

Operating Principles & Driving Aspirations

Collective 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 inspiring living-wage jobs. Hawai'i treasures and protects its amazing environment and is inspired by its host culture as it promotes a high quality of life for all its people.

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

Key Considerations

1. The UH System affordably educates the people of Hawai'i to improve quality of life for our graduates, their families, their communities, the state and the world.
2. UH educates Hawai'i's workforce to create and fill the jobs of today and tomorrow.
3. UH is the core of a vibrant new economic sector for Hawai'i centered on world-class research and innovation.
4. UH and its research enterprise address the challenges and opportunities facing Hawai'i and the world.
5. UH facilities support state-of-the-art teaching, learning and scholarship.
6. A UH education is integrated with research and is characterized by inquiry, engagement, creativity, collaboration, and innovation. UH graduates create the future and become Hawai'i's leaders.
7. The UH System is innovative, efficient, accountable, sustainable and transparent in its generation, stewardship and use of resources across the state and across all aspects of its mission: education, research, administration and operations.
8. UH is recognized across the country as a model indigenous-serving higher education institution.
9. Sustainability is a central theme of UH operations, education, scholarship and service.

DRAFT
A Framework for an
Integrated Academic and Facilities Plan
for the
University of Hawai'i System
2016-2025

Vision

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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 pride in their university system. UH campuses are destinations of choice within Hawai'i and beyond, recognized for their excellence and value. The UH System is the premier integrated higher education system in the country.

The purpose of the integrated academic and facilities plan is to provide a framework to make this vision a reality. In a small state with limited population and limited resources, the vision can only be attained by clearly identifying the roles and relationships among the campuses so as to provide focus and avoid unnecessary overlap and duplication. At the same time, students and their families must understand and appreciate their higher education system as providing comprehensive, integrated and affordable pathways to success.

This document is not intended as the complete recipe for each major unit and campus. Indeed, much of the work identified here has been identified and may already be underway. Rather, this document is intended primarily as the systemwide framework for differentiation to help the entire UH System serve the entire State of Hawai'i wisely and effectively with the resources available.

UH Mānoa

UH Mānoa (UHM) is the cornerstone of Hawai'i's system of higher education. UHM is an internationally recognized and globally competitive research university with programs of excellence that emphasize Hawai'i's many strengths and advantages of location, population and geography. UHM's research and scholarly activity attracts substantial extramural funding to the University and the State, fosters the development of new businesses and is a major employer of

professionals. In so doing, the UHM research enterprise addresses major challenges and opportunities facing Hawai'i and the world, in many cases bringing unique insights that originate from no other source. UHM attracts some of the best faculty in the world who can in turn attract the best students. The research and scholarship mission can and should continue to grow through targeted areas of excellence and emphasis not limited to those that generate extramural funds but including areas of scholarly leadership and strategic importance to Hawai'i and its research university.

UHM has a well-earned reputation for its research but does not currently leverage that across the campus to create the undergraduate student experience typical of a world-class research university. At present, UHM as a whole is not widely seen as the destination of choice for the very best undergraduate students, local and beyond, as would be expected for a research university of its caliber. Some of the explanation is historical. Until recently, UHM has had to be all things to all students since it was the only baccalaureate granting college on O'ahu. With the development of UH West O'ahu and the continued growth of UH Hilo this can change, but the undergraduate experience at UHM will also have to change in several ways.

UHM research activities and the undergraduate experience need to be more integrated than they are today; the engagement of students with research and scholarship on campus and with the community needs to be strengthened. Facilities and classroom technology need to be of a much higher quality than they are today. As UHM rebuilds itself as a destination of choice for great students, UHM admission standards may evolve over time to more closely reflect admission standards typical of the world's best research-intensive universities. As these changes occur, not only will UHM become more attractive to the best local high school graduates, but it will also be more attractive to mainland and international students who seek the high quality programs UHM offers. This must be a careful, thoughtful and gradual process that strengthens the already unparalleled diversity that is a celebrated hallmark of UH Mānoa.

