APPROVED Minutes of the January 23, 2002 Meeting

James Goodman, Chair
Jean Hara, Vice Chair
Jack Pond, Secretary


SENATORS EXCUSED: R. Tanimoto.

SPECIAL GUESTS: Stella Ho-McGinnes, Dean of Student Services.

CALL TO ORDER: The meeting was called to order at 3:25 p.m. with a quorum.

APPROVAL OF THE MINUTES: The minutes of the December 12, 2001 meeting were read and approved.

SPECIAL REPORT:

The Dean of Student Services, Stella Ho-McGinnes, reported on the Senate’s November question regarding the process for allocating budget amounts for student publications as approved by the BOSP. She reported that the BOSP Treasurer and Chair prepare the budget, which is then sent to the Provost for approval in much the same fashion as the budget for Student Government. This year Mark designated the Dean of Student Services take responsibility for the approval. The budget was presented to her in the summer of 2001 without narrative, and shortly thereafter, all members of the BOSP left. The budget as submitted was based on $50,000, which far exceeded the projected income of $25,000, and after several meetings between the Provost and the faculty advisor for Harvest a revised budget was developed. The Senate questioned the management of the BOSP, the enormous reserves (as much as $75,000) that appear to remain unspent, and the lack of policy on the expenditure of such reserves. It was reported that the current BOSP (consisting of 5 student members and 4 faculty) will need to grapple with that issue this year as the planned renovation of the Student Center may force the newspaper office to move. At that time, additional equipment, etc. may be needed, and it is expected the reserve can be used for that purpose. It is also anticipated that the newspaper will
become active this semester. The Dean of Student Services stated that she would take a more active role in the BOSP so that budgeting and communication difficulties can be avoided in the future.

**COMMITTEE REPORTS:**

BUDGET AND PLANNING – Senator Kappenberg reported that the ADP is moving along. Goals have been finalized; objectives are being developed (the next meeting on campus objectives is scheduled for January 29 in GT-105 at 12:30); action plans will be forthcoming. The entire time frame for this project needed to be compressed because the Chancellor wants all campus ADPs by the end of the summer. Senator Reese reported that LCC’s budget is in terrible shape. We are currently operating near deficit levels. After salaries and the College’s huge electric bill are paid, there is little left.

ACADEMIC AND INSTITUTIONAL SUPPORT – Senator Martin reported that the first meeting of the year will be held on January 30.

PROGRAM REVIEW – Senator Levy renewed her question to the Senate. What role does it want to play in Program Review especially if we want to accomplish a review of 20% of the curriculum/programs each year? Does the Senate wish to make this a regular part of its business in much the same fashion as the Curriculum Committee? Another model would call for the bulk of reviews would be done at the divisional level with Senate oversight. Does the Senate also wish to have input on the review of non-instructional areas such as Student Services, Bookstore, Operations/Maintenance? Senator Pond recommended that the College contact the Accrediting Commission and ask for colleges with model Program Review processes and examine Senate roles in them. Senator Levy stated in closing that the Program Review Committee can/may take an active role in the process once finalized.

STUDENT COMMITTEE – Senator Pascual reported that the Opening Day Experience was once again successful with between 110 and 120 students attending. She also noted that a new Student Government has taken office this semester and an invitation for them to take part in Faculty Senate meetings has been extended.

**CHAIR’S REPORT:**

The Chair presented several items to the Senate. The first was a preliminary report of enrollment figures for the Community Colleges as of the first day of instruction. It appears that Leeward’s enrollment is up from Spring 2001. Final figures were not available, but are expected later today that will include adds and drops through the late registration period.

Second, the Provost has requested the name of a Senator to serve on the Excellence in Teaching Award Committee. Senator Pond volunteered.
Third, the Chair discussed some the details of the Strategic Planning meeting held on January 11. Copies of the resultant list of directives (Effectiveness, Mission, Student Success, Environment, Resources, and Research) were distributed to Senators via email by the Provost and are in the Campus Bulletin.

Fourth, the All Campus Council of Faculty Senate Chairs held a meeting on January 18 and discussed articulation. It appears that articulation of courses from colleges outside the UH System may in fact be easier than articulation of courses within the System.

Fifth, Chancellor Tsunoda met with the CC Senate Chairs and urged all to be vigilantly protective of the CC mission (accessibility and affordability). How will a new UH System structure impact us? How will we fit in to the new structure? What will the new structure be? Senator Martin will be organizing discussion groups on campus to discuss community college restructuring. The first meeting is scheduled for February 7 at 12:30 in G-105. Senators Kappenberg and Imada volunteered to assist.

Finally, the Chair announced that a new Student Information System will soon be installed system-wide and will replace Aldrich. John Morton will oversee this project. The new system will be demonstrated on our campus at a meeting to be held on January 29 in GT-105 at 9:45 am.

ANNOUNCEMENTS:

Senator Pond announced that the Accrediting Commission for Community and Junior Colleges will hold its retreat in Honolulu on March 13, 14 and 15. At that time, faculty and others from the Hawaii colleges and the Western Pacific colleges will have the opportunity to comment on the proposed new accreditation standards. More details on this will follow.

The next Senate meeting will be on February 13.

ADJOURNMENT: The meeting was adjourned at 5:40 pm.

RESPECTFULLY SUBMITTED: Jack Pond, Secretary
I  Approval of Minutes

II  Reports
A. Standing Committee Chairs
   1. Budget and Planning—Judy Kappenberg
   2. Faculty—Warren Imada
   3. Elections—Paul Lococo
   4. Academic/Institutional Support—Cindy Martin
   5. Legislative Relations—Ralph Toyama
   6. Program Review—Gail Levy
   7. Student Committee—Donnabelle Pascual
   8. Curriculum—Nancy Buchanan

B. Chair’s Report
   1. All Campus Strategic Planning Meeting 01-11-02

III  Old Business
A. Chloe Holland Service Committee--
   1. Proposal to expand the scope of the committee.

IV  New Business
A. What’s on your mind?

V  Announcements
A. Spring 2002 Meeting Dates:
   January 23, February 13, March 6, April 3, April 24, May 8.
University of Hawai‘i Community Colleges

Spring 2002 First Day of Instruction Enrollment Figures

<table>
<thead>
<tr>
<th>Campus</th>
<th>Spring 2001 Headcount</th>
<th>Spring 2002 Headcount</th>
<th>Change in Headcount</th>
<th>% Change</th>
<th>Spring 2001 SSH</th>
<th>Spring 2002 SSH</th>
<th>Change in SSH</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawa‘i</td>
<td>1,732</td>
<td>1,879</td>
<td>147</td>
<td>8.49%</td>
<td>17,783</td>
<td>18,083</td>
<td>300</td>
<td>1.69%</td>
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<tr>
<td>Honolulu</td>
<td>3,640</td>
<td>4,164</td>
<td>524</td>
<td>14.40%</td>
<td>32,944</td>
<td>36,001</td>
<td>3,057</td>
<td>9.28%</td>
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<tr>
<td>Kapi‘olani</td>
<td>6,045</td>
<td>6,757</td>
<td>712</td>
<td>11.78%</td>
<td>58,050</td>
<td>63,083</td>
<td>5,033</td>
<td>8.67%</td>
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<tr>
<td>Kaua‘i</td>
<td>908</td>
<td>1,056</td>
<td>148</td>
<td>16.30%</td>
<td>7,707</td>
<td>8,602</td>
<td>895</td>
<td>11.61%</td>
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<tr>
<td>Leeward</td>
<td>4,269</td>
<td>4,782</td>
<td>513</td>
<td>12.02%</td>
<td>41,303</td>
<td>44,061</td>
<td>2,758</td>
<td>6.68%</td>
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<tr>
<td>Maui</td>
<td>2,115</td>
<td>2,440</td>
<td>325</td>
<td>15.37%</td>
<td>18,766</td>
<td>19,950</td>
<td>1,184</td>
<td>6.31%</td>
</tr>
<tr>
<td>Windward</td>
<td>1,187</td>
<td>1,369</td>
<td>182</td>
<td>15.33%</td>
<td>11,062</td>
<td>12,888</td>
<td>1,826</td>
<td>16.51%</td>
</tr>
<tr>
<td>total</td>
<td>19,896</td>
<td>22,447</td>
<td>2,551</td>
<td>12.82%</td>
<td>187,615</td>
<td>202,668</td>
<td>15,053</td>
<td>8.02%</td>
</tr>
</tbody>
</table>

Preliminary Opening Enrollment figures are as of the first day of instruction -- January 14th

Comparisons are against 2001 First Day Enrollments (not Census enrollments)

Next report will be 1/23/02 which will be for last day of Late Registration

As of January 14, 2002
MEMORANDUM

TO: Senior Vice President and Chancellor Tseng
Senior Vice President and Chancellor Tsunoda
Chancellor Pearman

FROM: Deane Neubauer
Interim Chancellor

SUBJECT: IMPLEMENTATION OF A SYSTEM AGREEMENT ON ACCEPTANCE OF ENGLISH COURSES FROM NON-UH INSTITUTIONS LOCATED IN HAWAI‘I

I am forwarding for your consideration and adoption through established campus academic approval processes the recommendation of the University’s Standing Committee on Written Communication as forwarded by the University Council on Articulation. The agreement reached will establish a common UH system-wide schedule for acceptance of English courses taught by colleges and universities located in Hawai‘i but not part of the UH system. Specifically, this recommendation pertains to acceptance of non-UH courses that meet written communication requirements at all UH campuses.

The enclosed memorandum from Vice Chancellor Mike Rota and Chair Tom Hilgers are self-explanatory. I am asking my fellow chancellors and Interim Vice Chancellor Karl Kim at UHM to take lead responsibility to ensure the prompt implementation of these recommendations. I would also like to take this opportunity to thank Tom Hilgers and the members of the Standing Committee on Written Communication for initiating action that assists students with transfer of credit among UH campuses.

Enclosure

C: Vice Chancellor Mike Rota
Chair Tom Hilgers
Vice President Colleen Sathre
MEMORANDUM

TO: Deane Neubauer
       Interim Vice President for Academic Affairs

SUBJECT: IMPLEMENTATION OF SYSTEM AGREEMENT ON ACCEPTANCE OF ENGLISH COURSES FROM NON-UH INSTITUTIONS IN HAWAI'I

I am sending you this request in my role as Chair of the University Council on Articulation. Attached is a proposal by the Articulation Standing Committee in Written Communication for a common system-wide schedule for acceptance of English courses taught by colleges and universities in Hawai'i outside the UH system. This recommendation pertains to acceptance of the courses as meeting Written Communications Requirements on all campuses.

This issue arose from differences among campuses resulting in confusion for students who transferred to a UH campus from a local private University, then subsequently transferred to another UH campus.

The Standing Committee established a sub-committee comprising the Writing Directors from each of the campuses to review the situation and make recommendations. The Standing Committee received and approved the sub-committee recommendation in May. The University Council on Articulation has now reviewed the recommendation and recommends its implementation.

We request that this recommendation be forwarded to each Chancellor for consultation and adoption through their established academic approval processes.

The Standing Committee on Written Communication should be commended for identifying a system issue impacting transfer of credits and students among campuses and initiating action to resolve it. This is the kind of initiative we would like to see faculty groups take and hope to reward it with prompt implementation of their recommendations.

Michael T. Rota
Vice Chancellor for Academic Affairs

c: Tom Hilgers, Chair, Written Communication Standing Committee

2327 Dole Street • Honolulu, Hawaii, USA 96822-2393
Facsimile: (808)956-3763
An Equal Opportunity/Affirmative Action Institution
12 October 2001

To: VC Michael Rota  
Chair, University Council on Articulation

From: Thomas Hilgers  
Chair, Standing Committee on Written Communication

Regarding: Uniform System acceptance of Eng 100-equivalents from non-UH HI Institutions

The Problem: For years, each campus has maintained its own list of Eng 100 transfer-equivalents for non-UH Hawai‘I institutions of higher learning. These non-uniform lists allowed potential transfer students to ‘shop around’ for ‘deals’—a minor problem in System credibility. In recent years, increased frequency and numbers of transfers have augmented the problem. Let’s say that Mavis transferred from Chaminade to KCC and then to UHH. It is possible that KCC accepted Chaminade’s Eng 101 as the equivalent of UH Eng 100, but UHH accepts only Chaminade’s Eng 102 as the equivalent of UH Eng 100. Mavis, who thought she had completed the requirement, now has to take Eng 100 as a second-semester junior at UHH. Mavis is not pleased.

The Solution: UH Campus Composition Directors met on 19 February 2001. They reviewed transfer equivalents from each campus. After discussing differences, Directors came to a consensus on adjustments they could recommend to their colleagues.

The UH Standing Committee on Written Communication met on 3 May 2001. Members received a report from the Composition Directors (a subcommittee of the Standing Committee). The report noted that each campus’s composition specialists recommended a common list of Eng 100-equivalents from non-UH HI institutions. The Standing Committee endorsed the recommended list.

By this memo, I am forwarding to UCA the attached list of recommended equivalents to Eng 100. The Standing Committee urges that this list be the basis for a single System transfer policy involving non-UH Hawai‘I institutions.

We will appreciate your confirmation that our request has been implemented.

c: Barbara Polk

emc: UH Composition Directors
Courses at Colleges & Universities located in Hawai‘i that are equivalent to English 100 at UH

✓ Approved by UH Composition Directors (2/19/01)

Gerald Browne, Kaua‘i Community College
Joan Gagnon, Honolulu Community College
Karla Hayashi, University of Hawai‘i at Hilo
Pam Hudson, Hawai‘i Community College
Rebecca Lee, University of Hawai‘i at West O‘ahu

Gail Levy, Leeward Community College
Joy Marsella, University of Hawai‘i at Mānoa
Renee Riley, Maui Community College
Meena Sachdeva, Kapi‘olani Community College
Jean Shibuya, Windward Community College

✓ Approved by the UH Standing Committee on Written Communication (5/3/01)

Gerald Browne, Kaua‘i Community College
William Chismar, University of Hawai‘i at Mānoa
Dolores Donovan, Honolulu Community College
Karla Hayashi, University of Hawai‘i at Hilo
Sheldon Hershinow, Kapi‘olani Community College
Thomas Hilgers, University of Hawai‘i at Mānoa
Donna Moore, Hawai‘i Community College
Wayne Iwaoka, University of Hawai‘i at Mānoa

Rebecca Lee, University of Hawai‘i at West O‘ahu
Gail Levy, Leeward Community College
Vincent Linares, Maui Community College
Joy Marsella, University of Hawai‘i at Mānoa
Jean Shibuya, Windward Community College
Kathryn Wolfe-Quintero, University of Hawai‘i at Mānoa

Courses at Colleges & Universities located in Hawai‘i that are equivalent to English 100 at UH

<table>
<thead>
<tr>
<th>Hawai‘i-located College</th>
<th>Course that is equivalent to UH’s English 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brigham-Young Hawai‘i Campus</td>
<td>English 112</td>
</tr>
<tr>
<td>Chaminade University</td>
<td>English 102</td>
</tr>
<tr>
<td>Hawai‘i Tokai International College</td>
<td>English 100</td>
</tr>
<tr>
<td>Hawai‘i Pacific University</td>
<td>Writing 1200</td>
</tr>
<tr>
<td>Hawai‘i Business College</td>
<td>none</td>
</tr>
<tr>
<td>Heald Business College</td>
<td>English 201</td>
</tr>
<tr>
<td>Transpacific College</td>
<td>English 100</td>
</tr>
<tr>
<td>University of Phoenix</td>
<td>Communication 210 or Communication 215</td>
</tr>
</tbody>
</table>

Distributed by the Mānoa Writing Program, UHM, 2545 McCarthy Mall, Bilger 104, Honolulu, 96822; 956-6660, mwp@hawaii.edu.

