MINUTES OF REGULAR MEETING OF THE
UNIVERSITY OF HAWAI‘I BOARD OF REGENTS
February 20, 2004

I. CALL TO ORDER

The monthly meeting of the Board of Regents was called to order by Chairperson Patricia Y. Lee on Friday, February 20, 2004 at 9:06 a.m., in Room 201, Building 2, Honolulu Community College.

Attendance

Present were Regents Byron W. Bender, James J. C. Haynes II, Ted H. S. Hong, Trent K. Kakuda, Charles K. Kawakami, Kitty Lagareta, Walter Nunokawa, Alvin A. Tanaka, Jane B. Tatibouet and Myron A. Yamasato; President Evan S. Dobelle; Executive Administrator and Secretary of the Board David Iha; and Executive Assistant Carl H. Makino.

Also present were Mr. Walter Kirimitsu, University General Counsel; Mr. Sam Callejo, Chief of Staff; Dr. Doris Ching, Vice President for Student Affairs; Dr. James Gaines, Interim Vice President for Research; Dr. David McClain, Vice President for Academic Affairs; Dr. Linda Johnsrud, Interim Associate Vice President for Planning and Policy; Ms. Carolyn Tanaka, Associate Vice President for External Affairs and University Relations; Ms. Peggy Cha, Chancellor, Kaua‘i Community College; Dr. Peter Englert, Chancellor, University of Hawai‘i at Mānoa; Dr. Christopher Lu, Vice Chancellor for Academic Affairs, University of Hawai‘i at Hilo; Dr. Angela Meixell, Chancellor, Windward Community College; Dr. John Morton, Chancellor, Kapi‘olani Community College; Dr. William Pearman, Chancellor, University of Hawai‘i at West O‘ahu; Mr. Ramsey Pedersen, Chancellor, Honolulu Community College; Dr. Clyde Sakamoto, Chancellor, Maui Community College; Dr. Mark Silliman, Chancellor, Leeward Community College; Dr. Karla Jones, Director, State Board for Career and Technical Education; Ms. Mary E. Tiles, President, University of Hawai‘i Professional Assembly; Mr. Prescott Stewart, Executive Assistant; and others.

II. APPROVAL OF MINUTES

Upon motion by Regent Nunokawa and second by Regent Bender, the Board approved the minutes of the October 31, 2003 and January 16, 2004 meetings, as circulated.
III. RECOMMENDATIONS FOR ACTION AND GENERAL INFORMATION

Lease Agreement for Office, Teaching, and Medical Service Space

Vice President McClain requested that the Board authorize the administration to enter into lease agreements for office, teaching, and medical service space currently occupied by the John A. Burns School of Medicine at the following affiliated medical centers:

- Kuakini Medical Center (located at 347 North Kuakini Street, Honolulu, Hawai‘i 96817)
- St. Francis Medical Center (located at 2226 Liliha Street, Honolulu, Hawai‘i 96817)
- Queen’s Medical Center (located at 1356 Lusitana Street, Honolulu, HI 96813)

Entering into formal lease agreements will enable the medical school to improve its current contractual arrangements for the office, teaching, and medical service space it currently occupies at its affiliated medical centers.

These leases are necessary to support the Medical School's long-standing academic programs which are conducted at these medical centers. This current need for space is not expected to be impacted significantly by the School's move to the new Kaka'ako campus because the School has already gone through the process of consolidating its off-campus space usage in preparation for the move to the new campus.

The contractual form that is currently, and has historically, covered the Medical School's space usage at the affiliated medical centers is an annually negotiated service agreement which does not effectively and clearly address the many relevant legal and financial issues related to the use of this space. Formal leases would allow the Medical School to lock in multi-year long-term favorable rates, eliminate ambiguity related to rights and responsibilities of both contracting parties, effectively address liability issues related to the use of the space, and eliminate late execution of the contractual documents and late payments which are both caused by the heavy administrative burden of renegotiating each of the agreements on an annual basis. The conversion from annual service agreements to multi-year leases will not require the expenditure of any additional funds to support the Medical School's hospital-based programs.

The proposed lease agreements would be consistent with the standard University format and approved as to form by the Office of the University General Counsel. The leases would be for commitments for periods up to five years. Rent rates per square foot would differ between medical centers, but it is expected that the total compensation currently paid under the existing contracts would not increase under the new lease agreements. The circumstances affecting the rental rate negotiations at each medical center vary greatly. For example, St. Francis Medical Center currently leases space under a master lease and a sublease to the Medical School would reflect the same rate as the master lease. The rate that Kuakini Medical Center would charge
the Medical School under a lease would be reflective of rates the Medical School is charged at other facilities of a comparable rating.

This requested action is also necessary to enable the Medical School to address concerns raised in past audits with regard to improving the consistency and clarity of contractual terms in the current service agreements and the timing of contract execution on an annual basis.

The Medical School has preliminarily agreed to the following terms, pending Board of Regents' approval, with Kuakini Medical Center, St. Francis Medical Center, and Queen's Medical Center and is in the process of negotiating terms with the other medical centers. Assuming that this contractual approach is acceptable to the Board of Regents, a formal request to enter into lease agreements with the remaining medical centers will be made after the School has established preliminarily agreed-upon terms with each organization.