UHM must also continue its role of meeting the professional workforce needs of the State of Hawai'i, including at the graduate level, in areas such as medicine, nursing, education, law, business, social work, and engineering. Groundbreaking work must continue to integrate education and scholarship, including across disciplines, to develop the next generation of leaders.

Implications for enrollment management

Undergraduate enrollment management should focus on:

- Increasing market share from Hawai'i's high school graduates, including at the top end.

- Increasing mainland students seeking UHM high quality programs, starting with Western Undergraduate Exchange (WUE) students who can obtain exceptional value.
- Increasing international students seeking UHM high quality programs.
- Even more robust transfer programs for qualified transfer students from community colleges, including as part of international recruiting, building on the strong articulation agreements and curriculum pathways already in place.
- Improving retention and persistence of the students who are recruited.

Just as admission standards for high school seniors may have to rise over time, so too may admission standards for community college transfer students. And work must continue on improving retention and decreasing time to graduation for all students.

Graduate enrollment management should focus on attracting students for those graduate and professional programs that UHM has defined as strategic, including for students from the Asia-Pacific region. UHM can also do much more to recruit its own undergraduates to graduate programs as well as those from UHH and UHWO. Graduate enrollment management is also intimately tied to the availability of graduate student support and the recruitment and retention of high quality faculty in the areas of excellence.

Implications for facilities

The lack of modern well-maintained facilities and spaces for teaching, learning and scholarship is a deterrent to attracting the best students and faculty. The lack of appropriate spaces is not just a recruiting barrier but is fundamentally a barrier to advancing across all aspects of the mission of a world-class research university.

The focus of much of the past several years has been on deferred maintenance. But a broader focus is needed on the concept of modernization. Aligning the major renovations and new construction with the strategic research and education directions is as important as eliminating the deferred maintenance list. The roof must not leak, but fixing the roof without also updating the classrooms or laboratories will not support the quality of institution that characterizes UHM.

In addition, serious consideration should be given to the evolution over the next decades of the entire UH Mānoa campus – from the quarry to the upper campus to UH Press, Institute for Astronomy and University Housing. A new master plan can be the impetus to create a vibrant and integrative campus experience typical of a world-class research university. This can be the impetus for creation of inspiring spaces that support teaching, learning, research and scholarship in an environment like no other.

Specific priorities for campus developments must reflect the programmatic changes and priorities for a focused campus academic mission.

Implications for programs

UHM must focus on areas of selective emphasis and excellence. To this end it can begin to transfer programs developed at UHM that may now be best delivered by other components within the UH system. And in light of limited resources, it should also identify for termination degree programs that students may simply need to access from other institutions altogether.

The widely recognized need to renew UH Mānoa's academic organization provides immediate opportunity to drive change. The academic redesign initiative must not only identify programs that would not have developed at UHM if UHWO had been fully operational, but must also review how the organizational structure can encourage and support UH Mānoa's continued advancement as a world-class research university that serves its community and the world. The organization must enhance integration of education and research, as noted, and also support greater interdisciplinarity. This will require a breakdown of both horizontal and vertical siloes between units with substantial overlap of mission and expertise and that have common resource and facility needs to support the development of integrated research and educational programs that provide students with opportunities directly relevant to the workplaces and communities in which they will work and live after graduation.

UH Hilo

UH Hilo is characterized as a comprehensive University. Its research program, while still an important part of faculty work and student engagement, is not the primary focus of the campus. Rather UHH primarily focuses on providing high quality baccalaureate and limited master's degree education to residents of Hawai'i Island or in program areas that take advantage of the unique physical and social characteristics of the island. In carrying out this mission, UHH would attract and service students who are qualified for baccalaureate entry but might not be accepted to UHM, with a particular focus on Hawai'i Island students who choose to remain home for their education. This includes older students who may attend part-time.

