NOTICE OF BOARD OF REGENTS MEETING
Board business not completed on this day will be taken up on another
day and time announced at the conclusion of the meeting.

Date: Thursday, January 25, 2018
Time: 9:30 a.m.
Place: Maui College
University of Hawai‘i Maui College
Kaʻaʻike Building, Room 105B/C/D
310 West Kaahumanu Ave.
Kahului, HI 96732

AGENDA

I. Call Meeting to Order

II. Public Comment Period: All written testimony on agenda items received after
posting of this agenda and up to 24 hours in advance of the meeting will be
distributed to the board. Late testimony on agenda items will be distributed to the
board within 24 hours of receipt. Written testimony may be submitted via US
mail, email at bor@hawaii.edu, or facsimile at 956-5156. Individuals submitting
written testimony are not automatically signed up for oral testimony. Registration
for oral testimony on agenda items will be provided at the meeting location 15
minutes prior to the meeting and closed once the meeting begins. Oral testimony
is limited to three (3) minutes. All written testimony submitted are public
documents. Therefore, any testimony that is submitted verbally or in writing,
electronically or in person, for use in the public meeting process is public
information.

III. Report of the President

IV. Report of the University of Hawaiʻi Foundation

V. Committee & Affiliate Reports
   A. Report from the Committee on Academic and Student Affairs
   B. Report from the Committee on Budget and Finance
   C. Report from the Committee on Independent Audit
   D. Report from the Committee on Intercollegiate Athletics
   E. Report from the Committee on Personnel Affairs & Board Governance
   F. Affiliate Reports

VI. Items for Discussion and/or Approval
   A. For Action
      1. Consent Agenda:
         a. Minutes of the November 16, 2017 Meeting

Accommodation required by law for Persons with Disabilities requires at least (5) five days prior notice to
the board office at 956-8213 or bor@hawaii.edu.
b. Revisions to RP 9.211 (Health Fund, Retirement, and Other Benefits), RP 9.218 (Delegation of Personnel Actions), and Addition of New Regents Policy 5.219 (Emeritus/Emerita Title)

2. Establishment of the William & Ellen Melohn Chair in Cancer Biology at the University of Hawai‘i Cancer Center

B. For Information/Discussion

1. Progress Update on Sexual Harassment & Gender-Based Violence Programs at the University of Hawai‘i

2. Annual Report on Sustainability at the University of Hawai‘i

3. Progress Report on Strategic Directions Accomplishments and Metrics

VII. Executive Session (closed to the public):

A. Personnel: (To consider the hire, evaluation, dismissal, or discipline of an officer or employee, where consideration of matters affecting privacy will be involved, pursuant to HRS §92-5(a)(2))

   1. Midyear performance evaluation of President Lassner

B. Legal Matters: (To consult with the board’s attorneys on questions and issues pertaining to the board’s powers, duties, privileges, immunities, and liabilities, pursuant to HRS §92-5(a)(4))

   1. Quarterly Status Report on Litigation

C. Matters Related to Private Donations: (To consider matters relating to the solicitation and acceptance of private donations, pursuant to HRS §92-5(a)(7))

   1. Solicitation and Acceptance of Gifts

VIII. Announcements

A. Next Meeting: February 22, 2018 at University of Hawai‘i at Hilo

IX. Adjournment

ATTACHMENTS

A – Personnel actions posted for information only
Attachment A: Pursuant to §89C-4, Hawaii Revised Statutes, the following proposed compensation actions for excluded Executive/Managerial are disclosed for purposes of public comment.

### Executive/Managerial

<table>
<thead>
<tr>
<th>Campus</th>
<th>Last Name</th>
<th>First Name &amp; Middle Initial</th>
<th>Proposed Title</th>
<th>Unit</th>
<th>Nature of Action</th>
<th>Monthly Salary</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>System</td>
<td>Bendiner</td>
<td>Ezra</td>
<td>University Assistant General Counsel</td>
<td>Office of the Vice President for Legal Affairs &amp; University General Counsel</td>
<td>Appointment</td>
<td>$8,750</td>
<td>February 1, 2018</td>
</tr>
<tr>
<td>System</td>
<td>Contrades</td>
<td>Elisabeth A.</td>
<td>University Associate General Counsel</td>
<td>Office of the Vice President for Legal Affairs &amp; University General Counsel</td>
<td>Salary Adjustment</td>
<td>$10,367 and one-time bonus of $2,441</td>
<td>January 1, 2018</td>
</tr>
<tr>
<td>System</td>
<td>Edwards</td>
<td>Margaret</td>
<td>Director of Applied Research Laboratory</td>
<td>Office of the Vice President for Research and Innovation</td>
<td>Appointment</td>
<td>$16,167</td>
<td>February 1, 2018</td>
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<tr>
<td>System</td>
<td>Hirakami</td>
<td>Sarah</td>
<td>Administrative Program Officer</td>
<td>Office of Human Resources</td>
<td>Appointment</td>
<td>$10,800</td>
<td>February 1, 2018</td>
</tr>
<tr>
<td>System</td>
<td>Matsui</td>
<td>Bruce Y.</td>
<td>University Associate General Counsel</td>
<td>Office of the Vice President for Legal Affairs &amp; University General Counsel</td>
<td>Salary Adjustment</td>
<td>$11,460</td>
<td>January 1, 2018</td>
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<tr>
<td>UH Mānoa</td>
<td>McLaren</td>
<td>Robert</td>
<td>Interim Director of Research Institute</td>
<td>Institute for Astronomy</td>
<td>Appointment</td>
<td>$23,334</td>
<td>February 1, 2018 - January 31, 2019</td>
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<tr>
<td>Honolulu CC</td>
<td>Sugimoto</td>
<td>Lara</td>
<td>Dean of Student Services</td>
<td>Academic Affairs</td>
<td>Appointment</td>
<td>$9,584</td>
<td>January 26, 2018</td>
</tr>
<tr>
<td>Honolulu CC</td>
<td>Takasugi</td>
<td>Fumiko</td>
<td>Interim Dean</td>
<td>Transportation &amp; Trades</td>
<td>Appointment</td>
<td>$7,755</td>
<td>January 26, 2018 - January 25, 2019</td>
</tr>
<tr>
<td>Kapiʻolani CC</td>
<td>Koseki</td>
<td>Aaron</td>
<td>Acting Dean</td>
<td>Health Academic Program</td>
<td>Appointment</td>
<td>$10,199</td>
<td>February 5, 2018 - December 31, 2018</td>
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<tr>
<td>Kapiʻolani CC</td>
<td>Napoleon</td>
<td>David</td>
<td>Dean</td>
<td>Arts and Sciences</td>
<td>Salary Adjustment</td>
<td>$9,212.50 and one-time bonus of $3,150</td>
<td>January 1, 2018</td>
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<tr>
<td>Kapiʻolani CC</td>
<td>Richards</td>
<td>John</td>
<td>Dean</td>
<td>Hospitality, Business and Legal Programs</td>
<td>Salary Adjustment</td>
<td>$9,035</td>
<td>January 1, 2018</td>
</tr>
</tbody>
</table>
Item III.

Report of the President

NO MATERIALS

ORAL REPORT
Item III.
Report of the President – UHMC
Chancellor & Faculty Senate Chair Report

MATERIALS
Maui College UPDATE

Presentation to University of Hawai‘i Board of Regents
January 25, 2018

By: Chancellor Lui Hokoana and Maui College Academic Senate Chair Nani Azman
Maui College Vision

UH Maui College will prepare students to respond to emerging challenges in their lives, communities, and the world through compassion, leadership, problem-solving, and innovation.
Understanding the Diversity of Maui College
Breakdown of Enrolled Students

<table>
<thead>
<tr>
<th>Semester</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>1,448</td>
<td>2,605</td>
<td>4,053</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>1,222</td>
<td>2,594</td>
<td>3,816</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>1,315</td>
<td>2,492</td>
<td>3,807</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>1,128</td>
<td>2,313</td>
<td>3,441</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>1,282</td>
<td>2,324</td>
<td>3,606</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>1,006</td>
<td>2,164</td>
<td>3,170</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>1,165</td>
<td>2,174</td>
<td>3,339</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>935</td>
<td>1,991</td>
<td>2,926</td>
</tr>
<tr>
<td>Total</td>
<td>9,501</td>
<td>18,657</td>
<td>28,158</td>
</tr>
</tbody>
</table>

Pali O’Connell - Intern - Maui College
BAS - Sustainable Science Management - 2017

Full-time students enrolled in 12+ credits
Breakdown of Enrolled Students

- Full-time: 34%
- Part-time: 66%
Breakdown of Enrolled Students

- 6-11 credits: 40%
- Full-time: 34%
- < 5 credits: 26%
# Average Age of Students

<table>
<thead>
<tr>
<th>Semester</th>
<th>Average Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>28</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>29</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>28</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>28</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>27</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>27</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>26</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>27</td>
</tr>
<tr>
<td><strong>Overall Average</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>
Distribution of Students by Age

- 18-24
- 25-44
- 45-64
- <18
- 65+
# Ethnicities by Semester

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>15</td>
<td>17</td>
<td>14</td>
<td>12</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Asian</td>
<td>1067</td>
<td>980</td>
<td>1043</td>
<td>944</td>
<td>980</td>
<td>872</td>
<td>924</td>
<td>839</td>
</tr>
<tr>
<td>Black or African American</td>
<td>44</td>
<td>39</td>
<td>38</td>
<td>37</td>
<td>25</td>
<td>22</td>
<td>23</td>
<td>16</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>428</td>
<td>430</td>
<td>410</td>
<td>386</td>
<td>461</td>
<td>393</td>
<td>416</td>
<td>374</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>511</td>
<td>442</td>
<td>401</td>
<td>311</td>
<td>295</td>
<td>252</td>
<td>232</td>
<td>175</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>48</td>
<td>60</td>
<td>51</td>
<td>51</td>
<td>49</td>
<td>50</td>
<td>47</td>
<td>46</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>9</td>
<td>8</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>Two or more races</td>
<td>1055</td>
<td>971</td>
<td>1042</td>
<td>943</td>
<td>1056</td>
<td>907</td>
<td>1038</td>
<td>880</td>
</tr>
<tr>
<td>White</td>
<td>882</td>
<td>874</td>
<td>805</td>
<td>753</td>
<td>723</td>
<td>658</td>
<td>631</td>
<td>571</td>
</tr>
<tr>
<td>Totals</td>
<td>4053</td>
<td>3816</td>
<td>3807</td>
<td>3441</td>
<td>3606</td>
<td>3170</td>
<td>3339</td>
<td>2926</td>
</tr>
</tbody>
</table>
Averages by Ethnicity

- Asian
- White
- Native Hawaiian or other Pacific Islander
- Hispanic/Latino
- Non-resident Alien
- Black or African American
- American Indian or Alaskan Native
- Ethnicity unknown
- Two or more races
Proportion of First Generation Students

Fall 2014 to Spring 2017
Portion of Students Attending who Earned a GED

Fall 2013 to Spring 2017
#mobetta

Equality  Equity
Enrollment Management Plan

- Helping address the Department of Education’s (DOE) goal to increase the college going rate from 54% to 65% of its graduating class
- Targeting working adults
- Eliminating the enrollment gap for Pacific Island students
- Building on the successful international program, with particular emphasis on bridging programs to the baccalaureate campuses
Enrollment Strategy

- Go after the 49% of HS grads that do not enroll in college.
- Earlier intervention
- Innovative outreach
- Grow Early Admit
- Returning Adults
  - Improve course modalities
  - Scholarship incentive
- International Education
  - Non Credit
  - Credit
- "Mobetta" Student Experience
  - Integrated Student Success
- Non-Credit Pivot
“The team recommends that UHMC include enrollment, revenue, and expense data in program assessments and reviews which would further increase the understanding of cost issues and programmatic spending.”

*Report of the WSCUC Visiting Team, 10*
We are looking for better ways to evaluate efficiency & equity

Michelle Heller – Owner Da Kine Paints LLC
BAS Applies Business and Information Technology - 2015
Our Measuring Tools

Revenue
- Semester Hours
- Tuition

Expenses
- # of Instructors
- Instructor Salary
- Fill Rates
# UHMC Instructional Program Review Data – FY 2017

<table>
<thead>
<tr>
<th>Program</th>
<th>Total Expenditure</th>
<th>TSFS / Revenue</th>
<th>Net</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>4,072,555</td>
<td>4,407,202</td>
<td>334,647</td>
</tr>
<tr>
<td>ABIT</td>
<td>115,082</td>
<td>253,314</td>
<td>138,232</td>
</tr>
<tr>
<td>SSM</td>
<td>86,915</td>
<td>133,116</td>
<td>46,201</td>
</tr>
<tr>
<td>Nursing (Associate)</td>
<td>788,638</td>
<td>231,954</td>
<td>-556,684</td>
</tr>
<tr>
<td>Automotive Tech</td>
<td>217,115</td>
<td>106,670</td>
<td>-110,445</td>
</tr>
</tbody>
</table>
Thought Bubble #1:
How many students can we serve with current resources?
Baseline:
AY 2016-2017

54,395 semester hours taught

59% fill rate

$8,128,392 in tuition revenue
Baseline with 75% fill rate (hypothetical)

- 69,695 semester hours taught
- 75% fill rate
- $2.25 million in additional revenue
- 850 more students
Revenue-Based Accounting approaches lead to:

- Enrollment initiatives to reach capacity with current resources
- Greater fill rate efficiency
- Decreasing the number of lost courses
MEMORANDUM

TO: Jan Sullivan  
Chairperson, Board of Regents

VIA: David Lassner, President  
For University of Hawai‘i System

FROM: Donna Vuchinich, President & CEO  
University of Hawai‘i Foundation

SUBJECT: UH Foundation Report  

DATE: Thursday, January 4, 2018

Per the UH Foundation’s Agreement for Services contract with the University, attached please find information submitted by the Foundation for the January 25, 2018 Board of Regents’ meeting:

- Development Operations Report – Fiscal Year 2018 Progress (as of 9/30/17)
- University of Hawai‘i Foundation’s Financial Overview (as of 9/30/17)

Thank you for your assistance and please let us know if anything further is needed or required.

Attachment
Development Operations
Fiscal Year 2018
(as of 9/30/2017)

Fiscal Year 2018 Goal: $75.0 million

Fundraising Results (7/1/2017 – 9/30/2017): $9.4 million

Cash Made Available (7/1/2017 – 9/30/2017): $10.2 million

Fundraising Result Summary

<table>
<thead>
<tr>
<th>Account Type</th>
<th>Gifts &amp; Pledges</th>
<th>Deferred Gifts</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endowment</td>
<td>$1,345,390</td>
<td>$337,500</td>
<td>$1,682,890</td>
</tr>
<tr>
<td>Expendable</td>
<td>$3,627,790</td>
<td>$430,000</td>
<td>$4,057,790</td>
</tr>
<tr>
<td>Bequest Intentions</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Gift-in-kind</td>
<td>$19,583</td>
<td>0</td>
<td>$19,583</td>
</tr>
<tr>
<td>Grants Directly to UH</td>
<td>$3,604,859</td>
<td>0</td>
<td>$3,604,859</td>
</tr>
<tr>
<td>Total</td>
<td>$8,597,623</td>
<td>$767,500</td>
<td>$9,365,123</td>
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</tbody>
</table>

Comparison to Previous Fiscal Year

<table>
<thead>
<tr>
<th></th>
<th>Number of Major Gifts</th>
<th>Major Gift Total</th>
<th>Number of Annual Gifts &lt;$25k</th>
<th>Annual Gift Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Fiscal Year</td>
<td>71</td>
<td>$7,408,631</td>
<td>6,180</td>
<td>$1,956,491</td>
</tr>
<tr>
<td>Previous Fiscal Year</td>
<td>58</td>
<td>$11,380,950</td>
<td>5,935</td>
<td>$1,970,637</td>
</tr>
<tr>
<td>Comparison Favorable/(Unfavorable)</td>
<td>13</td>
<td>$(3,972,319)</td>
<td>245</td>
<td>$(14,146)</td>
</tr>
</tbody>
</table>

71 major gifts accounted for 79% of the total funds raised

58 major gifts accounted for 85% of the total funds raised
University of Hawai'i Foundation
Financial Overview
As of September 30, 2017
University of Hawai'i Foundation
Fund Balance, By Quarter
($ million)
University of Hawai'i Foundation
Total UHF Funds Expended by Campus
Three months ended September 30, 2018, 2017, 2016 and 2015

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH West Oahu</td>
<td>13,000</td>
<td>68,000</td>
<td>32,000</td>
<td>45,000</td>
</tr>
<tr>
<td>UH Hilo</td>
<td>273,000</td>
<td>324,000</td>
<td>404,000</td>
<td>314,000</td>
</tr>
<tr>
<td>UH System</td>
<td>196,000</td>
<td>398,000</td>
<td>410,000</td>
<td>624,000</td>
</tr>
<tr>
<td>Comm Colleges</td>
<td>560,000</td>
<td>969,000</td>
<td>1,563,000</td>
<td>1,340,000</td>
</tr>
<tr>
<td>UH Manoa</td>
<td>3,099,000</td>
<td>6,062,000</td>
<td>5,870,000</td>
<td>5,894,000</td>
</tr>
<tr>
<td>Grand Total</td>
<td>4,141,000</td>
<td>7,821,000</td>
<td>8,279,000</td>
<td>8,216,000</td>
</tr>
</tbody>
</table>
University of Hawai'i Foundation
Total UHF Funds Expended by UH Programs
Three months ended September 30, 2018, 2017, 2016 and 2015

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Aid &amp; Services</td>
<td>580,000</td>
<td>2,783,000</td>
<td>3,327,000</td>
<td>3,067,000</td>
</tr>
<tr>
<td>Faculty &amp; Academic Support</td>
<td>1,604,000</td>
<td>1,614,000</td>
<td>1,533,000</td>
<td>1,589,000</td>
</tr>
<tr>
<td>Research</td>
<td>217,000</td>
<td>1,801,000</td>
<td>1,796,000</td>
<td>2,102,000</td>
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<tr>
<td>Capital Projects</td>
<td>102,000</td>
<td>24,000</td>
<td>209,000</td>
<td>44,000</td>
</tr>
<tr>
<td>Athletics</td>
<td>552,000</td>
<td>396,000</td>
<td>421,000</td>
<td>393,000</td>
</tr>
<tr>
<td>Other Programs</td>
<td>1,086,000</td>
<td>1,204,000</td>
<td>993,000</td>
<td>1,020,000</td>
</tr>
</tbody>
</table>
University of Hawai‘i Foundation
Total UHF Funds Expended by Manoa Programs
Three months ended September 30, 2018, 2017, 2016 and 2015

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Aid &amp; Services</td>
<td>509,000</td>
<td>2,032,000</td>
<td>2,204,000</td>
<td>1,904,000</td>
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<tr>
<td>Faculty &amp; Academic Support</td>
<td>1,196,000</td>
<td>1,216,000</td>
<td>918,000</td>
<td>1,124,000</td>
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<tr>
<td>Research</td>
<td>189,000</td>
<td>1,793,000</td>
<td>1,749,000</td>
<td>2,095,000</td>
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<tr>
<td>Athletics</td>
<td>541,000</td>
<td>368,000</td>
<td>396,000</td>
<td>382,000</td>
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<tr>
<td>Capital Projects</td>
<td>80,000</td>
<td>13,000</td>
<td>102,000</td>
<td>14,000</td>
</tr>
<tr>
<td>Other Programs</td>
<td>584,000</td>
<td>639,000</td>
<td>502,000</td>
<td>374,000</td>
</tr>
</tbody>
</table>
University of Hawai‘i Foundation
Total UHF Funds Expended by UH Hilo Programs
Three months ended September 30, 2018, 2017, 2016 and 2015

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Aid &amp; Services</td>
<td>18,000</td>
<td>121,000</td>
<td>156,000</td>
<td>151,000</td>
<td>153,000</td>
</tr>
<tr>
<td>Faculty &amp; Academic Support</td>
<td>62,000</td>
<td>66,000</td>
<td>66,000</td>
<td>68,000</td>
<td>102,000</td>
</tr>
<tr>
<td>Research</td>
<td>27,000</td>
<td>8,000</td>
<td>47,000</td>
<td>5,000</td>
<td>109,000</td>
</tr>
<tr>
<td>Athletics</td>
<td>11,000</td>
<td>28,000</td>
<td>25,000</td>
<td>11,000</td>
<td>79,000</td>
</tr>
<tr>
<td>Other Programs</td>
<td>6,000</td>
<td>28,000</td>
<td>25,000</td>
<td>11,000</td>
<td>79,000</td>
</tr>
</tbody>
</table>
University of Hawai’i Foundation
Total UHF Funds Expended by Community College Programs
Three months ended September 30, 2018, 2017, 2016 and 2015

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Aid &amp;</td>
<td>14,000</td>
<td>366,000</td>
<td>688,000</td>
<td>669,000</td>
</tr>
<tr>
<td>Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty &amp;</td>
<td>303,000</td>
<td>281,000</td>
<td>474,000</td>
<td>337,000</td>
</tr>
<tr>
<td>Academic Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td>88</td>
<td>258</td>
<td>1,885</td>
</tr>
<tr>
<td>Capital Projects</td>
<td>21,000</td>
<td>7,000</td>
<td>104,000</td>
<td>27,000</td>
</tr>
<tr>
<td>Other Programs</td>
<td>222,000</td>
<td>315,000</td>
<td>296,000</td>
<td>305,000</td>
</tr>
</tbody>
</table>
University of Hawai'i Foundation
Total UHF Funds Expended by UH West Oahu Programs
Three months ended September 30, 2018, 2017, 2016 and 2015

<table>
<thead>
<tr>
<th></th>
<th>Student Aid &amp; Services</th>
<th>Faculty &amp; Academic Support</th>
<th>Other Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>1,000</td>
<td>12,000</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>47,000</td>
<td>21,000</td>
<td>1,000</td>
</tr>
<tr>
<td>2017</td>
<td>-</td>
<td>32,000</td>
<td>-</td>
</tr>
<tr>
<td>2018</td>
<td>33,000</td>
<td>11,000</td>
<td>1,000</td>
</tr>
</tbody>
</table>
University of Hawai'i Foundation
Total UHF Funds Expended by UH System Programs
Three months ended September 30, 2018, 2017, 2016 and 2015

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Aid &amp; Services</td>
<td>37,000</td>
<td>217,000</td>
<td>279,000</td>
<td>311,000</td>
</tr>
<tr>
<td>Faculty &amp; Academic Support</td>
<td>31,000</td>
<td>30,000</td>
<td>42,000</td>
<td>50,000</td>
</tr>
<tr>
<td>Capital Projects</td>
<td>1,000</td>
<td>3,000</td>
<td>3,000</td>
<td>2,000</td>
</tr>
<tr>
<td>Other Programs</td>
<td>126,000</td>
<td>148,000</td>
<td>86,000</td>
<td>260,000</td>
</tr>
</tbody>
</table>
UNIVERSITY OF HAWAII FOUNDATION  
Statement of Operations- Unaudited  
For the Three Month Period Ending September 30, 2017, 2016, 2015 and 2014

