



July 10, 2020

MEMORANDUM

TO: Donald Straney
Vice President for Academic Planning and Policy

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

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

Per action taken at the May 21, 2020, Personnel Affairs and Board Governance (PA&BG) Committee meeting, I am transmitting to you the aforementioned policies and associated relationship diagram of the policies for purposes of conducting consultation as appropriate. Administration is requested to conduct the necessary consultation and notify the Board of the results of the consultation, including any recommended revisions to the draft policies, by September 30, 2020, so that the Board may schedule the policies to be considered during its October 2020 meeting.

The PA&BG Committee reviewed RPs 4.201, 4.202, and 4.203, and recommended board approval of the amendments as proposed during the May 21, 2020, meeting, subject to further edits suggested by Regents and subject to further amendments after appropriate consultation has occurred. The attached draft policies incorporate nonsubstantive edits proposed by Regents.

The Board adopted the Integrated Academic and Facilities Plan (IAFP) framework during its April 20, 2017, meeting. Although the IAFP was formally adopted by the Board and Administration has been using the IAFP to guide its activities, the RPs related to strategic planning were not updated to conform to the IAFP as required by the adopted IAFP. The intent of the IAFP is to provide guidance and structure as to how the university prioritizes the use of resources through integrated planning, particularly with regard to academic programs, facilities, and finances.

The attached draft policies are briefly summarized as follows:

- **RP 4.201, Vision, Mission, Values, and Guiding Principles of the University:** Serves as the overarching policy directing the mission and vision for the University. It also identifies values and guiding principles to provide guidance

and direction for decision making. The language is derived mostly from the IAFP and retains some of the current policy language that is still relevant.

- **RP 4.202, Integrated Strategic Planning:** Outlines the IAFP framework, referred to as the “Integrated Strategic Plan” or “ISP.” The proposed revisions connect the 10-year outlook and state needs assessment to the Strategic Directions, and outlines the four component parts of the ISP: (1) Academic Programs; (2) Budget and Finance; (3) Facilities; and (4) Research. It requires that multi-year rolling plans be developed for each of the components, as well as a multi-year enrollment plan which is developed in consideration of the component parts. An existing example of a multi-year rolling plan is the 6-year capital improvement program (CIP) plan, which fulfills the requirement for the “facilities” component.

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

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

There may be a future need to repeal or modify some of the other policies in Chapter 4 of the RPs to conform to any changes made to the attached policies that are adopted by the Board.

Attachments:

RP 4.201 redline

RP 4.201 clean

RP 4.202 redline

RP 4.202 clean

RP 4.203 redline

RP 4.203 clean

Relationship Diagram



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

Effective Date: XXX XX, 2020

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

Review Date: August 2023

I. Purpose

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

II. Definitions:

No policy specific or unique definitions apply.

III. Policy:

A. Vision

1. For the State of Hawai'i:

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

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

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

B. UH System Mission

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

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

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

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

C. UH System Values

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

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

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

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

D. UH System Guiding Principles

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

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

2. Duplication of academic programs takes place only with intention and sound justification. All programs are planned in a fiscally sound and sustainable manner and placed in appropriate locations. Considerations include type of program and mission, regional and statewide demand, and availability of physical space, facilities, and land.
 3. To increase and diversify enrollment, UH features a centralized enrollment management support system that enhances campus efforts and provides clear lines of responsibility, authority, and accountability.
 4. To advance its academic mission and ensure modern well-maintained facilities, UH strengthens the diversity of its financial base beyond the continuing critical cornerstones of state funding and tuition revenue. Opportunities include leveraging land assets, generating more revenue from intellectual property, and increased philanthropy.
 5. UH is committed to shared use of facilities. New capital projects maximize long-term flexibility and include shared classrooms and resources to make the best use of institutional space. Campus space belongs to the university, not to a department, school, or person. Specialized and costly facilities and capabilities are shared externally to address community needs while generating revenue to support operating costs.
 6. UH land is an asset of the UH System, not an individual campus. UH has a systemwide plan for real estate assets that respects each campus mission while maximizing opportunities, including through the use of public-private partnership (P3) strategies where appropriate.
 7. UH is committed to prioritizing its investment of fiscal resources to support academic programs and facilities that reflect the principles and priorities set forth in this policy.
- E. Approval of Mission
- The board has the authority to establish the mission of the UH System and its major parts. See RP 4.203.
- F. The president is responsible for adhering to the institution's and units' missions in planning and general operations, and is responsible for conducting a thorough review of the UH and unit missions as needed, but at least every five (5) years. In conducting this review and recognizing the board's final authority to establish the mission of the university and its major units, the president ensures that each unit of the system has procedures that include full participation in the review