While the primary focus for UHH is residents of the Big Island, the quality programs or unique programs offered by UHH can and should be attractive to residents from other islands, from the mainland, and for international students. Students from O'ahu in particular may select UHH not only for distinctive undergraduate programs because of its more rural and intimate character or for their interest in leaving home but not going all the way to the mainland.

Currently UHH does have two Ph.D. programs and the Doctor of Pharmacy degree, which are unique to UHH within the system. UHH would continue to offer those unique programs but would not plan for any additional doctoral degrees in the foreseeable future. Those would be reserved for the UHM campus.

Implications for enrollment

UHH has the physical facilities to support more students and arguably needs to grow to gain some of the economies of scale to be more economically viable. The growth should focus on

- Increased market share of baccalaureate bound students from Hawai'i Island and throughout the State, particularly rural areas.
- Expanded transfer pathways for community college students (which will require improved alignment of requirements).
- Selected recruitment of international and mainland students into programs of excellence or unique offerings of UHH, starting with WUE students who can obtain exceptional value.
- Increasing enrollment of West Hawai'i students served online and through Pāalamanui.
- Improving retention and persistence.

Implications for facilities

As noted, UHH has largely completed its major construction plans for the campus. So it is important to ensure that UHH not develop its own deferred maintenance backlog. More significantly, teaching and learning spaces must reflect modern technology and practice.

UHH enjoys a wealth of real property assets. At this time, the Hilo Research and Technology Park represents a future opportunity.

Implications for programs

The focus for UHH will be on baccalaureate programs and selected master's degrees unique to UHH that are not available on the island via distance delivery. UHH also has the opportunity to develop baccalaureate and distinctive programs for delivery to West Hawai'i residents via Pāalamanui and beyond. UHH must also better align its general education core with the rest of the UH System to improve transfer options for community college students from other islands.

UH West O'ahu

UHWO shares with UHH the community-based regional mission of providing baccalaureate and potentially limited applied master's degrees to students who live and work in West O'ahu. This would include students qualified for baccalaureate entry but not accepted to UHM, UHM qualified students who may wish to attend a college closer to home, and working adults within the geographic region.

As our youngest baccalaureate campus UHWO has also had the opportunity to evolve in some unique ways. UHWO has developed a special applied focus critical to Hawai'i that should become a strong, recognized and distinctive component within the UH system of higher education. UHWO has a number of degree programs or concentrations that emphasize practical applications at the baccalaureate level. Current examples include creative media, cybersecurity, facilities management, sustainable community food systems, insurance, and applied baccalaureates built as pathways for students who have earned technical education degrees at a community college and who may not plan to continue into graduate education. Focusing these applied and technical baccalaureate programs at UHWO, including relocating some of the historic highly applied programs from UHM, will strengthen UHWO, serve the region, and enable UHM to focus more on its unique research university mission.

In addition, as the campus with the highest percentage of online and distance courses and programs, UHWO has the opportunity to support students at University Centers and on all islands with baccalaureate programs, including the technical and applied programs that uniquely characterize UHWO.

UHWO also has the opportunity to pioneer new models of education and more actively target non-traditional students to meet needs not addressed by the other baccalaureates. Approaches such as competency-based education may be particularly appropriate for UHWO to embrace to serve the many adults in Hawai'i's workforce for whom baccalaureate degrees may unlock brighter futures. Active duty military, many of whom live and work in the region and who may require more flexible forms of education, are also a potential source of students.

Implications for enrollment

Like UHH, UHWO is small and needs to grow to gain economies of scale. This growth should

- Continue to focus on community college transfer students that have been and will likely continue to be a major source of growth.
- At the same time, UHWO can and should aggressively seek an increased market share of baccalaureate bound high school students, particularly those from Leeward and Central O'ahu and the North Shore.