<table>
<thead>
<tr>
<th></th>
<th>FY2014</th>
<th>FY2015</th>
<th>FY2016</th>
<th>FY2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 month ending</td>
<td>3 month ending</td>
<td>3 month ending</td>
<td>3 month ending</td>
</tr>
<tr>
<td>REVENUES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted gifts</td>
<td>$ 38,513</td>
<td>$ 23,650</td>
<td>$ 26,805</td>
<td>$ 33,258</td>
</tr>
<tr>
<td>Income from expendable accounts</td>
<td>664,534</td>
<td>636,574</td>
<td>645,628</td>
<td>603,570</td>
</tr>
<tr>
<td>Income from endowment accounts</td>
<td>929,287</td>
<td>934,561</td>
<td>851,923</td>
<td>948,236</td>
</tr>
<tr>
<td>Service fee on gifts and non-gifts</td>
<td>418,314</td>
<td>436,396</td>
<td>394,347</td>
<td>484,515</td>
</tr>
<tr>
<td>Alumni Relations revenue</td>
<td>31,098</td>
<td>34,579</td>
<td>6,251</td>
<td>6,783</td>
</tr>
<tr>
<td>UH contract for services</td>
<td>750,000</td>
<td>750,000</td>
<td>750,000</td>
<td>750,000</td>
</tr>
<tr>
<td>Other payments for services from UH, &amp; UHAA</td>
<td>178,017</td>
<td>128,840</td>
<td>132,498</td>
<td>70,377</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>$ 3,009,763</td>
<td>$ 2,944,600</td>
<td>$ 2,807,452</td>
<td>$ 2,896,739</td>
</tr>
<tr>
<td>EXPENSES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel</td>
<td>$ 1,493,837</td>
<td>$ 1,356,100</td>
<td>$ 1,661,708</td>
<td>$ 1,543,989</td>
</tr>
<tr>
<td>Program</td>
<td>223,399</td>
<td>237,580</td>
<td>205,663</td>
<td>290,207</td>
</tr>
<tr>
<td>Campaign</td>
<td>19,007</td>
<td>32,113</td>
<td>23,082</td>
<td>46,529</td>
</tr>
<tr>
<td>Alumni Relations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel</td>
<td>105,103</td>
<td>149,225</td>
<td>97,818</td>
<td>136,153</td>
</tr>
<tr>
<td>Program</td>
<td>6,189</td>
<td>22,013</td>
<td>19,367</td>
<td>20,646</td>
</tr>
<tr>
<td>Service &amp; Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel</td>
<td>651,082</td>
<td>702,980</td>
<td>715,766</td>
<td>786,420</td>
</tr>
<tr>
<td>Program</td>
<td>169,179</td>
<td>291,743</td>
<td>360,221</td>
<td>163,740</td>
</tr>
<tr>
<td>UH Support Fund</td>
<td>37,500</td>
<td>37,500</td>
<td>37,500</td>
<td>37,500</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>$ 2,705,296</td>
<td>$ 2,829,254</td>
<td>$ 3,121,125</td>
<td>$ 3,025,184</td>
</tr>
<tr>
<td>Total Net Revenues Over(Under) Expenses</td>
<td>$ 304,467</td>
<td>$ 115,346</td>
<td>$ (313,673)</td>
<td>$ (128,445)</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Discussion</th>
<th>Follow Up/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes</td>
<td>None</td>
<td>Approved.</td>
</tr>
<tr>
<td>Testimony</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Recommend Board Approval</td>
<td>Administration presented the request to make revise current RP 9.211, Health Fund, Retirement, &amp; Other Benefits, to delete policy provisions relating to the emeritus/emerita title; adopt a new policy RP 5.219, Emeritus/Emerita Title, which will include the policy provisions relating to the emeritus/emerita title; and revise RP 9.218, Delegation of Personnel Actions, to make clear that the Board retains the authority to grant emeritus status for those who may not meet the board’s stated criteria but are deemed by the board to be worthy of the honor. These amendments clarify delegation language from action the board took on RP 9.211 in May 2015, and creates a separate emeritus/emerita policy to make it easier to locate instead of being part of policy on health fund, retirement &amp; other benefits. None of the criteria is being changed. Emeritus/emerita status is a significant honor bestowed on faculty upon retirement and these changes bring it to a more prominent position and clarify the steps by which emeritus/emerita status is awarded.</td>
<td>Recommend board approval</td>
</tr>
<tr>
<td>For Information</td>
<td>Administration gave a presentation providing an overview of the Academic Program Actions Report for Academic Year 2016-2017 as required under RP 5.201, EP 5.201, and EP 5.229. There were 4 new academic programs approved by the board; 11 authorizations to plan new academic programs; 15 provisional programs granted established status; 45 ongoing provisional programs; and no termination of provisional programs. For programs with small number of degrees/certificates of achievement awarded: UHM had 54; UHH had 15; UHWO had 0; HawCC had 24; HonCC had 16; KapCC had 9; KauCC had 22; LeeCC had 9; UHMC had 27 and WinCC had none. For programs removed from the small programs list: UHM and</td>
<td></td>
</tr>
</tbody>
</table>
HonCC had 4; LeeCC had 3; KauCC had 3; HawCC, KapCC, and UHMC had 1; and UHH, UHWO, and WinCC had none.

The committee acknowledged the effort that it took to put this report together. This report is extremely important as it assures the board that the campuses are doing a very good job of keeping curriculum relevant, timely, appropriate and of high quality.

Discussions regarded: opportunities, challenges & opportunities for provisional life science/biological science programs given major initiative underway for how these programs are delivered, the need to ensure articulation/transfer pathways are taken into consideration; employment opportunities for students who get certificate of achievements vs. an associate degree; how UH compares to peers in terms of small programs and programs with low number of graduates; the large number of programs not getting a timely review and the need for campuses to remain current in their review schedules; whether there was a correlation between the number of programs an institution has and the cost, and if campuses performed any cost-benefit or value analysis; the need to allocate human & financial resources efficiently and effectively; whether there is a policy on enforcement of provisional status for programs that go past the date; and the possibility of System administration performing an overview of small programs in addition to the reviews being done at the campus level.

The committee requested: that all the campuses be consistent in their reporting, specifically regarding justification; the total number of programs for each campus and the total number of small programs systemwide; that administration provide a flowchart of how the review of programs currently works and how the process might be streamlined; that new, provisional and established programs be reviewed for consistency with the Integrated
Summary of Meeting
12/14/2017

<table>
<thead>
<tr>
<th>Academic &amp; Facilities Plan, with the board receiving a report of substantive conclusions from that review; and an administrative review of whether it makes sense to continue to offer a four-year degree at UHMC for discussion as an agenda item at a future meeting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration noted that the STAR Registration System (STAR) is one of the innovations that UH is becoming known for nationally as UH is one of the leaders in reinventing how students register for classes. UHM Associate Vice Chancellor of Undergraduate Education Dr. Ron Cambra provided a history of STAR, its origination, where the system is today, and next steps for improvement. Director of Advanced Technologies Gary Rodwell gave a live demonstration of the STAR interface. Discussions regarded: ensuring information in STAR is updated to reflect latest degree requirements; the dramatic decrease in percentage of courses students registered that were off track of their degree program; the ability of STAR to recognize priorities for waitlisted students; whether STAR had been implemented systemwide; the critical role of the GPS coordinators and how they interface with STAR, and the campuses and different units; the rate of students not being able to graduate because they could not take a course they needed; and incorporating use and maximization of space requirements. The committee expressed appreciation for all the work done on STAR; how much it could help with articulation, course/section projections, and advance course schedules; and its ability to produce useful data.</td>
</tr>
<tr>
<td>Agenda Item</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>Minutes</td>
</tr>
<tr>
<td>Testimony</td>
</tr>
<tr>
<td>For Information</td>
</tr>
<tr>
<td>Discussions held regarding portfolio weights not being shown for earlier periods of time; and whether UBS will be able to make a recommendation whether the asset allocation policy is sufficient and what would be the recommendation going forward in this market.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Once the UBS institutional consulting services agreement contract is finalized, UBS will implement the recommendations presented at the September committee meeting to improve performance, become more effective in achieving the fossil fuel mandate, and provide greater clarity &amp; transparency over compliance reporting. As part of its services, UBS will also analyze the investment policy statement, provide ongoing board education &amp; discussions of the statement and its relevance to the endowment goals, and make recommendations on asset allocation.</td>
</tr>
</tbody>
</table>

### IV.A.2. University of Hawai‘i Revenue Bond Post-Issuance Compliance Update

The committee received a presentation on the UH revenue bond post-issuance compliance report through FY16 showing compliance requirements, revenue procedures for management contracts and sponsored research agreements, private use analysis results, the process to determine private use, and what the university should expect moving forward in order to have better governance on minimizing private activity use and compliance. All bond issues are in compliance regarding the private activity use threshold, and private activity use has been trending down for a number of issues. UH has been proactively restructuring existing bonds from tax-exempt to taxable, which allows for greater private activity use. The same philosophy is being applied to any new bonds issued in anticipation of the potentially increased desire for private activity use (e.g., real property monetization) at the university. Administration will continue to monitor private activity use percentages annually, and consider the effects of newly placed in service bond-financing projects will have on private activity use percentages; and working with the UH
Foundation on organizing and structuring private contributions intended to fund research so private activity use calculations are not triggered.

Discussions held regarding whether private activity use should be closer to the 10% threshold instead of being so conservative; confirming the 10% private activity use threshold was calculated using square footage; the entities that govern the university’s tax exempt status; the difficulty in getting restrictions on the Cancer Center bonds removed; and implications/penalties for non-compliance on private activity use.

Chair Sullivan thanked administration for their efforts and noted that there was no bond compliance review occurring a few years ago, and this is an important issue for the long term benefit of the university. When a tax-exempt bond issuance is done, the board represents and warrants that the university will comply with the bond covenants, including private activity use. The board has come a long way on establishing procedures for fiscal integrity and sometimes the cost of money can be taken for granted. The cost of debt is an important expense for the university and if the university is going to do its own bond issues instead of relying on the state, then the university will need to continue refining financial practices to maintain a good rating and achieve lower debt for the university.

<table>
<thead>
<tr>
<th>IV.A.3. FY18 UH Revenue Bond Transaction Recap</th>
</tr>
</thead>
<tbody>
<tr>
<td>The committee received a presentation recapping the FY18 UH Revenue Bond transaction that included refinancing and issuance of new bonds, as well as transaction highlights, a financing summary, and debt service savings. Due to new federal tax regulations, the university needed this transaction to close before December 31, 2017, and had to get the financial statements approved and publicly issued quickly and timely. UH was the first state agency to submit its audited financials over to the state. The ratings for these bonds and all outstanding bonds were reaffirmed by Moody’s at Aa2 (stable outlook), and Fitch</td>
</tr>
</tbody>
</table>
Rating at AA (stable outlook). The total transaction amount was $110,795,000: $106,805,000 to refund existing UH revenue bonds for debt-service savings and $3,990,000 in new UH Revenue bonds for $4,500,000 in capital proceeds. Due to the tax reform bill, it was a difficult transaction to price and close because of increased competition among the many bond issuers flooding the market to beat the deadline of December 31, 2017. When looking back at the date, the day UH priced was the single best day of that week.

The committee expressed appreciation for the tremendous effort administration put into getting this bond issuance done.

<p>| IV.A.4. FY19 University of Hawai'i Supplemental Budget Update | The committee received a presentation on the UH Supplemental Budget update that included the Governor’s budget request, the state fiscal situation, differences between the board's and Governor’s operating &amp; CIP budgets, budget briefings, and next steps. |</p>
<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Discussion</th>
<th>Follow Up/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes</td>
<td></td>
<td>Approved</td>
</tr>
<tr>
<td>Testimony</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>For Action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.A.1. Review &amp; Acceptance of the UH Audited Financial Reports for the Year Ended June 30, 2017</td>
<td>External auditor Cory Kubota of Accuity LLP provided a slide presentation that summarized the required auditor communications, financial &amp; other highlights, audits of the financial statements of the University of Hawai‘i System, and internal controls and business issues reports for acceptance by the committee. He concluded that the external auditor was ready to issue clean, unmodified opinions on the financial statements and compliance with the Federal Office of Management &amp; Budget Uniform Guidance. He noted the consolidated financial statements rely on audited financial statements issued by the University of Hawai‘i Foundation and the Research Corporation of the University of Hawai‘i that conduct their own audits. The planned scoped and timing of audit was executed without exception or deviation to the original scope contained in the contract; there were no audit adjustments or reclassifications; all significant risks and exposures material to the financial statements have been adequately disclosed in the footnotes; there are no events or conditions, or going concern issues; there were no disagreements with management over any accounting or auditing matters; management did not consult with any other accountants; no major issues were discussed with management prior to or as condition of Accuity being retained as the independent auditor; no difficulties were encountered during performance of the audit; there were no material weaknesses in control matters; no incidences of fraud or illegal act; six compliance findings were noted, none of which are considered significant deficiencies. It was noted that this is the earliest UH has ever issued its financial statements, and UH is the first state agency this year to issue its audited financial statements.</td>
<td>The committee accepted the audited financial reports.</td>
</tr>
</tbody>
</table>
| IV.A.2. Review and Acceptance of the University of Hawai'i at Mānoa Intercollegiate Athletics Audit Reports for the Year Ended June 30, 2017 | External auditor Cory Kubota summarized the University of Hawai'i at Mānoa (UHM) Intercollegiate Athletics National Collegiate Athletic Association (NCAA) required Agreed-Upon Procedures Reports for the Fiscal Year Ended June 30, 2017, and Internal Control & Business Issues Report for the Fiscal Year Ended June 30, 2017, for acceptance by the committee. One of the findings related to athletic student aid was identified and included in the internal control & business issues report. The finding was a calculation issue related to scholarships, but did not result in any NCAA non-compliance.

Discussion ensued regarding the size of the scholarship calculation issues. It was explained that scholarships should have been awarded based on a percentage of the academic year and not just one term, the calculation process has since been corrected, and the amounts were nominal. | The committee accepted the report on agreed-upon procedures and internal control & business issues report, and corrective action responses. |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>IV.A.3. Review and Acceptance of the University of Hawai'i at Hilo Intercollegiate Athletics Audit Reports for the Year Ended June 30, 2017</td>
<td>External auditor Cory Kubota summarized the University of Hawai'i at Hilo (UHH) Intercollegiate Athletics NCAA required Agreed-Upon Procedures Reports for the Fiscal Year Ended June 30, 2017, and Internal Control &amp; Business Issues Report for the Fiscal Year Ended June 30, 2017, for acceptance by the committee. As a Division II program, UHH is only required to undergo this audit once every three years. No significant dollar value adjustments to the schedule of revenues &amp; expenses were detected. One finding related to athletic student aid was identified and included in the internal control &amp; business issues report, which management subsequently addressed.</td>
<td>The committee accepted the report on agreed-upon procedures and internal control &amp; business issues report, and corrective action responses.</td>
</tr>
<tr>
<td>IV.A.4. Review and Acceptance of the Annual Report to the Legislature on Material Weaknesses and Fraud</td>
<td>Internal auditor Glenn Shizumura indicated that this report is required under Section 304A-321, Hawai'i Revised Statutes, to be submitted to the Legislature prior to the beginning of the legislative session.</td>
<td>The committee accepted the annual report to the Legislature on material weaknesses &amp; fraud.</td>
</tr>
<tr>
<td>IV.A.5. Review and Acceptance of Audit Plan Supplement: Cellular Phone Charges</td>
<td>Internal auditor Glenn Shizumura presented for approval the employee cellular phone charges review project as an audit plan supplement at the request of administration.</td>
<td>Approved.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>For Information IV.B.1. Whistleblower Report</td>
<td>The committee reviewed the latest draft report that collected complaints made to date and status, including a summary of the types of complaints made. There are a few cases from Kapi'olani Community College that still need to be closed. The oldest case has not closed because of another matter related to the individual the case involved, and administration is working to resolve both issues. Investigation on the other two cases from 2012 and 2013 has been completed, with a decision expected by the end of the calendar year. The whistleblower system is working. After a case opens, investigations are conducted and the matter closed in a timely manner. Discussion ensued regarding whether the complaints fall into categories; whether cases indicated any system issue; the formal structure and vehicles available to report sexual harassment complaints; the settlement process; and how multiple complaints involving an individual are handled.</td>
<td></td>
</tr>
<tr>
<td>IV.B.2. Enterprise Risk Management Update</td>
<td>The committee reviewed the latest enterprise risk management report, including risk categories, key risks &amp; risk categories, updated risk heat map, and conclusions.</td>
<td></td>
</tr>
</tbody>
</table>
IV.A. Coaches Corner – Mike Trapasso

A talk story session was held with Head Baseball Coach Mike Trapasso, who is in his 17th year as coach. He talked about how proud he was of the conference and non-conference schedule they had put together; the culture changes that took place when UH joined the Big West Conference; and the academic record of the baseball team. He felt it was their job as coaches, administrators, boosters, etc., to create an atmosphere/culture where greatness can be pursued. The support network student-athletes have through the Nagatani Academic Center is outstanding and this is the seventh consecutive year that baseball has graduated all seniors, excluding juniors who sign pro contracts. The team has a cumulative 3.0 GPA, and the APR for 2017 was a perfect 1000, with the 4-year APR average of 9.82 being significantly higher than the national average. Servant-leadership of student-athletes is what we all are here to do. He tells his players that their two jobs are going to class and being the best teammate they can be. He works with them to understand they are part of something special and bigger than themselves, and it is a privilege and honor to be part of the UH athletics department. It is more important to him that the university develop student-athletes who are better husbands, fathers, and citizens than baseball players, but he also believes they can do both.

The committee discussed: the plan to keep certain aspects of the Les Murakami Stadium facilities up to par; the unique way scholarships are awarded and the impact of the major league draft has on recruitment; the special challenges baseball faces because the season lasts through the end of semester, finals, and graduation; how the baseball program is doing with recruiting local players, and the number of players who are
<table>
<thead>
<tr>
<th><strong>IV.B. Review &amp; Approval of Consolidated &amp; Revised Goals 1 &amp; 2: Board should exercise appropriate oversight of the integrity of the athletics program and its alignment with the academic mission of UH</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee Chair Portnoy noted that the committee previously discussed developing a policy statement regarding the role of the board with regard to athletics. Three goals were proposed, and the committee adopted one (“The Board must educate itself about its policy role and oversight of intercollegiate athletics.”) at a previous meeting, and the remaining two goals were consolidated and revised into one goal (“The Board should exercise appropriate oversight over the integrity of the athletics program and its alignment with the academic mission of UH.”) that is before the committee for approval. The goals were combined to emphasize the board’s responsibility is for oversight and ensuring the program is in alignment with the university’s mission. Administration was comfortable with the proposed language.</td>
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<th><strong>IV.C. Academic Update regarding UH Mānoa and UH Hilo Student-Athletes</strong></th>
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<td>UHM AD Matlin prefaced by noting that in the 1990s a decision was made to remove academics from the jurisdiction of the athletic director, which prevented conflicts of interest. The department has come a long way, but is is continuously working on improvements. He introduced Dr. Ron Cambra (Associate VC Office of Undergraduate Education), Dr. David Ericson (Faculty Athletics Representative), Courtney Tsumoto (Academics Advisor &amp; Chair, Nagatani Academic Center), and Amanda Paterson (Assistant AD for Compliance &amp; Eligibility) who provided an update on the academic performance rate (APR), graduate success rate (GSR), UHM graduation success rate, Federal graduation Rate (FGR), student-athlete origin, academic progress chart, missed class days of UHM student-athletes; and the student-athlete academic services (SAAS), the Nagatani Academic Center, SAAS student support</td>
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programs, student-athlete academic outcomes, and information on the GradesFirst web-based early-alert student management system that helps engage students in their education and the support services offered in SAAS, and future plans for the Nagatani Center and SAAS.

The committee discussed: whether there were any programs in danger of falling below a 930 APR in the next two years; how UH compares with Big West and Mountain West conference peers; the percentage of the total number of student-athletes that are scholarship students; the role/interaction of the coach and academic advisor; areas where continued improvement is needed or goals that still need to be met; the cost per student-athlete of the SAAS program; and whether the success in the SAAS program could be transferred to upper campus.

It was noted that some say the numbers are skewed because student-athletes are allegedly directed towards easier majors/courses, and get more academic assistance than the non-athletics student. It was explained that student-athletes are selected from a wide range of majors, just as the rest of campus. While there is some clustering in certain majors, it has not been problematic. UHM has used the GradesFirst model in a limited fashion at upper campus, and it has become the impetus for a Hub system (aka “Galaxy”), which takes aspects of GradesFirst to develop a processing system and software package that can be used on all campuses. Performance funding is being used to develop the system, with pilot testing targeted for spring semester. Galaxy will integrate the STAR degree audit system to identify students who are having difficulties early on and move them into services to assist them.

UHH Associate AD Kula Oda provided an update on the academic performance of UHH student-athletes, including the overall GPA measured by semester and cumulative, sport-by-sport GPA comparison, retention of student-athletes, and
graduation rate.

The committee discussed: the reason for the improvement in men’s basketball GPA between fall and spring semester; the GPA of men vs women campus wide; the recruitment efforts for the new academic advisor for athletics and the success lab; and the academic challenges facing UHH student-athletes.
<table>
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<tr>
<th>Agenda Item</th>
<th>Discussion</th>
<th>Follow Up/Action</th>
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<tbody>
<tr>
<td>Minutes</td>
<td>None</td>
<td>Approved</td>
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<td>Testimony</td>
<td>None</td>
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<td>For Information &amp; Discussion</td>
<td>It was noted that the board had divided the board policies into three groups, with each group being reviewed every three years. Chapters 1-4 were scheduled for review during the 2017-2018 Academic Year, and VP Morton is leading the review effort to determine whether from administration’s perspective the policy needs to be changed. Board leadership has struggled with how to approach both the board self-evaluation and the evaluation of the president over the past few years. The policies need to provide a vehicle that is not too prescriptive but can be used over multiple years instead of creating a new evaluation every year. Committee Chair Moore offered to ask Regent Wilson, who has done a lot of work in the area of board self-evaluation, to present proposed changes for discussion at the March committee meeting. There were no objections. Having a robust and constructive review of the president is one of the most important duties of the board. The System Office of Human Resources, led by VP Gouveia, is researching how other universities approach evaluation of the president, and information will be presented for discussion at the March committee meeting.</td>
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<td>IV.A.1. Revisions to Board of Regents Policy 2.204 on Board Self-Evaluation</td>
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<td>IV.A.2. Revisions to Board of Regents Policy 2.203 on the Evaluation of the President</td>
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<td>IV.A.3. Governance Definition &amp; Scope</td>
<td>The committee discussed the definition and scope of “governance.” The materials contained an Association of Governing Boards (AGB) publication “Consequential Board Governance in Public Higher Education Systems”; a Wikipedia article “Governance in higher education”; an article by Dianne Ball entitled “Management vs Governance – It’s Not That Easy”; and a draft of UH governance committee activities that was</td>
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prepared by Committee Chair Moore last fall.

Committee members and other regents were asked to present their perspectives as to what the message is for each piece and relevancy to UH.

Regent Bal presented the AGB 10 recommendations for System Governing Boards. These recommendations all generally apply to UH; some recommendations under containing costs while adding value may bear further consideration before adopting; and the considerable work regents have done the past few years regarding advocacy with state leaders, and transitioning from a board-led interface to an administration-led interface was noted.

Discussions held regarding: the need to discuss shared governance in more detail and come to a common understanding of what it means; the need to retain the board’s authority to do its job and not let it be diminished, which is a critical element for the long-term stability and progress of the university system; and whether the board should consider the practice of signing an annual statement of board member expectations. The committee will be having in-depth discussion on shared governance at the March committee meeting with representatives of recognized governance organizations sharing their perspectives.

Regent Portnoy presented the AGB 6 Recommendations for System Heads. In general these recommendations seem more directed to the president and how the president interacts with the system and the regents.

Discussions held regarding: the relationship of the board and president in retaining talent; advocating on behalf of the university; addressing the recommendations in the president’s annual self-evaluation; and the critical role the president has in developing executive leadership. It was noted that every university system is different and some
recommendations may not be applicable to UH’s model.

Regent Yuen presented the AGB 3 Principles of Best Practice for State Policy Makers. Most states have a cabinet office or a State Higher Education Officer, and many of these recommendations would be for the organizations/individuals that oversee the board, and Hawai’i’s higher education structure is unique in that the board is the sole higher education policy making board. In general the regents are compliant with the recommendations, except the Legislature has control over financial appropriations. The board has delegated some of the responsibilities to the President.

