

New Program Code Replace Program Code Date: _____

REQUESTOR CONTACT INFORMATION

Name _____ Campus _____
 Title _____ Email _____
 Office/Dept _____ Phone _____

NEW PROGRAM CODE TO CREATE

Institution _____ Campus _____
 Level _____ Effective Term _____

	Code (Max. Characters)	Description	Check if requesting new code:
College	(2) _____	_____	<input type="checkbox"/> See Banner form STVCOLL
Department	(4) _____	_____	<input type="checkbox"/> See Banner form STVDEPT
Degree/Certificate	(6) _____	_____	<input type="checkbox"/> See Banner form STVDEGC
Major	(4) _____	_____	<input type="checkbox"/> See Banner form STVMAJR
Concentration	(4) _____	_____	<input type="checkbox"/> See Banner form STVMAJR
Minor	(4) _____	_____	<input type="checkbox"/> See Banner form STVMAJR

If a similar major/concentration code exists in Banner, please list the code: _____

Justification to warrant a new major/concentration code similar to an existing major/concentration code:

Is this major/concentration code being used the same way at the other UH campuses? Yes No

Should this program be available for applicants to select as their planned course of study on the online application? *If yes, student may select the code as their only program of study.* Yes No

RULES PERTAINING TO FINANCIAL AID AND 150% DIRECT SUBSIDIZED LOAN LIMIT LEGISLATION

Is 50% or greater of the classes in this program offered at a location other than the Home Campus? Yes No

Is this program/major/certificate financial aid eligible? Yes No

Does this certificate qualify as a Gainful Employment Program (Title IV-eligible certificate program)?
 See <http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html> Yes No

Program Length

In academic years; decimals are acceptable. The length of the program should match what is published by the campus in any online and/or written publication.

Special Program Designations A B N P T U

See Special Program Designations Code Definitions on IRAO Program Code Request webpage

Required Terms of Enrollment: Fall Spring Summer Extended

EXISTING PROGRAM CODE TO REPLACE, IF APPLICABLE

Program Code _____	Program Description _____
Institution _____	Campus _____
College _____	Department _____
Level _____	
Are current students "grandfathered" under the program code? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Should the old program code be available for use in Banner? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Effective , old program code will no longer be available to admit or recruit students.	
<small>Term (ie. Fall 2020)</small>	
<i>This will turn off the online application, recruitment (effects Banner forms SRASUMI and SRAQUIK) and admissions (effects Banner forms SAADCRV, SAAADMS, SAASUMI, SAAQUIK, and SAAQUAN) Banner modules.</i>	
Effective , old program code will no longer be available to award degree to students.	
<small>Term (ie. Fall 2020)</small>	
<i>This will turn off the general student (effects Banner form SGASTDN) and academic history (effects Banner form SHADEGR) Banner modules.</i>	

ATTACHMENTS

BOR Approved: Sole-credential Certificate, Associate, Bachelor and Graduate Degrees, and sole credential certificates

- BOR Meeting Minutes & Supporting Documents Curriculum

Chancellor Approved: Concentrations, Certificates and Associate in Technical Studies (ATS) Degree

- Memo from Chancellor to notify Vice President for Academic Planning and Policy regarding program action.
 Curriculum

<p>CERTIFICATES ONLY: Please check one (1) statement. This certificate is a...</p> <p><input type="checkbox"/> BOR approved certificate. BOR Meeting/Approval Date: _____</p> <p><input type="checkbox"/> Chancellor approved within an authorized BOR program. BOR Program: _____</p> <p><input type="checkbox"/> Chancellor approved CO in accordance with UHCCP 5.203, Section IV.B.10.</p>

VERIFICATIONS

By signing below, I verify that I have reviewed and confirm the above information that is pertinent to my position.

<p>Registrar (Print Name)</p> <p>_____</p>	<p>Financial Aid Officer (Print Name)</p> <p>_____</p>	<p>For Community Colleges, verification of consultation with OVPCC Academic Affairs: Tammi Oyadomari-Chun</p> <p>_____</p>
Signature	Date	Signature
Signature	Date	Signature
Date	Date	Date

ADDITIONAL COMMENTS



January 2, 2024

MEMORANDUM

TO: David Lassner
President

FROM: Michael Bruno *Michael Bruno*
Provost

Makena Coffman, Director *Makena Coffman*
Institute for Sustainability & Resilience

SUBJECT: REORGANIZATION PROPOSAL FOR THE OFFICE OF THE PROVOST,
INSTITUTE FOR SUSTAINABILITY & RESILIENCE

SPECIFIC ACTION REQUESTED:

It is requested that the President approve the reorganization of the Office of the Provost to reflect the Institute for Sustainability & Resilience.

RECOMMENDED EFFECTIVE DATE:

Upon approval.

ADDITIONAL COST:

The additional cost associated with this reorganization is \$254,000. This includes an additional \$240,000 towards 3 FTE within ISR, an allocation for buyout of 0.5 FTE, and an additional \$14,000 in operational costs.

PURPOSE:

The purpose of this reorganization is to reflect the Institute for Sustainability and Resilience (ISR), approved on July 7, 2017, on the organizational chart as reporting to the Office of the Provost. Inclusion on the organizational chart will permit the allocation of positions and funding to support operations and expand the impact of ISR's work.

BACKGROUND:

Pursuant to Administrative Procedure A3.101 *University of Hawai'i Organizational and Functional Changes* dated March 2008, reorganizations that:

- a) do not have an impact on BOR policy and/or laws;
- b) do not create, eliminate, or significantly change responsibilities of programs reporting directly to the Board or President;
- c) do not incur significant additional expenses; or
- d) do not have significant programmatic impact on the University may be approved under delegated authority by the Chancellor for reorganizations that are two (2) supervisory levels below (APM A3.101, Section 3b).

This reorganization proposal has been reviewed and discussed with appropriate units and staff members. The details of the reorganization are outlined in the attached Executive Summary and proposal.

ACTION RECOMMENDED:

It is recommended that the President approve the reorganization of the Office of the Provost to reflect the Institute for Sustainability & Resilience.

Attachments:

Executive Summary

Narrative

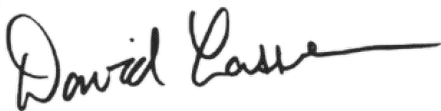
Current Organizational Charts and Functional Statements

Proposed Organizational Charts and Functional Statements

Attachment 3: BJBT Position Worksheet

Letters and Responses

APPROVED / DISAPPROVED



January 8, 2024

David Lassner
President

Date

EXECUTIVE SUMMARY

Reorganization Proposal
Office of the Provost / Institute for Sustainability & Resilience
University of Hawai'i at Mānoa

Executive Summary

I. **Purpose:**

The purpose of this reorganization is to establish the Institute for Sustainability and Resilience on the organizational chart, reporting to the provost, in order to allocate positions (FTE) to support continued and expanded operations. ISR was approved by the President in July of 2017 and to date has fulfilled its mission with the .75 FTE buyout of a faculty member's salary and a graduate assistant. Despite the meager resources allocated to launch this initiative, ISR has been successful in establishing and growing sustainability curriculum and programming with collaboration from nearly every school, college, and organizational research unit on campus. In order to grow and sustain these successes, ISR needs dedicated positions and funding. The proposed reorganization will provide this support.

II. **Major Elements of the Proposal:**

The major changes include the following:

- Establishment of ISR on the organizational chart, reporting to the Provost;
- Allocation of 3 FTE, including 1 Executive/Managerial position to serve as director, 1 (Instructional) faculty position, and 1 Administrative & Professional (APT) position;
- Buyout of 0.5 FTE for additional faculty leadership;
- Additional annual allocation of \$254,000 to support salaries and operations.

III. **Resource Impact:**

The Provost and the Chief Business Officer have committed to allocating the positions listed above as well as the operational funding.

A. **Budget**

The estimated additional cost of this reorganization is \$254,000, as follows:

Additional Salary: \$240,000

Additional Operational Costs: \$14,000

Currently, the annual budget consists of \$260,000, including a 0.75 FTE faculty buyout, a graduate assistant, and operating expenses (office supplies, Telcom (phones), computer hardware and software, travel, seminars, and convenings, and AASHE membership dues). The additional funds will cover the net salary for the 3 allocated positions, 0.5 FTE faculty buyout, and a small amount of additional operational costs supporting the larger ISR team, and including a \$5,000 allocation for convening.

B. Operational

The Provost and the Chief Business Officer have committed to allocating the positions and operational funds detailed above.

The groups impacted include the Office of the Provost, the ISR itself, and the College of Social Sciences (CSS)/Department of Urban and Regional Planning (DURP). The staff positions within the Provost's Office will continue to oversee ISR's fiscal and human resource functions, but with additional support from the new APT staff in ISR. A new position will be allocated to serve as the director of ISR. There will be no change to the CSS faculty position - the faculty FTE will remain in DURP. The purpose of this reorganization is primarily to reflect the organization on the chart and allocate additional support.

C. Space

There are no plans to physically move anyone as a result of the reorganization. No additional space is being requested.

IV. Consultation:

The following groups relevant to the mission and function of ISR have been informed and consulted.

- UH Mānoa Cabinet (Provost, Vice Provosts, Chief Business Officer, etc.)
- UH Mānoa Deans and Directors
- Provost's Office Staff
- UHM Faculty Senate Executive Committee
- Current ISR Faculty Director and Graduate Assistant
- Current ISR Research Team, including an RCUH researcher, 4 research assistants
- Director of Interdisciplinary Studies
- Faculty who serve on the ISR Curriculum Committee
- Faculty who teach SUST classes
- Office of the Dean, College of Social Sciences
- Department of Urban & Regional Planning
- UH System Office of Sustainability
- Director of the Native Hawaiian Place of Learning Advancement Office
- Director of the Center for Pacific Island Studies
- Students enrolled in the BA in Sustainability via Interdisciplinary Studies and the Undergraduate Certificate in Sustainability
- Directors, chairs, faculty, and staff of sustainability-related departments and programs, including:
 - Natural Resources and Environmental Management
 - Oceanography (including Global Environmental Science)
 - Curriculum Studies
 - Engineering (including REIS Certificate Program)

- Directors, faculty, and staff of sustainability-related research and outreach programs, including:
- UHERO
- Water Resources Research Center
- Sea Grant College Program

The feedback from the consultation process was overwhelmingly positive. The overarching takeaway from meetings was that ISR provides a valuable campus-wide service and, to the extent that people have concerns about the reorganization, they are largely centered on whether the capacity proposed in the reorganization is sufficient to meet the needs of the campus as it relates to the objectives of ISR. A full review of the feedback received is available in the attached proposal.

V. **Implementation:**

The anticipated effective date is July 1, 2023, or upon approval.

NARRATIVE

Reorganization Proposal
Office of the Provost
Institute for Sustainability & Resilience
University of Hawai'i at Mānoa

Narrative

I. INTRODUCTION:

- A. Provide an overview of the College/School/Department and a snapshot outlining the current situation of the unit(s) involved in the reorganization.

The Institute for Sustainability and Resilience (ISR) was established in 2017 to provide a campus-wide focus for interdisciplinary instruction, research, and outreach programs related to sustainability and resilience. ISR serves as a coordinating body for sustainability and resilience-related activities, particularly in curricula, across the University of Hawai'i at Mānoa (UHM) campus, and provides representation and participation in system-wide sustainability and resilience initiatives. This coordination is essential to developing interdisciplinary educational programs to attract students into one of the most desired areas of study and to prepare all UHM students for 21st-century citizenship. ISR also provides a stronger focus for competitive participation by the campus in large interdisciplinary global research initiatives and for philanthropic investment in sustainability and resilience at UHM.

Per Executive Policy 5.215, Establishment and Review of Centers, “instructional, research, administrative or public service centers require Board of Regent approval when: (1) the center requires significant current or future commitments of institutional funding, personnel or physical resources, a substantive change in program mission, and/or involve major institutional liability, (2) the proposed center involves Board or Presidential agreements with external governmental or private entities; or (3) the proposed center involves an honorific name in the designation of the center. Authorization for centers that do not meet the above criteria is delegated to each, Vice President, Chancellor, System-wide Director and the State Director for Career and Technical Education within their respective units or offices.” ISR did not meet the criteria requiring Board approval in 2017, therefore, on July 7, 2017, under delegated authority, the Chancellor approved the establishment of the ISR as a new institute under the Office of the Vice Chancellor for Academic Affairs. At the time of its creation, it was anticipated that the ISR would later be formally reflected on the University’s organizational charts to facilitate the allocation of positions and funds to support its program operations.

In 2018, the Vice Chancellor for Academic Affairs appointed a faculty member from the College of Social Sciences, Department of Urban and Regional Planning to serve as ISR Director (0.75 FTE buyout). The Director has led the stewardship of sustainability-focused curriculum across campus (i.e. SUST cross-listed courses) and there are now more than 120 SUST courses offered within 35 academic departments, made visible and accessible to students via the SUST organization in Class Availability and the *UHM Catalog*. The ISR collaborated with Interdisciplinary Studies (IS) to launch a BA pathway through IS focused on Sustainability, and collaborated with faculty across disciplines to launch an Undergraduate Certificate in Sustainability.

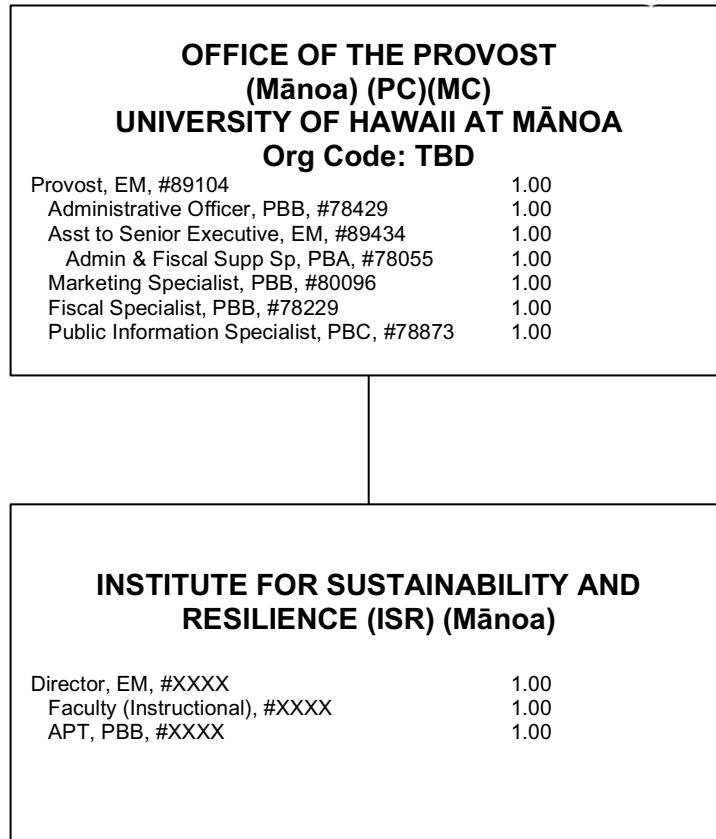
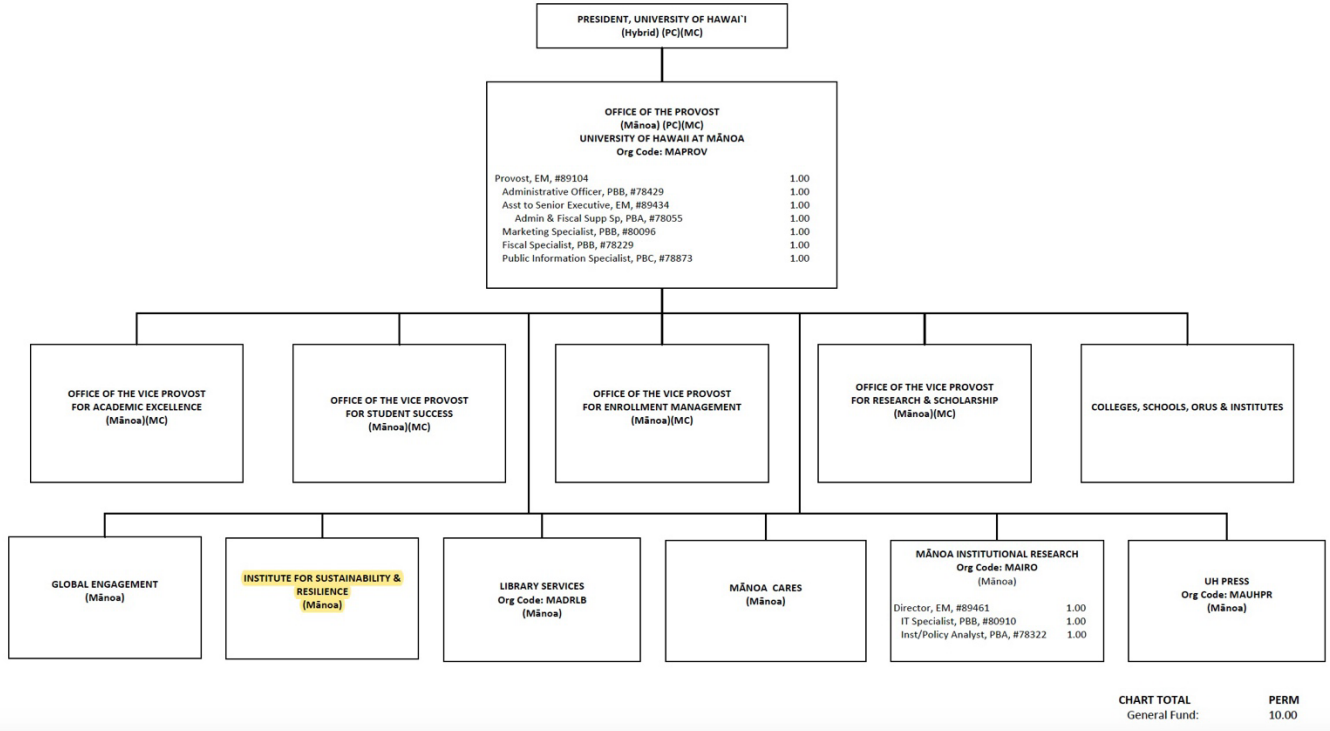
With further development of the activities of ISR since 2018, and having gone through a “proof of concept” phase since 2018, this proposed reorganization aims to institutionally codify the activities of ISR by reflecting the institute in the University’s organizational charts and functional statements. The creation of a permanent place within the UHM organizational structure is necessary to allow for the allocation of positions and funding to ensure dedicated support for continued program operations, and to maintain a strong campuswide focus on sustainability and resilience.

