals.
2. Professional improvement leave may be granted after six (6) years of full-time continuous service, including creditable service in other Board classifications, for periods of up to six (6) months at full pay or twelve (12) months at half pay with total months earned at the rate of one (1) month for each year of service. Leaves of shorter duration and intermittent leaves may also be granted. However, the total duration of the intermittent leave taken with pay should not exceed the total leave provided for under this Policy. The President may grant exceptions to the minimum creditable service requirement when deemed in the best interests of the University.
3. The leave approved under this provision shall be taken at the salary applicable to the position the individual will occupy upon return from the professional improvement leave. For example, if the individual will return to an EM position, the leave may be taken at the current EM salary, however, if the individual will return to a faculty position, the leave shall be taken at the appropriate faculty salary for the faculty position.
4. An individual granted a leave with pay for professional improvement shall agree to return to service at the University. The return service obligation shall be equivalent to the duration of the leave. Upon the return of the individual from professional leave, the individual shall submit a written report to the appropriate supervisor on the activities during the leave.

I. Other Conditions of Service



1. EM personnel shall be granted all rights and benefits accorded other University employees as provided by statute, rule, or Board policy, except as may be specifically modified by this Policy or other policies of the Board. These rights and benefits shall be subject to adjustments and modifications as provided by HRS Chapter 89C, which provides for comparability with bargaining unit members. Any additional benefits shall require prior approval of the Board.

IV. Delegation of Authority

Except as specified above, there is no policy-specific delegation of authority.

V. Contact Information

Office of Human Resources, 956-8988

VI. References

- RP 2.203
- http://www.capitol.hawaii.gov/hrscurrent/Vol02_Ch0046-115/HRS0089/HRS_0089-0006.htm
- http://www.capitol.hawaii.gov/hrscurrent/Vol02_Ch0046-0115/HRS0089C-.htm
- http://www.capitol.hawaii.gov/hrscurrent/Vol01_Ch0001-0042F/Const/CONST_0010-0006.htm
- http://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0304A/HRS_0304A-1001.htm

VII. Exhibits and Appendices

No Exhibits or Appendices Found

VIII. Approved

Kendra Oishi
Executive Administrator and
Secretary of the Board of Regents

Date



May 18, 2020

MEMORANDUM

TO: Benjamin Kudo
Chair, Board of Regents

Michelle Tagorda
Chair, Committee on Personnel Affairs and Board Governance

FROM: Kendra Oishi *KOishi*
Executive Administrator and Secretary of the Board of Regents

SUBJECT: Recommend Board Approval of Revisions to Regents Policy (RP) 4.201, Vision, Mission, Values, and Guiding Principles of the University; RP 4.202, Integrated Strategic Planning; and RP 4.203, Unit Missions

SPECIFIC ACTION REQUESTED:

It is requested that the Committee on Personnel Affairs and Board Governance (PA&BG) recommend that the Board of Regents (Board) approve the proposed changes to Regents Policy (RP) 4.201, Vision, Mission, Values, and Guiding Principles of the University; RP 4.202, Integrated Strategic Planning; and RP 4.203, Unit Missions, subject to Administration conducting necessary consultation within the timeframe specified herein.

BACKGROUND:

The Board adopted the Integrated Academic and Facilities Plan (IAFP) framework during its April 20, 2017, meeting. The IAFP was developed as a result of the work of a Board permitted interaction group and consultation that was conducted by Administration with various stakeholders. Although the IAFP was formally adopted by the Board and Administration has been using the IAFP to guide its activities, the RPs related to strategic planning were not updated to conform to the IAFP as required by the adopted IAFP. As such, the purpose of the action requested is to begin the process of updating the policies accordingly.

The intent of the IAFP is to provide guidance and structure as to how the university prioritizes the use of resources through integrated planning, particularly with regard to academic programs, facilities, and finances. Given the economic and financial impacts facing the university and the State as a result of the COVID-19 pandemic, it is

imperative that the university clearly articulate its priorities and direction in order to focus the use of limited resources.

During the February 20, 2020, Board meeting, discussion occurred on proposed revisions to RP 4.201, RP 4.202, and RP 4.203. The drafts circulated for the February 20 meeting were prepared by the Board Office at the direction of Board leadership and included input from Administration. Some Regents provided feedback during the meeting and Chair Kudo requested that Regents review the proposed policies and provide comments or suggestions to the Board Office for consideration as the next set of draft policies were prepared.

The attached draft policies are briefly summarized as follows:

- **RP 4.201, Vision, Mission, Values, and Guiding Principles of the University:** Serves as the overarching policy directing the mission and vision for the University. It also identifies values and guiding principles to provide guidance and direction for decision making. The language is derived mostly from the IAFP and retains some of the current policy language that is still relevant.
- **RP 4.202, Integrated Strategic Planning:** Outlines the IAFP framework, referred to as the “Integrated Strategic Plan” or “ISP.” The proposed revisions connect the 10-year outlook and state needs assessment to the Strategic Directions, and outlines the four component parts of the ISP: (1) Academic Programs; (2) Budget and Finance; (3) Facilities; and (4) Research. It requires that multi-year rolling plans be developed for each of the components, as well as a multi-year enrollment plan which is developed in consideration of the component parts. An existing example of a multi-year rolling plan is the 6-year capital improvement program (CIP) plan, which fulfills the requirement for the “facilities” component.

This proposed policy also incorporates provisions of RP 4.205, Institutional Accountability and Performance, which sets forth assessment and accountability requirements.

- **RP 4.203, Unit Missions:** This policy outlines the unit missions, as provided for in the IAFP: UH Manoa, UH Hilo, UH – West Oahu, and the Community Colleges, as well as the System Offices.

There may be a future need to repeal or modify some of the other policies in Chapter 4 of the RPs to conform to any changes made to the attached policies that are adopted by the Board. The Board Office is also considering whether the structure of the board policies should be restructured to better align to the component parts of the ISP.

TIMELINE:

Although the IAFP went through a consultation process prior to its adoption in April 2017, changes to policies related to strategic planning may be subject to consultation. As such, should the PA&BG Committee recommend that the Board approve revisions to RP 4.201, RP 4.202, and/or RP 4.203, Administration is requested to conduct the necessary consultation and notify the Board of the results of the consultation, including any recommended revisions to the draft policies, by September 30, 2020, so that the Board may schedule the policies for its October 2020 meeting.

ACTION RECOMMENDED:

The PA&BG Committee is requested to recommend approval of the aforementioned revisions to RP 4.201, RP 4.202, and RP 4.203, subject to Administration conducting the appropriate consultation within the aforementioned timeline and additional non-substantive edits for grammar and style.

Attachments:

RP 4.201 original
RP 4.201 redline
RP 4.201 clean
RP 4.202 original
RP 4.202 redline
RP 4.202 clean
RP 4.203 original
RP 4.203 redline
RP 4.203 clean
Integrated Academic and Facilities Plan



Regents Policy Chapter 4, Planning
Regents Policy RP 4.201, Mission and Purpose of the University
Effective Date: Mar. 20, 2009
Prior Dates Amended: Sept. 19, 1970; Sept. 21, 1970; Oct. 18, 2002; Oct. 31, 2014
(recodified)
Review Date: August 2017

I. Purpose

To set forth policy establishing the mission and purpose of the university.

II. Definitions:

No policy specific or unique definitions apply.

III. Policy:

A. Introduction

1. The board believes that it is essential from time to time to re-examine the mission and purpose of the university and to provide policy guidelines for its continued development and growth. The university has grown from a one-campus operation to a multi-campus, statewide system requiring coordination and the establishment of priorities and policies reflecting such change. The comments contained in this document, therefore, apply to the entire higher education in the state. The benefits accruing to the state from this arrangement are manifest when one compares the Hawai'i system to the scattered and divided governance of higher education in most other states.
2. The university has grown dramatically over the years. This growth has not only been wholeheartedly supported by the people of Hawai'i; it was, in a sense, mandated by them. The state's legislators and its elected and appointed officers could not have brought about such sustained growth without the understanding, encouragement and backing of the citizens of Hawai'i. The commitment that the people of Hawai'i have made to higher education is reflected in their financial support.

B. An Environment of Change

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

C. Mission and Purpose

1. The primary mission of the university is to provide environments in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom, and values that will help ensure the survival of present and future generations with improvement in the quality of life.
2. In carrying out that mission, it is the basic purpose of the university to afford all qualified people of Hawai'i an equal opportunity for quality college and university education at both undergraduate and graduate levels.
3. As the only provider of public higher education in Hawai'i, the university embraces its unique responsibilities to the indigenous people of Hawai'i and to Hawai'i's indigenous language and culture. To fulfill this responsibility, the university ensures active support for the participation of Native Hawaiians at the university and support vigorous programs of study and support for the Hawaiian language, history, and culture.
4. Within its unique geographical location, the university will serve as a leader in how it stewards the resources of the islands and the world for the benefit of all. The university shall be a global leader and model for the integration of sustainability throughout its teaching, research, operations, and public service. The university recognizes that an important knowledge base in sustainable island systems resides in the indigenous people of Hawai'i and all those for whom Hawai'i is home. The university commits to consult with local cultural practitioners and sustainability experts on best practices in sustainable resource allocation and use for the well-being of our communities, our state, and the world. Critical resources include energy, food, water, land and sea as they are integrated with the relationships of family, culture, community, justice, work, and economy in the present and future.
 - a. Basic unit missions
 - (1) University of Hawai'i at Mānoa is a doctoral/research university with selective admissions. It offers baccalaureate, master's and doctoral degrees in an array of liberal arts and professional fields, degrees in law and medicine and carries out organized research activities.

