

**Notice of Meeting  
UNIVERSITY OF HAWAI'I  
BOARD OF REGENTS**

*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, February 20, 2020

**Time:** 9:30 a.m.

**Place:** University of Hawai'i – West O'ahu  
Campus Center, Room C208  
91-1001 Farrington Highway  
Kapolei, Hawai'i 96707

**AGENDA**

- I. Call Meeting to Order**
- II. Approval of the Minutes of the January 16, 2020 Meeting**
- III. Public Comment Period for Agenda Items:** 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.testimony@hawaii.edu](mailto:bor.testimony@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 and will be posted on the board's website.
- IV. Report of the President**
- V. Committee Reports**
  - A. Report from the Committee on Academic and Student Affairs
  - B. Report from the Committee on Independent Audit
  - C. Report from the Committee on Intercollegiate Athletics
  - D. Report from the Committee on Personnel Affairs and Board Governance
  - E. Affiliate Reports
- VI. Agenda Items**
  - A. Consent Agenda
    1. Approval of Amendments to Regents Policy 7.208, Intercollegiate Athletics
    2. Approval of the Indemnification Provision to Allow the University of Hawai'i to Accept National Aeronautics and Space Administration Research Awards and Subawards

3. Approval of an Indemnification Provision to Allow the University of Hawai'i to Accept a Subaward from the Regents of the University of Michigan of a U.S. Department of Energy Sponsored Research
- B. Status Update on Items Relating to Maunakea Management Pursuant to Board of Regents Resolution 19-03
  1. Decommissioning Update
  2. Education and Outreach Update
- C. Approval of Faculty Emeritus Status Recommendations for Barry Carlton, Paul Lyons, Karl Minke, and Rodney Morales
- D. Approval of the Establishment of the Dr. Ruth D. Gates Endowed Chair at the School of Ocean and Earth Science and Technology at the University of Hawai'i at Mānoa
- E. Approval of the Establishment of Two William R. Johnson Jr. Distinguished Professorship Endowments in Travel Industry Management for the School of Travel Industry Management at the University of Hawai'i at Mānoa Shidler College of Business
- F. Legislative Update
- G. Discussion on Regent Policies (RP) Related to Integrated Planning:
  1. RP 4.201, Mission and Purpose of the University
  2. RP 4.202, Strategic Planning
  3. RP 4.203, Unit Academic Plans
- H. NOAA Site Redevelopment Update

**VII. Executive Session (closed to the public):**

- A. Legal and Real Estate Matters: *(To deliberate concerning the authority of persons designated by the board to conduct labor negotiations or to negotiate the acquisition of public property, or during the conduct of such negotiations, and to consult with the board's attorneys on questions and issues pertaining to the board's powers, duties, privileges, immunities, and liabilities, pursuant to Sections 92-5(a)(3) and 92-5(a)(4), Hawai'i Revised Statutes)*
  1. Consultation Regarding Potential Property Acquisition for Housing
  2. NOAA Site Redevelopment Project

**VIII. Announcements**

- A. Next Meeting: March 19, 2020, at Honolulu Community College

**IX. Adjournment**

**ATTACHMENTS**

Attachment A – Personnel actions posted for information only

Attachment A: Pursuant to §89C-4, Hawai'i Revised Statutes, the following proposed compensation actions for excluded Executive/Managerial are disclosed for purposes of public comment.

Executive/Managerial

Campus	Last Name	First Name & Middle Initial	Proposed Title	Unit	Nature of Action	Monthly Salary	Effective Date
UH West O'ahu	Javinar	Jan	Interim Vice Chancellor	Student Affairs	Initial Appointment	\$12,958	February 21, 2020 - February 20, 2021
Windward CC	Sasaki	Charles	Vice Chancellor	Academic Affairs	Initial Appointment	\$11,250	February 21, 2020

UNIVERSITY OF HAWAII  
 BOARD OF REGENTS  
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**DISCLAIMER – THE FOLLOWING ARE DRAFT MINUTES AND ARE SUBJECT TO FURTHER REVIEW AND CHANGE UPON APPROVAL BY THE BOARD**

**MINUTES**

**BOARD OF REGENTS MEETING**

**JANUARY 16, 2020**

**I. CALL TO ORDER**

Chair Ben Kudo called the meeting to order at 10:02 a.m. on Thursday, January 16, 2020, at Windward Community College, 45-720 Kea'ahala Road, Hale Akoakoa 101 & 103, Kāne'ohe, Hawai'i 96744.

