

Bookmarks Available **NOTICE OF SPECIAL BOARD OF REGENTS MEETING**

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

Date: Friday, March 18, 2022

Time: 9:00 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. See the Board of Regents website to access the live broadcast of the meeting via livestream: www.hawaii.edu/bor. Mahalo for your consideration.

AGENDA

I. Call Meeting to Order

II. 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 through the testimony link provided on the [Meeting Agendas, Minutes and Materials](#) page. Testimony may also be submitted via email at bor.testimony@hawaii.edu, U.S. mail at 2444 Dole Street, Bachman 209, Honolulu, HI 96822, or facsimile at (808) 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 7:00 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.

III. Agenda Items for Discussion

- A. Based on what Hawai'i needs from us ten years from now, how should the University of Hawai'i (UH) help to get there?
- B. UH as an Indigenous-Serving Institution
- C. UH's Role in Addressing Inequities in Hawaii
- D. The Future of Online Education
- E. Are the UH Mission and Vision still responsive to today's world?
- F. Are the Board of Regents committees and agendas optimally organized?

IV. Adjournment

For disability accommodations, contact the Board Office at (808) 956-8213 or bor@hawaii.edu. Advance notice requested five (5) days prior to the meeting.



March 11, 2022

DTS-1321

MEMORANDUM

TO: Board of Regents

FROM: Kendra T. Oishi *Kllli*
Executive Administrator and Secretary of the Board of Regents

SUBJECT: Materials for March 18, 2022, Special Board of Regents Meeting

BACKGROUND:

The Board of Regents ("Board") meeting on March 18, 2022, will include in-depth discussions on topics involving the mission and vision of the University of Hawai'i ("UH"). Included herein are background materials that have been provided to the Board in the past and are publicly available that may provide useful context for the discussion.

Integrated Academic and Facilities Plan ("IAFP"):

The Board approved the IAFP on April 20, 2017, which set forth a framework of systemwide guiding principles and priorities. The full IAFP is provided as an attachment, and the vision as presented in the IAFP is as follows:

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.

2015-2021 UH Strategic Directions (aka Strategic Plan) and Metrics, 2018 Update:

The current [Strategic Directions of the University of Hawai'i](#) which include goals, strategies, tactics, and metrics to guide the university's priorities through 2021 are attached.

Post-Pandemic Hawai'i and Reimagining and Repositioning UH

The Post-Pandemic Hawai'i planning paper has been presented during past Board meetings. The latest iteration is attached. The Reimagining and Repositioning UH slides most recently presented during the January 20, 2022, Board meeting, are also attached.

Draft Post-Secondary Educational Attainment Goal for Hawaii

UH is working with the Hawai'i Department of Education and the community on framing a post-secondary educational attainment goal for Hawai'i as follows:

Hawai'i Jobs for Hawai'i Graduates

As an isolated island state, Hawaii's future will rise and fall based on the talent we bring to the labor market. Our aspiration is a Hawaii where educational pathways lead to great jobs in our state. Employers and educators view one another as true partners, and expect clear alignment between degree and certificate programs and high demand employment in Hawaii. We envision a Hawaii where employers don't have to recruit from the mainland for jobs that pay a family-sustaining wage and can be filled by talented local residents, eager to make a difference right here at home.

Principle 1: We will prepare high school students to succeed in college and career in Hawaii.

Principle 2: We will produce more college graduates aligned with Hawaii's critical areas of need and economic growth.

Principle 3: We will prepare working adults for good jobs in areas of need and growth.

Principle 4: The pathways we build will improve the pipeline to Hawaii's workforce.

Principle 5: We will prepare graduates for jobs that pay a living wage in Hawaii.

Principle 6: Employers will engage in the development of pathways and pipelines throughout the state, regionally where appropriate.

Mission and Purpose of UH (Regents Policy (RP) 4.201)

RP 4.201, which was last revised in October 2002, contains the current mission and purpose of the university. The Board has revisited this policy and policies related to strategic planning and unit missions several times over the past few years, but has not come to consensus as to how these policies should be updated.

Some of the language that may be relevant to the discussion is excerpted below. The full policy is attached.

III. Board of Regents 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.

Attachments:

Integrated Academic and Facilities Plan

2015-2021 Strategic Directions

Post-Pandemic Hawai'i Planning Paper

Reimagining and Repositioning UH Slides

RP 4.201, Mission and Purpose of the University

Integrated Academic and Facilities Plan

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 Pālanui 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 Pālanui, 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 Pālanui 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.

2015-2021 Strategic Directions



University of Hawai'i Strategic Directions, 2015–2021

Version 2.0, 2018 Update

As the sole provider of public higher education in Hawai'i, University of Hawai'i (UH) is committed to improving the social, economic and environmental well-being of current and future generations. The *University of Hawai'i Strategic Directions, 2015–2021* builds upon previous work outlined in the [Strategic Outcomes and Performances Measures, 2008–2015](http://www.hawaii.edu/ovppp/uhplan) (<http://www.hawaii.edu/ovppp/uhplan>) and will guide the university's priorities for the next three biennia to achieve the outcomes directed by the UH Board of Regents (BOR). Productivity and efficiency measures associated with these outcomes provide clear, measurable goals and the ability to effectively monitor progress over time.

In January 2018, the University reported to the BOR on its first three years of progress implementing the Strategic Direction goals. The report is available at [University of Hawai'i Strategic Directions, 2015-2021](http://blog.hawaii.edu/strategicdirections/) (blog.hawaii.edu/strategicdirections/). Following that milestone, the Strategic Directions have been updated with revised action strategies and tactics and new productivity and efficiency metrics to guide the University's planning for the next three years. Key planning documents, such as the Integrated Academic Facilities Plan (IAFP) and the Enrollment Management (EM) Action Plan, 2017-2020, also inform the University's plan of action for the next three years. The IAFP provides the University with a strategic vision to align and leverage the unique mission, capabilities and resources of each campus while reducing unnecessary duplication and increasing collaboration. It brings together academic planning and facilities planning, two areas that have been historically managed independently. The Enrollment Management Action Plan sets enrollment and retention targets for specific student populations, enabling campuses to formulate more nuanced recruitment and retention strategies. These two documents work in concert with the Strategic Directions.

Two imperatives embraced within the University's mission continue to be interwoven in the Strategic Directions—a commitment to being a foremost indigenous-serving institution and advancing sustainability. In the original version of the Strategic Directions, these two mission objectives were organized under the Strategic Direction titled High Performing Mission Driven System (HPMS). In the revised version, HPMS is separated into two Strategic Directions: Mission Focused System (MFS) and High Performing System (HPS). This change brings greater visibility to the importance of the two mission objectives of becoming an indigenous-serving institution and advancing sustainability. HPS continues to target improving system efficiencies and leveraging resources to advance the University's mission and goals. Other notable changes in this Strategic Directions update are summarized in the Appendix.

The University of Hawai'i continues to advance on its UH Strategic Directions, as reflected in this latest update, while maintaining its core values of academic rigor and excellence, integrity and service, aloha and respect.

Hawai'i Graduation Initiative (HGI)

Goal: Increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiians, low-income students and those from underserved regions and populations and preparing them for success in the workforce and their communities.

An educated labor force and engaged citizenry are essential in today's global, knowledge-based economy. Across the nation, states have set ambitious goals to boost college completion rates. Hawai'i's own *55 by '25 Campaign* goal focuses on increasing the percentage of working age adults with two- or four-year degrees to 55 percent by 2025. According to the most recent data available, 43 percent of Hawai'i's working age adults hold a postsecondary degree. At the state's current rate of degree production, that percentage is expected to reach only 47 percent in 2025, resulting in a shortage of 57,000 degree holders. As the state's sole public higher education system, the University of Hawai'i is committed to doing its part to close the state's projected educational attainment gap. The enrollment plans of each campus are projected to meet this goal by 2025.

The university plans to address this gap through expanded access to postsecondary education and training throughout the state and strengthened support for student success. Vigorous support for Native Hawaiians, low-income students and underrepresented and underserved populations and regions remains a top priority for the university.

HGI Action Strategy 1:

Strengthen the pipeline from K–12 to the university to improve college readiness and increase college attendance.

Tactics

- Engage K–12 students and their ohana statewide early and often to promote and encourage them to prepare for college
- Expand outreach services and support to facilitate the completion of college admissions and financial aid applications
- Emphasize pipeline and college readiness initiatives for Native Hawaiians, rural communities, low-income and under-represented groups, including through UH programs and through partnerships with non-UH entities
- Expand and align early college programs with degree and certificate pathways
- Align expectations of Career and Technical Education clusters with degree pathways
- Design and implement counseling and advising initiative in grades 6 to 16
- Strengthen private school partnerships, including with Kamehameha Schools
- Ensure that coursework for public high schools is aligned with programs of study at the UH campuses and workforce needs
- Implement and scale transition courses to prepare students for the rigor of college

- Evaluate affordability factors, including food and housing costs, during the tuition-setting process, to assess their impact on access, especially for under-represented populations

HGI Action Strategy 2:

Implement structural improvements that promote persistence to attain a degree and timely completion.

Tactics

- Redesign the first year of each degree pathway to encourage student persistence and create transfer pathways
- Promote stronger and more comprehensive transfer and articulation policies that are student-centered, transparent and well communicated in order to support student mobility and success throughout the system
- Initiate a new articulation interface to support consistent articulation of courses across the system
- Reduce dependence on costly textbooks by utilizing open educational resources and other publishing options
- Require co-requisite supplemental support and multiple measures for placement
- Reduce attainment gaps in college completion for Native Hawaiians, low-income and under-represented groups
- Improve the curriculum pathway registration system to add career information and priority waitlists
- Use completion goals to drive policies, course scheduling, and financial aid
- Expand services for Native Hawaiian students, under-represented populations, as well as active military/veterans and their families, returning adults and online students
- Make more effective use of summer terms and alternative time modules to assist students graduating in a timely manner
- Create a re-enrollment program for returning adults

HGI Action Strategy 3:

Anticipate and align curricula with community and workforce needs.