- (2) University of Hawai'i at Hilo is a comprehensive, primarily baccalaureate institution with a regional mission, offering baccalaureate degrees in the liberal arts, agriculture, nursing, and business, as well as select masters and doctoral degrees.
 - (3) University of Hawai'i West O'ahu is a four-year baccalaureate institution founded in the liberal arts, serving professional, career-related, and applied fields, based on state and regional needs, and providing access through partnerships and distance delivery.
 - (4) The University of Hawai'i Community Colleges are open-door, low-tuition institutions. Community colleges offer two-year college transfer and general education programs, two and four-year career and technical education programs; semiprofessional, career and technical, and continuing education programs, and such other educational programs and services appropriate to community colleges.
- b. The board approves a mission statement that elaborates the basis system mission, articulating those qualities common to the system as a whole. At a minimum, the system mission incorporates the vision, purpose, and common values of the university system, emphasizing the fundamental commitment to access and quality. The university system's special advantage and distinction in Hawaiian, Asian, and Pacific affairs is highlighted in the mission, and the overall governance structure is summarized.
- c. The university is committed to diversity within and among all racial and ethnic groups served by public higher education in Hawai'i. The president, working with the chancellors, ensures the unique commitment to Native Hawaiians is fulfilled by:
- (1) Providing positive system-wide executive support in the development, implementation, and improvement of programs and services for Native Hawaiians;
 - (2) Encouraging the increased representation of Native Hawaiians at the university;
 - (3) Supporting full participations of Native Hawaiians in all initiatives and programs of the university;

- (4) Actively soliciting consultation from the Native Hawaiian community and specifically Puko'a, the system-wide council of Native Hawaiian faculty, staff and students that serves as advisory to the president;
 - (5) Providing for and promoting the use of the Hawaiian language within the university;
 - (6) Providing a level of support for the study of Hawaiian language, culture and history within the university that honors, perpetuates and strengthens those disciplines into the future;
 - (7) Encouraging Native Hawaiians to practice their language, culture and other aspects of their traditional customary rights throughout all university campuses and providing Hawaiian environments and facilities for such activities; and
 - (8) Addressing the education needs of Native Hawaiians, the State of Hawai'i, and the world at large, in the areas of Hawaiian language, culture, and history through outreach.
- d. The university is committed to social, cultural, environmental, and economic sustainability in operations; education, research and service; planning, administration, and engagement; and cultural and community connections. The president, working with the chancellors, ensures the commitment to sustainability is fulfilled by:
- (1) Establishing a Presidential Sustainability Policy that sets ambitious sustainability goals such that the university will achieve carbon neutrality, zero waste, and local food self-sufficiency;
 - (2) Providing system-wide executive support and coordination in the development, implementation, assessment, and improvement of programs and services that encourage sustainability throughout the university and each of its campuses;
 - (3) Ensuring that the university meets or exceeds all statewide policies, targets, and goals relevant to sustainability and coordinates with statewide sustainability initiatives;
 - (4) Establishing system-wide sustainability policies for operations; education, research and service; planning and administration; engagement; and cultural and community connections;

- (5) Establishing system-wide and, where appropriate, campus-specific metrics and targets for improved efficiency and reduced resource waste for buildings, climate, dining, energy, grounds, purchasing, transportation, waste, and water;
 - (6) Developing mechanisms to track and re-invest savings from sustainability initiatives that further increase efficiencies, reduce waste, and improve sustainability; and;
 - (7) Reporting on accomplishments and challenges in implementing sustainable practices at the university.
- e. The president is delegated the authority to develop specific processes that carry out the intent of this board policy. The president and his/her designee shall report to the board annually on progress in carrying out the university's commitment to sustainability.
 - f. The board also approves separate mission statements for the major units of the system that use as their foundation the basic mission described herein and elaborates the separate and unique roles of these units within the system's overall mission. At a minimum, these unit mission statements define their differentiated missions in terms of instruction, research and service roles, campus types, degree levels, populations served, student selectivity, and special campus distinctions.
 - g. The president is responsible for adhering to the institution's mission including a thorough review of university and unit missions as needed, but at least every ten (10) years. In conducting this review and recognizing the board's final authority, to establish the mission of the university and its major units, the president ensures that each unit of the system has procedures that include full participation in the review process with opportunity for community input prior to submission to the board for adoption. All comments from the various sectors shall be summarized when transmitting the final document to the board.

IV. Delegation of Authority:

The president is delegated the authority to develop specific processes that carry out the intent of this board policy. See RP 4.201(C)(4)(e).

V. Contact Information:

Office of the Board of Regents, 956-8213, bor@hawaii.edu

VI. References:

- <http://www.hawaii.edu/offices/bor/>

Approved as to Form:

Cynthia Quinn
Executive Administrator and
Secretary of the Board of Regents

Date



Regents Policy Chapter 4, Planning
Regents Policy RP 4.201, Vision, Mission, Values, and Purpose Guiding Principles of
the University

Effective Date: ~~Mar. 20, 2009~~ XXX XX, 2020

Prior Dates Amended: Sept. 19, 1970; Sept. 21, 1970; Oct. 18, 2002; Mar. 20, 2009;
Oct. 31, 2014 (recodified)

Review Date: August ~~2017~~ 2023

I. Purpose

To set forth policy establishing the vision, mission, values, and purpose-guiding principles of the university.

II. Definitions:

No policy specific or unique definitions apply.

III. Policy:

A. Introduction Vision

~~1. The board believes that it is essential from time to time to re-examine the mission and purpose of the university and to provide policy guidelines for its continued development and growth. The university has grown from a one-campus operation to a multi-campus, statewide system requiring coordination and the establishment of priorities and policies reflecting such change. The comments contained in this document, therefore, apply to the entire higher education in the state. The benefits accruing to the state from this arrangement are manifest when one campuses the Hawai'i system to the scattered and divided governance of higher education in most other states.~~

~~2. The university has grown dramatically over the years. This growth has not only been wholeheartedly supported by the people of Hawai'i; it was, in a sense, mandated by them. The state's legislators and its elected and appointed officers could not have brought about such sustained growth without the understanding, encouragement and backing of the citizens of Hawai'i. The commitment that the people of Hawai'i have made to higher education is reflected in their financial support.~~

1. For the State of Hawai'i:

~~Hawai'i is a special place where diverse people and communities live, work, learn, and play together in a sustainable manner. Hawai'i's economy is vibrant and globally competitive, characterized by engaging living-wage jobs. Inspired by its host culture, Hawai'i treasures and protects its amazing environment as it promotes a high quality of life for all its people.~~

Hawai'i is a place where diverse people and communities live, work, learn, and play in an environment that promotes a high quality of life through a vibrant and sustainable global economy inspired by its host culture.

2. For the University of Hawai'i (UH) System:

~~The UH System is the single most important contributor to the future of Hawai'i. The people of Hawai'i appreciate the excellence throughout the UH System, understand its value to the state, and demonstrate pride in their university system. UH's campuses are recognized for their quality and value and are destinations of choice within Hawai'i and beyond. The UH System is the premier integrated public higher education system in the country.~~

The University of Hawaii is an integral contributor to the success of the State of Hawaii and its campuses are recognized for their excellence and unique characteristics. The University of Hawaii is the premier integrated public higher education system in the country.

~~B. An Environment of Change~~

- ~~1. Since its founding, the university has undergone considerable change in size, scope, and complexity. The university reflects the economic and social realities of the state, which in turn, reflects the realities of the nation, and increasingly, the world. Both the state's capacity for funding the university and the citizens' demand for services are responsive to this environment. Planning occurs within this broad context of change.~~

B. UH System ~~Mission and Purpose~~

~~At its core, UH is an institute of higher education responsible for the education of every resident of Hawai'i, regardless of preparation, either directly, or indirectly through the university's collaboration with, and provision of resources to, the Hawai'i State Department of Education to prepare students for post-secondary education and training. UH is As the sole provider of public higher education in the State of Hawai'i, UH and embraces the mission of land grant institutions around the country, as well as its missions as a. Additionally, UH is a sea grant and space grant institution. It has which~~

encompasses an extraordinarily wide scope of responsibilities ranging from educating every resident of Hawai'i, regardless of preparation, the provision of higher education, to research, to developing professionals in various fields. UH provides the intellectual capacity to address Hawai'i's challenges and opportunities and stimulate the economy through its research and scholarship. UH as a whole cannot ignore any part of its mission, from traditional education of 18-year olds to technical workforce development and developing new economic sectors that create jobs that are relevant and meet the needs of the current, as well as future, market.

Not every part of UH can or should engage in every part of this mission across every disciplinary area. It is essential for UH to thoughtfully and intentionally weave together the capacities and interests of its diverse campuses and faculties in order to achieve its vision. The UH System benefits from a unique integration and alignment of the work of its community colleges, baccalaureate institutions, and its flagship research university. UH will work collaboratively and efficiently to meet the diverse needs of Hawai'i's communities.

The University of Hawaii, through innovation, collaboration, and partnerships, weaves together the assets of each of its diverse campuses and system offices to support:

- The education of a diverse student body and preparing them for success in career and community;
- The development of Hawaii's workforce;
- The diversification of Hawaii's economy through the development of new economic sectors and reimagining of outdated sectors; and
- The strengthening of the research enterprise as a major intellectual and economic driver of the State.

Not every part of the university can or should engage in every part of this mission across every disciplinary area. The University of Hawaii System benefits from a unique integration and alignment of the work of its community colleges, baccalaureate institutions, flagship research university, and system offices, and utilizes these strengths to work collaboratively to efficiently and effectively leverage its resources to meet the diverse needs of Hawaii's communities.