Kuakini Medical Center (Proposed Lease #1 for Office and Teaching Space):

Kuakini Medical Center's patient base provides for a valuable training experience for the medical students due to their unique patient demographics which provides for a specialization in geriatric medicine. The Medical School occupies space at the Kuakini Medical Center that is located mainly on the eighth floor of the Hale Pulama Mau Building to conduct the education of medical students during their internal medicine and surgery rotations. Preliminary terms are 2,941 total square feet @ $2.13 gross rent per square foot per month for an annual cost of $75,161.04 with a five-year commitment period.

Kuakini Medical Center (Proposed Lease #2 for Medical Services Space):

The Medical School occupies another block of space at the Kuakini Medical Center located on the ground floor of the Medical Center to run the Hyperbaric Treatment Center. The Hyperbaric Treatment Center is the only facility in the State available to the public to treat victims of diving accidents through the provision of recompression chamber treatments. In addition, the HTC also provides hyperbaric oxygen therapy for other medical conditions requiring adjunct therapy. Preliminary terms are 5,207 total square feet @ $2.13 gross rent per square foot per month for an annual cost of $133,090.92 with a five-year commitment period.

St. Francis Medical Center (Proposed Lease #3 for Office and Teaching Space):

St. Francis Medical Center's patient base provides for a valuable training experience for the medical students as they are the only facility in the State specializing in organ transplant surgery. The space at the St. Francis Medical Center is also used to conduct the education of medical students during their internal medicine and surgery rotations. Preliminary terms for this space lease are 1,293 square feet @ $3.22 gross rent per square foot per month, plus GET, for an annual cost of $52,062.34 with a five-year commitment period.
Queen’s Medical Center (Proposed Lease #4 for Office and Teaching Space):

Queen’s Medical Center serves as the main training site for medical students in areas such as internal medicine, surgery, and psychiatry. The size of their patient base ensures that there will be a sufficient amount and diversity of clinical material to support the quality of the Medical School’s educational program. The Medical School occupies the entire 4th, 6th, and 7th floors of the University Towers on the Queen’s campus to conduct the education of medical students during their internal medicine, surgery, and psychiatry rotations. We have preliminarily agreed to continue with our previous contract annual cost of $247,439.00 with a five-year commitment period.

Regent Haynes moved to authorize the administration to enter into the leases as set forth for the office, teaching, and medical services space for use by the John A. Burns School of Medicine at its affiliated medical centers, for a duration not to exceed five years, subject to legal review of the leases for form and content and with the understanding that the Board may periodically call for an internal audit of the execution of these leases, and that authorization to exercise a second five-year option shall require the prior approval of the Board, as presented in Item A-1 of the Board of Regents’ agenda dated February 20, 2004. Regent Tanaka seconded the motion which was unanimously carried.

M~noa Off-Campus Student Housing

Agenda Item A-2, “M~noa Off-Campus Student Housing” was deferred at the request of the administration.

Subcontracts for the Institute for Astronomy Pan-Starrs Project

Chief of Staff Callejo requested that the Board approve the following subcontracts anticipated in years 2 and 3 of the Institute for Astronomy’s Air Force Research Laboratory (AFRL) grant F29601-02-1-0268 entitled “The Panoramic Survey Telescope and Rapid Response System (Pan-STARRS)”. This project is administered by the Research Corporation of the University of Hawai’i.

All subcontracts listed below are covered by the Air Force grant already received by the University. These University of Hawai’i funds have already been budgeted to this project.

The following subcontractors are identified in the proposal and grant award document as collaborating institutions on this project.

<table>
<thead>
<tr>
<th>Subcontractor</th>
<th>Est. Amount</th>
<th>Description of Work</th>
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</thead>
<tbody>
<tr>
<td>Science Applications International Corporation</td>
<td>$2,500,000</td>
<td>Subcontractor will analyze and design the Pan-STARRS data management system, consisting of the mass storage system and database and user interface.</td>
</tr>
<tr>
<td>Massachusetts Institute of Technology, Lincoln Laboratory</td>
<td>$2,500,000</td>
<td>Subcontractor will develop state-of-the-art Orthogonal-Transfer Charge-Coupled Devices (OTCCD) for the Pan-STARRS camera system.</td>
</tr>
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The following subcontracts will be competitively solicited or justified by sole-source procurement.