Discussions held regarding: the role of the Candidate Advisory Committee; the need for a diversity of backgrounds and perspectives on the board; the autonomy of the board and need to educate the public and others on the role of the board; and the role of board members serving as a fiduciary of the entire system and not just a geographic constituency.

The committee also reviewed the Wikipedia article that noted there was an increase in managerialism in the governance of higher education institutions as opposed to the more traditional shared or consensual governance attributed in part to external pressure for more accountability, faster decision making, and because of the large increase in administrative work at all levels of universities which necessitates more specialist skills (e.g., marketing, human resources, management accounting, website development/management) and difficulties arising from tensions between corporate and collegial governance models of management. It was noted that public education institutions are criticized regularly on the size of administration, but years ago there were no such things as enrollment management and websites, and the Legislature is making requests for data
that was not kept 50 years ago. It takes people to develop, maintain, and manage the data systems that are now expected of educational institutions. RP 1.210 provides for organized faculty involvement in academic decision-making and academic policy development at the campus and unit level. Through policy, the board has delegated to the faculty the primacy on academic matters.

Regent Putnam presented on the National Education Association (NEA) statement of the Wikipedia article. The NEA statement was first issued in 1987 and higher education has come a long way since then. The essential nature of institutional autonomy is emphasized; as is institutional governance being a joint effort among faculty, academic staff, administrators and the governing board based on collegiality and mutual respect. The joint effort of governance has expanded greatly over the years due to the professionalism among student affairs staff and other supporting organizations. No single type of governance system is most appropriate, but whatever an institute adopts should reflect the desires of faculty and academic staff as conditioned by state statutes. The governing board has a higher level role in curriculum matters and procedures of student instruction. The way requirements for degrees/certificates are authorized in this statement is different from what UH does and the statutory authority of the board, and the Academic & Student Affairs Committee will continue discussions regarding the process for review and approval of new programs. Current practices and policies related to tenure and promotion and other administrative matters mentioned in the article are more traditionally aligned and serving the institution well.

The NEA issued a lengthy statement on community college governance in 1989 that was an extremely prescriptive statement of best practice that may not be appropriate for the
board to pay great attention to at this time.

The American Federation of Teachers (AFT) issued a statement in support of shared governance in higher education in response to its belief that many governing boards on shared governance in 2002 adopted a “mantra of business,” and identified six ways they felt shared governance was under attack. The only issue relevant to UH is the use of adjunct faculty. The statement affirmed standards of academic freedom, faculty participation in standards and curriculum, and faculty decisions on academic personnel. For the most part, board policy conforms with the AFT recommendations.
Item V.E.
Affiliate Reports

NO MATERIALS

ORAL REPORT
Item VI.A.1.b.
Revisions to Regents Policy 9.211 and Addition of New Regents Policy 5.219

MATERIALS
MEMORANDUM

TO: Jan N. Sullivan
Chairperson, Board of Regents

VIA: David Lassner
President

FROM: Donald O. Straney, Ph.D.
Vice President for Academic Planning and Policy


SPECIFIC ACTION REQUESTED:

Request approval to:

(1) revise current RP 9.211 Health Fund, Retirement, and Other Benefits, to delete policy provisions relating to the emeritus/emerita title;

(2) adopt a new policy RP 5.219 Emeritus/Emerita Title, which will include the policy provisions relating to the emeritus/emerita title; and

(3) revise RP 9.218 Delegation of Personnel Actions, to make clear that the Board retains the authority to grant emeritus status for those who may not meet the Board's stated criteria but are deemed by the Board to be worthy of the honor.

Clean and redlined copies of all three policies are attached.

RECOMMENDED EFFECTIVE DATE:

Effective upon adoption by the Board of Regents.

ADDITIONAL COSTS:

None.
PURPOSE:

To make conforming amendments to Regents Policies given the Board’s approval in May 2015 of delegation to the President of the authority to award emeritus/emerita titles. In addition, to reposition the policy on emeritus/emerita titles to be included with other policies concerning faculty and academic honors and awards, to clarify delegation of approval to the President, and to delete confusing/redundant sections from current policy for clarity and consistency purposes.

BACKGROUND INFORMATION:

Based upon the recommendation of the Committee on Academic and Student Affairs, the Board approved in May 2015 revisions to RP 9.211 Section III.A.3, Health Fund, Retirement and Other Benefits – Emeritus/Emerita title, which delegated to the President the approval of emeritus/emerita titles that met established criteria. The Board retained approving authority for those individuals who did not meet the stated criteria but are deemed by the Board to be worthy of such an honor.

RP 9.211 and RP 5.219

RP 9.211 currently addresses issues of employment benefits, in accordance with Hawai‘i Revised Statutes and applicable collective bargaining agreements.

Section 3 governs the award of the emeritus/emerita title, which is available primarily to faculty. However, it is difficult for faculty to locate this section, as the emeritus/emerita title is not mentioned in the policy’s title or any index. Therefore, Section 3 is essentially being moved into the new RP 5.219. This section is also, however, internally inconsistent as paragraph 3b indicates, "[t]he emeritus/emerita title is conferred, upon recommendation of the president...", but paragraph 3e states, "[t]he Board of Regents delegates to the President approval of the emeritus/emerita title to individuals who meet the criteria established in this policy." This inconsistency has been resolved in the draft new RP 5.219.

Since administration is proposing amendments to RP 9.211, it is also taking the opportunity to recommend deletion of Section 4 regarding exemption from tuition and other fees. RP 6.207 in its entirety encompasses all exemptions from tuition and fees. Therefore, Section 4 is redundant and should be deleted.

If the changes recommended above are accepted, the title of RP 9.211 should be amended to read “Health Fund and Retirement Benefits.” The suggested revisions retain the current stipulation of the existing policy, but makes editorial changes for clarification and consistency purposes.

The proposed new RP 5.219 would provide the text of what is currently Section 3 of RP 9.211, with additional language expressly authorizing any privileges attendant to the emeritus/emerita title; certain privileges are currently provided, on a campus-by-campus
and availability basis, and Section III.B.3 of the current EP 9.209 provides for these
privileges. The importance of the emeritus/emerita title is the honor it bestows on the
recipient for a distinguished academic career; it is not a routine benefit of retirement. The
policy on the emeritus/emerita title more appropriately belongs in Chapter 5 where there are
policies on Awards for Excellence in Teaching (RP 5.202), Distinguished Academic Chairs
(RP 5.203), Honorary Degrees and Regents’ Medals and University Distinguished Professor
(RP 5.209). While policies in Chapters 5 and 9 are scheduled for review in the next few
years, it is timely to make these changes now to clarify the policy on emeritus/emerita titles
for faculty.

RP 9.218

The immediate action also seeks approval to amend Regents Policy 9.218 Section III.A.3,
Delegation of Personnel Actions, to make it consistent with both the action by the Board in
May 2015 and the proposed changes to establish a new Regents Policy RP 5.219 to
delegate authority to the President to approve emeritus/emerita titles that meet the criteria
outlined in the new RP 5.219. The Board still retains approving authority for those
individuals who do not meet the stated criteria in the new RP 5.219 but are deemed
otherwise qualified.

ACTION RECOMMENDED:

Recommend approval to:

(1) revise current RP 9.211 Health Fund, Retirement, and Other Benefits, to delete
policy provisions relating to the emeritus/emerita title;

(2) adopt a new policy RP 5.219 Emeritus/Emerita Title, which will include the policy
provisions relating to the emeritus/emerita title; and

(3) revise RP 9.218 Delegation of Personnel Actions, to make clear that the Board
retains the authority to grant emeritus status for those who may not meet the Board’s
stated criteria but are deemed by the Board to be worthy of the honor.

Attachments:
RP 9.211 original
RP 9.211 redline
RP 9.211 clean
RP 5.219
RP 9.218 original
RP 9.218 redline
RP 9.218 clean

cc: Kendra Oishi, Executive Administrator and Secretary to the Board of Regents
I. Purpose

To set forth policy on health fund, retirement, and other benefits.

II. Definitions:

No policy specific or unique definitions apply.

III. Policy:

A. Employee benefits, including health care and retirement, shall be in accordance with provisions of the Hawai‘i Revised Statutes and/or of the most current applicable collective bargaining agreement. Any additional benefits and/or allowances beyond those specified in this policy or granted by statutes and/or collective bargaining shall require the prior approval of the board.

1. Health, retirement and other benefits

   a. For the purpose of these policies, lecturers who teach six semester hours or less on Mānoa, Hilo, and West O‘ahu campuses and have no other faculty duties are considered to be less than half-time employees. A teaching load of six semester hours with other assigned faculty duties; or, a teaching load of seven semester hours or more is considered to be at least half-time equivalent. Community college lecturers who teach seven or less credit hours and have no administrative duties are considered to be less than half-time. A teaching load of eight semester hours or more is considered to be at least half-time.

   b. Graduate assistants are excluded from membership in the State Retirement System and from Social Security coverage.
c. Payment for the cost of "fringe benefits" is traditionally shared by the employee and the employer. For employees on extramural funds, the university's share of the cost of "fringe benefits" is a direct cost; that is, it cannot be taken from the indirect costs category of a grant or contract.

d. Principal investigators, in preparing proposals for research grants and contracts that involve employees, must make realistic provisions for the inclusion of the university's contribution to fringe benefits in the direct costs of their proposals. Investigators must appreciate that for retirement and social security benefits, the university's contribution is mandatory, and furthermore that the university has no funds for such purpose except those included in the direct costs category of grants and contracts. Responsibility for the availability of the university's contribution rests with the principal investigator; if the grant or contract does not include fund earmarked for this purpose, the principal investigator will be required to transfer funds from another category of the grant or contract to cover these costs.

e. When the investigator preparing a proposal for a grant or contract is not clear about the regulations here stated, the investigator should discuss the specific case with the director of research services (if a research grant/contract) or the appropriate dean (if a training grant/contract). Budgets of proposals should always be reviewed by the appropriate administrator while still in draft form.

2. Tax deferred annuity program

a. The University of Hawai'i's Tax Deferred Annuity Program is established for the benefit of eligible employees who elect to purchase 403(b) annuity contracts and/or establish 403(b)(7) custodial accounts.

b. Participation in the university's Tax Deferred Annuity Program shall be in accordance with the requirements of the Federal Internal Revenue Code and Hawai'i Revised Statutes and the university's plan document.

c. The president or designee shall be authorized and responsible to amend or update the program; ensure compliance with applicable regulatory and statutory provisions; for establishing procedures to administer the Tax Deferred Annuity Program, and authorize service providers from which employees may purchase 403(b) annuity contracts and/or establish 403(b)(7) custodial accounts.
3. Emeritus/Emerita title

a. The emeritus/emerita title is an honor bestowed by the board upon retiring or retired faculty members in recognition of dedicated and honorable service rendered to the university and to vice presidents and chancellors who have made exceptional contributions to the university and provided long and distinguished service, and who are recognized as distinguished leaders in their profession.

b. The emeritus/emerita title is conferred, upon recommendation of the president, to those persons retiring from the university with the rank of full professor or its equivalent, or service in the position of vice president or chancellors for five or more years to the university at that rank or position.

c. Individuals holding equivalent or higher positions, who report to the board may be considered by the board for the emeritus/emerita title using the above criteria.

d. An individual may be awarded only one emeritus/emerita title from the university.

e. The Board of Regents delegates to the President approval of the emeritus/emerita title to individuals who meet the criteria established in this policy.

f. Requests for emeritus/emerita title for individuals who do not meet the stated criteria but are otherwise qualified may be forwarded to the board for consideration.

4. Exemptions from tuition and other fees (see RP 6.207(E))

IV. Delegation of Authority:

The president or designee shall be authorized and responsible to amend or update the program; ensure compliance with applicable regulatory and statutory provisions; for establishing procedures to administer the Tax Deferred Annuity Program; and authorize service providers from which employees may purchase 403(b) annuity contracts and/or establish 403(b)(7) custodial accounts. See RP 9.211(A)(2)(c).

V. Contact Information:
Office of the Vice President for Administration, 956-8862, jgouveia@hawaii.edu

VI. References:

- http://www.hawaii.edu/offices/bor/

Approved as to Form:

______________________________  ________________
Cynthia Quinn                Date
Executive Administrator and
Secretary of the Board of Regents
I. Purpose

To set forth policy on health fund, and retirement, and other benefits.

II. Definitions:

No policy specific or unique definitions apply.

III. Policy:

A. Employee benefits, including health care and retirement, shall be in accordance with provisions of the Hawai‘i Revised Statutes and/or of the most current applicable collective bargaining agreement. Any additional benefits and/or allowances beyond those specified in this policy or granted by statutes and/or collective bargaining shall require the prior approval of the board.

1. Health and retirement and other benefits

a. For the purpose of these policies, lecturers who teach six semester hours or less on Mānoa, Hilo, and West O‘ahu campuses and have no other faculty duties are considered to be less than half-time employees. A teaching load of six semester hours with other assigned faculty duties; or, a teaching load of seven semester hours or more is considered to be at least half-time equivalent. Community college lecturers who teach seven or less credit hours and have no administrative duties are considered to be less than half-time. A teaching load of eight semester hours or more is considered to be at least half-time.

b. Graduate assistants are excluded from membership in the State Retirement System and from Social Security coverage.
c. Payment for the cost of "fringe benefits" is traditionally shared by the employee and the employer. For employees on extramural funds, the university's share of the cost of "fringe benefits" is a direct cost; that is, it cannot be taken from the indirect costs category of a grant or contract.

d. Principal investigators, in preparing proposals for research grants and contracts that involve employees, must make realistic provisions for the inclusion of the university's contribution to fringe benefits in the direct costs of their proposals. Investigators must appreciate that for retirement and social security benefits, the university's contribution is mandatory, and furthermore that the university has no funds for such purpose except those included in the direct costs category of grants and contracts. Responsibility for the availability of the university's contribution rests with the principal investigator; if the grant or contract does not include fund earmarked for this purpose, the principal investigator will be required to transfer funds from another category of the grant or contract to cover these costs.

e. When the investigator preparing a proposal for a grant or contract is not clear about the regulations here stated, the investigator should discuss the specific case with the director of research services (if a research grant/contract) or the appropriate dean (if a training grant/contract). Budgets of proposals should always be reviewed by the appropriate administrator while still in draft form.

2. Tax deferred annuity program

a. The University of Hawai'i's Tax Deferred Annuity Program is established for the benefit of eligible employees who elect to purchase 403(b) annuity contracts and/or establish 403(b)(7) custodial accounts.

b. Participation in the university's Tax Deferred Annuity Program shall be in accordance with the requirements of the Federal Internal Revenue Code and Hawai'i Revised Statutes and the university's plan document.

c. The president or designee shall be authorized and responsible to amend or update the program; ensure compliance with applicable regulatory and statutory provisions; for establishing procedures to administer the Tax Deferred Annuity Program, and authorize service providers from which employees may purchase 403(b) annuity contracts and/or establish 403(b)(7) custodial accounts.
3. Emeritus/Emerita title

a. The emeritus/emerita title is an honor bestowed by the board upon retiring or retired faculty members in recognition of dedicated and honorable service rendered to the university and to vice presidents and chancellors who have made exceptional contributions to the university and provided long and distinguished service, and who are recognized as distinguished leaders in their profession.

b. The emeritus/emerita title is conferred, upon recommendation of the president, to those persons retiring from the university with the rank of full professor or its equivalent, or service in the position of vice president or chancellors for five or more years to the university at that rank or position.

c. Individuals holding equivalent or higher positions, who report to the board may be considered by the board for the emeritus/emerita title using the above criteria.

d. An individual may be awarded only one emeritus/emerita title from the university.

e. The Board of Regents delegates the President approval of the emeritus/emerita title to individuals who meet the criteria established in this policy.

f. Requests for emeritus/emerita title for individuals who do not meet the stated criteria but are otherwise qualified may be forwarded to the board for consideration.

4. Exemptions from tuition and other fees (see RP 6.207(E))

IV. Delegation of Authority:

The president or designee shall be authorized and responsible to amend or update the program; ensure compliance with applicable regulatory and statutory provisions; for establishing procedures to administer the Tax Deferred Annuity Program; and authorize service providers from which employees may purchase 403(b) annuity contracts and/or establish 403(b)(7) custodial accounts. See RP 9.211(A)(2)(c).

V. Contact Information:
VI. References:

- http://www.hawaii.edu/offices/bor/

Approved as to Form:

Cynthia Quinn
Kendra Onishi
Oishi
Executive Administrator and
Secretary of the Board of Regents

Date
I. Purpose

To set forth policy on health fund and retirement benefits.

II. Definitions:

No policy specific or unique definitions apply.

III. Policy:

A. Employee benefits, including health care and retirement, shall be in accordance with provisions of the Hawai'i Revised Statutes and/or of the most current applicable collective bargaining agreement. Any additional benefits and/or allowances beyond those specified in this policy or granted by statutes and/or collective bargaining shall require the prior approval of the board.

1. Health and retirement benefits

   a. For the purpose of these policies, lecturers who teach six semester hours or less on Mānoa, Hilo, and West O'ahu campuses and have no other faculty duties are considered to be less than half-time employees. A teaching load of six semester hours with other assigned faculty duties; or, a teaching load of seven semester hours or more is considered to be at least half-time equivalent. Community college lecturers who teach seven or less credit hours and have no administrative duties are considered to be less than half-time. A teaching load of eight semester hours or more is considered to be at least half-time.

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d. Principal investigators, in preparing proposals for research grants and contracts that involve employees, must make realistic provisions for the inclusion of the university’s contribution to fringe benefits in the direct costs of their proposals. Investigators must appreciate that for retirement and social security benefits, the university’s contribution is mandatory, and furthermore that the university has no funds for such purpose except those included in the direct costs category of grants and contracts. Responsibility for the availability of the university’s contribution rests with the principal investigator; if the grant or contract does not include fund earmarked for this purpose, the principal investigator will be required to transfer funds from another category of the grant or contract to cover these costs.

e. When the investigator preparing a proposal for a grant or contract is not clear about the regulations here stated, the investigator should discuss the specific case with the director of research services (if a research grant/contract) or the appropriate dean (if a training grant/contract). Budgets of proposals should always be reviewed by the appropriate administrator while still in draft form.

2. Tax deferred annuity program

a. The University of Hawai’i’s Tax Deferred Annuity Program is established for the benefit of eligible employees who elect to purchase 403(b) annuity contracts and/or establish 403(b)(7) custodial accounts.

b. Participation in the university’s Tax Deferred Annuity Program shall be in accordance with the requirements of the Federal Internal Revenue Code and Hawai’i Revised Statutes and the university’s plan document.

c. The president or designee shall be authorized and responsible to amend or update the program; ensure compliance with applicable regulatory and statutory provisions; for establishing procedures to administer the Tax Deferred Annuity Program, and authorize service providers from which employees may purchase 403(b) annuity contracts and/or establish 403(b)(7) custodial accounts.
IV. Delegation of Authority:

The president or designee shall be authorized and responsible to amend or update the program; ensure compliance with applicable regulatory and statutory provisions; for establishing procedures to administer the Tax Deferred Annuity Program; and authorize service providers from which employees may purchase 403(b) annuity contracts and/or establish 403(b)(7) custodial accounts. See RP 9.211(A)(2)(c).

V. Contact Information:

Office of the Vice President for Administration, 956-8862, jgouveia@hawaii.edu

VI. References:

- http://www.hawaii.edu/offices/bor/

Approved as to Form:

_________________________  __________________________
Kendra Oishi                Date
Executive Administrator and
Secretary of the Board of Regents
I. Purpose

To set forth policy on the awarding of the honorificemeritus/emerita title.

II. Definitions:

No policy specific or unique definitions apply.

III. Policy:

A. The emeritus/emerita title is an honor bestowed upon retiring or retired faculty members in recognition of dedicated and honorable academic service rendered to the university, and to vice presidents and chancellors who have made exceptional contributions to the university and who are recognized as distinguished leaders in their field.

B. The emeritus/emerita title is conferred to those persons retiring from the university with the rank of full professor or its equivalent, or service to the university in the position of vice president or chancellor for five or more years in that rank or position.

C. An individual shall be awarded only one emeritus/emerita title from the university.

IV. Delegation of Authority:

A. The president is delegated the authority to award the emeritus/emerita title to individuals who meet the stated criteria.

B. The president may recommend to the board for consideration individuals deserving of honor who do not meet the stated criteria.

V. Contact Information:

Office of the Vice President for Academic Planning & Policy, 956-6897, ovpaa@hawaii.edu
VI. References:

• http://www.hawaii.edu/offices/bor/

VII. Exhibits and Appendices

No Exhibits or Appendices Found

Approved as to Form:

__________________________________________  ____________
Kendra Oishi  
Executive Administrator and 
Secretary of the Board of Regents  

Date
Regents Policy Chapter 9, Personnel
Regents Policy RP 9.218, Delegation of Personnel Actions
Effective Date: June 1, 2017
Review Date: August 2020

I. Purpose

To set forth policy regarding approval authority on personnel actions.

II. Definitions

No policy specific or unique definitions apply.

III. Board of Regents Policy

A. The board delegates authority to approve all personnel actions to the president or designee, except for the following actions which shall be approved by the board only:

1. Those board actions set forth in RP 9.212;

2. All leaves for the president and personnel reporting directly to the board. Professional improvement leaves, leaves without pay and leave exceeding two years in a seven-year period for personnel reporting directly to the president and personnel in the offices reporting to the board. Note: Authority to approve such leaves has been delegated to the chair or designee;

3. Granting of emeritus status;

4. Establishment of endowed and distinguished chairs; and

5. As set forth more fully in RP 9.202, upon recommendation of the chancellor and president, approval of the chair and vice chair of the board or an alternate regent designated in place of a vice chair, is required for:

   a. appointments and reappointments for coaches exceeding three (3) years in total duration; and
b. appointments, reappointments, and salary adjustments for coaches exceeding the base salary schedule by more than 25% and/or exceeding $500,000 annually.

IV. Delegation of Authority

See above.

V. Contact Information

Office of Human Resources, 956-8988

VI. References

A. http://www.hawaii.edu/offices/bor/
B. RP 9.212
C. EP 9.207

VII. Exhibits and Appendices

No Exhibits and Appendices found.

Approved:

/S/
Cynthia Quinn
Executive Administrator and
Secretary of the Board of Regents

06/01/2017 Date
Regents Policy Chapter 9, Personnel  
Regents Policy RP 9.218, Delegation of Personnel Actions  
Effective Date: XXX, 2018-June 1, 2017  
Prior Dates Amended: Sept. 20, 1985; Oct. 19, 2001; Oct. 18, 2003; Sept. 15, 2005; Mar. 6, 2006; Oct. 31, 2014 (recodified); June 1, 2017  
Review Date: August 2020  

I. Purpose  
To set forth policy regarding approval authority on personnel actions.  

II. Definitions  
No policy specific or unique definitions apply.  

III. Board of Regents Policy  
A. The board delegates authority to approve all personnel actions to the president or designee, except for the following actions which shall be approved by the board only:  

1. Those board actions set forth in RP 9.212;  
2. All leaves for the president and personnel reporting directly to the board. Professional improvement leaves, leaves without pay and leave exceeding two years in a seven-year period for personnel reporting directly to the president and personnel in the offices reporting to the board. Note: Authority to approve such leaves has been delegated to the chair or designee;  
3. Granting of emeritus status for those who do not meet the stated criteria in RP 5.219, but are otherwise deemed by the board to be worthy of the honor;  
4. Establishment of endowed and distinguished chairs; and  
5. As set forth more fully in RP 9.202, upon recommendation of the chancellor and president, approval of the chair and vice chair of the board or an alternate regent designated in place of a vice chair, is required for:  
   a. appointments and reappointments for coaches exceeding three (3) years in total duration; and
b. appointments, reappointments, and salary adjustments for coaches exceeding the base salary schedule by more than 25% and/or exceeding $500,000 annually.