C. UH System Values

The UH System embraces these values in fulfilling its commitment to building a stronger Hawai'i:

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

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

3. ~~As the only provider of public higher education in Hawai'i, the university embraces~~ **Embracing Hawaiian Place of Learning. Accepting** its unique responsibilities to the indigenous people of Hawai'i and to Hawai'i's indigenous language and culture. To fulfill this responsibility, the university ensures active support for the participation of Native Hawaiians at the university and ~~support~~ **supports** vigorous programs of study and support for the Hawaiian language, history, and culture. ~~The university is committed~~ **commits to diversity diversification within and among all racial and ethnic groups served by public higher education in Hawai'i. The president, working with the chancellors, and officers, ensures the unique commitment to Native Hawaiians is fulfilled by:**
 - a. Providing positive system-wide executive support in the development, implementation, and improvement of programs and services for Native Hawaiians;
 - b. Encouraging the increased representation of Native Hawaiians at the university;
 - c. Supporting full participation of Native Hawaiians in all initiatives and programs of the university;
 - d. Actively soliciting consultation from the Native Hawaiian community and specifically Puko'a, the system-wide council of Native Hawaiian faculty, staff, and students that serves as advisory to the president;
 - e. Providing for and promoting the use of the Hawaiian language within the university;

- f. Providing a level of support for the study of Hawaiian language, culture, and history within the university that honors, perpetuates, and strengthens those disciplines into the future;
- g. Encouraging Native Hawaiians to practice their language, culture, and other aspects of their traditional customary rights throughout all university campuses and providing Hawaiian environments and facilities for such activities; and
- 3. h. Addressing the education educational needs of Native Hawaiians, the State of Hawai'i, and the world at large, in the areas of Hawaiian language, culture, and history through outreach.
- 4. Within its unique geographical location, the university will serve as a leader in how it stewards the resources of the islands and the world for the benefit of all. The university shall be **Sustainability**. Serving as a global leader in sustainability and stewardship of island resources and functioning as a model for the integration of sustainability throughout its teaching, research, operations, and public service by:

 - a. ~~Serving as a global leader and model for the integration of sustainability throughout its teaching, research, operations, and public service. The university recognizes that~~ **Recognizing that** an important knowledge base in sustainable island systems resides in the indigenous people of Hawai'i and all those for whom Hawai'i is home. The university commits to consult with local cultural practitioners and sustainability experts on best practices in sustainable resource allocation and use for the well-being of our communities, our state, and the world. Critical resources include energy, food, water, land, and sea as they are integrated with the relationships of family, culture, community, justice, work, and economy in the present and future.
 - b. ~~The~~ **Committing the university is committed to social, cultural, environmental, and economic sustainability in operations; education, research, and service; planning, administration, and engagement; and cultural and community connections. The president, working with the officers and chancellors, ensures the commitment to sustainability is fulfilled by:**

 - (1) Establishing a Presidential Sustainability Policy that sets ambitious sustainability goals such that the university will achieve carbon neutrality, zero waste, and local food self-sufficiency;

- (2) Providing system-wide executive support and coordination in the development, implementation, assessment, and improvement of programs and services that encourage sustainability throughout the university and each of its campuses;
- (3) Ensuring that the university meets or exceeds all statewide policies, targets, and goals relevant to sustainability and coordinates with statewide sustainability initiatives;
- (4) Establishing system-wide sustainability policies for operations; education, research, and service; planning and administration; engagement; and cultural and community connections;
- (5) Establishing system-wide and, where appropriate, campus-specific metrics and targets for improved efficiency and reduced resource waste for buildings, climate, dining, energy, grounds, purchasing, transportation, waste, and water;
- (6) Developing mechanisms to track and re-invest savings from sustainability initiatives that further increase efficiencies, reduce waste, and improve sustainability; and;
- (7) Reporting annually on accomplishments and challenges in implementing sustainable practices at the university.

4. _____

a. ~~Basic unit missions~~

- ~~(1) University of Hawai'i at Mānoa is a doctoral/research university with selective admissions. It offers baccalaureate, master's and doctoral degrees in an array of liberal arts and professional fields, degrees in law and medicine and carries out organized research activities.~~
- ~~(2) University of Hawai'i at Hilo is a comprehensive, primarily baccalaureate institution with a regional mission, offering baccalaureate degrees in the liberal arts, agriculture, nursing, and business, as well as select masters and doctoral degrees.~~
- ~~(3) University of Hawai'i West O'ahu is a four-year baccalaureate institution founded in the liberal arts, serving professional, career-~~

~~related, and applied fields, based on state and regional needs, and providing access through partnerships and distance delivery.~~

- ~~(4) The University of Hawai'i Community Colleges are open-door, low-tuition institutions. Community colleges offer two-year college transfer and general education programs, two and four-year career and technical education programs; semiprofessional, career and technical, and continuing education programs, and such other educational programs and services appropriate to community colleges.~~

D. UH System Guiding Principles

The following principles and priorities are intended to guide UH's approach to serving the people and the world, and how it UH applies its fiscal, human, and physical resources efficiently, coherently, and collaboratively in its service to the people and the world:

1. 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.
2. 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.
3. To UH will increase and diversify enrollment, UH features a Centralized centralized enrollment management support system that can enhance enhances campus efforts with and provides clear lines of responsibility, authority, and accountability.
4. To advance its academic mission and ensure modern well-maintained facilities, UH must strengthen strengthens the diversity of its financial base beyond the continuing critical cornerstones of state funding and tuition revenue. Opportunities include leveraging land assets, generating more revenue from intellectual property, and increased philanthropy.
5. UH is committed to shared use of facilities. New capital projects should 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. Specialized and costly facilities and capabilities ~~should be~~ are shared externally to address community needs while generating revenue to support operating costs.

6. UH land is an asset of the UH System, not an individual campus. UH ~~will develop~~ has a systemwide plan for real estate assets that respects each campus mission while maximizing opportunities, including through the use of public-private partnership (P3) strategies where appropriate.
7. 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~~ policy.

E. Approval of Mission

~~b. The board approves a mission statement that elaborates the basis system mission, articulating those qualities common to the system as a whole. At a minimum, the system mission incorporates the vision, purpose, and common values of the university system, emphasizing the fundamental commitment to access and quality. The university system's special advantage and distinction in Hawaiian, Asian, and Pacific affairs is highlighted in the mission, and the overall governance structure is summarized.~~ has the authority to establish the mission of the UH System and its major parts. See RP 4.203.

- ~~c. The university is committed to diversity within and among all racial and ethnic groups served by public higher education in Hawai'i. The president, working with the chancellors, ensures the unique commitment to Native Hawaiians is fulfilled by:~~
 - ~~(1) Providing positive system-wide executive support in the development, implementation, and improvement of programs and services for Native Hawaiians;~~
 - ~~(2) Encouraging the increased representation of Native Hawaiians at the university;~~
 - ~~(3) Supporting full participations of Native Hawaiians in all initiatives and programs of the university;~~

- ~~(4) Actively soliciting consultation from the Native Hawaiian community and specifically Puko‘a, the system-wide council of Native Hawaiian faculty, staff and students that serves as advisory to the president;~~
 - ~~(5) Providing for and promoting the use of the Hawaiian language within the university;~~
 - ~~(6) Providing a level of support for the study of Hawaiian language, culture and history within the university that honors, perpetuates and strengthens those disciplines into the future;~~
 - ~~(7) Encouraging Native Hawaiians to practice their language, culture and other aspects of their traditional customary rights throughout all university campuses and providing Hawaiian environments and facilities for such activities; and~~
 - ~~(8) Addressing the education needs of Native Hawaiians, the State of Hawai‘i, and the world at large, in the areas of Hawaiian language, culture, and history through outreach.~~
- ~~d. The university is committed to social, cultural, environmental, and economic sustainability in operations; education, research and service; planning, administration, and engagement; and cultural and community connections. The president, working with the chancellors, ensures the commitment to sustainability is fulfilled by:~~
- ~~(1) Establishing a Presidential Sustainability Policy that sets ambitious sustainability goals such that the university will achieve carbon neutrality, zero waste, and local food self-sufficiency;~~
 - ~~(2) Providing system-wide executive support and coordination in the development, implementation, assessment, and improvement of programs and services that encourage sustainability throughout the university and each of its campuses;~~
 - ~~(3) Ensuring that the university meets or exceeds all statewide policies, targets, and goals relevant to sustainability and coordinates with statewide sustainability initiatives;~~
 - ~~(4) Establishing system-wide sustainability policies for operations; education, research and service; planning and administration; engagement; and cultural and community connections;~~

~~(5) Establishing system wide and, where appropriate, campus specific metrics and targets for improved efficiency and reduced resource waste for buildings, climate, dining, energy, grounds, purchasing, transportation, waste, and water;~~

~~(6) Developing mechanisms to track and re-invest savings from sustainability initiatives that further increase efficiencies, reduce waste, and improve sustainability; and;~~

~~(7) Reporting on accomplishments and challenges in implementing sustainable practices at the university.~~

~~e. The president is delegated the authority to develop specific processes that carry out the intent of this board policy. The president and his/her designee shall report to the board annually on progress in carrying out the university's commitment to sustainability.~~

~~f. The board also approves separate mission statements for the major units of the system that use as their foundation the basic mission described herein and elaborates the separate and unique roles of these units within the system's overall mission. At a minimum, these unit mission statements define their differentiated missions in terms of instruction, research and service roles, campus types, degree levels, populations served, student selectivity, and special campus distinctions.~~

~~g.~~ **F.** The president is responsible for adhering to the institution's and units' missions in its planning and general operations, and is responsible for conducting including a thorough review of university the UH and unit missions as needed, but at least every ~~ten (10)~~ **five (5)** years. In conducting this review and recognizing the board's final authority, to establish the mission of the university and its major units, the president ensures that each unit of the system has procedures that include full participation in the review process with opportunity for community input prior to submission to the board for adoption. All comments from the various sectors shall be summarized when transmitting the final document to the board.

IV. Delegation of Authority:

The president is delegated the authority to develop specific processes that carry out the intent of this board policy. See RP 4.201(C)(4)(e).

V. Contact Information:

Office of the Board of Regents, 956-8213, bor@hawaii.edu

VI. References:

- <http://www.hawaii.edu/offices/bor/>
- [RP 4.202](#)
- [RP 4.203](#)

Approved as to Form:

Cynthia Quinn Kendra Oishi
Executive Administrator and
Secretary of the Board of Regents

_____ Date



Regents Policy Chapter 4, Planning
Regents Policy RP 4.201, Vision, Mission, Values, and Guiding Principles of the
University
Effective Date: XXX XX, 2020
Prior Dates Amended: Sept. 19, 1970; Sept. 21, 1970; Oct. 18, 2002; Mar. 20, 2009;
Oct. 31, 2014 (recodified)
Review Date: August 2023

I. Purpose

To set forth policy establishing the vision, mission, values, and guiding principles of the university.

II. Definitions:

No policy specific or unique definitions apply.

III. Policy:

A. Vision

1. For the State of Hawai'i:

Hawai'i is a place where diverse people and communities live, work, learn, and play in an environment that promotes a high quality of life through a vibrant and sustainable global economy inspired by its host culture.

2. For the University of Hawai'i (UH) System:

The University of Hawaii is an integral contributor to the success of the State of Hawaii and its campuses are recognized for their excellence and unique characteristics. The University of Hawaii is the premier integrated public higher education system in the country.

