Approved by the Board of Regents, April 20, 2017

Integrated Academic and Facilities Plan

for the

University of Hawai‘i System

Vision

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

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

The University of Hawai‘i System

The University of Hawai‘i (UH) is the sole provider of public higher education in the State of Hawai‘i and embraces the mission of Land Grant institutions across the country. It has an extraordinarily wide range of responsibilities ranging from educating every resident of Hawai‘i, regardless of preparation, to training doctors, lawyers, teachers and engineers. UH provides the intellectual capacity to address Hawai‘i’s challenges and opportunities and stimulates the economy through its research and scholarship. UH as a whole cannot ignore any part of its mission, from traditional education of 18-year-olds to technical workforce development to serving non-traditional students to professional education to solving problems and developing new economic sectors that create meaningful jobs.

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

This integrated academic and facilities plan is intended to provide a comprehensive plan for how the campuses will develop and work together to ensure that the entire mission of the UH System is addressed without undue duplication or inter-campus competition. In the current fiscal environment, each campus cannot be all things to all people. The UH System must prioritize and evaluate all programs to provide that which the state needs most.

This document provides guidance on which programs belong on each campus and which buildings should be prioritized for construction or modernization. It provides the framework for decision-making in Hawai‘i’s integrated system of public higher education in today’s economic environment.

This document is not the specific academic or facilities plan for each or any campus, but provides guidance for all such plans. Further, this document is not intended to duplicate or reaffirm the basic commitments of the University of Hawai‘i and its campuses to principles such as equitable access, quality, sustainability, Native Hawaiian student success, indigenous knowledge, and the importance of a broad education that prepares lifelong learners and engaged civic-minded citizens. Those principles are embodied and outlined in other campus and system strategies, policies and plans.

Systemwide Guiding Principles and Priorities

These principles and priorities are intended to guide UH’s approach to serving the people of Hawai‘i and the world, and how it applies its fiscal, human and physical resources efficiently, coherently and collaboratively.

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

- Duplication of academic programs takes place only with intention and sound justification. All programs are planned in a fiscally sound and sustainable manner and placed in appropriate locations. Considerations include type of program and mission, regional and statewide demand and availability of physical space, facilities and land.

- UH will increase and diversify enrollment. Centralized enrollment management support can enhance campus efforts with clear lines of responsibility, authority and accountability.

- To advance its academic mission and ensure modern well-maintained facilities, UH must strengthen diversity of its financial base beyond the continuing critical cornerstones of and state funding and tuition revenue.

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

- UH is committed to shared use of facilities, particularly costly and specialized facilities. New capital projects must maximize long-term flexibility and include shared classrooms and resources to make the best use of institutional space. Campus space belongs to the university, not to a department, school or person. Specialized and costly facilities and capabilities can be shared externally to address community needs while generating revenue to support operating costs.

- UH land is an asset of the UH System, not each campus. UH will develop a systemwide plan for real estate assets that respects each campus mission while maximizing opportunities, including through the use of Public Private Partnership (P3) strategies where appropriate.

- UH is committed to prioritizing its investment of fiscal resources to support academic programs and facilities that reflect the principles and priorities set forth in this plan.

The Four Academic Units

This section applies the vision, framework and principles to each of the major academic units of the university system: UH Mānoa, UH Hilo, UH West Oʻahu and the UH Community Colleges. It provides an assessment of where the units are now, as well as implications for the future.

UH Mānoa

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

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

At present, UH Mānoa is not widely seen as the destination of choice for the very best undergraduate students, local and beyond, as would be expected of a research university of its caliber. Until recently, the university had to be all things to all students as the only baccalaureate granting college on O‘ahu. This can change with the development of UH West O‘ahu and growth at UH Hilo. But the undergraduate experience at Mānoa will also have to change.

UH Mānoa is in dire need of major investment in its instructional and research facilities, including state-of-the-art classrooms and laboratories that are environmentally and financially sustainable.

Research activities and the undergraduate experience need to be more fully integrated across disciplines and the campus as a whole. This will create more student and community engagement, thereby leveraging the unique capacity of this great research university.

As Mānoa continues to develop as a destination of choice for the best students, the admission standards may evolve to more closely reflect those typical of the world’s best research-intensive universities. Not only will Mānoa become more attractive to the best local high school graduates, it will also attract more top national and international students. This process must strengthen the unparalleled diversity that is a hallmark of UH Mānoa.