- B. Specify the objectives/goals of the new/restructured unit(s) involved in the reorganization.

In 2019, the Board approved Phase 1 of the UHM Reorganization Proposal which created the Office of the Provost. Later in 2021, the Board approved Phase 2 of the UHM Reorganization Proposal which established the Vice Provost Offices. While ISR was initially reporting to the Vice Chancellor for Academic Affairs, this reporting line changed to the Provost as a result of the Phase 1 and Phase 2 reorganizations. The objective of this reorganization is to formally reflect ISR on the Office of the Provost organizational chart and functional statement as well as to facilitate the allocation of positions and resources to secure and expand its operations.

The proposed reorganization is shown below (ISR highlighted yellow):

PROPOSED



The EM Director will be responsible for the internal and external activities of ISR. Internally, the Director will be responsible for administrative matters relating to human resources management, space utilization, facilities, financial management, and budget planning and execution. The Director will ensure that the responsibilities of faculty and staff members are performed at their highest level of achievement to support the mission of ISR. Externally, the Director will engage with other Deans/Directors, Vice Provosts/Presidents as necessary to meet the mission of ISR (examples such as campus-wide assessment of UHM's Institutional Learning Objective of "Stewardship of the Natural Environment" and collaboration with a variety of units for the Association for the Advancement of Sustainability in Higher Education (AASHE) STARS reporting). The Director will be responsible for managing relationships and agreements with national sustainability organizations, donors, and other funding sources.

The 1.0 FTE Instructional Faculty (13) will be responsible for teaching the Interdisciplinary BA in Sustainability's SUST 495 capstone course, the ISR seminar series as well as other SUST courses as appropriate. The Faculty will lead student advising and support curriculum stewardship. The Faculty will have an active research agenda in topics related to sustainability and resilience, as well as engage in ISR assessment activities.

The APT Band B will lead fiscal administration and grants support, as well as general office management.

*Note: Not listed on the organizational chart because it is not an allocation of FTE into ISR, but this proposal also includes a budget allocation to buyout a faculty's time for 0.5 FTE. This faculty should be tenured at UHM and have demonstrated interest and leadership in sustainability and resilience. This faculty (distinct from the 1.0 FTE faculty shown on the organizational chart), will take a leadership role (i.e. akin to an associate director) in ISR via the following activities: Oversight of the ISR curriculum committee including designation and review of SUST courses; modifications to either the BA in Sustainability via Interdisciplinary Studies, and the Undergraduate Certificate in Sustainability; and the development of BAM pathways. In addition, this 0.5 FTE faculty will oversee processes for recruitment and academic advising, as well as engage in ISR assessment activities.

II. RATIONALE FOR THE REORGANIZATION:

A. Provide background and relevant historical information.

In outlining the mission and purpose of the University of Hawai'i, Board of Regents Policy RP 4.201 states that "The University shall be a global leader and

model for the integration of sustainability throughout its teaching, research, operations, and public service." Executive Policy E4.202: System Sustainability further states, "The University will encourage, facilitate, and support curriculum development that advances the principles of sustainability and enables cross-campus collaborations that integrate teaching and research with solutions at the campus and community levels." The ISR is tasked with spearheading the implementation of the UH System sustainability goals related to teaching, research, and service at UHM. The ISR currently provides a number of campuswide and public services, such as:

Curriculum

- ISR facilitates the identification of sustainability-focused courses across the UHM campus (i.e. SUST courses) working with an interdisciplinary curriculum committee representing all units with SUST courses. There are currently over 120 SUST courses offered from 35 academic departments within 10 schools/colleges.
- The ISR Curriculum Committee supports the assessment of sustainability-focused learning outcomes and program evaluation.
- ISR leads curricular programming that brings SUST courses together for new student learning experiences, such as the development and stewardship of the Bachelor of Arts (BA) in Sustainability (via Interdisciplinary Studies), Undergraduate Certificate in Sustainability, and combined bachelor's and master's degree pathways with sustainability-related disciplines.
- ISR leads the BA Capstone course (SUST 495) and is developing partnerships with community sustainability partners for student research partnerships; for example, with Kualoa Ranch and Kōkua Hawai'i Foundation.
- Through the articulation of student learning outcomes, ISR works with faculty to integrate sustainability principles into existing curricula where appropriate.
- ISR serves as a campus-wide clearinghouse to review and coordinate transfer credit in sustainability-related courses for incoming transfer students.
- ISR represents UHM within the 10-campus Sustainability Curriculum Council, which works on issues of coordination and articulation between sustainability curriculum pathways among campuses.

Research, Service, and Outreach

- ISR's approach to research to date has been rooted in dually serving as vehicles for outreach and public service. Since 2018, ISR has engaged in a number of applied research projects that focus on informing sustainability and resilience-related decision-making across Hawai'i. Examples include:

- Helping the City and County of Honolulu create its first-ever Climate Action Plan (in partnership with UHERO) and evaluation of actions to date in the context of pre- and post-covid transportation trends (in collaboration with ICF International).
- Informing the Hawai'i State Energy Office, State Legislature and State Tax Review Commission on the greenhouse gas and economic impacts of establishing a state-level carbon price to meet carbon neutrality targets while ensuring a more equitable transition to a low-carbon economy (in partnership with UHERO).
- Identifying datasets for the State's Climate Change Mitigation and Adaptation Commission that help to inform social vulnerabilities to a range of climate change shocks and stressors.
- Developing estimates and projections of greenhouse gas emissions in Hawai'i by sector for the State Department of Health to understand the extent to which the state is on track to meet its decarbonization targets (in collaboration with ICF International).
- Engaging U.S. coastal mayors on project design for the National Endowment of the Arts Mayors Institute for City Design (in partnership with UH CDC).
- Leading a learning trip with state and county agency leadership to better understand best practices in sea level rise response (funded by the Lucile Packard Foundation and Harold K. Castle Foundation).
- Providing research support to the City & County of Honolulu Climate Change Commission guidance documents and white papers, via a graduate research assistant (funded by the Healy Foundation and named the "Healy Fellowship").

Additional Professional Service

- ISR has engaged in important professional service that raises awareness of UHM's commitment to and activities within sustainability. For example:
 - Planning and hosting the 2022 Association of Pacific Rim Universities Sustainable Cities and Landscapes Annual Conference at UHM in September 2022.
 - Preparing and submitting in 2022 the first UHM Sustainability Tracking, Assessment & Rating System (STARS) report to the Association for the Advancement of Sustainability in Higher Education (AASHE) (in collaboration with the UH System Office of Sustainability).
 - Engaging with prominent academic sustainability networks, including the Global Resilience Research Network and the Sustainable Development Solutions Network (SDSN) USA.

- B. Provide a detailed explanation of the conditions and/or factors prompting the proposed reorganization and how they will be addressed by the reorganization. Explain why the current organization is inadequate and whether the reorg is consistent with the University's strategic, program, and financial plans.

The work of ISR has grown to the point of requiring the allocation of positions and resources to continue and expand its operations to meet its full mission. With the current capacity of ISR (0.75 FTE faculty director (buyout), and 0.50 FTE graduate student assistant), the ISR has accomplished multiple areas of its directive; however, an improved organizational structure is necessary to both solidify ISR's current activities and expand them. Continuing in the current organizational structure will require a scaling down of the work at a time when opportunities and initiatives in line with UHM's strategic plan are growing.

With expanded capacity, examples of expanded activities and opportunities include:

Curriculum

- Providing further opportunities for students to incorporate sustainability practices into student life and other co-curricular activities.
- Growing enrollment and improving the student experience in the BA and Certificate programs by expanding the capacity for student advising as well as expanding experiential learning opportunities for students in the areas of sustainability and resilience through deepening community partnerships-- both within and beyond the Capstone experience.
- Stewarding the development of additional BAM programs with the BA in Interdisciplinary Studies Sustainability
- Developing professional development opportunities for faculty related to curriculum development and delivery in sustainability.
- Providing leadership and facilitating the development of new courses and programs related to sustainability and resilience in and across academic programs and departments that help to more broadly meet UHM's Institutional Learning Objective (ILO) for "Stewardship of the Natural Environment."
- Engaging in campuswide assessment on progress toward the ILO "Stewardship of the Natural Environment."
- Overall, ISR has the potential to do more outreach, grow student enrollment within the BA and Certificate as well as sustainability-related programs across the UHM campus, and facilitate future certificate and degree programs in sustainability and resilience in collaboration with interested units.

Research

- Supporting professional development and collaboration opportunities for faculty and students in sustainability scholarship.
- Facilitating interdisciplinary research and scholarship related to sustainability and resilience.
- Collaborating with partners within academic and research units and community organizations to secure extramural grants and contracts to support the mission of ISR.
- Further establishing metrics (via AASHE STARS) to categorize and measure progress in research and scholarship in sustainability and resilience.

Service and Outreach

- Improving upon AASHE STARS through biennial submissions that continue to grow UHM's assessment in sustainability as well as recognition within sustainability in higher education. Examples include estimating a more comprehensive greenhouse gas inventory for the UHM campus, as well as engaging in research that would benefit campus operations (much like the City's Climate Action Plan).
- Developing mutually beneficial partnerships with community organizations, non-profit organizations, the private sector, and other colleges and universities in Hawai'i and beyond to advance sustainability initiatives.
- Supporting sustainability education initiatives in Hawai'i's public schools and other youth organizations.

Additional Opportunities

- Through institutional formalization, the current activities of ISR will also be streamlined and simplified. For example, ISR could have more easily implemented the Undergraduate Certificate in Sustainability if it could be directly represented in UH's STAR. In addition, formalization would clarify lines of reporting between the Director and the Office of the Provost.
- Lastly, the demonstrated and numerous engaged research and outreach opportunities show the value of ISR as a central hub for sustainability and resilience-focused work at UHM, with applied topics that focus on environmental systems change, and highlight opportunities for growth with the formalization of ISR within UHM. Any large donations that might result in a "naming" gift via UH Foundation, for example, could only be pursued and granted if ISR were a formally recognized entity.

C. Explain other alternatives explored.

Given the need to allocate positions and resources to sustain ISR operations, no alternatives to a reorganization are available.

D. Explain how the proposed changes will affect current relationships and workflows, including the impact on services and relations with other University segments.

No significant changes are anticipated. The purposes of this reorganization are to reflect the ISR on the organization chart and to allocate additional support. While the positions within the Provost's Office will continue to support ISR, the administrative staff allocated to ISR under this reorganization will provide needed additional support to lessen the burden on staff in the Provost's Office.

E. List the groups that will be impacted by the reorganization and indicate whether they have been informed/consulted. Explain issues raised and how concerns were addressed.

The groups impacted include the Office of the Provost, the ISR itself, and the College of Social Sciences (CSS)/Department of Urban and Regional Planning (DURP). The staff positions within the Provost's Office will continue to oversee ISR's fiscal and human resource functions, but with additional support from the new APT staff in ISR. A new position will be allocated to serve as the director of ISR. There will be no change to the CSS faculty position - the faculty FTE will remain in DURP. The purpose of this reorganization is primarily to reflect the organization on the chart and allocate additional support. Groups relevant to the mission and function of ISR have been informed and consulted. Specifically, consulted units/groups include:

- Mānoa Cabinet (Provost, Vice Provosts, Chief Business Officer, etc.)
- Deans and Directors
- Provost's Office
- Faculty Senate Executive Committee
- Current ISR Faculty Director and Graduate Assistant
- Current ISR Research Team, including an RCUH researcher and four research assistants
- Director of Interdisciplinary Studies
- Faculty who serve on the ISR Curriculum Committee
- Faculty who teach SUST classes (based on prior and current academic year offerings)
- Office of the Dean, College of Social Sciences
- Department of Urban & Regional Planning

- UH System Office of Sustainability
- Director of the Native Hawaiian Place of Learning Advancement Office
- Students enrolled in the BA in Sustainability via Interdisciplinary Studies and the Undergraduate Certificate in Sustainability
- Chairs, faculty, and staff of sustainability-related units, departments and programs, including:
 - Natural Resources and Environmental Management
 - Oceanography (including Global Environmental Science)
 - Curriculum Studies
 - Engineering (including REIS Certificate Program)
 - Center for Pacific Island Studies
- Directors, faculty, and staff of sustainability-related research and outreach programs, including:
 - UHERO
 - Water Resources Research Center (WRRC)
 - Sea Grant College Program

Consultation occurred between mid-November and mid-January in a total of 16 meetings. The consultation was done in three formats. The first was to attend standing meetings and present the proposed ISR reorganization for broad feedback as well as invite meeting attendees to share the presentation with their faculty and interested parties (i.e. Mānoa Cabinet and Deans/Directors meetings). The second was a series of “open house” meetings that interested parties could attend, hear the presentation, and provide feedback (i.e. faculty who teach SUST courses as well as students enrolled in SUST curricular pathways). The third was to schedule specific meetings with units relevant to sustainability and resilience. Below are the schedule of meetings and invited groups.

- November 14, 2022: Mānoa Cabinet
- November 14, 2022: UHM Deans and Directors
- November 16, 2022: Director for Interdisciplinary Studies
- November 22, 2022: Current ISR Research Team, ISR Graduate Assistant
- December 2, 2022: Provost Office
- December 12, 2022: UH System Office of Sustainability and Director for the Native Hawaiian Place of Learning Advancement Office
- December 13, 2022: Office of the Dean, College of Social Sciences
- December 13, 2022: Faculty who serve on the ISR Curriculum Committee
- December 14, 2022: Faculty who teach SUST classes (Open House)
- December 14, 2022: Oceanography, Engineering, Community Design Center (Architecture), Curriculum Studies

- December 15, 2022: Department of Urban and Regional Planning
- December 15, 2022: UHERO, WRRRC, and Sea Grant
- December 15, 2023: Geography and Environment, Natural Resources and Environmental Management, Renewable Energy and Island Sustainability Certificate
- January 9, 2023: UHM Faculty Senate Executive Committee
- January 10, 2023: Sustainability Students (Open House)
- January 11, 2023: Center for Pacific Island Studies (Director)

The feedback from the consultation process was overwhelmingly positive. In the words of one faculty: *“UHM is behind on sustainability, and this is a catch-up. ISR shouldn’t be a paper tiger.”* The overarching takeaway from meetings was that ISR provides a valuable campus-wide service and, to the extent that people have concerns about the reorganization, they are largely centered on whether the capacity proposed in the reorganization is sufficient to meet the needs of the campus as it relates to the objectives of ISR.

Specific themes of feedback are as follows:

- Multiple participants mentioned the future opportunity for cluster hires anchored in ISR to see through interdisciplinary approaches to sustainability and resilience education and research.
 - Most participants noted the opportunity for interdisciplinary cluster hires with a portion of FTE in ISR; however, one participant made a bolder suggestion that hires be predominantly in ISR to anchor the interdisciplinary work and support departments thereto.
 - Several faculty voiced concern over the structure of cluster hires in general.
- Multiple participants mentioned concern regarding the one “I” faculty within the proposal.
 - Participants offered solutions including ensuring that expectations and processes laid out in tenure and promotion guidelines are extremely clear; and adding to the faculty positions over time (relating to cluster hires, as above).
- Several faculty members raised the issue that the success of the SUST cross-list needs to be better supported to enable growth.
 - Specifically, a faculty member (with the resounding agreement of the group) suggested that teaching assistants be allocated to ISR such that they can be provided to classes facing rapid growth from sustainability-interested students.
- Several administrators noted the importance of the APT position, and there was mixed feedback regarding the level of APT support necessary. One

person noted that the APT time allocation might have to grow with ISR - eventually getting to 1.0 FTE. Several others, in the same meeting, noted that they think ISR could have two APT allocations eventually, to manage both the fiscal and student-facing missions.

- A faculty member raised the issue on Banner that limits cross-lists to three departments - noting that it would be better to increase the number of cross-lists for SUST.
- A faculty member voiced concern that the BA pathway needs more coordination with instructors to ensure class offerings and manage student expectations, particularly for a unit that tends to offer major-only restrictions in order to limit class sizes.
- Most participants voiced support for the proposed structure, in terms of the EM Director and faculty “Associate Director.” One faculty member voiced concern over the need for another EM while another member voiced support for having this structure that would enable capacity for ISR in a way that an all-faculty unit might not achieve.
- Multiple participants voiced that ISR should do more outreach as it relates to sustainability and resilience topics, and said that building capacity in this area should be a priority moving forward.
 - Relatedly, multiple faculty voiced opportunities for ISR to better integrate classes with outreach, including field schools.
- Several faculty voiced support for the current approach that sustainability classes be anchored within departments, where ISR serves in a coordinating role. However, one faculty member had a comment that the current support could be a burden to units without additional capacity (relating to teaching assistants).
- There is lingering confusion among faculty as to whether the SUST cross-list generates “SSH” for ISR or the instructor’s unit.
- When asked what kinds of additional services they would like to see from ISR, current students voiced that they would like:
 - More organized opportunities to engage in off-campus service-learning;
 - Increased communication about sustainability and resilience events and opportunities, on and off campus;
 - More connections to sustainability and resilience-related job opportunities;
 - Increased participation of sustainability-interested students in capstone presentations; and
 - Increased outreach efforts for recruitment, such as working with campus tour groups.
- Participating students overall said that their experience with current major processes, including advising, as well as completing the certificate, are

adequate but they could see the major getting “really large” when students find out about it.