IV. **Delegation of Authority**

See above.

V. **Contact Information**

Office of Human Resources, 956-8988

VI. **References**

A. http://www.hawaii.edu/offices/bor/
B. RP 9.219.202
C. RP 5.219

D. ——— EP 9.207212

VII. **Exhibits and Appendices**

No Exhibits and Appendices found.

**Approved:**

/S/
Cynthia Quinn Kendra Oishi
Executive Administrator and
Secretary of the Board of Regents

06/01/2017
Date
I. Purpose

To set forth policy regarding approval authority on personnel actions.

II. Definitions

No policy specific or unique definitions apply.

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   a. appointments and reappointments for coaches exceeding three (3) years in total duration; and
b. appointments, reappointments, and salary adjustments for coaches exceeding the base salary schedule by more than 25% and/or exceeding $500,000 annually.

IV. Delegation of Authority

See above.

V. Contact Information

Office of Human Resources, 956-8988

VI. References

A. http://www.hawaii.edu/offices/bor/
B. RP 9.202
C. RP 5.219
D. EP 9.212

VII. Exhibits and Appendices

No Exhibits and Appendices found.

Approved:

Kendra Oishi
Executive Administrator and
Secretary of the Board of Regents
MEMORANDUM

To: Jan Naoe Sullivan  
   Chairperson, Board of Regents  

Via: David Lassner, PhD  
      President, University of Hawai'i

Via: David Lassner, PhD  
      Interim Chancellor, University of Hawai'i at Mānoa

Via: Michael Bruno, PhD  
      Interim Vice Chancellor for Academic Affairs, University of Hawai'i at Mānoa

From: Randall F. Holcombe, MD, MBA  
      Director, University of Hawaii Cancer Center

SUBJECT: ESTABLISHMENT OF THE WILLIAM & ELLEN MELOHN CHAIR IN CANCER BIOLOGY AT THE UNIVERSITY OF HAWAI'I CANCER CENTER

SPECIFIC ACTION REQUESTED

The Board of Regents is requested to approve the establishment of the William & Ellen Melohn Chair in Cancer Biology at the University of Hawaï'i Cancer Center.

RECOMMENDED EFFECTIVE DATE

Effective January 1, 2018

PURPOSE

The William & Ellen Melohn Chair in Cancer Biology is being established to assist in the support of distinguished cancer biology scientist who is a full-time, tenured, University of Hawaï'i faculty member with a locus of tenure at the University of
Hawai'i Cancer Center. Expendables generated from the endowed chair fund will provide annual income to support the research of the chair holder.

BACKGROUND

Pursuant to Section 5.203 of the Board of Regents Policies, the Board of Regents may establish academic chairs in selected fields of study.

The William & Ellen Melohn Endowed Research Fund (UH Foundation project # 20596303) was established to support research at the University of Hawai'i Cancer Center and has a current book value (June 30, 2017) of $5,267,110.26 and market value of $6,181,346.89. UH Foundation President Donna Vuchinich has communicated with the Melohn family who are supportive of creation of an endowed chair with a portion of the Endowed Research Fund.

From the original fund, $3,000,000 will be transferred into a new fund to support the William & Ellen Melohn Chair in Cancer Biology.

Expendables from the William & Ellen Melohn Chair in Cancer Biology endowment will be available for a distinguished cancer biology scientist who is a full-time, tenured, University of Hawai'i faculty member with a locus of tenure at the University of Hawai'i Cancer Center at the assignment of the UH Cancer Center Director for 3-year renewable terms. The Chair recipient will be required to maintain a productive, extramurally funded Cancer Biology research program, contribute to the University of Hawai'i Cancer Center mission through participation in service and teaching at the discretion of the Director, support other University of Hawai'i Cancer Center faculty for their research endeavors and career development, and positively represent the University of Hawai'i Cancer Center to the community. The Director will receive input and recommendations from the University of Hawai'i Cancer Center Chief Scientific Officer and the Program Leader for the Program in Cancer Biology regarding initial appointment, reappointment and continued appointment of a candidate for or holder of the Chair. Following this input, and upon review and consideration of the requirements for the Chair as outlined, appointment, reappointment and continuing appointment will be at the discretion of the Director.

Expendables generated from the endowed chair fund will provide annual income to support the research of the chair holder. The University of Hawai'i at Mānoa will continue to provide 1.0 FTE and general funds support for the chair holder.

Remaining funds from the original Melohn Family gift will endure in the William & Ellen Melohn Endowed Research Fund (UH Foundation project # 20596303), with expendables from the endowment to be utilized at the discretion of the UH
Cancer Center Director to broadly support cancer research activities at the University of Hawai‘i Cancer Center as per the original Memorandum of Understanding.

**ACTION RECOMMENDED**

It is recommended that the Board of Regents approve the split of the William & Ellen Melohn Endowed Research Fund, as outlined above, to establish a separate endowed fund entitled the William & Ellen Melohn Chair in Cancer Biology at the University of Hawai‘i Cancer Center, University of Hawai‘i at Mānoa, effective January 1, 2018.

Attachments:

**APPROVED / DISAPPROVED**

Jan Naoe Sullivan  
Chairperson, Board of Regents
PROGRESS UPDATE ON SEXUAL HARASSMENT & GENDER-BASED VIOLENCE PROGRAMS AT THE UNIVERSITY OF HAWAI‘I

Board of Regents
University of Hawai‘i
January 25, 2018
SILOED model: • Different procedures • Inconsistent outcomes • No sharing

EMPHASIS on: • Compliance • Investigation • Process

LIMITED ATTENTION to: • Immediate response • Safety • Outcomes
2015: NEW MISSION & VISION

To develop an integrated and consistent approach to the issues of sex discrimination and gender-based violence across all campuses

• Office of Institutional Equity  • Systemwide Policy & Procedure  • Title IX Website

To ensure that all campuses are prepared to respond promptly, fairly, and effectively to incidents and reports of harassment and violence

• Title IX Coordinator & Confidential Advocate on every campus
• Specialized training – counseling, investigations, decision-making
  • MOUs with Community Advocates  • MOUs with Local Police Departments

To support and create a climate that encourages respectful non-violent relationships

• Climate Survey  • Launched training for all students and employees  • Men’s March
  • Distinguished Citizen of the Year 2017 Award to President Lassner
NEW ORGANIZATIONAL STRUCTURE

President

OGC

VPA

VPCC

EEO
(TIXC for System Employees + Deputy TIXC at Mānoa)

OIE
(Policy, TA, Training, etc.)

CC Office of Compliance & Title IX
(Assist OIE, CC Investigations, etc.)

Campus Title IX Coordinators
(Threat assessment, Interim Measures, Oversee Complaints, etc.)
Notice & Report of Alleged Prohibited Behavior

Title IX Coordinator Assessment for Potential Policy Violation

Interim Measure(s), if reasonable

Formal Complaint & Investigation

Formal Decision

Formal Appeal

If complainant is employee: Grievance Procedure

Students also have access to any UH-designated confidential resource. Generally, resources fall into 3 categories:

1. Health Services
2. Counseling/Mental Health
3. Advocacy

Examples of Interim Measures:
- No-Contact Order
- Changing class or work schedule of complainant
- Housing reassignment
- Trespass ban
- Classwork arrangements
- Campus Security escorts
- Interim suspension
- Interim leave with/without pay
TRAINING
• TITLE IX
• VAWA
• SEXUAL HARASSMENT

REQUIREMENTS
• State law requires UH to provide training to:
  • All students every year
  • All employees every 2 years
  • All new employees within 30 days of employment
• Employee Online training: EverFi Intersections
• Student Online training: Campus Clarity – Think about it
• In-Person training available
• Specialized training (2015 – 2017)
  • Investigator
  • Decision Maker & Appeal Officer
  • Title IX Coordinator

UPCOMING
• Consult with unions to require training
• Specialized training for “Responsible Employees”
• State law designates all faculty as “Responsible Employees”

TRAINING COSTS (2015-18)
• Approximately $500,000 total
INITIATIVES

CLIMATE SURVEY
COMMUNITY PARTNERSHIPS
CASE MANAGEMENT SYSTEM
WHAT IS A CLIMATE SURVEY?

National best practice is to measure attitudes and perceptions of a campus community.

UH’s survey went a step further to measure:

- The extent of gender-based harassment and violence experienced by students, both on- and off-campus
- How well UH responds to these experiences
- Students' awareness of services and programs offered by UH

We did this to improve policy, develop appropriate programs and prioritize the deployment of resources.

The results of the survey will also serve as a baseline for key indicators for campus safety and accountability moving forward.
The UH Survey was designed to estimate the prevalence of the following four types of gender-based violence experienced by our students both on & off campus:

- Sexual Harassment
- Domestic & Dating Violence (Intimate Partner Violence)
- Stalking
- Nonconsensual Sexual Contact

The UH Survey asked about sexual harassment and gender-based violence and student impacts during two time periods:

1. At any time while enrolled at UH
2. The then-current academic year (Fall 2016 & the first two months of Spring 2017)
WHO WAS SURVEYED?

• The sample frame for the survey was a census of 44,671 adult students enrolled in the 2017 Spring Semester across all 10 UH campuses.

• Students were eligible to participate if they met the following criteria:
  • Enrolled in the UH Spring 2017 semester
  • Aged 18 years or older

• Of all surveys started, 6,311 met the criteria for “completed surveys” resulting in a completed survey response rate of 14.1%.
<table>
<thead>
<tr>
<th>Vulnerable Populations</th>
<th>CLIMATE SURVEY HIGHLIGHTS</th>
<th>DO STUDENTS FEEL SAFE AT UH?</th>
<th>DO STUDENTS FIND THE SURVEY VALUABLE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For female undergraduate participants reporting sexual harassment, <strong>25.4% of offenders were Faculty or Staff</strong> and <strong>85.1% of offenders were UH Students</strong>. For female graduate participants, <strong>52.6% of offenders were Faculty or Staff</strong> and <strong>68.7% were UH Students</strong>. *</td>
<td>Overall, UH survey participants system-wide did not feel &quot;at risk&quot; of sex harassment and gender-based violence while on campus and at off-campus University events.</td>
<td>Among all student participants, a majority had little or no knowledge of what happens when a student reports an incident (59.2%) or the rights of students making a report (55.1%).</td>
<td>Generally, students showed more confidence in their interaction with University officials and somewhat less in the follow up process (i.e., reporting and investigation process).</td>
</tr>
</tbody>
</table>

*Will not add up to 100% because an individual survey participant can provide multiple responses.
The survey results will serve as baseline data to inform institutional and campus-specific action to address sex discrimination and gender-violence.

Each campus will be responsible for developing a Campus Action Plan to be implemented by the Fall 2018 Semester.

The Action Plan must include:

- Committee members involved in developing the Action Plan
- One or more goals that reflect specific, measurable and attainable results
- Metrics toward measuring the campus’ progress in achieving its goal(s).
COMMUNITY PARTNERSHIPS

CONFIDENTIAL ADVOCACY
Services may include safety planning, court accompaniment, crisis intervention, and risk assessments. Advocates also provide survivors with information on how to file a complaint or report misconduct to the University and/or local law enforcement.

- Oʻahu: Domestic Violence Action Center
- Maui: Child and Family Services
- Hawaiʻi Island: YWCA Hawaiʻi Island
- Kauaʻi: YWCA of Kauaʻi

COUNTY LAW ENFORCEMENT MOUs
The University has MOUs with the counties of Honolulu, Hawaiʻi, Kauaʻi, and Maui. The MOUs set forth the roles and responsibilities of the respective police department and the University for a cooperative effort.

RESOURCES & TECHNICAL ASSISTANCE
State-wide: Hawaiʻi State Coalition Against Domestic Violence
TITLE IX CASE MANAGEMENT SYSTEM

UH-developed, centralized database that tracks and monitors the progress of complaints.

Start Date – Report Received

Actual End Date – Case Closed

Target End Date

Visual timeline & data fields track key milestones

Top-level actions taken are big icons

Case workflow identified as small icons

- INTERIM MEASURE
- REMEDIAL MEASURE
- DECISION/SANCTION
- INFORMAL RESOLUTION/VOLUNTARY AGREEMENT

COMMUNICATIONS

DOCUMENTS
### EP 1.204 Reports at the University of Hawai‘i

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Total # of EP 1.204 reports*</th>
<th>Open/Pending</th>
<th>Closed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SYSTEM OFFICES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AY 2015-16</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>AY 2016-17</td>
<td>8</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>AY 2017-18</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MĀNOA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AY 2015-16</td>
<td>142</td>
<td>58</td>
<td>84</td>
</tr>
<tr>
<td>AY 2016-17</td>
<td>168</td>
<td>111</td>
<td>57</td>
</tr>
<tr>
<td>AY 2017-18</td>
<td>101</td>
<td>58</td>
<td>43</td>
</tr>
<tr>
<td>HILO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AY 2015-16</td>
<td>25</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>AY 2016-17</td>
<td>33</td>
<td>1</td>
<td>32</td>
</tr>
<tr>
<td>AY 2017-18</td>
<td>14</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>WEST O‘AHU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AY 2015-16</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>AY 2016-17</td>
<td>6</td>
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<td>6</td>
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<tr>
<td>AY 2017-18</td>
<td>12</td>
<td>6</td>
<td>6</td>
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<tr>
<td>COMMUNITY COLLEGES</td>
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</tr>
<tr>
<td>AY 2015-16</td>
<td>59</td>
<td>0</td>
<td>59</td>
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<tr>
<td>AY 2016-17</td>
<td>105</td>
<td>3</td>
<td>102</td>
</tr>
<tr>
<td>AY 2017-18</td>
<td>46</td>
<td>6</td>
<td>40</td>
</tr>
</tbody>
</table>

### LAWSUITS & SETTLEMENTS

- 3 sexual harassment lawsuits filed (all pending)
- $0 paid in sexual harassment settlements

*Reports of sexual or gender-based harassment, stalking, dating or domestic violence, sexual assault, and retaliation, as voluntarily reported by the campuses*
### Legislative Appropriations for Title IX

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FY 2015-16</strong></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td>$1.1M to establish OIE &amp; 5 positions</td>
</tr>
<tr>
<td>Mānoa</td>
<td>One Title IX Coordinator ($90K)</td>
</tr>
<tr>
<td>Hilo</td>
<td>One Title IX Coordinator ($75K)</td>
</tr>
<tr>
<td>UHCC</td>
<td>One Title IX Coordinator ($75K)</td>
</tr>
<tr>
<td><strong>FY 2016-17</strong></td>
<td></td>
</tr>
<tr>
<td>Mānoa</td>
<td>$70K for one full-time administrator; $180K for 2 full-time investigators</td>
</tr>
<tr>
<td>Hilo</td>
<td>$60K for one full-time admin support; $90K for 1 full-time educator/trainer/investigator; $10K for travel</td>
</tr>
<tr>
<td>UHCC</td>
<td>$150K for TIX &amp; VAWA compliance</td>
</tr>
<tr>
<td><strong>FY 2018-19</strong></td>
<td></td>
</tr>
<tr>
<td>Mānoa</td>
<td>$70K for TIX Administrator; $180K for 2 full-time investigators</td>
</tr>
<tr>
<td>Hilo</td>
<td>$150K for 2 positions &amp; funds for TIX compliance</td>
</tr>
<tr>
<td>UHWO</td>
<td>$70K for compliance case manager</td>
</tr>
<tr>
<td>UHCC</td>
<td>$500K for 4 permanent TIXC positions; $320K for confidential advocates &amp; legal support</td>
</tr>
<tr>
<td>System</td>
<td>$375K for 2 Title IX legal support positions</td>
</tr>
</tbody>
</table>

### Act 222, 2015 Haw. Sess. Laws

Established the Affirmative Consent Task Force to review and make recommendations on UH’s EP 1.204

Task Force included individuals from UH System, OVPCC, Campuses, Students, & Community Stakeholders

The Task Force was asked to consider:

- How to increase UH’s resources & strengthen the institutional infrastructure to more effectively address gender violence
- Best practices & current professional standards in revising the policy

### HRS § 304A-120 (2016)

Requires UH to:

- Provide training to students and employees on Title IX, VAWA & EP.1.204
- Conduct a campus climate survey every 2 years
- Designate and/or provide a confidential advocate for students to discuss incidents of and obtain information on sex harassment & gender-based violence
- Make available to students and employees written and electronic educational materials and training programs on TIX, VAWA & EP.1.204
- Inform victims in writing of the right to file a police report

Designates all UH faculty members as “responsible employees”
Letter of Findings – Anticipated to be Issued by OCR shortly
• Compliance Review:
  • Policy as written
  • Policy as applied

Voluntary Resolution Agreement Between OCR & UHM
• Title IX Policies & Procedures - OCR will review revisions to EP 1.204
• Trainings - OCR will review UHM’s trainings for responsible employees and employees directly involved in resolving reports made to UHM
• Climate Surveys - UHM must conduct climate surveys in 2019 & 2021
• Recordkeeping - OCR will examine UH’s centralized record keeping system
• Review of Reports - UHM must review cases based on requests made by parties involved in cases between August 1, 2013 - October 1, 2017
Annual Report on Sustainability at the University of Hawai‘i
presented to
UH Board of Regents
January 25, 2018

#UHSUSTAINABILITY
Malama Hawai‘i: "To care for Hawai‘i"
2013
UH West O‘ahu | Students form SSCH, Draft Sustainability policy presented for feedback

2014
Windward CC | BOR amends its policy to include Sustainability, Work begins on Strategic Energy Management

2015
UH Mānoa | UH President formalizes EP 4.202, Campuses form committees to draft sustainability plans

2016
East-West Center | Campuses present draft sustainability plans to each other, S-Curriculum work begins

2017
UH West O‘ahu | Baseline of Sustainability-focused courses established, Work commences on Sustainability Minor
<table>
<thead>
<tr>
<th>CAMPUS OPERATIONS</th>
<th>CURRICULUM, TEACHING, LEARNING</th>
<th>RESEARCH &amp; SCHOLARSHIP</th>
<th>ENGAGEMENT &amp; PARTNERSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENERGY</td>
<td></td>
<td></td>
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<tr>
<td>WASTE</td>
<td></td>
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<tr>
<td>WATER</td>
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<tr>
<td>FOOD</td>
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<tr>
<td>CLIMATE</td>
<td></td>
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<tr>
<td>BUILDING DESIGN</td>
<td></td>
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</tr>
</tbody>
</table>
SYSTEMWIDE SUSTAINABILITY MINOR* (*equivalent)

Introduces students to:
1. Understanding genealogy of self / place
2. Basics of climate change science
3. Anticipated future impacts of climate change
4. Core concepts / key terms of sustainability
5. Key competencies:
   - Systems-thinking
   - Strategic-thinking
   - Values-thinking
   - Futures-thinking
   - Interpersonal competence
   - Integrative synthesis

OFFERED FALL ‘18

INCL. ONLINE INTRODUCTORY MODULE

ACHIEVABLE IN FIRST YEAR OF COLLEGE

EMBEDDED WITHIN EXISTING GEN-ED COURSES

INTEGRATED ACROSS DISCIPLINES UTILIZING SHARED CRITERIA

DESIGNED TO INCREASE ENGAGEMENT, RECRUITMENT, RETENTION AND STUDENT SUCCESS

12-14 CREDIT ACADEMIC SUBJECT CERTIFICATE
SELECTED MILESTONES FOR SUSTAINABILITY CURRICULUM DEVELOPMENT

2001 Systemwide sustainability asset mapping begins by Kapiʻolani CC faculty and UH Mānoa students

2005 Hawaiʻi 2050 Sustainability Plan

2009 Leeward CC establishes Sustainable Community Food Systems undergraduate certificate

2015 UH President David Lassner formalizes Executive Sustainability Policy 4.202

Dec. 2017 Kapiʻolani CC approves Sustainability Minor-equivalent

Spring 2018 UH campus delegations gather on Hawaiʻi Island to advance sustainability across curriculum

Fall 2018 Kapiʻolani CC launches Sustainability Minor-equivalent

Spring 2019 3-4 more UH campuses poised to offer Sustainability Minor-equivalent

University of Hawaiʻi Sustainability Curriculum Handbook for Implementation v.2.0 – Fall 2017 2.0 Edition; Appendix 1 “Timeline of Sustainability Curriculum at UH”
PURPOSE:

“Provide a campus-wide focus for interdisciplinary instruction, research and outreach programs relating to sustainability and resilience.”

“Facilitate UH Mānoa participation in UH systemwide sustainability and resilience activities and initiatives.”

“Enable us to shine a bright light on the world-class research activities already underway at UH Mānoa in various domains related to sustainability and resilience.”

- Michael Bruno, Vice Chancellor Research / Vice Chancellor Academic Affairs -

WORK COMPLETED TO-DATE:

Provided $1.85 million seed funding for 7 cross-disciplinary sustainability & resilience initiatives

Established New International Journal of Sustainability & Resilience via UH Press

New Certificate programs in development, including Undergraduate Certificate in Sustainability (Social Sciences, CTAHR, and others); Graduate Certificate in Sustainability Education (College of Education)

Cross-campus Steering Committee and External Advisory Committee established

New SUST course designation (68 approved to-date; 50 Undergraduate and 18 Graduate)
**Act 99 (Session Laws of Hawai‘i 2015)** “UH shall become net-zero with respect to energy use, producing as much (renewable) energy as the system consumes across all campuses by January 1, 2035.”