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<tr>
<th>Subcontractor</th>
<th>Est. Amount</th>
<th>Description of Work</th>
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</thead>
<tbody>
<tr>
<td>Pending</td>
<td>$6,000,000</td>
<td>Subcontractor will provide services for the Haleakala</td>
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<td></td>
<td></td>
<td>Broadcast Tower relocation.</td>
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<tr>
<td>Pending</td>
<td>$1,500,000</td>
<td>Subcontractor will construct a mount for a single</td>
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<tr>
<td></td>
<td></td>
<td>prototype telescope.</td>
</tr>
<tr>
<td>Pending</td>
<td>$1,500,000</td>
<td>Subcontractor will fabricate the optics for a single</td>
</tr>
<tr>
<td></td>
<td></td>
<td>prototype telescope.</td>
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<tr>
<td>Pending</td>
<td>$1,000,000</td>
<td>Subcontractor will conduct civil construction work for</td>
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<tr>
<td></td>
<td></td>
<td>a single prototype telescope.</td>
</tr>
<tr>
<td>Pending</td>
<td>$100,000</td>
<td>Subcontractor will provide analysis and interpretation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>of weather parameters on Mt. Haleakala that may affect</td>
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<tr>
<td></td>
<td></td>
<td>astronomical observations.</td>
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<tr>
<td>Pending</td>
<td>$200,000</td>
<td>Subcontractor will provide consulting services for the</td>
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<tr>
<td></td>
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<td>Pan-STARRS science program.</td>
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<tr>
<td>Pending</td>
<td>$180,000</td>
<td>Subcontractor will provide consulting services on the</td>
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<tr>
<td></td>
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<td>optics of the Pan-STARRS system.</td>
</tr>
<tr>
<td>Pending</td>
<td>$100,000</td>
<td>Subcontractor will prepare an environmental evaluation</td>
</tr>
<tr>
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<td>for Mauna Kea.</td>
</tr>
<tr>
<td>Pending</td>
<td>$100,000</td>
<td>Subcontractor will prepare an environmental evaluation</td>
</tr>
<tr>
<td></td>
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<td>for Mt. Haleakala.</td>
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</tbody>
</table>

A proposal entitled “The Panoramic Survey Telescope and Rapid Response System (Pan-STARRS)” was submitted by the Institute for Astronomy to the AFRL in May, 2002, in response to BAA-02-DE-01. AFRL Grant F29601-02-1-0268 was received on September 23, 2002. Total grant amount awarded to date is $9,659,596 for years 1 and 2; however, an additional $14,800,000 for year 3 is anticipated. The project cumulative total through year 3 is expected to be approximately $24,500,000. The total cost of this project for completion of all work is expected to reach $60,000,000. The requested subcontracts above represent the currently known subcontracts subject to Board approval in years 2 and 3.

This project is a five-year construction program to develop and deploy telescopes and a data management system which will provide an extremely comprehensive all-sky digital survey. Pan-STARRS will address numerous science applications ranging from the structure of the Solar System to the properties of the Universe on the largest scales. Pan-STARRS will employ a unique combination of a wide field view and time-resolution capability that will allow detection of a wide range of transient variable or moving objects. In particular, it will be able to detect and catalog large numbers of Earth-orbit crossing asteroids, or near Earth objects, that present a threat to mankind. This program will develop a range of new technologies applicable to general telescope facility instrumentation. These include a new class of wide-field imaging telescope array; advanced robotic observatory operation; charge-coupled device (CCD) detectors incorporating new technologies; massively parallel computer systems and software for processing of the image data; and technologies for data storage, retrieval and search of the very large database that will be created by Pan-STARRS.

This proposal was submitted with the University of Hawai’i, Institute for Astronomy, as the lead institution. Collaborating institutions on the proposal included the Science Applications International Corporation, the Massachusetts Institute of Technology Lincoln Laboratory, and the M~ui High Performance Computing Center.
Regent Haynes moved to authorize the administration to execute the listed subcontracts for the design and construction of the Panoramic Survey Telescope and Rapid Response System, as presented herein provided that any substantive changes are to be approved by the Board, and as presented in Item A-3 of the Board of Regents’ agenda dated February 20, 2004. Regent Kakuda seconded the motion which was unanimously carried.

**Capital Improvements Program and Repairs and Maintenance Project Contracts**

Director Yokota requested that the Board approve capital improvements program (CIP) and repairs and maintenance (R&M) contracts for planning and design consultants. Specifically, these are for projects at the University of Hawai'i at Hilo.

On September 5, 2003 and January 16, 2004, the Board of Regents authorized the administration to enter into consultant and construction contracts for CIP and R&M projects for fiscal year 2003-2004. This request is an addendum to the previous actions to include additional projects that meet the criteria of Board policy.

Regent Haynes moved to authorize the University administration to enter into consultant contracts for CIP and R&M projects as presented in Item A-4 of the Board of Regents’ agenda dated February 20, 2004. Regent Tatibouet seconded the motion which was unanimously carried.

**Proposed Amendment to Board of Regents’ Policy, Chapter 8, Business and Finance**

Agenda Item A-5, “Proposed Amendment to Board of Regents’ Policy, Chapter 8, Business and Finance” was deferred since the matter was not discussed in committee.

**Establishment of an Associate in Science Degree in Exercise and Sport Science and Extension of Provisional Status of Certificate of Achievement in Exercise and Sport Science at Kapi'olani Community College**

Chancellor Morton requested that the Board approve the establishment of the Associate in Science (A.S.) Degree in Exercise and Sport Science at Kapi'olani Community College and grant an extension of the provisional status for the Certificate of Achievement in Exercise and Sport Science.