Incorporating feedback:

There is significant alignment between the feedback received and the goals of formalizing ISR within the University’s organizational structure. Mainly, any additional hires for ISR could be further fleshed out and discussed once the initial building of capacity and structure is in place. Most urgently we heard the need for teaching support to fast-growing SUST courses and this request is made for future budgeting priorities. Specifically, ISR sees great opportunity to play a role in supporting SUST course growth with the allocation of 3-5 teaching assistants as well as potentially grading support.

In addition, we note the importance of setting up strong governance processes within ISR as it formalizes, starting with the I-faculty in this proposal and looking forward to hiring, tenure, and promotion. A part of this will be the development of ISR-affiliated faculty, in addition to the ISR curriculum committee.

Lastly, the lingering confusion about cross-listed courses and the attribution of SSH (which goes to the department of the instructor of record, not ISR, as in all cross-lists) suggests that ISR should also do more outreach directly with departments as to the function of the SUST cross-list.

- F. Outline the benefits that will be achieved by the reorganization, including efficiencies and service improvements. Explain whether the supervisor/subordinate reporting relationships are properly identified and how the reorganization will minimize confusion over authority, roles, and responsibilities.

Through this reorganization, there will be improved student and faculty-facing services in the area of sustainability and resilience. There will be increased capacity for student advising, student experiences, and communications; to build community (research and pedagogical) and better connect faculty interested in sustainability and resilience; to assess institutional learning objectives related to stewardship of the natural environment; and program development towards the university-wide mission of ISR.

In addition to increased capacity, this proposal will support greater efficiencies with dedicated administrative support for ISR, such that there will be a clear interface for the administrative (fiscal, HR) oversight provided by the Office of the Provost.

III. IMPACT ON RESOURCES AND THE UNIVERSITY

Provide a detailed description of the resource requirements and the programmatic impacts of the reorganization on the University.

A. Impact on budget resources:

1. Provide a realistic assessment of the estimated annual and future cost or savings of the reorganization taking into account such factors as proposed position re-descriptions and reallocations. Explain how the annual and future costs or savings were derived and, if applicable, reasons the reorganization justifies the estimated costs.

The current annual budget for ISR is approximately \$260k, including a 0.75 FTE faculty buyout, a graduate assistant, and operating expenses (office supplies, Telcom, computer hardware and software, travel, seminars and convenings, and AASHE membership dues).

The additional annual cost of this reorganization is estimated to be \$254k. The additional funds will cover the net salary for the 3 allocated positions (as shown on the organizational chart), 0.5 FTE faculty buyout, and a small amount of additional operational costs supporting the larger ISR team, including a \$5,000 allocation for convenings. This is broken down into the following categories:

Additional Salaries: \$240k

New estimated salary allocations (for EM Director, 0.5 FTE faculty buyout, Instructional Faculty (I3), APT, and graduate assistant) net of current salary allocations (0.75 buyout for faculty director, graduate assistant, and temporary Faculty Specialist)

Additional Operations: \$14k

Operational costs for ISR include Telcom, Hardware/Software, AASHE Membership Dues, Office Supplies, Travel, and Convenings.

*We note that additional fringe benefits may amount to \$127k annually. Should there be any legislative changes regarding the treatment of fringe costs for UHM, this could be an additional expense.

2. Are additional funds needed? If so, how will the cost of the reorg be funded?

The Provost and the Chief Business Officer have committed to allocating the positions listed above as well as the operational funding.

B. Impact on operational resources:

1. What is the overall impact on faculty and staffing responsibilities, if any? Explain reasons for the anticipated changes/relocation/reassignment/etc.

This reorganization has no estimated impact on existing faculty or staffing responsibilities.

2. Will additional faculty/support personnel be required? If so, what is the plan to obtain the additional faculty/staffing to successfully implement the reorganization? What is the impact of the increase?

There are three faculty/EM/staff positions requested in this reorganization as well as a budget allocation for a 0.5 FTE faculty buyout. The budget impacts are detailed above, with an estimated increase in salary allocations in the amount of \$240k annually. Regular hiring processes will be followed to fill the EM Director, APT and I-Faculty positions. In addition, ISR will have to establish criteria and procedures for tenure and promotion. The criteria will be created under the stewardship of the tenured faculty (via buyout) and an appointed committee of faculty teaching sustainability courses and conducting sustainability-focused research. The committee will be appointed by the Director.

An example of tenure and promotion procedures for a unit like ISR is as follows: "The ISR Faculty Personnel Committee (FPC) will consist of ISR faculty who are tenured Bargaining Unit 7 members of rank equivalent to that being applied for. If there are fewer than five such faculty (note: as there clearly will be), the FPC will be comprised of five faculty, appointed by the Director. The FPC members will have expertise in sustainability, evidenced through teaching sustainability-focused courses, and be of equivalent rank to that being applied for."

3. Will there be a reduction in faculty/staff? If so, what steps are planned or have been taken to ensure proper consultation? What is the impact of the reduction?

N/A. This is a new unit.

4. Identify the positions impacted by position number, classification title, and anticipated changes.

N/A. This is a new unit.

5. Will there be changes to supervisory/subordinate relationships? If so, identify the impact. Will the changes streamline operations, reduce supervisory span of control, etc.?

N/A. This is a new unit.

C. Impact on space resources:

1. Will additional space outside own resources/allocations be required? If so, has the Office of Planning and Facilities or designee been consulted? Explain outcome.

There are no plans to physically move anyone as a result of the reorganization. No additional space is being requested.

CURRENT ORGANIZATIONAL CHARTS AND FUNCTIONAL STATEMENTS

CURRENT

STATE OF HAWAI'I
 UNIVERSITY OF HAWAI'I
 UNIVERSITY OF HAWAI'I AT MĀNOA
OFFICE OF THE PROVOST

POSITION ORGANIZATION CHART

PC=President's Cabinet
 MC=Mānoa Cabinet

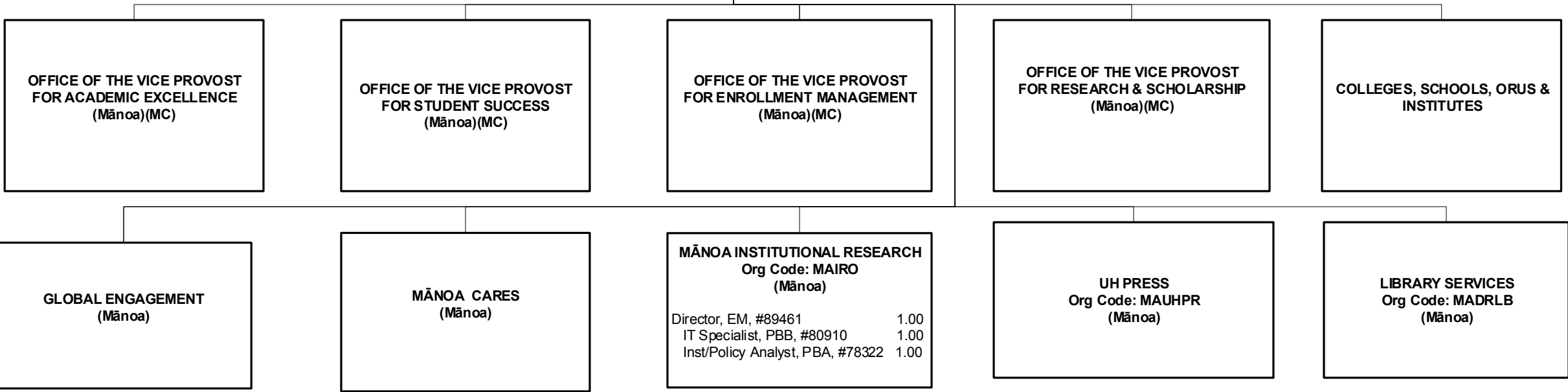
DEPARTMENT TOTAL **PERM**
 General Fund: 10.00

PRESIDENT, UNIVERSITY OF HAWAI'I
 (Hybrid) (PC)(MC)

OFFICE OF THE PROVOST
 (Mānoa) (PC)(MC)
 UNIVERSITY OF HAWAI'I AT MĀNOA
 Org Code: MAPROV

Provost, EM, #89104	1.00
Administrative Officer, PBB, #78429	1.00
Asst to Senior Executive, EM, #89434	1.00
Admin & Fiscal Supp Sp, PBA, #78055	1.00
Marketing Specialist, PBB, #80096	1.00
Fiscal Specialist, PBB, #78229	1.00
Public Information Specialist, PBC, #78873	1.00

PROVOST'S COUNCIL



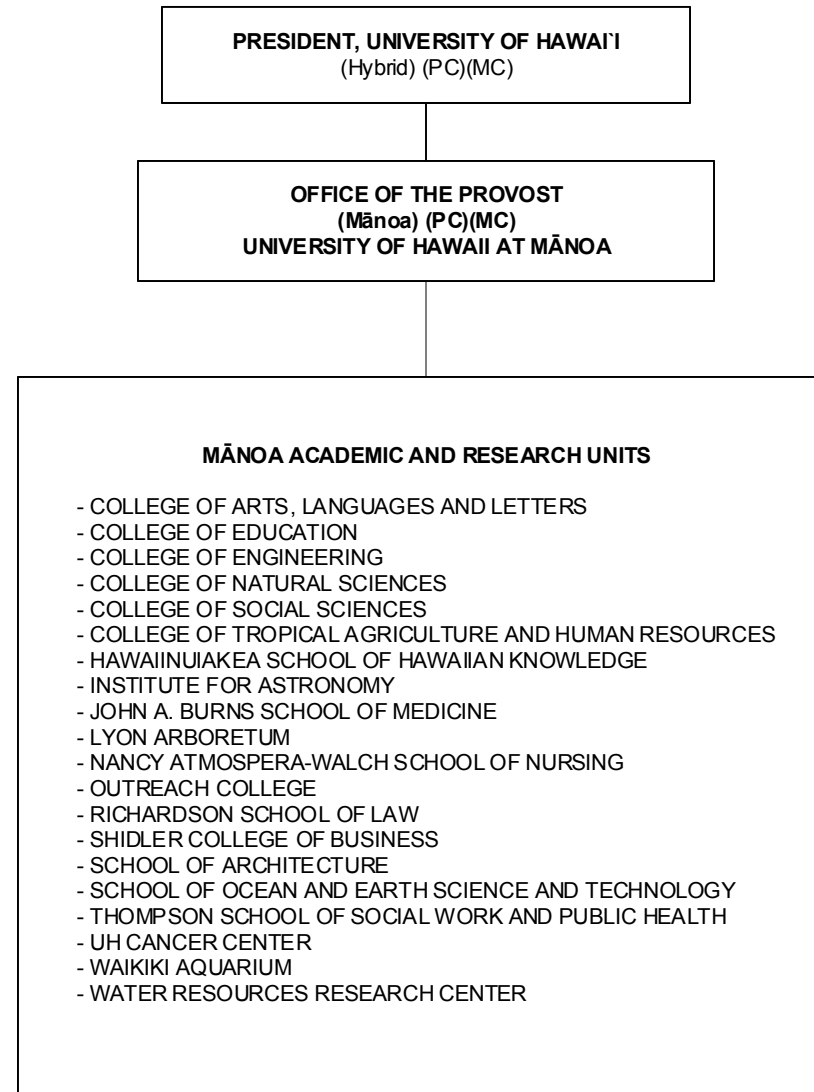
Positions to be redescribed, as appropriate

CHART TOTAL **PERM**
 General Fund: 10.00

CURRENT

STATE OF HAWAI'I
UNIVERSITY OF HAWAI'I
UNIVERSITY OF HAWAI'I AT MĀNOA
OFFICE OF THE PROVOST
COLLEGES, SCHOOLS, ORUS &
INSTITUTES

ORGANIZATION CHART



STATE OF HAWAI'I
UNIVERSITY OF HAWAI'I
UNIVERSITY OF HAWAI'I AT MĀNOA
OFFICE OF THE PROVOST

FUNCTIONAL STATEMENT

INTRODUCTION

The provost serves as chief academic officer of the University of Hawai'i at Mānoa (UH Mānoa), as well as deputy to the president in her/his role as CEO of UH Mānoa, acting as CEO of UH Mānoa in the absence of the president, and as an Officer of the University of Hawai'i (UH) System. The provost participates as the independent voice of UH Mānoa in the collaborative development of systemwide imperatives, goals and priorities as well as the development of policies, procedures and resource allocation decisions for the UH. The Provost is an active and major leader in developing goals and priorities, as well as policies, procedures and resource allocation decisions for UH Mānoa and serves as a strong advocate for the UH Mānoa campus.

The Office of the Provost supports the provost in all aspects of the provost's duties, with a focus on the success of UH Mānoa students, faculty and staff across education, research, scholarship, service and outreach.

MAJOR FUNCTIONS

- A. In supporting the duties of the provost as chief academic officer, the Office of the Provost shall:
1. Ensure excellence and the achievement of mission objectives across education, research, student success, enrollment management, service, extension and outreach. Ensure UH Mānoa maintains its status as the premier R1 institution in the state of Hawai'i.
 2. Collaborate with the president, UH Mānoa chief business officer and the campus in a collegial budget development process for the entire UH Mānoa budget recognizing the unique contributions and requirements of all academic and non-academic campus programs. This should be based on budget priorities that provide guidelines for consistent and fair decision-making to ensure effective, efficient and accountable use of all resources as beneficial for UH Mānoa.
 3. Responsibly execute full budget authority for the entire academic enterprise including the authority to allocate and reallocate resources to centralized support units and all campus-level colleges, schools and organized research units. This includes all units of UH Mānoa that report to the provost.
 4. Lead, supervise and manage all academic deans and directors of UH Mānoa campus-level colleges, schools, and organized research units.
 5. Lead, supervise and manage all directly-reporting campus-level executives (e.g., vice provosts) who lead offices engaged in advancing the excellence and achievement of mission objectives in education, research, student success, enrollment management, faculty success, service, extension and outreach.
 6. Provide executive leadership for campus accreditation.
 7. Ensure the effective and efficient use of resources across all aspects of education, research, student success, enrollment management, service, extension and outreach.
 8. Attract, support and retain faculty and administrators of the highest caliber to foster and support superior instruction and research and the meaningful integration thereof at UH Mānoa.
 9. Represent UH Mānoa on regional, national and international boards and commissions relating to post-secondary education.
- B. In supporting the duties of the provost as deputy to the president in her/his role as CEO of UH Mānoa, the Office of the Provost shall:
1. Support the provost as acting CEO of UH Mānoa in the absence of the president.
 2. Work with the campus and system offices to assure that UH Mānoa is aligned with major systemwide/statewide plans and priorities and is in compliance with applicable UH policies and procedures.
 3. Advise the president of impending issues and potential crises that may arise and provide

CURRENT

recommendations in areas that may require presidential action or response.

4. Lead collaborative strategic planning efforts for the campus.
5. As set forth in applicable policies, the provost will lead a system of shared governance across the campus that is based on the values of collegiality, transparency, and excellence; cultivate frequent communication with student, faculty, and staff advisory groups including: Mānoa Faculty Senate, Associated Students of the University of Hawai'i, Graduate Student Organization, Kualii Council, and Staff Senate.
6. Prepare and present both oral and written testimony on UH Mānoa matters to the Board of Regents, legislature, federal and state agencies, and community groups. Testimony to legislature should be consistent with BOR budgetary requests to avoid circumvention of the president and vice president of budget and finance by the provost.
7. Develop and maintain effective relationships with the community, legislature, other UH campuses, and internal and external organizations.
8. Foster a campus of transparency and inclusion by inviting representatives of appropriate shared governance entities to regularly attend UH Mānoa leadership meetings, including meetings with the deans and directors, Mānoa leadership council, etc.

C. In supporting the duties of the provost as an Officer of the UH System, the Office of the Provost shall:

1. Support the provost's participation as an independent and dedicated voice of UH Mānoa in the UH System cabinet alongside vice presidents and four-year university chancellors as an equal.
2. Collaborate as a full partner with the president and fellow UH System officers in collaborative and collegial budget development processes that recognize the unique contributions of all units of the UH System and the need for effective, efficient and accountable use of all resources to fairly and appropriately allocate resources to UH Mānoa and all other units.
3. Provide recommendations on system policies and practices that advance the role and success of UH Mānoa as the flagship research university of the UH System whose success is enhanced in partnership with the other UH campuses.
4. Ensure that fellow UH Officers understand the unique needs of UH Mānoa and embrace
5. their responsibilities to support UH's flagship research university.
6. Collaborate with the vice president for administration in the oversight of UH Mānoa campus construction planning, campus maintenance and repair scheduling, strategic projects, etc.

The Office of the Provost assumes responsibility for other duties and responsibilities that may be prescribed by the president.