B. UH System Mission

The University of Hawaii, through innovation, collaboration, and partnerships, weaves together the assets of each of its diverse campuses and system offices to support:

- The education of a diverse student body and preparing them for success in career and community;
- The development of Hawaii's workforce;

- The diversification of Hawaii's economy through the development of new economic sectors and reimagining of outdated sectors; and
- The strengthening of the research enterprise as a major intellectual and economic driver of the State.

Not every part of the university can or should engage in every part of this mission across every disciplinary area. The University of Hawaii System benefits from a unique integration and alignment of the work of its community colleges, baccalaureate institutions, flagship research university, and system offices, and utilizes these strengths to work collaboratively to efficiently and effectively leverage its resources to meet the diverse needs of Hawaii's communities.

C. UH System Values

The UH System embraces these values in fulfilling its commitment to building a stronger Hawai'i:

1. **Optimal Learning Environments.** Designing environments in which faculty, staff, and students can discover, examine critically, preserve and transmit the knowledge, wisdom, and values that will help ensure the survival of present and future generations with improvement in the quality of life.
2. **Quality Education.** Providing all qualified people of Hawai'i an equal opportunity for a quality college and university education at both undergraduate and graduate levels.
3. **Hawaiian Place of Learning.** Accepting its unique responsibilities to the indigenous people of Hawai'i and to Hawai'i's indigenous language and culture. To fulfill this responsibility, the university ensures active support for the participation of Native Hawaiians at the university and supports vigorous programs of study and support for the Hawaiian language, history, and culture. The university commits to diversification within and among all racial and ethnic groups served by public higher education in Hawai'i. The president, working with the chancellors and officers, ensures the unique commitment to Native Hawaiians is fulfilled by:
 - a. Providing positive system-wide executive support in the development, implementation, and improvement of programs and services for Native Hawaiians;
 - b. Encouraging the increased representation of Native Hawaiians at the university;

- c. Supporting full participation of Native Hawaiians in all initiatives and programs of the university;
 - d. Actively soliciting consultation from the Native Hawaiian community and specifically Puko'a, the system-wide council of Native Hawaiian faculty, staff, and students that serves as advisory to the president;
 - e. Providing for and promoting the use of the Hawaiian language within the university;
 - f. Providing a level of support for the study of Hawaiian language, culture, and history within the university that honors, perpetuates, and strengthens those disciplines into the future;
 - g. Encouraging Native Hawaiians to practice their language, culture, and other aspects of their traditional customary rights throughout all university campuses and providing Hawaiian environments and facilities for such activities; and
 - h. Addressing the educational needs of Native Hawaiians, the State of Hawai'i, and the world at large, in the areas of Hawaiian language, culture, and history through outreach.
4. **Sustainability.** Serving as a global leader in sustainability and stewardship of island resources and functioning as a model for the integration of sustainability throughout its teaching, research, operations, and public service by:
- a. Recognizing that an important knowledge base in sustainable island systems resides in the indigenous people of Hawai'i and all those for whom Hawai'i is home. The university commits to consult with local cultural practitioners and sustainability experts on best practices in sustainable resource allocation and use for the well-being of our communities, our state, and the world. Critical resources include energy, food, water, land, and sea as they are integrated with the relationships of family, culture, community, justice, work, and economy in the present and future.
 - b. Committing the university to social, cultural, environmental, and economic sustainability in operations; education, research, and service; planning, administration, and engagement; and cultural and community connections. The president, working with the officers and chancellors, ensures the commitment to sustainability is fulfilled by:

- (1) Establishing a Presidential Sustainability Policy that sets ambitious sustainability goals such that the university will achieve carbon neutrality, zero waste, and local food self-sufficiency;
- (2) Providing systemwide executive support and coordination in the development, implementation, assessment, and improvement of programs and services that encourage sustainability throughout the university and each of its campuses;
- (3) Ensuring that the university meets or exceeds all statewide policies, targets, and goals relevant to sustainability and coordinates with statewide sustainability initiatives;
- (4) Establishing systemwide sustainability policies for operations; education, research, and service; planning and administration; engagement; and cultural and community connections;
- (5) Establishing systemwide and, where appropriate, campus-specific metrics and targets for improved efficiency and reduced resource waste for buildings, climate, dining, energy, grounds, purchasing, transportation, waste, and water;
- (6) Developing mechanisms to track and reinvest savings from sustainability initiatives that further increase efficiencies, reduce waste, and improve sustainability; and
- (7) Reporting annually on accomplishments and challenges in implementing sustainable practices at the university.

D. UH System Guiding Principles

The following principles and priorities are intended to guide how UH applies its fiscal, human, and physical resources efficiently, coherently, and collaboratively in its service to the people and the world:

1. 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.
2. 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.

3. To increase and diversify enrollment, UH features a centralized enrollment management support system that enhances campus efforts and provides clear lines of responsibility, authority, and accountability.
4. To advance its academic mission and ensure modern well-maintained facilities, UH strengthens the diversity of its financial base beyond the continuing critical cornerstones of state funding and tuition revenue. Opportunities include leveraging land assets, generating more revenue from intellectual property, and increased philanthropy.
5. UH is committed to shared use of facilities. New capital projects 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. Specialized and costly facilities and capabilities are shared externally to address community needs while generating revenue to support operating costs.
6. UH land is an asset of the UH System, not an individual campus. UH has a systemwide plan for real estate assets that respects each campus mission while maximizing opportunities, including through the use of public-private partnership (P3) strategies where appropriate.
7. 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 policy.

E. Approval of Mission

The board has the authority to establish the mission of the UH System and its major parts. See RP 4.203.

- F. The president is responsible for adhering to the institution's and units' missions in its planning and general operations, and is responsible for conducting a thorough review of the UH and unit missions as needed, but at least every five (5) years. In conducting this review and recognizing the board's final authority to establish the mission of the university and its major units, the president ensures that each unit of the system has procedures that include full participation in the review process with opportunity for community input prior to submission to the board for

adoption. All comments from the various sectors shall be summarized when transmitting the final document to the board.

IV. Delegation of Authority:

The president is delegated the authority to develop specific processes that carry out the intent of this board policy.

V. Contact Information:

Office of the Board of Regents, 956-8213, bor@hawaii.edu

VI. References:

- RP 4.202
- RP 4.203

Approved as to Form:

Kendra Oishi
Executive Administrator and
Secretary of the Board of Regents

Date



Regents Policy Chapter 4, Planning
Regents Policy RP 4.202, Strategic Planning
Effective Date: Oct. 18, 2002
Prior Dates Amended: Oct. 31, 2014 (recodified)
Review Date: August 2017

I. Purpose

To establish a strategic planning process to ensure that the university engages in appropriate long-range planning.

II. Definitions:

No policy specific or unique definitions apply.

III. Policy:

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

IV. Delegation of Authority:

There is no specific policy delegation of authority.

V. Contact Information:

Office of the Board of Regents, 956-8213, bor@hawaii.edu

VI. References:

- <http://www.hawaii.edu/offices/bor/>

Approved as to Form:

Cynthia Quinn
Executive Administrator and
Secretary of the Board of Regents

Date



Regents Policy Chapter 4, Planning
Regents Policy RP 4.202, Integrated Strategic Planning
Effective Date: ~~Oct. 18, 2002~~ XXX XX, 2020
Prior Dates Amended: Oct. 31, 2014 (recodified); Oct. 18, 2002
Review Date: August ~~2017~~ 2023

I. Purpose

To establish an integrated strategic planning framework and process ~~to ensure that the university engages in appropriate long-range planning for the university to~~ prioritize and maximize activities and resources that support the university mission across the system and all campuses.

II. Definitions:

~~No policy specific or unique definitions apply.~~ "Unit" or "Major Unit" refers to one of the three four-year universities, the community college system as a whole, or the collective system offices of the university.

III. Policy:

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

- ~~1. The board will periodically approve a long-range plan referred to as the strategic or master plan.~~
- ~~2. The strategic plan sets forth common system goals and planning principles and, as appropriate, system and unit specific strategies to implement these goals. Together these articulate the priorities of the university for the planning period.~~
- ~~3. The president, in consultation with the board, is responsible for updating the strategic plan at appropriate intervals, but at least every ten (10) years. The process of updating the plan will include board input from the university's internal and external communities.~~

~~B. The president or his/her designee shall report to the board at least annually on accomplishments in carrying out the strategies and achieving the goals of the plan.~~

A. Introduction

~~Integrated strategic planning for the~~ The University of Hawai'i provides academic programs and research of value to students, faculty, and the State of Hawaii through integrated strategic planning that ~~should consider~~ considers statewide economic and workforce needs, community dynamics, and the maximization of limited resources in order to make efficient use of fiscal resources, human resources, and facilities, ~~in order to and provide academic programs and research of value to students, faculty, and the State of Hawai'i.~~

~~Integrated strategic plans (ISP) need to be~~ are developed at the systemwide level and at each of the major units, ~~and should be developed~~ in consideration of each other. Integrated strategic plans ~~should~~ consist of the following components: academic programs, ~~enrollment,~~ budget and finance, facilities, and research (as applicable). Each component ~~should have~~ contains a multi-year "rolling" plan that is informed by the others and ~~are~~ updated each year to reflect current conditions and changes over the past year. Components developed at the unit level are consistent with and integrated into components of the systemwide ISP. A multi-year enrollment plan is also developed in conjunction with the component plans.

~~Each campus may also develop and maintain campus strategic plans that conform to the university's and campus's vision, mission, values, and guiding principles, and the integrated strategic plans described above, and may be used for accreditation and other purposes.~~

B. Systemwide Planning Components and Schedule

1. ~~Decadal~~ 10-Year Outlook and State Needs Assessment

~~The ~~Decadal~~ 10-Year Outlook is~~ An assessment of state needs, ~~should examine~~ examining the statewide economic, social, and demographic trends and emergent needs for the next decade, and, ~~It should examine~~ how well the university is positioned to meet those needs to assist in identifying broad priorities for the university over the ~~-decade~~ ahead.

a. The president, in consultation with the board, is responsible for updating the system ~~decadal~~ 10-year outlook and state needs assessment at least every ten years. This process will include broad input from the university's internal and external communities.

b. The ~~decadal~~ 10-year outlook and any updates ~~are will~~ shall be presented to the board at a duly noticed public meeting.