With the growing interest in health and fitness, the number of facilities, organizations, and professionals to support this movement has also increased. The Hawai'i Tourism Authority recently listed their health and wellness tourism objectives through which they want to promote Hawai'i as a world class leader in health programs and services. To support this growth, there will be a need for qualified fitness professionals. Currently, there are many practicing personal trainers in the state with no formal or only minimal education in exercise science. However, recent trends indicate that employers now consider a college degree and certification as the most important criteria in their hiring of new employees.
The proposed Associate in Science degree in Exercise and Sport Science is multi-disciplinary. The curriculum combines courses from many departments to create a more diversified and well-rounded curriculum and to fully integrate the program within the college community. Several of the courses in the curriculum should be of great interest and value to students in other majors, especially in the Health Sciences.

The proposed curriculum will prepare students with the knowledge and skills to be able to find employment as fitness instructors and personal trainers in the fitness profession. The curriculum also prepares them to successfully sit for many of the certifications in the field. Graduates of the A.S. degree in Exercise and Sport Science will be able to find employment in fitness centers, health clubs, health resorts, hospital-based wellness programs, corporate-based wellness programs, military-based fitness programs, college-based fitness programs and community recreational/sport programs.

Upon successful completion of the Associate in Science degree in Exercise and Sport Science, the student should be able to:

- Relate functional anatomy and physiological principles to exercise.
- Recognize the significance of patient history, physical exam findings (from a physician), and the major signs suggestive of cardiopulmonary conditions as they relate to performing fitness evaluations and developing exercise prescriptions.
- Refer clients to and obtain recommendations from physicians and other qualified health/medical/sports medicine professionals.
- Teach and prescribe specific exercises based on a client’s needs and/or professional referrals.
- Monitor various physiological and subjective parameters of an exercising person.
- Monitor the progress of a specific exercise prescription for safety and effectiveness.
- Demonstrate emergency procedures (including CPR), first aid, and evacuation plans.
- Recognize the importance of staying within the scope of practice for a fitness professional.
- Describe the dietary guidelines for reducing the risk of chronic disease, weight management, and enhancing performance.
- Implement an appropriate exercise plan for special populations and conditions (e.g. diabetics, cardiac, orthopedic, etc.).
- Describe management strategies and effective customer service skills for a health fitness facility.
- Describe the various professional organizations, resources, and certifications in the fitness profession.
- Recognize the influence of certain medications on exercise testing and prescription.
- Demonstrate proficiency with the computer, especially relating to assessment data, exercise prescriptions and client documentation.
- Recognize and apply the ethical and legal responsibilities entailed in functioning as a fitness professional.
• Describe the biological, social, and demographic issues related to aging and their influence on the exercise prescription.
• Apply effective management tools and strategies for planning, actuating, and controlling a fitness facility or private business in personal training.

Due to the kind of multi-disciplinary opportunities that exist on the Kapi’olani Community College campus, this curriculum will receive national attention in its uniqueness and emphasis on providing the technical, occupational, and professional skills needed to be successful in this profession.

In the Spring of 2001, the Board of Regents approved a 31-credit Certificate of Achievement in Exercise and Sport Science effective Fall 2001. In the Spring of 2002, the Exercise and Sport Science Advisory Committee recommended that the Certificate of Achievement, with substantive changes to the curriculum, become the foundation for a two-year A.S. degree. These changes support the changing requirements for national certifications, accreditation by professional organizations, and trends in the fitness industry. Thus, after substantive changes to the Certificate of Achievement and its inclusion in a career-laddered Associate in Science degree, an extension of the provisional status of the program for an additional two years is being requested.

Regent Nunokawa moved to establish the Associate in Science Degree in Exercise and Sport Science effective Fall 2004 subject to the Regents’ policy on provisional programs, and grant a two-year extension of the provisional status of the Certificate of Achievement in Exercise and Sport Science at Kapi’olani Community College, as presented in Item A-6 of the Board of Regents’ agenda dated February 20, 2004. Regent Kakuda seconded the motion which was unanimously carried.

Establishment of an Associate in Science Degree for Educational Paraprofessionals at Kapi’olani Community College

Chancellor Morton requested approval of an Associate in Science (A.S.) Degree for the Educational Paraprofessionals Program at Kapi’olani Community College. This degree program has been designed in collaboration with the Hawai‘i Department of Education (DOE) in order to meet the demands of the “No Child Left Behind” Act, which mandates that Educational Assistants must have adequate qualifications by 2006 to ensure quality education for children served in schools receiving Title I funds. One of the options to meet this requirement, as outlined by the Hawai‘i DOE, is an Associate in Arts or Science degree.

This A.S. degree program at Kapi’olani Community College will prepare students as educational paraprofessionals for the State of Hawai‘i Department of Education to work with students with special needs in K-12 classroom settings. The program is intended to serve both educational assistants presently working in the field to update and refine their skills and individuals preparing for work in special education. Two areas of specialization are being proposed: working with students who are deaf and hard-of-hearing and working with special education students.
Upon successful completion of the Associate in Science degree for Educational Paraprofessionals, the students in both areas of specialization shall be able to:

**General Education Learning Outcomes**

- Demonstrate basic techniques in symbolic logic to draw deductive conclusions in simple situations.
- Demonstrate knowledge and understanding of the Pacific Islands, their various origins, geography, languages, religions, and colonial histories and modern development.
- Demonstrate knowledge in the scientific process, its characteristics, its limitations, and its place in society.
- Demonstrate knowledge, understanding, and skills of the elements of art and the creative process.
- Demonstrate skills in problem-solving, critical thinking and reflection, and decision-making.
- Apply principles of effective communication both orally and in writing.