**Net-Zero Energy Goal Progress**

(Percent of UH Energy Usage Produced by UH)

Target ~170MW goal

By 2035

---

~80MW Potential PV in pipeline

- 64MW UH West O‘ahu mauka lands
- 8MW Planned UH Mānoa (17MW potential)
- 8.6MW UHCCs (ESPC PH2)

~5MW Installed as of Jan. 2018

University of Hawai‘i | Office of Sustainability
NET ZERO ENERGY BY CAMPUS

PV planned, installed and needed (~MW)

- System
- UH Mānoa
- Honolulu CC
- Kapi'olani CC
- Leeward CC
- Winward CC
- Hawai'i CC
- Maui CC
- Kaua'i CC
- UH Hilo
- UH West O'ahu

- Planned
- Existing installed
- Need to Plan
NET ZERO ENERGY BY CAMPUS

PV planned, installed and needed (%)

- Planned
- Existing installed
- Need to Plan

System, UH Mānoa, Honolulu CC, Kapi‘olani CC, Leeward CC, Winward CC, Hawai‘i CC, Maui CC, Kaua‘i CC, UH Hilo, UH West O‘ahu
SOLAR PV INVESTMENT

7MW rooftop PV planned over next 8 years ($23.7M)

Additional ~10MW potential rooftop PV

FY16 $0 | FY17 $0 | FY18 $1.5M (0.15MW) | FY19 $10M (2MW)
PV follows the roofing plan at UH Mānoa.
SUBMETERING: AUTOMATED MONTHLY REPORTS

BEFORE
Manual Meter Reading

AFTER
Automated Exports and statistics
SUBMETERING: DKAC ENERGY USAGE MAR. 1-31, 2017

Recreational swim (some of the lights) 4-6am 6-10pm
Events (all of the lights)

<table>
<thead>
<tr>
<th></th>
<th>kWh/day</th>
<th>kWh/yr</th>
<th>$/year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Halogen</td>
<td>210</td>
<td>54,810</td>
<td>10,413.90</td>
</tr>
<tr>
<td>LED</td>
<td>73</td>
<td>19,063</td>
<td>3,621.95</td>
</tr>
<tr>
<td>Savings</td>
<td>137</td>
<td>35,747</td>
<td>6,791.95</td>
</tr>
</tbody>
</table>
Estimated 30% reduction in energy consumption for 8 buildings

RFP Part 1 Complete

Baseline Consumption Efforts Started

NEXT STEPS projected:
- Issue RFP Part 2 Q3 2018
- BAFO due Q2 2019

PHASE I
INCLUDES:
1. Holmes
2. Sakamaki
3. Watanabe
4. Art
5. Student Health
6. Marine Science
7. HIG
8. POST

These buildings represent ~18% of total campus kWh consumption.
## FY18 Energy Efficiency Projects

<table>
<thead>
<tr>
<th>Detailed Project Description</th>
<th>Design $ (000)</th>
<th>Construction $ (000)</th>
<th>FY18 TOTAL $ (000)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plans, Design, Construction and Equipment for Energy Savings Projects and Related Improvements</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shops LED lighting Retrofit</td>
<td>0</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Law Library LED Retrofit</td>
<td>50</td>
<td>100</td>
<td>150</td>
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<tr>
<td>Athletics Stadium Lighting LED Retrofit</td>
<td>50</td>
<td>929</td>
<td>979</td>
</tr>
<tr>
<td>Stan Sheriff Center LED Lighting Retrofit</td>
<td>50</td>
<td>750</td>
<td>800</td>
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<tr>
<td>Architecture Exterior Façade lighting LED retrofit</td>
<td>5</td>
<td>50</td>
<td>55</td>
</tr>
<tr>
<td>Nagatani Academic Center Exterior Lighting</td>
<td>5</td>
<td>50</td>
<td>55</td>
</tr>
<tr>
<td>Hamilton Library Phase 3 LED Retrofit</td>
<td>10</td>
<td>800</td>
<td>810</td>
</tr>
<tr>
<td>Solar PV (100 KW/Roof, $500 K/100KW PV)</td>
<td>100</td>
<td>1,400</td>
<td>1,500</td>
</tr>
<tr>
<td>Dean Hall Lighting and Envelope</td>
<td>30</td>
<td>100</td>
<td>130</td>
</tr>
<tr>
<td>Upgrade old Scientific Ultra low temp research freezers to newer energy efficient models</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>300</td>
<td>4,902</td>
<td>5,202</td>
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</table>

$5.2M Energy Savings Projects in pipeline
<table>
<thead>
<tr>
<th>2017</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>$87,238</strong></td>
<td>energy efficiency rebates deposited into GRF</td>
</tr>
<tr>
<td><strong>$54,919</strong></td>
<td>estimated first cost of pilot project</td>
</tr>
<tr>
<td><strong>$5,183</strong></td>
<td>estimated energy cost savings in year 1</td>
</tr>
<tr>
<td><strong>$6,000</strong></td>
<td>estimated rebates payable on pilot project</td>
</tr>
<tr>
<td><strong>9.44 years</strong></td>
<td>estimated simple payback period on pilot project</td>
</tr>
<tr>
<td><strong>$96,398</strong></td>
<td>estimated savings over 15 years from pilot project</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>-80 research freezers upgraded as GRF pilot project</td>
</tr>
<tr>
<td><strong>190+</strong></td>
<td>additional -80 research freezers eligible for energy efficiency upgrade</td>
</tr>
</tbody>
</table>
**UH Mānoa main campus annual usage and generation (kWh)**

- **Usage based on FY2015-16**
  - **Exist .3MW**: 122,052,168.88
  - **With 2MW add**: 122,052,168.88
  - **W 17 MW add**: 122,052,168.88

**Utility Scale Solar Needed to Achieve Net Zero**

- **30% From rooftop solar**
- **30% Efficiency Measures**
- **40% From elsewhere**

Total KWH Usage and KWH from Solar:
- **Exist .3MW**: 528,168.88 (0.4%)
- **With 2MW add**: 3,448,168.88 (3%-4%)
- **W 17 MW add**: 25,348,168.88 (30%)
UH WEST O‘AHU MAUKA SOLAR PV

Excludes:

• Pu‘u Kapua‘i Open Space (79 acres)
• 100 year flood and roadway easements
• All land with an ‘A’ LSB classification
• Small parcels of PV which would be impractical to develop
• Land that is not between 270 and 90 degrees (north facing land)
• Land sloping more than 15%

HECO RFP
Actively working with at least 5 utility-scale PV developers to respond to HECO RFP for Variable, Renewable and Dispatchable Energy in 2018.

GREEN TARIFF
Working group established to design alternative rate structure that will allow UH to benefit from solar PV generated at remote sites from campuses.
"The traditional domain for many universities to address sustainability lies within schools of the environment, which were formed in the early 1900s to focus on issues such as forestry, fisheries, and resource management. But today, this structure may be insufficient."

"Fostering greater interconnections among the many disciplines in a university is necessary for both addressing the major issues of our day, and reinvigorating the university research enterprise."

"Sustainability education and research, especially in research-intensive universities, is finding a welcome home across the campus, in schools of business, architecture, public policy, public health, engineering, law, and many more."

HHFDC provided funds to construct full-scale temporary prototype at the Mānoa campus.
UH WEST O‘AHU BACHELOR OF APPLIED SCIENCE IN SUSTAINABLE COMMUNITY FOOD SYSTEMS
2017–18 RECOMMENDATIONS

• Continue to standardize sustainability focused courses and programs across the system
• Continue to work with P–20 to develop Sustainability-focused early college credit pathways
• Continue to work with HECO and other agencies to develop a holistic energy resource management strategy that benefits both the university and the state
• Continue to invest in energy savings initiatives
Mahalo!

The UH Office of Sustainability

hawaii.edu/sustainability
Hawaiʻi Graduation Initiative (HGI) Goal

Increase the participation and completion of degrees and certificates for Hawaiʻi residents, particularly Native Hawaiians, low-income students, and underserved groups and preparing them for success in the workforce and their communities.
HGI Action Strategies

1. Strengthen K-12 pipeline to improve college readiness and increase attendance

2. Implement structural improvements that promote persistence to attain a degree and timely completion

3. Anticipate and align curricula with community and workforce needs

4. Solidify the foundations for UH West O‘ahu, and Hawai‘i CC at Pālamanui, our “startup” campuses, and establish large-scale student support services for Native Hawaiians, low-income students, and the underrepresented populations they serve
Degrees and Certificates Earned, UH System
The number of degrees and certificated earned has steadily increased since 2008
4-Year Graduation Rate
On-time graduation rates at 4-year campuses are generally close to or exceed annual goals

UH Mānoa and Comparison Groups

UH Hilo and Comparison Groups

UH West O'ahu and Comparison Groups
First GRS cohort was Fall 2007, so 100% is AY 2011.

Cohort Graduation Year
Brown markers indicate target values
Graduation and Success Rates, 6-Year or 150%
150% graduation and success rates are generally on track

UH Mānoa 6-year Graduation Rate
Benchmark Group, 80.4%
Peer Group, 61.1%
UH Mānoa, 59.9%

UH Mānoa Goal, 65.0%

UH Hilo 6-year Graduation Rate
IPEDS Group, 43.2%
UH Hilo, 41.0%

UH West O'ahu 6-year Graduation Rate
IPEDS Group, 37.7%
UH West O'ahu, 38.9%
UH West O'ahu Goal, 40.0%

UHCC 150% + Transfer Out Rate
IPEDS Group, 43.5%
UHCC Average, 35.8%

UHCC Average, 50.0%

First GRS cohort was Fall 2007, so 150% is AY 2013.
Enrollment to Degree Gap, Native Hawaiian and Pell
Gap narrows for most units and, in some cases, exceed expectations

% NH of Total Fall Enrollment vs. % NH of Total FY Degrees Awarded

% Pell Recipients of Total Fall Enrollment vs. % Pell Recipients of Total FY Degrees Awarded

*Native Hawaiian includes Hawaiian Race only (Ethnicity = 'HW'). Does not include Hawaiian Ancestry.

* Pell shares exclude ineligible students. Pell recipient enrollment and degree counts include those awarded Pell at anytime.
Hawai‘i Innovation Initiative (HII) Goal

Create more high-quality jobs and diversify Hawai‘i’s economy by leading the development of a $1 billion innovation, research, education and training enterprise that addresses the challenges and opportunities faced by Hawai‘i and the world.
1. Sustain and advance the UH research enterprise
2. Advance innovation and entrepreneurship within UH and the community
3. Invest internal resources and seek external resources for strategic infrastructure requirements and hires that leverage our location and strengths as well as address critical gaps
Invention Disclosures/U.S. Patents/Licenses/Startups

Two measures are exceeding goals as of late; others continue to fluctuate

Source: UH Office of Technology Transfer.
Total Extramural Funds
Extramural funds have remained flat due to decreased availability of federal funds

STEM Degrees
The number of STEM degrees and certificates awarded continue to exceed annual goals

Source: Office of Research Services. Includes awards recorded in ORS extramural fund award database for the UH system.

Based on DHS STEM definition.
21st Century Facilities (21CF) Goal

Eliminate the university’s deferred maintenance backlog and modernize facilities and campus environments to be safe, sustainable and supportive of modern practices in teaching, learning and research.
21CF Action Strategies

1. Adopt model policies and practices for development and management of UH buildings and campuses

2. Improve the sustainability and resource conservation of the built environment including facilities and grounds by reducing energy consumption, greenhouse gas production, water use and waste production

3. Provide safe, healthy and discrimination free environments for teaching, learning and scholarship for students, employees and visitors
Deferred Maintenance
Deferred maintenance continues to be a challenge

Source: Office of Capital Improvements.

Electricity Purchased per Gross Square Foot
Energy use has been trending downward over the past few years

Source: Campus records.
Based on gross square footage.
UH Mānoa gross square footage based on FY 2013 information. Accurate historical GSF not available.
High Performance Mission-Driven System (HPMS) Goal

Through cost-effective, transparent and accountable practices, ensure financial viability and sustainability to ensure UH’s ability to provide a diverse student body with affordable access to a superb higher education experience and support its commitment to being a foremost indigenous-serving university and advancing sustainability.
HPMS Action Strategies

1. Employ best practices in management, administration and operations
2. Increase opportunity and success for students and overall cost-effectiveness by leveraging academic resources and capabilities across the system
3. Ensure active support for the participation of Native Hawaiians and support vigorous programs of study and support for the Hawaiian language, history and culture
4. Embrace indigenous practitioners and global experts to advance Hawai‘i’s stewardship and use of energy, food, water, land and sea for the well-being of the state and the world
5. Diversify resource base beyond state appropriations and tuition to support public higher education in Hawai‘i
## Strategic Direction Measures – FY 2017 Data

<table>
<thead>
<tr>
<th></th>
<th>Degrees &amp; Cert Earned</th>
<th>Grad Rates 4YR</th>
<th>Grad &amp; Success Rates 6YR or 150% CC</th>
<th>Enrollment to Degree Gap – NH</th>
<th>Enrollment to Degree Gap – Pell</th>
<th>Inventions / Disclosures / Patents/Startups</th>
<th>Extramural Funds</th>
<th>STEM Degrees &amp; Cert Awarded</th>
<th>Deferred Maint</th>
<th>KwH Purchased</th>
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<td>Maui College</td>
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<td>Windward CC</td>
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</tbody>
</table>

- **Green Circle**: Met or Exceeded Goal for 2017
- **Red Circle**: Dropped below baseline established in 2015
- **Triangle**: Met or exceeded baseline established in 2015 but did not meet goal for 2017. For "Degree Gap" measures, less than 0% and greater than or equal to -3.0% change.

17
Next Steps

1. Discussion at BOR Committee meetings
   • Possible adjustments to actions strategies and tactics
   • Evaluation of metrics

2. Review by Officers

3. Campus consultation

4. Presentation to BOR in June 2018
In January 2015, the University of Hawai‘i (UH) Board of Regents endorsed the University of Hawai‘i’s Strategic Directions, 2015-2021, four overarching strategic initiatives set forth by President David Lassner to better position UH to help improve the social, economic and environmental needs of the state.

Hawai‘i Graduation Initiative (HGI)
*Increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiians, low-income students and those from underserved regions and populations and preparing them for success in the workforce and their communities.*

Hawai‘i Innovation Initiative (HII)
*Create more high-quality jobs and diversify Hawai‘i’s economy by leading the development of a $1 billion innovation, research, education and training enterprise that addresses the challenges and opportunities faced by Hawai‘i and the world.*

21st Century Facilities (21CF)
*Eliminate the university’s deferred maintenance backlog and modernize facilities and campus environments to be safe, sustainable and supportive of modern practices in teaching, learning and research.*

High Performance Mission-Driven System (HPMS)
*Through cost-effective, transparent and accountable practices, ensure financial viability and sustainability to ensure UH’s ability to provide a diverse student body throughout Hawai‘i with affordable access to a superb higher education experience in support of the Institutional mission of the university, which includes commitments to being a foremost Indigenous-serving university and advancing sustainability.*

As UH nears the half-way point of this strategic effort, it is now an opportune time to summarize the accomplishments made over the past three years and to provide recommendations for mid-course adjustments of current action strategies to help better achieve the University of Hawai‘i Strategic Directions, 2015-2021 goals. This report describes the steps taken and successes achieved for those three years. A separate report with recommendations for adjustments of action strategies and tactics will be completed in June 2018.

Two years after the Board of Regents endorsed UH Strategic Directions, the Board approved the UH System Academic Integrated and Facilities Plan (IAFP) in April 2017, a foundational document that was intended to start the formation of a framework to guide future academic and facilities planning. The purpose of this planning framework is to provide a strategic vision that aligns and leverages the unique mission, capabilities and resources of each campus while reducing unnecessary duplication and increasing collaboration. Likewise, the planning framework is intended to identify which programs belong on each campus and which buildings should be prioritized for construction or modernization. The components of this structure include a six-year academic master plan, an enrollment management action plan, a distance learning strategic plan, and a six-year facilities plan. The IAFP is discussed in further detail in the HPMS section, under Action Strategy 1. The six-year facilities plan, entitled “6-Year Capital Improvement Program Plan for 2018 through 2023,” is discussed in the 21CF section, under Action Strategy 1. The IAFP, which impacts three of the four Strategic Directions (HGI, 21CF, and HPMS), will guide our system planning and priorities, in concert with the four Strategic Directions.
Hawai‘i Graduation Initiative (HGI)

INTRODUCTION
An educated labor force and engaged citizenry are essential in today’s global, knowledge-based economy. Across the nation, states have set ambitious goals to boost college completion rates. Hawai‘i’s own 55 by ‘25 Campaign goal focuses on increasing the percentage of working age adults with two- or four-year degrees to 55 percent by 2025. According to the most recent data available, 43 percent of Hawai‘i’s working age adults hold a postsecondary degree. At the state’s current rate of degree production, that percentage is expected to reach only 47 percent in 2025, resulting in a shortage of 57,000 degree holders. As the state’s sole public higher education system, the University of Hawai‘i is committed to doing its part to close the state’s projected educational attainment gap.

The university plans to address this gap through expanded access to postsecondary education and training throughout the state and strengthened support for student success. Vigorous support for Native Hawaiians, low-income students and underrepresented and underserved populations and regions remains a top priority for the university.

ACCOMPLISHMENTS
The University of Hawai‘i (UH) has intentionally focused its efforts on increasing student completion of degrees and certificates for the past decade. In 2008, the Hawai‘i Graduation Initiative (HGI) became a central part of the Strategic Outcomes and Performance Measures, 2008-2015, and was driven by the Hawai‘i P20 goal of achieving 55% of working-age adults with a degree or certificate by 2025 (55 by ’25). Starting at 5,978 degrees and certificates awarded by UH in 2008, the goal has been to increase its number of graduates to 13,268 by 2025.

By 2010, the University of Hawai‘i had analyzed information about the successes and barriers in curricula and student support systems to initiate system-wide and campus-based changes that would increase the number of students who graduated from UH with a credential or degree. Key accomplishments between 2010 and 2015 include:

- Establishment of systemwide automatic admission for Associate of Arts (AA) students to transfer to four-year programs
- Implementation of Reverse Credit Transfer which awards AA degrees to students who transferred to four-year campuses before completing AA degree requirements
- Shifting the norm for time-to-graduation from six years for baccalaureate degrees (three for AAs) to four years (two for AAs). A 15 to Finish publicity campaign and the work of advisors helped increase the number of students who took at least 15 credits per semester, or 30 credits per year — the number needed to achieve the new norm. Data indicates that students who did so had better academic performance and made better progress toward their degree.
- Development of semester-by-semester academic plans which allow students to see what courses they should take next to stay on track to earn their degrees.
- Establishment of Early College programs to give high school students the opportunity to enroll in college classes taught in their schools.

By 2015, when the UH Strategic Directions 2015-21 goals were set, UH had established a national reputation for developing effective strategies that increased graduation success. UH expanded on existing successful initiatives, integrating efforts across campuses and identifying ways for programs to reinforce
one another. Much of the effort has focused on four strategic areas within HGI: encouraging more students to attend college, increasing the number of students who stay in college and graduate, linking academic success with workforce needs, and increasing UH’s institutional capacity to deliver programs to students.

*HGI Action Strategy 1: Strengthen the pipeline from K-12 to the university to improve college readiness and increase college attendance.*

The University of Hawai‘i has a connection with Hawai‘i high schools through the Hawai‘i P-20 Partnerships for Education (Hawai‘i P-20), which works to ensure that policies and programs along the entire educational pipeline from K–12 to UH are seamless and aligned. Collaboration among the Hawai‘i P-20 partners has accomplished the following:

**Implemented statewide communications for 55 by ’25 campaign**

The 55 by ’25 media efforts have promoted messages about the value of attending two- and four-year colleges, the need to complete the Free Application for Federal Student Aid (FAFSA), and the Hawai‘i Promise scholarship program. This campaign has included radio and TV advertisements, as well as outreach through the Hawai‘i P-20 Executive Council, the Hawai‘i State Legislature, the Hawai‘i Business Roundtable and the Hawai‘i Chamber of Commerce. Hawai‘i P-20 has also spearheaded student-led 55 by ’25 college pledge days at middle schools statewide to build college aspirations.

**Provided direct services to low-income students in public high schools focused on college readiness and awareness**

Hawai‘i P-20’s federal GEAR UP grant has targeted low-income middle and high schools throughout the state by providing informational workshops and events about applying to college, financial aid, and college success; campus visits; financial aid advising or application support events; and, mentorship workshops and peer mentor programs. Hawai‘i P-20 also supports summer bridge programs between the high school senior year and the first year of college to build academic preparation, college and career readiness skills, STEM enrichment, and transition support from middle to high school and high school to college. Summer bridge programs have been adopted by several campuses as a way to increase student preparation for college.

**Piloted, scaled, and institutionalized early college programs**

Early College data shows that economically disadvantaged students who participate in dual credit are almost as likely as their non-disadvantaged peers to attend college. Early College programs have grown from eight classes in 2012 to more than 269 classes this year. The percent of high school graduates participating in dual credit and the percent earning at least six credits are steadily increasing. A Waipahu High School senior earned her associates degree degree from Leeward Community College through the Early College program while still in high school. As a result of the success of various partnerships statewide that were privately funded, the Hawai‘i State Legislature appropriated $1M in 2017 for each year of the biennium to pay for early college courses. Hawai‘i P-20 is also working with the ten UH campuses on creating a handbook that would standardize important aspects of early college implementation.

**Aligned high school graduation requirements with college entrance requirements and readiness**

The college and career ready Common Core Standards in English Language Arts and Mathematics have been officially adopted and implemented throughout the public school system, and the Smarter Balanced Assessment, which assess mastery of the Common Core, have been adopted and is used as the standardized test within the public school accountability system. Further, student scores on the Smarter
Balanced Assessment are now used to place students within the UH System in English and math. The Hawai‘i State Board of Education changed its graduation requirements to expect more rigor from all graduating seniors, beginning with the class of 2016. The UH System has also adopted a policy to use multiple measures of readiness in addition to standardized test scores, such as course taking and course grades, to more accurately place students in college-level courses. Hawai‘i P-20 has facilitated the development of 12th grade transition mathematics and English Language Arts (ELA) courses to prepare students for college-level courses at the UH campuses. In the 2017-18 school year, 15 schools are offering the mathematics course, and five schools are offering the ELA course – and this number is expected to grow in the coming years.

Expanded outreach services and support to facilitate the completion of applications and financial aid applications
Hawai‘i P-20 coordinates college application events at 15 high schools statewide. An integral part of these events is the partnership with various UH campuses that send admission representatives to assist students in completing their applications. This year, schools also continued to use the MyFutureHawai‘i (MFH) web portal to apply to any of the ten UH campuses. MFH allows student demographic and academic data to be transferred automatically (vs. self-report) to the UH application system making the application process simpler. Use of MFH continues to grow, with 32 out of 45 public high schools using the portal.

Hawai‘i P-20 is also coordinating various outreach efforts to raise awareness about the affordability of college and encourage more students to complete the FAFSA. The UH System now provides monthly student-level FAFSA data to 45 high schools statewide to help identify students who have not completed the application.

Enhanced professional development for K–12 administrators, teachers and counselors in support of student preparation for higher education
The 6-16 College and Career Guidance program has recently been initiated, with the intent of developing a comprehensive college and career guidance program from grades 6 to 16. Participants are working with their feeder middle school, high school and UH campuses to create a smoother educational pipeline, where students receive consistent information and assistance in planning for their college and career aspirations. Five partnership teams of middle school/high school/UH campus have been selected to participate in this program.

Strengthened private school partnerships, including with Kamehameha Schools
UH’s Hui Ho‘opili Āina partnership with Kamehameha Schools, and the Early College program in particular, has expanded its reach to public schools throughout the state. It continues to examine opportunities to increase Native Hawaiian student success, as well as to advance Hawaiian culture, language and knowledge at UH.

UH also collaborated with Kamehameha Schools to launch Makalapua Na‘auao, a four-year pilot scholarship program at UH Mānoa, UH Hilo, UH West O‘ahu, and UH Maui College aimed at increasing the four-year graduation rates of Native Hawaiian students. Makalapua Na‘auao scholars are provided intensive support services, including peer mentoring, tutoring, cultural enrichment opportunities, networking with faculty and researchers and career exploration and planning. A total of 137 recipients received $1.18 million in scholarships; 132 returned in Fall 2017, resulting in a 96% retention rate.

The Hawai‘i Papa O Ke Ao Task Force, a systemwide committee tasked with developing, implementing and assessing strategic actions to make UH a leader in indigenous education, is developing UH systemwide
student learning outcomes and program learning outcomes for Hawaiian language and Hawaiian voyaging curriculum.

**Improved college going rates and student success**

Creating policies and programs that facilitate seamless transitions between high schools and UH has meant significant improvements in results for students, especially those from low-income backgrounds. The percentage of students from Hawai‘i’s public high schools in remedial courses in college decreased significantly over the past few years, from 36% in remedial English and 34% in remedial math in 2011 to 23% and 18%, respectively in 2016. In addition, first-time freshman with six or more earned college credits are retained at 88% between their first and second year, compared to 74% for first-time freshman with no credits. Also, it is clear that accumulating dual credits while in high school positively affects enrollment in college – as 78% of students with dual credit from public high schools enroll in college versus 50% of those who finish high school without any dual credit. Likewise, 78% of low-income students who participate in dual credit programs attend college, compared to 82% of their non-economically disadvantaged peers. Low-income students who participate in dual credit programs are clearly attending college at a rate higher than the statewide average of 55%.