- As the campus with the highest percentage of online and distance courses, UHWO has the opportunity to support students at University Centers and on all islands with baccalaureate programs, including the technical and applied programs that uniquely characterize UHWO.
- UHWO can uniquely recruit underserved adults, including military, with its distinctive programs and delivery options.
- Selected recruitment of international students.
- Improving retention and persistence.

Implications for facilities

Unlike UHH, UHWO does not have the physical facilities to accommodate growth. But unlike UHM, it has substantial land assets. The planning for new facilities should be closely aligned with the development of the technical programs to ensure that those programs have appropriate teaching and learning spaces. The current plans for allied health and creative media facilities are consistent with this focus.

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

Implications for programs

As with the community colleges, there should be a tight link between workforce demand and workforce skills for the technical programs offered by UHWO. Monitoring and anticipating workforce needs in a timely fashion is critical to meeting these workforce needs.

The current integration of the community college technical programs with the applied baccalaureates at UHWO offers an efficient delivery of technical degrees without UHWO having to develop a duplicative technical faculty in every field. Those cooperative programs also allow community colleges to avoid having to duplicate the applied baccalaureate degrees and these programs should be continued with clear pathways for each.

UHWO avoids duplicating degrees offered by UHM and focuses on more applied and general degrees that are distinctive and serve its region. However, there may be a few select disciplinary degrees offered by UH Mānoa that would strengthen and enhance UHWO's applied programs and address specific educational needs of the West O`ahu region.

Community Colleges

The UHCCs play a critical role in expanding access to higher education for Hawai'i's residents. This access is enabled by open admissions, affordable costs, easy geographic access to the colleges and their programs, and academic and student support programs to address any readiness issues students may have.

The baccalaureate pathway for community college students is well articulated and several policies (common general education, dual enrollment, articulated major pathways, guaranteed admissions, etc.) exist that are often missing in mainland systems. Additionally community college students often engage with their baccalaureate counterparts and faculty while still enrolled at the community college.

The community colleges also play a critical 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 or increasingly to also form the basis for transfer to a technical bachelor's degree at UHWO. Workforce needs are also addressed through non-credit, short-term training and professional development.

Implications for enrollment

Community Colleges experienced a 40% enrollment increase during the recession, an increase that has slowly eroded to about 20% above pre-recession levels. In considering enrollment, the community colleges must be:

- Focused on addressing the DOE's stated goal to increase the going rate to 65% of its graduating class from the current 54%. Most the DOE students not currently going on to college would likely come first to community colleges.
- Targeting working adults. Data suggests that Hawai'i underenrolls adults in comparison to typical mainland 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 of students. This could also provide transfer pathways for working adults to baccalaureate programs.
- Committed to eliminate the enrollment gap for Pacific Island students, one of Hawai'i's fast-growing population segments who do not proportionally participate in higher education.
- Build on successful international programs with particular emphasis on bridged programs through the community colleges to the baccalaureate campuses.

As with other units, retention is a challenge. Too many students attend but do not graduate and/or transfer. The community colleges must increase the throughput of their students to the second year and on to completion.

Implications for facilities

The highest priority for UHCC facilities is to decide the location and direction of Hawai'i Community College. The current Hilo site is not acceptable but the replacement needs to be affordable and take full advantage of the location of UHH nearby so that high cost facilities, such as the library, can be shared. The Pāalamanui campus is now serving students in West Hawai'i and will need to grow organically with the development of enrollment demand.

The second priority is for replacement technology facilities at Honolulu CC. This long overdue facility is postponed because of sewage upgrade requirements in the city infrastructure, which are now underway.

The deferred maintenance backlog at the CCs 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 internal teaching and learning spaces are appropriate for the programs being delivered.

Implications for programs

Currently the UHCCs offer three applied baccalaureate degrees at UH Maui College to meet local workforce needs. There are no plans for further baccalaureates at either UH Maui or at other community colleges.