2. Strategic Directions

Using the ~~Decadal~~ 10-Year Outlook as a guide in conjunction with the vision and mission of the university, the president ~~shall be~~ is responsible for the development of strategies toward target areas that will set the course for the university to best meet state needs over a five-year planning period. These strategies will include goals, priorities, desired outcomes, and metrics for the university.

a. The president is responsible for updating the system Strategic Directions at least every five years and should consider broad input from the university's internal and external communities.

b. The Strategic Directions shall include a set of metrics, at least one per target area, to be reported to the board at least annually at a public meeting and ~~shall be~~ maintained on a public dashboard.

c. The Strategic Directions ~~will be is approved~~ shall be subject to approval by the ~~Board of Regents~~ board.

3. Integrated Strategic Plans

a. The following are component parts to the ISP:

(1) Academic Programs;

(2) Budget and Finance;

~~—~~ Enrollment;

(3) Facilities; and

(4) Research.

b. Multi-year rolling plans ~~will~~ shall be developed for each of the component parts. ~~The plans should summarize the actions that are to be taken each year to meet the goals, priorities, and outcomes identified in the Strategic Directions, and comport with the vision, mission, values, and guiding principles of the university.~~ Each plan should consider ~~considers~~ and

~~evaluate~~ evaluates academic, facilities, and fiscal impacts, and summarizes the actions being taken each year to meet the goals, priorities, and outcomes identified in the Strategic Directions, and comport with the vision, mission, values, and guiding principles of the university.

- c. The president is responsible for updating the multi-year rolling plans annually, with a minimum of six years of current and future plans included. Each component plan shall be presented to the appropriate committee of the board and shall be approved by the board each year.
- d. The president is responsible for developing a multi-year enrollment plan in consideration of the component parts.
- e. Each plan ~~should~~ shall be developed in consideration of the multi-year enrollment plan and other component parts and together will serve as the systemwide ISP. The ISP will inform legislative requests for the biennial and supplemental operating and capital improvement budgets.
- f. The component parts and the ISP as a whole shall embody the UH System values of sustainability and Native Hawaiian place of learning as articulated in RP 4.201.

C. Institutional Assessment and Accountability

- 1. The university is committed to accountability and a process that provides for the regular and systematic assessment of the success of the campuses, and the university as a whole. The intent is to gather evidence about the institution's effectiveness in meeting its mission, goals, and objectives, and to use this information to improve programs and services and demonstrate public accountability.
- 2. Institutional assessment and accountability are focused on institutional performance rather than individual or program evaluations, which are addressed elsewhere in Regents Policy.
- 3. Benchmarks and/or performance indicators ~~shall be~~ are established by the president that evaluate overall and unit effectiveness in meeting the goals in the Strategic Directions through the ISP component plans with reference to accreditation standards or comparative performance relative to peer institutions as appropriate.

IV. Delegation of Authority:

There is no specific policy delegation of authority.

V. Contact Information:

Office of the Board of Regents, 956-8213, bor@hawaii.edu

VI. References:

- ~~<http://www.hawaii.edu/offices/bor/>~~
- [RP 4.201](#)
- [RP 4.203](#)

Approved as to Form:

~~Cynthia Quinn~~ [Kendra Oishi](#)
Executive Administrator and
Secretary of the Board of Regents

_____ Date



Regents Policy Chapter 4, Planning
Regents Policy RP 4.202, Integrated Strategic Planning
Effective Date: XXX XX, 2020
Prior Dates Amended: Oct. 31, 2014 (recodified); Oct. 18, 2002
Review Date: August 2023

I. Purpose

To establish an integrated strategic planning framework and process for the university to prioritize and maximize activities and resources that support the university mission across the system and all campuses.

II. Definitions:

"Unit" or "Major Unit" refers to one of the three four-year universities, the community college system as a whole, or the collective system offices of the university.

III. Policy:

A. Introduction

The University of Hawai'i provides academic programs and research of value to students, faculty, and the State of Hawaii through integrated strategic planning that considers statewide economic and workforce needs, community dynamics, and the maximization of limited resources in order to make efficient use of fiscal resources, human resources, and facilities.

Integrated strategic plans (ISP) are developed at the systemwide level and at each of the major units in consideration of each other. Integrated strategic plans consist of the following components: academic programs, budget and finance, facilities, and research (as applicable). Each component contains a multi-year "rolling" plan that is informed by the others and updated each year to reflect current conditions and changes over the past year. Components developed at the unit level are consistent with and integrated into components of the systemwide ISP. A multi-year enrollment plan is also developed in conjunction with the component plans.

Each campus may also develop and maintain campus strategic plans that conform to the university's and campus's vision, mission, values, and guiding principles, and the integrated strategic plans described above, and may be used for accreditation and other purposes.

B. Systemwide Planning Components and Schedule

1. 10-Year Outlook and State Needs Assessment

The 10-Year Outlook is an assessment of state needs, examining the statewide economic, social, and demographic trends and emergent needs for the next decade, and how well the university is positioned to meet those needs to assist in identifying broad priorities for the university over the decade ahead.

- a. The president, in consultation with the board, is responsible for updating the system 10-year outlook and state needs assessment at least every ten years. This process will include broad input from the university's internal and external communities.
- b. The 10-year outlook and any updates shall be presented to the board at a duly noticed public meeting.

2. Strategic Directions

Using the 10-Year Outlook as a guide in conjunction with the vision and mission of the university, the president is responsible for the development of strategies toward target areas that will set the course for the university to best meet state needs over a five-year planning period. These strategies will include goals, priorities, desired outcomes, and metrics for the university.

- a. The president is responsible for updating the system Strategic Directions at least every five years and should consider broad input from the university's internal and external communities.
- b. The Strategic Directions shall include a set of metrics, at least one per target area, to be reported to the board at least annually at a public meeting and maintained on a public dashboard.
- c. The Strategic Directions shall be subject to approval by the board.

3. Integrated Strategic Plans

- a. The following are component parts to the ISP:
 - (1) Academic Programs;

- (2) Budget and Finance;
 - (3) Facilities; and
 - (4) Research.
- b. Multi-year rolling plans shall be developed for each of the component parts. Each plan considers and evaluates academic, facilities, and fiscal impacts and summarizes the actions being taken each year to meet the goals, priorities, and outcomes identified in the Strategic Directions, and comport with the vision, mission, values, and guiding principles of the university.
 - c. The president is responsible for updating the multi-year rolling plans annually, with a minimum of six years of current and future plans included. Each component plan shall be presented to the appropriate committee of the board and shall be approved by the board each year.
 - d. The president is responsible for developing a multi-year enrollment plan in consideration of the component parts.
 - e. Each plan shall be developed in consideration of the multi-year enrollment plan and other component parts and together will serve as the systemwide ISP. The ISP will inform legislative requests for the biennial and supplemental operating and capital improvement budgets.
 - f. The component parts and the ISP as a whole shall embody the UH System values of sustainability and Native Hawaiian place of learning as articulated in RP 4.201.

C. Institutional Assessment and Accountability

- 1. The university is committed to accountability and a process that provides for the regular and systematic assessment of the success of the campuses, and the university as a whole. The intent is to gather evidence about the institution's effectiveness in meeting its mission, goals, and objectives, and to use this information to improve programs and services and demonstrate public accountability.
- 2. Institutional assessment and accountability are focused on institutional performance rather than individual or program evaluations, which are addressed elsewhere in Regents Policy.

3. Benchmarks and/or performance indicators are established by the president that evaluate overall and unit effectiveness in meeting the goals in the Strategic Directions through the ISP component plans with reference to accreditation standards or comparative performance relative to peer institutions as appropriate.

IV. Delegation of Authority:

There is no specific policy delegation of authority.

V. Contact Information:

Office of the Board of Regents, 956-8213, bor@hawaii.edu

VI. References:

- RP 4.201
- RP 4.203

Approved as to Form:

Kendra Oishi
Executive Administrator and
Secretary of the Board of Regents

Date



Regents Policy Chapter 4, Planning
Regents Policy RP 4.203, Unit Academic Plans
Effective Date: Oct. 18, 2002
Prior Dates Amended: Oct. 20, 1978; Apr. 18, 1997; Oct. 31, 2014 (recodified)
Review Date: August 2017

I. Purpose

To set forth policy on specific programmatic plans that guide the development of each institution and campus.

II. Definitions:

No policy specific or unique definitions apply.

III. Policy:

- A. This section establishes the policy for a mechanism for translating the systemwide mission and strategic plan and the unit mission statements into specific programmatic plans guiding the development of each institution and campus. The board's intent is to provide for detailed planning for each major unit that is consistent with the overall university mission and plan.
- B. Unit academic plans shall be developed by the administration of each major unit with appropriate involvement of faculty, staff, students, and community members. A summary of comments received shall accompany the unit plan when submitted to the board for approval.
- C. Upon recommendation of the president, the board approves in principle major unit academic plans for UH Mānoa, UH Hilo, UH West O'ahu and the UH Community Colleges. The UH Mānoa academic plan shall contain brief planning statements for each major UHM college, school and institute. The UH Community College academic plan shall contain similar planning statements for each community college campus. Unit academic plans constitute a statement of general academic direction and priority for each of the four major organizational entities of the university.
- D. Subunit academic plans for each community college and for schools, colleges, institutes, and other major components of the baccalaureate campuses are

developed by campus administrators, with appropriate involvement of faculty, staff, students, and the community and approved in principle by the president or designee and made available to the board for information.

- E. Together, the major unit academic plans and the subunit academic plans shall translate the broad directions contained in board-approved mission statements and the comprehensive system plan into long-term academic program development, physical facilities development, biennium budget priorities, and policies and procedures that guide the ongoing operation of the university.
- F. The president is delegated the authority to promulgate new and/or revised executive policy that carries out the intent of this board policy and to periodically report to the board on the status of academic plans.
- G. The Office of the President shall maintain an updated list of approved major unit academic plans and subunit academic plans.