Tactics

- Use workforce and career information to inform advising and student choice of major
- Utilize feedback from graduates and employers regarding UH students' preparation for the workforce and careers to improve services and curricula
- Increase the use of sector convenings to identify ways degree programs can meet students' career needs
- Develop new programs that are responsive to community needs, e.g., STEM, data science, sustainability sciences, cybersecurity and digital media

HGI Action Strategy 4:

Increase delivery of online courses and degrees, while maintaining other distance delivery modes (interactive TV, cable TV, and off-campus face-to-face instruction).

Tactics

- Create fully online degree completion pathways
- Identify degree programs to develop in online format
- Develop effective scheduling of online-only pathways
- Create online student services models to meet the needs of online students, including, pre-enrollment online student readiness assessment and preparation activities, online tutoring, and online academic and personal support counseling
- Provide a team of distance teaching support for campuses, including experts in instructional design, creative media, open educational resources, copyright, accessibility, graphic design, sound & lighting, and coding
- Provide professional development for faculty and student for effective delivery of online courses and services

Metrics for Hawai'i Graduation Initiative (HGI)

- Number of degrees and certificates earned
- Number of STEM degrees (moved from HII)
- Graduation rates 4-year
- Graduation and success rates 6 year or 150% CC (IPEDS)
- Graduation and transfer rates (Student Achievement Measures)
- Enrollment to degree gap for Native Hawaiian students
- Enrollment to degree gap for Pell recipient students
- Average unmet financial need of resident students
- Average total debt per undergraduate completer
- Percent of non-transfer graduates with debt
- Tuition and fees as a percent of state median household income
- First year retention rates (full and part-time; first time and transfer) (new)

Hawai'i Innovation Initiative (HII)

Goal: Create more high-quality jobs and diversify Hawai'i's economy by leading the development of a \$1 billion innovation, research, education and training enterprise that addresses the challenges and opportunities faced by Hawai'i and the world.

The economy of Hawai'i is currently highly dependent on tourism and military spending. The creation of a third economic sector based on research and innovation has been identified as a community priority. As the largest research enterprise in the state, the University of Hawai'i is absolutely essential to achieving this economic diversification. The university, in partnership with the business community, plans to create innovation clusters that link fundamental scientific discovery with applied research and economic development. The university will also provide the training required for technological innovation and economic development to enable Hawai'i's citizens to lead and participate in this sector. With an emphasis on our responsibility to the community, the Hawai'i Innovation Initiative will focus on the following hubs: astronomy, ocean sciences, health sciences and wellness, data intensive sciences and engineering, agriculture and sustainability sciences including energy.

HII Action Strategy 1:

Sustain and advance the UH research enterprise.

Tactics

- Empower current UH faculty by identifying and removing administrative and policy barriers that impede research efficiencies and effectiveness
- Achieve financial sustainability for research under declining state investment
- Craft internal incentives and rewards for growth

HII Action Strategy 2:

Advance innovation and entrepreneurship within UH and the community.

Tactics

- Integrate entrepreneurship and innovation throughout the UH educational experience for students across the system with strengthened credit and non-credit education, internships, employment opportunities and extra-curricular/co-curricular activities
- Introduce new approaches to UH commercialization and technology acceleration (OTTED 2.0) such as:
 - More flexible licensing
 - Proof-of-Concept/Accelerator to nurture UH technologies
 - Greater community outreach and institutional in-reach
- Strengthen existing partnerships and form new ones to enhance high quality job creation in Hawai'i:
 - Support the Hawai'i Business Roundtable (HBR) and others in the establishment of a Hawai'i version of "CONNECT"
 - Enhance meaningful collaborations with state agencies, incubators and accelerators, national and international agencies and collaborators

- Improve communication within the State and beyond regarding the value of UH research and its critical roles in Hawai'i's economic development, job creation and in addressing the challenges and opportunities facing Hawai'i and the world

HII Action Strategy 3:

Invest internal resources and seek external resources for strategic infrastructure requirements and hires that leverage our location and strengths as well as address critical gaps.

- Ocean and climate sciences
- Astronomy
- Health and wellness
- Digital/creative media
- Cybersecurity
- Sustainable agriculture
- Energy
- Data intensive science and engineering initiative to support all research sectors

Metrics for Hawai'i Innovation Initiative (HII)

- Total extramural awards
- Number of invention disclosures
- Number of license/option agreements executed
- Number of active licenses/options (new)
- Number of U.S. patents issued
- Number of start-ups and new companies (revised)

21st Century Facilities (21CF)

UH students, faculty and staff need and deserve up-to-date facilities that support modern teaching, learning, innovation and scholarship. Facilities and campus environments must be safe, sustainable and support 21st century higher education expectations and practices. The university's facilities must be fully digitally enabled; flexible in use; maintainable at low cost; energy, water and waste efficient; and supportive of deep collaborations with partners across the state, nation and the world.

A facilities and space management strategy is critical to accomplishing these goals amidst the challenges of declining enrollment, which results in an increasing amount of space per student; funding shortfalls; and aging campus facilities systemwide. The University has a responsibility to maintain nearly 14 million gross square feet of physical assets across over 16,800 acres of land. To fulfill this responsibility, campus leaders must unify around the systemwide integrated academic and facilities plan that emphasizes an enterprise approach to prioritizing physical asset improvements and constructing new spaces. Creating and modernizing facilities through coordinating strategic planning with academic programs ensures that limited resources are focused on the highest priority spaces to yield the greatest overall benefit.

By focusing on ways to rethink space as University space, rather than departmental space, the institution can begin to repurpose and consolidate existing areas and create new, highly-utilized, multidisciplinary areas to support priority programs and address facility needs through flexible and adaptable space management. Not only will this foster interdisciplinary collaboration and communication, it maximizes the efficiency of both the capital and operational dollar. On paper, many of our campuses appear to have sufficient or even abundant classrooms. Yet, we often hear from faculty that there are not enough quality classroom and laboratory spaces, resulting in inefficient use of our space. To fulfill our commitment to 21st century facilities, it is more crucial now than ever to make calculated investments in facilities that support only those initiatives that advance the overall vision and mission of a systemwide university through multi-disciplinary, shared space programming.

21CF Action Strategy 1:

Adopt model policies and practices for development and management of UH buildings, campuses, and lands.

Tactics

- Develop, adopt or adapt new streamlined, accountable, efficient and effective processes and organizational structures for construction, renewal and maintenance of facilities to include all phases from planning and procurement through project management and acceptance
- Develop comprehensive multi-year capital improvement plans for construction, renewal and modernization that minimize disruption to campuses, focus on designing spaces consistent with research on how learning occurs and move toward a holistic approach to facilities maintenance and renewal that aligns programming and facility needs

- Determine areas of under-utilization and the underlying reasons to address the cause of the problem and maximize efficient use of facilities and classrooms
- Reduce the inventory of low quality, under-utilized spaces by renewing, improving and modernizing facilities, removing space from the inventory and/or replacing it, if necessary, with right-sized, efficient and highly-utilized shared space
- Design flexible and adaptable space to enable the University to respond to changing needs and future requirements
- Develop a financial plan that responsibly leverages state and university financial capacities to execute capital improvement plans and meet ongoing operating, maintenance and renewal requirements
- Perform cost/benefit analyses to evaluate whether to renovate buildings with the highest utility and largest deferred maintenance or demolish and replace these buildings
- Develop and adopt policies around University and shared space to transform the current culture of departmental space ownership
- Determine and invest in areas of high utilization in response to program enrollment growth to strategically construct new facilities consistent with the multi-year capital improvement plan and campus strategic action plans

21CF Action Strategy 2:

Improve the sustainability and resource conservation of the built environment including facilities and grounds by reducing energy consumption, greenhouse gas production, water use and waste production.

Tactics

- Implement full energy metering and monitoring of campus buildings
- Improve energy efficiency of UH campuses and facilities
- Increase the percentage of UH energy generated from renewable sources
- Reduce costs of energy consumed on/by UH campuses
- Improve the sustainability of campus grounds
- Track, report and minimize greenhouse gas emissions
- Re-invest savings and costs avoided from energy conservation and efficiency projects into sustainability projects

Productivity and Efficiency Measures for 21st Century Facilities (21CF)

- Capital Improvement Projects (CIP) and operating investments in Renew, Improve and Modernize (RIM) (new)
 - Monetize real property holdings through strategic partnerships (new)
 - Efficient use of space (new)
- Progress toward net zero and energy efficiency (new)

Mission-Focused System (MFS)

Goal: Realize the University's commitments to becoming a foremost indigenous-serving university and advancing sustainability, both of which are significant parts of our mission.

MFS Action Strategy 1:

UH aspires to be the world's foremost indigenous serving university and 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 and supports vigorous programs of study and support for the Hawaiian language, history and culture. In addition to the Native Hawaiian student success agenda within the Hawai'i Graduation Initiative, the following tactics align with the thematic areas set forth in *Hawai'i Papa O Ke Ao*, UH's plan for a model indigenous serving university.

Tactics

- Prepare more Native Hawaiians to assume leadership roles within UH and the community
- Develop community and public-private partnerships locally and globally that advance UH's indigenous serving goals and share practices globally
- Advance the utilization and understanding of the Hawaiian language and culture throughout the UH System, including through articulated programs of study as well as through informal learning
- Impart a Hawaiian sense of place on campuses through landscaping, signage and the creation of Pu'u Honua, a distinctive space that promotes educational and cultural activities

MFS Action Strategy 2:

UH will be a global leader in the integration of sustainability in its teaching, research, operations and service. The university must embrace both indigenous practitioners and global experts to advance Hawai'i's stewardship and use of energy, food, water, land and sea for the well-being of the state and the world.