process with opportunity for community input prior to submission to the board for adoption. All comments from the various sectors shall be summarized when transmitting the final document to the board.

IV. Delegation of Authority:

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

V. Contact Information:

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

VI. References:

- RP 4.202
- RP 4.203

Approved as to Form:

Kendra Oishi
Executive Administrator and
Secretary of the Board of Regents

Date



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

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

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

Review Date: August ~~2017~~ 2023

I. Purpose

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

II. Definitions:

No policy specific or unique definitions apply.

III. Policy:

A. Introduction Vision

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

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

1. For the State of Hawai'i:

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

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

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

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

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

~~B. An Environment of Change~~

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

B. UH System ~~Mission and Purpose~~

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

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

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

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

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

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

C. UH System Values

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

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

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

3. ~~As the only provider of public higher education in Hawai'i, the university embraces~~ **Embracing Hawaiian Place of Learning. Accepting** its unique responsibilities to the indigenous people of Hawai'i and to Hawai'i's indigenous language and culture. To fulfill this responsibility, the university ensures active support for the participation of Native Hawaiians at the university and ~~support~~ **supports** vigorous programs of study and support for the Hawaiian language, history, and culture. **The president, working with the chancellors, and officers, ensures the unique commitment to Native Hawaiians is fulfilled by:**
 - a. **Providing positive system-wide executive support in the development, implementation, and improvement of programs and services for Native Hawaiians;**

 - b. **Encouraging the increased representation of Native Hawaiians at the university;**

 - c. **Supporting full participation of Native Hawaiians in all initiatives and programs of the university;**

 - d. **Actively soliciting consultation from the Native Hawaiian community and specifically Puko'a, the system-wide council of Native Hawaiian faculty, staff, and students that serves as advisory to the president;**

 - e. **Providing for and promoting the use of the Hawaiian language within the university;**

 - f. **Providing a level of support for the study of Hawaiian language, culture, and history within the university that honors, perpetuates, and strengthens those disciplines into the future;**

- g. Encouraging Native Hawaiians to practice their language, culture, and other aspects of their traditional customary rights throughout all university campuses and providing Hawaiian environments and facilities for such activities; and
- 3. h. Addressing the education educational needs of Native Hawaiians, the State of Hawai'i, and the world at large, in the areas of Hawaiian language, culture, and history through outreach.
- 4. Within its unique geographical location, the university will serve as a leader in how it stewards the resources of the islands and the world for the benefit of all. The university shall be **Sustainability**. Serving as a global leader in sustainability and stewardship of island resources and functioning as a model for the integration of sustainability throughout its teaching, research, operations, and public service by:
 - a. Serving as a global leader and model for the integration of sustainability throughout its teaching, research, operations, and public service. The university recognizes that **Recognizing that** an important knowledge base in sustainable island systems resides in the indigenous people of Hawai'i and all those for whom Hawai'i is home. The university commits to consult with local cultural practitioners and sustainability experts on best practices in sustainable resource allocation and use for the well-being of our communities, our state, and the world. Critical resources include energy, food, water, land, and sea as they are integrated with the relationships of family, culture, community, justice, work, and economy in the present and future.
 - b. ~~The~~Committing the university ~~is committed to~~ social, cultural, environmental, and economic sustainability in operations; education, research, and service; planning, administration, and engagement; and cultural and community connections. The president, working with the officers and chancellors, ensures the commitment to sustainability is fulfilled by:
 - (1) Establishing a Presidential Sustainability Policy that sets ambitious sustainability goals such that the university will achieve carbon neutrality, zero waste, and local food self-sufficiency;
 - (2) Providing system-wide executive support and coordination in the development, implementation, assessment, and improvement of

programs and services that encourage sustainability throughout the university and each of its campuses;