UH Mānoa must also continue to meet the professional workforce needs of Hawai‘i in areas such as education, medicine, nursing, law, business, social work and engineering. Work must continue to integrate education, innovation and scholarship, across disciplines, and to develop the next generation of Hawai‘i’s leaders.

<u>Implications for UH Mānoa enrollment</u>

Undergraduate enrollment management should focus on:

- Increasing market share from Hawai‘i’s high school graduates including competing strongly for more of the very best local students.
- Distinctive Early College pathway programs that leverage unique Mānoa assets and capabilities.
- Increasing numbers of mainland U.S. students, starting with Western Undergraduate Exchange (WUE) students.
- Increasing numbers of international students.
- Building more robust recruiting and success programs for transfer students from UH community colleges that leverage and enhance the strong articulation agreements and curriculum pathways already in place.
- Improving retention and persistence of enrolled students.

Graduate enrollment management should focus particularly on attracting the best students to UH Mānoa graduate and professional programs defined as strategic. UH Mānoa can also do more to recruit UH undergraduates into some of its graduate programs, particularly master's degree programs. Graduate enrollment management is also tied to the availability of graduate student support and the recruitment and retention of world-class faculty.

Implications for UH Mānoa facilities

The lack of modern, well-maintained facilities and spaces has become a substantial deterrent to attracting the best students and faculty. Aging facilities and a deferred maintenance backlog of some $500 million present potential risks to health and safety, public perception and reputation.

The emphasis over much of the past decade has been on the need to reduce the deferred maintenance backlog. However, a broader emphasis is now needed on modernization and optimizing space utilization. Students and faculty need more high-quality space. To address this, UH Mānoa must repurpose and modernize campus spaces to support priority programs and meet student and faculty needs. Aligning major renovations and new construction with strategic high priority needs is as important as eliminating the specific items in the deferred maintenance backlog. Fixing a leaky roof without also updating the classrooms or laboratories is not an approach that supports excellence in teaching or research.

This work must focus on the footprint that is actually required to meet the mission of the campus; campus redevelopment must reflect focused priorities. Historically, capital renewal has been approached with the assumption that existing buildings will be replaced or renovated to serve existing uses and individuals. This philosophy must change, and campus modernization should support shared facilities, classrooms, and labs, wherever possible. UH Mānoa must enhance the student experience and create high-quality learning environments consistent with current research. Flexible, digitally enabled spaces that foster collaboration, interaction, innovation and integration across disciplines are essential. Greater flexibility and adaptability will enable the campus to respond to changing needs and future requirements. This also means rethinking space as *university* space, rather than *college, departmental* or *individual* space.

The renovation and replacement of buildings also provides an opportunity to become more sustainable and energy efficient. Many of the buildings currently planned for renovation or replacement either do not have air conditioning systems or have inefficient retrofitted air conditioning. Louvered windows contribute to dust and noise in classrooms and laboratories. Renovation of these buildings will result in utility savings while reducing the deferred maintenance backlog and supporting enhanced teaching and research.

Serious consideration should be given to the evolution over the next decades of the entire UH Mānoa campus—from the lower campus to the upper campus to the Institute for Astronomy and Faculty Housing. A new master facilities plan will provide the impetus for the creation of inspiring spaces. Uniquely located in iconic Mānoa Valley, the flagship UH Mānoa campus can serve as a diverse source of innovation and education. Through strategic planning and public-private partnerships, the 300-plus acre campus can be transformed into a vibrant university campus that integrates world-class education and research with a mixed-use "college town" and shared community spaces.

Implications for UH Mānoa programs

UH Mānoa must focus on areas of selective emphasis and excellence. It can begin to transfer programs developed at Mānoa that may now be best delivered by other campuses within the UH System. It should also consider for termination degree programs and course offerings that lack critical mass or relevance. Greater focus can provide UH Mānoa the opportunity to grow compelling new programs in areas of emphasis and excellence. New undergraduate programs can attract more great students, for example in the area of sustainability where the campus has remarkable capability across its schools and colleges. And new professional master's programs for non-traditional students can serve community needs while generating revenue and building important new relationships.

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

UH Hilo

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

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

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

In addition to its undergraduate programs, UH Hilo currently offers two PhD programs, the Doctor of Pharmacy degree, and several master’s programs, all of which are unique within the UH system. UH Hilo also offers the Doctorate of Nursing Practice program with a rural focus. And UH Hilo is known for its distinctive role in advancing Hawaiian language immersion education and continues to prepare teachers for service in immersion schools. UH Hilo efforts at the postgraduate level will focus on ensuring the quality, relevance and enrollment level of its current graduate programs, including providing professional opportunity for residents of Hawai‘i island.