Tactics

- Integrate sustainability across the curriculum using common criteria such as an 'S' designation
- Develop academic programs in sustainability sciences collaboratively throughout the system
- Support research and service around issues of sustainability
- Incorporate sustainability practices, including those derived from indigenous wisdom, throughout the university
- Encourage alternate modes of transportation
- Support Hawai'i's local food economy

Productivity and Efficiency Measures for Mission-Focused System (MFS)

- Number of Native Hawaiian employees and graduate assistants (faculty/staff/administrators)
- Student enrollment in Native Hawaiian courses in language and culture (unduplicated count)

High Performing System (HPS)

Goal: Through cost-effective, transparent and accountable practices, ensure financial viability and sustainability to ensure UH's ability to provide a diverse student body throughout Hawai'i with affordable access to a superb higher education experience in support of the institutional mission of the university

UH is committed to accountability, transparency and managing costs including by leveraging our unique status as a unified statewide system of public higher education. Strategies for achieving higher performance include employing best practices to promote efficiencies, diversifying the University's resource base, and providing a safe environment to promote the advancement of teaching, learning, and scholarship.

HPS Action Strategy 1:

Employ best practices in management, administration and operations.

Tactics

- Implement world-class business practices to advance efficiency, transparency and accountability with sound risk management
- Create effective and efficient organizational structures that leverage the advantages of centralization and decentralization to maximize efficiency and responsiveness to internal and external stakeholders
- Provide professional and leadership development for UH faculty and staff
- Effectively use metrics throughout the system to advance goals and objectives
- Increase transparency in budgeting and expenditures through improved reporting practices
- Promote mission differentiation through the review of academic offerings to identify unnecessary duplication and opportunities for improved collaboration
- Standardize, centralize and collaborate on shared services to improve operating efficiencies and effectiveness in student support areas such as admission applications, transcript evaluation, financial aid processing, admissions, monitoring of student progress, early alerts and intervention strategies
- Pursue areas of development for public private partnerships (P3) such as land monetization, renewable energy development, facilities maintenance, and real asset/real property development

HPS Action Strategy 2:

Diversify resource base beyond state appropriations and tuition to support public higher education in Hawai'i.

Tactics

- Execute a successful fundraising campaign across all campuses to provide additional support for students, faculty, facilities, priorities and programs
- Actively manage UH land assets to generate revenue, reduce costs and support UH's mission activities statewide

- Execute a coherent strategy for international and non-resident recruitment and enrollment, including coordinating as a system to encourage study abroad, and advance revenue goals as well as the educational benefits to Hawai'i students of a globally diverse student body
- Improve revenue generation associated with UH innovations and intellectual property through the Hawai'i Innovation Initiative
- Develop new instructional models, such as microcredentials, that can attract new populations of learners to the University
- Develop financial and operational plans that support the expected rapid increases in enrollment as the communities embraces their new campuses
- Create capital development plans for facilities that support expected enrollment growth and campus academic and strategic plans
- Develop plans for utilization of non-campus land assets to generate revenue and/or reduce university costs through complementary and compatible activities such as development of a university village and alternate energy generation

HPS Action Strategy 3:

Provide safe, healthy and discrimination free environments for teaching, learning and scholarship for students, employees and visitors.

Tactics

- Collaborate as a system to understand and comply with Title IX and Violence Against Women Act (VAWA) guidance and apply best practices in promoting safety and response to incidents across the state
- Update systemwide and campus policies and guidelines to ensure compliance and promote safety and security
- Ensure availability and accessibility of high-quality confidential resources for victims
- Provide appropriate safety and awareness education for responsible officials and all students and employees
- Ensure that clear and useful information is readily available when needed

Metrics for High Performance System (HPS)

- Education and related expenditures per completion
- Student semester hours (SSH)/instructional faculty full-time equivalent (FTE)
- FTE Students/FTE staff (non-instructional, non-EM) ratios
- FTE Students/FTE Executive/Managerial ratios
- Number of programs with low number of graduates per year

Appendix

As mentioned in the introduction, the major change in this Strategic Directions 2018 update is the separation of the original High Performance Mission-Driven System (HPMS) into two Strategic Directions—Mission Focused System (MFS) and High Performing System (HPS)—resulting in an increase from four to five directions. The intent of establishing MFS as a standalone Strategic Direction is to bring greater visibility to the importance of UH’s mission objectives of becoming an indigenous-serving institution and of advancing sustainability efforts. HPS continues to target improving system efficiencies and leveraging resources in support of UH’s mission and goals.

Other revisions reflected in this update are listed below. These revisions reorganize various action strategies and tactics for better alignment and include new tactics based on developments since the establishment of the Strategic Directions in 2015.

- Changed the focus of Hawai’i Graduation Initiative (HGI) Action Strategy 4 from the physical build-out of UH West O’ahu and Palamanui campuses, which had been largely completed, to the expansion of online learning to reach more people within the state;
- Moved several tactics on financial and capital development plans from HGI Action Strategy 4 to HPS Action Strategy 2;
- Moved several online learning and articulation and transfer tactics under former HPMS Action Strategy 2 to HGI Action Strategies 2 and 4;
- Added new tactics on affordability and returning adults under HGI Action Strategies 1 and 2, highlighting the University’s priorities and commitment in these areas;
- Expanded 21st Century Facilities (21CF) Action Strategy 1 to include additional land and space utilization tactics;
- Moved the tactic on the efficient use of facilities and classrooms from HPMS Action Strategy 1 to 21CF Action Strategy 1;
- Moved 21CF Action Strategy 3, maintenance of a safe, discrimination free environment to HPS Action Strategy 3;
- Added a new action tactic on pursuing public-private partnerships as a best practice to HPS Action Strategy 1.

In addition, the following metrics have been added, revised, deleted, or moved:

- Hawai’i Graduation Initiative (HGI)
 - Added retention rates: first-time and transfer/full-time and part-time
 - Moved number of STEM degrees from HII to HGI
- Hawai’i Innovation Initiative (HII)
 - Added number of active license/option agreements
 - Revised number of start-up companies to number of start-ups and new companies (expanded the definition beyond licensed UH technology)
- 21st Century Facilities (21CF)

- Added Capital Improvement Projects (CIP) and operating investments in Renew, Improve, and Modernize (RIM)
- Added monetize real property holdings through strategic partnerships
- Added efficient use of space
- Added progress toward net zero and energy efficiency
- Deleted deferred maintenance
- Deleted electricity purchased per gross square foot
- Deleted gallons of water purchased per gross square foot
- Deleted number of criminal offenses on campus
- High Performance System (HPS)
 - Deleted classroom utilization
 - Deleted number of international undergraduate students enrolled in credit courses
 - Deleted number of degrees in Health, Education, and Agriculture

Post-Pandemic Hawai'i Planning Paper

Post-Pandemic Hawai'i and the University of Hawai'i

Hawai'i will never be the same after this pandemic passes. And everyone who makes Hawai'i home is seeing opportunities for positive change in the lessons of the shutdown and aftermath. Many can now envision a more sustainable, resilient and equitable future in which we take better care of one another and our islands through an approach that is both locally and globally aware.

Hawai'i can not get there without its great public higher education system fully focused and engaged in creating and supporting that better future for all of us. The following four imperatives, developed in the following pages with specifics, are offered to outline UH's role in navigating the way to a better future for Hawai'i:

- I. Engage more Hawai'i residents in post-secondary education & training
- II. Prepare more Hawai'i residents to fill the jobs Hawai'i needs
- III. Seed new economic sectors and develop new approaches to old ones
- IV. Strengthen the UH research enterprise as a major economic and intellectual driver

The state needs to pivot in a number of ways. And to support that pivot UH must increase its responsiveness, agility and focus. A number of key strategies for the necessary UH pivot are also identified.

I. Engage more Hawai'i residents in post-secondary education

Having a more educated citizenry is good for Hawai'i. We know that people with a college education earn more over their lifetimes, pay more taxes, are less likely to become unemployed in a recession, return to the workforce faster after a recession, live longer, are more healthy, draw on fewer publicly-funded social services, vote more, volunteer more and are less likely to become incarcerated. Their children are less likely to be raised in poverty and more likely to receive a quality education that will prepare them to follow their own paths through higher education to better lives. Engaging in higher education is one of the best ways we know of to improve quality-of-life across generations. It not only benefits individuals but their families and the entire state.

The best estimates are that some 70% of the jobs moving forward will require some education after high school, whether a bachelors degree, associate degree or high-quality certificate. The latest numbers indicate that only about 48% of our working age adults currently hold such a credential. Our current college going rate from public high schools of 55% is simply too low to support the economy and society we want. We need to particularly focus on those who have been under-represented and for whom higher education can make the greatest difference. Educational disparities are most evident for the economically disadvantaged, those who live in more rural areas, and those under-represented in higher education including Native Hawaiians, Filipinos, and Pacific Islanders.

There are a number of keys to turning this around for Hawai'i. UH community colleges must remain open, affordable and supportive to provide opportunity on every island, particularly to those who have not considered college part of their future. UH also needs

to offer more of the programs employers and students need in more flexible formats (online, hybrid, evening/weekend) across the state so that those who have become unemployed, underemployed or unfulfilled can seize the opportunity to obtain the education and training they need for career advancement and change. This flexibility must become a permanent aspect of how UH supports all the people of Hawai'i as lifelong learners.

Regardless of the disciplines in which our students are educated and the modes of instruction, UH must continue to provide a strong educational foundation that ensures our graduates are prepared to fully contribute in their careers and communities. Graduates, and citizens, need to be able to communicate effectively orally and in writing; they need quantitative reasoning skills; they need to understand science and evidence; they need the critical thinking skills to be able to assess facts and reason; they need to be able to work together in teams; they need to be empathetic citizens with cultural competence; and they need knowledge and understanding of Hawai'i's unique land and people so they can contribute to the Hawai'i we aspire to for all. To thrive in the future before us, and to help Hawai'i thrive, UH graduates must be creative thinkers, problem solvers, innovators and lifelong learners who are prepared to advance community sustainability and resilience in the broadest senses of those terms. These are the foundations of a strong education regardless of major or discipline.