**Program-Related Learning Outcomes**

- Abide by and perform within the guidelines of the code of ethics for educational paraprofessionals and work effectively as a member of a team.
- Apply appropriate theories, principles, concepts, methods, and procedures when working with students with disabilities in pre-K-12 settings.
- Be personally responsible for participating in on-going professional development opportunities to ensure a level of knowledge and practice consistent with current and accepted standards.
- Demonstrate knowledge of special education issues, ethical and legal issues in relation to classroom management, and effective teaching strategies in working with students with disabilities in pre-K-12 settings.
- Demonstrate knowledge of various learning styles, learning theories, and instructional assessments, planning, and delivery methods when working with students with disabilities in pre-K-12 settings.
- Demonstrate professional characteristics, best practices, and legal and ethical responsibilities expected of an educational paraprofessional when instructing and servicing students with disabilities.
- Demonstrate the educational paraprofessional’s role in the delivery of instruction and services to students with disabilities by carrying out the appropriate duties and responsibilities, under the direct supervision of a certified teacher.
- Demonstrate the essential personal qualities, skills, attitudes, and behaviors required of an educational paraprofessional.
- Demonstrate understanding of the laws and legislation governing the rights of students with special needs.
- Describe physical, emotional, cognitive and psycho-social progression at each stage of child development.
C Describe the historical background of Individuals with Disabilities Act (IDEA), and the characteristics, prevalence, and etiology of students with disabilities, and the implications of working with this population.

C Describe the historical background, characteristics, prevalence, and etiology of deaf and hard-of-hearing students, and the implications of working with this population.

C Exercise effectiveness, professional judgment, and discretion in written and oral communication when working with students, their families, school administrators, teachers, staff, and other related personnel.

C Identify and apply appropriate ways to create and establish a well-managed and positive learning environment for students with special needs.

Learning Outcomes Unique to Deaf and Hard-of-Hearing Specialization:

C Demonstrate knowledge of appropriate theories, principles, concepts, methods, and procedures when working with deaf and hard-of-hearing students and students with autism.

C Demonstrate knowledge of deaf education issues, ethical and legal issues in relation to classroom management, and effective teaching strategies in working with deaf and hard-of-hearing students.

C Demonstrate knowledge of various learning styles, learning theories, and instructional assessments, planning, and delivery methods when working with deaf and hard-of-hearing students.

C Demonstrate proficiency by applying appropriate theories, principles, concepts, methods, and procedures when working with deaf and hard-of-hearing students.

C Use American Sign Language at an intermediate level of proficiency.

Learning Outcomes Unique to Special Education Specialization

C Demonstrate knowledge of education issues, ethical and legal issues in relation to working with deaf and hard of hearing students and students with autism.

C Apply behavioral assessments, strategies, and non-violent interventions with students.

C Demonstrate knowledge of various learning styles, learning theories, and instructional assessments, planning, and delivery methods when working with students with autism.

C Assist in the implementation of the Individualized Education Program (IEP) under the direction of a certified teacher.

C Provide positive behavior supports and interventions to students with disabilities.

C Use American Sign Language at a basic level of proficiency.

The State’s need for graduates with this skills set is great. There are 3,600 Educational Assistants (EAs) currently working in K-12 classrooms across the state. Of those currently employed, 85 percent are underqualified and will need to receive
further education, according to the No Child Left Behind Act, in order to maintain employment. Aside from this need for further education, DOE hires 150-500 EAs every year due to turnover, new positions and vacant positions. Approximately 150-250 positions are vacant annually.

The College has been awarded a five-year, $1.5 million dollar grant from the U.S. DOE, Educational Interpreters and Assistants Preparation Project, to fund the development, management and academic support of two-year degrees for Educational Interpreters and Educational Assistants. Because many of the A.S. degree program outcomes are integrated into the expected outcomes of the federally-funded grant, the program’s effectiveness will be rigorously assessed in its initial stages of implementation, through both formative and summative evaluation methods, which are appropriate to the goals, objectives, and outcomes of the proposed program.

Regent Nunokawa moved to approve the establishment of the Associate in Science degree for Educational Paraprofessionals at Kapi'olani Community College effective Fall 2004 subject to the Regents’ policy on provisional academic programs, as presented in Item A-7 of the Board of Regents’ agenda dated February 20, 2004. Regent Kakuda seconded the motion which was unanimously carried.

**Proposed Reorganization of the Chancellor's Office, University of Hawai'i at Mānoa**

Agenda Item A-8, “Proposed Reorganization of the Chancellor’s Office, University of Hawai'i at Mānoa” was deferred because the matter was tabled by the Budget and Long-Range Committee.

**Honolulu Community College Strategic Plan, 2003-2010**

The current University of Hawai‘i strategic plan was adopted by the Board of Regents on June 21, 2002, and the University of Hawai‘i Community College strategic plan was adopted on November 22, 2002. The current community college mission statement was adopted by the Board of Regents in 1996 and reaffirmed as part of the current strategic planning process.

The Accrediting Commission for Community and Junior College (ACCJC) recently communicated to the University the expectation that individual community college mission statements and community college strategic plans must receive Board of Regents’ approval.