Implications for UH Hilo enrollment

UH Hilo has the physical facilities to support more students than it currently enrolls and should plan to grow both to meet the needs for a more educated populace and to be more economically viable. Enrollment growth should focus on:

- Increasing market share of baccalaureate bound students from Hawai‘i Island and throughout the state. Early College programs can help.
- Expanding transfer pathways for community college students, which will require improved alignment of requirements.
- Increasing recruitment of international and national students into programs of excellence or distinctiveness. In particular, UH Hilo can attract Pacific Island students and offer students from Western Undergraduate Exchange (WUE) states exceptional value as well as residential living.
- Increasing enrollment of West Hawai‘i students served online and in person through Hawai’i Community College’s Pālamanui campus.
- Improving retention and persistence of enrolled students.

Implications for UH Hilo facilities

UH Hilo has largely completed its major construction plans. It is important to ensure that the campus does not develop a substantial deferred maintenance backlog. More significantly, the campus must ensure that teaching and learning spaces reflect modern technology and practice.

UH Hilo enjoys a wealth of real property assets. The Hilo Research and Technology Park represents a future opportunity. The highest current priority for land development is the creation of a commercial mixed-use district near the new residence hall to begin to create additional campus life opportunities while generating at least a modest revenue flow. Efforts to date to achieve this through public-private partnership have not succeeded to date, but will be renewed. Additional strategies to be explored will include exploration of integration with other county and state initiatives and partners.

Implications for UH Hilo programs

The focus for UH Hilo will be on baccalaureate programs and its current select postgraduate degrees, which are not available on the island via distance delivery. UH Hilo can serve more student needs on Hawai‘i Island by continuing to design and offer degree programs that articulate with Hawai‘i Community College and that can be delivered via Pālamanui, the North Hawai‘i Education and Research Center and beyond. UH Hilo must also better align its general education core with the rest of the UH System to improve transfer options for community college students.

UH West O‘ahu

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

As the youngest baccalaureate campus, UH West O‘ahu has the opportunity to evolve in some unique ways. It has developed a special applied focus critical to Hawai‘i that should become a strong, recognized and distinctive component within the UH System. UH West O‘ahu has a number of degree programs and concentrations that emphasize practical applications including creative media, cybersecurity, facilities management, sustainable community food systems and insurance. Many of these include very efficient applied baccalaureate degree pathways for community college transfer students. UH West O‘ahu’s interdisciplinary academic structure (without departments) enables the campus to remain academically nimble. Focusing on applied and technical programs, including potentially relocating some of UH Mānoa’s highly applied professional programs, may strengthen UH West O‘ahu, serve the region and enable UH Mānoa to focus on its primary mission as Hawai‘i’s research university.

As the baccalaureate campus with the highest percentage of distance and online courses and programs, and the highest percentage of part-time students, UH West O‘ahu has the opportunity to recruit and support “non-traditional” students

on all islands. West O‘ahu can more readily pioneer new models of education and more actively target older and part-time students than the other baccalaureate campuses do today. Instructional approaches such as competency-based education and Prior Learning Assessment may be particularly appropriate, complementing distance and online learning opportunities. Implementation of alternate forms of scheduling may be more inviting to part-time students, such as active duty and retired military, many of whom live and work in the region.

Implications for UH West O‘ahu enrollment

UH West O‘ahu is small and needs to increase its enrollment, to meet the needs of a demographically growing region and to gain economies of scale. This growth should focus on:

- Continuing to focus on community college transfer students.
- Aggressively seeking increased participation of baccalaureate bound high school students from Leeward and Central O‘ahu and the North Shore. Early College career pathway programs can help.
- Continuing development and recruitment of students from throughout the state into distance and online programs.
- Recruiting underserved populations, including military and retired military.
- Recruiting international students.
- Improving retention and persistence of enrolled students.

Implications for UH West O‘ahu facilities

UH West O‘ahu does not currently have the buildings and facilities to accommodate growth. Two new buildings are now funded; the administration and health sciences building has broken ground, and the creative media building is in the planning stage. These current plans for two new buildings are consistent with the focus on the development of applied baccalaureate programs.
Unlike UH Mānoa, West O‘ahu has substantial land assets to accommodate future growth and collaborative activities with other campuses and the community. One example might be a University Center at UH West O‘ahu that would enable students in the West O‘ahu service region to benefit from programs offered by other UH campuses.