While maintaining its deep commitment to Hawai'i, UH must also continue to position itself as a destination for students from around the U.S. and other countries. Their presence increases the diversity of the educational experience for our local students and provides substantial positive economic impact for the state and UH.

II. Prepare more Hawai'i residents for the jobs Hawai'i needs

In addition to increasing the general education level of our state, we need to prepare more Hawai'i resident for jobs that exist in Hawai'i, now and moving forward. When Hawai'i residents are qualified for Hawai'i jobs we create wins for both employees and employers. Several specific employment sectors experience systemic shortages in which there is opportunity now. UH needs to focus on appropriate education and training programs to prepare traditional and non-traditional students for careers in these professions.

Education

Hawai'i needs more teachers and early educators, and we need to develop them locally within Hawai'i. Ideally we will develop them on the islands where they are needed so that teachers in schools are from and of the communities they serve. Hawai'i has particular shortages in special education teachers, secondary level STEM teachers, Hawaiian language immersion teachers and school counselors. UH needs to step up with a set of innovative statewide programs to prepare diverse students, both recent high-school graduates and returning adults, to succeed in these shortage areas and others. We also know that as a state we need to do better at early childhood education. This will require a major workforce initiative that has yet to be conceived.

Collectively, we need to attract students from a variety of backgrounds into education as a career, which should be easier as we try to recover from a time of exceptionally high unemployment. We must also create more innovative ways to educate and license teachers from among the community. These may be people from other professions looking for a career change, from military families, and those who hold other kinds of degrees. We need to educate our teachers to be successful and we need to support them through their careers with professional development opportunities so that they remain and advance in education while supporting families and communities throughout the islands.

Health Care and Social Welfare

Hawai'i needs to address the critical shortage of health care and social service workers, particularly on the neighbor islands. These are important and wide-ranging jobs that require education and training from post-secondary certification to advanced/graduate degrees. And improving our health care infrastructure improves quality-of-life for all. We need to attract new students into these careers, for which there is now and will continue to be demand. We need to consider programs that can be affordably developed to create greater opportunity for local residents to obtain living-wage jobs, including those for which they currently need to leave to be educated (e.g. Physical Therapy). Mental health and counseling must be part of our holistic community health and wellness ecosystem. We need to leverage the full complement of UH resources and capabilities across our campuses to educate health care professionals affordably and effectively, and to the extent possible, on their home islands where they are needed. Some of this will require expanded partnerships with health care providers, particularly to support more clinical training. Students must be educated to participate in and lead more integrated team approaches to health care delivery and to fully embrace telehealth, which has rapidly expanded during the pandemic.

Construction, Design and the Built Environment

If Hawai'i decides to lead out of the current recession with construction, as we have traditionally done in times of economic challenge, then UH needs to ensure that Hawai'i residents are prepared to fill the jobs that will be created. This must include a fast-track to move the currently unemployed into skilled labor jobs, a clear role for the UH community colleges. Additionally, UH must educate thoughtful designers of sustainable built environments appropriate for Hawai'i and our post-pandemic future. Hawai'i will also need more high-performing construction engineers and managers.

Many of these jobs may be filled by "traditional" students -- 18-22 year-old recent high school graduates. Hawai'i also needs immediate, agile and welcoming programs for working-age and working adults to fill these jobs and careers that our communities need. Retraining and upskilling programs for "non-traditional" students will need to embrace non-traditional education modalities including online, distance, hybrid and evening/weekend approaches. We can leverage the many lessons from the pandemic forcing an immediate pivot to fully online education as we more thoughtfully create new online opportunities for learning. Our strategies must also include the development of educational pipelines that seamlessly integrate our K12 system, community colleges and

universities to prepare students for success at every level of education and career. These must include a stronger emphasis on work-based learning approaches including internships, apprenticeships and employer-supported programs.

III. Seed new economic sectors and develop new approaches to old ones

We all realize, now more than ever, that Hawai'i needs a more resilient and diversified economy with more living-wage jobs. Our complete reliance on tourism has proven time and time again to be fragile in the face of external stressors (COVID-19, 9/11), even as unfettered growth has stressed our environment, infrastructure and communities.

For decades Hawai'i has talked about the need to develop a stronger innovation and technology sector to supplant tourism, sugar and pineapple. We have made some progress, but nowhere near enough. One lesson is that there is no single "silver bullet" that can replace tourism and industrial agriculture. Rather, we must seize every opportunity to create sustainable economic activity that is a fit for Hawai'i. In so doing it is essential that we consider both our internal needs – the goods and services required within Hawai'i – as well as the necessity to develop additional robust "traded sectors" that generate external revenue.

UH has two vital roles in economic development and diversification. We must bring our expertise to bear on the challenges associated with the necessary shifts in our economy, while at the same time developing and providing the suite of educational offerings that prepare learners of all ages and backgrounds to lead and participate in each sector.

The following clusters frame a relatively tight set of economic and workforce sectors for priority and investment. By looking simultaneously inward and outward, these clusters can balance internal needs, environmental sensitivity and opportunities for strengthening our traded economy to lessen our dependence on a tourism sector that itself needs to be reimaged.

Computer Science & Engineering

Hawai'i employers struggle to hire enough qualified talent in computer science and engineering. A strong local computer science and engineering workforce will contribute to Hawai'i businesses and startups. Moreover, since major employers of information technologists are embracing the lessons of the pandemic to allow their employees to telework, Hawai'i is perfectly positioned to educate our residents for such jobs. So in addition to working for local employers, our computer science graduates can now generate wages from employers anywhere in the world. Our unparalleled quality-of-life presents Hawai'i and our people with a huge opportunity.

To advance in this area we need to expand and focus our educational capacity in areas of computer science and engineering with applied emphases, e.g., software engineering, that meet the workforce needs of Hawai'i and beyond. Besides filling jobs, engineering and computer science graduates are essential participants in every successful entrepreneurial ecosystem anywhere in the world where new innovative companies are spawned to provide new solutions across every sector of society. UH must educate more graduates with both the technical skills and imagination needed

to creatively solve problems here. And we need to connect them with the business acumen to understand where and how they can market and export their products, services and ideas. Hawai'i can not succeed economically without UH addressing our current limitations in computer science and engineering.

Data science and artificial intelligence / machine learning are becoming critical to success in multiple sectors, from health care and education to agriculture, banking, transportation and tourism. And they are also critical to the university's own research enterprise. Hawai'i should not be dependent on importing the talent we need in these areas. All sectors of our community and the university itself must be educated to understand and apply these new approaches in our work locally, nationally and globally. UH has promising but still nascent startup activities -- LAVA, the Hawai'i Data Science Institute and EPSCoR program -- and has new educational initiatives including majors, minors and certificates. These need to substantially grow in size and reach, including into the community, to support innovation and success for UH and all of Hawai'i.

There is already substantial demand for cybersecurity expertise, and that need will only grow in Hawai'i and beyond. There are rewarding cybersecurity jobs in every sector touched by technology from banking and health care to critical infrastructure and national security. This presents a huge opportunity for Hawai'i given the substantial Department of Defense and National Security Agency presence. These opportunities are at all levels ranging from those requiring an associate degree to post-graduate research. UH already has multiple NSA Centers of Academic Excellence on our campuses with an exceptionally vibrant program at UH West O'ahu. We need to develop more capacity that attracts and prepares students to help protect Hawai'i with innovative solutions, some of which can be exported.

Creative Media Industries

Hawai'i has significant opportunities to participate in the global explosion in content development as creative media industries are completely upended by digital and Internet technologies. We have seen the pandemic accelerate the change in how we entertain ourselves – increasingly with streaming services consumed on mobile devices and at home. The people and cultures of Hawai'i have proven to be exceptionally adept at applying modern technologies to the oral and storytelling traditions developed over centuries, with the preservation of 'olelo Hawai'i enabling access to a millenium of stories and songs that have demonstrated their imaginative appeal and ability to model appropriate behaviors and practices for islands. Hawaiian music has also touched the world with impacts reverberating for over a century. And Hawai'i is already globally recognized as an attractive locale for creating raw content.

UH is well on the way to fully articulated digital technology-intensive creative media programs across the islands, with strengths in video, film and music. We need to leverage all these strengths and our new educational facility at UH West O'ahu into a cohesive economic strategy that attracts investment and creates more high-quality jobs for residents across the full spectrum of the media industry from writing,

composing, design and content creation to post-production and marketing. At the same time, this capacity will amplify the ability of our people to tell our stories.

An emerging related area is Esports. Already a billion-dollar economic sector, Hawai'i has strong programs at both the high school and collegiate level. Misunderstood by many, Esports provides opportunities not just for gamers but in game development, technology platforms, marketing, broadcasting/streaming and events management. Growth in Asia is faster than in North America, which presents Hawai'i with an opportunity as a bridge across the Pacific.

Food and Agriculture

Since the demise of industrial sugar and pineapple, Hawai'i has not succeeded in articulating and embracing a shared vision for balanced agriculture across our islands. A reimagined food and agriculture sector should be a major boost to both sustainability and economic vitality on every island.

As a result of the pandemic experience, there is much more widespread interest in and concern about growing more local healthy food, which will improve our food security. We can be informed in this with lessons about crops and techniques from indigenous pre-contact practices when Hawai'i and the Pacific Islands were self-sufficient. We must also recognize the economic importance to Hawai'i of high-value export crops and value-added products to help diversify our traded economy. These two goals are not in conflict – we can and must do both. Aquaculture, a natural for Hawai'i, should be a major contributor to our local food supply as well as our traded economy through both products and knowledge.

Being a “farmer” today is completely different than in the past, and Hawai'i presents many unique challenges as well as opportunities. UH needs to lead this transformation through our education, research and service programs. UH scholars can provide deep understanding of our resources and environment so we can identify appropriate techniques and approaches that will help Hawai'i sustainably thrive. Collectively, we must develop and nurture the next generation of agricultural entrepreneurs with broad-based excellence in agricultural techniques, products, and new agricultural technologies.