As discussed for UHWO, the technical programs are driven by local workforce demand and skills requirements. Planning tools and processes are in development to ensure that the data about the emerging economy as well as the views of business and industry are an important part of the community college and UH System response to workforce needs.

Distance Education and Systemwide Collaboration

UH has a fairly robust set of offerings using distance delivery including online or through the University Centers. Many of UH Mānoa's professional schools serve the entire State through distance learning and West Oahu delivers many of its baccalaureate degrees and certificates to the neighbor islands. However, there is not a current comprehensive plan for the systemic use of distance education to affordably and effectively address the full range of high priority needs for higher education credentials across the State. This includes addressing both workforce needs as well as the lifelong learning needs of individuals throughout the islands.

Plans must be developed to:

- Identify those degree programs that should be delivered through distance education and online delivery to ensure that students statewide have

access to the career opportunities and associated benefits of those degrees.

- Identify key transfer and major courses that should be delivered through distance education to ensure that students from small or remote campuses enrolled in a baccalaureate transfer pathway have access to major courses in a timely manner.
- Make UH baccalaureate degrees more attractive relative to for-profit online programs to which we see our community college students transferring, such as the University of Phoenix or Argosy University.
- Ensure comprehensive communication of and support for the availability of distance learning opportunities for residents throughout the State.

While UH has a number of professional distance programs that serve Pacific Islands, UH does not prioritize an institutional strategy to provide massive online education to students outside the State of Hawai'i.

For the UH System to affordably serve the people of all islands, all campuses must work together. UH already has a strong tradition of working together to support distance learning students through its University Centers. Moving forward, campuses with distinctive programs must embrace their responsibilities to serve not just those who are able to physically attend on-campus classes but students throughout the state. In that light, this is also be the time to re-examine the role, purposes and configuration of University Centers. Originally conceived in the 1990s as remote offices to support the delivery of baccalaureate and master's degrees to three neighbor islands, the concept should perhaps be expanded to include all sites and all campuses to support a more complete statewide framework for the delivery of distinctive programs from and to any campus or remote location.

Next Steps

While the above articulates an overall framework, there is much more detail in developing concrete actions. Some of this will evolve within the campus strategic and facilities plans, but much of it must involve system coordination of planning with unit leadership.





In certain key disciplinary areas UH must rationalize how differentiated campus roles play out for students and employers. For example, UH does not currently have a comprehensive view of the roles and responsibilities of how UH campuses meet the needs of the Hospitality sector, Hawai'i's most important industry, consistent with these principles. This applies similarly in education, nursing, agriculture, information technologies, engineering and more. This must be addressed through a series of disciplinary convenings that result in specific guidelines and directions for curricular offerings and coherent credential pathways, including between campuses, consistent with this framework.

Any major changes in programs and/or shifts of programs will have to be carried out in an orderly and phased approach, in accord with applicable policies and collective bargaining agreements. But the underlying principles in this framework should be the basis for changes to the status quo and consideration of new program proposals.

Additional work is also underway to streamline the program planning and proposal review processes and ensure consistency with this framework.