PROPOSED ORGANIZATIONAL CHARTS AND FUNCTIONAL STATEMENTS

PROPOSED

APPROVED:

David Lassner

January 8, 2024

David Lassner
President

Date

STATE OF HAWAI'I
UNIVERSITY OF HAWAI'I
UNIVERSITY OF HAWAI'I AT MĀNOA
OFFICE OF THE PROVOST

ORGANIZATIONAL CHART

PC=President's Cabinet
MC=Mānoa Cabinet

DEPARTMENT TOTAL **PERM**
General Fund: 10.00

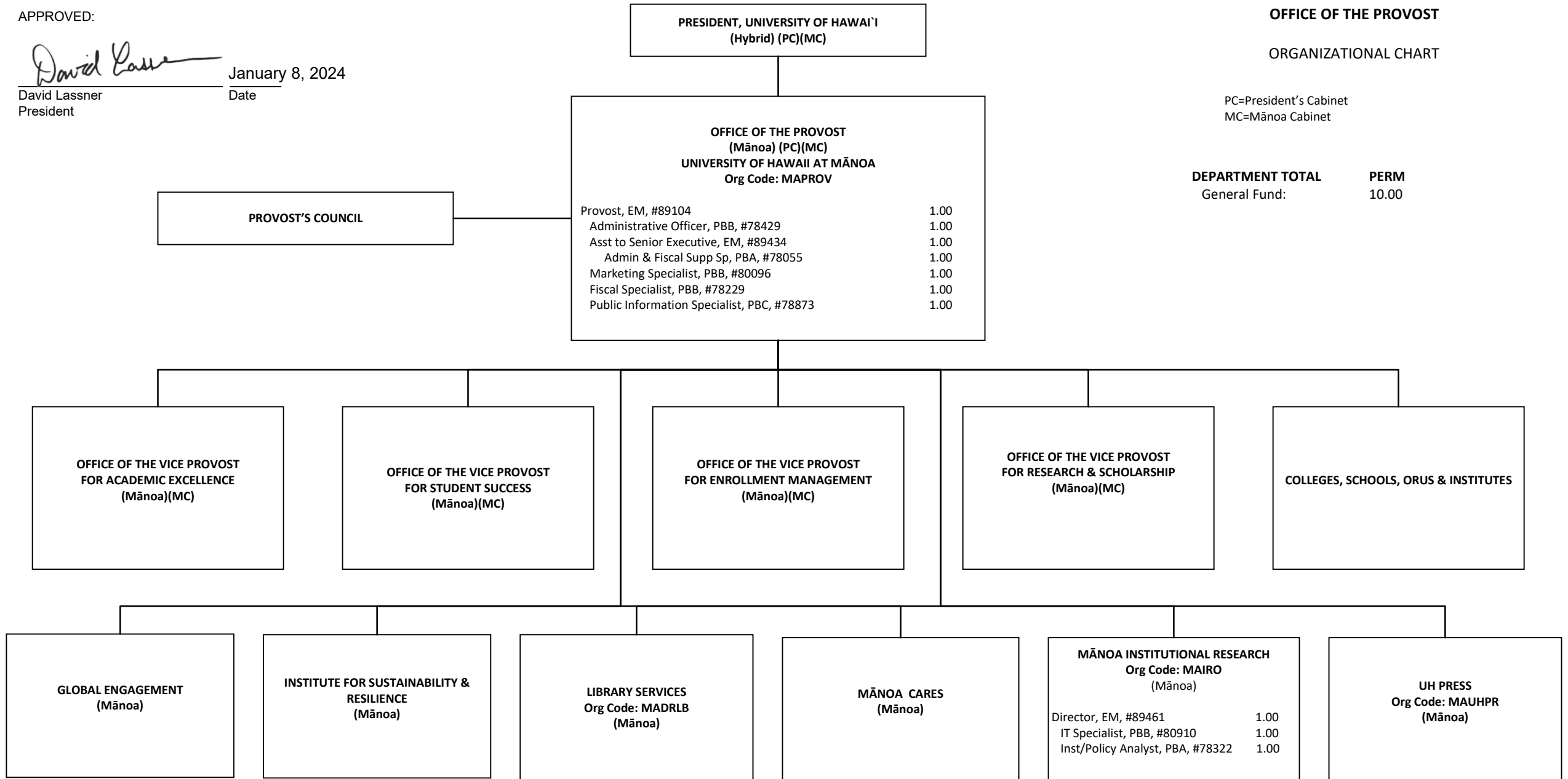
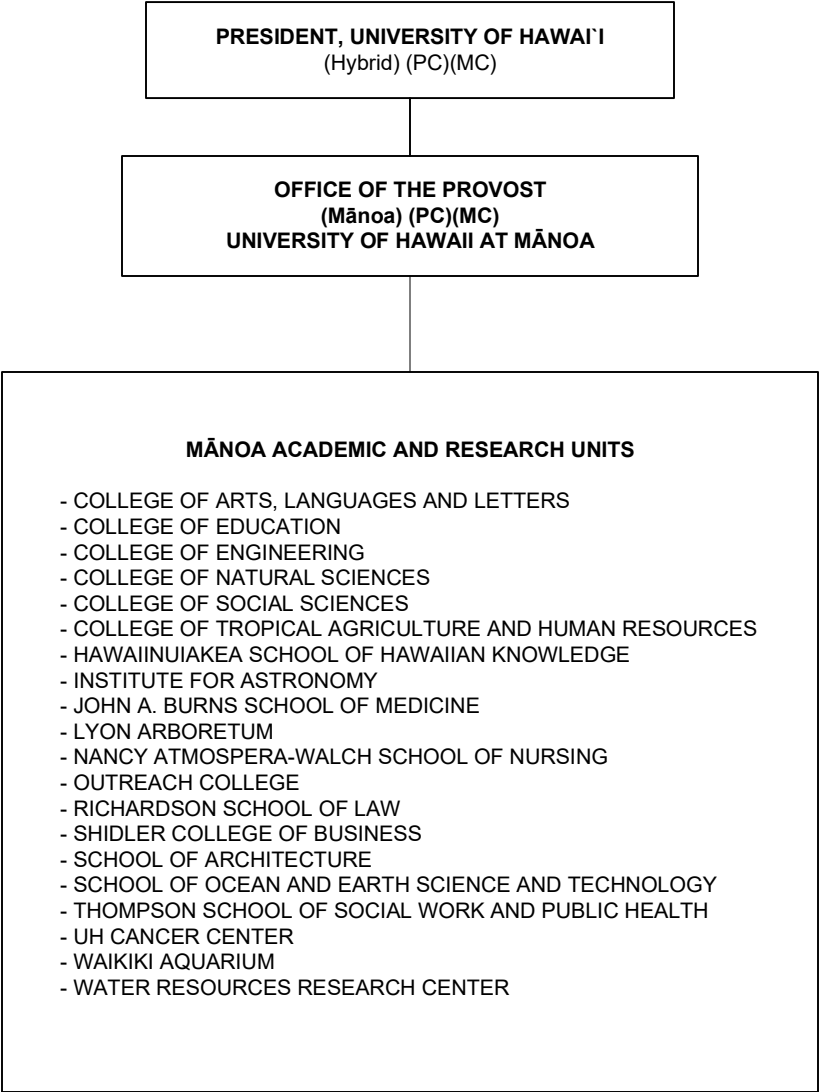


CHART TOTAL **PERM**
General Fund: 10.00

NO CHANGE


STATE OF HAWAI'I
UNIVERSITY OF HAWAI'I
UNIVERSITY OF HAWAI'I AT MĀNOA
OFFICE OF THE PROVOST
COLLEGES, SCHOOLS, ORUS &
INSTITUTES

ORGANIZATION CHART



PROPOSED

APPROVED:



January 8, 2024

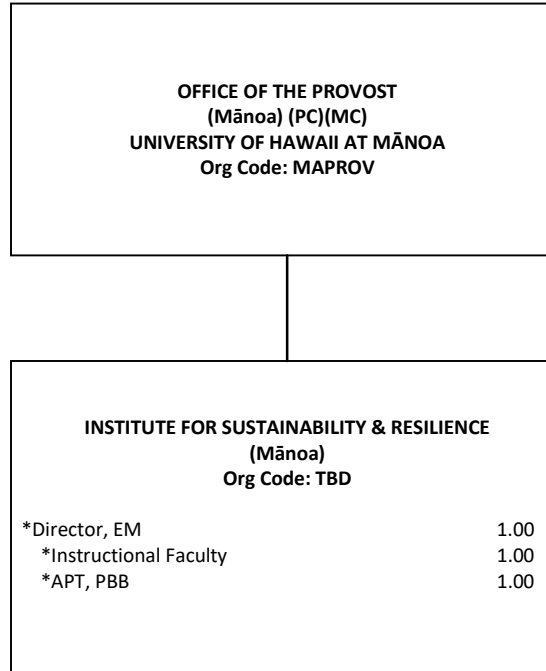
David Lassner
President

Date

STATE OF HAWAII
UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MĀNOA
OFFICE OF THE PROVOST
INSTITUTE FOR SUSTAINABILITY & RESILIENCE

ORGANIZATIONAL CHART

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MC=Mānoa Cabinet



DEPARTMENT TOTAL	PERM
General Fund:	3.00

*Positions to be established; Director, EM position to be classified.

CHART TOTAL	PERM
General Fund:	3.00

NO CHANGE

STATE OF HAWAI'I
UNIVERSITY OF HAWAI'I
UNIVERSITY OF HAWAI'I AT MĀNOA
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NO CHANGE

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PROPOSED

STATE OF HAWAI'I
UNIVERSITY OF HAWAI'I
UNIVERSITY OF HAWAI'I AT MĀNOA
OFFICE OF THE PROVOST
INSTITUTE FOR SUSTAINABILITY & RESILIENCE
FUNCTIONAL STATEMENT

INTRODUCTION

The Institute for Sustainability and Resilience (ISR) provides a campus-wide focus for interdisciplinary instruction, research, and outreach relating to sustainability and resilience. ISR serves as the coordinating body for sustainability and resilience-related activities across campus and provides UH Mānoa with representation and participation in systemwide sustainability and resilience activities and initiatives. The institute also provides a strong focus for competitive participation by the campus in large interdisciplinary global research initiatives and for philanthropic investment in sustainability and resilience at UH Mānoa. Through its work, ISR is committed to embracing the culture, wisdom, and fundamental values of the indigenous people of Hawai'i to advance sustainability across the educational, research, and service missions of the campus. ISR stewards the Interdisciplinary BA in Sustainability and Undergraduate Certificate in Sustainability.

MAJOR FUNCTIONS

ISR is responsible for implementing Board of Regents Policy RP 4.208: Sustainability Policy, and Executive Policy 4.202: System Sustainability in the areas of instruction, research, and outreach as follows:

A. Curriculum

- Provides leadership and collaboration on the development of new courses and programs related to sustainability and resilience in and across UH Mānoa schools, colleges, and academic departments
- Collaborates with colleagues across the UH System to establish and maintain the articulation of sustainability-related courses and programs for transfer students.
- Offers instruction and academic advising leading to the Interdisciplinary BA in Sustainability, the Undergraduate Certificate in Sustainability, and sustainability-related combined degree pathway programs.
- Oversees the Sustainability Curriculum Committee and supports its work in the assessment of learning outcomes and program evaluation.
- Provides oversight of the "SUST" sustainability and resilience courses, including the cross-listing of sustainability and resilience-related courses with academic

PROPOSED

departments and the creation of new SUST courses.

- Develops campus and community-based sites for laboratory or field-based learning related to sustainability, including engagement by students in the University's operational improvements in sustainability.
- Incorporates sustainability practices and learning into student life and other co-curricular activities.
- Develops and provides professional development opportunities for faculty related to curriculum development and delivery in sustainability.
- Represents UH Mānoa within the 10-campus Sustainability Curriculum Council, which works on issues of coordination and articulation between sustainability curriculum pathways among campuses.

B. Research, Service & Outreach

- Establishes metrics via the Association for the Advancement for Sustainability in Higher Education (AASHE) Sustainability Tracking, Assessment, and Rating System (STARS) to measure and promote increased research and scholarship in sustainability at all levels.
- Supports professional development and collaboration opportunities for faculty and students in sustainability scholarship.
- Facilitates interdisciplinary research and scholarship related to sustainability and resilience.
- Collaborates with partners with academic and research units and community organizations to secure extramural grants and contracts that support the mission of ISR and UH Mānoa's kuleana in Hawai'i and the Pacific.
- Establishes mutually beneficial, reciprocal partnerships with community organizations, nonprofit organizations, the private sector, and higher education institutions to advance sustainability initiatives.
- Creates internship and service-learning opportunities for students with external partners and collaborators.
- Supports sustainability and related science education initiatives in Hawai'i's public schools.

**AUTHORIZED BJ/BT POSITIONS
IMPACTED BY THE REORG**

University of Hawai'i at Mānoa
Allocated and Authorized BJ/BT Positions Impacted by the Reorganization

Program Title: Institute for Sustainability & Resilience

Item No.	Chart No.(s)	Affected Position No.(s)	<u>Classification/Organizational/Functional Change</u> Identify whether position is vacant (V) or filled (F)		Basis for Change/ Impact on Position
			From:	To:	
1	I	TBD	Director, E/M Org Code: TBD - Institute for Sustainability & Resilience		New position
2	I	TBD	Instructional Faculty Org Code: TBD - Institute for Sustainability & Resilience		New position
3	I	TBD	APT, PBB Org Code: TBD - Institute for Sustainability & Resilience		New position

Michael Bruno Michael Bruno Provost 1/8/2024
 Administrator's Signature, Name and Title Date Telephone Number

HR Review X
 OFA Review X

Letters and Responses

Updated December 18, 2023



UNIVERSITY OF HAWAII
PROFESSIONAL ASSEMBLY

April 6, 2023

Michael S. Bruno, Provost
University of Hawai'i at Mānoa
Office of the Provost
2500 Campus Road, Hawai'i Hall
Honolulu, Hawai'i 96822

Dear Provost Bruno:

RE: Proposed reorganization of the Office of the Provost at the University of Hawai'i at Mānoa to reflect the Institute for Sustainability & Resilience - Letter March 2, 2023.

Pursuant to Article I, Recognition, Article III, Maintenance of Rights and Benefits, Article XVII, Representation Rights, paragraph I., of the 2021-2025 Unit 7 Agreement and §89-9(c), HRS, the University of Hawaii Professional Assembly (UHPA) acknowledges receipt of the above referenced proposal.

The UHPA has reviewed the proposed reorganization and questions the reclassification of the Director of the Institute for Sustainability & Resilience (ISR) to an Executive/Managerial (E/M) position and exclusion from Bargaining Unit 7 under HRS, §89-6(f)(3). As noted in the proposal, the ISR has been able to fulfill its mission since July of 2017 by having an existing Unit 7 position serve as the Director of ISR. We don't agree that an exclusion is warranted under HRS, §89-6(f)(3), as there are other director positions on the UH Mānoa campus being performed by Bargaining Unit 7 employees. Therefore, we respectfully request reconsideration of the proposed reclassification for the ISR Director.

If you have any questions, please do not hesitate to contact me via email at takeno@uhpa.org or telephone at (808) 593-2157.

Sincerely,

A handwritten signature in black ink, appearing to read "Dwight Takeno".

Dwight Takeno
UHPA Associate Executive Director

cc: Christian Fern, UHPA Executive Director
James Kardash, UHPA Associate Executive Director
Makena Coffman, Director, Institute for Sustainability and Resilience
Wendy Pearson, Senior Advisor to the Provost



UNIVERSITY
of HAWAII®
MĀNOA

Office of the Provost

April 26, 2023

Dwight Takeno, Associate Executive Director
University of Hawai'i Professional Assembly
1017 Palm Drive
Honolulu, HI 96814

Dear Mr. Takeno:

Thank you for your response in regards to the proposed reorganization of the Office of the Provost to reflect the Institute for Sustainability and Resilience (ISR). I appreciate your careful review and consideration. I also note your concern in regards to the establishment of an Executive/Managerial (E/M) position within ISR. Here, I would like to better describe the position of the E/M as well as note that there will be additional faculty positions allocated within ISR as a result of this reorganization.

An E/M position is important to the development and growth of ISR. The E/M Director will directly collaborate with Deans/Directors, and Vice Provosts/Vice Presidents; for example, on establishing university-wide hiring priorities in the areas of sustainability and resilience, coordinating the administration of interdisciplinary sustainability and resilience-focused curriculum and degree programs, and submitting campus-wide reports to the Association of Sustainability in Higher Education (AASHE, STARS reporting). The E/M is also necessary to engage in the emerging HR needs of ISR, including the formation of faculty personnel committees (FPC) and moving forward FPC recommendations. The E/M is critical to broker agreements with national organizations, major donors and funding agencies, as well as to oversee administrative matters such as space utilization, facilities, financial management, and budget planning and execution. Though the current faculty Director has been engaged with ISR since 2018, roles and responsibilities are by definition distinct when a faculty, and additional capabilities within ISR are necessary to ensure organizational success.

Because E/M and faculty positions are complementary within the function and mission of the University, this reorganization will also result in increased faculty capacity and expertise within the ISR. The proposed Associate Director will be a faculty member with a buyout of 0.5 FTE to allocate time to ISR. The Associate Director position is thus similar in nature to the function of the current ISR Director position. In addition, the proposed reorganization will support the establishment of a new 1.0 FTE I3 faculty position.

Please do not hesitate to reach out should you have further questions.

