Reimagining and Repositioning the University of Hawaiʻi: Navigating together to a Sustainable Future for UH and Hawaiʻi
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 Hawaiʻi

• **Improve Relations:** UH initiatives help improve Hawaiʻi’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
<table>
<thead>
<tr>
<th>Areas of Hawai‘i Need, Research Excellence and Economic Opportunity Overlap Significantly</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education</strong> – Teacher shortage areas, Education leaders for Hawai‘i</td>
</tr>
<tr>
<td><strong>Health Sciences</strong> - Doctors, nurses, allied health, social workers, public health, psychologists, counselors, physical therapists...</td>
</tr>
<tr>
<td>• Understand and address Hawai‘i health disparities</td>
</tr>
<tr>
<td><strong>Built Environment</strong> - Skilled labor, architects &amp; engineers focused on sustainable and resilient structures for Hawai‘i</td>
</tr>
<tr>
<td><strong>IT &amp; Computer Science</strong> – Technicians, Cybersecurity, Data Science, Machine Learning, Software Engineering</td>
</tr>
<tr>
<td>• Hawai‘i residents with these skills can telework for employers anywhere</td>
</tr>
<tr>
<td><strong>Creative Media</strong> - Film / Music / Video / Arts, Production, Animation, Gaming, Esports</td>
</tr>
<tr>
<td><strong>Ocean, earth &amp; atmospheric sciences; Environmental microbiology</strong></td>
</tr>
<tr>
<td><strong>Climate Change, Energy, &amp; Conservation</strong></td>
</tr>
<tr>
<td>• Sea level rise, coral reef health, renewable energy generation &amp; microgrids, disaster management, ecosystem protection</td>
</tr>
<tr>
<td>• RESILIENCE</td>
</tr>
<tr>
<td><strong>Food, Agriculture, Aquaculture</strong></td>
</tr>
<tr>
<td><strong>Sustainable Tourism</strong></td>
</tr>
<tr>
<td><strong>Astronomy &amp; space sciences</strong></td>
</tr>
<tr>
<td><strong>Civic engagement / Civil Society</strong></td>
</tr>
<tr>
<td><strong>Study of Asia and the Pacific, Hawai‘i and our peoples</strong></td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>Ocean &amp; Climate Sciences</th>
<th>Astronomy</th>
<th>Health &amp; Wellness</th>
<th>Digital Economy &amp; Civil Infrastructure Security</th>
<th>Sustainable Ecosystems &amp; Energy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continue study of microbes and their important role in the ecosystem process</td>
<td>• Utilize solar astronomy research to help manage disruptions to power grids and communications by solar flares</td>
<td>• 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</td>
<td>• Data visualization</td>
<td>• 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</td>
</tr>
<tr>
<td>• Advance conservation biology utilizing inter-disciplinary collaboration and indigenous knowledge</td>
<td>• Panoramic surveying of near-earth objects and space debris</td>
<td>• Expand and strengthen research into heart disease, diabetes and other health problems prevalent in Hawai’i and the Pacific Region</td>
<td>• Cybersecurity research, training and workforce development</td>
<td>• Utilize inter-disciplinary research and indigenous knowledge to identify sustainable agriculture products to aid local food production</td>
</tr>
<tr>
<td>• Continue efforts in management-driven research and outreach to tackle various marine issues</td>
<td>• Instrumentation/adaptive optics applications outside of astronomy where remote monitoring and image stabilization/corrections are required</td>
<td>• Expand natural product research</td>
<td>• High performance computing</td>
<td>• Conduct research to fill critical gaps knowledge about water supply</td>
</tr>
<tr>
<td>• Expand climate change research efforts</td>
<td>• Stewardship of the mountain summits through relationship building with key stakeholders to protect and maintain cultural, educational, environmental and recreational uses</td>
<td>• Advance knowledge of infectious diseases to mitigate spread and develop vaccines</td>
<td>• Engage in research to improve the strength and resiliency of digital networks to prevent disruption</td>
<td>• Continue efforts to protect natural and managed ecosystems and create sustainable urban environments</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>
## Workforce Development

<table>
<thead>
<tr>
<th>Workforce Development</th>
<th>Innovation &amp; Entrepreneurship</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Vision: Citizens well-educated, “work ready” and equipped to solve problems</td>
<td>• Actively promote innovation culture and improve commercialization in Hawai‘i</td>
</tr>
<tr>
<td>o Obtain information on workforce needs of employers and skills needed by graduates</td>
<td>o Integrate innovation &amp; entrepreneurship throughout UH educational experience</td>
</tr>
<tr>
<td>o Coordinate STEM and vocational educational offerings to meet needs</td>
<td>o Expand proof-of-concept/accelerator programs</td>
</tr>
<tr>
<td>o Develop and offer programs to address work-life balance and adaptation to rapid change in workplace</td>
<td>o Engage local community and identify collaboration opportunities</td>
</tr>
<tr>
<td>o Expand and strengthen programs to address underrepresented groups</td>
<td></td>
</tr>
<tr>
<td>o Target areas of immediate need (e.g. teachers, MDs, etc.)</td>
<td></td>
</tr>
</tbody>
</table>
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
• 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
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
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