Hawai'i also needs policies that fairly and appropriately address access to land, water and the ocean and shared infrastructure and services to make small scale agriculture economically feasible. The fragilities of our current supply chains have been exposed by this pandemic and it is clear that we need a stable comprehensive approach to distribution including farm-to-table, retail/consumer, wholesale, and export. UH policy expertise and research can assist in developing these solutions.

Climate Change, Resilience, Energy and Conservation

While today we are fighting a pandemic, climate change and its impacts represent even graver threats to humankind. As a family of islands, Hawai'i stands at the forefront of the challenges the world faces. Impacts to Hawai'i include sea-level rise, storm surge, ocean warming and acidification, coral bleaching, and reduction of our

treasured trade winds. And like the rest of the world, we are facing an increasing frequency and severity of natural disasters. These threats also provide Hawai'i an amazing opportunity to be a leader in developing a stronger "green economy" with many more green jobs.

Hawai'i and UH are already at the forefront in many ways of understanding these challenges, planning strategies for mitigation and resilience, and developing solutions. UH already has significant and robust federally funded programs and expertise in Hawai'i. And as all enterprises struggle to find paths forward in these challenging times, we are increasingly seeing jobs in the private sector with titles that include sustainability and/or resilience.

Hawai'i is blessed with an environment that is hospitable to more sources and approaches to alternate and renewable energy than almost anywhere on earth. And our islands are a natural laboratory for research and development of micro-grids at scale. Hawai'i can and should be at the forefront of the post-fossil fuel energy environment and economy. Hawai'i must address our own policy challenges around utility-scale alternate energy projects. And we must knit together government, the private sector and academia to attract investment and create solutions that meet our clean energy goals. In so doing, we can also create opportunities to export our ideas, solutions and expertise.

Hawai'i has also developed a remarkable capacity to understand our native ecosystems as well as how to restore and protect them. Our conservation and environment community is actively working to integrate and apply lessons from both indigenous Hawaiian knowledge and western science. And all significant land managers in Hawai'i now understand the economic value of environmental conservation. UH needs to provide a steady pipeline of thought-leaders, employees and managers – from a hands-on workforce to resource managers and decision-makers -- with holistic environmental sensitivity. Hawai'i also needs a robust biosecurity research capacity to help us restore our damaged ecosystems and protect them from new invasive threats.

As in other areas, our expertise and lessons in climate change, resilience, energy and conservation are already of recognized value to others in the Pacific, Asia and beyond. UH needs articulated educational programs in this area and must more tightly integrate our research capacity with our educational offerings across our campuses.

Tourism

The pandemic has made it blindingly obvious to all that our approach to tourism has unduly stressed our infrastructure, environment, communities and the goodwill of our people. Hawai'i must seize the opportunity of this forced pause in tourism to assess how to move to new forms of sustainable tourism. We must plan for a thoughtful mix of high-value and positive visitor experiences that meaningfully engage more of our community in positive ways with higher-wage jobs. We must also reduce the negative impacts that have soured so many Hawai'i residents on 2019-style tourism. Our strengths can be the basis of new opportunities.

Hawai'i could develop a health tourism sector that leverages our location, cultures and unique expertise in the health and welfare of diverse populations including traditional healing. We can do better at agri-tourism (including aqua), inviting visitors to see our unique crops, approaches and products. We can leverage the global appreciation of Hawai'i Regional Cuisine and UH's extraordinary culinary education programs on every island to create culinary tourism opportunities. We can expand our eco-tourism sector with educated guides who share Hawai'i with thoughtful and respectful visitors that care about native ecosystems and the world around them. This could also expand to more environmental voluntourism. And respectful cultural tourism could build bridges between visitors with both our host and our diverse immigrant cultures.

A revitalized UH Travel Industry Management School with articulated programs should be at the forefront of research and education related to these opportunities and could reclaim Hawai'i's place as a global leader, this time in sustainable tourism at scale.

These are by no means the only sector opportunities and, until we try, we won't know how large each of these sectors might grow. But they each represent a set of opportunities that can begin to build a much more diverse and resilient economy than we have today.

IV. Strengthen the UH research enterprise as a major economic as well as intellectual driver

We need to embrace and strengthen the importance and role of UH scholarship in Hawai'i's recovery, both intellectual and economic. UH faculty comprise a hugely significant source of expertise and a resource to both public and private sectors. Year in and year out we see governmental officials and legislative bodies turn to UH experts to study problems and recommend/provide solutions from the economy and health care to agriculture and social services. Making the shifts we need as a state will require the continuing engagement of UH faculty and their expertise in helping craft a new future for Hawai'i.

In addition to identifying and advancing specific solutions for Hawai'i, the extramural funding UH brings in to the state comprises a \$450m/year and growing economic sector. This enterprise represents a significant contribution to the economy of Hawai'i and is directly responsible for creating thousands of high-quality jobs with indirect economic impacts of many many millions more that support businesses on every island.

While high performing in some areas, we know there are opportunities for growth in extramural funding based on comparing federal research investments to our current performance. UH must focus on increasing our extramural funding in specific areas where there are unrealized opportunities and where Hawai'i enjoys globally competitive advantages and/or needs:

- Health sciences – particularly areas of health disparities
- Agri/Aquaculture – leveraging our diverse environments and our growing season

- Computer science and engineering – beginning with promising strengths in cybersecurity, data science and AI/ML and building up in engineering
- Pacific engagement – leveraging our location, natural affinities and supporting national priorities in health, education, and economic development

Even as we identify these new sectors for priority and investment, we must also continue to ensure leadership in the significant areas in which UH and Hawai'i enjoy notable successes in extramural funding. These include:

- Ocean, atmospheric and earth sciences, including water
- Astronomy and space sciences
- Environmental microbiology and sciences
- Climate change and resilience
- Energy
- Disaster management
- Study of Asia and the Pacific (all disciplines)
- Hawai'i and its people

UH also needs to continue to improve at creating value for UH and the community from the intellectual property developed within its research programs through both local job creation and revenue return (royalties, license fees) to UH.

To address these priorities, particularly during a period of severe financial constraint, UH must increase responsiveness, agility and focus; As the state pivots in significant ways, so must UH.

Most of these ideas are not new, although there is some additional clarity brought on by the lessons of the pandemic. What is new is the urgency of Hawai'i's needs and therefore the urgency with which UH must act. Also new is the much broader recognition within UH today that the entire institution must prioritize the needs of the state to help all of Hawai'i succeed.

Unfortunately, these urgent needs are presented when UH and the state face the greatest economic crisis since statehood. We cannot simply look to new money to make new investments. Rather, in this time of severely constrained resources UH must now find the will to act on a reality that has been known for decades: Hawai'i is not wealthy enough to support a public university that tries to be all things to all people. We must break down traditional disciplinary siloes and also accept that there are some existing programs for which Hawai'i students will need to enroll out-of-state. Prioritization and active modernization of curricula is necessary to enable us to prepare local learners in areas such as those noted above in which Hawai'i has significant need.

In this time of severely constrained resources, UH must also find new ways to be more cost-effective in all that we do. For example, we have proven that working from home can be effective for many; telework must become part of our standard toolset to support our employees and will lessen the load on campus and community infrastructure. More challenging will be improving the cost-effectiveness of our academic enterprise across our campuses. In that we must rely on data and be willing to step back and focus on what Hawai'i needs most.

UH must also actively explore and adopt innovative approaches to collaborating with employers and awarding credentials. Institutionalized “town-gown” relationships will be essential to ensuring that employers share their current and projected workforce needs with UH. Emerging approaches to education and training should be considered, initially in programs with a focus on employment, to include more certificates, badges and “stackable” credentials as well as competency based education and prior learning assessment.

Even in the face of cutbacks in some programmatic areas, UH must identify and invest in long-term strategies to diversify and strengthen revenue sources beyond state general funding and tuition. Unlike during the last recession, UH does not have the option of generating more revenue by increasing tuition rates. Strategies must include leveraging our real property assets, improving philanthropic performance and more.

To move forward on this complex but urgent agenda, UH must be nimble in implementing organizational and structural changes that will enable us to more effectively and affordably focus on the needs of Hawai‘i.

Hawai‘i cannot thrive even in the best of times without a high-performing public higher education system. Now, more than ever, Hawai‘i needs every part of its university system to engage fully in support to our islands through education and training programs that serve all segments of our population, through research and scholarship, and through service. In turn, the people and institutions of Hawai‘i need to support their university system.

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Reimagining and Repositioning UH Slides

Reimagining and Repositioning the University of Hawai'i: Navigating together to a Sustainable Future for UH and Hawai'i



HOKULE'A IMAGE © POLYNESIAN VOYAGING SOCIETY
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Context

As discussed in November:

- This "Reimagining and repositioning" initiative is a direct response to the pandemic crisis, which focused us more strongly on resource challenges and mission imperatives associated with the impacts and lessons of COVID-19 including their short- and long-term implications
- Strategic Planning is the UH practice of systematically developing strategic directions, typically for a 6 year period
- This presentation focuses on "Reimagining and repositioning," relevant work done and underway, and how the pandemic will influence the new Strategic Planning process now being initiated



Lessons of the Pandemic for Hawai'i and UH

- Hawai'i needs a stronger and more diversified economy with less reliance on conventional tourism
- Hawai'i needs more high-quality jobs that our residents can fill
- UH needs more diversified revenue streams than General Funds and conventional tuition
- Everyone has now seen that online learning, working and services can be effective, which improves our flexibility and responsiveness moving forward
- UH is quite agile and we can do even more with investment in our people to advance Hawai'i priorities
- UH can do even better to utilize data to inform decision-making across the institution and the state



WHAT Hawai'i Needs Most from UH, Now More than Ever

- UH must engage more Hawai'i residents in post-secondary education and training
- UH must prepare more Hawai'i residents to fill the jobs Hawai'i needs
- UH must seed new economic sectors and develop new approaches to old ones
- UH must strengthen the research enterprise as a major economic and intellectual for the state



HOW UH Must Change the Way We Work

- UH must streamline administration, including academic administration, where possible
- UH must prioritize academic programming that advances the most pressing needs of our students and the State
- UH must diversify operating revenue sources and rely proportionately less on State General Funds
- UH must operate within the most modest physical plant feasible
- UH must work together as a more tightly knit system: UHunited



University of Hawai'i Vision

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.