Please report errors to the chair of the Standing Committee on Written Communication: Tom Hilgers, Mānoa Writing Program, 956-6660, hilgers@hawaii.edu.
Strategic Directions
UH System Strategic Planning Workshop
January 11, 2002

Deane Nabors
Interim Vice President Academic Affairs

Culture of Effectiveness

To build a university culture characterized by trust, respect, fairness, and honor for students and colleagues in the pursuit of educational effectiveness.

CULTURE OF EFFECTIVENESS

- To build a university culture characterized by DIVERSITY, trust, respect, fairness, and honor for students and colleagues in the pursuit of educational effectiveness.
- To build a university culture characterized by trust, respect, fairness, INCLUSIVENESS, INTEGRITY, and honor for students and colleagues in the pursuit of educational effectiveness.
- To build a university culture characterized by trust, respect, LEARNING OPPORTUNITIES, fairness, and honor for students and colleagues in the pursuit of educational effectiveness.
- To build a university culture characterized by trust, respect, fairness, OPEN COMMUNICATION, and honor for students and colleagues in the pursuit of educational effectiveness.
- To build a university culture characterized by accountability, responsibility, authority, and reward in an environment of mutual respect, trust, and fairness.
- Change cluster title to "Culture of Core Values"
- Change cluster title to "Culture of Excellence: To create a positive university culture characterized by open communication, fairness, trust, respect for students & colleagues in pursuit of excellence."

CULTURE OF EFFECTIVENESS

- Assessment, standards as part of quality university education include alumni.
- The success of students—It is important to recognize the value of community-based participation.
- Change from "effectiveness" to "effective collaboration, communication, etc.; recognition of values that need to be paid attention to.
- Culture of community learning (critical thinking/learning; seamless community of learners)
- Building a university system culture among employees and students; need clarity to what we are.
- Responsibility to indigenous people of these Islands

CULTURE OF EFFECTIVENESS

- Communication: better communication between Manoa and other campuses
- Streamline administrative processes
- Openness and respect as equals
- Add diversity
- More streamlining of administrative processes
- Promoting a service attitude—administrative responsiveness
- Existing statement is ok.

Note: Question marks reflect issues posed only as possibilities.
CULTURE OF EFFECTIVENESS

- Science best done here (astronomy, volcanology, oceanography, trop ag)
- Intensity of involvement with Asian & Pacific cultures
- Emphasize responsive communication.
- Establish a proactive attitude to trust.
- Public access to Internet; connectivity of neighbor islands; one Information system; increase student voice; articulation.
- Minimize rigid bureaucratic procedures and maximize flexibility.

MISSION AND COMPLEMENTARY ROLES

To clarify the role each campus is to play in the UH system and leverage the advantages of being an integrated system with differentiated, complementary roles.

MISSION AND COMPLEMENTARY ROLES

- THROUGH EFFECTIVE COMMUNICATION clarify the role each campus PLAYS in the UH system and BALANCE the advantages of being an integrated system with differentiated, complementary roles.
- To DEVELOP the role each campus is to play in the UH system and leverage the advantages of being an integrated system with differentiated, complementary roles TO PROMOTE STUDENT, FACULTY, & STAFF SUCCESS.
- Change cluster to system Integration: to create a seamless university system that recognizes campus differences and is more than the sum of its parts.
- Existing statement is ok

MISSION AND COMPLEMENTARY ROLES

- Mush 1 & 2
- Clarify desirable degree of campus autonomy
- Foster excellence in the individual campuses and not impede individual initiatives
- Change cluster to “Develop an Integrated system” and define goals of an Integrated system
- Diversity is our greatest strength; celebrate system that includes all campuses
- Ensure access to higher education while maintaining the quality and integrity of all programs
- Horizontal integration of functions with appropriate levels of autonomy, e.g., library

MISSION AND COMPLEMENTARY ROLES

- Change cluster title to “Mission & Roles: Integrated, Differentiated and Complementary System”
- Vision, mission, goal-setting & strategic planning for each unit & system
- Focus on areas in which Hawaii is unique (astronomy, oceanography, trop ag, volcanology, Hawaiian studies, Asian Pac Studies
- Define what it means to be educated (focus on integrating campuses/services so community feeling is fostered
- To clarify the role each campus ADMINISTRATIVE STRUCTURE is to play in the UH system and leverage the advantages of being an Integrated system with differentiated, complementary roles.

Note: Question marks reflect issues posed only as possibilities.
Facilitating Student Success

To provide high quality student and academic support services that facilitate access, student transition and progress toward educational objectives, and high academic achievement.

Facilitating Student Success

- Improve mentoring programs for students and faculty
- Facilitate quality student access transition and progress through the system leading to quality outcomes
- Improve attitudes on student transfer, success, and articulation and improve trust across the system
- Increase faculty role in advising
- Improve residential campus life
- Improve understanding of time conflicts
- Single student application system
- Streamline bureaucracy

Note: Question marks reflect issues posed only as possibilities.
### Student Centered Education

To provide high quality student and academic support services that facilitate access, student transition and progress toward educational objectives, and high academic achievement.

### Facilitating Student Academic, Social, and Lifelong Success

To provide high quality student and academic support services that facilitate access, student transition and progress toward educational objectives, and high academic achievement and quality student life.

### Dynamic Community Involvement

To connect with the community and leverage university resources in service to the social, cultural, and economic benefit of Hawai‘i and its people.

### Dynamic Community Involvement

- Access focused on senior citizen participation in UH educational activities
- Increase numbers of male students
- Free tuition for dependents of employees
- Community input on kinds of courses offered
- Encourage high school/university start-up programs
- Honoring host culture (Hawaiian culture & people throughout university system)
- Equity for all students
- Workforce & economic development / Bring community into workforce development efforts

### Dynamic Community Involvement

- Emphasize student learning activities/on-the-job training/internships
- Make distance learning efforts part of university community engagement
- Integrate alumni
- Work more closely with pre-university education programs
- Increase job opportunities relevant to Hawaii
- Include world/global/international in definition of community involvement
- Use university to increase voting rates

### Dynamic Community Involvement

- Increase levels of interaction between UH, business, and community
- Increase university in mentoring high school students
- Create and maintain a system of accountability to the state
- Invoive community leaders in the teaching process
- Greater support for gender equity
- Emphasize role of UH as engine of economic development

Note: Question marks reflect issues posed only as possibilities.
<table>
<thead>
<tr>
<th>ACTIVE COMMUNITY INVOLVEMENT AND LEADERSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>To connect with the community and leverage university resources in service to the social, cultural, and economic benefit of Hawai'i and its people.</td>
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<table>
<thead>
<tr>
<th>DYNAMIC COMMUNITY INVOLVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To connect with the community and leverage university resources in service to social, cultural, and economic benefit of Hawai'i and its people, with a special commitment to Hawaii's indigenous people.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>DYNAMIC COMMUNITY INVOLVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To build relationships with the community characterized by trust, respect, fairness, and honor to foster the exchange of knowledge and expertise in order to increase the social, cultural, and economic benefit of Hawaii and its diverse people.</td>
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<table>
<thead>
<tr>
<th>DYNAMIC GLOBAL COMMUNITY INVOLVEMENT</th>
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<tbody>
<tr>
<td>To connect with the community and leverage university resources in service to the social, cultural, and economic benefit of Hawai'i and its people.</td>
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<table>
<thead>
<tr>
<th>DYNAMIC COMMUNITY INVOLVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To build a foundation for reciprocal interchange of ideas, resources, and services between the university and its communities in order to promote social, cultural, intellectual, and economic development.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>DYNAMIC COMMUNITY INVOLVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To partner with the community to achieve social, culture, educational, and economic benefits for the people of Hawaii.</td>
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Note: Question marks reflect issues posed only as possibilities.
<table>
<thead>
<tr>
<th>DYNAMIC COMMUNITY INVOLVEMENT</th>
<th>DYNAMIC COMMUNITY INVOLVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To connect with the community and leverage university resources in service for the capacity of leadership and the social, cultural, and economic benefit of Hawai’i and its people.</td>
<td>To connect with the community and leverage university resources in service to the social, cultural, and economic benefit of Hawai’i and its people and coordination of recruitment – done as a system.</td>
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<table>
<thead>
<tr>
<th>DYNAMIC COMMUNITY INVOLVEMENT</th>
<th>DYNAMIC COMMUNITY INVOLVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University of Hawaii will serve as a model for sustainable practices in the state and region.</td>
<td>To connect with the community and leverage university resources in service to the social, cultural, and economic benefit of Hawai’i and its people in service to the economic development and social and cultural benefits of the state’s people.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Resource Sufficiency and Stewardship</th>
<th>RESOURCE SUFFICIENCY AND STEWARDSHIP</th>
</tr>
</thead>
</table>
| To acquire and manage resources with accountability and responsiveness. | • To acquire and manage resources with accountability and responsiveness.  
• Resource development and stewardship  
• In service to effectiveness and mission of the University  
• Develop external resources and partnerships  
• To accomplish our mission  
• Responsiveness to student learning outcomes  
• To effectively acquire and manage human and material resources with accountability and responsiveness  
• Include the word “stakeholders” somewhere |

Note: Question marks reflect issues posed only as possibilities.
**Resource Sufficiency and Stewardship**

- To acquire and manage resources with accountability and responsiveness.
- Resource sufficiency, distribution, and stewardship
- Include openness

**Resource Sufficiency and Stewardship**

- Coordinate individual and shared resources
- Emphasize acquisition of new resources
- Transparent budget process
- Grow sponsored research at 10% per year
- Sufficient state funding
- Integrate Summer Session -- not self-supporting
- Increase community perception of value of education
- Make mission drive budget -- not budget drive mission
- (Move streamlining administrative processes from no. 1)

**Resource Sufficiency and Stewardship**

- Resources to attract and retain faculty to support excellence
- Keeping up with technology isn't sufficient
- Include staff and faculty issues here
- Add private fundraising
- Drive allocation resources by desired outcomes
- Consider all sources of funding
- Address affordability
- CC mission is access; should have low tuition
- Recommend Summer Session at CC

**Knowledge Creation and Transfer**

To expand the frontiers of knowledge through scholarship, basic, and applied research; to preserve and transmit knowledge through high quality instruction; and to provide service through extension, technical assistance, and training.

**Knowledge Creation and Transfer**

- To expand the frontiers of knowledge through scholarship, basic, and applied research; to preserve and transmit knowledge through high quality instruction; and to provide service through extension, technical assistance, and training.
- Teaching, Research and Service
  - To generate and test knowledge...
  - To engage students in a process of self-discovery and to empower them to find a place in the community
- (Integrate with no. 3)
- (Consider making this no. 1)
- Research, Learning, Teaching and Service

Note: Question marks reflect issues posed only as possibilities.
### KNOWLEDGE CREATION AND TRANSFER

- To expand the frontiers of knowledge through scholarship, basic, and applied research; to preserve and transmit knowledge through high quality instruction; and to provide service through extension, technical assistance, and training.
- Add International Education to Statement

### KNOWLEDGE CREATION AND TRANSFER

- To expand the frontiers of knowledge through scholarship, basic, and applied research; to preserve and transmit knowledge through high quality instruction; and to provide service through extension, technical assistance, and training.

### KNOWLEDGE CREATION AND TRANSFER

- Focus on unique areas of HI
- Integrate Outreach Centers in planning / decision making
- Shared digital library
- Need explicit focus on teaching and research functions
- Globalization

### KNOWLEDGE CREATION AND TRANSFER

- Greater coordination with lower education

### NEW ITEMS

- Fit athletics in
- Focus on student with disabilities
- Create a role as a partner in Statewide Education Summit
- Add cluster: Develop and attract qualified entering students (includes importance of improving teacher education and early-admit programs)
- Propose new preamble:
  - Multi-cultural uniqueness/diversity with particular blend
  - Isolation in Pacific leads to resource dependency (UH could be model of sustainability/sustainable practices in the state and region)

Note: Question marks reflect issues posed only as possibilities.
<table>
<thead>
<tr>
<th>NEW ITEMS</th>
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<tbody>
<tr>
<td>- Propose new preamble (cont.):</td>
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<tr>
<td>- crossroads among Asia/UH/Europe international role;</td>
</tr>
<tr>
<td>- international education</td>
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<tr>
<td>- distance</td>
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<tr>
<td>- unique responsibility to community</td>
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<tr>
<td>- K-12 connections</td>
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<tr>
<td>- place of education in the region – need for a great education</td>
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<tr>
<td>- unique human and biotic culture/environment</td>
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<td>- fragility of economy</td>
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</table>
|   "UH is the beacon, the heart of the intellectual, cultural, & social life of Hawaii."
| - Combine clusters 1 & 3 to equal culture of effectiveness with student focus |

<table>
<thead>
<tr>
<th>NEW ITEMS</th>
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<tbody>
<tr>
<td>- Add a new cluster for faculty and staff support</td>
</tr>
<tr>
<td>- New cluster for human resource issues, &quot;Investing in Human Capital&quot;</td>
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</tbody>
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Note: Question marks reflect issues posed only as possibilities.
STRATEGIC PLAN
UPDATE
2003 - 2007

Office of the Chancellor
University of Hawai‘i Community Colleges
Honolulu, Hawai‘i 96822
February 2002
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INTRODUCTION

In 1997, the UH Community Colleges completed work on a strategic plan that identified critical issues, established goals, and set the agenda for our system priorities. This plan, coupled with campus academic development plans, allowed us to focus our limited resources on our most important tasks. Over the past four years, we have made significant progress in each of the major areas we laid out for critical attention.