Sincerely,

Michael Bruno

Michael Bruno
Provost

cc: Christian Fern, UHPA Executive Director
James Kardash, UHPA Associate Executive Director
Makena Coffman, Director, Institute for Sustainability and Resilience
Wendy Pearson, Senior Advisor to the Provost

2500 Campus Road, Hawai'i Hall
Honolulu, Hawai'i 96822
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April 20, 2023

Mr. Michael S. Bruno, Provost
University of Hawaii at Manoa
Office of the Provost
2500 Campus Road, Hawaii Hall
Honolulu, Hawaii 96822

Dear Mr. Bruno:

Subject: Reorganization of the Office of the Provost at the University of Hawaii at Manoa (UHM), Institute for Sustainability & Resilience

We received your letter dated March 2, 2023 regarding the above-mentioned subject matter. We do not have questions however we reserve the right to address any concerns that may arise.

Thank you for the opportunity to provide input. You may contact me at (808) 543-0078 or via email: jkuwabara@hgea.org if there are any questions.

Sincerely,

Joy Kuwabara
Field Services Consultant



Makena Coffman <makenaka@hawaii.edu>

Reorganization Proposal: Institute for Sustainability & Resilience

UHM Staff Senate | Chair <msschair@hawaii.edu>

Sun, Apr 23, 2023 at 9:31 PM

To: provost@hawaii.edu

Cc: Sheila Izuka <sheilak3@hawaii.edu>, Wendy L Pearson <pearsonw@hawaii.edu>, Makena Coffman <makenaka@hawaii.edu>, UHM-STAFF-SENATE-EB@lists.hawaii.edu, Elmer Kaai <elmerk@hawaii.edu>

Aloha Provost Bruno,

The University of Hawai'i at Mānoa's Staff Senate (UH-MSS) appreciates the opportunity to provide comments on the reorganization proposal for the Office of the Provost, Institute for Sustainability and Resilience. UH-MSS's comments are specifically focused on the proposal's impact to staff resources and support.

This proposal will establish the Institute for Sustainability and Resilience (ISR) on the organizational chart, reporting to the Provost, in order to allocate positions (FTE) to support continued and expanded operations. The Provost and Chief Business Officer have committed to allocate the positions and operational funding. The allocation of 3 FTE, including 1 Administrative & Professional (APT) position. It is worth noting that the groups impacted includes the Office of the Provost, ISR, and the College of Social Sciences (CSS)/Department of Urban and Regional Planning (DURP). The Office of the Provost will oversee ISR's fiscal and human resources functions, and the new APT staff within IRS will provide additional support.

UH-MSS only request is that the description of the new APT position clearly defines the fiscal management and grants support roles and responsibilities, as these tasks will require a fiduciary commitment from the staff member.

Mahalo



Carl E Dionne, Chair
Mānoa Staff Senate (MSS)
University of Hawai'i at Mānoa
manoa.hawaii.edu/staffsenate

----- Forwarded message -----

From: **UHM Staff Senate** <uhmstaff@hawaii.edu>

Date: Thu, Mar 2, 2023 at 3:54 PM



August 21, 2023

MEMORANDUM:

TO: Roy Gal
Associate Astronomer/Outreach Coordinator
Member of CAB, University of Hawai'i at Mānoa Faculty Senate

FROM: Michael Bruno *Michael Bruno*
Provost

Makena Coffman *Makena Coffman*
Director, Institute for Sustainability and Resilience
Professor, Department of Urban and Regional Planning

SUBJECT: Response to the Review of the Reorganization Proposal for the Institute for Sustainability and Resilience

We thank you and the Committee on Administration and Budget (CAB) for your review of the reorganization proposal for the Institute for Sustainability and Resilience. We appreciate you convening the committee and providing a draft of the “checklist” for our review, particularly over the summer months. We would like to clarify a few issues identified in the checklist and have appended to this memo a detailed response to all criteria receiving a score of 3 and below.

We are happy to meet with CAB at your earliest convenience to further discuss the proposal and our responses.

Attachment

C: Wendy Pearson, Senior Advisor to the Provost

Section I. Adequacy of reorganization proposal documentation

#2 There are no faculty currently housed in ISR except for Makena Coffman (via buyout) and a temporary faculty specialist Ketty Loeb, who has been consulted.

In regards to the faculty who teach SUST courses, the SUST is a cross-list and functions like any cross-list. ISR has no authority over faculty who teach SUST courses anymore than other cross-listed department has over faculty who teach cross-listed courses. As such, ISR will not be reviewing and evaluating these faculty. The reorganization will not fundamentally change anything about the functioning of the SUST cross-list, but will give more capacity to support and build sustainability curricular programming.

There is a 1 FTE APT included in the reorganization proposal for this purpose, to support the growing major and sustainability curricular programming.

#3 The ISR Director position is not comparable to that of a department chair (DC). It is comparable to a Director/Dean in the sense that it is an EM. For this case, the relevant guideline is Article XII, Tenure and Service, G.2.m, which states: “if a department or program has fewer than five eligible tenured Faculty members who are available (i.e., not on leave of absence) to serve on the DPC, then the Dean or Director may constitute a Faculty Personnel Committee in consultation with the Department Chair or Program Director. This ad hoc Faculty Personnel Committee will be made up of all UH-Manoa tenured faculty members...” We have consulted with Human Resources on this topic several times.

#5 We appreciate that ISR should grow over time. This reorganization proposal is the fundamental structure needed to make that happen.

#6 1.0 FTE I-3 are required to teach at least two courses a semester (or its equivalent), engage with research and service. These are typical faculty duty activities.

#7 We will take the comment about adequacy of resources; however, the question is about the accuracy of the resource statement.

#8 The proposed funding will not come directly from the Provost’s office. It will be part of the general budget allocation, which is a major point of having the reorganization.

Fundraising will not be a way to support the positions identified in the reorganization proposal. It’s an opportunity for other support (e.g. scholarships), major gifts, and naming. For example, the Shidler College of Business would not be named Shidler if it were not on the organizational chart.

#9 All positions identified in the proposal can immediately have office space in George Hall 112. As the program grows, including in research, there will be a need for more space, as with any program.

Section II. Appropriateness of Administration's Process and Consultation

#1 It seems that "vetted with the appropriate superior" is being confused with consultation. In terms of vetting, President Lassner has been briefed.

In regards to consultation, faculty who teach SUST courses, including faculty in Hawai'i inuiākea, were invited to attend the consultations, open houses, and provide comment. The Dean of the School of Hawaiian Knowledge was also consulted.

#3 We again appreciate wanting ISR to grow. This reorganization proposal is what sets it up institutionally.

#4 All reorganizations are posted on the Office of Business & Finance site. Other reorganizations for units that report to the Provost have never been posted on the Provost's website.

#5 The faculty union has been consulted and has provided their feedback.

Section III. Merits of the Proposal

#2 Over the many years of attempting to stand up sustainability programs at UHM, many alternatives have been explored. No academic discipline owns sustainability. ISR was established to be an umbrella organization that can coordinate among many units, academic and research, for the purposes of uplifting sustainability programs. As such, the proposed organization, outside of any one unit, is most functional and supportive.

#7 The reorganization serves to clarify authority, roles and responsibilities. For example, currently, as a "paper institute," there is a system of time buyout for the Director that can make the line of authority unclear. There are no authorities of ISR now or under the reorg over faculty who teach SUST courses. The relationship (in terms of authority, roles and responsibilities) to departments and faculty who teach SUST courses remains unchanged under this reorganization.

#8 The SUST is a cross-list and functions like any cross-list. ISR has no authority over faculty who teach SUST courses anymore than other cross-listed department has over faculty who teach cross-listed courses.

#12 Yes, this is the request.

#13 Again, we appreciate the interest in seeing ISR grow. This is also aligned with our interests and the purpose of the reorganization.

#14 The SUST is a cross-list. Any faculty who teaches a SUST course receives SSH to their home department, just like any other cross-list. SUST classes taught with faculty within ISR (such as the Capstone, SUST 495), would similarly receive SSH.

#15 Yes, this is correct.



October 19, 2023

MEMORANDUM

TO: Roy Gal *Makena Coffman*
Associate Astronomer/Outreach Coordinator
Chair of CAB, University of Hawai'i at Mānoa Faculty Senate

FROM: Michael Bruno *Michael Bruno*
Provost

Makena Coffman
Director, Institute for Sustainability and Resilience
Professor, Department of Urban and Regional Planning

SUBJECT: Response to Review of the Reorganization Proposal for the Institute for Sustainability and Resilience

We thank you and the Committee on Administration and Budget (CAB) for your continued review of the reorganization proposal for the Institute for Sustainability and Resilience (ISR). In addition to our responses to the draft “checklist,” this Memorandum serves as our response to CAB’s additional queries around ensuring continuity of sustainability-focused course offerings and program support for the BA in Interdisciplinary Studies: Sustainability (hereby “BA in Sustainability”). We both appreciate that these queries from CAB arose out of an interest in ensuring the long-term success of the ISR and its component programs, an interest that we all share.

The BA in Sustainability is a growing major that will indeed need additional resources and support as the major develops and enrollments continue to grow. Since our return to primarily in-person instruction in Fall 2022, and thus with greater ability to engage in recruitment events, the major has quickly grown to over 85 currently enrolled students. The 14 graduates to-date have found employment in a wide range of organizations; for example Kōkua Hawai'i Foundation, Sustainable Coastlines, ESPN (with a focus on environmental filmmaking), and the Peace Corps. Several students are going on to graduate school, with one enrolled in the BAM with Geography and the Environment, and another applying to study environmental law. As discussed in the proposal narrative, in the consultation process for the reorganization, several faculty noted the growth in their course enrollment related to SUST cross-listing, and their interest in teaching assistants (TAs) to support this growth. We agree this is an excellent idea. The Director is committed to carefully monitoring course enrollments (as currently occurs via assessment) in a very proactive way, and to engage in discussions with Deans and Department Chairs prior to the start of each semester in order to assess TA needs. As the SUST-TA program develops, the ISR curriculum committee can also help to provide insight to the Director as to TA needs for growing SUST classes. This process aligns with the current process by which Deans obtain TA positions and

budgets for their units, via requests to the Provost and Chief Business Officer. The Director of ISR will, post re-organization, be in a position to also engage in this process.

CAB voiced concern over our ability to ensure that SUST courses can be offered within departments even if faculty go on leave, for example for sabbatical. Ensuring the continuity of course offerings is critically important, and ISR will work with Department Chairs, the Dean and as needed, the Provost, to ensure the availability of lecturer positions and associated salary budget for high-demand SUST classes. This is consistent with what we are already doing campus-wide to ensure that we can provide coverage via lecturers for additional sections made necessary by growing enrollments.

The proposal includes the establishment of a tenure-track Assistant Professor (I3) position. This faculty member would be expected to maintain a workload consistent with University policy, which would likely translate to a 2 course teaching load per semester (modified if advising loads are particularly heavy). One concern voiced by CAB members is that at least several core courses be taught within ISR. The I3 position would enable this to occur. The position would be responsible to teach the Capstone course (SUST 495) as well as a lower division core course, which could be offered each semester. We feel that this is a solid starting place that balances our shared interest in having a few key classes taught within ISR, but with the majority of courses offered through a multi-disciplinary approach, working with a range of departments. The Provost is committed to the allocation of additional faculty positions to ISR as the needs of ISR and the campus-wide interest in sustainability grows. As an example, the Director is poised to be in conversation about the recently-approved collaborative hires in SOEST, CTAHR and CALL around sustainable fisheries. Our process for the review and approval of faculty hiring requests from the units takes into account enrollment growth, and the needs of Hawai'i. Certainly, issues related to sustainability and community resilience are among the most critical to the citizens of Hawai'i, and to the world. Once this reorganization is approved and implemented, the Director will be in a position to annually make the case for new faculty hires. Given the needs of Hawai'i, the continuing enrollment growth in the BA in Sustainability, and the very strong potential for collaborative hires with units across campus, the Provost anticipates that the ISR will experience continued growth in its faculty, and we are committed to ensuring the resources to facilitate that growth.

Lastly, we want to reiterate the importance of this reorganization for ISR to formally establish itself within the organizational structure of the University. Without establishment on the organizational chart, ISR simply cannot grow further in its functions at the University. This reorganization is a major step forward in prioritizing multi-disciplinary, integrated, sustainability-focused curricular programming at UHM and we hope that we can count on the support of CAB.

c: Carolyn Stephenson, SEC Liaison to CAB



Presented to the Mānoa Faculty Senate by the Committee on Administration & Budget (CAB) for a vote of the full Senate on December 13, 2023, a resolution to endorse with reservations a reorganization of the Office of the Provost to include the Institute for Sustainability & Resilience at the University of Hawai'i at Mānoa.

Resolution to Support with Reservations the Reorganization of the Office of the Provost to include the Institute for Sustainability & Resilience (ISR)

WHEREAS, Executive Policy A3.101 calls for the Mānoa Faculty Senate (MFS) to review any proposed reorganization; and,

WHEREAS, the Mānoa Faculty Senate has delegated to the Committee on Administration and Budget (CAB) the duty to review reorganization proposals and, based on a Reorganization Proposal Consultation Review Checklist, to present their recommendations to the Mānoa Faculty Senate Executive Committee; and,

WHEREAS, it has been proposed to reorganize the Institute for Sustainability & Resilience (ISR) as reporting to the Office of the Provost, and;

WHEREAS, the Institute for Sustainability & Resilience has been successful in offering a range of courses on Sustainability (SUST) across the UHM campus despite having limited resources since being established on July 7, 2017; and,

WHEREAS, the Provost has agreed to allocate 3 FTE positions, including 1 Executive/Managerial position to serve as Director, 1 (Instructional) faculty position, and 1 Administrative & Professional (APT) position; along with funding for salaries and operations; and,

WHEREAS, this Institute is important in reflecting the mission and 2015-2025 Strategic Plan of the University of Hawai'i at Mānoa to be a “globally recognized center of learning and research with a kuleana to serve the people and places of Hawai'i, and our neighbors in the Pacific and Asia. We cultivate creative and innovative leaders who mālama our people, our places, and our ways of knowing in order to sustain and transform our islands and the world”; and,

WHEREAS, discussion with faculty in the affected units revealed that this is a faculty- and administration-driven reorganization which will facilitate interaction among faculty and increase student offerings related to Sustainability, while maintaining autonomy and self-determination of cooperating units; and,



WHEREAS, having an ISR Director at the reporting level of deans will allow this individual to work with other deans and UH campuses to encourage cooperation on this strategic initiative; and,

WHEREAS, this Proposal comes at a difficult fiscal time for the campus, the filling of current critical faculty and graduate assistant vacancies in the affected programs involved is not fully addressed; and,

WHEREAS, CAB remains concerned that much of the functional responsibility for content delivery is spread across multiple departments, and it is unclear how much duplication or layering of administration and responsibility this reorganization will produce; and,

WHEREAS, CAB has some remaining concerns about the sustainability of the Institute and reliance upon the director and tentative oral offers of additional resources, and,

THEREFORE, BE IT RESOLVED, that the UH Mānoa Faculty Senate endorses, with reservations, the proposed *Institute for Sustainability & Resilience*; and,

BE IT FURTHER RESOLVED, that the Mānoa Faculty Senate calls on the Provost to provide additional resources and to develop agreed metrics that could be set as benchmarks or goals, which should result in allocating additional resources to meet growing needs.

BE IT FINALLY RESOLVED, that the Mānoa Faculty Senate calls on the Provost to address the concerns raised above.

Supporting Documents:

- *CAB Reorganization Checklist for the Institute for Sustainability & Resilience*
- *Reorganization Proposal, Institute for Sustainability & Resilience (posted on the Mānoa Office of Business and Finance website).*



**UH Mānoa Faculty Senate Committee on Administration and Budget
Reorganization Proposal Consultation and Review Checklist**

Senate Committee name: Committee on Administration and Budget (CAB)
Reorganization proposal: Institute for Sustainability & Resilience (ISR)
Date review completed: 11/21/23

Summary of faculty senate committee review:

Committee consultation with Administration (names and meeting dates):

May 1, 2023: Makena Coffman & Wendy Pearson
 Oct. 5, 2023: Makena Coffman & Wendy Pearson

Committee consultation with affected units (names and meeting dates):

May 1, 2023: Makena Coffman & Wendy Pearson
 Oct. 5, 2023: Makena Coffman & Wendy Pearson

Other committee consultations (names and meeting dates):

Action recommended by the CAB committee (check one):

- Endorse _____
- Endorse with Reservations _____ X _____
- Oppose _____
- Returned without recommendation _____

Comments (summary rationale for recommendations):

CAB supports the establishment of the Institute of Sustainability and Resilience (ISR) as it is timely, consistent with the UHM Strategic Plan, and much needed. CAB had questions and concerns based on the initial review of the proposal to which both Provost Bruno and Director Coffman’s responded on August 21 and Oct 19, 2023 respectively. However, the responses, although understanding of and in agreement with our concerns that ISR needs resources (e.g., faculty and TAs) and mapping of its curriculum, did not provide a definitive and written allocation of the resources. Hence CAB endorses the proposal but with reservations due to lack of adequate funding, curriculum, and personnel.