*UH Board of Regents
April, 2017*



Vision for Post-Pandemic “Reimagining and Repositioning”

- **Prioritize Academic Offerings:** UH works together to offer a robust portfolio of student-responsive academic programs that meet the highest priority needs of the state and strengthen UH areas of excellence
- **Expand Online Programming:** UH collectively offers more market-responsive online programs across our islands and beyond
- **Pursue Strategic Research Initiatives:** The UH research and innovation enterprise advances opportunities for economic development and job creation while addressing the challenges facing Hawai‘i
- **Improve Relations:** UH initiatives help improve Hawai‘i’s relationship with the Native Hawaiian community
- **Enhance Efficiencies:** From reorganizations and online transactions to faculty workload templates and small program/course review, UH is committed to action
- **Reduce Footprint:** UH functions within an efficiently used and operated physical plant
- **Achieve Financial Sustainability:** UH operating revenues and expenditures are in full balance by FY25 (per 6-year Financial Plan)



Responding to State Needs: Academic Programming Imperatives

- Pandemic learning loss in our K12 student is one of the greatest challenges we face. UH must leave no one behind as we commit to educate more of our citizenry
 - Hawaii needs UH to bring more public high school graduates into post-secondary education and training
 - Pathways beginning with early college and CTE are powerful tools
 - Emphasis is required on equity for underrepresented populations
- UH must prepare more of our residents, from throughout our islands, to fill Hawai'i jobs
 - Institutionalize increased systemwide collaboration with employers through the proven sector convening strategy
 - More training, retraining and upskilling adults the way they need it: online, non-credit, industry-recognized certifications, stackable micro-credentials

These initiatives also represent opportunities for philanthropic and extramural funding



Responding to State Needs: Research, Innovation & Economic Development Imperatives

- Hawai'i needs UH to help grow healthy new economic sectors and develop new approaches to existing sectors
 - Stronger UH-wide educational emphasis on innovation and entrepreneurship
 - Recognize faculty excellence and achievement through T&P process
- Hawai'i needs the UH research and innovation enterprise to be an even more substantial economic and intellectual driver across the islands
 - Address Hawai'i challenges and opportunities,
 - Strengthen programs that support creation of new companies and jobs
 - Prioritize strategic and opportunistic faculty hires in areas of current and needed strengths

Excellent opportunities for extramural and philanthropic funding



Areas of Hawai'i Need, Research Excellence and Economic Opportunity Overlap Significantly

- Education – Teacher shortage areas, Education leaders for Hawai'i
- Health Sciences - Doctors, nurses, allied health, social workers, public health, psychologists, counselors, physical therapists...
 - Understand and address Hawai'i health disparities
- Built Environment - Skilled labor, architects & engineers focused on sustainable and resilient structures for Hawai'i
- IT & Computer Science – Technicians, Cybersecurity, Data Science, Machine Learning, Software Engineering
 - Hawai'i residents with these skills can telework for employers anywhere
- Creative Media - Film / Music / Video / Arts, Production, Animation, Gaming, Esports
- Ocean, earth & atmospheric sciences; Environmental microbiology
- Climate Change, Energy, & Conservation
 - Sea level rise, coral reef health, renewable energy generation & microgrids, disaster management, ecosystem protection
 - RESILIENCE
- Food, Agriculture, Aquaculture
- Sustainable Tourism
- Astronomy & space sciences
- Civic engagement / Civil Society
- Study of Asia and the Pacific, Hawai'i and our peoples



Post-Pandemic Online Learning Strategy

- While online learning will not replace in-person education in the next decade...
 - Data is clear that many traditional 18-year old learners do not thrive when too much of their learning is online
 - There are competencies and content best provided through in-person instruction
 - Online learning will **substantially** increase in importance
 - Asynchronous online learning frees working adults and others from barriers of time and place
 - Online learning can be individualized, self-paced, competency based and scalable
 - Even "traditional" campus-based students want choice and benefit from online learning opportunities
- 1) Address statewide needs for education & training across our islands
 - Online Associate degrees with prior learning assessment, Baccalaureate completions, Professional post-grad certificates and degrees
 - Hybrid programs, e.g., weekends or summers in person, interactive video
 - UHunited – Create opportunities throughout the state including through University Centers
 - 2) Identify opportunities for entrepreneurial signature online programs for global audiences in areas of UH expertise and excellence: Hawaiian language/studies, Asia-Pacific studies, Environment, Climate and resilience...
 - 3) Continue to support individual online courses as part of traditional curricula



Research Hubs

Ocean & Climate Sciences	Astronomy	Health & Wellness	Digital Economy & Civil Infrastructure Security	Sustainable Ecosystems & Energy
<ul style="list-style-type: none"> Continue study of microbes and their important role in the ecosystem process Advance conservation biology utilizing inter-disciplinary collaboration and indigenous knowledge Continue efforts in management-driven research and outreach to tackle various marine issues Expand climate change research efforts 	<ul style="list-style-type: none"> Utilize solar astronomy research to help manage disruptions to power grids and communications by solar flares Panoramic surveying of near-earth objects and space debris Instrumentation/adaptive optics applications outside of astronomy where remote monitoring and image stabilization/corrections are required Stewardship of the mountain summits through relationship building with key stakeholders to protect and maintain cultural, educational, environmental and recreational uses 	<ul style="list-style-type: none"> Utilize knowledge of ethnic/racial differences in phenomena such as cancer incidence to open avenues for Hawai'i's multi-ethnic population to gain benefits from clinical research or socio-cultural factors that promote well-being Expand and strengthen research into heart disease, diabetes and other health problems prevalent in Hawai'i and the Pacific Region Advance natural product research Advance knowledge of infectious diseases to mitigate spread and develop vaccines 	<ul style="list-style-type: none"> Data visualization Cybersecurity research, training and workforce development High performance computing Engage in research to improve the strength and resiliency of digital networks to prevent disruption Expand programs in digital and creative media production Continue training and research in disaster preparedness 	<ul style="list-style-type: none"> Utilize Hawai'i's location and natural resources to conduct renewable energy, grid optimization and energy storage research, which are vital due to our distance from alternate power grids Utilize inter-disciplinary research and indigenous knowledge to identify sustainable agriculture products to aid local food production Conduct research to fill critical gaps knowledge about water supply Continue efforts to protect natural and managed ecosystems and create sustainable urban environments



Workforce Development and Innovation

Workforce Development	Innovation & Entrepreneurship
<ul style="list-style-type: none">• Vision: Citizens well-educated, “work ready” and equipped to solve problems<ul style="list-style-type: none">○ Obtain information on workforce needs of employers and skills needed by graduates○ Coordinate STEM and vocational educational offerings to meet needs○ Develop and offer programs to address work-life balance and adaptation to rapid change in workplace○ Expand and strengthen programs to address underrepresented groups○ Target areas of immediate need (e.g. teachers, MDs, etc.)	<ul style="list-style-type: none">• Actively promote innovation culture and improve commercialization in Hawai‘i<ul style="list-style-type: none">○ Integrate innovation & entrepreneurship throughout UH educational experience○ Expand proof-of-concept/accelerator programs○ Engage local community and identify collaboration opportunities



Initial Ideas for UH Role in Improving Hawai'i's Relationship with the Native Hawaiian Community: Journey to Become a Model Indigenous-Serving Institution

- Embrace Aloha – For ourselves, each other, and the environment
- Educational Disparities – Continue to reduce and eliminate equity gaps between Native Hawaiians and the general population in higher education access and attainment
- 'Ōlelo Hawai'i – Educate more teachers for immersion schools, Train translators for public boards, commissions and the Judiciary; Model bi-lingual signage and behaviors
- Health Disparities – Continue research with and in communities to understand health disparities including their causes and remedies
- Explore opportunities to collaborate with DHHL to create greater economic opportunity for homesteaders
- Maunakea – Continue to improve stewardship of Maunakea with stronger focus on culture and education, and ensure decommissioning of existing telescopes to honor commitments
- Identify and utilize measures and metrics of success



Current UH Financial Realities

- Operating Revenue – UH currently relies on General Funds and traditional student tuition
 - While State tax revenues are unexpectedly strong, there are many calls on them in addition to public higher education
 - Tuition rates cannot be increased substantially (beyond inflation) without harming access and competitiveness
- Operating Expenses – Reductions are possible but mostly not immediate
 - Relative to peers, UH has robust faculty/student ratios and weak staff/student ratios
 - Administrative consolidations are helpful although challenging to units' and stakeholders' sense of importance and authority; Savings not immediate
 - UH has not tightly managed our statewide academic program portfolio; Financial impacts of most academic decisions are not immediate
 - Some UH facilities are in desperate need of renewal, improvement and modernization; Some are under-utilized
- Timing - We are in neither a sprint nor a marathon
 - Prudent management and federal relief funds have enabled adequate reserves
 - We must achieve balanced operational finances with operating revenues covering operating expenses by FY24-25



Principles for the UH Academic Program Portfolio

- Prioritize areas of state need
 - Workforce
 - Economy
 - Student demand / sustainability
- Address small programs and low-enrollment courses
 - Stop-Out, Termination, Merger
 - UHunited: Opportunities to share across system



Review Opportunities for Savings Around Organization and Personnel Practices

- Reorganizations and consolidations on and among campuses to provide effective and efficient shared support services for students and faculty
- Leverage and accelerate the current work on:
 - Faculty Workload Assignment Template
 - Faculty Classification initiative to engage more qualified faculty in direct instruction
- Faculty buyout policies can increase percentage funding of faculty salaries from extramural funds in some units
- Charge tuition for extramurally funded GAs to grants