Yet, in the time since our last strategic plan was approved by the Board of Regents (BOR), significant changes have occurred in our communities, our state, and our country. There have been changes in our economy, changes in the expectations the community has for us, changes in our leadership, and changes in the nature of the opportunities and challenges that confront us. Responding quickly and intelligently to changes in our community has always been one of the hallmarks of the Community Colleges; maintaining a clear and focused strategic vision has been a central part of our response.

The University of Hawai‘i Community Colleges’ Strategic Plan focuses upon major developmental issues we perceive to be of great importance in shaping the future of our campuses, our faculty and staff, and our students. As such, our Strategic Plan serves as a guide to the acquisition and allocation of future energy and resources.

Our Strategic Plan is not a static entity, but rather is a process of continuous assessment, analysis, and goal setting. It is a process that must involve faculty and administration in a partnership to insure that critical issues be identified and a mutual commitment to the accomplishment shared goals and priorities be established. Although we currently have a BOR approved Plan (adopted in 1997), a number of new initiatives and opportunities require that we take time and update our systemwide strategic priorities.

The University of Hawai‘i Community Colleges is one of the leading educational institutions in the Pacific and intends to continue that path in the 21st Century. However, with increasing complexity and interdependency of institutions in society, a clear and focused strategy is necessary to capitalize on the rapidly changing information and technological era. To meet the many needs, our Community Colleges have embarked on this ambitious effort to review, debate, create, and integrate the many planning directions and needs into a pro-active strategy.

The purpose of the Community College Strategic Plan is to provide the overall direction for the Community Colleges in the next four years, 2003-2007. Attention and action from all members of the Community College system are needed in order to implement this strategy and to not only meet the postsecondary goals of our citizenry, but also provide the leadership in helping Hawai‘i’s people better comprehend, act responsibly, and work productively in an increasingly complex world. The formulation of this strategy and the attainment of the goals set forth are critical if we are to retain and enhance the quality and credibility of Hawai‘i’s Community Colleges.

Joyce S. Tsunoda
Senior Vice President, University of Hawai‘i and Chancellor for Community Colleges
THE STRATEGIC PLANNING PROCESS

In looking at our Strategic Plan, we focused our attention on identifying our priorities and strategies for
the next 4 years, and build upon a number of established processes and products in place that help
identify UHCC system directions. These included:

The 1996 UH Mission Statement
The 1997 - 2007 UHCC Strategic Plan
The 2000 University Strategic Plan for Information Technology
The 2001 WASC-ACCJC Accreditation UHCC System Visiting Team Report
The outcomes of Community Colleges Council of Faculty Senate Chairs and Executive
Staff planning retreats
The outcomes of the UHCC student leaders planning discussions
The outcomes of campus planning activities

The UHCC strategic priorities planning process was a multi-step, iterative process that involved activities
at both the individual campuses and the UHCC system. While some parts of the process may have
appeared duplicative, they were necessary to assure widespread involvement from among all campus and
UHCC system constituencies.

The UHCC strategic priorities planning process was led by a steering committee comprised of the UHCC
Executive Staff, the Community Colleges Council of Faculty Senate Chairs, and Student Government
President (or their designated representative) from each campus. The members are:

Sandra Sakaguchi, Provost Hawai‘i CC
Mary Goya, Senate Chair, Hawai‘i CC
Monotui Fuiava, Student, Hawai‘i CC
Ramsey Pedersen, Provost, Honolulu CC
Jerry Saviano, Senate Chair, Honolulu CC
Noel Griffiths, Student, Honolulu CC
John Morton, Provost, Kapi‘olani CC
Neghin Modavi, Senate Chair, Kapi‘olani CC
Michael Wun, Student, Kapi‘olani CC
Peggy Cha, Provost, Kaua‘i CC
Carmella Tamme, Senate Chair, Kaua‘i CC
Casey Codianne, Student, Kaua‘i CC
Mark Silliman, Provost, Leeward CC
James Goodman, Senate Chair, Leeward CC
Jeffrey Galiciniao, Student, Leeward CC
flo wiger, Interim Provost, Maui CC

Marge Kelm, Senate Chair, Maui CC
Patty Walker, Student, Maui CC
Angela Meixell, Interim Provost, Windward CC
Charles Whitten, Senate Chair, Windward CC
Tiffany VanderLinden-Dozier, Student, Windward CC
Sandy Okazaki, Asst. St. Director, ETC
Judy Guffey, Senate Chair, ETC
Kathy Jaycox, Director, K-16 Partnerships
Leon Richards, Director, International Issues
Dan Ishii, Vice Chancellor, Student and
Community Affairs
Michael Rota, Vice Chancellor, Academic
Affairs
Michael Unebasami, Vice Chancellor,
Administrative Affairs
I. PHILOSOPHY AND MISSION

The University of Hawai‘i Community Colleges as a unit has a set of core values which influences and guides the fundamental decisions, attitudes, and behavior of its members. These core values are to be communicated throughout all levels of the Community Colleges, practiced daily by management, faculty, and staff, and fulfilled without compromise in their application. These values will provide the cohesion, consistency, and inspiration for members to serve our students and communities:

- **Access** - We are the “Open Door” to higher education for all members of the community who can benefit from such opportunities. To provide that access, we must be affordable, adaptable and flexible.

- **Community-Based** – We are responsive to the needs of our unique communities, and we are partners in defining and answering those needs. We are of our communities, not just in them.

- **Focus on Learning and Teaching** - We are student-centered, building communities one life at a time. We meet the students where they are. We are innovative in delivery method, innovative in supporting non-traditional students, and accountable for student outcomes.

- **Focus on Workforce and Economic Development** – We are active partners with industry, secondary and elementary education, and community agencies in developing a well-trained, effective workforce for the state and promoting economic development.

As a reflection of this philosophy, the Community Colleges were established by State law in 1965 as an integral part of the University of Hawai‘i. As stated in the 1996 University of Hawai‘i Mission adopted by the Board of Regents in 1996:

The UH Community Colleges enable the University of Hawai‘i system to meet its mission mandate of putting postsecondary education within the reach of every resident who wants and can benefit from it. As open-door, low-tuition institutions, they offer state residents access through seven degree-granting campuses, affiliated outreach centers, and a flexible, short-term, workforce training center.

Opportunity is afforded those who can benefit and either have completed high school or are 18 years of age. For some, community college classes are the first step toward a baccalaureate or postgraduate degree; for others, they provide training or retraining in skills tailored to Hawai‘i’s job market. The nature and extent of the opportunity provided by the UH Community Colleges are conditioned by the desire, commitment, and preparation that prospective students bring to their postsecondary education endeavors.

The instructional, scholarship, and service missions of the Community Colleges are inseparable. Presenting knowledge through effective teaching is a special strength. This requires scholarship that focuses on the instructional enterprise, ensuring that students are prepared for advanced baccalaureate work, employment,
and/or job upgrading. Achieving this outcome, while providing for students' personal enrichment, is the fundamental service mission of the UH Community Colleges.

The array of academic, technical, and occupational subjects offered by the University of Hawai‘i Community College system of campuses is comprehensive. The system offers liberal arts and sciences instruction leading to baccalaureate degrees, career and occupational programs, developmental academic instruction, continuing education, public and community service programming, workforce development training, and related support services. In addition, as part of the larger University of Hawai‘i system, the Community Colleges facilitate the planning, scheduling, and delivery of baccalaureate and graduate degree programs throughout the state.

Within the context of the overall mission of the University of Hawai‘i, the Community Colleges, as the major provider of undergraduate education, have as their special mission:

- To broaden access to post-secondary education in Hawai‘i by providing open-door opportunities for students to enter quality educational programs within their own communities.

- To specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs.

- To provide the trained workforce needed by the State, by offering occupational, technical, and professional courses and programs which both prepare students for immediate employment and career advancement.

- To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.

- To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others.
II. THE PLANNING CONTEXT

As our community’s colleges, we must be attentive and responsive to major issues that will affect the nature of who we serve, the type of programs and services we must provide, and sources of support to provide the resources needed to serve the people of Hawai‘i. In addition, we must be alert to internal operational issues that impact our ability to function effectively and efficiently. This section focuses upon a number of important issues, both external and internal, that will need our attention over the next several years.

SIGNIFICANT EXTERNAL ISSUES

GLOBAL AND NATIONAL ISSUES

Several of the major global and national trends of particular relevance to the Community Colleges are noted below:

- **Economic** - The world economy is becoming more international. The rules of competition appear to be overtaken by the advantages of technology, human resource management, and resource strategy in the global economy. People now insist on products that are low cost, very high quality, and innovative. Whether from Japan, Germany, the United States, or Mexico, the net result of this powerful transformation is that the United States industry and business are de-layering, restructuring, retraining employees, and teaching them new skills as well as basic math, science, reading, and thinking—to improve productivity and total quality.

- **Social** - There is a looming threat from changes in the nature of our U.S. society. The traditional family of a working husband, a wife at home, and two children now represents only 6% of the American families. The rise of the single parent family, poverty among children, teenage pregnancy, crime, and the growth of an underclass are strong social forces requiring attention by government, the private sector, universities, and citizens.

- **Political** - There will be declining federal support for programs related to education and training. What support there is will most likely come in the form of block grants to the states. This will result in greater flexibility in the design and delivery of programs and services, but will require the establishment of new resource allocation and accountability processes to demonstrate effectiveness, and the development of new sources of support, including private foundations.

- **Educational** - Profound changes are causing a reexamination of the fundamental nature of education in the U.S. The leadership of this country has placed increasing emphasis upon the quality and effectiveness of education. The business community has experienced the need to participate in the preparation of students for jobs and careers. Means of success and excellence of students are shifting toward the ability to self-manage and deal with change; rather than resting on past laurels, self-evaluation of the system is needed to maintain global leadership in education; and, the need for multi-cultural education has become a necessity for our students to compete in both the global environment and the increasingly culturally diverse U.S.
- **Technological** - In addition to a shift from an agricultural/industrial economy to a services oriented economy, the U.S. is placing increasing emphasis on the use of telecommunications and Internet technologies in all sectors of the economy. The quest for global competitiveness also relies on the effectiveness of U.S. to enhance research and development and the rapid application of state-of-the-art technology. The deployment of broadband Internet access will make massive information and education resources available on demand almost anywhere in the world.

**STATE AND LOCAL ISSUES**

As the community’s colleges, we are focused upon not only providing education and training that responds to established and emerging needs of our State, but also in providing leadership in the design and delivery of high quality programs, exemplary teaching and demonstrated student learning. While we are attentive to global and national trends and stress their relationship to Hawai’i’s future well being, our primary goal is to meet the educational needs, expectations, and aspirations of our local communities.

Our communities are in a state of transition; our traditional economic mainstays have dramatically changed over the past fifteen years, and for the past eight years, our economy has shown little growth. While this as been a very difficult period in our economy, and resulted in declining State’s financial support for higher education, it also has promoted efforts to stimulate and diversify our economic base.

- **Economic** - Major changes in Hawai’i’s economy and workplace have resulted in a transformation in the kind of skills and knowledge one needs to be successful. Employment conditions today require skills which are in many cases not evident in today’s island labor market. The paradox is that while our rate of unemployment has remained at historic levels over the past six years, there are often many high paying skilled jobs going unfilled.

- **Workplace** - The dramatic changes in Hawai’i’s economic environment have been matched by changes in the workplace. Workplace “re-engineering,” coupled with workforce downsizing, has put great demands on remaining workers to become more skilled and more productive.

- **Education** - Improving the quality of public K-12 education is still one of the top issues of community concern. While a number of efforts have been initiated, such as school-community based governance, charter schools, student performance standards, student assessment, etc.; national measures of student performance have significantly lagged community and employer expectations.

- **Political** - State financial support for the University has declined from 14% of the State Budget in 1985 to 9% in 2000. A decade of budget reductions has placed us well behind other states in our expenditures per full-time-equivalent (FTE) student. A national study conducted by the Educational Commission of the States reported that our $3,696 per FTE student (including fringe benefits) is the lowest among the 50 states.

- **Emerging Opportunities** - To diversify the economy it is essential to build upon Hawai’i’s strategic competitive advantages. These advantages include: culture, location, and geography. Our rich Asian and Pacific cultural heritage and population provide us with ready entree to developing economies in the region. Our location can allow us to play a role in educating and training people from throughout Asia and the Pacific. Our geography provides us with unique physical advantages. For example, our mountains, ocean, and relative isolation from the continental U.S. provide a natural laboratory for agriculture; the biological sciences;
oceanographic, atmospheric, and astronomical research; and the economic product development, education, and training that can evolve from these activities. There are a number of areas of economic potential that can be pursued with the right mix of “cutting-edge” education and training programs in place. These include: Biotechnology, Information/Telecommunications Technologies, Transportation, Health Care, Environmental Technologies, Visitor Industry/Culinary Arts.

- Decline in the UHCC “Going Rate” - Over the past decade there have been significant changes in Hawai’i’s workforce; change in the mix of low-skilled and high-skilled job; an absolute increase in the number technical, professional and managerial jobs in the State; and increased availability of new education and training opportunities developed in response to these changes. However, there has been a decline in the student “Going Rate” from the public high schools to the Community Colleges.

COMMUNITY ASSESSMENT


The National Center for Public Policy and Higher Education is an independent, nonprofit, nonpartisan organization. It was established in 1998 to stimulate effective public policy through research, analysis and more inclusive and robust public conversation about higher education’s role in American society. In 2000, the Center published a report, *Measuring Up 2000.*

*Measuring Up 2000* offers systematic state-by-state comparisons of performance to the residents of each state, particularly to those responsible for forming public policy. In this first edition, we focus on education and training beyond high school and through the bachelor’s degree. These are the functions of higher education in which state responsibilities and resources are most deeply vested, and for which systematic methods for comparison and evaluation are least adequate. The following are the highlights of the Hawai’i report, the specific performance measures are detailed in Appendix B.

- **Preparation.** A very high percentage of Hawaii’s young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. However, the state’s 8th graders perform very poorly on national assessments of math, reading and writing, indicating that they are not being prepared for challenging high school coursework. Also, low proportions of 11th and 12th graders perform well on college entrance exams.

- **Participation.** A large percentage of Hawaii’s students go on to college immediately after high school, and a high proportion of young adults (ages 18 to 24) are enrolled in education or training beyond high school. But a fairly low percentage of the state’s working-age adults (ages 25 to 44) are enrolled in college-level education or training.

- **Affordability.** Hawaii requires families to devote a relatively large share of family income, even after financial aid, to attend its public two- and four-year colleges and universities, which enroll 75% of the state’s students. Hawaii makes almost no investment in need-based financial aid.