<table>
<thead>
<tr>
<th>PROGRAMS TERMINATED</th>
<th>APPROVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA in Zoology</td>
<td>F2021</td>
</tr>
<tr>
<td>BS in Ethnobotany</td>
<td>F2021</td>
</tr>
<tr>
<td>Master of Geosciences</td>
<td>F2021</td>
</tr>
<tr>
<td>MS in Biological Engineering</td>
<td>SP2020</td>
</tr>
<tr>
<td>Doctor of Public Health</td>
<td>SP2021</td>
</tr>
<tr>
<td>Executive Accounting Certificate</td>
<td>SP2021</td>
</tr>
<tr>
<td>PROGRAMS STOPPED OUT</td>
<td>APPROVED</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>PhD in Nursing</td>
<td>F2020</td>
</tr>
<tr>
<td>BA in Russian</td>
<td>SP2020</td>
</tr>
<tr>
<td>MA in French</td>
<td>SP2020</td>
</tr>
<tr>
<td>MA in Religion*</td>
<td>SP2021</td>
</tr>
<tr>
<td>Doctor of Juridical Science</td>
<td>SP2021</td>
</tr>
<tr>
<td>PhD in Biomedical Sciences, Clinical Research track</td>
<td>SU2021</td>
</tr>
<tr>
<td>Technologies for Teachers Graduate Certificate</td>
<td>SP2021</td>
</tr>
</tbody>
</table>

*Stop-out removed after program modified.
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.
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.
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
• 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.
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.
• Agencies on campus
  • USGS
  • SHPD

• Nascent partnership projects
  • BBB grant for food and ag
  • NELHA and ‘Iole
• 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
• 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 ‘OLELO 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
Repositioning and Reimagining the UHCCs

• UHCC will:
  • Better shared resources to serve our students and local communities.
  • Greater collaboration will leverage strengths of different campuses.
  • Allow UHCC to take advantage of distance learning to extend new opportunities statewide.
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 Units

• Centralizing 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-sizing for consistent levels of staffing
  • Human Resources
  • Institutional Research
  • Financial Management
• 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.
• 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).
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-campuses

- Program investments
- Program consolidations
- Program stop outs for curriculum redesign
- Program terminations
Program stop outs and terminations

### Hawai‘i Community College

<table>
<thead>
<tr>
<th>Credential</th>
<th>Program Name</th>
<th>Stop Out Date</th>
<th>Termination Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS</td>
<td>Architectural, Engineering &amp; Construction Technology</td>
<td>Spring 2022</td>
<td></td>
</tr>
<tr>
<td>CA</td>
<td>Architectural, Engineering &amp; Construction Technology</td>
<td>Spring 2022</td>
<td></td>
</tr>
<tr>
<td>CO</td>
<td>Business Essentials</td>
<td>Fall 2020</td>
<td>Spring 2023</td>
</tr>
<tr>
<td></td>
<td>Business Foundations</td>
<td>Fall 2020</td>
<td>Spring 2023</td>
</tr>
<tr>
<td></td>
<td>Culinary Arts</td>
<td>Fall 2020</td>
<td>Spring 2022</td>
</tr>
<tr>
<td>AAS</td>
<td>Electronics Technology</td>
<td>Fall 2022</td>
<td></td>
</tr>
<tr>
<td>CA</td>
<td>Electronics Technology</td>
<td>Fall 2022</td>
<td></td>
</tr>
<tr>
<td>CO</td>
<td>Entrepreneurship</td>
<td>Fall 2020</td>
<td>Spring 2023</td>
</tr>
<tr>
<td>CO</td>
<td>Network Certificate</td>
<td>Fall 2022</td>
<td></td>
</tr>
</tbody>
</table>

### Honolulu Community College

<table>
<thead>
<tr>
<th>Credential</th>
<th>Program Name</th>
<th>Stop Out Date</th>
<th>Termination Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA</td>
<td>Auto Body Repair and Painting</td>
<td>Fall 2021</td>
<td></td>
</tr>
<tr>
<td>AS</td>
<td>Communication Arts</td>
<td>Fall 2021</td>
<td></td>
</tr>
<tr>
<td>CA</td>
<td>Communication Arts</td>
<td>Fall 2021</td>
<td></td>
</tr>
<tr>
<td>AAS</td>
<td>Small Vessel Fabrication and Repair</td>
<td>Fall 2015</td>
<td>Fall 2021</td>
</tr>
</tbody>
</table>

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
## Kapi‘olani Community College