Rightsize Physical Plant Through Diligent Management

- Create flexible spaces that meet current and future needs, e.g.
 - Modern appropriately-sized classrooms
 - Shared space for teleworkers when on campus (frees up offices)
 - Better supported shared core research facilities and equipment
- Create and apply standard usage metrics
 - Office space standards
 - Classroom scheduling and utilization standards –
Evening/weekend classes may attract more non-traditional students
- Review and divest from external leases where possible
- Identify, repurpose and/or decommission under/unutilized campus spaces
- Actively manage research space for Indirect Cost Recovery (IDC)
- Monetize or divest UH real estate with high costs and/or low academic value
- Downsize physical plants to match current and anticipated future needs



Revenue Measures Can Also Enhance Achievement of Mission

- Increased Campus Enrollment Generates More Tuition
 - More opportunity in public high school going rates, private school recruitment, internal transfers, retention, non-resident domestic and international recruiting

Serving more students; leaving fewer behind
- New Programs Can Attract New Students and Revenue
 - Build and market unique programs of excellence
 - More online and adult-learner focused programs
 - More non-credit workforce training: micro-credentials and industry certifications

Preparing more Hawai'i residents for Hawai'i jobs
- Strategic Research Initiatives Support Continued Growth in Extramural Funding

Research can address Hawai'i challenges and opportunities, enhances job creation
- Philanthropic funding on multi-year upswing

Donors primarily support scholarships and research; strengthens town—gown relations
- Multiple real estate projects nearing fruition
 - Some opportunities complement our missions, some purely financial
 - Where possible, increase community use of UH facilities and resources

Revenue beyond costs CAN support operations; Community engagement helps UH



UHunited – Working Together as a System

- A seamless web of educational opportunity must ensure
 - Closing of equity gaps with entry points for everyone
 - Diverse curricular pathways from K12 and early college into and through the UH system
 - Seamless curricular pathways from UH CCs into UH universities
 - Sharing and collaborating on courses and programs to maximize opportunity across the islands
 - Maximize access, Leverage capacity and expertise, Extend Hub & Spoke approach across units
 - Common modernized general education
- Operating Efficiencies; Shared centralized high-quality services
- Shared physical facilities where possible
- Continue to engage in and monitor opportunities and ideas from “The Power of Systems”



High-Level Summary of Work Underway

- Intense and inclusive post-pandemic planning in every academic unit
 - Public web pages document processes and work products
- Program review underway throughout UH
- New lens on organizational structures
 - Much has been done; More proposals being designed and changes underway
- Development of approaches to shared services
 - Community Colleges leading the way
- Human resource practices in transition
 - Faculty Workload Assignment Template & Classification Review
- Campus space utilization studies complete or underway;
Will provide basis for planning



Post-Pandemic Work Underway at UH-Mānoa



UH Mānoa Actions Taken: Spring 2020 - Present

PROGRAMS TERMINATED	APPROVED
BA in Zoology	F2021
BS in Ethnobotany	F2021
Master of Geosciences	F2021
MS in Biological Engineering	SP2020
Executive Accounting Certificate	SP2021



UH Mānoa Actions Taken: Spring 2020 - Present

PROGRAMS STOPPED OUT	APPROVED
PhD in Nursing	F2020
BA in Russian	SP2020
MA in French	SP2020
MA in Religion*	SP2021
Doctor of Juridical Science	SP2021
PhD in Biomedical Sciences, Clinical Research track	SU2021
Technologies for Teachers Graduate Certificate	SP2021

**Stop-out removed after program modified.*



UH Mānoa Actions Taken: Spring 2020 - Present

REORGANIZATIONS AND PROGRAM MERGERS UNDERWAY

(Proposals Developed & Under Review)

- School of Communications and Matsunaga Institute for Peace (Social Sciences), Department of Communicology (Arts, Languages & Letters), Library & Information Science Program (Natural Sciences) to form the School of Communication & Information (Social Sciences).
- Classics Program (Department of LLEA) with the Department of Religion to form the Department of Religions & Ancient Civilizations (undergraduate degree mergers underway).
- Consolidation of bachelor's degrees in French, German and Spanish into one BA (with concentrations) to realize administrative efficiencies and to make the new BA more robust with interdisciplinary and cross-cultural connections for a more flexible curriculum.
- Center on the Family (CTAHR) to the Social Science Research Institute (Social Sciences) to strengthen capacity and effectiveness. Both organizations work at the intersection of research and outreach to address emerging issues and offer evidence-based solutions for policy and practice.



UH Mānoa Actions Taken: Spring 2020 - Present

REORGANIZATIONS COMPLETED

- **Phase II Reorganization** (effective July 1, 2021): Reduced siloes to foster collaborative initiatives and work, ensured financial savings, and reduced executive/managerial and support positions.
- **College of Arts, Languages and Letters** (effective July 1, 2020): Merged three stand-alone schools/colleges (College of Arts & Humanities, College of Languages, Linguistics & Literature, and the School of Pacific & Asian Studies) into one college to address declining enrollments, to reduce the number of executive/managerial positions, to facilitate stronger interdisciplinary collaboration, and to reinvigorate the liberal arts with our unique Asia-Pacific strength and focus at the core.
- **Library Services** (effective December 3, 2020): Designed to achieve greater operational effectiveness and efficiency with current staffing levels through the consolidation of Sinclair Library functions, strategic dissemination of select collection responsibilities, and reconfiguration of the Access Services Department.



UH Mānoa Actions Taken: Spring 2020 - Present

ALIGNING RESOURCES TO POST-PANDEMIC PRIORITIES

- **Performance Indicators for Prioritization developed** as a tool to support the ongoing identification of, and investment in our priorities. Collaborative working group of faculty, students, staff and administrators developed the indicators and metrics to guide resource allocations.
- **Indicators aligned with the UH Mānoa strategic plan goals and Post-Pandemic Hawai'i** priority areas, including Native Hawaiian Place of Learning; Student Success; Research & Creative Work; Responsiveness to the Needs of Hawai'i; and Outreach/Engagement with the Community.
- **FY 2022 Hiring Decisions Utilized Performance Indicators.** Academic units and the Mānoa Budget Team utilized the indicators to prioritize faculty hiring requests for the first time.
- **The Indicators will facilitate a regular assessment** of our performance in living our values and achieving our goals. It is expected that the campus will revisit our priorities, indicators, and metrics regularly to ensure that we are agile, innovative, and responsive to the needs of Hawai'i.



Post-Pandemic Work Underway at UH Hilo



UH Hilo: Engage more students in post-secondary education

- Shore up transfer services and create more transfer pathways from UHCCs that prepare students for careers that allow them to stay in state.
- Create an intentional online portfolio to better serve our island and state.
- Create summer academies and low-residency degree programs to attract more students from off-island.
- Maintain focus on equity and student success.



UH Hilo - Preparing students for careers in Hawai'i: Curriculum

Update curriculum and develop new programs to better align with employer needs and student demand

- Pharm D curricular transformation project
- Drone technology embedded in STEM programs
- Data science and data visualization
- Fisheries and Wildlife
- Bachelor's level education programs and STEM Ed.



UH Hilo - Preparing students for careers in Hawai'i: Partnerships

- Agencies on campus
 - USGS
 - SHPD
- Nascent partnership projects
 - BBB grant for food and ag
 - NELHA and 'Iole



UH Hilo - Preparing students for careers in Hawai'i: Experiences

- Shore up support and expand opportunities for internships
 - Akamai internships
 - PIPES internships
 - Legislative internships
 - COBE internships
- Bonner Leadership Program
- Kuleana and Community course
- Kawili Kine Cultures
- Peer mentoring



Re-imagining UH Hilo – Institutional Culture

- Data-informed decision-making.
 - AASCU Transformation Accelerator Project.
 - CSU Student Success Analytics Certificate Program.
- Beyond diversity: Focus on equity.
 - AAC&U Truth Racial Healing and Transformation Center.
- Organizational investments on priority needs.
 - Student Mental Health
 - Employee resource groups
 - Professional development
 - Research support



Post-Pandemic Work Underway at UH West O'ahu



UH West O'ahu: Engage more students in post-secondary education

- Early College pathways with our regional high schools academies
- Strong 2+2 articulation agreements with community colleges
- Expanded online degree and certificate programs
- Dedicated space for VA & active duty military students and family members
- Strengthened student support in behavioral health and counseling, tutoring, financial literacy, academic advising and life coaching
- Emphasize grants, contracts, philanthropic opportunities to support student scholarships, student internships/mentoring, student transfer, student on-campus and on-line support, faculty scholarship and teaching, and academic programs
- Growth-oriented action goals across signature programs



UH West O'ahu: Preparing students for careers in Hawai'i

- Placement of students in capstone practica with area businesses and industries
- Partnership with Kapolei Chamber of Commerce and Complex Area schools to prepare students for careers in our region
- Joint efforts with DOE and KS to prepare teachers. 228 alumni of BEd program teaching in the Hawai'i DOE; 88% of alumni teaching at schools in Leeward or Central O'ahu
- Expanded Allied Health professions with 7 new concentrations
- Career pathways merging 'ike and 'ōlelo Hawai'i with science, applied mathematics, business, hospitality, and creative media



UH West O'ahu: Innovating to grow new and existing economic sectors

- New degrees and certificates targeting needs of an increasingly digital economy
- Hybrid, blended learning opportunities that leverage our use of developing technology for jobs in a future-oriented economy
- Extramural funding endeavors to grow innovative technologies by bringing faculty, students, and external partners together to address future challenges
- Leveraging academic programs across UH System, talent of faculty, students, and graduates, and the new ACM building to advance innovative technologies



Post-Pandemic Work Underway Across Our Seven UH Community Colleges



HOKULE'A IMAGE © POLYNESIAN VOYAGING SOCIETY
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Repositioning and Reimagining the UHCCs

- The UHCCs will:
 - Better share resources to serve our students and local communities.
 - Collaborate strongly to leverage the strengths of different campuses.
 - Take advantage of distance learning to extend new opportunities statewide.