- **Completion.** A high proportion of freshmen at Hawaii’s public and private four-year colleges and universities return for their sophomore year. But a small proportion of first-time, full-time college students receive a bachelor’s degree within five years of enrolling. Only a fair proportion of students complete certificates and degrees relative to the number enrolled.

- **Benefits.** Only a fair proportion of Hawaii’s residents have a bachelor’s degree and this impairs the state economically. The state also receives only fair civic benefits from its population, as measured by the percentage of residents who vote.
SIGNIFICANT INTERNAL ISSUES

STUDENT DEMAND

- **Credit Enrollment** - Between 1989 and 1994, enrollment grew about 18% to 27,120. Since 1994, severe budget cuts resulted in fewer opportunities for students to enter the community colleges and enrollment decreased by nearly 4% in 1995, and 5% in 1996. A significant portion of this decline can be attributed to our no longer counting adult basic level remedial students as regular credit students, and the change in welfare regulations that forced individuals to work rather than continue their education. Enrollment increased in Fall 2001 to approximately 25,000 students.

- **Educational Level** - Between 1990 and 1992, the number of freshmen increased to nearly 17,300 or 66% of total enrollment. During the same period, sophomore enrollment declined to about 5,200, 20% of total enrollment. An increased emphasis on student retention issues resulted in a significant growth in sophomore enrollment through 1996, where it peaked at 9,220 students (36% of total). We have been able to maintain sophomore enrollment at about 34% through Fall 2001. The fall 2001 enrollment increase was the result of increased unclassified and freshmen registrations.

- **Non-Credit Registrations** - Non-credit student registrations have had some decline in the mid-1990s as more private sector training providers entered the Hawai‘i market, particularly in the computers and computer software areas, and the slowdown in construction that resulted in fewer apprentice enrollments. However, there has been strong enrollment growth over the past several years. This increased enrollment has generated significant additional tuition and fees revenues. This is also a potential source for increased future revenues. The Community Colleges account for nearly 70% of the total University non-credit registrations.

- **Student Ethnicity** - Part of the Community Colleges' role in meeting the goals of access and student learning success has been to provide opportunities to individuals previously underrepresented in higher education. In Hawai‘i, that has included Hawaiians and Filipinos. A concerted effort in dealing with identifying and removing barriers to minority student enrollment, retention and learning success in the late 1980s appears to be having success. Between 1990 and 2001, Hawaiian and Filipino student enrollment increased significantly with Filipino students now representing the largest ethnic group in the Community Colleges.

OPERATIONAL EFFICIENCY

- **SSH per FTE Faculty** - The ratio of Student Semester Hours (SSH) to FTE Faculty, which increased steadily in both liberal arts and vocational programs between 1990 and 1995, has been declining for the past six years. In Fall 2000, the system average stood at 246 SSH per FTE faculty member, the same level it was in 1990.

- **Percent of Small Classes** - The percent of small classes (fewer than 10 students) declined dramatically from 1991 through 1994. However, since 1995, the percent of small classes being offered has been steadily increasing. In Fall 2000, the percent for Arts & Sciences classes was at 5% and occupational technical was at 16%.
Average Class Size - Increased class enrollment ceilings in selected classes and programs have allowed more student registrations in fewer classes, thus increasing average class size in our occupational/technical programs. Between Fall 1991 and Fall 1998, average class size in occupational programs increased from 16 to 18 (12.5%), and in Arts & Sciences courses from 22 to 25 (13.6%). Average class size has been declining since 1999. In Fall 2001, the average for Arts & Sciences was 23 and occupational was 16.

LEARNER OUTCOMES

Degrees Awarded - Despite the decline in student enrollment since 1994, the number of degrees awarded overall has increased significantly over the past ten years. The number of liberal arts degrees awarded increased 31% between 1990 and 2000, while the number of vocational degrees and certificates awarded increased by 15% during that same period.

Transfers - One of the major functions of the community colleges is to prepare students for transfer to baccalaureate level programs. In 1995, 1,217 new students at UH Hilo, UH Mānoa and UH West Oahu were transfers from the Community Colleges. In 2000, this number stood at 936, a 23% reduction from 1995.

Preparation for Transfer - Since Fall 1992, surveys of Community Colleges' graduates and leavers have been conducted at the conclusion of each semester. These surveys have included students from all campuses and all programs. Fall 2000 graduates and leavers were asked how well the education and training they received prepared them for their new college. Approximately 92% of the students who had transferred to another college indicated that they believed they were prepared to meet the expectations of their new college.

Preparation for Work - In the Fall 2000 graduate and leaver surveys, former students were asked to indicate how well the education and training they received prepared them for their current jobs. Approximately 89% of the respondents to the question indicated that they believed they were prepared to meet the requirements of their current job. However, more than 10% responded that they felt poorly prepared. Vocational education students employed in a job closely related to their study were the most satisfied.

ORGANIZATIONAL AND RESOURCE ISSUES

Staffing and Organization - Between 1995 and 2000, total UHCC staffing increased from 1,473 FTE to 1,581 FTE an increase of 7.3%. These increases included 91 FTE Administrative Professional Technical (APT)/Civil Service, 11 faculty, and 6 Executive &Managerial (E&M). All of this growth took place at the campuses; staff assigned to UHCC administration (system office) declined by about 13 FTE During that same period.

Revenues - Between FY 1997 and FY 2002, revenues increased 23% from $102.4M to $133.2M. However, there were significant shifts in the sources of those revenues. General Fund revenues declined from 61% of revenues in FY 1997 to 54% in FY 2002. Tuition and fees revenues (including non-credit) increased from 22% in FY 1997 to 27% in FY 2002, and contract and grant revenues increased from 14% of revenues to 17% during the same period.

Expenditures - The UHCC expenditure pattern remained steady between FY 1997 and FY 2001. The dollars spent on Instruction and Public Services held steady at 55% of total expenditures, but
increased in absolute terms from $68M in FY 1997 to $78.9M in FY 2001. The proportion of other expenditures also remained the same: Academic Support 11%, Student Services 10%, and Institutional Support 14%.

INSTITUTIONAL ASSESSMENT

Over the past few years, there have been a number of external reviews and analyses that have identified significant issues that affect our ability to deliver quality education. These have included our most recent WASC re-accreditation (2000), the University Strategic Plan for Information Technology (2000), Measuring Up 2000 - The State-by-State Report card for Higher Education (2000), and the NCHEMS UH Financing Study (2000). Each of these studies has identified critical issues that we must deal with over the next four years.

- WASC Accreditation

Each campus of the University of Hawai‘i Community Colleges is separately accredited by the Western Association of Schools and Colleges - Accrediting Commission for Community and Junior Colleges (WASC - ACCJC). ACCJC policy calls for all its member colleges to conduct an in-depth evaluation and assessment, including a visit by a team of external evaluators at least once every six years, to maintain its accreditation. Nearly twenty years ago, the Community Colleges and the ACCJC jointly agreed to a process that has all seven campuses evaluated simultaneously and an informal assessment of the functioning of the UHCC as a system. The in-depth evaluations result in reports that recommend specific actions to be undertaken by the time of the next accreditation visit.

In Fall 2000, the UHCC campuses were evaluated by seven accreditation teams, the chairs of whom served as an eighth team to assess the functioning of the system. The team chairs developed fourteen recommendations tied to the standards and based not only on interviews with system staff, but on information gleaned from the visits to the colleges. The recommendations fall under the following five major themes:

- **Research and Planning:** Though the system has made impressive gains over the past six years despite the bleak financial picture, more remains to be done. The Program Health Indicators can be broadened to include all programs, not just vocational ones. The newly decentralized institutional research model needs additional attention to fully realize its potential to inform decisions at the system and college levels. A system-wide database awaits development, especially in light of the delays the primary vendor had been experiencing. In a word, the promise is there, but much needs to be done before the benefits can be seen.

- **Student Assessment and Placement:** Systemwide tools for assessing student competence and proper placement also await refinement and implementation, especially for the growing number of students who attend more than one college, students who attend either in a traditional way or through the increasing availability of distance education.

- **Staff Development:** One underlying theme of this report is the growing need to reassert the needs for staff development. Sadly, one of the main victims of financial retrenchment was the system’s staff development program. The current budget is one-tenth of the budget in the late 1980’s. However, the need for staff development, given the accelerated pace of change this past decade, has only increased. The system is urged to continue developing low-cost, creative alternatives to address its staff development budget, to seek sources of private giving, and to establish programs for staff development in technology, new institutional research databases, revised accounting methods, and so forth.
Financial Support for Capital and Other Needs: Other victims of the recent retrenchment were the system’s maintenance, repair, and capital development funds. Yet despite a growing backlog of maintenance and repair, new facilities have been constructed, unfortunately without adequate support for the on-going costs associated with expanded facilities and services. Likewise, though the system has emphasized entrepreneurship and the search for revenues outside of those provided by the Governor and the legislature, the results are uneven among the colleges and the policy and procedures, including accounting procedures, are not yet developed.

System Governance: As a “system within a system,” the UHCC continuously faces the threat of becoming buried within the larger UH structure. Despite the near universal respect accorded to the Senior Vice President/Chancellor and her colleagues, the Board of Regents needs to always protect the integrity of the system within the larger University. The Board of Regent’s Community College Subcommittee is a primary vehicle for maintaining the system’s identity and integrity, and it should be maintained and strengthened. In addition, the Board of Regents should address its own procedure of self-evaluation in order to enhance its performance in carrying out its role.

UH Strategic Plan for Information Technology 2000

The following are relevant portions extracted from the approved UH Strategic Plan for Information Technology 2000,

This plan is designed to build on the University’s successes and remedy its deficiencies within the new institutional environment that has emerged over past several years of financial constraint. The most fundamental changes at the University are the result of the new financial relationship between the University and the State as the University now retains its tuition and struggles with the complex issues of implementing greater autonomy. Individual units must incorporate this revenue stream into their financial planning and, as a result, entrepreneurship is more critically required and highly valued. Students are increasingly viewed as important customers in the University’s new economy. The University is no longer subject to the State Procurement Code for purchasing and has been given greater flexibility across most administrative areas. The University System is seeking a new set of equilibria that balance the unique missions and characteristics of each campus with the need for systemwide collaboration to provide improved service to a statewide student population in a cost-effective manner.

Teaching, Learning and Students: The University will effectively use technology to extend its instructional activities throughout the State and beyond, while applying technology to improve the quality of instruction and services delivered to students both on and off campus.

• Enhance Instructional Technology Support
• Upgrade Classroom Technology
• Assess / Enhance Campus Information Technology Labs
• Connect Student Housing
• Address Student Access Issues
• Expand Technical Infrastructure for Distance Learning
• Develop Policies that Support Teaching with Technology

Administrative Services: Modern administrative information systems will provide every member and customer of the University community with integrated access to appropriate administrative information and services in a reduced paper environment.

• Develop Integrated Access to Administrative Services
• Implement Integrated Data Warehouse

Space and Facilities: All University campuses and facilities will be information technology friendly, with a reliable modern technical infrastructure equipped for services appropriate to their use.

• Develop, Apply and Maintain Construction Standards
• Construct ITS Building at Manoa
• **Faculty and Staff Support:** The University community will be able to use information technologies appropriately and effectively with the assistance of an able and committed information technology support staff.

• **Provide Staff with Up-to-Date Networked Computers**
  - Increase Technical Support Staff
  - Increase Professional Development Opportunities
  - Improve HR Practices for IT Professionals

• **Information Technology**

**Management and Funding:** The University will effectively manage the converging and rapidly advancing technologies of computing and communications across the University system and at each campus or college by employing sound fiscal practices.

• **Reinvigorate IT Advisory Committees and IT Planning**
  - Budget IT Costs as Ongoing Operational Expenses

The most critical action is the last one, that the University implement funding mechanisms to treat all aspects of information technology as recurring costs that include stable budgets for computers, software, maintenance, training and replacement of obsolete technology on a regularly scheduled basis.

### NCHEMS - Funding Analysis of the University of Hawai’i System

Since 1980, the National Center for Higher Education Management Systems (NCHEMS) has been active in assisting states and national agencies to develop effective approaches to policy in the areas of governance, assessment and accountability, and in directed resource allocation. Work in these areas has included joint projects with such agencies as the Education Commission of the States, the National Governors' Association, the National Conference of State Legislatures, the National Center for Education Statistics of the U.S. Department of Education, and under contract to a range of individual states and multicampus systems.

In the Spring 2000, NCHEMS was contracted to evaluate the financing of the University relative to its various peer institutions across the country. A published a report of its analysis of the funding of the University as compared with similar institutions made the following observations:

• Resources per FTE student are at the lowest point since 1980
• UHS, relative to peers, is collectively under funded by $117-$137 million.
• The levels of under funding are proportionally higher at most of the CCs
• Four-year campuses get relatively more funding from the state and less from tuition than their peer. The reverse is true for the Community Colleges. It should be noted that this pattern is counter to that normally found. More typical are patterns in which students contribute a greater share at four-year institutions and a lesser share at two-year institutions.
• Hawaii institutions receive far less revenues from sources other than tuition and state appropriations than peer institutions. This is true regardless of peer groups used as the basis of comparison and is for all campuses.
• The funding gap to be filled cannot be acquired from a single source; revenues will have to be increased from all sources if the gap is to be closed.
• It is appropriate to address the structural problem reflected in the high System Support Index number for the state. In simple terms, this means establishing University of Hawaii System policy that has the net effect of funneling future growth to places less expensive to operate than Manoa.

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<thead>
<tr>
<th></th>
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<tr>
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III. PLANNING ASSUMPTIONS

EXTERNAL ISSUES

- The Hawai‘i population will continue to grow approximately 1% per year throughout the planning period.

- The number of Hawai‘i public school graduates will continue to increase approximately 2-3% per year during the scope of the planning period.

- The changes in the Hawai‘i economy and workforce resulting in a reduction of low-skilled jobs and the increase in technical and professional employment will continue over the duration of this planning period.

- Although there are a growing number of jobs in Hawai‘i requiring education at the baccalaureate level and beyond, the majority of jobs will require some education and training beyond high school, but not at the baccalaureate level.

- With the appropriate mix of Community Colleges programs and services, an increasing number of new high school graduates will choose to continue their education at the Community Colleges. This should result in enrollment increases of 3-4% per year over the next 4 to 6 years.

- The Community Colleges will continue to benefit from strong and informed community interest, involvement, and support for the development of the Community Colleges.

- The visitor industry and related retail sales and services, and will continue to be the mainstays of the Hawai‘i economy.