The Honolulu Community College mission statement and strategic plan were developed through a broad-based process as a part of the overall University and Community College Master Plan development. The mission and planned directions for the College are consistent with these previously approved documents. Upon approval, the Honolulu Community College strategic plan will serve as the guiding force for the College for the period 2003-2010, subject to regular review and revision.
The Honolulu Community College Strategic Plan is founded on the stated mission and core values of the College, made explicit in the preface. The College structured its strategic action goals under the five themes identified in the 2002-2010 University of Hawai‘i Community Colleges Strategic Plan.

- Promote Learning and Teaching for Student Success.
- Function as a Seamless State System.
- Promote Workforce and Economic Development.

In addition, the College identified institutional priorities underlying specific strategic activities. The Strategic Plan reflects the:

- Need for effective communications, transparency of information and processes, and meaningful inclusion of the entire college community in decision-making.
- Need to more actively and consistently integrate assessment into decision-making and systematize ongoing program improvement.

These are the same themes emphasized in the 2002 WASC standards for accreditation.

The following is a brief outline of important directions and goals framing strategic plan actions.

I. Promote Learning and Teaching for Student Success
   A. Ensure necessary support services to student - strengthening tutoring, remedial education, and other academic support service
   B. Increase effectiveness in retention and recruitment strategies
   C. Expand access and diversity of students by strengthening/expanding: distance education program, evening program, off-campus program, international affairs and development, Native Hawaiian students program
   D. Expand program development and offerings and promote continued curriculum revision

II. Function as a Seamless State System
   A. Work for more effective and student-centered articulation and transfer process in UH system
   B. Continue improvements in use of the systemwide Student Information System
   C. Expand relationships with DOE programs and students (i.e. Running Start)
III. Promote Workforce and Economic Development

A. Develop new program/curriculum targeted towards state employment needs for degrees and short-term training (i.e. PACT, PCATT, CENT, COSM)
B. Develop institutional support for internships, job placement, and tracking of graduates/alumni
C. Continue involvement in community planning and development activities (i.e. Kalihi Technology Corridor, Construction Academy)
D. Increase international partnerships and agreements to provide training and degree programs

IV. Develop Human Resources: Recruitment, Retention, and Renewal

A. Improve work life of faculty
   1. raise salaries
   2. address reduction in teaching load
   3. increase opportunities for professional development
B. Improve work life of staff
   1. promote greater and more meaningful staff inclusion in decision making
   2. improve processes of evaluation and professional development

V. Develop an Effective, Efficient, and Sustainable Infrastructure

A. Improve level of technical support for faculty/staff/students in terms of equipment technical support staff, and training
B. Continue improvement and upgrading of distance education infrastructure
C. Secure necessary funding and cycles for equipment replacement to ensure program currency
D. Ensure necessary marketing efforts to enhance financial resources
E. Provide necessary technical, equipment/supplies and personnel support for academic support services units
F. Expand and cultivate new sources of revenue generation
G. Improve and upgrade physical facilities with underlying priorities: safety and health; disabilities access; space for program growth

At the recommendation of Chancellor Pedersen, Regent Kawakami moved to approve in principle the Honolulu Community College Strategic Plan for the period 2003-2010 and the Honolulu Community College mission statement with the understanding that implementation details shall be subject to applicable policies, as presented in Item A-9 of the Board of Regents’ agenda dated February 20, 2004. Regent Kakuda seconded the motion which was unanimously carried.
IV. GIFTS, GRANTS AND CONTRACTS

Vice President Gaines reported that during the period December 16, 2003 through January 15, 2004, the University of Hawai‘i system received a total of approximately $10,214,544 in gifts, grants, and contracts. The University of Hawai‘i at Hilo received $2,119,541 during the same period.

Regent Haynes moved to accept with thanks the gifts and grants and ratify the actions of the administration in executing the necessary contracts as presented in the Board of Regents’ agenda dated February 20, 2004. Regent Tatibouet seconded the motion which was unanimously carried.

V. APPOINTMENTS, CHANGES IN APPOINTMENTS, LEAVES OF ABSENCE, PROMOTION, TENURE, WAIVER OF MINIMUM QUALIFICATIONS, EMERITUS TITLES, SHORTENING OF PROBATIONARY PERIOD, SALARY ADJUSTMENTS, POSITION ACTIONS, CLASSIFICATION, PRICING

President Dobelle requested an executive session on one of the items listed on the personnel agenda.

Regent Lagareta moved to enter into executive session to discuss a personnel action pursuant to Hawai‘i Revised Statutes, Section 92-5(a)(2) and to consult with legal counsel pursuant to Hawai‘i Revised Statutes, Section 92-5(a)(4). Regent Nunokawa seconded the motion which was carried by a 2/3rd majority with Regents Hong and Kakuda voting against the motion.

The meeting was recessed at 9:28 a.m. to enter into executive session and reconvened in open session at 9:55 a.m. at the same location.