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

4. —

a. ~~Basic unit missions~~

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

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

D. UH System Guiding Principles

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

1. UH supports and rewards collaboration across all programs and activities. New silos are discouraged and current silos are eliminated or reduced. The university prioritizes and integrates systemwide articulation and transferability in all academic planning.
2. Duplication of academic programs takes place only with intention and sound justification. All programs are planned in a fiscally sound and sustainable manner and placed in appropriate locations. Considerations include type of program and mission, regional and statewide demand, and availability of physical space, facilities, and land.
3. To UH will increase and diversify enrollment, UH features a Centralized centralized enrollment management support system that can enhance enhances campus efforts with and provides clear lines of responsibility, authority, and accountability.
4. To advance its academic mission and ensure modern well-maintained facilities, UH must strengthen-strengthens the diversity of its financial base beyond the continuing critical cornerstones of state funding and tuition revenue. Opportunities include leveraging land assets, generating more revenue from intellectual property, and increased philanthropy.
5. UH is committed to shared use of facilities. New capital projects should maximize long-term flexibility and include shared classrooms and resources to make the best use of institutional space. Campus space belongs to the university, not to a department, school, or person. Specialized and costly facilities and capabilities should be are shared

externally to address community needs while generating revenue to support operating costs.

6. UH land is an asset of the UH System, not an individual campus. UH ~~will develop~~ has a systemwide plan for real estate assets that respects each campus mission while maximizing opportunities, including through the use of public-private partnership (P3) strategies where appropriate.
7. UH is committed to prioritizing its investment of fiscal resources to support academic programs and facilities that reflect the principles and priorities set forth in this ~~plan~~ policy.

E. Approval of Mission

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

- ~~c. The university is committed to diversity within and among all racial and ethnic groups served by public higher education in Hawai'i. The president, working with the chancellors, ensures the unique commitment to Native Hawaiians is fulfilled by:~~
- ~~(1) Providing positive system-wide executive support in the development, implementation, and improvement of programs and services for Native Hawaiians;~~
 - ~~(2) Encouraging the increased representation of Native Hawaiians at the university;~~
 - ~~(3) Supporting full participations of Native Hawaiians in all initiatives and programs of the university;~~
 - ~~(4) Actively soliciting consultation from the Native Hawaiian community and specifically Puko'a, the system-wide council of Native Hawaiian faculty, staff and students that serves as advisory to the president;~~

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

~~waste for buildings, climate, dining, energy, grounds, purchasing, transportation, waste, and water;~~

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

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

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

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

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

IV. Delegation of Authority:

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

V. Contact Information:

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

VI. References:

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

Approved as to Form:

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

_____ Date



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

I. Purpose

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

II. Definitions:

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

III. Policy:

A. Introduction

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

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

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

B. Systemwide Planning Components and Schedule

1. 10-Year Outlook and State Needs Assessment

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

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

2. Strategic Directions

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

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

3. Integrated Strategic Plans

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

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

C. Institutional Assessment and Accountability

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

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

IV. Delegation of Authority:

There is no specific policy delegation of authority.

V. Contact Information:

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

VI. References:

- RP 4.201
- RP 4.203

Approved as to Form:

Kendra Oishi
Executive Administrator and
Secretary of the Board of Regents

Date



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

I. Purpose

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

II. Definitions:

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

III. Policy:

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

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

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

A. Introduction

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

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

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

B. Systemwide Planning Components and Schedule

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

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

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

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

2. Strategic Directions

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

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

3. Integrated Strategic Plans

- a. The following are component parts to the ISP:
- (1) Academic Programs;
 - (2) Budget and Finance;
 - ~~—~~ Enrollment;
 - (3) Facilities; and
 - (4) Research.
- b. Multi-year rolling plans ~~will~~ shall be developed for each of the component parts. ~~The plans should summarize the actions that are to be taken each year to meet the goals, priorities, and outcomes identified in the Strategic Directions, and comport with the vision, mission, values, and guiding principles of the university.~~ Each plan should consider considers and

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

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

C. Institutional Assessment and Accountability

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

IV. Delegation of Authority:

There is no specific policy delegation of authority.