As with UH Hilo, it is important that deferred maintenance or outdated facilities do not emerge as future issues for the new campus.

More important for UH West O‘ahu is to complete, in partnership with the UH System, comprehensive master planning for the substantial land assets. The new high-level land plan lays out a general framework for development of the makai campus as well as the non-campus lands. The non-campus lands will be developed through a public-private partnership. Strategic opportunities include

the presence of two mass transit stations at UH West O‘ahu and development of faculty and student housing that can serve the entire UH System.

Implications for UH West O‘ahu programs

There should be a tight link between West O‘ahu, its regional service area and workforce demand through programs that embrace 21st century innovation and provide needed technical and management skills. Monitoring and anticipating workforce needs in this evolving region will be critical to the region and the fiscal sustainability of the campus.

The current integration of community college technical programs with the applied baccalaureates at UH West O‘ahu through 2+2 and 3+1 collaborations is a highly efficient approach to the delivery of technical credentials without duplication. This approach can be meaningfully extended with the addition of one or more baccalaureate STEM completion programs that serve the region.

West O‘ahu avoids duplicating degrees offered by UH Mānoa and focuses on more applied and general degrees that are distinctive and serve its region. There may be select degrees offered by Mānoa that are required to strengthen and enhance UH West O`ahu’s applied programs and address specific educational needs of the region. Over time, a limited number of applied master’s degrees that meet these criteria may also be appropriate for development. It may also be appropriate to relocate particular applied programs from UH Mānoa to UH West O‘ahu.

Community Colleges

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

The UH Community Colleges play a major role in Hawai‘i’s workforce development by providing degree and certificate programs in multiple career and technical fields. Students may use these skills for immediate employment. As pathways are developed and refined, these credentials increasingly provide the basis for transfer to a technical bachelor’s degree at UH West O‘ahu. The UH Community Colleges also address workforce needs across the state through non-credit programs, short-term training and professional development.

In addition, the baccalaureate pathway for community college students is well articulated, and several policies (common general education, dual enrollment,

articulated major pathways, guaranteed admissions, etc.) provide opportunities that are beyond those of other higher education systems. Through many collaborative programs, community college students often engage with their baccalaureate student counterparts and university faculty on other campuses of the UH system.

Implications for UH Community Colleges enrollment

The UH Community Colleges experienced a 40% enrollment increase during the recession, an increase that has since decreased to about 20% above pre-recession levels. In considering enrollment, the UH Community Colleges must focus on:

- Helping address the Department of Education's (DOE) goal to increase the college going rate from 54% to 65% of its graduating class. Most DOE students not currently going on to college would likely first attend a UH community college.
- Targeting working adults. Data suggests that Hawai'i under-enrolls adults in comparison to comparable mainland U.S. community colleges. Serving these largely part-time students would rely heavily on online education, workplace or community based delivery, evening classes and/or special cohorts. Transfer pathways to UH's baccalaureate programs should also be provided.
- Eliminating the enrollment gap for Pacific Island students, one of Hawai'i's fast-growing population segments, who are currently underrepresented in higher education.
- Building more of the successful international programs, with particular emphasis on bridging programs to the baccalaureate campuses.
- Committed to increasing the persistence of students to the second year and on to completion.

Implications for UH Community College facilities

The deferred maintenance backlog at the community colleges is scheduled to be eliminated over the next three years. As with the other campuses, there remains the importance of ongoing modernization to ensure that teaching and learning spaces meet current needs.

The highest priority in physical planning for the UH Community Colleges is to decide the direction and location(s) of Hawai'i Community College. The current Hawai'i CC site in Hilo is no longer acceptable. The path to a 21st-century future for Hawai'i CC needs to be affordable and should take full advantage of the proximity of UH Hilo so that high cost facilities, such as the library, can be shared. The new Pālamanui branch campus is now serving students in West Hawai'i and will need to grow organically with enrollment.

The second priority for facilities development within the UH Community Colleges is for a replacement science and technology building at Honolulu CC. This long overdue facility has been postponed because of the City & County requirement for upgrades in the Honolulu's sewage infrastructure, which are at last underway.

Implications for UH Community Colleges programs

The UH Community Colleges offer three applied baccalaureate degrees at UH Maui College to meet local workforce needs. Given the ability to develop 2+2 and 3+1 partnerships with UH baccalaureate campuses, there are no plans for further baccalaureate degree programs at UH Maui or other UH community colleges.