President Dobelle recommended the following personnel actions:

UNIVERSITY OF HAWAI‘I, SYSTEM

Executive

JOHNSRUD, LINDA
Interim Associate Vice President
Off of the VP for Academic Aff
Temporary Assignment as Acting Chancellor, University of Hawai‘i - West O‘ahu
March 1, 2004 - December 31, 2004, or until position is filled on a regular basis.
Managerial

NAKAMURA, CLAIRE
Director of System Admin Affairs
Office of the VP for Admin & CFO
Leave Without Pay for Personal Reasons
January 27, 2004 - January 26, 2005

TOKURA, SHAREN M.
Interim System Director of Human Resources
Office of Human Resources
Reappointment
December 31, 2003 - December 30, 2004, or until a permanent appointment is made, whichever occurs sooner

UNIVERSITY OF HAWAI’I AT MÄNOA

Managerial

KUBO, LOUISE
Interim Univ Acad Aff Prgm Offcr
Office of the Chancellor, UH-Manoa
Reappointment

ROSSITER, ANDREW
Director, State Aquarium
Waikīkī Aquarium
February 23, 2004 - February 22, 2005

SMATRESK, NEAL
Vice Chancellor for Academic Aff, UH-Mānoa
Office of the Chancellor, UHM
May 20, 2004 - April 30, 2007

Professor or equivalent

SOIFER, AVIAM
Professor
William S. Richardson School of Law
Award Tenure
Resignations and Retirements of Board of Regents Appointees

The list of resignations and retirements of Board of Regents’ appointees and retirements of Civil Service employees was presented for information. (The list of resignations and retirements is presented in the Board of Regents’ agenda dated February 20, 2004).
VI. NEW OR OTHER BUSINESS

Proposed Amendment to the ByLaws of the Board of Regents, Article II, Section D(2)

Regent Hong moved to amend the bylaws of the Board of Regents, Article II, Section D(2) to include a standing committee on four-year institutions. Regent Tatibouet seconded the motion.

During the discussions, Regent Hong explained that the University of Hawai‘i at Mānoa (UH-Manoa), the University of Hawai‘i at Hilo (UH-Hilo), and the University of Hawai‘i at West O‘ahu (UH-West O‘ahu) are four-year institutions. The UH-Hilo had expressed concerns that discussions are generally focused on UH-Manoa, and the two sister campuses seem to be forgotten. Regent Hong proposed another standing committee to provide not only the sister campuses but UH-Manoa as well with more accessibility to the Board of Regents. He stated that the community colleges are well-represented and can address their concerns specifically through the Committee on Community Colleges.

Regent Kakuda expressed that the committee structure as set up could cover all areas of the university. Regent Tanaka agreed adding that both UH-Hilo and UH-West O‘ahu have had opportunities to place their concerns before the Board through various committees of the Board. Regent Kawakami stated that creating another committee would be redundant.

Regent Tatibouet asked if there was another term besides “four-year” which could better identify the sister baccalaureate campuses. Vice President McClain explained that the UH-Manoa is considered a research university and UH-Hilo and UH-West O‘ahu are termed comprehensive universities. Therefore, it would be correct to use the term “research and comprehensive universities”.

President Dobelle commented that his administration had given the University of Hawai‘i at Hilo as much attention as any other institution in the system. Regent Lagareta felt that she was not prepared to vote on this matter and needed further discussion. She recognized the problem and understood the issue but stated that the proposal could create redundancy.

Regent Hong said that he would be willing to defer the matter. Regent Tatibouet followed. He therefore withdrew his original motion.

President Dobelle asked Vice President McClain to report on the Chancellors’ views on this issue.

Discussion of Board of Regents’ Policy, Section 9-5, Political Activity

Chair Lee reported that this item was on the agenda because of a forthcoming visit of the Western Association of Schools and Colleges (WASC) on March 15, 2004
and a followup to one of its recommendations. The WASC team had recommended that the University of Hawai‘i Board of Regents develop a stronger and clearer policy concerning political endorsements and involvements which is oriented towards avoiding political partisanship and the appearance of such in relation to the affairs of the University of Hawai‘i. While some actions relating to political endorsements were permitted by the Board of Regents’ policy in the past, the WASC team felt that the Board should be encouraged to create a stronger and clearer policy on political endorsements and other partisan involvements on the part of University employees. Wherever there is the appearance of partisanship by University representatives or, for that matter, Regents, when it involves University affairs, the University may suffer. Clearer guidance is needed to avoid political partisanship in the affairs of the University and even the appearance of such. Strengthening this policy would signal the Regents’ goal of the depoliticization of the University environment and its continuing progress towards greater autonomy.

Regent Tatibouet reported that the law and the State constitution needed updating inasmuch as sections are inconsistent. Regent Lagareta said that this is the first time in decades when Board of Regents’ appointees are from Governors of two different political parties. Chair Lee added that the current Board of Regents is a Board without regard to political partisanship.

Regent Hong stated that the WASC report also addressed the issue of the President’s endorsement in the prior election. Regent Lagareta said that a position description for the president that was drafted in early 2000 states that the challenges anticipated for the new system president will be focused on advancing the mission and enhancing the academic reputation of the institution through provision of leadership in a number of areas, and one of the emphases was on governmental relations. The president will be the primary spokesperson for the system with the State of Hawai‘i legislature and is responsible for securing operating and capital improvement funds as well as funds for future growth. The president must establish an ongoing relationship with key committees of the legislature and the Office of the Governor. The University General Counsel will be looking at whether political endorsements by the president violate existing policy that says they are permissible as long as they do not interfere with his university duties.