*Chart 1: More Hawai‘i public high school graduates enrolled in college and fewer needed remediation.*

**HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.**

Increasing the number of students admitted to college is, in itself, not sufficient to increase the number of graduates. Students must return each semester and make progress towards their degrees. Much of UH’s accomplishments have focused on helping students complete their degrees in a timely fashion and more efficiently with fewer credits, saving students time and money. The 15 to Finish campaign was successful at changing UH’s culture and emphasizing the value of on-time completion. Other structural changes and innovative practices reinforced the importance of taking 15 credits and completing on time. Highlights include:
Established pathways for all degree programs, transitioning from a course-based to a curriculum pathway-based registration system with improved scheduling of classes. The STAR Guided Pathway System (STAR-GPS) is a home-grown registration and advising tool developed by UH Mānoa that allows students to track their course-taking progression through graduation and make informed decisions along the way. Course pathways have been established for all undergraduate degree programs with a default of 15 credits per semester.

The Hawai‘i State Legislature provided two one-time general fund allocations in FY16 and FY17 to expand the original advising tool to include student registration capabilities. Through this added functionality, students registering through STAR-GPS are offered curriculum pathways, or the most efficient sequences of courses to degree completion. Students receive the information they need to remain on track automatically, augmenting the work of academic advisors. They are able to track their progress toward completion, review degree requirements and milestone courses along their academic pathway, and explore the impact of scheduling decisions and changes in major on the time it will take them to graduate.

In Fall 2017, all UH undergraduate students registered through STAR-GPS with significant results. The percentage of freshmen taking 15 credits jumped from Fall 2016 to Fall 2017 for UH Hilo (from 62% to 68%) and UH West O‘ahu (from 41% to 58%). UH Mānoa’s large increase occurred in 2012 (from a pre-campaign average of 37% to 56%) when the campus instituted an early registration program for freshman who agreed to take 15 credits to coincide with the launch 15 to Finish campaign. The share of freshman at the UH Community Colleges have been steadily increasing.

Chart 2: The share of first-time freshmen taking 15 or more credits increased as a result of strategies like the 15 to Finish campaign and guided registration through STAR-GPS.
Moreover, the share of credits taken that counted toward a student's degree increased from 78% prior to Fall 2015 to 91% in Fall 2017. The national average continues to be 78%. In recognition of the impact STAR-GPS has had on students' success, UH received the Complete College America President's Award in 2016.

Increased the availability of information resources for campuses to schedule courses strategically
Creating course pathways for degrees has increased the importance of scheduling courses, often from different departments, so they can be taken together in a semester.

In 2016, UH partnered with Ad Astra to conduct an analysis of instructional capacity and course offerings for the ten campuses called the Strategic Scheduling CheckUp. The report provided recommendations to the campuses on possible course or section reductions and eliminations, additional courses or sections to be added to address bottlenecks for students, and considerations to better utilize course scheduling time blocks. Honolulu Community College was particularly successful in using the results of this analysis and reduced the number of sections offered, saving over $1M.

These early results demonstrate the value of strategic scheduling of courses. Campuses are examining other areas where strategic scheduling will remove barriers to student progress towards their degrees. Course requirements in transfer pathways are being examined to minimize the number of stumbling blocks students may experience. UH Mānoa has developed pre-scheduled “exploratory” meta-majors for first-year students to help them focus their choice on specific degree pathways.

In addition, steps have been taken to expand the use of summer in the pathways. In 2016, UH Mānoa offered $1,200 merit scholarships to 200 first-year students with 27 credits and 200 sophomore students with 54 credits to complete a summer course to stay on track for on-time completion (30 credits per year). The community colleges offered summer tuition for developmental education course at the same price as in the regular schedule to encourage summer course taking.

Strengthened developmental education initiatives that increased preparation, improved placement methods and reduced time spent in developmental education
The UH Community Colleges have made enormous changes that sharply reduce the time spent by students in developmental education. In the past, it could take a student three semesters before they were eligible to take college-level English or math. Since Fall 2016, all students placed at two levels or more below college-level can complete college-level English and math in one year and all others can complete it in one semester.

Students are also encouraged to complete English and math in their first year. The percentages of newly entering students completing college-level math in one year increased from 14% in AY 2013-14 to 30% in AY 2016-17. The share of students completing English in one year increased from 36% in AY 2013-14 to 53% in AY 2016-17.

Placement has been improved to allow for multiple measures so students are not placed with only one high-stakes test. As a result, more students were placed in college-level classes. Further improvements are expected over the next few years as campuses build on what they have learned in the initial program phases.
Improved and stabilized student support services for Native Hawaiians, veterans, returning adults and part-time students; and reduced gaps in college completion for Native Hawaiians, low-income and under-represented groups

The gap between the percentage of enrolled students and the percentage of graduated students is an important metric for HGI. Particular attention was given to gaps in college completion for Native Hawaiian students and for Pell grant recipients. Native Hawaiian gaps have been eliminated at UH Mānoa, narrowed at UH Hilo and UH Community Colleges, and continue to fluctuate at UH West O‘ahu. The enrollment to degree gap is either nonexistent or close to parity for PELL students, indicating that Pell students do as well or better than the general population in graduating with a degree or certificate. For more detail, refer to page A8 in Appendix I.

Native Hawaiian student support services programs are established at all UH campuses. Native Hawaiian students are able to access advising, career, personal, and financial aid counseling; information on campus and community resources; and cultural workshops, events, and activities. In collaboration with Kamehameha Schools, UH is collecting quantitative and qualitative data from the Makalapua Na‘auao program to assess and improve upon system processes, student support, and funding services for Native Hawaiian students matriculating from high school through the UH System.

Examples of programs supporting under-represented groups include the Pasefika Passion Pipeline at UH Mānoa that provides support for Pacific Islanders. Additional programs supporting Native Hawaiians and Asians at UH Mānoa include GEAR-UP Farrington and Waipahu, College Opportunities Program, the Pili Pono Native Hawaiian Scholarship Program, and the Kua‘ana Tuition Waivers, academic support, and Mālama ‘Āina. A Honolulu Community College grant supports the integration of Native Hawaiian values across the UH System and provides a sense of belonging on campus by incorporating Native Hawaiian values into a set curriculum taught by the Hawaiian Center faculty and staff and includes all campus stakeholders.

The Veterans Serving Committee has reconvened to address needs of veteran students. This committee will review best practices and capabilities of UH campuses and other institutions, review and propose changes to current policies, and recommend actions to improve veterans‘ access to UH programs and support for student success.

Strengthened and aligned financial aid resources, policies and practices for increased access and completion

In 2017, the Legislature granted a $1.8M request by UH to provide scholarships for UH Community College students with need. Known as the Hawai‘i Promise Scholarship Program, it provided $2M to an expected 2,000 students in Fall 2017 and Spring 2018, helping to ensure that financial need is not a barrier to higher education. Initial awards to scholarship recipients have been completed and integration of Hawai‘i Promise Scholarships with other aid programs are beginning in Spring 2018.

A combination of structural improvements implemented throughout the UH System resulted in tangible results involving student completion. Most notably, UH awarded a record number of degrees and certificates, reaching an all-time high of 11,680 in FY 2015-16. UH exceeded its 2021 goals for on-time graduation rates at UH Mānoa and UH Hilo. At UH Mānoa, 34.0% of Fall 2013’s first-time freshmen cohort graduated in four years (2021 goal was 32.4%). At UH Hilo, 20.9% of Fall 2013’s cohort graduated in four years (2021 goal was 19.4%). Six year graduation rates for four-year campuses (150% graduation rates) and three year completion or transfer out times for UH Community College certificates and degrees have also shown steady improvement. For more detail, refer to pages A1 to A5 in Appendix I.
HGI Action Strategy 3: Anticipate and align curricula with community and workforce needs.

One way to encourage students to finish their degree program expeditiously is to help them understand how they can utilize the degree to start (or continue) a career. Carefully done, this can also help UH better meet emerging workforce needs. UH is a national leader in developing tools to meet both objectives simultaneously.

**Integrated accurate, timely information about workforce needs and employment opportunities in a platform that allows students to understand how they can use their degrees**

UH is building resources to help students link their career aspirations with specific degrees and majors and plan for degree offerings that meet emerging needs in the state. The Hawai‘i Industry Sectors website, which was created by the UH Community Colleges and won the 2017 Bernice Joseph Award from the Western Interstate Commission for Higher Education (WICHE), has made a substantive impact on the economic and education sectors in the state (http://uhcc.hawaii.edu/workforce/index.php). The website provides a comprehensive overview of all sectors in the state’s economy, combining information on current employment and future openings for each sector. This information resource is as valuable to students seeking careers as it is to companies in each economic sector track changing needs in their areas.

The website was developed for people interested in a particular field to quickly and easily survey the types of jobs that exist as well as the qualifications required for employment. It has been shared widely within UH with advisors and student support staff. Middle school counselors in the DOE, directors of state departments, and several national organizations have discovered the value of the tool in supporting their work. Recently, the UH Community Colleges have added a student portal and a clickable map of Hawai‘i that provides detailed job information by zip code, by DOE district and by political districts.

As a primary partner of the Hawai‘i Data Exchange (DXP), UH is helping to produce issue briefs (http://hawaiidxp.org/research/index) that show how data is being used to improve educational and workforce outcomes. DXP has also developed a comprehensive website (http://hawaiidxp.org/quick_data/transition_metrics?category=Postsecondary%20to%20Workforce) to show various metrics using the data – including UH graduates found in Hawai‘i’s workforce and UH graduates median wage earnings using unemployment insurance data from the State Department of Labor and Industrial Relations (DLIR).

**Followed up with graduates and employers regarding UH students’ preparation for the workforce and community**

In 2017, a Gallup alumni survey was administered to better understand how successful graduates are in work and life and the role UH played in that success. Developed by Gallup with Purdue University, the survey has been administered across the nation and looks at the satisfaction of alumni with their university experience and evaluates the impact of their experience on their lives. UH results will be available in 2018. Additionally, the sector partnerships have given UH a way to obtain more information on graduates and is exploring the use of Economic Modeling Specialists International (EMSI) alumni data to track alumni in the workforce.

**Engaged systematically with community-based groups to inform program offerings and curricula and developed new programs responsive to community needs**

In addition to the sector website, UH has partnered with the Chamber of Commerce of Hawai‘i to undertake a series of sector convenings to learn about the educational and workforce preparation needs within specific sectors of the economy. Each convening holds a roundtable comprised of CEOs and
industry experts within a major sector of the state. To date, convenings have been held in tourism, health care, banking, IT, food manufacturing and energy sectors. Facilitated by an outside professional, CEOs engage in a focused discussion about emerging trends and needs they anticipate. Support agencies like UH, DLIR, the State offices of Career and Technical Education (CTE), Department of Business, Economic Development and Tourism (DBEDT), and workforce development and economic development boards listen without participating as the needs of the private sector are revealed, clarified, and documented. Workgroups are then formed to address the most urgent areas identified by industry. Supporting agencies staff these workgroups to collaboratively solve issues identified by business.

The banking sector is a showcase example of how this type of engagement can work. Based on the discussion at the convening, the follow-up workgroup created a certificate program that was implemented and offered within one year. The program was designed to prepare people for a new type of position emerging as a result of online banking trends. Other programs that have been created based on industry needs include soft-skills training and training for food processing manufacturers.

UH has established analogous, internal groups in engineering, mathematics, biology, and informational technology to improve course pathways from the UH Community Colleges to the UH four-year campuses and to improve workforce relevance. Many participants in the internal groups have listened to a sector convening, closing the loop between industry input and curricular design.

**HGI Action Strategy 4: Solidify the foundations for UH West O‘ahu, and Hawai‘i CC at Palamanui, our “startup” campuses, and establish large-scale student support services for Native Hawaiians, low-income students, and the under-represented populations they serve.**

**Solidified the presence and role of UH’s newest campuses in their respective communities**

The two newest UH campuses—Hawai‘i Community College at Palamanui and UH West O‘ahu—now have a solid foundation of programs, faculty and staff. Enrollments and offerings at both campuses are increasing.

Hawai‘i CC at Palamanui has grown to serve 526 students in 108 classes. The University Center at Palamanui is now serving more than 150 students who are pursuing a range of programs from certificate through master’s degrees through distance education. In 2017, 31 degrees were granted at Palamanui.

Enrollments at UH West O‘ahu are now the fastest-growing in the UH System, exceeding 3,000 for the first time in Fall 2017. Its interdisciplinary academic structure allows UH West O‘ahu to develop programs quickly to respond to local community needs, including community food systems, financial management and applied mathematics. The campus has actively developed Early College programs with neighboring high schools.

UH West O‘ahu is completing an overall campus development plan, which will chart a course for both campus program facilities and compatible revenue-generating activities.
Hawai’i Innovation Initiative (HII)

INTRODUCTION
The economy of Hawai‘i is currently highly dependent on tourism and military spending. The creation of a third economic sector based on research and innovation has been identified as a community priority. As the largest research enterprise in the state, the University of Hawai‘i is absolutely essential to achieving this economic diversification. The university, in partnership with the business community, is working to create innovation clusters that link fundamental scientific discovery with applied research and economic development. The university is also working to provide the training required for technological innovation and economic development to enable Hawai‘i’s citizens to lead and participate in this sector. With an emphasis on UH’s responsibility to the community, the Hawai‘i Innovation Initiative (HII) will focus on the following hubs: astronomy and space exploration, ocean and climate sciences, health sciences and wellness, digital economy and civil infrastructure security, sustainable ecosystems and energy.

ACCOMPLISHMENTS

HII Action Strategy 1: Sustain and advance the UH research enterprise.

A few steps were taken to establish the framework for sustaining and advancing the research enterprise. We believe that they are essential in providing guidance in our future endeavors under this action strategy. Some highlights are:

Established Board of Regents Committee on Research and Innovation
Although research and innovation is one of UH’s four Strategic Directions, it was previously included under the Board Committee on Academic and Student Affairs – which did not provide adequate time for consideration of the Administration’s long range plans, strategies, and performance measures for advancing research and innovation at UH. Thus, a separate Board Committee on Research and Innovation (R&I Committee) was formed with the charge to:

1. Evaluate and approve long range plans that establish the strategic goals and objectives for research, innovation, and technology transfer at UH.
2. Review and make recommendations regarding investments, policies, and practices relating to UH research, innovation, and technology transfer programs.
3. Review and make recommendations on proposals to establish or terminate Organized Research Units (ORU) and research centers.
4. Work in concert with the Administration to establish performance goals and metrics to evaluate process against the strategic goals and objectives.

The R&I Committee has adopted quarterly reporting on the Strategic Directions performance metrics, as well as analyses of extramural awards.

Formed a Research Policy Task Force
One of the first items on the Administration’s agenda is to review and update UH’s policies and procedures – some of which haven’t been updated since the 1980s. To assist with strategies for addressing the research policies and procedures, obtaining faculty input early in the process, and setting up the process to properly vet the proposed changes, the Office of the Vice President for Research and Innovation (OVPRI) established a Research Policy Task Force (RPTF). The RPTF is comprised of senior staff in central
offices such as the Office of the Vice President for Research and Innovation and Office of the UH Mānoa Vice Chancellor for Research, as well as select senior faculty appointees. One of the early successes of the RPTF and the R&I Committee was updating several of the Regents Policies (RP) on research:

- RP 12.201 – Ethical Standards of Conduct
- RP 12.202 – Principal Investigator
- RP 12.203 – Right to Investigate & Disseminate
- RP 12.207 – Research Corporation of the University of Hawai‘i
- RP 12.208 – Regents Awards for Excellence in Research

This included abolishing the Hawai‘i Administrative Rules Chapter 20-3 on UH patents and copyrights and establishing placeholder policies in RP 12.205 and Executive Policy 12.205 on patents and copyrights.

The next step is working on updating the UH’s patent and copyright policies and procedures. After that, the task will begin to review and update all research Executive Policies and Administrative Procedures.

**Formed a Research Compliance Task Force**

One of the issues that has been on the forefront with UH faculty for quite some time is the current support structure and processes for addressing research compliance in areas such as human studies, animal research and biosafety. To address these and other issues, the Vice President created a faculty advisory group called the Research Compliance Task Force (RCTF) to survey the faculty and to propose recommendations for improving service in these areas.

The RCTF report identified three overarching recommendations to: 1) improve the culture of research compliance, 2) improve efficiency and reduce administrative burden, and 3) reorganize to remove barriers to collaboration between central research administration units.

One of the recommendations from the RCTF report has already been acted on. The Office of Research Compliance (ORC), which was originally under the UH Mānoa Vice Chancellor for Research, was reorganized under OVPRI. The reorganization fosters better collaboration between the Office of Research Services (ORS) and Office of Research Compliance and leads to system integration.

**Streamlined UH federal priorities and initiatives process**

Effectively communicating UH’s priorities to our Congressional delegation is vital to their understanding of UH’s current and future needs to advance the research enterprise. The OVPRI worked on the internal communications process with the various campuses to ensure that requested information from each of our senators and representatives can be furnished on a well-coordinated and timely basis. This streamlined process will aid the university in coming years.

**Produced a Long Range Plan Roadmap and Implementation Guide**

Although Strategic Directions succinctly described the Administration’s goals for research and innovation, the R&I Committee wanted a more descriptive long range plan for advancing research and innovation. Instead of prescribing where and how to direct their efforts, OVPRI produced a Long Range Plan (LRP) Roadmap, which can be used by the campuses to develop their own long range plans that would be more suited to their strengths and aspirations. This was followed by an Implementation Guide that suggested strategies and performance measures that the campuses could choose from to implement their own long
range plans. The LRP Roadmap and implementation guide are described in more detail under Action Strategy 3.

Reduced administrative burden for principal investigators (PIs) and collaborators
The Office of Research Services and the Office of Research Compliance implemented changes to address administrative burden for PIs and collaborators, which are summarized below. They encompass ideas such as process changes to reduce steps or time involved, replacing paper based processes with electronic systems, centralizing processing of tasks to improve consistency and quality, or providing more direct assistance.

Office of Research Services
- ORS took over preparation, follow-up and execution of subaward documents.
- ORS S-1 subrecipient commitment form was converted from a paper to an electronic form.
- A Conflict of Interest (COI) module was implemented, allowing faculty with extramural projects to submit and receive approval of their COI disclosures electronically.
- Proposal questions in the myGRANT proposal development module were revised extensively and consolidated.

Office of Research Compliance
- The Institutional Biosafety Committee (IBC) simplified several policies and procedures, including employing exemption procedures when possible.
- The Institutional Animal Care & Use Committee (IACUC) implemented administrative processing of several types of protocol reviews as an alternative to full-board review.
- IACUC post-approval monitoring and Veterinary reviews are combined to reduce the amount of time required of PIs for inspections.
- The Institutional Review Boards (IRBs) and the Human Studies Program (HSP) implemented electronic protocol submission and review through eProtocol.
- The Office of Export Controls (OEC) increased individualized consultation to support compliance with export control regulations, including the preparation of Technology Control Plans.

HII Action Strategy 2: Advance innovation and entrepreneurship within UH and the community.

Several accomplishments advanced innovation and entrepreneurship within UH and the community. Here are examples of what has been accomplished:

Generated significant entrepreneurial activity through XLR8UH and Maui Food Innovation Center
Although these programs were underway before January 30, 2015, they have made significant strides. Over the past three years, XLR8UH has guided over 40 start-ups with 24 matriculating into companies that have generated more than $5 million in revenue and raised over $30 million in funding.

XLR8UH won the U.S. Small Business Administration (SBA) Growth Accelerator Fund competition for the third year in a row (2015, 2016, and 2017). The annual competition includes a $50,000 cash award. It was also named one of the top 30 accelerators in the country by Forbes magazine in 2017.

The Maui Food Industry X-Celerator Program has received 47 applications and graduated 24 businesses in two cohorts – of which 90 percent are women entrepreneurs. The Maui Food Innovation Center is also a two-time winner of SBA Growth Accelerator Fund competition (2015 and 2016).
Positioned strategically with Acts 38 and 39
On June 19, 2017, Governor David Ige signed two legislative measures that will help UH aggressively pursue technology transfer and commercialization of UH-based research. Act 38 exempts UH technology transfer activities from the scope of certain sections of the State Ethics Code and confers regulatory and oversight responsibilities to UH such as conflicts of interest. Act 39 provides UH with broad statutory authority to engage in activities to support UH-based start-up companies, including direct or indirect financing of a start-up, providing strategic marketing and networking services, and offering instruction/mentoring to new entrepreneurs. With the new laws, UH is now better positioned to strengthen its contributions to build a thriving innovation and research innovation enterprise in Hawai’i.

Started next phase for IP policy modernization
Work has started on updating UH’s patent and copyright policies and procedures to reflect current operations as well as bargaining unit agreement provisions such as royalty sharing. In addition, work is being done to bring the policies and procedures in line with up-to-date, best practices at other research universities and will involve determining how to best use the new authorities granted by Acts 38 and 39. The revised policies and procedures will be vetted through the RPTF and consultations with stakeholders. In addition to the policies and procedures, UH Ventures, a new UH entity, is being incorporated and is responsible for licensing intellectual property and developing commercial partnerships to drive and stimulate economic growth and opportunities. By spinning this off from the former Office of Technology Transfer and Economic Development, UH believes that the new business model will be instrumental in building the innovation enterprise in Hawai’i.

Launched i-Lab and sPACE
One of the elements that helps stimulate innovation on university campuses is to provide space for like-minded individuals to meet and exchange ideas. For those that have more practical, hands-on solutions, these spaces provide equipment to build and re-work prototypes to prove concepts. A third element is to provide space and resources to explore entrepreneurship possibilities.

The opening of i-Lab and sPACE on the UH Mānoa campus provides opportunities to UH students, faculty and alumni to immerse themselves in innovation and entrepreneurship outside the class room. The next great idea may come from these interactions at UH.

The UH System plans to furnish other campuses with their own innovation and entrepreneurship spaces tailored to the needs of the campus and surrounding community. Because UH Mānoa and UH Maui College have activities underway, other UH campuses will be considered for expansion.

Provided outreach through Noelo and Future Focus conferences
UH is actively communicating about the exciting and timely research and STEM education being conducted on its campuses through Noelo, an annual UH System Research Magazine. Since its inaugural issue in 2016, a wide range of topics that involve UH researchers were covered, such as climate change research, energy, sustainable community food systems, multiethnic cohort cancer study, and creative media.

In addition, in partnership with the Hawai’i Business Roundtable, UH has been conducting Future Focus conferences to provide opportunities for people to learn more about emerging technologies, business models, and other ways to engage in and contribute to Hawai’i’s growing innovation and technology industry. Below is a table providing information on the number of participants and the major topics discussed at each Future Focus conference:
This outreach enables UH to create discussion and awareness of the issues, which is needed to help focus efforts to grow research and innovation in Hawai‘i.

**HII Action Strategy 3: Invest internal resources and seek external resources for strategic infrastructure requirements and hires that leverage our location and strengths as well as address critical gaps.**

**Developed a Long Range Plan Roadmap and Implementation Guide**

As mentioned under Action Strategy 1, the Office of the Vice President for Research and Innovation developed a Long Range Plan Roadmap with the philosophy that it sets the overall vision for research and innovation and provides the tools, policies and processes for the campuses to achieve their missions. Thus, the Roadmap suggests a path forward, but the individual campuses are responsible for choosing their goals and implementing plans to achieve those objectives.

The Roadmap highlighted five priority innovation hubs that leverage our location and strengths and also represent growth opportunities. These identified hubs are: ocean and climate sciences, astronomy and space exploration, health and wellness, digital economy and civil infrastructure security, and sustainable ecosystems and energy.

To support these efforts, the Roadmap also described areas in which UH could help develop the innovation workforce and cultivate a dynamic innovation and entrepreneurial ecosystem. In addition, it described steps that the administration could take to become more efficient and effective in supporting faculty and other stakeholders in growing the UH research portfolio.

An Implementation Guide was produced by OVPRI to supplement the Roadmap, with a similar intent that it not be prescriptive, but could be used by campuses in implementing their plans. The guide identified best practices in five areas: 1) strategic hiring; 2) strategic investments of facilities and administrative costs (F&A) recovery (a.k.a., RTRF); 3) space management; 4) grants development offices; and 5) innovation spaces.