- Community and employer expectations regarding our graduates will continue to increase. These expectations include:
  - Program graduates who are literate and can communicate
  - Program graduates who know standard industry practices
  - Program graduates with “Real World” experience
  - Program Graduates with “Soft Skills” as detailed in the SCANS competencies
  - Administrators, faculty and curricula that are able to change to meet new industry requirements
  - Student certifications that meet established industry standards and that are transportable.

- The total State General Fund support available to the Community Colleges will remain substantial. A weak economy and growing competition for State funds will constrain State support in the near term, but the State’s commitment to public higher education, coupled with institutional accountability, will improve the Community Colleges’s General Fund base in the long run.

- The Community Colleges must expand non-General Fund sources of financial support if we are to have sufficient resources to meet our strategic goals.
With the advent of satellite and interactive television, personal computers, and the Internet, much of what was once restricted to taking place in a classroom on campus can be delivered anywhere in the world at the convenience of the learner. The growing use of these technologies and the sharp drop in their cost will increased the public’s demand for greater access to postsecondary education and increase competition from other education and training providers.

Rapidly changing technologies, particularly those related to telecommunications and the Internet, will provide access to a rapidly growing array of information resources and educational programs in Hawai‘i from around the world.

Changes in the federal and state welfare statutes and requirements will cause an increasing number of individuals to seek programs and services designed to improve their employability.

As significant changes continue to take place in the workplace, an increasing number of individuals will seek opportunities for further education. This will include not only individuals employed in the visitor industry and related services, but also professionals such as teachers, health care providers, social service providers, etc.

Providing residents with the opportunity to enroll in programs that lead to employment in the State will continue to be a high priority for the Community Colleges.

A growing health and wellness industry in Hawai‘i along with an aging population will result in increased demand for instruction in related health programs.

INTERNAL ISSUES

Student expectations as to the education and support services will continue to increase. These include:
- Able to build upon their previous education and training
- Able to transfer smoothly between campuses offering the same programs without having to repeat courses
- Employable in a job related to their education and training
- Able to meet established industry certification requirements upon graduation
- Able to work and meet other family obligations while continuing their education
- Able to enroll, register, and complete other institutional transactions as efficiently as possible
- Enroll in classes taught by faculty who are qualified and well-prepared.
- Having classes conducted in suitable facilities, with the equipment necessary to prepare students with essential skills and knowledge.
- Having timely access to appropriate support services, including: Financial Aid and Scholarships, Library Services, Tutorial Support, Computer Services, Advising and Counseling, Child care

Increased professional development opportunities for faculty and staff in the Community Colleges is a critical element in providing quality programs and services.
- Regular coordination among the Community Colleges and all campuses of the University of Hawai‘i in the delivery of programs will provide greater opportunities for the residents of Hawai‘i.

- Promoting partnerships with business, industry, government, and other educational entities will make maximum use of limited resources.

- A regular, systematic review of community postsecondary education needs and appropriate program modifications will assure efficient use of limited resources.

- The current location of the University Center in Kealakekua, and the lack of adequate facilities and infrastructure will continue to hamper the delivery of quality programs and the growth of student enrollment in West Hawai‘i.
IV. UHCC PRIORITIES 2003 - 2007

Access is the single most important goal for the Community Colleges. As reflected in the public policy, mandated by Act 39, SLH 1964, it is the distinct responsibility of the University of Hawai‘i Community Colleges to provide access to quality educational services to the residents of Hawai‘i and to do so at relatively low tuition levels. Accordingly, through seven degree-granting campuses, affiliated University Centers on Maui, Kauai, and West Hawai‘i, and the Employment Training Center, we collectively serve approximately 25,000 degree seeking students each semester (54% of the total University of Hawai‘i headcount enrollment) and offer non-credit, short-term offerings, accounting for 73,700 annual registrations (67% of the total University of Hawai‘i annual non-credit registrations).

The Association of American Colleges and Universities (AAC&U), through its Greater Expectations National Panel recently stated,

\[ \text{America is rapidly moving toward universal higher education, and this is indeed an achievement worth celebrating. Since a college degree has become a virtual necessity for success in our knowledge-based society, the dramatic increase in college attendance extends to many new groups the potential for a richer, more fulfilling personal and civic life. We need, therefore, to determine how best to prepare all students for life in this 21st century and what the answer implies for college learning. Our recent national policy of providing access for all to higher education has opened the doors of college to diverse students of every age. However, too many matriculants either drop out of college or complete degrees that, oddly, leave them, unprepared for a career, family life, and citizenship in our complex work... the Greater Expectations National Panel...calls for Greater Expectations for student achievement based on two central principles: everyone is capable of high levels of achievement if we teach well and every individual and organization responsible for education should work to enable all students to learn.} \]

The overall strategy for the Community Colleges for the next four years, 2003-2007 is to provide total quality education. This means that each member of the Community Colleges will provide quality work and quality services at all times in working with students and the community. Total quality education means that the programs we offer, how we deal with others, how we promote ourselves will be of high quality and professional standards. Total quality education also means that classrooms will be clean, safe, and amply lighted for conducting learning; laboratories will have good equipment and supplies for instruction; and that the overall learning environment and infrastructure will be well-maintained and enhanced. More specifically, total quality education means that:

- We will continue to put the needs of students first - Our students are the reason we exist. As that unit of the University of Hawai‘i system responsible for extending the opportunity for postsecondary education throughout the State, we have drawn a diverse and changing population of students. Their changing requirements demand that we regularly assess the suitability of the curriculum, the modes of delivery, and the services we offer to the community, and make modifications in line with the community’s evolving needs and expectations.

- We will work to insure that the pursuit of excellence permeates all levels of the Community Colleges - As we work to provide total quality education, we must be certain that all members of the Community Colleges family are involved in the effort. Providing total quality education and services is the responsibility of all students, faculty, support staff, and administrators and efforts to set goals and expectations, to acquire resources, to plan and deliver staff development, and to assess our progress should involve individuals from throughout the Community Colleges.
We are committed to providing service to the State of Hawai‘i - with a campus or outreach center on each of the major islands in the State, the Community Colleges are in a unique position of being responsible for providing access to postsecondary education for the majority of the residents of Hawai‘i. Whether serving in the role of providing education and training to meet the growing demand for skilled workers, serving as centers for educational opportunity and personal development, providing access to upper-division and graduate instruction — particularly on the neighbor islands, responding to the growing requests for job-upgrade training, or other services related to our mission, the Community Colleges will continue to address the diverse needs of the State of Hawai‘i.

We will build upon Hawaii’s unique multi-cultural environment and geographic location to develop an international flavor - the Community Colleges have become recognized nationally as a leader in the field of international education, through our efforts in curriculum development and productive relationships with our institutional counterparts in Asia and the Pacific. We will work to extend these efforts by involving more faculty, staff, and students in international activities.

The directions set forth in this plan will provide a framework for program actions, resource allocation (and reallocation), budget requests, external funding requests, and Capital Improvement Projects (CIP) requests necessary to retain and enhance the quality and credibility of Hawai‘i’s Community Colleges.

A. Promote Learning and Teaching for Student Success

- Increase the success rate of underprepared students by designing and delivering more effective programs and services.
  - As a system, set a high priority to the allocation of required resource into and to assess the effectiveness of college preparation programs and services.
  - Design and deliver a remedial/developmental education program that incorporates a holistic approach in meeting identified student needs.

- Increase student retention rates by, both term-to-term and year-to-year, by offering improved programs and services.
  - To develop a UHCC system-wide AA degree with specified and assessable standard and competency-based learning outcomes.
  - Offer a more diverse array of programs in areas where there is demonstrated student demand and/or employment growth.
  - Systemwide marketing and branding, coupled with campus-based marketing, collectively might augment recruitment efforts.
  - Replace the existing tuition waiver system with a State funded tuition assistance program for needy students. An alternative to seeking State funding to the tuition assistance program might be to identify “priority status” for selected groups with special needs.

- Promote our role in international education and globalization through the design and delivery of program and support services
• As a system priority develop state-of-the-art education programs including recruiting international students, study abroad for local students and quality curriculum development that prepares students for a global age.

- Provide support for native Hawaiian program and students.
- As a priority replace reliance on Federal funding for Native Hawaiian programs and students.
- Provide specialized support and counseling to increasing special needs students.
- Develop the infrastructure (system-wide) to support students with special needs through the hire of professionally trained personnel who service the entire UHCC system. (e.g. diagnosis of LD, sign-language, etc.).

B. Function as a Seamless State System

- Develop and implement an articulation policy that accepts the decisions of individual campuses in the matter of designating courses as core.
- Increase the “going rate” of Hawai‘i public high school graduates from its current level to 30% by Fall 2005.
- Develop and implement a collaborative curriculum and class scheduling process utilizing faculty and staff from across all areas within the UH system.
- Develop and implement a student information system to facilitate: 1) ease of student enrollment across campuses; and 2) tracking student outcomes to provide feedback to individual campuses and faculty.
- Heavily promote the collaboration between the Hawai‘i Department of Education and the UH system in various areas, such as Running Start, remediation, curricular articulation, and preparation/certification of teachers and educational assistants.
- Promote acceptance by baccalaureate campuses of the Associate in Arts (AA) degree from the CC’s and acceptance of the individual courses within the AA.
- Develop transportable financial aid options across the UH system; eg., work-study, scholarships

C. Promote Workforce and Economic Development

- Respond quickly with education and training to meet emerging economic opportunities.

Workforce development requires the Community Colleges to assess economic and technological trends, anticipate changing environments, and develop education and training based upon a combination of new and existing training capacity. Coordination with Workforce Investment Boards, Economic Development Boards, the State Department of Business, Economic Development and Tourism, Office of State Planning, County Economic Development Agencies,
Chambers of Commerce, Business Roundtable chapters, professional industry associations, community organizations, and K-12 schools ensures proper targeting of programs.

• Utilize technologies and coordinated services to enhance the ability to respond to emerging opportunities. This includes the use of distance education and web enhanced technologies for classroom and on site training.

• Develop a searchable non-credit website that informs employers and students of the training courses available on each campus and system-wide. Expand the cooperative inter-campus Pacific Center for Advanced Technology Training (PCATT) model to all non-credit offerings to market training and courses as a system.

• Training incentives. Incentives to encourage and support training should be reinvigorated. Either Employment Training Fund (FTE)-based funding by the legislature, tax credit incentives, or special taxes (such as the ETF) will increase individual and business ability to train and retrain.

• Develop K-12 partnerships to expand the availability of advanced technical education, tech prep curriculum, workplace internships and mentoring, Running Start programming, middle colleges, skills centers, and the sharing of educational data and information to promote the creation of a high school graduate ready to move into advanced career education.

Respond quickly to the changing workforce requirements of the State and local communities.

Community Colleges are often “first responders” working closely with business development interests to identify and support the training needs of new and transitioning businesses. The colleges will develop new rapid response approaches to supporting economic growth opportunities for Hawai‘i’s economy. Customized, focused, timely training programs are necessary to support economic development initiatives and opportunities. Programming may be short-term, non-credit training for initial startup or take the form of new or modified degree-based curricula for long-term career paths. The Colleges will provide flexible training and education options to meet new business and industry requirements.

Coordinate regular contact and consultation with businesses and industry to determine how to change and modify curriculum to meet industry needs. A system of consolidating, sharing, and developing information from the various advisory committees across campuses should be developed.

• Create a working team with other agencies and community players to identify and focus training in emerging areas. Develop joint strategies to provide resources necessary for on demand training and timely response to needs, such as the pooling of resources and the coordination of outreach.

• Faculty should be given the opportunity and support to develop non-credit training courses through specific allocations of assigned time and or mini-grants through the UHCC Offices of Continuing Education and Training to encourage faculty to develop course work to meet industry needs.
• Create a “faculty in industry” program to allow faculty to intern in industry on a regular, rotatable basis to keep current in technological advancements and industry stands and practices.

■ Develop strategic partnerships with selected businesses, industries, and postsecondary education and training providers.

The integration of state-of-the-art technology into the curriculum is enhanced through strategic partnerships and alliances. The pace at which knowledge and technical content is accelerated necessitates access to information to keep programs on the cutting edge and meet industry needs. The Community Colleges will continue to develop partnerships and alliances with businesses, industry, and postsecondary training providers to maintain access and integration to state of the art curricula and technologies to enhance the productivity and competitiveness of Hawaiʻi’s businesses.

The dawn of the “Pacific Century” will create new opportunities for colleges to develop into unique institutions building upon their academic and technical expertise. Hawaiʻi can become more of a Pacific Rim training center serving the needs of businesses, governments, and educational organizations from the Asia Pacific region. Corporate and educational alliances can create a new type of enterprise – hybrid training entities created to meet a specific need.

• Job placement, internship, coop staff. Expand activities and support for faculty/staff members whose responsibilities are to develop job placement, internship, and co-op education opportunities for students.

• Consolidate and focus training and contract relationships in specific fields for the system. Establish specialized organizations to respond to specific industry needs; i.e., PCATT, Culinary Institute, Pacific Aerospace Training Center, etc.

• Collaborate with sister institutions (i.e., University of North Dakota in Aerospace), corporate information technology and program providers (i.e., Cisco, ACT, Microsoft, etc.), manufacturers (automotive companies, aircraft product groups), businesses (tourism industry, airlines, etc.), and union trainers (apprenticeship) to strengthen our role as the premier provider of workforce training in Hawaiʻi and the Pacific Rim.

• Establish international business training ties through corporate, governmental, and institutional collaborations throughout the Pacific Rim in areas of specialization.

■ Offer selected baccalaureate degrees to meet changing community educational needs.

Community Colleges are uniquely positioned to offer select degrees in technical fields based upon competency and skill standards. The industry relationships created in selected areas allow for assessments of need and curriculum design to meet local employment requirement and integrate with national skill and certification standards. Niche fields exist in areas such as culinary, health services, biotechnology, information technology and telecommunications, early childhood education, aviation, construction management, and public service programs such as fire
science and administration of justice.

Niche degrees will be created to develop the skills in specific levels, i.e., the education of future employees trained at the technician level of their fields who support the engineer; the medical technician and caregiver who supports the medical doctor, etc. The community colleges will fill a need similar to that of state universities geared to career education while utilizing existing associates degree programs as the foundation for a 2+2 degree relationship.

- Establish the need for new baccalaureate programs in support of workforce specializations. Research demand, emerging potential, managerial, accreditation, fiscal and physical resource, and personnel issues associated with such offerings. Utilize industry, community, student, and system discussion and participation.

- Create a campus climate of understanding of the role of a “hapa” (2+4 year degrees) institution at each campus seeking program expansion to the baccalaureate level.