Documentation of due diligence in faculty senate review of proposal:

I. Adequacy of reorganization proposal documentation

(Score 1 to 5: 1 inadequate, 5 excellent, or NA – Not applicable)

#	Question	Comments	Score
1	Is the background and rationale for reorganization explained in sufficient	Yes there is an understanding of the reorganization. It is justified should ISR grow to appropriate size.	4



	detail to justify the organizational changes proposed?		
2	Are the groups affected by the reorganization (students, faculty, staff) identified and the impact of the reorganization on these groups explained?	<ol style="list-style-type: none"> 1. Faculty: ISR will be established as an institute and the faculty who teach sustainability related courses are primarily located in multiple Departments across campus. Those faculty have kuleana there, e.g., teaching, advising, research, knowledge production, committee work, etc. The impact on faculty, both housed within ISR, as well as those who are housed in other units but teach SUST courses, were addressed, to an extent by Wendy Pearson's and Makena Coffman's meeting with CAB in October 5, 2023. There still remain major concerns as the majority of ISR courses will be taught by non-ISR faculty. 2. Students: Given the expected number of SUST students, due to the appeal of the program, the limited number of resources housed within ISR under the current proposal is concerning. We suggest a possible specific position (0.5-1 FTE APT or similar) to provide support. 	3
3	Are the supervisor/subordinate reporting relationships properly identified?	The FPC/DPC is described as being appointed by the ISR Director. While ISR remains small, this is consistent with the UHPA contract; however, if the faculty grows to sufficient size, this will need to be revised appropriately. CAB also has concerns about supervision/evaluation of faculty, since most faculty teaching SUST courses will *not* report to the ISR Director.	3
4	Are the position numbers and position classifications accurate and properly listed in the proposal narrative and organizational charts?	The positions cited in the proposal are accurate. However, they are insufficient for a sustainable program (see item 6 below).	4
5	Is specific qualitative and quantitative information provided to explain the problem being addressed and the benefits of the reorganization?	The goal of the reorganization, and specifically the creation of a new unit, to highlight sustainability and resilience, is well described. The proposal, although justifiable, does not request sufficient resources in order to sustain ISR. There is no estimate of the number of students who might major in the programs, and there is no estimate of the number of SUST courses desired in a fully operational program.	3



6	Are all resource requirements or savings fully explained?	<p>The proposal states: “The 1.0 FTE Instructional Faculty (I3) will be responsible for teaching the Interdisciplinary BA in Sustainability’s SUST 495 capstone course, the ISR seminar series as well as other SUST courses as appropriate. The Faculty will lead student advising and support curriculum stewardship. The Faculty will have an active research agenda in topics related to sustainability and resilience, as well as engage in ISR assessment activities.” Given the breadth of the program, 1.0 FTE I-3 is not sufficient, and the duties of the I3 position are unrealistic for one individual.</p> <p>A TA will be available according to Makena. However, there is no written commitment to ensure that a TA will be available. According to the October 19 written response both Provost Bruno and Director Makena indicate that the process of hiring TAs will be addressed according to campus policy.</p>	3
7	Do the estimated resource requirements or savings appear to be accurate?	<p>The current budget is \$260,000. This proposal seeks an additional \$240,000 plus \$14,000 in operational costs. The total budget would be \$514,000 annually. Given the concern that the human resource request is insufficient, this funding would also be insufficient. The inadequacy of these resources was provided during consultation with affected parties. The desired impact of this program is much larger than the resources provided. Supporting ISR in teaching and other commitments from faculty in other units assumes access to resources outside of ISR’s control.</p>	3
8	Are the estimated annual costs and/or benefits of the reorganization provided with an explanation of how these costs will be funded? (additional costs may include new positions, position reclassifications, office furniture or other expenses.)	<p>The proposed funding would come directly from the Provosts’ office. The concerns are:</p> <ol style="list-style-type: none"> 1. It is unsustainable given the current UH budget allocation from the legislature, and ongoing difficulties in this regard. 2. The reorganization will enable fundraising to support the program. The core operational budget should not rely on donations. 	3
9	Will additional or alternative space be required due to the reorganization?	<p>It is unclear as to where the new I-3 will be housed? If additional ISR resources are needed as anticipated, where would faculty and advisors be housed? The proposal states no additional space is requested. Such a</p>	1



		large program would likely need a sustained space in the long term.	
9	If so, how are the space issues addressed?	See above	1
10	Have all documents and correspondence been posted on the Provost website?	The proposal with feedback is posted at the Office of Business & Finance site (https://manoa.hawaii.edu/uhmbf/orgcharts/) but not on the Provost’s site. A link might be appropriate.	4

II. Appropriateness of Administration’s process and consultation

(Score 1 to 5: 1 = process not followed, 5 process followed in the best of faith, or NA - Not applicable)

#	Question	Comments	Score
1	Is the reorganization being proposed by the appropriate administrative leader, and vetted with the appropriate superior?	Yes, as proposed by Provost Bruno. Vetting, the Director of the Native Hawaiian Place of Learning Advancement Office was consulted, however the faculty of Hawai‘inuiākea, where Native Hawaiian learning primarily occurs, were not consulted. The director of Pacific Island Studies was consulted.	3
2	Have the members of the affected unit been consulted?	Yes. However, it is unclear what fraction of the faculty who teach the 120 different SUST courses provided input.	4
3	Has the administration responded to the unit’s concerns about the reorganization?	ISR was approved in July 2017. The memo is from the Provost to request that ISR is organized directly under the Office of the Provost. As noted earlier, the inadequacy of these resources was already pointed out in feedback during consultation with affected parties, and has not been addressed in the proposal.	3
4	Has all relevant information been posted on the appropriate website?	The proposal with feedback is posted at the Office of Business & Finance site (https://manoa.hawaii.edu/uhmbf/orgcharts/) but not on the Provost’s site. A link might be appropriate.	3
5	Has the faculty Union been consulted?	Yes, Makena Coffman confirms that UHPA was consulted at the same time as MFS.	4
6	Has the administration demonstrated appropriate respect for the consultative process?	Yes. Makena Coffman and Wendy Pearson speaking with CAB was appreciated; however, there were no concrete and affirmed changes to the proposal despite CAB efforts.	3

III. Merits of the proposal

(Score 1 to 5: 1 = proposal lacks merit, 5 = proposal achieves worthy goals, or NA – Not applicable)

#	Question	Comments	Score
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1	Does the reorganization address or resolve a problem that has been identified/experienced?	Yes.	5
2	Have other alternatives been explored before proposing reorganization, such as changing work processes?	It is unclear whether other options were explored, such as creating a separate department within IS, or within an existing school or college.	2
3	Is the reorganization consistent with the University strategic, program and financial plans?	Sustainability is placed directly under the Provost, as it is a major UH strategic goal.	4
4	Is the current organization inadequate to address the problems experienced?	Given the need for more structure and FTE it is inadequate.	4
5	What are the specific anticipated benefits of reorganization?	1. Places ISR on the UHM organizational chart. 2. Allows ISR to seek extramural funding. 3. Allows ISR to hire their own faculty and staff	5
6	Are the anticipated benefits significant enough to merit the effort of the reorganization?	Yes.	5
7	Does the reorganization minimize confusion over authority, roles and responsibilities?	See notes in Sec. I, parts 2 and 3.	1
8	Are functional responsibilities homogeneously grouped under one organizational unit or are functions duplicated among or between various organizational segments?	The proposal is to create one unit, ISR. However, much of the functional responsibility for content delivery is spread across multiple departments. It is unclear how much duplication or layering of administration and responsibility the reorganization will produce.	2
9	Are there unnecessary levels of supervision for the work that must be performed?	No	4
10	Are there cost savings?	No	4
11	How significant are the cost benefits?	N/A	N/A
12	Are additional resources required?	Yes, \$254,000 is requested.	3
13	How significant are the costs required?	The requested new costs are modest and insufficient.	2
14	Is there an impact on the instructional mission?	Yes. The coordination of SUST courses will be beneficial to students and possibly faculty.	3
15	Is there an impact on the research mission?	This institute will further the discipline in connection to research via supporting professional development, interdisciplinary scholarship, collaborating partners, metrics via AASHE STARS.	3
16	Is there an impact on the service or outreach mission?	Yes, there is a positive impact. Centralized and coordinated sustainability programs will improve	4



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		advising and communication, and deepen important community connections and outreach.	
17	Do the benefits outweigh the negative impacts?	Yes	NA
18	Are any negative impacts of the reorganization justified?	No clear negative impacts identified.	N/A

Note: The Mānoa Faculty Senate Reviewed the “Resolution to Support with Reservations the Reorganization of the Office of the Proost to Include the Institute for Sustainability and Resilience (ISR)” on December 13, 2023. The motion was supported with a vote recorded in the meeting as unanimous, 45 in favor and 0 opposed.



Presented to the Mānoa Faculty Senate by the Committee on Administration & Budget (CAB) for a vote of the full Senate on December 13, 2023, a resolution to endorse with reservations a reorganization of the Office of the Provost to include the Institute for Sustainability & Resilience at the University of Hawai'i at Mānoa. Approved unanimously by the Mānoa Faculty Senate on December 13, 2023 with 45 votes in support and 0 votes opposed.

Resolution to Support with Reservations the Reorganization of the Office of the Provost to include the Institute for Sustainability & Resilience (ISR)

WHEREAS, Executive Policy A3.101 calls for the Mānoa Faculty Senate (MFS) to review any proposed reorganization; and,

WHEREAS, the Mānoa Faculty Senate has delegated to the Committee on Administration and Budget (CAB) the duty to review reorganization proposals and, based on a Reorganization Proposal Consultation Review Checklist, to present their recommendations to the Mānoa Faculty Senate Executive Committee; and,

WHEREAS, it has been proposed to reorganize the Institute for Sustainability & Resilience (ISR) as reporting to the Office of the Provost, and;

WHEREAS, the Institute for Sustainability & Resilience has been successful in offering a range of courses on Sustainability (SUST) across the UHM campus despite having limited resources since being established on July 7, 2017; and,

WHEREAS, the Provost has agreed to allocate 3 FTE positions, including 1 Executive/Managerial position to serve as Director, 1 (Instructional) faculty position, and 1 Administrative & Professional (APT) position; along with funding for salaries and operations; and,

WHEREAS, this Institute is important in reflecting the mission and 2015-2025 Strategic Plan of the University of Hawai'i at Mānoa to be a “globally recognized center of learning and research with a kuleana to serve the people and places of Hawai'i, and our neighbors in the Pacific and Asia. We cultivate creative and innovative leaders who mālama our people, our places, and our ways of knowing in order to sustain and transform our islands and the world”; and,

WHEREAS, discussion with faculty in the affected units revealed that this is a faculty- and administration-driven reorganization which will facilitate interaction among faculty and increase student offerings related to Sustainability, while maintaining autonomy and self-determination of cooperating units; and,



WHEREAS, having an ISR Director at the reporting level of deans will allow this individual to work with other deans and UH campuses to encourage cooperation on this strategic initiative; and,

WHEREAS, this Proposal comes at a difficult fiscal time for the campus, the filling of current critical faculty and graduate assistant vacancies in the affected programs involved is not fully addressed; and,

WHEREAS, CAB remains concerned that much of the functional responsibility for content delivery is spread across multiple departments, and it is unclear how much duplication or layering of administration and responsibility this reorganization will produce; and,

WHEREAS, CAB has some remaining concerns about the sustainability of the Institute and reliance upon the director and tentative oral offers of additional resources, and,

THEREFORE, BE IT RESOLVED, that the UH Mānoa Faculty Senate endorses, with reservations, the proposed *Institute for Sustainability & Resilience*; and,

BE IT FURTHER RESOLVED, that the Mānoa Faculty Senate calls on the Provost to provide additional resources and to develop agreed metrics that could be set as benchmarks or goals, which should result in allocating additional resources to meet growing needs.

BE IT FINALLY RESOLVED, that the Mānoa Faculty Senate calls on the Provost to address the concerns raised above.

Supporting Documents:

- *CAB Reorganization Checklist for the Institute for Sustainability & Resilience*
- *Reorganization Proposal, Institute for Sustainability & Resilience (posted on the Mānoa Office of Business and Finance website).*

April 26, 2021

MEMORANDUM

TO: David Lassner
President

VIA: Michael Bruno *Michael Bruno*
Provost

VIA: Laura E. Lyons *Laura E. Lyons*
Associate Vice Chancellor for Academic Affairs

FROM: Makena Coffman *Makena Coffman*
Director, Institute for Sustainability and Resilience

SUBJECT: APPROVAL OF THE NEW UNDERGRADUATE CERTIFICATE IN
SUSTAINABILITY

SPECIFIC ACTION REQUESTED:

It is requested that the new undergraduate certificate in Sustainability be approved.

RECOMMENDED EFFECTIVE DATE:

Immediately upon approval.

ADDITIONAL COST:

None.

PURPOSE:

This certificate will provide undergraduate students with an education in sustainability that complements a students' primary degree and enables them to be better environmental stewards.

The transformation of society towards environmental sustainability, incorporating social and environmental justice paradigms, is one of the most important challenges currently facing humankind. Creating, modeling, and teaching sustainability at UHM meets University-wide goals set forth in Executive Policy 4.202 as well as supports UHM's Institutional Learning Objective that "Students demonstrate excellence, integrity and engagement through ... Stewardship of the natural environment." The movement toward integrating the concept of sustainability into UHM educational programs has grown out of wide student and faculty concern over severe threats to human and environmental well-being as a result of environmental degradation. Part of the organizational mission of ISR is to identify and emphasize sustainability-focused curricula across the UHM campus. As of Fall 2018, through ISR, students at UHM can now easily identify sustainability-focused courses cross-listed with a "SUST" course subject within the catalog. SUST courses provide an understanding of the interconnectivity of

human and natural systems and emphasize evidence-based reasoning on the implications of sustainability problems and/or proposed solutions. There are currently 93 undergraduate SUST courses (21 lower division and 72 upper division), 27 graduate SUST courses, with 32 participating departments.

An undergraduate sustainability certificate program at UHM will increase the depth to which UHM undergraduate students explore the interlinkages between human and natural systems as they relate to environmental stewardship. Students who complete this certificate will be able to engage in systems thinking and problem solving for the purpose of creating enduring processes for environmental stewardship. The certificate has three required programmatic learning objectives (PLOs):

Within the Undergraduate Certificate in Sustainability at UH Mānoa, students will develop:

1. Understanding of the interconnectivity of human and natural systems;

At the undergraduate level students will, for example, demonstrate awareness of how natural and economic or social systems interact to foster or prevent environmental sustainability, including recognizing underlying processes or stressors.

2. Evidence-based reasoning on the implications of sustainability problems and/or proposed solutions;

For example, at the undergraduate level students will be able to distinguish the local, national or global scale of sustainability challenges and proposed solutions, demonstrate critical reflection on sustainability solutions and their ethical or justice implications.

3. Understanding that multiple knowledge systems inform processes for achieving sustainability;

For example, a student will be able to discern the multiple values that shape decision making as it affects socio-economic, cultural, and biophysical dimensions of society and environment.

Each SUST course meets the first two SLOs as a requirement for cross-listing and is reviewed for continued cross-list every five years. The third SLO is achieved through the certificate structure, which encourages students to explore sustainability through multiple disciplines.

BACKGROUND:

Ensuring sustainable stewardship of our environment while simultaneously creating vibrant and resilient societies requires theory, practice and integration across multiple fields. Sustainability as a concept has been defined within several major discourses. The most often cited comes from the United Nations World Commission on Environment and Development: “Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (Brundtland Commission, 1987). Another notable sustainability discourse refers to Elkington’s (1999) “triple-bottom-line,” where economic, social and environmental considerations are integrated and/or put into balance. Often the definition of sustainability is operationalized by merging these two frames, as done by the U.S. Environmental Protection Agency within their own definition, “*Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our natural environment. To pursue sustainability is to create and maintain the conditions under which human and nature can exist in productive harmony to support present and future*

generations.” This hybrid definition well fits the purposes of this certificate, where courses will emphasize the interlinkages between human and natural systems. Understanding environmental processes must complement a similar understanding of historical, political, economic, and social/cultural dynamics. Meaningfully addressing environmental crises requires bridging multiple disciplines and perspectives while reassessing our collective and individual relationships with the natural environment and the systems that have caused degradation. Though referring to environmental sustainability, the term “sustainability” is used throughout this proposal for succinctness.

The College of Education (CoEd), College of Engineering (CoE), College of Arts, Languages & Letters (CALL), College of Natural Sciences (CNS), College of Social Sciences (CSS), College of Tropical Agriculture & Human Resources (CTAHR), Hawai‘inuiākea School of Hawaiian Knowledge (HSHK), and the School of Ocean and Earth Science and Technology (SOEST) are committed to interdisciplinary education in sustainability. The CoEd is working to bolster their Sustainability within their Curriculum Studies program, including recently establishing a Graduate Certificate in Sustainability and Resilience Education and working with UH-West O‘ahu to develop sustainably-focused math courses. In the CoE, the Department of Civil and Environmental Engineering (CEE) has offered sustainability courses since 2010, and in 2018 it launched a senior year track on Sustainability and Innovation. As of Fall 2018, 70 students who took CEE 444 have received Envision Sustainability Professional (ENV SP) certification by the Institute for Sustainable Infrastructure. The CALL explores the past, contemporary and future human and environmental interconnections to sustainability through history, languages, literatures, art, film, music, and cultural studies, as well as the sustainability of the human spirit through philosophy and religion. In the arena of environmentalism, related coursework is available in the history department, the art and art history department, and the department of philosophy. Faculty in CALL are working to further establish complementary curriculum in Environmental Humanities. Within CNS, instruction and research address diverse aspects of sustainability, including conservation biology, green chemistry and applications of computer science and mathematics to efficient resource use. CNS also offers two other interdisciplinary undergraduate certificates (Marine Option Program and Mathematical Biology). CSS has strong instructional and research programs in the human dimensions of environmental stewardship. In addition to the many sustainability-focused courses, CSS supports the Science Education for New Civic Engagements and Responsibilities (SENCER) Hawai‘i program, which fosters solution-based engagement in teaching methods. CSS faculty also co-direct, with CoE, the Renewable Energy and Island Sustainability Graduate Certificate. CTAHR has demonstrated a strong role in science-based sustainability instruction, research and extension that impacts family well-being, natural resources, agricultural and animal production, and economic and environmental sustainability. In 2017 CTAHR committed to a faculty position in sustainable management that is designated to serve as the CTAHR leader for campus sustainability efforts, including this certificate. HSHK and Kamakūokalani Center for Hawaiian Studies have focused two faculty hires since 2012 on its Mālama ‘Āina strand and four cluster hires with CTAHR, NREM, SSRI and Law whose research and teaching are centered on sustainability. In SOEST, the Global Environmental Science program hosts a concentration in Sustainability Science while the Department of Earth Sciences hosts an undergraduate degree in Environmental Earth Sciences. SOEST is also home to a number of Organized Research Units that seek solutions to pressing environmental threats, like the development and integration of renewable energy. The National Academies of Sciences, Engineering, and Medicine emphasizes the demand for and the urgency to provide curricular programs in sustainability to meet ongoing environmental, economic, and societal challenges (2020). Together CoEd, CoE, CALL, CNS, CSS, CTAHR, HSHK, and SOEST are committed to collaborating with the Institute for Sustainability and Resilience (ISR) to support the campus-wide Undergraduate Certificate in Sustainability. ISR was established in 2018 at the University of Hawai‘i at Mānoa (UHM) to provide a campus-wide platform for cross-disciplinary instruction that supports UHM’s goal to help Hawai‘i meet its local and global obligations toward environmental sustainability.