DRAFT

University of Hawai'i Unit Profiles 2015

UNIT PROFILES	 UH Mānoa	 UH Hilo	 UH West O'ahu	 UH Community Colleges
General Characteristics				
Fall Enrollment	18,865; 13,689 (Undergraduate); 5,176 (Graduate)	3,829; 3,260 (Undergraduate); 569 (Graduate)	2,692	30,370
Average age	22 (Undergraduate); 32 (Graduate)	24 (Undergraduate); 29 (Graduate)	27	25
Percent full-time	83.4% (Undergraduate); 53.7% (Graduate)	78.2% (Undergraduate); 73.5% (Graduate)	53.4%	37.5%
Percent part-time	16.6% (Undergraduate); 46.3% (Graduate)	21.8% (Undergraduate); 26.5% (Graduate)	46.6%	62.5%
Percent resident	69.4% (Undergraduate); 57.7% (Graduate)	69.6% (Undergraduate); 63.3% (Graduate)	89.4%	88.1%
Distance Learning (DL)				
Enrolled in at least one DL course offered by campus, fall 2015	13.0% (Classified UG) / 13.8% (GR)	26.1% (Classified UG), 15.5% (GR)	71.0% (Classified UG)	29.8% (UHCC average)
DL credits taken systemwide (% of total credits taken by campus classified UG), fall 2015	6.6%	10.2%	45.7%	16.5% (UHCC average)
Ethnicities with largest enrollment, fall 2015	Caucasian: 23.8%, Mixed: 14.5%, Native Hawaiian/Part Hawaiian: 14.0%, Japanese: 9.8%	Native Hawaiian/Part Hawaiian: 27.1%, Caucasian: 25.0%, Mixed: 13.9%, Filipino: 7.3%	Native Hawaiian/Part Hawaiian: 26.9%, Filipino: 21.3%, Mixed: 15.2%, Caucasian: 12.1%	Native Hawaiian/Part Hawaiian: 27.6%, Filipino: 16.5%, Caucasian: 14.1%, Mixed: 13.9%
	O'ahu: 11,362 (60.2%) Largest O'ahu district: Honolulu 5,262 (27.9%) Largest outside Honolulu: Milliani 825 (4.4%) Hawai'i (not O'ahu): 1,841 (9.8%) Largest outside O'ahu: Hilo 249 (1.3%) Mainland: 4,239 (22.5%) Foreign or No data: 1,423 (7.5%)	Hawai'i County: 2,020 (52.8%) Hawai'i (not Hawai'i County): 679 (17.7%) Mainland: 945 (24.7%) Foreign or No data: 185 (4.8%)	O'ahu: 2,311 (85.8%) Leeward district: 1,817 (67.5%) Outside Leeward district: Milliani 227 (8.4%) Hawai'i (not O'ahu): 287 (10.7%) Mainland: 73 (2.7%) Foreign or No data: 21 (0.8%)	Hawai'i: 28,461 (93.7%) Mainland: 643 (2.1%) Foreign or No Data: 1,266 (4.2%)
Largest Student Population Origination, based on permanent address				
Fall 2015 Entering Students, total	5,659	1,357	981	14,000
Total undergraduate transfer students	1,826	569	557	3,070
Top transfer-in-institutions, internal	Kapi'olani CC: 353, Leeward CC: 219	Hawai'i CC: 143, Kapi'olani CC: 25	Leeward CC: 181, Kapi'olani CC: 70	
Top transfer-in-institutions, external	American Samoa CC: 34	College of the Marshall Islands: 11	Hawai'i Pacific University: 8	
First-time freshmen, total	1,903	385	254	4,889
Percent of 2015 Hawai'i HS graduates who enrolled fall 2015 (All UH: 34%)	8.3%	1.9%	1.6%	22.1%
Top public school	Roosevelt: 80, Moanalua: 75, McKinley: 65	Waiākea: 33, Keaau: 24, Hilo: 23	Campbell: 31, Waipahu: 28, Kapolei: 25	
Top private school	Kamehameha: 55, Maryknoll: 35, Punahou: 32	Kamehameha Hawai'i: 26, Kamehameha: 8, Saint Louis: 4	Kamehameha: 13, Damien: 4, Hanalani: 4	
Returning adults (25 and older)	88	44	34	1,612
Permanent home address	Hawai'i: 3,706; Mainland: 1,521; Foreign/No Data: 432	Hawai'i: 917; Mainland: 349; Foreign/No Data: 91	Hawai'i: 935; Mainland: 35; Foreign/No Data: 11	Hawai'i: 13,089; Mainland: 350; Foreign/No Data: 561
Entering mainland students, total	1,468	340	34	337
Most represented U.S. regions, entering mainland students, First-time	West: 37.4%, Northwest: 9.6%, South: 5.1%	West: 24.4%, Northwest: 5.6%, Northeast: 3.8%, South: 2.6%, Midwest: 2.4%	No region with more than five students	West: 14.5%, South: 9.8%, Northwest: 6.8%
Most represented U.S. regions, entering mainland students, Transfers	West: 18.0%, Northeast: 4.3%, Northwest: 4.0%	West: 19.7%, Northwest: 10.9%, Northeast: 4.7%, Central: 3.8%, South: 2.9%	West: 26.5%, South: 20.6%	West: 25.8%, South: 12.8%, Northwest: 6.5%, Central: 3.3%, Midwest: 3.3%
Entering foreign students, total	368	78	3	349
Most represented world regions, entering foreign students, First-time	East Asia: 19.0%, Western Europe: 5.2%, SE Asia: 4.6%, South Asia: 1.9%	No region with more than five students	No region with more than five students	East Asia: 66.8%, Southeast Asia: 2.9%, Western Europe: 1.7%, S. America: 1.7%
Most represented world regions, entering foreign students, Transfers	East Asia: 43.8%, Western Europe: 4.9%, SE Asia: 4.3%, Australia/New Zealand: 2.7%	East Asia: 50.0%, Western Europe: 23.1%	No region with more than five students	East Asia: 18.1%
Most common programs, entering mainland and foreign students	General Arts & Sciences: 8.5%, Marine Biology: 7.6%, General (Pre-Business): 7.0%, Unclassified: 5.1%	Marine Science: 11.5%, Pharmacy: 9.8%, Business Administration: 8.6%, Kinesiology & Exercise Science: 7.9%	Business Administration: 27.0%, Social Science: 18.9%, General-Undeclared: 16.2%, Education: 10.8%	Liberal Arts: 36.7%, Hospitality & Tourism: 13.7%, Natural Science: 6.1%, Unclassified: 4.7%, Culinary Arts: 4.1%