Technical programs are driven by local workforce demands and requirements. Planning tools and processes are now being developed and releases to ensure that data about Hawai'i's current and emerging economy, as well as the perspectives of Hawai'i business and industry, can play an important part in UH planning to respond to statewide workforce needs.

Next Steps

The next sections describe some of the actions necessary to implement this integrated academic and facilities plan, including activities already underway.

Implementation of a New Program Approval Process

The new program approval process will include a new initial assessment as to whether a proposed program is consistent with the mission and principles of this plan. This will help align program offerings more clearly and ensure appropriate placement of programs, reduce duplication and increase curricular pathways across the system. Only after this preliminary approval will a campus develop more a more formal new program proposal.

At the same time, the program proposal process must be streamlined and support far greater agility and responsiveness than today. UH needs to be able to quickly initiate new programs that respond to market demands, particularly when there are few or no new resource requirements. A new approach to describing the resource requirements and implications will be part of the process to provide better focus on overall resource use and allocation within the proposing academic unit.

The program review process will also be modified to assure that existing programs are functioning effectively and efficiently in a manner consistent with the principles of this systemwide integrated academic and facilities plan.

UH Systemwide Collaboration for Distance and Online Learning

Distance and online learning can help address some of the needs of Hawai‘i residents without increasing the burden on UH facilities or requiring new programs in multiple locations. The development of an action plan to address distance learning is underway with implementation planned beginning in the 2017-18 academic year.

UH already has a robust set of courses and programs offered primarily via online delivery and interactive television. Many UH Mānoa professional schools serve the entire state through distance learning, and UH West O‘ahu delivers many of its baccalaureate degrees and certificates to the neighbor islands. However, there has been no recent comprehensive update to planning for the systemic use of distance learning to affordably and effectively address the full range of high priority needs of the state. This includes workforce needs as well as the interests of many resident in lifelong learning opportunities.

A fundamental principle underlying UH distance learning for over 25 years has been that all campuses collaborate to serve Hawai‘i’s students. UH has a strong tradition of working together to support distance learning students through its University and Education Centers, which are now spread across six islands in locations including Moloka‘i, Lāna‘i, Hana, Lahaina, Kaua‘i, West Hawai‘i, Honoka‘a and Wai‘anae. Campuses with distinctive programs have been charged to embrace their responsibilities to serve not just those who are able to physically attend on-campus classes but students throughout the state.

A renewed planning initiative also provides the opportunity to re-examine the role and configuration of UH’s University Centers. UH pioneered this concept in the 1990s with distributed offices to support the delivery of baccalaureate and master’s degrees to three neighbor islands. The concept should perhaps now be expanded to include all sites and all campuses to support a more complete statewide framework for the delivery of programs. With this renewed development of strategic distance learning programs, UH must also develop a cohesive systemwide student support, communication and marketing strategy.

The new distance and online learning action plan will:

- Identify degree and certificate programs that should be delivered via distance and online learning to ensure that students statewide have access.
- Identify key transfer and major courses that should be delivered consistently on a known schedule to ensure that all students enrolled in a baccalaureate transfer pathway have access to major courses in a timely manner.

- Develop online baccalaureate, master's and associate degrees that are attractive to Hawai‘i students who currently enroll in for-profit online institutions at higher costs, often incurring substantial debt.
- Identify any unique signature programs that can be developed, offered and marketed to external non-resident populations.
- Redesign and upgrade intake and support services to ensure the success of an increasing number of distance learning students.
- Redesign key courses and programs by adapting them pedagogically and structurally to fit the needs of non-traditional students.
- Develop and execute a statewide marketing and communication approach.

Systemwide Academic Planning and Sector Convenings

Effective and responsive academic planning in many areas requires strong partnerships with business and industry to understand the demand for qualified graduates, the skills those graduates need to be successful, and the dynamics of local industry. At the same time, in a time of limited resources units across the UH system must work together to provide an integrated suite of offerings to meet community and workforce needs without duplication. UH must accelerate and systematize its engagement both across campuses and with community stakeholders.

UH has initiated an industry sector engagement program to identify unmet and emerging needs in the state. A web-based sector/labor mapping tool was developed locally and is now being used to engage leaders of all major economic sectors in a formal, cyclical fashion. The new tool organizes all the jobs in the state of Hawai‘i into sector groupings. Each job has its own web landing page that includes: current demand, projected demand, salary ranges, degree levels required by industry, skill sets required, and a listing of companies that are hiring.