- Identify specific programs need for economic development and create implementation plans. Integrate planning with state and industry economic development plans, noting the need to create specialized niches of economic diversification.

- Negotiate whether collaborative efforts with existing baccalaureate degree granting campuses are more appropriate than seeking degrees in specific fields.

- Seek program approval from the UH Board of Regents and funding from the legislature and private sector.

D. Develop Our Human Resources: Recruitment, Retention, and Renewal

- Improve our ability to recruit qualified and experienced new faculty and staff by providing broader recruitment and relocation assistance.

- Bring faculty salary compensation up to a level comparable to the 80th percentile of public two-year institutions on the American Association of University Professors annual faculty compensation survey by July 2005.

- Increase opportunities for professional development by budgeting 3% of personnel costs by 2007 in annual increments beginning in 2003.

- Reduce the faculty standard teaching load to 12 credits per semester by July 2006.

E. Develop an Effective Infrastructure to Support Student Learning

- Implement a new student information system by Fall 2003.

- System prioritization of necessary improvements based on studied need. To be reviewed by constituent representatives from each campus.
- Implement the recommendations of the *UH Strategic Plan for Information Technology 2000* by Fall 2005.

- Maintain course offering decisions by Distance Education committee; expend distance education AA degrees; standardize faculty compensation for distance education courses; and improve coordination and central organization by Fall 2003.

- Provide tax incentive for private companies to build and rent sufficient student housing to meet anticipated demand.
V. RESOURCE REQUIREMENTS

Access is the single most important goal for the Community Colleges. However, continuing to fulfill this public policy mission of open door access within the finite limits of the State's fiscal resources will continue to challenge us. Access for the community would be a hollow concept without adequate programs and services designed to meet changing needs of the students and the community. This is particularly critical in the area of workforce development. Over the past decade there have been major changes in the State’s economy, changes in the mix of high-skilled and low-skilled jobs, and changes in employers’ expectations of skills and knowledge people should bring to the workplace. The Community Colleges have been at the forefront of responding to these changes by eliminating low demand programs and reallocating resources to develop new programs, equip facilities, retrain faculty, and respond to employer’s requests for retraining their workforce. We will continue with this approach to meet the changing needs of our communities, but our current fiscal environment makes this an increasingly difficult challenge.

In concert with the strategic priorities detailed in this plan, the Community Colleges will continue efforts to reduce costs, improve operational efficiency, and increase revenue-generating capabilities to provide quality educational and training programs to meet public demand for services. However, a decade of budget reductions has placed us well behind other states in our expenditures per FTE student. A national study conducted by the Educational Commission of the States in 2001 reported that our expenditure per FTE student is the lowest among the 50 states. In a separate study conducted by the National Center for Higher Education Management Systems (NCHEMS) in 2001, it was reported that in FY 1998, the Community Colleges were funded at a level that was $26.5M to $38M below our peer institutions when adjusted for cost of living. This funding shortfall makes it particularly difficult to provide an adequate level of student, academic, and institutional support services, essential to promote student success.

We are committed to work to close the funding gap identified in the 2001 NCHEMS funding study, and recognize it will be necessary to pursue a multi-dimensional strategy to accomplish this goal. This will require that we:

- optimize our tuition revenues;
- increase our revenue flow from customized training;
- increase our revenue flow from gifts, sales and services, and other entrepreneurial activities;
- increase our contract and grant funding initiatives; and
- continue to seek appropriate State funding support, including possibly a scholarship program for needy students.

All of these steps are essential if we are to maintain a reasonable tuition and preserve student access.

To accomplish the priorities detailed in Section IV, it will be necessary for us to focus the resources detailed below if we expect them to be accomplished over the next 4-6 years:

A. Promote Learning and Teaching for Student Success

<Insert additional requirements necessary to accomplish listed priorities>

-22-
B. Function as a Seamless State System

<Insert additional requirements necessary to accomplish listed priorities>

C. Promote Workforce and Economic Development

<Insert additional requirements necessary to accomplish listed priorities>

D. Develop Our Human Resources: Recruitment, Retention, and Renewal

<Insert additional requirements necessary to accomplish listed priorities>

E. Develop an Effective Infrastructure to Support Student Learning

<Insert additional requirements necessary to accomplish listed priorities>
Need more parking
Course transfers across CCs – degree to degree – to baccalaureate
Increased student participation in decision making
Financial aid – increased support – scholarships
Community involvement – practicum, work-study, volunteer opportunities
Maintain CC focus and vision for access and path to more education
Maintain CC identity of own
More outreach to high schools
Articulation with UH 4-year colleges
UH scholarships like HPU for those moving to UH Mānoa
Remedial education - why should we use limited resources for this purpose?
Remediation is important/give credit for it
Transportation – work with counties
Coordinate class scheduling for students taking classes on different campuses
Improve equipment and facilities
Share classes/allow broader program emphasis on each campus
Child care/day and night
Student retention – How to keep students longer
Curriculum choices – more
More multiple classes
Make course numbers the same
Student housing
More student employment on campus
Offer more programs
English as a Second Language – need more hands on
Distance education – streamline application and registration
Extend library hours
More classes in the evening and weekend for working students
Extend computer lab hours
Actively search for more funding, e.g., use students in service learning to seek more grants
Counseling – need more access to counselors
A. Promote Learning and Teaching for Student Success

- Increased student participation in decision making
- Financial aid – increased support – scholarships
- Community involvement – practicum, work-study, volunteer opportunities
- Remedial education - why should we use limited resources for this purpose?
- Remediation is important/give credit for it
- Student retention – How to keep students longer
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- Actively search for more funding, e.g., use students in service learning to seek more grants
- Counseling – need more access to counselors

B. Function as a Seamless State System

- Course transfers across CCs – degree to degree – to baccalaureate
- Maintain CC focus and vision for access and path to more education
- Maintain CC identity of own
- More outreach to high schools
- Articulation with UH 4-year colleges
- UH scholarships for those moving to UH Mānoa like HPU has
- Coordinate class scheduling for students taking classes on different campuses
- Share classes/allow broader program emphasis on each campus

C. Promote Workforce and Economic Development

D. Develop Our Human Resources: Recruitment, Retention, and Renewal

E. Develop an Effective Infrastructure

- Need more parking
- Transportation – work with counties to increase availability
- Improve equipment and facilities
- Child care/day and night
- Student housing
- More student employment opportunities on campus
MEMORANDUM

TO: UH Faculty, Administrative Staff, and Students

FROM: Evan S. Dobelle
President

SUBJECT: Strategic Planning

As most of you are aware, I hope, the process of envisioning a brighter future for the University of Hawai‘i has begun, with discussions about key issues taking place on and across all campuses within the system during the fall semester. These and continued discussions at the grassroots level, so to speak, are critically important in what will be a collaborative and inclusive strategic planning process. The Regents and I invite you – faculty, staff and students – to participate in defining the future you want to create as we, collectively, reject the status quo, celebrate our strengths, and embark on a path of transition.

It is important to understand early in the planning process that we are not simply preparing to create a strategic plan. More fundamentally, we are preparing to create change – purposeful and sustainable change that will transform this institution from a good one to an exemplary one. Our ability to make and accept change will be a critical factor in our future success. Recently, a thorough and thoughtful examination of the current state of affairs, while affirming the strengths we must build on and the assets we must protect, provided a compelling mandate for change within the University of Hawai‘i system. Having acknowledged the need for change – change not for its own sake but for the sake of the institution, its people, and the state and citizens it serves – we now recognize the urgent need to create a blueprint for change.

Although self-examination and external assessments have pointed to systemic weaknesses and institutional inadequacies, we should not embark on the next phase of strategic planning at the University of Hawai‘i with a sense of doom or gloom. Rather, we must plan for our future with an institutional self-confidence borne of past successes and recent progress and bolstered by the enormous goodwill among the many constituents who are vested in the future progress and success of our university.
In his system role as interim vice president for academic affairs, UH-Mānoa Interim Chancellor Deane Neubauer is responsible for leading the overall strategic planning effort, one that will yield both a system strategic plan and, subsequently, individual unit plans that are compatible with each other and fundamentally consistent with and responsive to the goals and priorities identified in the system plan. Linda Campanella, who in November made a presentation to the Board with which most of you are familiar by now, will assist in the organization and facilitation of the strategic planning process. This is an area where Linda has both particular experience and expertise, and her involvement on a consulting basis will assure that our planning process truly will be a change creation effort, one that not only sets goals for the future but also identifies strategies and resources necessary to achieve them. Goals, strategies, resource allocation decisions, and measure of performance all must be part of our collective, collaborative effort to plan and realize the University of Hawai‘i’s future.

On January 11, several hundred of you will participate in a system-wide retreat organized and led by Interim Chancellor Neubauer. This represents a tremendous opportunity to make progress. Many cross-cutting issues affecting the university as a whole and its constituent parts have been identified during the listening sessions and planning meetings that already have taken place on campuses throughout the system. It is my hope and expectation that the retreat will identify and focus on the truly strategic issues, as opposed to operational or management issues that need “fixing” rather than fundamentally new directions or vision.

The “strategic” issues are those that call for fundamentally new vision, new strategies, or new initiatives intended to enhance the university’s ability to perform its mission as the State of Hawai‘i’s only public university and/or to enhance its relative position among all institutions of higher learning in this country. The strategic issues will play a key role in determining the future of our institution and provide the basis for transformative change. I hope the retreat will serve as an opportunity to translate issues into key strategic goals and long-term objectives that relate to the university’s mission and, from the perspective of key stakeholders, ought to drive the next strategic plan.

I look forward to the progress I’m sure will be made at the retreat toward identifying key goals and objectives in mission-related areas. I also look forward to sharing with you some thoughts and guidance from the Board of Regents as well as some additional information germane to the planning process later this month. By then the work completed at the retreat will be providing fodder for further work at the system level and on your respective campuses.
University of Hawai‘i
System-Wide Strategic Planning Workshop
Pacific Beach Hotel
January 11, 2002

AGENDA

8:30  Registration and Continental Breakfast

9:00  Opening Remarks
      Evan Dobelle, President
      Deane Neubauer, Interim Vice President for Academic Affairs

9:30  Small Groups

Tasks:  Review/Refine Draft Strategic Directions
        Are these the right clusters?
        Are they sufficient?
        Can the direction statements be improved?
        Begin to develop critical action strategies for each cluster

11:30 Lunch

12:45 Plenary Session
      Summary of the Morning’s Work

1:30  Small Groups

Task:  Develop critical action strategies for each cluster/direction.
      Select no more than three strategies as priorities for each
      cluster/direction

3:00  Closing Plenary
      Summary of the Day’s Work

4:00  No-Host Reception

*Coffee will be available throughout the morning. No break is scheduled, but groups
may break at their discretion.
UH System Strategic Planning

Outcome Sought

- Limited number of strategic directions for the University system as a whole.
- Brief elaboration of the meaning of each direction.
- Publishable in brochure format.

Linking System and Unit Planning

- Campus planning now under way will inform today's discussion.
- Unit plans will include ways in which the Units will implement the strategic directions.

Unit Plan Status

UH Mānoa:
- Listening Project
- Bulletin Board / Website www.uhm.hawaii.edu/vision
- Questionnaire
- Three Working Groups:
  - Academic Affairs
  - Physical Environment
  - Social / Cultural / Spiritual

UH System Plan

UH Community Colleges:
- Retreats for Administrators and Faculty Senate Chairs
- Planning Issues developed through campus and Steering Committee interaction
- Plan drafted December 14
System Planning Process to Date

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<th>September</th>
<th>All Campus Council of Faculty Senate Chairs (ACCFSC) and the System Academic Affairs Council (SAAC) initiate discussions</th>
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<tr>
<td>October-December</td>
<td>System planning issues exercise conducted with system groups</td>
</tr>
<tr>
<td>November</td>
<td>Appointment of ACCFSC Co-Conveners and SAAC as Steering Committee</td>
</tr>
<tr>
<td>December</td>
<td>Steering Committee converts results of planning issues exercise into draft strategic directions</td>
</tr>
<tr>
<td></td>
<td>Plans this workshop</td>
</tr>
</tbody>
</table>

The "Planning Issue Exercise"

- Groups were asked:
  
  What are the system cross-cutting issues that need to emerge as imperatives if the campuses of the University of Hawai‘i are going to function more effectively as a system in service to the people of Hawai‘i and beyond?

- Various groups identified priority issues

Major Systemwide Issues

1. Student (and Faculty) Information System
   - On-line application, registration, records

2. Vision, Mission, Goal Setting, Strategic Planning
   - Reviewing / defining the UH mission
   - Defining differential campus missions, identities
   - Name change / Branding
   - Marketing as a system, projecting quality

3. Articulation
   - Common core?, unified numbering system?, smooth transfer of students
   - Seamless system of credit recognition

Note: Question marks reflect issues posed only as possibilities.
UH System Strategic Planning

Major Systemwide Issues (cont.)

4. Communications / Building a University Culture
   - Develop communications infrastructure, including teleconferencing
   - Better communication generally
   - Promoting faculty, staff and administration trust

5. Streamlining Administrative Processes
   - Greater campus autonomy for operational decisions: travel authorization, purchasing, hiring flexibility, etc.
   - Save money on staff by reducing bureaucracy
   - Separate from the civil service system
   - Standardize policies and procedures

6. Connections with the Community
   - Role as an economic development agent
   - Monitoring and serving community needs
   - K-16 integration
   - Making teacher education available state-wide
   - Find ways to make the community feel part of the University
   - Encourage / facilitate lifelong learning
   - Work with DOE on remediation
   - System assessment of community needs
   - Marketing and information

7. System Management and Coordination
   - Horizontal integration of functions?
   - Centralization / decentralization
   - Personnel to support system coordination
   - Coordinating curriculum development (e.g., what bachelor's degrees at CCs?)
   - Common academic calendar
   - Resource-based management
   - Quality assurance

8. Accountability / Educational Accountability
   - Student tracking, retention, transfer and placement
   - Learning outcomes

9. Adequacy of Resources

10. Curriculum Development / Coordination
    - Intercampus learning communities
    - Bachelor's degrees at CCs
    - Remedial education - system responsibilities?
    - Integration of technology / DE with classroom
    - Shared collaborative development of programs and services
    - Layered classes: upper / lower division
    - Duplication of courses / programs

11. Enrollment Management
    - Recruitment locally, nationally and internationally
    - Admissions, retention
    - Enrollment targets

12. Student Support Resources
    - Bursar system
    - Disabilities specialists on all campuses
    - Sharing of expertise among campuses
    - Student housing
    - Financial assistance to needy students
    - More counselors, or faculty advising?
    - Provide systemwide student ID, library card

13. Promoting a Service Attitude
    - Frontline staff able to supply information
    - One stop center, or mentality throughout to provide instant information
    - Focus on student satisfaction

14. Distance Education
    - A system office? System degrees?
    - Ability to respond to the demand created—not just neighbor islands
    - Better coordination of on-line DL
    - Respective campus roles
    - Full articulation of support services
    - Allocation of resources and income

Note: Question marks reflect issues posed only as possibilities.
Major Systemwide Issues (cont.)