IV. Delegation of Authority:

The president is delegated the authority to promulgate new and/or revised executive policy. See RP 4.203 (F).

V. Contact Information:

Office of the Vice President for Academic Affairs, 956-7075, risad@hawaii.edu

VI. References:

- <http://www.hawaii.edu/offices/bor/>

Approved as to Form:

Cynthia Quinn
Executive Administrator and
Secretary of the Board of Regents

Date



Regents Policy Chapter 4, Planning

Regents Policy RP 4.203, Unit Academic Plans Missions

Effective Date: ~~Oct. 18, 2002~~ XXX XX, 2020

Prior Dates Amended: Oct. 20, 1978; Apr. 18, 1997; Oct. 31, 2014 (recodified); Oct. 18, 2002

Review Date: August ~~2017~~ 2023

I. Purpose

To set forth policy on ~~specific programmatic plans that guide the development of each institution and campus.~~ the mission of the major units as a framework upon which to build their unit plans as part of the university system's integrated strategic plan.

II. Definitions:

~~No policy specific or unique definitions apply.~~ "Unit" or "Major Unit" refers to one of the three four-year universities, the community college system as a whole, or the collective system offices of the university.

III. Policy:

A. Introduction

1. This policy sets forth unit missions as part of the systemwide integrated strategic plan and is consistent with the vision and mission of the university. Each unit ~~should build~~ builds upon this framework in developing ~~their~~ its individual unit plans.

~~A. This section establishes the policy for a mechanism for translating the systemwide mission and strategic plan and the unit mission statements into specific programmatic plans guiding the development of each institution and campus. The board's intent is to provide for detailed planning for each major unit that is consistent with the overall university mission and plan.~~

~~B. 2. Unit academic plans shall be~~ are developed by the administration of each major unit with appropriate involvement of faculty, staff, students, and community members. ~~A summary of comments received shall accompany the unit plan when submitted to the board for approval.~~ Unit plans should reflect and be integrated with the systemwide ISP.

~~C. Upon recommendation of the president, the board approves in principle major unit academic plans for UH Mānoa, UH Hilo, UH West O‘ahu and the UH Community Colleges. The UH Mānoa academic plan shall contain brief planning statements for each major UHM college, school and institute. The UH Community College academic plan shall contain similar planning statements for each community college campus. Unit academic plans constitute a statement of general academic direction and priority for each of the four major organizational entities of the university.~~

~~D. 3. Subunit academic plans for each community college and for schools, colleges, institutes, and other major components of the baccalaureate campuses are developed by campus administrators, with appropriate involvement of faculty, staff, students, and the community and approved in principle by the president or designee and made available to the board for information.~~

~~E. Together, the major unit academic plans and the subunit academic plans shall translate the broad directions contained in board approved mission statements and the comprehensive system plan into long term academic program development, physical facilities development, biennium budget priorities, and policies and procedures that guide the ongoing operation of the university.~~

~~F. The president is delegated the authority to promulgate new and/or revised executive policy that carries out the intent of this board policy and to periodically report to the board on the status of academic plans.~~

~~G. The Office of the President shall maintain an updated list of approved major unit academic plans and subunit academic plans.~~

B. System Offices Mission

The mission of the system offices is to promote a cohesive and collaborative approach to fulfilling the university’s mission and purpose across all of the university campuses. The system offices shall be responsible for ensuring that resources are allocated and expended efficiently and to the maximum benefit of the students, faculty, staff, and the community.

The system offices serve as the liaison to the board, the Governor, and the Legislature. They provide systemwide services which are more efficiently delivered and coordinated on a larger scale such as the establishment of systemwide goals, financial and budgetary oversight, information technology, data stewardship and governance, long-range and medium-term planning,

facilities management, human resources support, research services and compliance support, and legal services.

C. Academic Unit Missions

The academic unit missions, described below, define their differentiated roles in terms of special campus distinctions, instruction, research and service roles, campus types, degree levels, populations served, and selectivity in student admissions.

1. UH Mānoa

As a land, sea, and space grant university, UH Mānoa is the cornerstone of Hawai'i's system of public higher education. It is an internationally recognized and globally competitive research university that complements its educational activities with a fundamental mission of innovation, knowledge-generation, and discovery that improves human life and well-being. UH Mānoa focuses on programs of excellence that emphasize Hawai'i's many strengths and advantages of location, population, and geography. As a Carnegie "R1" research university, UH Mānoa inspires, nurtures, and educates tomorrow's leaders while addressing the most challenging issues of our time.

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 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 strategic importance to Hawai'i.

UH Mānoa will continue to meet the workforce needs of Hawai'i. ~~in areas such as education medicine, nursing, law, business, social work, and engineering.~~ Efforts will be focused on integrating education, innovation, and scholarship across disciplines, and to develop the next generation of Hawai'i's leaders.

Through strategic planning and public-private partnerships, UH Mānoa will be transformed into a vibrant university campus that integrates ~~world-class~~ leading-edge education and research with a mixed-use "college town" and shared community spaces.

2. UH Hilo

UH Hilo is characterized as a comprehensive, regional university. The primary focus of the campus is on providing high-quality baccalaureate and select 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 highly engaging and experiential learning. This includes first-generation and non-traditional students, some of whom attend part-time. Scholarship and research are an important part of faculty work and enhance student engagement in Hawai'i Island's unique environment.

While a primary target for UH Hilo are Hawaii Island residents, its programs ~~should also be~~ are attractive to prospective students from other islands, the Pacific, the mainland United States, and other countries. University-bound students from O'ahu in particular may select UH Hilo not only for its distinctive undergraduate programs but also for its rural setting, affordability, intimate character, and/or to leave home without leaving the state.

UH Hilo is noted for several programs which are unique and distinct within the UH system and ~~should highlight these as~~ that are considered **cornerstones** cornerstone programs to be highlighted, including the Doctor of Pharmacy and Doctor of Nursing Practice programs. It is also known for its distinctive role in advancing Hawaiian language immersion education. UH Hilo should also focus on its distance learning efforts, given the vast expanse of Hawai'i Island.

3. UH West O'ahu

UH West O'ahu has a community-based regional mission and provides baccalaureate degrees to students who live and work in the region, and to those who choose to access its distinctive programs on a 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 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 and cybersecurity, which ~~should be~~ are considered cornerstone programs. Many of these programs include efficient applied baccalaureate degree pathways for community college transfer students.

UH West O'ahu has opportunities to recruit underserved populations including ~~active-duty and~~ military students, and should continue to focus on community college transfer students, Early College pathway programs, and seeking increased participation of baccalaureate-bound high school students from the Leeward, Central O'ahu, and North Shore communities.

It is important for UH West O'ahu to complete, in partnership with the UH System, comprehensive master planning for its substantial land assets, with an emphasis on development through public-private partnerships. Strategic opportunities include the presence of ~~two~~ mass transit stations at UH West O'ahu and the development of faculty and student housing that can serve the entire UH System.

4. Community Colleges

The UH community colleges are critical in expanding access to higher education. The community college mission is enabled by open admission, affordable costs, easy geographic access, and robust programs and services to address college readiness.

The UH community colleges play a major role in the development of Hawai'i's workforce by providing degree and certificate programs in multiple career and technical fields, resulting in skills that can be used for immediate employment. The community colleges also address workforce needs across the state through non-credit programs, short-term training, and professional development, and provide an important baccalaureate pathway for students.

- a. Community colleges ~~shall~~ differentiate their roles and focus. On O'ahu, as each campus develops its special programmatic focus, individual colleges may reduce their comprehensiveness. For the neighbor islands, community colleges ~~shall~~ continue to provide a comprehensive set of courses and programs, but use distance learning strategies when appropriate.
- b. In cooperation with labor and management, the community colleges ~~shall~~ continue to provide educational leadership for apprenticeship training and related educational programs.
- c. Educational programs, including short-term certificate programs and non-credit programs, ~~shall be~~ are planned to maximize the career options offered and reach other than regularly enrolled students.

~~d. The focus of the community colleges should be to: increase~~ Increasing the college going rate, target ~~targeting working adults, eliminate~~ eliminating the enrollment gap for Pacific Island Students, build ~~building successful international programs, and increase~~ increasing the persistence of students to the second year and on to completion. ~~is the focus of the community colleges.~~

D. Approval of Mission

1. The board has the final authority to establish the mission of UH and its major units.
2. The president is responsible for adhering to the institution's and units' missions in its planning and general operations, and is responsible for a thorough review of UH and its unit missions as needed, but at least every five years. In conducting this review and recognizing the board's final authority to establish the mission of the university and its major units, the president ensures that each unit of the system has procedures that include full participation in the review process with opportunity for community input prior to submission to the board for adoption.

IV. Delegation of Authority:

~~The president is delegated the authority to promulgate new and/or revised executive policy. See RP 4.203 (F).~~ The president is delegated the authority to develop specific processes that carry out the intent of this policy as stated herein.

V. Contact Information:

Office of the ~~Vice President for Academic Affairs, 956-7075, risad@hawaii.edu~~ Board of Regents, 956-8213, bor@hawaii.edu

VI. References:

- ~~<http://www.hawaii.edu/offices/bor/>~~
- RP 4.201
- RP 4.202

Approved as to Form:

~~Cynthia Quinn~~ Kendra Oishi

Date

Executive Administrator and
Secretary of the Board of Regents



Regents Policy Chapter 4, Planning
Regents Policy RP 4.203, Unit Missions
Effective Date: XXX XX, 2020

Prior Dates Amended: Oct. 20, 1978; Apr. 18, 1997; Oct. 31, 2014 (recodified); Oct. 18, 2002

Review Date: August 2023

I. Purpose

To set forth policy on the mission of the major units as a framework upon which to build their unit plans as part of the university system's integrated strategic plan.

II. Definitions:

"Unit" or "Major Unit" refers to one of the three four-year universities, the community college system as a whole, or the collective system offices of the university.

III. Policy:

A. Introduction

1. This policy sets forth unit missions as part of the systemwide integrated strategic plan and is consistent with the vision and mission of the university. Each unit builds upon this framework in developing its individual unit plans.
2. Unit plans are developed by the administration of each major unit with appropriate involvement of faculty, staff, students, and community members. Unit plans should reflect and be integrated with the systemwide ISP.
3. Subunit plans for each community college and for schools, colleges, institutes, and other major components of the baccalaureate campuses are developed by campus administrators, with appropriate involvement of faculty, staff, students, and the community and approved in principle by the president or designee and made available to the board for information.