V. Contact Information:

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

VI. References:

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

Approved as to Form:

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

_____ Date



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

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

Review Date: August 2023

I. Purpose

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

II. Definitions:

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

III. Policy:

A. Introduction

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

B. System Offices Mission

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

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

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

C. Academic Unit Missions

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

1. UH Mānoa

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

UH Mānoa's research and scholarly activity attract substantial extramural funding to the state, foster the development of new businesses, and generate high-paying jobs. The research enterprise is itself a significant employer and brings unique insights to major and global challenges and opportunities. UH Mānoa attracts internationally-competitive research-intensive faculty who attract the best students. The research and scholarship mission should continue to grow in areas of excellence and emphasis, including areas of strategic importance to Hawai'i.

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

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

2. UH Hilo

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

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

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

3. UH West O'ahu

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

As the youngest baccalaureate campus, UH West O'ahu has the opportunity to evolve in unique ways. It has developed a special applied focus critical to Hawai'i that should become a strong, recognized, and distinctive component

within the UH System. UH West O‘ahu has a number of degree programs and concentrations that emphasize practical applications, including creative media and cybersecurity, which are considered cornerstone programs. Many of these programs include efficient applied baccalaureate degree pathways for community college transfer students.

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

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

4. Community Colleges

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

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

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

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

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

IV. Delegation of Authority:

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

V. Contact Information:

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

VI. References:

- RP 4.201
- RP 4.202

Approved as to Form:

Kendra Oishi
Executive Administrator and
Secretary of the Board of Regents

Date



Regents Policy Chapter 4, Planning

Regents Policy RP 4.203, Unit Academic PlansMissions

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

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

Review Date: August ~~2017~~2023

I. Purpose

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

II. Definitions:

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

III. Policy:

A. Introduction

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

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

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

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

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

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

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

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

B. System Offices Mission

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

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

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

C. Academic Unit Missions

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

1. UH Mānoa

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

UH Mānoa's research and scholarly activity attract substantial extramural funding to the state, foster the development of new businesses, and generate high-paying jobs. The research enterprise is itself a significant employer and brings unique insights to major and global challenges and opportunities. UH Mānoa attracts internationally-competitive research-intensive faculty who attract the best students. The research and scholarship mission should continue to grow in areas of excellence and emphasis, including areas of strategic importance to Hawai'i.

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

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

2. UH Hilo

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

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

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

3. UH West O'ahu

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

As the youngest baccalaureate campus, UH West O'ahu has the opportunity to evolve in unique ways. It has developed a special applied focus critical to Hawai'i that should become a strong, recognized, and distinctive component within the UH System. UH West O'ahu has a number of degree programs and concentrations that emphasize practical applications, including creative media and cybersecurity, which ~~should be~~ are considered cornerstone programs. Many of these programs include efficient applied baccalaureate degree pathways for community college transfer students.

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

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

4. Community Colleges

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

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

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

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

D. Approval of Mission

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

IV. Delegation of Authority:

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

V. Contact Information:

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

VI. References:

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

Approved as to Form:

~~Cynthia Quinn~~ Kendra Oishi

Date

Executive Administrator and
Secretary of the Board of Regents

RP 4.201

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



RP 4.202

Integrated Strategic
Planning



RP 4.203

Unit Missions & Framework

System
Office

UH
Mānoa

UH
Hilo

UH West
O'ahu

CC
System

10-Year Outlook

Mission-Focused System

Hawaiian Place
of Learning

Hawai'i Graduation Initiative

Academic
Programs

Enrollment

Education
Workforce
Economy

Budget/
Finance

High Performing
System

Research

Facilities

Hawai'i Innovation
Initiative

Sustainability

21st Century Facilities