The leadership of the banking sector and the chief information officers from all major sectors were the first to have been engaged in formal meetings around this tool, and more industry sector convenings are planned. This is already proving to be a powerful approach when used to inform systemwide academic planning around key workforce areas, and the intention is that these convenings will be a regular, recurring component of academic program planning.

The industry sector convenings and labor mapping tool provide valuable insights on the greatest current emerging workforce needs in specific regions. UH must use this information to meet those needs in a manner consistent with this systemwide integrated academic and facilities plan. UH must systematize how its differentiated campus roles can best be leveraged to meet the needs of students and employers. For example, UH does not currently have a comprehensive view of the roles and responsibilities of UH campuses to meet the needs of the hospitality sector, Hawai‘i's largest industry. This applies

similarly in key employment areas such as: education, healthcare, agriculture, information and communication technologies, creative media and engineering.

Internal university convenings have started to collaboratively address critical shortages of K-12 teachers across the state. These meetings have been focused on creating and articulating clear pathways for both traditional students and returning students. The goals for such convenings include articulating clear and collaborative programming/pathways across the system, developing program pathways for those currently in classroom support roles who wish to obtain licensure and exploring ways UH can provide support to current teachers. An initial convening has taken place to explore programming for the hospitality sector.

As with the work in education, additional internal university convenings focused on systemwide academic planning for a specific sector must identify the needed curricular offerings and drive coherent credential pathways among campuses. These pathways can also extend into preparatory programs in high school through collaborations with the DOE and private schools. As a system, UH has the remarkable opportunity to offer a range of programming across campuses without unnecessary duplication.

Systemwide Academic Planning must:

- Provide information and insight about state workforce needs and student demand.
- Promote clarity and consistency between and among campuses that drives program placement, reduces unnecessary duplication, and maximizes student pathways and opportunity, including by collaboration with K12 partners.
- Guide strategic use of all resources including people, facilities & space, and dollars.

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

Enrollment Management

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

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

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

Facilities Planning

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

Seven of UH's ten campuses are in a relatively steady state. The master plans for UH Mānoa, UH West O'ahu and Hawai'i Community College need comprehensive updates for development or redevelopment. Work is underway on these planning efforts, including Long Range Development Plans (LRDPs).

UH Mānoa is engaged in a new planning initiative that will result in a new facilities master plan that will drive the next LRDP. This will include developments from lower to upper campus and into Mānoa valley.

The UH West O‘ahu planning initiative includes the makai campus lands and the proposed University Village public-private partnership. In addition, planning for the mauka lands addresses opportunities for alternative energy development, community-based agricultural and educational advancement and support of access to the new Honouliuli National Monument.

Strategic planning for facilities at Hawai‘i CC has been underway for several years and is now reaching completion. The financial challenges facing UH and the state that limit major capital improvement initiatives, coupled with leveraging technology, may support the advancement of a new model for a 21st century community college serving Hawai‘i Island.

Moving forward, all campus land and facilities plans must align with this integrated academic and facilities plan. Development at the seven campuses that are in a relatively steady state must follow their individual campus LRDPs and the new rolling 6-year UH Capital Improvement Projects Plan, which aggregates the needs and priorities of all ten UH campuses.

Recognizing that the built environment drives operating costs, new construction requests on any campus must be justified based on demonstrated utilization of what is already available. A pioneering space utilization study is underway at UH Mānoa to create a comprehensive information system that will help the campus understand how all building space is currently used and inform decision-making. This methodology can be extended systemwide. Moving forward there must be increased sharing of space, especially specialized space, on and even between campuses.

Securing the funding needed to modernize the UH Mānoa campus may be one of the most significant challenges facing UH and the state. In addition to demonstrating high performance in planning and construction, UH must understand how much space is needed and ensure that all non-state sources of funding are leveraged.

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

The considerations above will drive a new approach to prioritization and planning of facilities and capital improvement across the UH System with an increasingly statewide perspective.

Institutionalizing Implementation

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

Following adoption of this plan by the Board of Regents, the plan will also be used to update and conform relevant regents' policies, executive policies and administrative procedures. This work will begin with a review of policies in the areas of academic, facilities and financial planning.

The administration will develop an implementation plan that will be presented to the Board of Regents and will provide annual updates on. It is intended that this plan will be reviewed at least every two years and updated as appropriate.