ACTION RECOMMENDED:

It is recommended that the new undergraduate certificate in Sustainability be approved.

APPROVED/DISAPPROVED



David Lassner
President

May 20, 2021

Date

**University of Hawai‘i at Mānoa
Undergraduate Certificate in Sustainability**

**Proposed by the
Institute for Sustainability & Resilience
in partnership with the
College of Education, College of Engineering, College of Languages, Linguistics & Literature,
College of Natural Sciences, College of Social Sciences, College of Tropical Agriculture and
Human Resources, Hawai‘inuiākea School of Hawaiian Knowledge, and School of Ocean and
Earth Science and Technology**

**February 24, 2021 to MFS
Minor Updates April 26, 2021**

Ensuring sustainable stewardship of our environment while simultaneously creating vibrant and resilient societies requires theory, practice and integration across multiple fields. Sustainability as a concept has been defined within several major discourses. The most often cited comes from the United Nations World Commission on Environment and Development: “Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (Brundtland Commission, 1987). Another notable sustainability discourse refers to Elkington’s (1999) “triple-bottom-line,” where economic, social and environmental considerations are integrated and/or put into balance. Often the definition of sustainability is operationalized by merging these two frames, as done by the U.S. Environmental Protection Agency within their own definition, “*Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our natural environment. To pursue sustainability is to create and maintain the conditions under which human and nature can exist in productive harmony to support present and future generations.*” This hybrid definition well fits the purposes of this certificate, where courses will emphasize the interlinkages between human and natural systems. Understanding environmental processes must complement a similar understanding of historical, political, economic, and social/cultural dynamics. Meaningfully addressing environmental crises requires bridging multiple disciplines and perspectives while reassessing our collective and individual relationships with the natural environment and the systems that have caused degradation. Though referring to environmental sustainability, the term “sustainability” is used throughout this proposal for succinctness.

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interconnections to sustainability through history, languages, literatures, art, film, music, and cultural studies, as well as the sustainability of the human spirit through philosophy and religion. In the arena of environmentalism, related coursework is available in the history department, the art and art history department, and the department of philosophy. Faculty in CALL are working to further establish complementary curriculum in Environmental Humanities. Within CNS, instruction and research address diverse aspects of sustainability, including conservation biology, green chemistry and applications of computer science and mathematics to efficient resource use. CNS also offers two other interdisciplinary undergraduate certificates (Marine Option Program and Mathematical Biology). CSS has strong instructional and research programs in the human dimensions of environmental stewardship. In addition to the many sustainability-focused courses, CSS supports the Science Education for New Civic Engagements and Responsibilities (SENCER) Hawai‘i program, which fosters solution-based engagement in teaching methods. CSS faculty also co-direct, with CoE, the Renewable Energy and Island Sustainability Graduate Certificate. CTAHR has demonstrated a strong role in science-based sustainability instruction, research and extension that impacts family well-being, natural resources, agricultural and animal production, and economic and environmental sustainability. In 2017 CTAHR committed to a faculty position in sustainable management that is designated to serve as the CTAHR leader for campus sustainability efforts, including this certificate. HSHK and Kamakakūokalani Center for Hawaiian Studies have focused two faculty hires since 2012 on its Mālama ‘Āina strand and four cluster hires with CTAHR, NREM, SSRI and Law whose research and teaching are centered on sustainability. In SOEST, the Global Environmental Science program hosts a concentration in Sustainability Science while the Department of Earth Sciences hosts an undergraduate degree in Environmental Earth Sciences. SOEST is also home to a number of Organized Research Units that seek solutions to pressing environmental threats, like the development and integration of renewable energy.

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1. **What is the purpose and objectives of the proposed academic subject certificate program, including the relationship to existing degree programs(s), if any?**

Rationale, Purpose & Objectives: This certificate will provide undergraduate students with an education in sustainability that complements a students’ primary degree and enables them to be better environmental stewards.

The transformation of society towards environmental sustainability, incorporating social and environmental justice paradigms, is one of the most important challenges currently facing humankind. Creating, modeling, and teaching sustainability at UHM meets University-wide goals set forth in Executive Policy 4.202 as well as supports UHM’s Institutional Learning Objective that “Students demonstrate excellence, integrity and engagement through ... Stewardship of the natural environment.” The movement toward integrating the concept of sustainability into UHM

educational programs has grown out of wide student and faculty concern over severe threats to human and environmental well-being as a result of environmental degradation. Part of the organizational mission of ISR is to identify and emphasize sustainability-focused curricula across the UHM campus. As of Fall 2018, through ISR, students at UHM can now easily identify sustainability-focused courses cross-listed with a “SUST” course subject within the catalog. SUST courses provide an understanding of the interconnectivity of human and natural systems and emphasize evidence-based reasoning on the implications of sustainability problems and/or proposed solutions. There are currently 93 undergraduate SUST courses (21 lower division and 72 upper division), 27 graduate SUST courses, with 32 participating departments.

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For example, a student will be able to discern the multiple values that shape decision making as it affects socio-economic, cultural, and biophysical dimensions of society and environment.

Each SUST course meets the first two SLOs as a requirement for cross-listing and is reviewed for continued cross-list every five years. The third SLO is achieved through the certificate structure, which encourages students to explore sustainability through multiple disciplines.

Relationship with existing programs: This proposed certificate will complement existing UHM undergraduate programs by providing a sustainability-focused education pathway in addition to their primary field of study. Many programs, including the eight academic units that have come together for this certificate, have academic coursework, research, and community programs around the issue of sustainability. There is ongoing effort to identify and cross-list sustainability-focused

curriculum across UHM through ISR. Using the SUST, the certificate allows for participation of all undergraduate serving units across UHM.¹ The certificate provides a means to link course opportunities for students of all academic backgrounds and demonstrates training in sustainability to potential employers or graduate schools.

The certificate also complements other sustainability-focused programs in development. Two such examples are 1) an active proposal for a themed pathway through General Education in “Sustainability and Resilience” and 2) a BA major equivalent in Interdisciplinary Studies focusing on Sustainability. The first is currently under review and, if accepted, students who choose to pursue the themed pathway would be well on their way to meeting certificate requirements. The second complements the certificate such that if a student started in the IS degree program but decided to change majors, they could potentially still receive the certificate degree to demonstrate their gained knowledge in the area. Both programs will be stewarded and informed by the ISR curriculum committee on an ongoing basis.

2. **How will the program be administered? Who will be responsible for advising of students (e.g., department chair, program director or staff, individual faculty from the various participating departments)?**

Certificate Administration: The ISR will accept and process student applications on an ongoing basis. Upon completion of the five courses, students will submit a completed application to the ISR. The ISR Director will review each application and be responsible for transmitting completed certificates to the Office of the Registrar in time to be listed on their transcript prior to graduation.

Advising: The ISR will coordinate advising with each of the eight supporting units, who are committed to working with their advising units. This will include training of advisors as to the processing requirements and deadlines of the certificate program, as well as general advice on course selection regarding the student’s academic goals and interests.

Curriculum: The curriculum content of the certificate (and SUST courses) will be guided on an ongoing basis by a faculty advisory council. The ISR curriculum committee currently consists of representatives from 8 units (CALL, CSS, CoEd, CoE, CNS, CTAHR, HSHK and SOEST) and meets at least once per semester to review UHM Form 2 proposals for SUST designation as well as to inform sustainability-focused curricular programs. All units with SUST offered courses will be represented on the committee. The two criteria for SUST designation are that the course SLOs lead to: 1) Understanding of the interconnectivity of human and natural systems; and 2) Evidence-based reasoning on the implications of sustainability problems and/or proposed solutions. For more information, see: manoa.hawaii.edu/ISR/about/. Committee members serve two-year staggered appointments.² Upon the expiration of member terms, nominations are sought for the next committee representative. The call for nominations will go through the ISR Director to the unit’s

¹ In addition to the units listed within this proposal, a conversation was also held between the ISR Director and Shidler curriculum leadership. Professor Coffman attended the Shidler Curriculum Meeting on January 28, 2019 as well as November 23, 2020. At this time, Shidler has developed sustainability-focused courses and the next step is to submit them for SUST cross-list.

² To begin, several members are on three-year appointments to enable “staggering” long-term.

administration, as each unit has its own internal processes for determining university-level service (for example, some units have their own faculty senate protocols). The ISR Director will make the final appointments. Faculty serving on the council should be actively engaging in sustainability topics within teaching and/or research, but there is no expectation of them directly advising students.

3. What units (e.g., programs, departments, schools, colleges) are involved? Who are the faculty involved in the planning process and who will be involved in implementing the proposed academic subject certificate?

Participating Units

- Institute for Sustainability and Resilience (ISR)
- College of Education (CoEd)
- College of Engineering (CoE)
- College of Arts, Languages and Letters (CALL)
- College of Natural Sciences (CNS)
- College of Social Sciences (CSS)
- College of Tropical Agriculture and Human Resources (CTAHR)
- Hawai‘inuiākea School of Hawaiian Knowledge (HSHK)
- School of Ocean and Earth Science and Technology (SOEST)

ISR Faculty Curriculum Committee

- Akutagawa, Malia, Associate Professor, Representing HSHK
- Butler, Marguerite, Professor, Representing CNS
- Chinn, Pauline, Professor, Representing CoEd
- Guidry, Michael, Associate Specialist, Representing SOEST
- Hamilton Faris, Jaimey, Associate Professor, Representing CALL
- Kantar, Michael, Assistant Professor, Representing CTAHR
- Mei-Singh, Laurel, Assistant Professor, Representing CSS
- Zhang, Guohui, Associate Professor, Representing CoE

Additional Faculty involved in the development of this proposal

- Cooney, Michael, Researcher, SOEST (Hawai‘i Natural Energy Institute)
- Francis, Oceana, Associate Professor, CoE (Civil and Environmental Engineering) and SOEST (Sea Grant College Program)
- Glick, Mark, Assistant Specialist, SOEST (Hawai‘i Natural Energy Institute)
- Hasager, Ulla, Associate Specialist, Director of Civic Engagement, CSS (ACCESS)
- Johnson, Philip, Professor, CNS (Information and Computer Sciences)
- Kimura, Aya H., Professor, CSS (Sociology)
- Lincoln, Noa, Associate Researcher, CTAHR (Tropical Plant and Soil Sciences)
- Litton, Creighton M., Professor, CTAHR (Natural Resources & Environmental Management)

- McGregor, Davianna Pōmaika‘i, Professor, CSS (Ethnic Studies)
- Perez, Craig Santos, Associate Professor, CALL (English)
- Prevedouros, Panos, Professor, CoE (Civil & Environmental Engineering)
- Price, Melissa, Assistant Professor, CTAHR (Natural Resources & Environmental Management)
- Puniwai, Noelani, Assistant Professor, HSHK (Hawaiian Studies)
- Schimmel, Scott E., Assistant Professor, CSS (Communication)
- Stitt-Bergh, Monica, Specialist, Assessment and Curriculum Support Center
- Ticktin, Tamara, Professor, CNS (Botany)
- Xiao, Yuanzhang, Assistant Professor, CoE (Electrical Engineering)

Administrators involved in the development of this proposal

- Arnade, Peter, Dean, CALL
- Comerford, Nicholas, Dean, CTAHR
- Fletcher, Charles “Chip”, Associate Dean for Academic Affairs, SOEST
- Helminck, Aloysius, Dean, CNS
- Konan, Denise, Dean, CSS
- Ma, David, Interim Associate Dean, CoE
- Morioka, Brennon, Dean, CoE
- Murata, Nathan, Dean, CoEd
- Osorio, Jon K., Dean, HSHK
- Sherwood, Alison, Interim Associate Dean, CNS
- Sutherland, Ross, Associate Dean, CSS
- Taylor, Brian, Dean, SOEST
- Wieczorek, Ania, Interim Associate Dean for Academic and Student Affairs, CTAHR

Consultation Process: The administrators and faculty within this list were consulted on multiple occasions (in-person and via email) in regards to their support for this certificate. A large in-person meeting was held in Fall 2018 and individual follow-up meetings were subsequently held, particularly with new units signing on in support of the certificate. The PLOs were informed and developed by the ISR curriculum committee and by conversations with the faculty signed onto this proposal. Prior to CAPP review, the proposal was circulated to all persons listed above, and required written (email) consent to move forward with the new submission.

4. **What population will be served by the program (e.g., graduate students enrolled in degree programs at the University; professionals working in the community who wish to upgrade knowledge and skills, desire a certificate only, and will not enroll in a degree program; undergraduate students enrolled in degree program at the University (full-time, part-time))? What is the anticipated number of students to be served each year?**

The certificate is intended for UHM degree-seeking undergraduate students interested in having a foundation in sustainability. It is designed for students seeking cross-disciplinary education in sustainability that complements their major degree. Five years after the certificate is established and implemented, it is anticipated that about 60-80 students will complete the program each year.

5. How is the program organized?

The program requires a total of 15 credits, of which 3-6 are lower and 9-12 are upper division. There must be a minimum of 9 upper division credits and a minimum of 3 lower division credits. The organization of the certificate aims to provide flexibility for students either early in their undergraduate program or more advanced. Students starting in the certificate early in their undergraduate program could, for example, take 6 credits of lower division courses and 9 credits of upper division courses. Transfer students and students beyond a third-year standing would be able to structure their certificate experience with 3 lower and 12 upper division credits, to be more in line with their academic development.

Students will choose five 3-credit SUST courses from at least two different home units. Students will be encouraged to reach outside of their core discipline in their course choices.

Rationale for lower-division courses: The lower division courses allow students to explore foundational concepts of sustainability through various disciplinary lenses. There are currently sixteen 3-credit courses offered in seven units from which students may choose 1-2 courses, totaling 3-6 credits.

Rationale for upper-division courses: Flexibility is encouraged here to enable SUST courses to complement the student's primary course of study. Therefore, students may choose to pursue a theme of interest within the course offerings or a broad multi-disciplinary view of sustainability. There are currently 64 3-credit upper division courses from which students can choose the 3-4 courses needed to complete their certificate, totaling 9-12 credits.

Each of these courses meets the first and second certificate PLOs that students will develop an "understanding of the interconnectivity of human and natural systems" as well as "evidence-based reasoning on the implications of sustainability problems and/or proposed solutions." By allowing students to choose multiple courses from different disciplinary perspectives, the student will meet the third PLO of "understanding that multiple knowledge systems inform processes for achieving sustainability."

Transfer Credits: For transfer students to UHM, courses from other institutions can count towards the certificate with director approval. The criteria for approval will be similar to determining any course alternative, such that there are comparable SLOs. For transfers from other UH campuses, students who have taken lower division S-designated courses can similarly receive credit for up to two lower division courses.

The current 3-credit SUST course offerings by units are currently as follows. (Note that some courses are listed in multiple units.)

College of Education

upper-division

- SUST 433/EDCS 433 (3) Interdisciplinary Science Curriculum

College of Engineering

upper-division

- SUST 440/CEE 440 (3) Vulnerability & Adaptation on Coastal Infrastructure (PRE: Senior standing or higher)
- SUST 441/CEE 441/OCN 441 (3) Principles of Sustainability Analysis (PRE: CHEM 161 and PHYS 170 with a minimum grade of C-; or consent)
- SUST 444/CEE 444 (3) Infrastructure: Project Impacts, Policy and Sustainability (PRE: senior standing, open to engineering, science, urban planning, and economics majors)
- SUST 449/ATMO 449/CEE 449 (3) Climate Modeling, Data Analysis and Applications (PRE: ATMO, CEE, EARTH, GES, OCN, NREM majors only. Senior standing or higher, or consent.)