**Improved campus positioning for pursuit of long range plans**

The campuses have initiatives underway that will better position themselves for pursuing their long range plans. The following are some examples:

UH Mānoa is working on a means for UH faculty to identify potential collaborators and funding opportunities by developing an online tool; a research administration business process committee to identify ways to streamline processes; a clearinghouse for research core facilities (a.k.a. recharge centers) to reduce duplication and increase utilization; and a research administration support committee, which will ultimately provide support to investigators with inadequate administrative infrastructure. In addition, UH Mānoa is working on addressing workload concerns for research faculty. For example, new hires might be on a plan to accept teaching load during time periods where grant activity has stalled.
UH Hilo is pursuing the use of grant funds to meet its goals. Some of their plans include developing a cadre of R-01 researchers with expertise in rural health science and a center for Hawaiian natural products using National Institutes of Health (NIH) funds. Others include hiring data sciences faculty and obtaining a data visualization system through National Science Foundation (NSF) Established Program to Stimulate Competitive Research (EPSCoR) funding.

UH West O‘ahu is taking steps to engage in more extramural activity with other UH campuses and community partners. UH West O‘ahu is working on its academic policies to encourage research activity and developing its grant writing and support capabilities. A key initiative in its addressing the innovation workforce is the siting and construction of the Academy for Creative Media (ACM) building at UH West O‘ahu. The facility will provide a working environment for students to learn their craft in areas such as film, animation and music/sound design with the goal of making UH West O‘ahu a hub for creative media baccalaureate.
21st Century Facilities (21CF)

INTRODUCTION
The University of Hawai‘i must eliminate the substantial deferred maintenance backlog and modernize facilities to meet 21st century needs for learning, teaching and research. This systemwide problem exists on all but the newest campus, and is particularly acute at the flagship UH Mānoa campus. In 2015, the university’s deferred maintenance backlog for general funded facilities is just over $500 million for its nearly $5 billion dollar capital plant.

University of Hawai‘i students, faculty and staff need and deserve well-maintained and up-to-date facilities that support modern teaching, learning, innovation and scholarship. Facilities and campus environments must be safe, sustainable and support 21st century higher education expectations and practices. The university’s facilities must be fully digitally enabled; flexible in use; maintainable at low cost; energy, water and waste efficient; and supportive of deep collaborations with partners across the state, nation and the world.

ACCOMPLISHMENTS

21CF Action Strategy 1: Adopt model policies and practices for development and management of UH buildings and campuses.

- Developed and adopted efficient and effective processes and organizational structures for construction, renewal and maintenance of facilities

To increase efficiency throughout the construction procurement process, the Facilities Contracts Office was created within the Facilities Business Office to focus on all construction and facilities-related procurements and contract administration. This change streamlined the process for these important procurements to promote aggregation of requirements so that UH could more easily realize economies of scale and efficiency. Previously, all goods and services procurements were handled by the Office of Procurement and Real Property Management.

The University’s construction and professional services in support of construction policy (Administrative Procedure 8.281) was completely reorganized and revised to provide a user-friendly, step-by-step guide to complying with procurement-related laws, rules, and regulations for construction and facilities-related improvements. The revised policy also identified the responsibilities of the new Facilities Contracts Office.

The University has adopted two capital program initiatives, e-Builder and the Hawai‘i eProcurement System (HePS) to increase its capital program transparency, efficiency and effectiveness.

- e-Builder is a web-based capital program management solution that captures project data and utilizes electronic workflow to track business processes and generate reports. The system provides visibility into the status of projects so all stakeholders can access project in real-time and ensure projects are delivered on-time and on-budget.

- HePS is an online procurement system that broadens the UH’s access to quality contractors by utilizing an online solicitation environment. By implementing HePS, paperwork and paper management is greatly reduced as only final contract documents require paper and wet signatures. All bid documents can be
electronically accessed and contractors are emailed solicitations. This offers a simpler, more efficient and more transparent procurement process.

Developed comprehensive multi-year capital improvement plans for construction, renewal and modernization

In Fall 2016, the University of Hawaiʻi prepared a 6-Year Capital Improvement Program Plan for 2018 through 2023 (6-Year CIP Plan) that set forth a new approach for prioritizing capital projects at UH. Recognizing UH’s high deferred maintenance backlog, declining enrollment, and limited resources, the 6-Year CIP Plan attempts to address these issues through a facilities modernization and space strategy. By focusing on ways to rethink space as University space, rather than departmental space, the institution can begin to repurpose and consolidate areas to support priority programs and address facility needs through flexible and adaptable space management. Not only will this foster interdisciplinary collaboration and communication, it maximizes the efficiency of both the capital and operational dollar. The plan also emphasizes evaluating existing classroom and laboratory space to determine whether it’s the right size, quality and configuration to meet current and future enrollment trends.

Traditionally, UH’s CIP consisted of five categories: Planning; Major CIP; Minor CIP; Health, Safety & Code Requirements (HSCR); and Capital Renewal and Deferred Maintenance (CRDM). The categories of HSCR and CRDM were consolidated into a new class called Renew, Improve and Modernize Projects (RIM Projects). This is consistent with the 6-Year CIP Plan by incorporating the principles of flexible space, shared programming, and modernization while addressing annual renewals and deferred maintenance in one grouping. RIM Projects prioritize ailing facilities with a focus on improving the learning and research environment by upgrading interior/exterior structures, building roofs, mechanical & electrical systems, pedestrian pathways, and roadways. This CIP structure shifts the conversation away from one-dimensional views that focus only on deferred maintenance, capital renewal, and health & safety priorities. Instead, the RIM Project category takes into consideration multiple factors that target improving the quality of our learning and research environments through the lens of UH students, faculty and staff.

Developed a financial plan that responsibly leverages state and UH financial capacities to execute capital improvement plans and meet ongoing operating, maintenance and renewal requirements

The University of Hawaiʻi received authority to issue revenue bonds to support capital improvement and deferred maintenance projects. Additionally, the UH administration is developing public-private partnership capabilities to provide financing, construction, operations and maintenance by third party developers.

21CF Action Strategy 2: Improve the sustainability and resource conservation of the built environment including facilities and grounds by reducing energy consumption, greenhouse gas production, water use and waste production.

Implemented improvements for energy metering and monitoring of campus buildings

Mānoa Green days was expanded to include large lecture halls, and the formation of the operations group will continue to expand this program back into its full potential. There are an additional 81 meters to be replaced in 2018 with the digital versions. In addition, BTU meters to track where the cooling is often produced at a central plant are being planned so facilities can track, not only the electricity used at a
building but additionally the energy used for cooling of that building (when the building is on a shared cooling loop). All of this metering information was integrated into a systemwide energy management system which has been integrated at UH Mānoa and UH West O’ahu.

UH Hilo has expanded the network of electrical demand meters from 84 to 100. The most recent phase of installation includes the addition of meters to record the electrical demand from exterior parking lot lighting. Meters record and report solar photovoltaic (PV) production for all PV installations on campus. For many buildings, there are multiple meters that record electrical demand for discrete sub systems that include lighting, heating, ventilation, and air conditioning (HVAC) systems, pumps and chillers. Recorded electrical consumption data from the meter network is reported on a monthly basis and reviewed to ensure consistency and to address spikes in usage. Reports also allow UH Hilo to assess and calculate savings achieved through PV to continue reinvestment in energy saving initiatives.

**Improved energy efficiency at UH campuses and facilities**

There have been several LED lighting retrofits including three parking lots, the physical plant building at UH Mānoa and several buildings at UH Hilo. Energy Star Compliant -80-degree freezer replacement program replaced 11 of 95 freezers; and between UH Mānoa and UH Cancer Center, improved their efficiency by over 30% each. Also, the HVAC replacement of the Stan Sheriff Center resulted in a 30% improvement in efficiency. Energy Savings Performance Contract (ESPC) phase 1 complete and Phase 2 started for eight buildings on or near the Holmes Hall cooling loop. Two brand new Net Zero buildings (FROGs) were constructed to leverage Hawai’i’s temperate climate, natural lighting, ventilation and solar energy. The principles that went into building the FROGs were also formalized into the Building Design Performance Standards which has been adopted for all new construction and major renovation projects.

**Increased the percentage of UH energy generated from renewable sources**

UH campuses added 1.11 megawatts (MW) of photovoltaics (PV) and executed a contract for an additional 1.76MW. Approximately 7MW of rooftop solar PV are slated over the next 10 years in conjunction with roof replacement plans (analysis indicates potential for approximately 17MW rooftop PV at UH Mānoa). The University is currently in conversation with multiple utility-scale solar PV developers to submit proposals to HECO competitive RFP for approximately 64MW of potential solar PV at the UH West O‘ahu mauka lands (to be bid out in 2018).

*Chart 3: This graph shows the status of PV implementation relative to achieving net zero energy across the system.*
Reduced costs of energy consumed on/by UH campuses and reinvested cost savings from energy conservation and efficiency projects into sustainability projects

Utility rates are not in UH control, however, UH did use less energy this year than it did last year, and each addition of solar units lowers the cost of energy consumed. For more detail, refer to page A13 in Appendix I.

A Green Special Fund (GSF) account was established and a law was passed to allow the UH System CFO to capture avoided utility cost into the GSF. Over $86K was collected from the Hawai‘i Energy Rebate Program and deposited into the GSF. These funds were used to purchase four of the 11 replacement freezers. The energy consumption of the freezers were monitored before and after the swap and the avoided utility cost will be deposited into the GSF.

21CF Action Strategy 3: Provide safe, healthy and discrimination free environments for teaching, learning and scholarship for students, employees and visitors.

Established centralized services for Title IX and Violence Against Women Act (VAWA)

In 2015, the University of Hawai‘i opened the Office of Institutional Equity (OIE) under the Office of the Vice President for Administration to oversee the University’s centralized initiatives for preventing, reporting and responding to sex discrimination, including sexual and gender based harassment, sexual exploitation, sexual assault, domestic violence, dating violence and stalking.

As a system office, OIE provides technical assistance and support to all of the University’s ten campuses and centers in relation to complying with Title IX and VAWA. OIE also contributes subject matter expertise when drafting University policy and establishing initiatives designed to maintain and promote healthy campus environments for University students, employees, and third parties that are free from sex discrimination and gender-based violence.

Additionally, in 2015 the University of Hawai‘i also opened the Community College System Office of Compliance & Title IX (CC System Compliance Office) under the Office of the Vice President for Community Colleges. The CC System Compliance Office provides direct support and assistance to the Title IX Coordinators and their teams at the seven UH community colleges. OIE and the CC System Compliance Office collaborate regularly to ensure a centralized approach across all campuses.

Each campus has a designated Title IX Coordinator who is responsible for complying with and carrying out the responsibilities under Title IX and VAWA. The Title IX Coordinator also has Deputy Title IX Coordinators to assist with their responsibilities. The Title IX Coordinators and their deputies are overseen by OIE and the CC System Compliance Office.

Applied best practices in promoting safety and response to incidents, such as conducting student climate surveys and implementing a systemwide case management system

Conducting climate surveys to measure attitudes and perceptions of a campus community is a national best practice in higher education. Accordingly, UH contracted with OmniTrak Group Inc. to create a climate survey to measure the extent of gender-based harassment and violence experienced by students, both on- and off- campus; how well UH responds to these experiences; and students' awareness of
services and programs offered by UH. The results of the survey will serve as a baseline for key indicators for campus safety and accountability moving forward.

The University of Hawai‘i, in collaboration with the Distance Course Design and Consulting Group based in the College of Education at the UH Mānoa, developed a homegrown, centralized case management system. The Case Management System was developed with oversight by OIE and consultation from the campus Title IX Coordinators. UH is implementing the systemwide case management system to ensure UH’s effective response to incidents of sex discrimination and gender-based violence. The case management system has multiple permission tiers so that data can be selectively shared and privacy of all involved people can be maintained to the extent practicable. Case data is stored for pattern tracking, case review, and report generation.

Case-specific data is divided in the case management system into a series of categories to efficiently capture detailed case information. Additionally, the case-specific data is represented in a visual timeline for ease of reference, with each icon on the timeline clickable, so that authorized users can directly access specific details on the visual timeline. The following image is a sample screenshot from the Beta Version of the UH case management system, using fictional test data for illustration purposes.

Updated systemwide policies and guidelines to ensure compliance and to promote safety and security

The University of Hawai‘i is committed to ensuring a safe, civil, learning and working environment in which the dignity of every individual is recognized and respected.

In 2015, UH developed interim Executive Policy EP1.204, *Interim Policy and Procedure on Sex Discrimination and Gender-Based Violence*. Interim EP1.204 establishes an integrated and consistent approach to preventing, reporting, and promptly responding to sex discrimination and gender-based violence across all campuses and centers at UH. Per Interim EP 1.204, once UH has notice of alleged prohibited behavior, the Title IX Coordinator, the EEO/AA Office, and/or other appropriate UH office is obligated to take appropriate action.

In 2016, UH developed Executive Policy EP1.203, *Policy on Consensual Relationships*. EP1.203 was developed to address the issue of consensual relations within the working and/or learning environment at UH. Per EP1.203, UH prohibits initiating or engaging in a new consensual relationship between employees and between employees and students wherein a power and control differential exists, including but not limited to situations in which one member has an evaluative and/or supervisory responsibility for the other.
Ensured availability and accessibility of high-quality confidential resources for victims

UH also developed community partnerships so that local service providers could offer their services on UH campuses, improving access to resources. Community partnerships include:

- O’ahu: Domestic Violence Action Center
- Maui: Child and Family Services
- Hawaiʻi Island: YWCA
- Hawaiʻi Island Kauaʻi: YWCA of Kauaʻi

Services provided by community partners include safety planning, court accompaniment, crisis intervention, and risk assessments. Advocates also provide survivors with information on how to file a complaint or report misconduct to the University and/or local law enforcement.

Provided appropriate safety and awareness education for responsible officials and all students and employees

The University of Hawaiʻi provides both online and in-person training on sex discrimination and gender-based violence for its students and employees. This training program is part of a university-wide approach to educate the University community on everyone’s rights and available resources. The curriculum also covers important information on Title IX, VAWA and relevant University policies. Over 5,000 UH employees have taken the employee online training, with an average training satisfaction rating of 4.24 out of 5. Additionally, the University has provided almost 250 hours of in-person training to students, employees and community members.

UH also provides specialized in-person training to UH Title IX Personnel. Since the establishment of a centralized office to oversee Title IX efforts across the 10 campuses in 2015, the University has provided 144 hours of specialized Title IX personnel training and trained 303 personnel.

Through the UH’s community partnerships, community service providers have also been invited to provide educational presentations to students and faculty on campus and bring awareness to issues of gender violence, prevention and safety strategies, and the resources available in the community.

Ensured that clear and useful information was readily available when needed

In collaboration with the Distance Course Design and Consulting Group based in the College of Education at the UH Mānoa, UH has developed a website to further ensure information on sex discrimination and gender-violence in higher education is widely available to the public. The website includes a customized system-wide directory of services available both on and off campus. The website and online directory also contain crosslinks to the respective campus websites, to further ensure access to important information. The website is available at www.hawaii.edu/titleix.

A system-wide, comprehensive brochure was developed to improve access to system-wide resources. This brochure was produced by the Office of the Vice President for Community Colleges in partnership with the UH System Office of Institutional Equity. This brochure further assists with the system-wide availability of resource information, and the contact information for all resources identified in the brochure is periodically updated, with the cover noting the publication date. The brochure is available at uhcc.hawaii.edu/titleIX/docs/TitleIXBrochure.pdf.
High Performance Mission-Driven System (HPMS)

INTRODUCTION
The University of Hawai‘i is committed to accountability, transparency and managing costs by leveraging our unique status as a unified statewide system of public higher education. Strategies for achieving higher performance will include: providing a diverse student body with multiple entry points and educational pathways across the state; streamlined administrative and support processes; efficient utilization of facilities; exploration and implementation of new instructional approaches; and enhanced use of metrics for productivity and efficiency.

These objectives are achieved with a deep commitment to the institutional mission of UH as a foremost indigenous serving university that advances sustainability at UH and for Hawai‘i.

ACCOMPLISHMENTS

HPMS Action Strategy 1: Employ best practices in management, administration and operations.

Implemented world-class business practices to advance efficiency, transparency and accountability with sound risk management and improved reporting capabilities
The University of Hawai‘i has implemented governance practices regarding budgeting and fiscal oversight utilizing the Board of Regents as the approach to increase greater public transparency into UH’s financial reporting. Starting in FY16, UH administration began working with the Board of Regents to develop an intra-year financial reporting format that would provide periodic fiscal reporting at the Board-level. Since FY16, UH administration has continually refined and annually evolved the reporting tool to incorporate meaningful metrics and increase management accountability. Quarterly financial status reporting incorporates financial metrics that are useful for the Board, executive-level administration, and campus’ leadership to measure mid-year progress on expense, revenue and reserve balances against pre-year targets. As an example, credit agencies have identified UH’s reporting efforts to increase periodic financial governance as a positive credit strength of management. Such increased transparency and fiscal resource coincides with strong year-over-year-over-year growth in aggregated financial reserves within the UH System.

Chart 4: Current fund balances are healthy and exceed the executive policy requirement of a minimum 5% operating reserve.
UH has created an Enterprise Risk Management (ERM) program to identify and evaluate the major risks at UH and minimize their impact on its finances, operations, reputation and strategic mission. Over the past two years, UH officers have assembled on multiple occasions to assess eight identified risk areas, report on mitigation and monitoring activities for key risk areas, and develop a risk heat map which visually presents the impact and probability of each risk area on a scale from low to high.

In June 2016, UH launched a confidential whistleblower hotline to further advance its commitment to encourage and enable any member of the UH community or the general public to make good faith reports of misconduct. The hotline, managed by EthicsPoint, is available 24 hours a day via telephone and online, and received 137 reports in its inaugural year. Cases are investigated, addressed and closed fairly quickly, with 87% of all cases closed within two months of the initial report.

UH launched its first ever human resources intranet in August 2017 to serve as a centralized resource for its over 10,000 employees and advance efficiency and transparency in the human resources realm. The intranet was necessary to establish a self-help culture for employees regarding basic human resources matters. Previously, many human resources staff were inundated with the same “how to” questions from employees, which left them unable to devote time to other, more complex matters. The intranet establishes a user-friendly, accessible resource for employees to find answers to frequently asked questions and commonly used forms. Numerous stakeholder interviews were conducted to create the optimal user experience and subject matter experts reviewed, revised and created countless policies, guidelines, forms and other written materials. This project was also a necessary step toward creating efficient and transparent human resources processes at the UH by standardizing human resources practices system-wide, as different campuses and departments often utilize different procedures to produce the same outcome.

Created effective and efficient organizational structures that leverage the advantages of centralization and decentralization to maximize efficiency and responsiveness to internal and external stakeholders

Leadership for the UH System and UH Mānoa believed efficiency and improved performance would be achieved through the consolidation of the following UH Mānoa operations into the Office of the Vice President for Administration (OVPA): Facilities and Capital Projects, Communications, and Human Resources. More specifically, the perceptions and realities of duplication between the UH System and campuses, particularly between the UH System-level officers and UH Mānoa officers, are impeding the efficiency of the University of Hawai‘i writ large. In February 2017, a reorganization consolidated UH Mānoa facilities and communications with the UH System. By consolidating personnel, a larger pool of resources is now available to support similar needs in both areas. Additionally, alignment of goals and objectives ensure the strategic deployment of limited resources to deliver 21st century facilities.

Maximized efficient use of facilities and classrooms

Efficient space utilization is an integral element of the capital improvement program. This is achieved through developing strategies to align facilities with future program needs, which begins with understanding the current facility utilization. In 2017, UH Mānoa completed a comprehensive space utilization assessment to develop data-driven tools and metrics for space condition, utilization and scheduling. The space utilization tool identified that classrooms and class labs occupy 6.5% of the total campus, and identified right-sizing rooms with modest renovations so that rooms are 80% occupied and would effectively increase capacity by 60% without the construction of new buildings. Further, the plans for the Life Sciences Building currently in construction prioritize flexible, interdepartmental spaces that emphasize university space over departmental space. By rethinking space as university space, UH is maximizing the use of its facilities through flexible and adaptable space management.
Provided professional and leadership development for UH faculty and staff
Since its inception in 2007-08, the President’s Emerging Leaders Program (PELP) has identified potential future leaders of UH and provides a year-long program of professional development. The experience gives emerging leaders a base of knowledge about higher education and tools for leadership, and qualified internal applicants for positions. PELP aims to bring together faculty and staff from across UH, with a mix of departments and functions, and includes women and underrepresented groups. In the past three years, program participants have engaged in projects on topics that matter to UH such as monetization of land assets, student transfers and cultivating philanthropy.

To date, six cohorts with a total of 183 participants have participated in the program from all 10 campuses and the UH System offices. Participants have been: 39% staff and 61% faculty, and 68% female. PELP alumni are currently serving as chancellors, deans, directors and in a variety of other positions. PELP planning with Hawai‘i Papa o Ke Ao interweaves the University’s focus on its Strategic Directions with its commitment to being a foremost indigenous-serving institution.

Used metrics effectively to advance goals and objectives
UH has made a concerted effort to share its Strategic Directions measures, performance-based funding measures, and campus scorecards on a consistent basis to internal and external stakeholders to raise awareness of UH’s broad goals and objectives.

The Strategic Directions measures are publicly reported, and is included in an annual update to the state legislature. They are included in Appendix I. Additionally, UH tracks another set of measures internally that are more suited for system and campus reviews. Performance-based funding measures were established in 2015 and overlap with the Strategic Directions metrics. Annual updates of campus scorecards provide the UH community with information on indicators of student success. Specific initiatives are also driven by the use of metrics, such as 15 to Finish, Early College and Co-requisite Remediation, and are shared within the UH community.

In addition to sharing broad metrics widely to advance UH goals and objectives, UH is developing tools which can easily access detailed information and reports for program improvement. An integrated warehouse of student, human resources, and financial data is being developed using SAS Analytics software. The goal is to provide users with better data visualization through dashboards such as those on graduation and success, STEM awards and enrollment, and interactive enrollment and degree reporting. The graduation and success dashboard will allow users to slice and dice graduation and success rates by selected cohort characteristics. A STEM-centric dashboard will highlight degrees awarded, semester-by-semester enrollment, graduation and retention rates for students who enroll in a STEM major at entry, and STEM transfers after receiving a degree. The interactive enrollment and degree reports dashboard will provide interactive views of enrollment and degree data. The development of a financial dashboard and a new data training and reference website are also being developed.

The UH Community Colleges’ Program Review has a new interface that disaggregates data down to the program level and displays measures of effectiveness, including enrollment, workforce demand, class size, etc. Providing the UH community with greater access to data from the program to the system level will enable better decision making within campuses as well as across the system.
**HPMS Action Strategy 2: Increase opportunity and success for students and overall cost-effectiveness by leveraging academic resources and capabilities across the system.**

**Expanded student-centered distance and online learning to create more educational opportunities through use of technology and by leveraging University Centers on all islands**

The University of Hawai‘i campuses have been offering distance delivered courses since the early 1990s using multiple technologies (interactive television, public access cable and the Internet). In Fall 2017, 1,656 courses were offered at a distance. However, the majority of students enrolled in these courses are students who prefer these instructional modes and are not true distance learners. The University of Hawai‘i will focus on identifying distance learners, at the point of admission, and work to provide targeted educational opportunities and necessary support services for their success.

**Developed degrees and certificates, including with distance delivery, as part of integrated pathways for students enrolled across the UH system**

The University of Hawai‘i System has a wide variety of courses available at a distance, using multiple technologies. The percent of degrees completed by distance increased from 12.5% in Fall 2013 to 16.7% in Fall 2017.