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

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

<table>
<thead>
<tr>
<th>Credential</th>
<th>Program Name</th>
<th>Stop Out Date</th>
<th>Termination Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO</td>
<td>Accounting Office Assistant</td>
<td></td>
<td>Fall 2022</td>
</tr>
<tr>
<td>CO</td>
<td>Administrative Medical Assisting</td>
<td></td>
<td>Fall 2020</td>
</tr>
<tr>
<td>CO</td>
<td>Adult Residential Care Home Operator</td>
<td>Fall 2020</td>
<td>Spring 2021</td>
</tr>
<tr>
<td>CO</td>
<td>Advanced Geographic Information Systems</td>
<td>Fall 2021</td>
<td>Fall 2022</td>
</tr>
<tr>
<td>CO</td>
<td>Beekeeping</td>
<td>Fall 2021</td>
<td>Spring 2022</td>
</tr>
<tr>
<td>AAS</td>
<td>Business Technology</td>
<td>Fall 2018</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>CA</td>
<td>Business Technology</td>
<td>Fall 2018</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>CO</td>
<td>Community Health Worker</td>
<td></td>
<td>Spring 2021</td>
</tr>
<tr>
<td>ASC</td>
<td>Fitness Professional</td>
<td>Spring 2021</td>
<td>Fall 2022</td>
</tr>
<tr>
<td>CO</td>
<td>Geographic Information Systems</td>
<td></td>
<td>Fall 2021</td>
</tr>
<tr>
<td>ASC</td>
<td>Plant Biology &amp; Tropical Agriculture</td>
<td>Fall 2021</td>
<td></td>
</tr>
<tr>
<td>AS</td>
<td>Plant Biology &amp; Tropical Agriculture</td>
<td></td>
<td>Spring 2021</td>
</tr>
<tr>
<td>CA</td>
<td>Plant Biology &amp; Tropical Agriculture</td>
<td></td>
<td>Spring 2021</td>
</tr>
<tr>
<td>CO</td>
<td>Plant Biology &amp; Tropical Agriculture</td>
<td>Fall 2021</td>
<td></td>
</tr>
<tr>
<td>CO</td>
<td>School Health Aide</td>
<td></td>
<td>Spring 2021</td>
</tr>
<tr>
<td>CA</td>
<td>Sustainability Science Management</td>
<td></td>
<td>Spring 2021</td>
</tr>
</tbody>
</table>
## Program stop outs and terminations

### Leeward Community College

<table>
<thead>
<tr>
<th>Credential</th>
<th>Program Name</th>
<th>Stop Out Date</th>
<th>Termination Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration</td>
<td>Digital Media concentration in Internet Publishing</td>
<td></td>
<td>Fall 2021</td>
</tr>
<tr>
<td>Concentration</td>
<td>Information and Computer Science concentration in Database Support Specialist</td>
<td></td>
<td>Fall 2021</td>
</tr>
<tr>
<td>Concentration</td>
<td>Information and Computer Science concentration in Mobile Developer Specialist</td>
<td></td>
<td>Fall 2021</td>
</tr>
<tr>
<td>Concentration</td>
<td>Digital Media concentration in Internet Publishing</td>
<td></td>
<td>Fall 2021</td>
</tr>
</tbody>
</table>

### Maui College

<table>
<thead>
<tr>
<th>Credential</th>
<th>Program Name</th>
<th>Stop Out Date</th>
<th>Termination Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS</td>
<td>Auto Body Repair and Painting</td>
<td>Spring 2020</td>
<td></td>
</tr>
<tr>
<td>AAS</td>
<td>Business Technology: Information Processing</td>
<td>Spring 2022</td>
<td></td>
</tr>
<tr>
<td>AAS</td>
<td>Business Technology: Medical Office</td>
<td>Spring 2022</td>
<td></td>
</tr>
<tr>
<td>BAS</td>
<td>Engineering Technology</td>
<td>Fall 2021</td>
<td>Fall 2021</td>
</tr>
<tr>
<td>AAS</td>
<td>Fashion Technology</td>
<td>Spring 2022</td>
<td></td>
</tr>
<tr>
<td>CO</td>
<td>Marine Option Program-Marine Naturalist I</td>
<td>Spring 2022</td>
<td></td>
</tr>
<tr>
<td>CO</td>
<td>Marine Option Program-Marine Naturalist II</td>
<td>Spring 2022</td>
<td></td>
</tr>
</tbody>
</table>

---

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
## Windward Community College

<table>
<thead>
<tr>
<th>Credential</th>
<th>Program Name</th>
<th>Stop Out Date</th>
<th>Termination Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO</td>
<td>Agricultural Technology</td>
<td>Fall 2019</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>CO</td>
<td>Plant Landscaping</td>
<td>Fall 2019</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>CO</td>
<td>Subtropical Urban Tree Care</td>
<td>Fall 2019</td>
<td>Fall 2019</td>
</tr>
</tbody>
</table>

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
• 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-campuses
• Create opportunities at University Centers
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
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

- Publish results of survey and review of campus strategic plans
- Develop draft plan and possible measures with officers and BOR
- Finalize report and present to BOR
Post-Pandemic Response Continues Actively
Work on Next Strategic Plan Begins

UHunited