Repositioning and Reimagining the UHCCs

- Objectives and Priorities:
 - Provide statewide access for quality education and training to meet the state's workforce needs and to serve community needs and provide employment opportunities for all residents (CC's open door legacy). Hawaii's residents should have access to a diversity of programs through the UHCC as a group; each campus will have areas of emphasis and contribute to the range of options provided statewide.
 - Focus on workforce needs and transfer opportunities that lead to living-wage jobs.
 - Identify campus strengths and reduce duplication of programs and services.
 - Maintain a focus on student success and equitable outcomes.



UHCC Operational Unit Optimization

- Centralize operations for better consistency and service to students
 - Now in pilot – 3 campuses taking part in centralized financial aid awarding
 - Moving toward beginning centralized approaches to Admissions
- Right-size for consistent levels of staffing
 - Human Resources
 - Institutional Research
 - Financial Management



UHCC Non-Credit Optimization

- Administration of non-credit programs will be centralized for consistent and aligned approach to:
 - Responding to workforce development needs
 - Consistent quality of course offerings
 - Consistent pricing and financial management for course offerings
 - Leverage campus level academic programs to deliver meaningful training
 - Centralized approach to building non-credit credential programs
- Short term non-credit programs will be aligned so that workforce training will be “stacked” to allow for advancement in a career pathway.



Reimagining UHCC Academic Programs (1)

- Academic programs are being evaluated for:
 - Continuous improvement and alignment with current or future workforce needs
 - Opportunities to collaborate among campuses to increase students' access and provide opportunities for efficiency
 - Program health and efficiency
- Since 2020, 52 community college credentials have been stopped out or terminated based on evaluation: 1 Bachelor of Applied Science, 10 Associates degrees, and 41 other credentials (i.e., certificates, concentrations).



Reimagining UHCC Academic Programs (2)

- Among other options, faculty and administrators are considering:
 - “Hub and spoke” models:
 - Work with academic programs still underway
 - Assessments ongoing of courses to be shared to avoid multiple sections of small class sizes
 - Evaluation of needed new programs to respond to workforce development to be shared cross-campus
 - Program investments
 - Program consolidations
 - Program stop outs for curriculum redesign
 - Program terminations



Program stop outs and terminations

Hawai'i Community College

Credential	Program Name	Stop Out Date	Termination Date
AAS	Architectural, Engineering & Construction Technology	Spring 2022	
CA	Architectural, Engineering & Construction Technology	Spring 2022	
CO	Business Essentials	Fall 2020	Spring 2023
CO	Business Foundations	Fall 2020	Spring 2023
CO	Culinary Arts	Fall 2020	Spring 2022
AAS	Electronics Technology	Fall 2022	
CA	Electronics Technology	Fall 2022	
CO	Entrepreneurship	Fall 2020	Spring 2023
CO	Network Certificate	Fall 2022	

Honolulu Community College

Credential	Program Name	Stop Out Date	Termination Date
CA	Auto Body Repair and Painting	Fall 2021	
AS	Communication Arts	Fall 2021	
CA	Communication Arts	Fall 2021	
AAS	Small Vessel Fabrication and Repair	Fall 2015	Fall 2021

BAS: Bachelor of Applied Science; AA/AS/AAS: Associate of Arts/Science/Applied Science; CA: Certificate of Achievement;
CO: Certificate of Competence; ASC: Academic Subject Certificate



Program stop outs and terminations

Kapi'olani Community College

Credential	Program Name	Stop Out Date	Termination Date
ASC	Asian Studies		Spring 2022
CO	Customer Service		Fall 2020
CO	Database Administration	Fall 2021	Fall 2023
Concentration	Liberal Arts concentration in Deaf Studies and Deaf Education	Fall 2019	Spring 2022
Concentration	Liberal Arts concentration in Pacific Island Studies concentration	Spring 2022	Spring 2025
CO	Nurse Aide		Fall 2020
CA	Retail Management		Fall 2020
CO	Retailing		Fall 2020
CO	School Health Aide	Spring 2022	

BAS: Bachelor of Applied Science; AA/AS/AAS: Associate of Arts/Science/Applied Science; CA: Certificate of Achievement;
CO: Certificate of Competence; ASC: Academic Subject Certificate



Program stop outs and terminations

Kaua'i Community College

Credential	Program Name	Stop Out Date	Termination Date
CO	Accounting Office Assistant		Fall 2022
CO	Administrative Medical Assisting		Fall 2020
CO	Adult Residential Care Home Operator	Fall 2020	Spring 2021
CO	Advanced Geographic Information Systems	Fall 2021	Fall 2022
CO	Beekeeping	Fall 2021	Spring 2022
AAS	Business Technology	Fall 2018	Fall 2020
CA	Business Technology	Fall 2018	Fall 2020
CO	Community Health Worker		Spring 2021
ASC	Fitness Professional	Spring 2021	Fall 2022
CO	Geographic Information Systems		Fall 2021
ASC	Plant Biology & Tropical Agriculture	Fall 2021	
AS	Plant Biology & Tropical Agriculture		Spring 2021
CA	Plant Biology & Tropical Agriculture		Spring 2021
CO	Plant Biology & Tropical Agriculture	Fall 2021	
CO	School Health Aide		Spring 2021
CA	Sustainability Science Management		Spring 2021



Program stop outs and terminations

Leeward Community College

Credential	Program Name	Stop Out Date	Termination Date
Concentration	Digital Media concentration in Internet Publishing		Fall 2021
Concentration	Information and Computer Science concentration in Database Support Specialist		Fall 2021
Concentration	Information and Computer Science concentration in Mobile Developer Specialist		Fall 2021
Concentration	Digital Media concentration in Internet Publishing		Fall 2021

Maui College

Credential	Program Name	Stop Out Date	Termination Date
AAS	Auto Body Repair and Painting	Spring 2020	
AAS	Business Technology: Information Processing	Spring 2022	
AAS	Business Technology: Medical Office	Spring 2022	
BAS	Engineering Technology	Fall 2021	Fall 2021
AAS	Fashion Technology	Spring 2022	
CO	Marine Option Program-Marine Naturalist I	Spring 2022	
CO	Marine Option Program-Marine Naturalist II	Spring 2022	

BAS: Bachelor of Applied Science; AA/AS/AAS: Associate of Arts/Science/Applied Science; CA: Certificate of Achievement;
CO: Certificate of Competence; ASC: Academic Subject Certificate



Program stop outs and terminations

Windward Community College

Credential	Program Name	Stop Out Date	Termination Date
CO	Agricultural Technology	Fall 2019	Fall 2019
CO	Plant Landscaping	Fall 2019	Fall 2019
CO	Subtropical Urban Tree Care	Fall 2019	Fall 2019

BAS: Bachelor of Applied Science; AA/AS/AAS: Associate of Arts/Science/Applied Science; CA: Certificate of Achievement;
CO: Certificate of Competence; ASC: Academic Subject Certificate



UHCC Consolidations and Hub and Spoke Models

- Work with academic programs still underway
- Assessments ongoing of courses to be shared to avoid multiple sections of small class sizes
- Evaluation of needed new programs to respond to workforce development to be shared cross-campus
- Create opportunities at University Centers



Looking Forward



Examples of What Success Looks Like

- Increasing number of online programs underway
- Portfolio of academic programs across the UH system meet the highest priorities of the state
 - Reduce number of out-of-state teachers / Eliminate shortage
 - Reduce Healthcare worker shortage
 - Increased numbers of enrollments in IT/CS/Cyber/Engineering
 - Plan for early childhood ed workforce
 - Institutionalized engagement with employers to meet needs
- UH driving job creation across the islands in multiple sectors
 - Research enterprise growing and hiring
 - UH initiatives leading to new companies with new jobs
- Efficiently used physical plant – lower operating costs
- Revenues and expenditures in full balance by FY25



UH Strategic Directions 2022 - 2028

Timeline: Implementation in 2022

Establish steering committee

Phase I outreach:

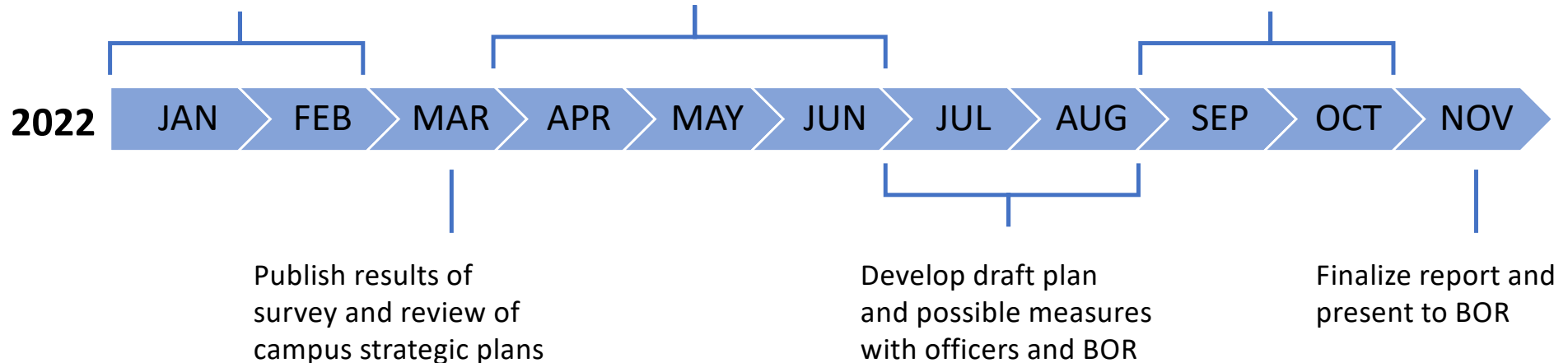
- set up website
- send information and survey to faculty and staff

Phase II outreach

to internal and external discussions/workgroups

Phase III outreach

with draft plan and measures



Post-Pandemic Response Continues Actively

Work on Next Strategic Plan Begins

UHunited



RP 4.201, Mission and Purpose of the University



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