15. Diversity
16. Budget Development and Allocation
   ■ Make systematic, linked to planning
   ■ Opportunity to make a case for one's budget
   ■ Ways to save money, e.g., automatic lights
17. Access
18. Keeping up with Technology
   ■ For students, faculty and staff
   ■ Require students to buy computers?
19. Faculty and Staff Issues
   ■ Workload, salaries
   ■ Professional development
   ■ Tenure review with teeth
   ■ Regular evaluation of faculty
   ■ Multiple campus appointments
   ■ System roster of faculty / staff expertise
20. Facilities Development, Maintenance, and Operations
21. Governance
   ■ Student and faculty roles
22. International Education

Planning Exercise Results (to date)

In your packet:

■ “Reference Materials”: lists of issues compiled by various groups
■ Draft Strategic Directions: major systemwide issues grouped in 6 clusters

Draft Strategic Directions (cont.)

3. FACILITATING STUDENT SUCCESS
   ■ Student (and Faculty) Information System
   ■ Articulation
   ■ Accountability / Educational Accountability
   ■ Enrollment Management
   ■ Student Support Resources
4. DYNAMIC COMMUNITY INVOLVEMENT
   ■ Connections with the Community
   ■ Access

Note: Question marks reflect issues posed only as possibilities.
Draft Strategic Directions (cont.)

5. RESOURCE SUFFICIENCY AND STEWARDSHIP
   - Sufficiency of Resources
   - Budget Development and Allocation
   - Keeping up with Technology
   - Facilities Development, Maintenance, and Operations
   - Tuition Review

Draft Strategic Directions (cont.)

6. KNOWLEDGE CREATION AND TRANSFER
   - Curriculum Development / Coordination
   - Distance Education
   - Faculty and Staff Issues
   - International Education
   - Research Administration
   - Graduate Education

Tasks for Today's Workshop

Review / Refine Draft Strategic Directions & Work on Action Strategies

1. 6 Strategic Direction clusters:
   a. Are these the right clusters?
   b. Are they sufficient?
   c. Can the direction statement be improved?

2. Develop critical action strategies for each cluster

Process for Today's Workshop

Small Groups
Large Group
Small Groups
Large Group

Follow Up Activities

- Share results with entire University community
  - Post on Web
  - Publish widely
  - Ask for feedback
- Continue to refine and bring closure to strategic direction by April
- Ask Units to use Strategic Direction in their Planning review and implementation. Move to Agendas for Action (summer and fall)

Web Pages

System: www.hawaii.edu/ovppp/stratplansys.html

UHM: www.uhm.hawaii.edu/vision

UHH: http://www.uhh.hawaii.edu/~congress/Strategic_Plan_Review_Committee.htm
A first step in the development of University of Hawai‘i system strategic directions has been the identification of system-wide issues from as many points of view and existing groups as possible in response to the question:

**What are the system cross-cutting issues that need to emerge as imperatives if the campuses of the University of Hawai‘i are going to function more effectively as a system in service to the people of Hawai‘i and beyond?**

Based on the brainstorming of a variety of groups, 27 clusters of system-wide issues have emerged. The system steering committee has grouped these issues into six categories and developed the following strategic directions in the form of imperative statements.

*(Question marks below denote issues raised for further discussion only.)*

1. **CULTURE OF EFFECTIVENESS.** To build a university culture characterized by trust, respect, fairness, and honor for students and colleagues in the pursuit of educational effectiveness.

- **Communications/ Building a University Culture**
  - Develop communications infrastructure, including teleconferencing
  - Better communication generally
  - Promoting faculty, staff and administration trust
  - Equality for women in leadership positions
  - Harassment-free environment
  - Increase community awareness of gender issues

- **Streamlining Administrative Processes**
  - Greater campus autonomy for operational decisions: travel authorization, purchasing, hiring flexibility, etc.
  - Save money on staff by reducing bureaucracy
  - Separate from the civil service system
  - Standardize policies and procedures

- **Promoting a Service Attitude**
  - Frontline staff able to supply information
  - One-stop center, or mentality throughout to provide instant information
  - Focus on student satisfaction
  - Single over-view publication presenting all UH opportunities

- **Diversity**
  - **Staff Issues**
    - Move UH civil service staff under UH broadband like APTs
      - Reward, empower, recruit, maintain professional development for staff
      - Provide trained mentors to staff
2. MISSION AND COMPLEMENTARY ROLES. To clarify the role each campus is to play in the UH system and leverage the advantages of being an integrated system with differentiated, complementary roles.

**Vision, Mission, Goal Setting, Strategic Planning**
- Reviewing/defining the UH mission
- Defining differential campus missions, identities
- Name change/Branding
- Marketing as a system, projecting quality

**System Collaboration**
- Collaboration of strategic initiatives

**System Management and Co-ordination**
- Horizontal integration of functions?
- Centralization/decentralization
- Personnel to support system coordination
- Coordinating curriculum development (e.g., what bachelor's degrees at Ccs?)
- Common academic calendar
- Resource based management
- Quality assurance

**Governance**
- Student and faculty roles

3. FACILITATING STUDENT SUCCESS. To provide high quality student and academic support services that facilitate access, student transition and progress toward educational objectives, and high academic achievement.

**Student (and faculty) Information System**
- On-line application, registration, records

**Student Support Resources**
- Bursar system
- Disabilities specialists on all campuses
- Sharing of expertise among campuses
- Student housing
- Financial assistance to needy students
- More counselors, or faculty advising?
- Encourage women to enter science, technology and other nontraditional fields
- Provide systemwide student ID, library card
- Housing/scholarships for international students

**Enrollment Management**
- Recruitment, locally, nationally and internationally
- Admissions, retention
- Enrollment targets

**Articulation**
- Common core?, unified numbering system?
- Smooth transfer of students
- Seamless system of credit recognition

**Accountability/Educational Accountability**
- Student tracking, retention, transfer and placement
- Learning outcomes

4. DYNAMIC COMMUNITY INVOLVEMENT. To connect with the community and leverage university resources in service to the social, cultural, and economic benefit of Hawai‘i and its people.

**Connections with the Community**
- Role as an economic development agent
- Monitoring and serving community needs
- K-16 integration
- Making teacher education available State-wide
- Find ways to make the community feel part of the University
- Encourage/facilitate lifelong learning
- Work with DOE on remediation

**System assessment of community needs**
- Marketing and information
- Increase the number of women who vote
- Provide mentoring to high school girls to broaden perceptions of career options
- Encourage and enable life-long learning

**Access**
- Availability of all programs to students state-wide
5. RESOURCE SUFFICIENCY AND STEWARDSHIP. To acquire and manage resources with accountability and responsiveness.

**Sufficiency of Resources**

**Tuition Review**
- Distance education, CC summer session
- Be fair to students and all campuses

**Budget Development and Allocation**
- Make systematic, linked to planning
- Opportunity to make a case for one’s budget
- Ways to save money, e.g., automatic lights

**Facilities Development, Maintenance, and Operations**

**Keeping up with Technology**
- For students, faculty and staff
- Require students to buy computers?

6. KNOWLEDGE CREATION AND TRANSFER. To expand the frontiers of knowledge through scholarship, basic, and applied research; to preserve and transmit knowledge through high quality instruction; and to provide service through extension, technical assistance, and training.

**Curriculum Development/Coordination**
- Intercampus learning communities
- Bachelor’s degrees at CCs
- Remedial education—system responsibilities?
- Integration of technology/DE with classroom
- Shared collaborative development of programs and services
- Layered classes: upper/lower division
- Duplication of courses/programs

**Faculty Issues**
- Workload, salaries
- Professional development
- Tenure review with teeth
- Regular evaluation of faculty
- Multiple campus appointments
- System roster of faculty/staff expertise
- Increase and train mentors for female faculty
- Encourage and support visiting scholars and international exchanges

**Distance Education**
- A system office? System degrees?
- Ability to respond to the demand created—not just neighbor islands
- Better coordination of on-line DL
- Respective campus roles
- Full articulation of support services
- Allocation of resources and income

**International Education**
- Market departmental/campus capabilities for short-term training
- Increase/promote opportunities for student to study overseas
- Clarify goals and procedures for establishing and implementing international exchange agreements

**Research administration**
- Fiscal, pre-post award, protection of research subjects

**Graduate Education**
- Where and how administered
University of Hawai'i
System-wide Strategic Plan

Reference Materials
January 11, 2002

Strategic Issues/Priorities identified by the following groups:

All-Campus Council of Faculty Senate Chairs (ACCFSC)
System Academic Affairs Council (SAAC)
Transfer Network Steering Committee (TNSC)
University of Hawai'i Student Caucus
University Council on Articulation (UCA)
UHCC Strategic Plan Committee
Master Scheduling Group (MSG)
UH Mānoa Deans and Directors
University/Community Partnerships
University of Hawai'i Commission on the Status of Women (CSW)
Systemwide International Education Steering Committee
ACCFSC Planning Issues
10/19/01

(Close to two-thirds of ACCFSC members responded. List also includes ideas from others, as submitted by ACCFSC members)

1. System cross-cutting issues for functioning as a system

Articulation Issues
Articulation of courses
Articulation
General Education
An executive letter of "course acceptance" that any course that has passed the curriculum process at any UH campus, will be accepted at any other UH campus. Details can be worked out later. This would be the greatest gesture of "collegial trust" and accelerate the one-system model.
System wide credit equivalency for undergrad classes to facilitate transfers
Similar writing requirements, monitoring of guidelines
Smooth, easy articulation of all courses in the system
Unified course numbering system
Same numbers for articulated courses
Adopt the Minnesota articulation model

Student Information System
Unified registration system
Common student information system
On-line application and registration
Systemwide registration
Information from such a system need to be available to students and advisors
Integrated student services system, including mental health and counseling

Mission/Branding/Name Change
Name change/Branding
Branding
Identities: separate, that highlight strengths and uniqueness but as part of a system.
More meetings to discuss/define the relationship between the CCs and Mānoa/Hilo.
Delineate different missions for each campus

Communications
Communication: some kind of (stated?) process in place (on-going) that gets people together across campuses.
Inter-segmental communication and coordination
Better communications generally
Internal listening process for faculty voices to be heard

Administrative and Budgeting Issues
Remove budgetary competition among campuses
Greater autonomy on campuses for operational decisions: travel plans, travel authorization, purchasing, hiring flexibility, reorganization, etc.
Find ways to save money: automatic lights that go out after a class
Streamline purchasing as a way of saving money, perhaps with departmental credit vouchers.

Academic Issues
Remedial education—addressing it systemwide
Inter-campus learning communities
Offer a UH online degree
Community relations
Serve the community by teaching certification classes state-wide.
Make everyone in the community feel like part of UH, draw them in.

Other Issues:
Strategic Planning
Marketing
Workload equity
Full resources on each campus for supporting students with disabilities (including learning disabilities), and psychological problems (clinical psychologist or psychiatrist)
System coordination: need positions established to manage coordination between campuses.
ACCFSC worked from a master list of issues that included the issues they had raised as well as issues raised by several other groups. At its November meeting members collapsed the categories and added some new ones. Each of the 17 chairs present was given four votes in the first round. These could be used to vote for one or more issues. Total votes in this round are shown in parentheses. The four top issues were selected and became the "A" List. Each member had three votes for the remaining items, with totals shown in brackets. The top three issues became the "B" List. In a third email round of voting, the next three highest items became the "C" List.

The "A" List:

Curriculum Development/Coordination/Articulation (16)
- Articulation, common core, unified numbering system, smooth transfer of students
- Inter-campus learning communities Bachelor's degrees at Ccs
- Remedial education—system responsibilities?

Communications/Building a UH Culture (14)
- Develop communications infrastructure, including teleconferencing
- Better communication generally; Promoting faculty, staff and administration trust

Faculty Issues (9)
- Workload/salaries/professional development

System Management/Coordination/Streamlining/Accountability (7)
- Horizontal integration of functions? Centralization/decentralization
- Personnel to support system coordination
- Coordinating curriculum development (e.g., what bachelor's degree at Ccs?,)
- Common calendar
- Greater campus autonomy for operational decisions: travel authorization, purchasing, hiring flexibility, etc.
- Save money on staff by reducing bureaucracy
- Separate from the civil service system
- Accountability

The "B" List:

Student Support Resources/Student Information System (5) [9]
- Bursar system
- Disabilities specialists on all campuses
- Sharing of specialized expertise among campuses
- Student housing
- Financial assistance to needy students
- More counselors, or faculty advising?
- On-line application, registration, records

Governance (4) [7]
- Faculty Senate/Congress roles

Vision/Mission, Goals, Strategic Planning (3) [6]
- Reviewing/defining the UH mission
- Defining differential campus missions, identities
Marketing as a system, projecting quality
Name change/Branding

"C" List:

Budget Development and Allocation (0)[5]{11}
   Make systematic, linked to planning
   Opportunity to make a case for one's budget
   Find ways to save money: automatic lights

Educational Accountability (3) [1] {9}
   Student tracking, retention, transfer and placement
   Student learning outcomes

Adequacy of Resources (0) [1] {9}

Other:

Enrollment Management (4) [4] {7}
   Recruitment, locally, nationally and internationally
   Enrollment targets, admissions, retention

Staff Issues (1) [1] {6}
   Salary, staff development opportunities

Connections with the Workplace and Community (0) [1] {4}
   Role as an economic development agent
   Monitoring and serving community needs
   K-16 integration
   Making teacher education available State-wide
   Find ways to make the community feel part of the University

Keeping Up with Technology (1) [4] {3}
   For students, faculty and staff
   Require students to buy computers?

Facilities Development/Maintenance/Operations (0) [3] {2}

Access (0) [4] (0)

Distance Education (1) [1] (0)
   A system office? System degrees?

Diversity (0) [1] (0)

OVPPP: rev. 12/3/01
SAAC
Rating of Planning Priorities (10/18/01)

(SAAC members brainstormed issues as a group, then voted individually for their priorities. Numbers are those voting for each issue.)