College of Arts, Languages and Letters

lower-division

- SUST 157/HIST 157 (3) Global Environmental History

upper-division

- SUST TBD/ART 338 (3) Inter-Woven Structures (PRE: Sophomore standing)
- SUST 436/ART 436 (3) Use, Re-use, and Radical Re-use (PRE: ART 113 and 116 and one 200-level or above fiber course, and consent)
- SUST 439/ART 439 (3) Installation/Performance--Material in Context (PRE: ART 116)
- SUST 401/HIST 401 (3) History of the Indian Ocean World (PRE: junior or senior standing or consent)
- SUST 481/HIST 480/AMST 425 (3) American Environmental History

College of Natural Sciences

lower-division

- SUST 120/CHEM 110 (3) Chemistry in a Sustainable World

upper-division

- SUST 313/BOT 301 (3) Plant Conservation Biology (PRE: BOT 202/202L, or consent)
- SUST 445/BOT 444 (3) Ethnoecology and Conservation (PRE: BOT 202/202L or BIOL 265/265L or consent)
- SUST 446/BOT 446 (3) Hawaiian Ethnobotany (PRE: BOT 440 or consent)
- SUST 450/BOT 450/ZOOL 450 (3) Natural History of Hawaiian Islands (PRE: one semester of biological sciences at college level)

College of Social Sciences

lower-division

- SUST 204/ANTH 204 (3) Historical Ecology of Hawai'i
- SUST 222/ES 221 (3) Hawaiians
- SUST 114/PLAN 101 (3) Sustainable Cities
- SUST 250/SOCS 250/TAHR 250 (3) Introduction to Sustainability from Social Science Perspectives

upper-division

- SUST 333/ANTH 333 (3) Climate Change and Cultural Response: Past, Present, and Future
- SUST 335/ANTH 335 (3) Society and Environment (PRE: ANTH 152)
- SUST 482/ANTH 482 (3) Anthropology and the Environment: Culture, Power and Politics (PRE:

- 152 or 415 or consent)
- SUST 332/ECON 350 (3) Economics of Global Climate Change (PRE: ECON 120 or 130 or 131, or consent)
- SUST 336/ECON 336 (3) Energy Economics (PRE: ECON 120 or 130 or 131)
- SUST 350/ECON 350 (3) Sustainable Development (PRE: ECON 120 or 130 or 131, or consent)
- SUST 412/ECON 409 (3) The Ocean Economy (PRE: ECON 120 or 130, or consent)
- SUST 458/ECON 458 (3) Project Evaluation and Resource Management (PRE: ECON 301)
- SUST 318/ES 308 (3) Race, Indigeneity, and Environmental Justice
- SUST 321/ES 320 (3) Hawai'i and the Pacific (PRE: one DS or DH course)
- SUST 341/ES 340 (3) Land Tenure and Use in Hawai'i (PRE: one DS or DH course)
- SUST 351/ES 350 (3) Economic Change and Hawai'i's People (PRE: one DS or DH course)
- SUST 455/ES 355C (3) Topics in Comparative Ethnic Conflict: Hawaiian Sovereignty in Pacific Context
- SUST 461/ES 460 (3) Global Ethnic Conflict (PRE: one DS or DH course or consent.)
- SUST 314/GEO 302 (3) Global Environmental Issues
- SUST 315/GEO 305 (3) Water and Society (PRE: sophomore standing or higher, or consent)
- SUST 322/GEO 322 (3) Globalization and Environment (PRE: 102, 151, or consent)
- SUST 326/GEO 325 (3) Geography, Environment, and Society
- SUST 330/GEO 330 (3) Culture and Environment (PRE: 102, 151, or consent)
- SUST 413/GEO 411 (3) Past Global Change and the Human Era (PRE: junior standing or higher, or consent)
- SUST 415/GEO 415/TIM 415 (3) Nature-Based Tourism Management (PRE: TIM 101 or GEO/TIM 324)
- SUST 423/GEO 422 (3) Agriculture, Food and Society (PRE: junior standing or higher, or consent)
- SUST 426/GEO 426 (3) Environment, Resources and Society (PRE: 102, 151, or consent)
- SUST 324/POLS 324 (3) Global Environmental Politics
- SUST 380/POLS 380 (3) Environmental Law and Politics
- SUST 387/POLS 387 (3) Politics of the Ocean (PRE: any 100 or 200-level POLS course, or consent)
- SUST 323/OCN 321/PPC 321 (3) Applied Principles of Environmental & Energy Policy (PRE: any 100 or 200 level OCN course, or consent.)
- SUST 367/SOC 367/WS 367 (3) Sustainability, Technoscience, and Social Justice (PRE: SOC 151 or any 200- or 300-level WS course, or 100 or any 200-level SOC course, or consent)

College of Tropical Agriculture and Human Resources

lower-division

- SUST 220/NREM 220 (3) Agricultural and Resource Economics
- SUST 251/NREM 251/TPSS 251 (3) Scientific Principles of Sustainability
- SUST 210/PEPS 210/NREM 210 (3) Introduction to Environmental Science
- SUST 250/SOCS 250/TAHR 250 (3) Introduction to Sustainability from Social Science Perspectives
- SUST 211/TPSS 200 (3) Agriculture, Environment, and Society

upper-division

- SUST 311/NREM 301 (3) Natural Resources Management (PRE: NREM/TPSS 251 or 210; CHEM 151 or higher; and BIOL 172; or consent)

- SUST 312/NREM 302 (3) Natural Resource and Environmental Policy (PRE: SUST/NREM/PEPS 210 or (BIOL 101 or higher) or GEO 101 or (GG 101 or higher); and 220/NREM 220 or one ECON course or two DS courses)
- SUST 316/NREM 306 (3) Environmental Ethics (PRE: NREM 210 or GEO 101 or PHIL 101 or PHIL 103)
- SUST 358/NREM 358 (3) Basic Environmental Benefit Cost Analysis (PRE: NREM 220/NREM 220 or ECON 130 or consent)
- SUST 420/NREM 420 (3) Community and Natural Resource Management (PRE: two social science courses or consent)
- SUST 451/NREM 450 (3) Wildlife Ecology and Management (PRE: BIOL 172 or consent)
- SUST 480/NREM 480 (3) Applied Forest Ecology (PRE: 301/SUST 311 and 380 or consent)
- SUST 494/NREM 494 (3) Environmental Problem Solving (PRE: NREM 310, 301/SUST 311 (or concurrent), 302/SUST 312 (or concurrent), and senior; or consent)
- SUST 320/PEPS 310 (3) Environment and Agriculture
- SUST 422/PEPS 422 (3) Biocontrol of Invasive Species (PRE: PEPS 363 or consent)
- SUST 371/PEPS 371/TPSS 371 (3) Genetics: Theory to Application

Hawai‘inuiākea School of Hawaiian Knowledge

lower-division

- SUST 217/HWST 207 (3) Hawaiian Perspectives in Ahupua‘a (PRE: HWST 107)

upper-division

- SUST 317/HWST 307 (3) Mālama ‘Āina Resource Management Visual Technologies (PRE: 107)
- SUST 356/HWST 356 (3) Aloha Kanaloa-Marine Resources and Abundance (PRE: HWST 107)
- SUST 457/HWST 457 (3) ‘Āina Mauliola: Hawaiian Ecosystems (PRE: BOT 105 or 107, HWST 107, and junior standing; or consent)
- SUST 459/HWST 459 (3) Strategies in Hawaiian Resource Use (PRE: HWST 207 or HWST 307 or HWST 356)
- SUST 460/HWST 460 (3) Hui Konohiki Practicum (PRE: HWST 207 or HWST 307 or HWST 356)

Interdisciplinary Studies

lower-division

- SUST TBD/IS 260 (3) Introduction to Environmental Humanities

upper-division

- SUST 340/IS 340 (3) Human Values and the Environment (PRE: any ENG DL or PHIL or GEO course, or consent.)

School of Ocean and Earth Science and Technology

lower-division

- SUST 113/ERTH 102 (3) Quantifying Global and Environmental Change
- SUST 116/ERTH 106 (3) Humans and the Environment
- SUST 112/OCN 102 (3) Introduction to the Environment and Sustainability

- SUST 115/OCN 105 (3) Sustainability in a Changing World

upper-division

- SUST 449/ATMO 449/CEE 449 (3) Climate Modeling, Data Analysis and Applications (PRE: ATMO, CEE, EARTH, GES, OCN, NREM majors only. Senior standing or higher, or consent.)
- SUST 425/ERTH 425 (3) Environmental Geochemistry (PRE: CHEM 161 and CHEM 162, or consent)
- SUST 427/ERTH 420 (3) Beaches, Reefs, and Climate Change (PRE: Junior standing or higher, or consent.)
- SUST 323/OCN 321/PPC 321 (3) Applied Principles of Environmental & Energy Policy (PRE: any 100 or 200 level OCN course, or consent.)
- SUST 414/OCN 411 (3) The Ethics of Climate Change and Geoengineering
- SUST 441/CEE 441/OCN 441 (3) Principles of Sustainability Analysis (PRE: CHEM 161 and PHYS 170 with a minimum grade of C-; or consent)
- SUST 442/OCN 442/TIM 462 (3) Principles of Environmental Management Systems (PRE: Junior standing or higher.)

School of Travel Industry Management

upper-division

- SUST 415/GEO 415/TIM 415 (3) Nature-Based Tourism Management (PRE: TIM 101 or GEO/TIM 324)
- SUST 442/OCN 442/TIM 462 (3) Principles of Environmental Management Systems (PRE: Junior standing or higher.) – Note: this is offered through OCN
- SUST 421/TIM 420 (3) Sustainable Tourism Policies and Practices (PRE: TIM 101 and departmental approval) – Note: not recently offered, though in discussions with Shidler in regards to making this more regularly available

On an ongoing basis, the listing of current SUST courses (and their cross-list) can be found in the *Catalog*.

a. What are the foundation courses and prerequisites needed for acceptance into the program (e.g., graduate or undergraduate status, grade point average; work experience)?

- There are no prerequisites other than those associated with each course.
- The criterion for the successful completion of the certificate is in line with the UHM guidelines (*Successful completion of the certificate program requires a cumulative GPA of 2.5 for all courses counted towards the certificate*).

b. What are the fields of concentration (tracks, areas of specialization) in the program? If there is more than one concentration, how do the fields differ?

NA.

- c. What are the number of credits required for the academic subject certificate? (Note that the minimum required credits for graduate and undergraduate academic subject certificates are 15)**

15 credits.

- d. What courses are required for the certificate program? What is the rationale for including these courses?**

1-2 lower-division 3-credit SUST courses and 3-4 upper-division 3-credit SUST courses, totaling 5 courses from at least two different units, meaning different colleges/schools.

Rationale: The certificate is designed to foster an interdisciplinary understanding of environmental sustainability. Students are required to complete courses for this certificate from at least two different units. Furthermore, the flexibility in the certificate design provides the student with the ability to choose the amount of breadth versus depth in completing the certificate requirements.

- e. What is the structure of the program (e.g., first-semester courses; required or core courses; electives)?**

It is recommended that students take the lower division courses before the upper division courses. Students may apply to enter the certificate at any time in their undergraduate experience at UHM. As required for all undergraduate certificates, a cumulative GPA of 2.5 for all courses counted towards the certificate is required for successful completion (http://manoa.hawaii.edu/ovcaa/planning_approval/certificate_programs.html).

- f. Will a practicum or internship be required for the academic subject certificate? If so, how will the certificate program arrange for and administer the practicum?**

NA.

- g. Is there an integrative experience at the end of the certificate program and if so, of what nature, e.g., scholarly paper, research project, written examination, integrative interdisciplinary seminar?**

The focus on SUST courses, and environmental sustainability by design, is the integrative experience.

- 6. What resources are required for program implementation and operation? How will these resources be obtained? Are additional resources required for the operation of the program?**

The proposed certificate leverages existing advising resources in respective units, the existing Director position in ISR, as well as the SUST cross-listed course offerings across campus, and does not require new resources.

7. How will the effectiveness of the program be demonstrated and measured? How will student learning be assessed?

Student learning and program effectiveness will be measured using metrics and mechanisms established by the curriculum committee and collected on an ongoing basis by the ISR Director. SLOs will be assessed based on a collection of a sample of student work in selected signature assignments. Program metrics such as student enrollment, certificate completion, SUST courses offered, and student semester hours within SUST courses will be tracked by the ISR Director.

Post-graduation employment and other accomplishments by certificate students will be measured, as far as it is possible to stay in touch with students after graduation.

8. Are the program objectives appropriate functions of the College(s) and University? (Applies to proposals for all graduate certificates and for undergraduate certificates that involve units in more than one college or that require the commitment of new resources by the University.) Discuss relationship to University and Campus mission and evidence of continuing need for the program.

In 2014, the BOR policy adopted a landmark policy on sustainability (RP 4.208). It states that “*the University will serve as a leader in how it stewards the resources of the islands and the world for the benefit of all. The University shall be a global leader and model for the integration of sustainability throughout its teaching, research, operations, and public service.*” The Executive Policy EP 4.202 signed in 2015 similarly committed the UH to sustainability goals. One of the main pillars is sustainability education. It states, “*The University will encourage, facilitate and support curriculum development that advances the principles of sustainability and enables cross-campus collaborations that integrate teaching and research with solutions at the campus and community levels.*” The Undergraduate Certificate in Sustainability will support the mission of the University as stated in the University of Hawai‘i Strategic Directions, 2015-2021, “*interwoven in the strategic directions are two key imperatives embraced within the BOR-approved UH mission: a commitment to being a foremost indigenous-serving institution and advancing sustainability.*” Similarly, the Mānoa Strategic Plan 2015-2025 identifies sustainability (in curriculum, research and campus operations) as a key pillar of the campus’s strategic goals. A 2020 report by the National Academies of Science, Engineering and Medicine recommended that “*Academic institutions of higher education should embrace sustainability education as a vital field that requires specifically tailored educational experiences and the development of core sustainability-focused competencies and capacities delivered through courses, majors, minors, certifications, research and graduate degrees in sustainability.*” This certificate is a contributing component to responding to the urgent need for integrative programming within academic fields and in direct fulfillment of University and Campus objectives towards a more sustainable future.

References:

Brundtland Commission (1987). *Our Common Future*, The World Commission on Environment and Development. Oxford University Press.

Elkington, John (1999). *Cannibals with Forks: Triple Bottom Line of 21st Century Business*. John Wiley & Son Ltd.

National Academies of Sciences, Engineering, and Medicine 2020. *Strengthening Sustainability Programs and Curricula at the Undergraduate and Graduate Levels*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25821>.



April 7, 2021

MEMORANDUM VIA E-MAIL

TO: Benjamin Kudo, Chair
Board of Regents

David Lassner, President & CEO
University of Hawai'i

Michael Bruno, Provost
University of Hawai'i at Mānoa

Sandy French, Interim Vice Chancellor for Administration, Finance & Operations
University of Hawai'i at Mānoa

FROM: Paul McKimmy, Chair
Mānoa Faculty Senate Executive Committee

RE: **Resolution Supporting the Proposal for an Undergraduate Certificate in Sustainability**

The Mānoa Faculty Senate approved the **Resolution Supporting the Proposal for an Undergraduate Certificate in Sustainability** at the March 24, 2021 Senate meeting with 54 votes (98.18%) in support; 1 vote (1.82%) opposed; and 0 abstentions. The resolution is attached.

Please feel free to contact me if you have any questions or need additional information.

Handwritten signature of Paul B. McKimmy.

Paul McKimmy, Ed.D.
Mānoa Faculty Senate Chair

Handwritten signature of Thanh Trúc Nguyen.

Thanh Trúc Nguyen, Ed.D.
Mānoa Faculty Senate Secretary



Presented to the Mānoa Faculty Senate by the Committee on Academic Policy and Planning (CAPP) for a vote of the full Senate on March 24, 2021, a resolution supporting the proposal for an Undergraduate Certificate in Sustainability. Approved by the Mānoa Faculty Senate on March 24, 2021 with 54 votes (98.18%) in support; 1 vote (1.82%) opposed; and 0 abstentions.

**RESOLUTION SUPPORTING THE PROPOSAL FOR AN
UNDERGRADUATE CERTIFICATE IN SUSTAINABILITY**

WHEREAS, the Institute for Sustainability and Resilience was established at UH Manoa in 2018 to provide a campus-wide platform for cross-disciplinary instruction on environmental sustainability; and

WHEREAS, the Institute for Sustainability and Resilience, in partnership with eight other UHM colleges, has proposed a 15 credit Undergraduate Certificate in Sustainability; and

WHEREAS, Executive Policy EP 4.202, signed in 2015, states, “The University will encourage, facilitate and support curriculum development that advances the principles of sustainability and enables cross-campus collaborations that integrate teaching and research with solutions at the campus and community levels.” and

WHEREAS, ensuring sustainable stewardship of our environment while simultaneously creating vibrant and resilient societies requires theory, practice, and integration across multiple fields; and

WHEREAS, meaningfully addressing environmental crises requires bridging multiple disciplines and perspectives while reassessing our collective and individual relationships with our world’s resources and the systems that have caused degradation; and

WHEREAS, the Undergraduate Certificate in Sustainability (SUST) will complement a student’s primary field of study by providing foundational knowledge of the interconnectivity of natural and human systems, and of evidence-based reasoning on the implications of sustainability problems and/or proposed solutions, and will also engage students in systems thinking and problem solving for achieving sustainability; and

WHEREAS, the proposed certificate will provide cross-disciplinary training and will utilize the considerable expertise of faculty across nine University of Hawai‘i units; and,

WHEREAS, proposers have consulted with relevant units and the proposed certificate does not duplicate or replace existing UHM programs, or programs at other UH campuses; and



WHEREAS, the proposed certificate leverages existing advising resources in respective units, the existing Director position in ISR, as well as the SUST cross-listed course offerings across campus, and does not require new resources; therefore,

BE IT RESOLVED, that the Mānoa Faculty Senate recommends approval of the proposal to establish an Undergraduate Certificate in Sustainability at the University of Hawai'i at Mānoa.

Supporting Document:

[Proposal for Undergraduate Certificate in Sustainability](#)