**Proposed Amendment(s) to the Board of Regents’ Policy, Section 2-3, Policy on Evaluation of the President**

Chair Lee said that the Board wanted to respect President Dobelle’s wishes that the Regents who have served during the year be the same Regents to evaluate him prior to going off the Board. She said that it was determined that an amendment was not necessary since the President’s self-assessment date could be moved from May 1 to April 1 in order to complete the evaluation before the departure of the outgoing Regents in June.

Chair Lee reported that the Accrediting Commission for Community and Junior Colleges recommended that the governing board review its responsibilities to serve as a policymaking board and to assume its role in evaluating the university president. It
stated that during the past two years, the Board has exercised its evaluation responsibilities by requesting a self assessment from the President and interacting with him to strengthen his performance and to reset mutually agreed upon goals.

The Association of Governing Boards in its publication, Presidential and Board Assessment in Higher Education, suggested that in addition to the annual presidential review, that there be an appropriate time when presidential and board relationships and performance are reviewed comprehensively by a qualified third party. Every governing board, through a process the Board determines as part of its fiduciary and other responsibilities, is responsible for assessing presidential performance, with periodic invitations for other stakeholders to share their perspectives.

Regent Lagareta stated that the Board wanted to complete the third-year evaluation of the President in a timely fashion and agreed with the President that information about his performance should come primarily from those who have direct knowledge of current management, achievements, and challenges. She said that the Board operates under severe time and resource constraints and recommended a two-track process to gather information. On the first track, the Regents will be personally involved in soliciting information from individuals. The President will be consulted as to whom the Board should interview. A schedule for interviews and a time frame for completion of the evaluation will be set up. To supplement the information that is received, an information gathering process on a parallel second track will be set up. One or several consultants who are experienced in executive level performance will be retained. These consultants will assist in gathering information relevant to evaluating the President’s performance. The consultants could also be tasked with the responsibility to gather and analyze documents pertinent to the President’s performance in the areas such as budget, planning, financial management and fundraising. In addition to these areas, academic management and leadership, administrative management and leadership, internal relations, and external relations will be looked at. She expected that one of the first tasks of the consultants would be to provide the Board with a survey of how comparable peer institutions conduct their evaluations so that an evaluation process could be tailored to current “best practices.”

In order to provide timely guidance and direction to the consultants, a task group would be established under the authority of Section 92-2.5(b)(1) of the Hawai‘i Revised Statutes (HRS). This task force would also assist the Board in gathering all information relevant to a comprehensive and balanced evaluation of the President’s performance in his third year. Although the task force will accomplish this mission mainly by hiring, directing and guiding the consultants in their fact gathering process, the task force should also be authorized to engage in its own fact finding when or as deemed appropriate or necessary.

Regent Lagareta further stated that she anticipated that the Board or committee meetings to review the task force’s findings and decision-making based on the information gathered by the task force may be held in executive session pursuant to HRS 92-5(a)(2) because the subject matter involves a personnel evaluation of a University officer. The release of a summary of the evaluation of the President once the evaluation process is complete is an issue which will be decided upon consultation.
with the President and in light of the practices of peer institutions and pursuant to the Board’s obligations under the State’s open records law.

The Board will retain an attorney for advice and counsel in the process of evaluating the performance of the President. The task force may seek advice from this attorney as well if it encounters legal issues in the fact gathering process. However, the University General Counsel may still be consulted in appropriate instances.

In response to Regent Nunokawa’s question as to the definition of internal governance, General Counsel Kirimitsu responded that he will provide a written reply on the distinction between internal governance and the chief executive officer’s responsibilities as well as the legislative history on the establishment of the Board and its duties.

Chair Lee appointed the following Regents to the task group: Regent Lagareta as Chair and Regents Bender, Kakuda, Tatibouet and Yamasato.

VII. REPORT OF THE CHANCELLOR, HONOLULU COMMUNITY COLLEGE

The report by Chancellor Pedersen was presented in Agenda Item A-9, “Honolulu Community College Strategic Plan.”

VIII. REPORT OF EXECUTIVE OFFICER

President Dobelle reported that at a fundraiser he attended for Senator Daniel Inouye, the Senator had announced that one of the reasons for his bid for re-election was to establish the Cancer Research Institute of the University of Hawai‘i. This is one of Senator Inouye’s highest priorities, and he wanted the final plans for this potential $100 million Cancer Research Institute by June 2004. President Dobelle said that he will have the plans ready to present to the Board by its May meeting.

IX. ANNOUNCEMENT

Next Meeting

Chair Lee announced that the next monthly meeting of the Board of Regents would be held on March 19, 2004 at 8:30 a.m. at Leeward Community College. She thanked Chancellor Pedersen and the faculty, staff and students of Honolulu Community College for their hospitality and the excellent breakfast.
X. ADJOURNMENT

There being no further business before the Board, the meeting was adjourned at 11:10 a.m.

Respectfully submitted,

David Iha, Executive Administrator
and Secretary of the Board