B. System Offices Mission

The mission of the system offices is to promote a cohesive and collaborative approach to fulfilling the university's mission and purpose across all of the university campuses. The system offices are responsible for ensuring that

resources are allocated and expended efficiently and to the maximum benefit of the students, faculty, staff, and the community.

The system offices serve as the liaison to the board, the Governor, and the Legislature. They provide systemwide services which are more efficiently delivered and coordinated on a larger scale such as the establishment of systemwide goals, financial and budgetary oversight, information technology, data stewardship and governance, long-range and medium-term planning, facilities management, human resources support, research services and compliance support, and legal services.

C. Academic Unit Missions

The academic unit missions, described below, define their differentiated roles in terms of special campus distinctions, instruction, research and service roles, campus types, degree levels, populations served, and selectivity in student admissions.

1. UH Mānoa

As a land, sea, and space grant university, UH Mānoa is the cornerstone of Hawai'i's system of public higher education. It is an internationally recognized and globally competitive research university that complements its educational activities with a fundamental mission of innovation, knowledge-generation, and discovery that improves human life and well-being. UH Mānoa focuses on programs of excellence that emphasize Hawai'i's many strengths and advantages of location, population, and geography. As a Carnegie "R1" research university, UH Mānoa inspires, nurtures, and educates tomorrow's leaders while addressing the most challenging issues of our time.

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 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 strategic importance to Hawai'i.

UH Mānoa will continue to meet the workforce needs of Hawai'i. Efforts will be focused on integrating education, innovation, and scholarship across disciplines, and to develop the next generation of Hawai'i's leaders.

Through strategic planning and public-private partnerships, UH Mānoa will be transformed into a vibrant university campus that integrates leading-edge education and research with a mixed-use “college town” and shared community spaces.

2. UH Hilo

UH Hilo is characterized as a comprehensive, regional university. The primary focus of the campus is on providing high-quality baccalaureate and select 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 highly engaging and experiential learning. This includes first-generation and non-traditional students, some of whom attend part-time. Scholarship and research are an important part of faculty work and enhance student engagement in Hawai'i Island's unique environment.

While a primary target for UH Hilo are Hawaii Island residents, its programs are attractive to prospective students from other islands, the Pacific, the mainland United States, and other countries. University-bound students from O'ahu in particular may select UH Hilo not only for its distinctive undergraduate programs but also for its rural setting, affordability, intimate character, and/or to leave home without leaving the state.

UH Hilo is noted for several programs which are unique and distinct within the UH system and that are considered cornerstone programs to be highlighted, including the Doctor of Pharmacy and Doctor of Nursing Practice programs. It is also known for its distinctive role in advancing Hawaiian language immersion education. UH Hilo should also focus on its distance learning efforts, given the vast expanse of Hawai'i Island.

3. UH West O'ahu

UH West O'ahu has a community-based regional mission and provides baccalaureate degrees to students who live and work in the region, and to those who choose to access its distinctive programs on a 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 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 and cybersecurity, which are considered cornerstone programs. Many of these programs include efficient applied baccalaureate degree pathways for community college transfer students.

UH West O‘ahu has opportunities to recruit underserved populations including military students, and should continue to focus on community college transfer students, Early College pathway programs, and seeking increased participation of baccalaureate-bound high school students from the Leeward, Central O‘ahu, and North Shore communities.

It is important for UH West O‘ahu to complete, in partnership with the UH System, comprehensive master planning for its substantial land assets, with an emphasis on development through public-private partnerships. Strategic opportunities include the presence of mass transit stations at UH West O‘ahu and the development of faculty and student housing that can serve the entire UH System.

4. Community Colleges

The UH community colleges are critical in expanding access to higher education. The community college mission is enabled by open admission, affordable costs, easy geographic access, and robust programs and services to address college readiness.

The UH community colleges play a major role in the development of Hawai‘i’s workforce by providing degree and certificate programs in multiple career and technical fields, resulting in skills that can be used for immediate employment. The community colleges also address workforce needs across the state through non-credit programs, short-term training, and professional development, and provide an important baccalaureate pathway for students.

- a. Community colleges differentiate their roles and focus. On O‘ahu, as each campus develops its special programmatic focus, individual colleges may reduce their comprehensiveness. For the neighbor islands, community colleges continue to provide a comprehensive set of courses and programs, but use distance learning strategies when appropriate.
- b. In cooperation with labor and management, the community colleges continue to provide educational leadership for apprenticeship training and related educational programs.

- c. Educational programs, including short-term certificate programs and non-credit programs, are planned to maximize the career options offered and reach other than regularly enrolled students.
- d. Increasing the college going rate, targeting working adults, eliminating the enrollment gap for Pacific Island Students, building successful international programs, and increasing the persistence of students to the second year and on to completion is the focus of the community colleges.

D. Approval of Mission

1. The board has the final authority to establish the mission of UH and its major units.
2. The president is responsible for adhering to the institution's and units' missions in its planning and general operations, and is responsible for a thorough review of UH and its unit missions at least every five years. In conducting this review and recognizing the board's final authority to establish the mission of the university and its major units, the president ensures that each unit of the system has procedures that include full participation in the review process with opportunity for community input prior to submission to the board for adoption.

IV. **Delegation of Authority:**

The president is delegated the authority to develop specific processes that carry out the intent of this policy as stated herein.

V. **Contact Information:**

Office of the [Board](#) of Regents, 956-8213, bor@hawaii.edu

VI. **References:**

- RP 4.201
- RP 4.202

Approved as to Form:

Kendra Oishi
Executive Administrator and
Secretary of the Board of Regents

Date

Integrated Academic and Facilities Plan
for the
University of Hawai'i System

Vision

Hawai'i is a special place where diverse people and communities live, work, learn and play together in a sustainable manner. Hawai'i's economy is vibrant and globally competitive, characterized by engaging living-wage jobs. Inspired by its host culture, Hawai'i treasures and protects its amazing environment as it promotes a high quality of life for all its people.

The University of Hawai'i system is the single most important contributor to the future of Hawai'i. The people of Hawai'i 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 quality and value and are destinations of choice within Hawai'i and beyond. The UH System is the premier integrated higher education system in the country.

The University of Hawai'i System

The University of Hawai'i (UH) is the sole provider of public higher education in the State of Hawai'i 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 Hawai'i, regardless of preparation, to training doctors, lawyers, teachers and engineers. UH provides the intellectual capacity to address Hawai'i's challenges and opportunities and stimulates the economy through its research and scholarship. UH as a whole cannot ignore any part of its mission, from traditional education of 18-year-olds to technical workforce development to serving non-traditional students to professional education to solving problems and developing new economic sectors that create meaningful jobs.

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. Not every part of UH can or should engage in every part of this mission across every disciplinary area. UH can work collaboratively and efficiently to meet the diverse needs of Hawai'i's communities. It is essential for UH to thoughtfully and intentionally weave together 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. Further, this document is not intended to duplicate or reaffirm the basic commitments of the University of Hawai'i and its campuses to principles such as equitable access, quality, sustainability, Native Hawaiian student success, indigenous knowledge, and the importance of a broad education that prepares lifelong learners and engaged civic-minded citizens. Those principles are embodied and outlined in other campus and system strategies, policies and 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 will increase and diversify enrollment. Centralized enrollment management support can enhance campus efforts with clear lines of responsibility, authority and accountability.
- To advance its academic mission and ensure modern well-maintained facilities, UH must strengthen diversity of its financial base beyond the continuing critical cornerstones of state funding and tuition revenue.

Opportunities include leveraging land assets, generating more revenue from intellectual property, and increased philanthropy.

- 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. Specialized and costly facilities and capabilities can be shared externally to address community needs while generating revenue to support operating costs.
- 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, including through the use of Public Private Partnership (P3) strategies where appropriate.
- 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.

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

As a land, sea and space grant University, UH Mānoa is the cornerstone of Hawai‘i’s system of higher education. It is an internationally recognized and globally competitive research university that complements its educational activities with a fundamental mission of innovation, knowledge generation and discovery that improves human life and wellbeing. UH Mānoa focuses on programs of excellence that emphasize Hawai‘i’s many strengths and advantages of location, population and geography. As a Carnegie “R1” research university, UHM inspires, nurtures and educates tomorrow’s leaders while addressing the most challenging problems of our time.

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 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 is in dire need of major investment in its instructional and research facilities, including 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, innovation 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 also do more to recruit UH undergraduates into some of its graduate programs, particularly master's degree programs. 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.

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 shared 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. Greater focus can provide UH Mānoa the opportunity to grow compelling new programs in areas of emphasis and excellence. New undergraduate programs can attract more great students, for example in the area of sustainability where the campus has remarkable capability across its schools and colleges. And new professional master’s programs for non-traditional students can serve community needs while generating revenue and building important new relationships.

A new initiative to realign UH Mānoa’s academic organization provides an opportunity for positive change. The academic redesign initiative must consider scale as well as overlap of missions, expertise and facility needs. But even more importantly it must focus on objectives that will advance students, faculty and community. Organizational structure can help important advances such as: creating more appealing and relevant educational programs that attract students and help them succeed in their lives; enabling Mānoa to better address the grand challenges facing Hawai’i and the world while strengthening the economy of Hawai’i; increasing campus competitiveness for major research awards; and more strongly projecting 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.

UH Hilo

UH Hilo is characterized as a comprehensive, regional university. The primary focus of the campus is on providing high quality baccalaureate and select 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 highly engaging and experiential learning. This includes first-generation and non-traditional students, some of

whom attend part-time. Scholarship and research are an important part of faculty work and enhance student engagement in the unique learning environment of Hawai'i island.

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 Pacific, 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 also for its more rural setting, affordability, intimate character, and/or to leave home without leaving the state.

In addition to its undergraduate programs, UH Hilo currently offers two PhD programs, the Doctor of Pharmacy degree, and several 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. And UH Hilo is known for its distinctive role in advancing Hawaiian language immersion education and continues to prepare teachers for service in immersion schools. UH Hilo efforts at the postgraduate level will focus on ensuring the quality, relevance and enrollment level of its current graduate programs, including providing professional opportunity for residents of Hawai'i island.