<table>
<thead>
<tr>
<th>Rating</th>
<th>Issue</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Budget Development and Allocation</td>
<td>Systematic, linked to planning, opportunity to make one's case for budget proposals, formula funding?, decentralized budgeting?, incentives?</td>
</tr>
<tr>
<td>5</td>
<td>Goal Setting/Visioning</td>
<td>Strategic planning: revisit current mission/vision and keep or change Revisit Strategic Plan goals and modify as needed</td>
</tr>
<tr>
<td>5</td>
<td>Student and Faculty Information Systems</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Building a University Culture</td>
<td>promoting faculty, administration and staff trust</td>
</tr>
<tr>
<td>4</td>
<td>Student Flow, Enrollment Management, Retention</td>
<td>admissions, transfer, enrollment targets?</td>
</tr>
<tr>
<td>4</td>
<td>Curriculum Development, Management, and Coordination</td>
<td>what bachelor's degrees to offer at community colleges? Impact on other campuses of changes in gen ed requirements on one campus articulation of programs and campus curricula</td>
</tr>
<tr>
<td>4</td>
<td>Delivery of Distance Education</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Role as an Economic Development Agent</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Accountability</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Faculty Salaries and Collective Bargaining</td>
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<tr>
<td>2</td>
<td>Marketing and Public Relations as a system</td>
<td>Branding, projecting quality</td>
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<tr>
<td>2</td>
<td>K-16 Integration</td>
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<tr>
<td>1</td>
<td>How will the system be managed?</td>
<td>Horizontal integration of functions? Central Guiding Policies and Procedures? Centralize or decentralize?</td>
</tr>
<tr>
<td>1</td>
<td>Governance/Decision Making</td>
<td>One Governing Board for the system? A Coordinating Board over multiple governing boards?</td>
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<tr>
<td>1</td>
<td>Faculty and Staff Professional Development</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Access</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Keeping up with Technology for Students, Faculty and Administration</td>
<td>require students to buy computers? (probably not possible state-wide)</td>
</tr>
<tr>
<td>1</td>
<td>Financial Assistance to Needy Students</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Facilities Development, Maintenance, and Operation</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Student Support</td>
<td>More counselors or use faculty? Hazardous Waste Handling and Disposal Adult Learning Remediation Teacher Education Diversity Teaching and Learning Institutional Distinction</td>
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</table>
Transfer Network Steering Committee  
System Issues Brainstorming, November 1, 2001  
(Prioritization Results)

(TNSC members added to the existing composite list at a group meeting, then prioritized individually afterward.)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Issue</th>
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</thead>
<tbody>
<tr>
<td>11</td>
<td>System student information system</td>
</tr>
<tr>
<td>8</td>
<td>Bursar system (including financial aid and all charges)</td>
</tr>
<tr>
<td>8</td>
<td>Defining/enforcing differential campus missions, including differential admissions requirements.</td>
</tr>
<tr>
<td>6</td>
<td>Communications Infrastructure (including teleconferencing)</td>
</tr>
<tr>
<td>5</td>
<td>Streamlining administrative procedures, reduce the bureaucracy</td>
</tr>
<tr>
<td>4</td>
<td>Common course numbering/description</td>
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<tr>
<td>4</td>
<td>Educational Accountability—learning outcomes, transfer, placement, tracking</td>
</tr>
<tr>
<td>4</td>
<td>Common calendar</td>
</tr>
<tr>
<td>4</td>
<td>System-wide distance education office/entity</td>
</tr>
<tr>
<td>3</td>
<td>Common grading system</td>
</tr>
<tr>
<td>3</td>
<td>Articulation (a common core with clear transfer route)</td>
</tr>
<tr>
<td>3</td>
<td>Connection with the work place (responsiveness to our constituencies, institutional match with community needs)</td>
</tr>
<tr>
<td>2</td>
<td>Curriculum development systemwide (through faculty committees, joint policy setting, etc.)</td>
</tr>
<tr>
<td>2</td>
<td>Student housing</td>
</tr>
<tr>
<td>2</td>
<td>Promoting a positive service attitude</td>
</tr>
<tr>
<td>2</td>
<td>Focusing on student satisfaction</td>
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<tr>
<td>2</td>
<td>Separation from Civil Service system</td>
</tr>
<tr>
<td>1</td>
<td>Clarifying the System mission</td>
</tr>
<tr>
<td>1</td>
<td>Matriculation</td>
</tr>
</tbody>
</table>
LIST OF BRAINSTORMED CONCERNS
Expressed by UH Student Caucus
November 17, 2001 on
System Issues

- Feelings of apathy among faculty & staff
- Financial feasibility of building medical center will take away resources from other "worthy" system needs (e.g., UHC-WH; UHWO)
- Medical Center will serve instate students or out-state students (who'll take their expertise and economic value out of state) housing, grocery store, transportation, parking
- Proactive administrators instead of those who say it can't be done! (figure out ways to that can be done)
- Articulation of course credits between & among campuses. 2 yrs – 4 yr; between 2 year campuses; impact on retention; need advisors who are knowledgeable of credits which transfer.
- Getting Caucus recognized and/or "chartered" since times call for student participation in lobbying.
- Long term effects of name changes for the campuses; impact on retention of students
- Advertise, advertise, advertise the campuses
- Stipulate service to State by medical/law school grads
- Need for college access (which is affordable) as 2nd chance for older students as well as a seamless web of courses & articulated curriculum from K – 16 grades; adopt high schools
- Continued professional development of teachers as well as regular evaluation
- Tenure reviews with teeth; being able to eliminate mediocrity
- Students who dropout of school "use up" the scholarships awarded to them. Whereas these monies could go to more deserving, needy ones.
- Include parents in the orientation of students.
- Paying instructors what they're worth (can make more $ in private industry than as college educators).
- Restore 12-credit tuition cap for UH CCs.
Priorities for System-wide Planning Issues
University Council on Articulation
December 6, 2001

“A” Group:

Student (and faculty) Information System (12)
   On-line application, registration, records
   *Graduation audit process

Articulation (9)
   Common core? Unified numbering system?
   Smooth transfer of students
   *Better communication about what’s working
   *Current process too cumbersome, expensive (primarily in faculty time)

“B” Group:

Connection with Workplace and Community (5) [8]
   Role as an economic development agent
   Monitoring and serving community needs
   K-16 integration
   Making teacher education available State-wide
   Find ways to make the community feel part of the University

Enrollment Management (4) [6]
   Recruitment locally, nationally and internationally
   Admissions, retention
   Enrollment targets

Keeping Up with Technology (2) [6]
   For students, faculty and staff
   Require students to purchase computers?

*Video-Conferencing Facilities (2) [6]
   to allow for better communication and time management

Communications/Building a University Culture (4) [5]
   Better communication generally
   Promoting faculty, staff and administration trust

Streamlining Administrative Processes (2) [5]
   Greater campus autonomy for operational decisions: travel authorization, purchasing,
   hiring flexibility, etc.
   Save money on staff by reducing bureaucracy
   Separate from the civil service system

Other:

Accountability/Educational Accountability (3) [3]
Budget Development and Allocation (3) [3]
Adequacy of Resources (1) [3]
Access (0) [3]
Distance Education (3) [2]
Student Support Resources (2) [1]
Faculty and Staff Issues (1) [1]
Facilities Development, Maintenance, Operations (1) [1]
Promoting a Service Attitude (1) [0]
Curriculum Development/Coordination (0) [1]

Add:

*Partner with other Universities
   student and faculty exchanges
   ease transfer
   expanded curriculum by allowing enrollment in unique programs

*Increase System-wide Faculty Collaboration
   * Items added by this group
Voting process: Each of the 20 plan committee members were given four votes in the first round. These could be used to be used to vote on one or more issues. Total votes in this round are shown in parentheses. The five top issues were selected and became the "A" list. Each member had four votes for the remaining items, with totals in brackets.

The "A" List:

**Faculty and Staff Issues** (16)
- Workload, salaries
- Professional development

**Articulation** (9)
- Common core?, unified numbering system?, smooth transfer of students

**Student (and faculty) Information System** (8)
- On-line application, registration, records

**Communications/ Building a University Culture** (8)
- Develop communications infrastructure, including teleconferencing
- Better communication generally
- Promoting faculty, staff and administration trust

**International Education** (7)

The "B" List:

**Connections with the Workplace/Community** (2) [16]
- Role as an economic development agent
- Monitoring and serving community needs
- K-16 integration
- Making teacher education available State-wide
- Find ways to make the community feel part of the University

**Student Support Resources** (6) [9]
- Bursar system
- Disabilities specialists on all campuses
- Sharing of expertise among campuses
- Student housing
- Financial assistance to needy students
- More counselors, or faculty advising?

**Curriculum Development/Coordination** (5) [9]
- Inter-campus learning communities
- Bachelor's degrees at CCs
- Remedial education--system responsibilities?

**System Management and Co-ordination** (4) [9]
- Horizontal integration of functions?
- Centralization/decentralization
- Personnel to support system coordination
- Coordinating curriculum development (e.g., what bachelor's degrees at Ccs?, )
- Common calendar
Streamlining Administrative Processes (5) [7]
Greater campus autonomy for operational decisions: travel authorization, purchasing, hiring flexibility, etc.
Save money on staff by reducing bureaucracy
Separate from the civil service system

Facilities Development, Maintenance, and Operations (3) [8]

Others:

Accountability, Educational Accountability (1) [1]
Student tracking, retention, transfer and placement
Learning outcomes

Keeping up with Technology (1) [1]
For students, faculty and staff
Require students to buy computers?

Vision, Mission, Goal Setting, Strategic Planning (0) [1]
Reviewing/defining the UH mission
Defining differential campus missions, identities
Name change/Branding
Marketing as a system, projecting quality

Enrollment Management (1) [0]
Recruitment, locally, nationally and internationally
Admissions, retention
Enrollment targets

Promoting a Service Attitude (0) [0]
In staff support functions
Focus on student satisfaction

Distance Education (0) [0]
A system office? System degrees?

Diversity (0) [0]

Budget Development and Allocation (0) [0]
Make systematic, linked to planning
Opportunity to make a case for one's budget
Find ways to save money: automatic lights

Access (0) [0]
Master Scheduling Group
UH System Issues
(New items mentioned, 12/14/02)

(MSG worked from an existing consolidated list of issues raised by other groups. They first added issues they felt were missing, then voted on priorities from the total list.)

Curriculum—layered classes
Marketing and Information
Shared Collaborative development of programs and services
  Multi-level classes; intercampus classes
Collaborative work among technology, academic and support staff
Systemwide assessment of community needs
Providing systemwide services
  (E.g., student ID, Library card/access)
Academic calendar—trimester, start times for distance learning, etc.
Integration of Distance Learning and technology in classrooms
Seamless system of credit recognition
Work with DOE on remediation
Share expertise systemwide
  System faculty/staff roster of areas of expertise
  Multiple campus appointments
Front-line staff able to supply information effectively
One stop mentality everywhere
  Infrastructure for instant information
Distance Education—
  Capacity to fulfill the demand created, not only to Neighbor Islands
Ability to respond to market/workforce/student demand
  Higher education entrepreneurial focus
Tuition review: Distance learning; community college summer
Try to standardize policies and procedures

Priorities:

Student Information System
Vision, Mission, Goal Setting, Strategic Planning
Connections with the Community
Adequacy of Resources
Articulation
System-wide Issues
UH Mānoa Deans and Directors
(Week of 12/18/01)

(This group was asked to respond individually with their priorities. No group voting took place.)

Research administration and compliance
  fiscal, pre and post-award, protection of research subjects
Graduate Education – where and how administered
Licensing of electronic databases systemwide
Distance Learning:
  better central coordination of on-line DL
  respective campus roles vis a vis external service providers
  full articulation of support services
  allocation of resources and income
Tuition
  review for appropriateness and fairness to students and campuses
Articulation – make it easier
Duplication of course offerings and programs
Budget allocations/process/results
Differentiated missions for community services, outreach and extension
Integrated Student Information System
  enable UH to comply with federal requirements to aggregate information
  student accounts system
  enable UH to provide DL programs seamlessly
Communication
  Collaboration on strategic initiatives
  Mission differentiation
Leadership
  Resource based management
Quality assurance
  Faculty workload.

University/Community Partnerships
Systemwide Issues
(Week of December 18, 2001)

(Members were asked to submit issues individually. No voting took place.)

Single student information system
Establish a one-stop information center for the UH (phone/FAX/email)
Single overview UH publication describing the diversity of UH opportunities
Encourage and enable life-long learning
University of Hawai‘i Commission on the Status of Women
Strategic Issues
(Based on Fall 2001 strategic planning session)

1. Equality for women in University leadership positions.

2. Availability of programs to women state-wide

3. Harassment free environment

4. Encourage young women to enter science, technology, and other non-traditional fields

5. Move UH civil service people under UH broadband like APTs reward, empower, recruit and maintain

6. Increase community awareness of gender issues

7. Increase the number of women who vote

8. Increase the number of mentors and provide training mentoring for faculty, APT, CS, and high school girls
University of Hawai‘i Systemwide Issues
Systemwide International Education Steering Committee
(based on Fall 2001 planning activities)

1. International student recruitment:
   target numbers, target countries, strategies, strategic marketing

2. Support for international students:
   student support services, housing, scholarships
   examine and revise admissions policies

3. Encouraging visiting scholars and faculty exchanges
   resources and support services for in-coming scholars
   administrative structure
   encouraging participation in Fulbright exchanges

4. Short-term international training
   administrative structures
   marketing and promoting departmental/campus capabilities

5. Education abroad
   increase opportunities for students to study overseas
   market and promote opportunities, including exchange agreements

6. International exchange agreements:
   goals of these agreements
   process of establishing agreements
   administrative processes (e.g., for tuition waivers, marketing)
1. **CULTURE OF EFFECTIVENESS.** To build a university culture characterized by trust, respect, fairness, and honor for students and colleagues in the pursuit of educational effectiveness.

2. **MISSION AND COMPLEMENTARY ROLES.** To clarify the role each campus is to play in the UH system and leverage the advantages of being an integrated system with differentiated, complementary roles.

3. **FACILITATING STUDENT SUCCESS.** To provide high quality student and academic support services that facilitate access, student transition and progress toward educational objectives, and high academic achievement.
4. **DYNAMIC COMMUNITY INVOLVEMENT.** To connect with the community and leverage university resources in service to the social, cultural, and economic benefit of Hawai‘i and its people.

5. **RESOURCE SUFFICIENCY AND STEWARDSHIP.** To acquire and manage resources with accountability and responsiveness.

6. **KNOWLEDGE CREATION AND TRANSFER.** To expand the frontiers of knowledge through scholarship, basic, and applied research; to preserve and transmit knowledge through high quality instruction; and to provide service through extension, technical assistance, and training.