University of Hawai'i Board of Regents'

RESOLUTION

Supporting a Systemwide Strategic Academic and Facilities Plan (revised)

WHEREAS, there is a recognition that funding for public higher education in general, and the University of Hawai'i in particular, is an increasing challenge in the face of society's needs for a more educated citizenry;

WHEREAS, there is a recognition that, as an integrated statewide system, the University of Hawai'i has the opportunity to adopt statewide and systemwide approaches to assure more effective and efficient use of all available facilities and resources to maximally serve the people of Hawai'i;

WHEREAS, the University of Hawai'i system is presently comprised of ten campuses each with unique missions and goals;

WHEREAS, it is deemed a necessary goal to optimally utilize the university's land, human, and fiscal assets, including through the development of capital improvements and facilities, in order to provide the best possible service to our current and future students;

WHEREAS, in order to achieve this goal, academic programs and plans should drive land uses and physical plant development, which comprise university's Long Range Development Plans ("LRDP") and capital improvement programs;

WHEREAS, modern distance learning and online technologies provide opportunities for greater sharing of programs among campuses and islands; and

WHEREAS, the Board has expressed its desire for a more centralized and holistic approach to academic planning encompassing all campuses and serving all locations;

WHEREAS, the LRDP updates for each campus will be consistent with the aforesaid systemwide centralized plan, embracing its goals, objectives and priorities;

NOW, THEREFORE, BE IT RESOLVED that the University of Hawaii Board of Regents requests the Administration to develop an integrated high-level systemwide academic and facilities master plan that creates a strategic vision to align and leverage each campus' unique mission and resources while reducing unnecessary duplication and increasing collaboration and sharing of academic offerings to make more effective and efficient use of fiscal, human and physical plant resources, modern distance learning technologies, and land assets while advancing the higher education goals of the State.

Adopted by the Board of Regents
University of Hawai'i
_____, 2015