However, there is a need for distance delivered, regularly available degrees, including those using a 2+2 model to build on an Associate in Arts (AA) degree to provide a seamless transition toward a baccalaureate degree. In addition, the traditional semester schedule is not always optimal for working adults or adults returning to complete degrees at a distance. Therefore, UH Distance Learning will offer complete online degrees in high priority areas that will be available statewide using a 5-week course model allowing students to concentrate on one course at a time, utilizing technology and scheduling to maximize student success and contain costs.

**Promoted stronger and more comprehensive transfer and articulation policies that are student-centered, transparent and well communicated in order to support student mobility and success throughout the system**

Automatic Admission allows students completing their AA degree to be automatically admitted to a four-year campus without submitting an application or paying an application fee. Based on program’s success, it was expanded to include the Associate in Science (AS) in Natural Science and selected articulated programs. Over 8,500 students have benefitted from this initiative. Effective Fall 2017, students will be waived from paying a tuition deposit and will be allowed earlier registration times.

For students that transfer from a UH Community College to a UH four-year campus before earning their associate’s degree, Reverse Credit Transfer has been successfully implemented at all community college campuses, resulting in over 3,000 degrees awarded. In Fall 2015, the AS in Natural Science was added to the list of eligible degrees and in 2018, the eligible degrees will be further expanded to include select articulated programs.

The final consultation to update Executive Policy EP 5.209 **UH System Student Transfer and Inter-Campus Articulation**, which will allow transfer students without a break in enrollment to maintain the catalog year for their major requirements, will be completed in 2018. This will reduce excess credits at graduation due to program requirement changes, maximize the use of STAR-GPS to determine optimal time to transfer and ultimately allow students to graduate sooner.
Kaʻieʻie, a degree pathway partnership agreement for dual admission and dual enrollment for students seeking to transfer to UH Mānoa from Honolulu CC, Kapiʻolani CC, Leeward CC, UH Maui College and Windward CC, has been successfully implemented. Transfer advisors from UH Mānoa are on the UH Community Colleges’ campuses to help advise students, and barriers such as application fees and tuition deposits have been removed to allow for smoother transfer.

Promoted mission differentiation through the review of academic offerings to identify unnecessary duplication and opportunities for improved collaboration

The Integrated Academic and Facilities Plan (IAFP) was approved by the Board of Regents in April 2017 and is a foundational document underlying the formation of a future framework to guide academic and facilities planning. The purpose of this planning framework is to provide a strategic vision that aligns and leverages the unique mission, capabilities and resources of each campus while reducing unnecessary duplication and increasing collaboration. The IAFP makes it clear that not every part of UH can or should engage in every part of this mission across every disciplinary area and that it must work collaboratively and efficiently to meet the diverse needs of the state. In addition, the planning framework is intended to identify which programs belong on each campus and which buildings should be prioritized for construction or modernization.

The components of the IAFP structure include:

1. A six-year academic master plan which will facilitate holistic reviews and discussions of all current and future program offerings by campuses, UH officers, and the UH Board of Regents. The development of an academic master plan is currently underway.
2. An enrollment management action plan which establishes future enrollment targets and retention by unit and specialty groups (e.g., first-time freshmen, transfers, etc.). The action plan was created in August 2017 and is going through its first annual update in spring 2018.
3. A distance learning strategic plan which is being developed.
4. A six-year facilities plan, entitled “6-Year Capital Improvement Program Plan for 2018 through 2023,” was developed in Fall 2016 and is discussed in the 21st Century Facilities section, Action Strategy 1.

In addition to these four components, UH will prioritize its investment of fiscal resources based on the principles and priorities set forth in the IAFP. Policies related to the UH mission and academic and facilities planning will be updated in spring/summer 2018.

Nurtured instructional innovations and institutionalize high impact educational practices

Research has shown that high impact practices such as learning communities, mandatory advising, summer bridge programs, etc., can have a significant impact on student retention and completion.

All campuses have instituted new student orientation and most have mandatory advising for new students. Windward CC, in particular, has a very strong mandatory First Year Experience Program and is taking steps to expand program offerings to more students. UH Mānoa’s New Student Orientation (NSO) program hires current students to help new students and includes representatives from various departments and offices at a resource fair. UH Hilo has reduced the fee for participation in new student orientation which tremendously increased participation. UH Hilo also has mandatory advising for all freshmen.
Living learning communities have also been used to help students acclimate to college life with the support of peers. UH Mānoa and UH Hilo have established communities where students with similar majors or interests live together and learn from each other. The link to academic programs is also fostered.

Summer bridge programs also are used to give at risk students a head start. UH West O‘ahu has established a summer bridge program on math and student success. Hawai‘i CC has begun a college credit bearing Summer College and Career Exploration program for high school students. Honolulu CC created Summer Bridge programs for Construction Academy, Auto Academy, Engineering Academy, Trio Student Support Services (TRiO-SSS), and cyber programs.

All campuses have adopted early alert systems. These systems allow instructors/professors to identify students who are not attending classes or doing poorly in classes to campus support teams. Advisors and others can then contact students to offer tutoring or other services. The systems are also effective in providing students with “kudos” praising them for work well done.

Standardize, centralized and collaborated on shared services to improve operating efficiencies and effectiveness in student support areas such as transcript evaluation, financial aid processing, admissions, monitoring of student progress, early alerts and intervention strategies

Significant steps have been made toward coordination and systemization of financial aid procedures for all ten campuses. Most notably, UH System Financial Aid Office is fully staffed and operational. In addition to centralized support for all campuses and financial aid processing for the community colleges, the office made significant improvements to the systemwide common scholarship application and completed a consumer information and disclosures project, which involved a detailed assessment of campuses’ current statuses and the creation of a new template to ensure compliance.

Nine campuses are currently on one early alert system (Starfish). Having most campuses on one system reduced costs, eases the data burden, and allows for tracking students across the system.

Reduced cost of textbooks
Honolulu, Kapi‘olani, and Leeward Community Colleges have been providing open educational resource (OER) textbooks at no cost to students. In Spring 2016, 313 classes provided textbooks at no cost to close to 6,000 students. UH Maui College is also aggressively moving to adopt Open Educational Resources (OERs) across disciplines and programs. The following programs and disciplines are providing students with OER resources:

- English
- Psychology
- History
- Agriculture
- Hawaiian Studies
- Construction Technology
- Chemistry
- Spanish
- Sociology
HPMS Action Strategy 3: UH aspires to be the world’s foremost indigenous serving university and embraces its unique responsibilities to the indigenous people of Hawai‘i and to Hawai‘i’s indigenous language and culture. To fulfill this responsibility, the university ensures active support for the participation of Native Hawaiians and supports vigorous programs of study and support for the Hawaiian language, history and culture. In addition to the Native Hawaiian student success agenda within the Hawai‘i Graduation Initiative, the following tactics align with the thematic areas set forth in Hawai‘i Papa O Ke Ao, UH’s plan for a model indigenous serving university.

Prepared more Native Hawaiians to assume leadership roles within UH and the community
There have been notable gains in Native Hawaiians in leadership roles across the UH System over the past five years. In Fall 2016, Native Hawaiians are appointees in over 12% of all executive managerial (EM) positions and comprise almost 10% of all faculty. Over a one-year period, Native Hawaiian EM increased by 37% and faculty by 5%.

The UH System Hawai‘i Papa O Ke Ao (HPOKA) Task Force continues to make progress in addressing the goals and objectives under three themes: Leadership Development, Community Engagement and Hawaiian Culture and Language Parity. Preliminary discussions on the development of a system-wide leadership training program was initiated, and through a collaboration, a subcohort group of the 2016-2017 President Emerging Leaders Program developed and administered a system-wide HPOKA-PELP survey with Native Hawaiian students to assess their perspectives on making UH a Hawaiian place of learning. Results indicated an ongoing need for UH to commit to HPOKA initiatives, and to provide resources to support these initiatives.

Developed community and public-private partnerships locally and globally that advance UH’s indigenous serving goals and share practices globally
The University of Hawai‘i has been a higher education partner with the Polynesian Voyaging Society (PVS) in support of Mālama Honua, the worldwide voyage of the canoe Hōkūle‘a to create curriculum and strengthen work in STEM education, sustainability and Native Hawaiian language and culture. More than 50 UH students, administrators, faculty, and staff from across ten campuses were directly involved with the voyage.

Advanced the utilization and understanding of the Hawaiian language and culture throughout the UH System, including through articulated programs of study as well as through informal learning
The UH Board of Regents approved the permanent status of the Associate of Arts in Hawaiian Studies degree on behalf of the seven community colleges in January 2017. Graduates in the program are prepared for a baccalaureate degree in Hawaiian Studies at UH four-year campuses and/or have a good foundation in Hawaiian culture and values to be able to pursue other baccalaureate or career pathways.

The ten campuses are examining student learning outcomes and program learning outcomes in Hawaiian language to better advise students enrolling in Hawaiian language courses as they transfer from two- to four-year campuses.

Imparted a Hawaiian sense of place on campuses through landscaping, signage and the creation of Pu‘u Honua
Seven UH campuses have an identified pu‘uhonua or cultural gathering space for academic and co-curricular activities and events for Native Hawaiian students, faculty and staff and the broader Native Hawaiian community. Kaua‘i CC, UH Maui College and UH West O‘ahu are developing plans for similar gathering spaces on their campuses. Many of the UH campuses have developed a process to name
buildings and spaces in Hawaiian, create signage in Hawaiian and incorporating Hawaiian plants into the campus landscape.

**HPMS Action Strategy 4: UH will be a global leader in the integration of sustainability in its teaching, research, operations and service. The university must embrace both indigenous practitioners and global experts to advance Hawai‘i’s stewardship and use of energy, food, water, land and sea for the well-being of the state and the world.**

Integrated sustainability across the curriculum using common criteria such as an ‘S’ designation
Shared criteria have been developed across UH campuses to identify sustainability-focused courses, which have been formally adopted into the UH’s course catalog to help students to identify courses and programs with a “primary and explicit focus on teaching sustainability.”

The shared criteria provide coherence across curricula to: support interdisciplinary dialogue among and between faculty in all areas; inspire research and community engagement on local sustainability issues; and teach sustainability principles, skills, and attitudes with consistency, rigor and hope.

The UH Sustainability Curriculum provides an understanding of: 1) genealogies of self and place to cultivate broader/deeper perspectives, 2) the basics of climate change science and anticipated climate change impacts, and 3) key concepts and terms to establish basic sustainability literacy. These are taught in the context of action: applied research, service to community and civic engagement.

**Developed academic programs in sustainability sciences collaboratively throughout the system**
Beginning in Fall 2018, Kapi‘olani CC will offer a Sustainability Minor-equivalent (Academic Subject Certificate) for first-year college students. The Sustainability Minor-equivalent is designed to be achievable during students’ first year, and to increase recruitment, retention and engagement by creating opportunities for early success.

Students can explore a range of disciplines through the lens of sustainability, and will complete an online introductory learning module available across all 10 campuses to provide a consistent introduction to understanding sustainability.

Initial discussions with the Hawai‘i P-20 indicate the potential to adopt sustainability-focused courses for early college credit to engage with millennials and create cohorts of incoming freshmen with a shared perspective and sense of purpose. This could positively impact not only our persistence rates but also the social, cultural, ecological and economic well-being of communities throughout Hawai‘i.

Upper-level programs continue to develop sustainability courses, programs and certificates as appropriate to their discipline and the communities they serve.

**Supported research and service around issues of sustainability**
In 2017, the UH Mānoa campus established the Institute for Sustainability & Resilience (ISR) and awarded eight multi-disciplinary projects addressing various cultural, social, ecological and economic sustainability challenges under its inaugural Strategic Investment Initiative.

The University of Hawai‘i is currently benchmarking world-class cross-disciplinary research institutes to design a sustainability in higher education enterprise that supports large-scale, cross campus,
transdisciplinary and outcomes-based research which advance statewide sustainability goals to address the complex and interconnected challenges of climate change, sustainability and resilience.

**Incorporated sustainability practices, including those derived from indigenous wisdom, throughout the university**

The University of Hawai‘i institutionalized its commitment to incorporate sustainability practices derived from indigenous wisdom throughout UH via Executive Sustainability Policy EP 4.202. EP 4.202 directs UH to create a sustainable living and learning environment that honors its cultural foundation and addresses the challenges and opportunities of its location while recognizing the unique and respected Hawaiian host culture, the geographic remoteness of the islands and the rich diversity of cultures in Hawai‘i. This will be accomplished by: 1) embracing the culture, wisdom and fundamental values of the indigenous people of Hawai‘i to advance sustainability, and 2) cultivating an inclusive University community with varied characteristics, ideas, cultures and world-views through which our students, faculty and staff celebrate difference and respect tradition and wisdom.

Exploring the meeting of wisdoms between indigenous knowledge systems and Western empirical sciences is a rich and emergent dialogue which recognizes that indigenous ways of knowing hold key concepts, strategies and information that are necessary to meet the challenges of global climate change.

The “meeting of wisdoms” is a phrase now used across UH to describe how Native Hawaiians sustained a population without imports, and how indigenous cultural practices and western empirical science can each contribute to sustainable futures.

**Encouraged alternate modes of transportation**

Nine EV charging stations have been installed across the UH Community Colleges, and three have been installed at UH Mānoa. Five “Biki” bike share stations are planned for the UH Mānoa campus.

Additional EV fast chargers are being installed by Hawaiian Electric Company at suitable locations as a pilot project. Electrification of transportation is being incorporated into the Master Energy Resource Planning initiated by the Office of Energy Management as a mechanism not only to encourage alternate modes of transport, but to potentially provide Demand Response and other grid services, which can contribute to the overall stability of Hawai‘i’s electric grid.

**Supported Hawai‘i’s local food economy**

UH West O‘ahu’s Bachelor of Applied Sciences Sustainable Community Food Systems (SCFS) program offers experiential learning and applied research projects focused on sustainable farming systems, ecosystem services, food security and nutrition, climate change adaptation, and doubling food production in the State of Hawai‘i to address pressing issues in food and agriculture facing the West O‘ahu community, the state and region. Increased student interest in the SCFS Program (47.6% increase from year 1 to year 2) and a regional and national request for the expansion of educational programs that develop graduates with world-class agriculture science and research capabilities suggest that program demand will continue to be strong.

The Hawaiian Center for Sustainable Community Food Systems (currently under development) will provide the much needed education, training, community engagement, production, food processing infrastructure and applied research needed to support the transition to an ecologically sound, economically viable, resilient and culturally appropriate food and agricultural system for O‘ahu, Hawai‘i and the Pacific. The center will provide key infrastructure, education and training opportunities,
practitioner knowledge and the institutional support needed through production, education, farmer training, food processing infrastructure and applied agroecology research to increase local production of sustainably produced food and to enhance the resiliency of Hawai‘i’s food system.

Researchers at UH West O‘ahu’s SCFS program are forming a statewide coalition to assess the vulnerabilities of Hawai‘i’s existing food systems to anticipated climate change impacts, so that a localized, data-driven Climate Change Adaptation Plan for Hawai‘i Food Systems can be developed and implemented for the state.

**HPMS Action Strategy 5: Diversify resource base beyond state appropriations and tuition to support public higher education in Hawai‘i.**

**Executed a successful fundraising campaign across all campuses to provide additional support for students, faculty, facilities, priorities and programs**

The University of Hawai‘i has incorporated the UH Foundation into its direct fundraising efforts at the programmatic level. UH Foundation fundraisers work closely in concert with campus chancellors, faculty, and staff to specifically target donors for funding support of programs. The result has been that UH Foundation has met fundraising targets each year and average in excess of $60 million each year.

**Chart 5: UH Foundation has consistently met or exceeded its fundraising goals for the past six years.**

Managed UH land assets to generate revenue, reduce costs and support UH’s mission activities statewide

The University of Hawai‘i has begun to establish a proactive approach to real asset development with the objective of generating residual revenue on under-utilized property. The objective also seeks to explore new approaches to finance the capital construction of facilities. Administration is developing the organizational infrastructure based on best practices learned from other universities who have been successful at implementing similar strategies. Projects on land at UH West O‘ahu, UH West O‘ahu-University Village, UH-Mānoa Atherton YMCA, Mānoa Innovation Center, and others throughout the UH System are already within 12-24 months of materializing tangible progress to demonstrate UH’s ability to monetize property.

Administration has coordinated its efforts with the UH Board of Regents to improve executive governance and policy-level decision making. In FY16-17, Administration coordinated with the formation of a UH Board of Regents’ task group on Real Estate Development. In mid-FY17, the UH Board of Regents established a task group on Public-Private Partnerships (P3), to focus on that as the specific effort towards real property development.
Executed a coherent strategy for international and non-resident recruitment and enrollment, including through partnerships, that advances revenue goals as well as the educational benefits to Hawai‘i students of a globally diverse student body.

The economic impact of international students at UH increased in 2017 from the previous year, according to a report by the Department of Business, Economic Development, and Tourism (DBEDT). Despite an overall decline in the economic impact of international students within the whole state, the UH System saw an upward trend, primarily in the growth of short-term (primarily noncredit) programs. DBEDT reported a total of more than $133M (includes spending on tuition and fees and living expenses), in direct economic impact for the State of Hawai‘i from long- and short-term international students at the UH System in 2017.

Because of the unusual compliance and risk issues associated with international transactions, the Office of General Counsel and System Office of International and Strategic Initiatives framed the international agreements section of the new Executive Policy on Contracts and Signing Authority, EP8.200. Issued in November 2017, the policy aims to identify high risk and make uniform approvals and signing authority.

Conclusion

UH has made tremendous progress in each of the four Strategic Directions in the past three years. Through HGI, UH has increased student participation and completion through communications campaigns like 15 to Finish and 55 by ’25, programmatic initiatives such as early college and developmental education reform, and structural improvements such as development of curriculum pathways, guided registration through STAR-GPS, and career and workforce tools.

Through HII, UH has positioned itself to advance its research enterprise through organizational restructuring (establishment of the Board of Regents Committee on Research Innovation, Research Policy Task Force, Research Compliance Task Force, etc.). It has also streamlined processes and established roadmaps, guidelines, and programs that promote innovative and entrepreneurial activities.

Through 21CF, UH has redesigned facilities management through organizational restructuring and adoption of tools such as e-Builder and the Hawai‘i eProcurement System, the development of multi-year capital improvement plans, and implementation of projects dedicated to improving energy consumption and sustainability efforts.

Through HPMS, UH has improved system efficiencies and performance in a variety of areas, including budget/fiscal and facilities reporting, space utilization, leadership development for faculty and staff and Native Hawaiians, distance learning, transfer and articulation, financial aid centralization, sustainability, and others.

The accomplishments cited in this report are the result of extensive system and campus collaborations as well as individual campus efforts. In the past three years, system and campus groups are working closer than they ever have been, building on past and new synergies and leveraging the power of the system to effectuate positive changes that benefit the students and the state. Much has been accomplished at this mid-point review of UH’s Strategic Directions, however there is much more to do over the next three years. As a first step, UH will update the action strategies and tactics of the Strategic Directions that have evolved since 2015, including the addition of comprehensive IAFP framework. With a newly revised Strategic Directions serving as a guide, UH will continue to combine its resources and talents as a system to achieve its 2021 goals.
UH Strategic Directions, 2015-21
Midterm Report
January 2018

Appendix I:
UH Strategic Directions Measures

Hawai‘i Graduation Initiative
Degrees and Certificates Earned, UH System

The number of degrees and certificated earned has steadily increased since 2008, reaching an all-time high of 11,680 in FY2016.

4-Year Graduation Rate, UH Mānoa

UH Mānoa’s 4-year graduation rate has increased dramatically from 17.2% in 2008 to 34.0% in 2017.
4-Year Graduation Rate, UH Hilo

*UH Hilo’s 4-year graduation rate has increased dramatically from 11.4% in 2012 to 20.9% in 2017.*

4-Year Graduation Rate, UH West O‘ahu

*Despite fluctuations due to small numbers, UH West O‘ahu’s 4-year graduation rate has been about 8-10%.*
6-Year Graduation Rate, UH Mānoa

*UH Mānoa’s 6-year graduation rates have been close to meeting its annual goals.*

![UH Mānoa and Comparison Groups](chart)

6-Year Graduation Rate, UH Hilo

*Aside from a dip in 2016, UH Hilo’s 6-year graduation rate is on track.*

![UH Hilo and Comparison Groups](chart)
6-Year Graduation Rate, UH West O’ahu

*UH West O’ahu’s 6-year graduation rate continues to fluctuate.*

UH West O’ahu and Comparison Groups

150% Graduation + Transfer Out Rate Target, UHCC

*The UH Community College graduation and success rates have remained in the mid-30% range.*

UHCC Average and Comparison Groups
Student Achievement Measure (SAM), UH Mānoa

71% of students who started at UH Mānoa in Fall 2011 graduated within six years, 12% were still enrolled in college, and 17% were unaccounted for as of FY 2017.

Student Achievement Measure (SAM), UH Hilo

61% of students who started at UH Hilo in Fall 2011 graduated within six years, 13% were still enrolled in college, and 26% were unaccounted for as of FY 2017.
Student Achievement Measure, UH West O‘ahu

56% of students who started at UH West O‘ahu in Fall 2011 graduated within six years, 16% were still enrolled in college, and 28% were unaccounted for as of FY 2017.

Student Achievement Measure, UHCC

Between 38%-56% of students who started at the UHCCs in Fall 2011 graduated within six years, 15%-31% were still enrolled somewhere, and 22%-37% were unaccounted for as of FY 2017.
Enrollment to Degree Gap: Native Hawaiian (NH) Students

Native Hawaiian gaps have been eliminated at UH Mānoa, narrowed at UH Hilo and UH Community Colleges, and continue to fluctuate at UH West O'ahu.

Enrollment to Degree Gap: Pell Grant Recipients

Compared to the general population, Pell students do as well or better when it comes to degree completion.
Hawai‘i Innovation Initiative

Invention Disclosures

*The number of invention disclosures has been exceeding annual goals.*

Source: UH Office of Technology Transfer.
The number of U.S. patents issued have continued to fluctuate.

For the past two years, the numbers of license(option) agreements executed have exceeded its targets.
UH Startup Companies

*The number of startup companies have continued to fluctuate.*

![Graph showing the number of startup companies from 2010 to 2021.](image)

Source: UH Office of Technology Transfer. Startup jobs not collected.

Total Extramural Funds, UH System

*Extramural funds have remained flat due to decreased availability of federal funds.*

![Graph showing total extramural funds from 2008 to 2020.](image)

Source: Office of Research Services. Includes awards recorded in ORS extramural fund award database for the UH system offices.
STEM Degrees Awarded, UH System

The number of STEM degrees and certificates awarded continue to exceed annual goals.

21st Century Facilities
Deferred Maintenance, UH System

Deferred maintenance continues to be a challenge.

![Graph showing deferred maintenance expenses from 2009 to 2021.]

Brown markers indicate target values.

Source: Office of Capital Improvements.

Electricity Purchased Per Square Foot, UH System

Energy use has been trending downward over the past few years.

![Graph showing electricity use per square foot from 2009 to 2021.]

Brown markers indicate target values.

Source: Campus records.
Based on gross square footage.
UH Mānoa gross square footage based on FY 2013 information. Accurate historical GSF not available.
UH West O‘ahu also includes landscaped square footage.
Item VII.A.1. Executive Session

Personnel – Midyear Performance Evaluation of President Lassner

ITEM TO BE DISCUSSED IN EXECUTIVE SESSION
Item VII.B.1.

Executive Session

Legal Matters – Quarterly Status Report on Litigation

ITEM TO BE DISCUSSED IN EXECUTIVE SESSION
Item VII.C.1.
Executive Session

Private Donations – Solicitation & Acceptance of Gifts

ITEM TO BE DISCUSSED IN EXECUTIVE SESSION