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 attract Pacific Island students and 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 Pāalamanui 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 public-private partnership have not succeeded to date, but will be renewed. Additional strategies to be explored will include exploration of integration with other county and state initiatives and partners.

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 Pāalamanui, 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 Hawai'i Community College. The current Hawai'i CC site in Hilo is no longer acceptable. The path to a 21st-century future for Hawai'i 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 Pāalamanui branch campus is now serving students in West Hawai'i 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 Hawai'i's current and emerging economy, as well as the perspectives of Hawai'i 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 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 UH Mānoa 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, which are now spread across six islands in locations including Moloka'i, Lāna'i, Hana, Lahaina, Kaua'i, West Hawai'i, Honoka'a and Wai'anae. 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, master's 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 can best be leveraged 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, healthcare, 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 and private schools. As a system, 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.

The development of specific academic programs remains the responsibility of campuses in accord with applicable policies, shared governance principles and practices, and accreditation requirements. Major changes and/or shifts in programs between campuses consistent with this plan, such as decisions to move a program from one campus to another, must be carried out in a consultative and orderly manner in full accord with applicable policies, shared governance, accreditation requirements and collective bargaining agreements.

Enrollment Management

UH must reverse the enrollment declines of the past five years. This sections above lay out general target populations for each unit, but UH needs a comprehensive and modern institutional approach to enrollment management.

Enrollment management includes recruitment, admissions, financial aid, retention, persistence and student outcomes. This work is increasingly data-driven, and work is underway to more systemically increase enrollment. Much of the work of enrollment management must occur at the unit level in strategic alignment with the mission and goals of each campus. But there is also an important role for our comprehensive public higher education system in statewide aspects. Work is now underway on a systemwide enrollment management action plan that will:

- Work 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.
- Coordinate collaborative marketing initiatives such as inviting every public high school junior to visit a UH campus.
- Increase the number of high school and UH students who complete the Free Application for Federal Student Aid (FAFSA).
- Coordinate Early College policies and practices across campuses
- Align campus admission and transfer standards and processes.
- Simplify internal transfer processes, including for Early College students, to increase numbers of transfer students.
- Review and revise as appropriate system policies that impact campus enrollments.
- Provide data analytics and predictive modeling to identify target populations and strategies that will increase retention and student success across the system.
- Develop and utilize sensitivity analyses of the impact of tuition rates and related factors on attendance across the system.
- Report on enrollment in a consistent manner, including for specific target populations across major units.
- Identify opportunities for systemwide recruitment to the University of Hawai‘i, with the message that there is a UH campus for everyone and a branding initiative that communicates the unique attributes of each.

Facilities Planning

There is much more to be done in developing concrete actions around facilities planning. Much of this will evolve within the campus strategic and facilities plans in accord with this integrated plan and coordinated across the system.

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 is engaged in 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 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 through public private partnerships and Transit Oriented Development (TOD) should be explored as supplements or alternatives to public funding. Public private partnerships opportunities in particular should be pursued to enhance campus development and generate revenue at UH West O‘ahu, UH Hilo and UH Mānoa. TOD opportunities are developing now at UH West O‘ahu, Leeward CC, and at Honolulu CC. When rail is extended to Mānoa, there will be even greater opportunity for conceptualizing multi-campus initiatives and collaborations.

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

The principles of this plan will be incorporated into biennium budget planning, annual operating budgets, 6 year CIP plans and academic program approvals and reviews.

Following adoption of this plan by the Board of Regents, the plan will also be used to update and conform relevant regents' policies, executive policies and administrative procedures. This work will begin with a review of policies in the areas of 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. It is intended that this plan will be reviewed at least every two years and updated as appropriate.

RP 4.201

Vision, Mission, Values,
and Guiding Principles
(UH System)



RP 4.202

Integrated Strategic
Planning



RP 4.203

Unit Missions & Framework

System
Office

UH
Mānoa

UH
Hilo

UH West
O'ahu

CC
System

10-Year Outlook

Mission-Focused System

Hawaiian Place
of Learning

Hawai'i Graduation Initiative

Academic
Programs

Enrollment

Education
Workforce
Economy

Budget/
Finance

High Performing
System

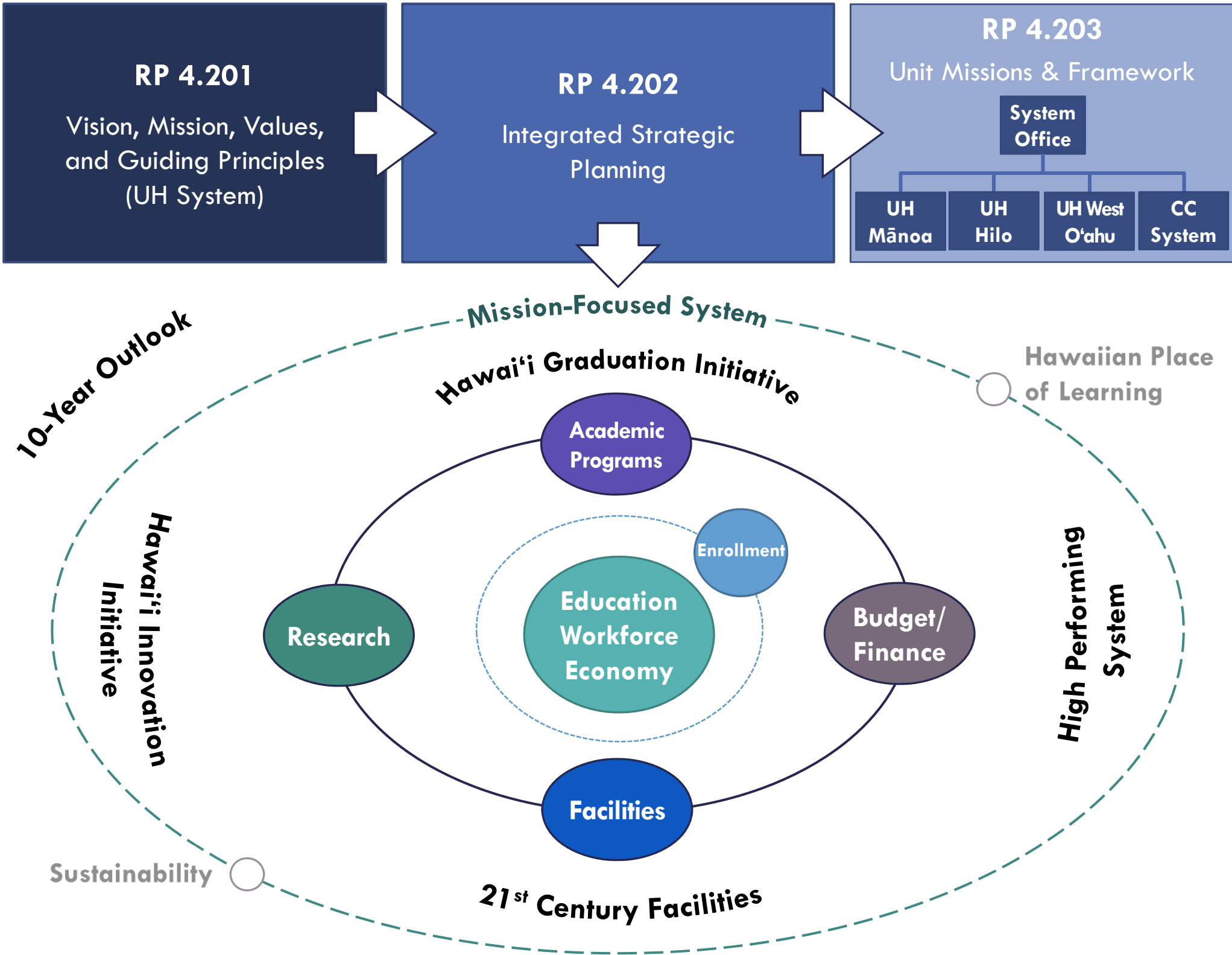
Research

Facilities

Hawai'i Innovation
Initiative

Sustainability

21st Century Facilities



Committee on Personnel Affairs and Board Governance

Annual Review for Academic Year 2019-2020

	Committee Duties per Bylaws	Committee Goals and Objectives	2019-2020 Accomplishments
1	Review and consider policies and practices relating to university personnel.	Review policies relating to executive and managerial employees and other university personnel.	<ul style="list-style-type: none"> • Received and Discussed an Update on Executive and Managerial (EM) Salary Adjustments Effective 07/01/19 (10/03/19) • Received and Discussed Information on Special Adjustments in EM Annual Compensation Program (11/07/19) • Recommended Board Approval of Delegation of Authority to the President to Indemnify County Agencies, Officers, Agents, and Employees under RP 8.201, Contracts and Official Documents (10/03/19) • Reviewed and Discussed Discussion Paper on Faculty Classification (02/06/20)
2	Ensure board statutes, bylaws, policies, and rules are being reviewed and updated on a routine and regular basis.	Review and recommend amendments to statutes and administrative rules, as they are related to the board, as well as board bylaws and policies.	<ul style="list-style-type: none"> • Discussed the Review of Regents Policies by the Office of the Board of Regents (02/06/20) • Recommended Board Approval of Revisions to RP 8.201 Regarding Indemnification of County Agencies, Officers, Agents and Employees, pursuant to Section 46-71.5, Hawai'i Revised Statutes (10/03/19) • Reviewed and Discussed Proposed Revisions to RP 9.212 regarding EM Personnel Policies (11/07/19; 02/06/20) • Recommended Board Approval of Amendments to RP 9.212 (05/21/20) • Recommended Board Approval of Amendments to RPs 4.201, 4.202, and 4.203 Related to Integrated Planning with stipulations regarding consultation

			(05/21/20)
3	Ensure board education and board member development is provided for board members.	Review orientation for new board members and educational opportunities. for board member development.	
4	Provide recommendation to the board regarding best practices for board effectiveness.	Review the committee structure of the board.	<ul style="list-style-type: none"> Reviewed and Discussed Board of Regents Committee Structure (08/22/19;10/03/19; 11/07/19)