Quorum (10): Chair Ben Kudo; Vice-Chair Wayne Higaki; Regent Simeon Acoba; Regent Eugene Bal; Regent Michael McEnerney; Regent Randy Moore; Regent Alapaki Nahale-a; Regent Michelle Tagorda; Regent Robert Westerman; and Regent Ernest Wilson Jr.

Excused (2): Vice-Chair Jan Sullivan; Regent Kelli Acopan.

Others in attendance: President David Lassner; Vice President (VP) for Administration Jan Gouveia; Interim VP for Community Colleges Erika Lacro; VP for Legal Affairs/University General Counsel Carrie Okinaga; VP for Academic Planning and Policy Donald Straney; VP for Information Technology/Chief Information Officer Garret Yoshimi; VP for Budget and Finance/Chief Financial Officer Kalbert Young; VP for Advancement/UH Foundation (UHF) Chief Executive Officer (CEO) Tim Dolan; UH-Mānoa (UHM) Provost Michael Bruno; UH-Hilo Chancellor Bonnie Irwin; UH-West O'ahu (UHWO) Chancellor Maenette Benham; Windward Community College (WinCC) Chancellor Ardis Eschenberg; Interim Honolulu Community College Chancellor Karen Lee; Leeward Community College Chancellor Carlos Peñaloza; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Kendra Oishi; and others as noted.

**II. APPROVAL OF THE MINUTES OF THE OCTOBER 17, 2019, NOVEMBER 6, 2019, AND NOVEMBER 21, 2019 MEETINGS**

Regent Moore moved to approve the minutes of the October 17, 2019, November 6, 2019, and November 21, 2019 meetings, seconded by Regent Westerman. Noting the excused absence of Vice-Chair Sullivan and Regent Acopan, the motion carried, with all members present voting in the affirmative.

**III. PUBLIC COMMENT PERIOD**

Board Secretary Oishi announced that the Board Office received written comments from Ms. Barbara Haight regarding Maunakea and that no one signed up to provide oral testimony.

**IV. REPORT OF THE PRESIDENT**

President Lassner thanked WinCC for hosting the meeting and provided a report highlighting the following:

#### Hawai'i Graduation Initiative

- Enrollment numbers continue to fluctuate on an almost daily basis with overall headcount numbers for the spring of 2020 being slightly above or slightly below the overall headcount numbers for the same dates in the spring of 2019, depending on when the counts were taken. UHWO and WinCC enrollment is currently up in comparison to last spring. Census data is expected to be received in approximately four weeks which will provide more accurate overall headcount numbers.

#### Hawai'i Innovation Initiative

- As of January 15, 2020, UH received just under \$266,000,000 in extramural funding, which is approximately \$2,000,000 more than the same period last year, and this revenue stream is currently holding steady.
- The Hula Bowl has returned to Hawai'i and in coordination with Hula Bowl organizers, UH is hosting an Esports event that will be held on the evening of January 24<sup>th</sup> at the iLab on the UHM campus. The event will feature a livestreamed competition in Madden Football (a very popular video game) between National Football League players and students in the UH Esports program. Esports is a \$1 billion industry and is currently a bright spot for UH with a formally established competitive Esports team at UHM and Esports teams forming at UHWO and UH Maui College. Esports facilities are also being developed on all three campuses.

#### High Performing System

- The reorganization of UHM continues to move forward as follows:
  - i. **Campus Administration.** Mini design teams were formed to review various administrative functional areas such as educational excellence and student success. The mini design teams have completed their reviews which have been shared with campus leadership, including all campus governance groups. The master design team is currently reviewing all of the input received, reconciling conflicts, and finalizing new functional statements and high-level organizational charts which will be presented during campus town hall meetings in February. Input received from the presentations, as well as formal input from campus governance groups, will be used to develop a final proposal by April with implementation anticipated on July 1.
  - ii. **College Reorganization.** The merger of the College of Language, Linguistics, and Literature; College of Arts and Humanities; and School of Pacific and Asian Studies to develop a newly conceived college that brings together arts, humanities, languages, and Pacific and Asian studies to

create a more unique, dynamic, and cohesive liberal arts community at UHM is slightly ahead of schedule. A full proposal is anticipated to be provided to campus governance groups for formal input in March. Recent data shows that a liberal arts education is worth nearly \$1 million in lifetime earnings.

- iii. **School of Travel Industry Management (TIM)/Shidler College of Business (Shidler) Merger.** The merger of TIM and Shidler was completed in the Fall of 2019. Recruitment is currently underway for a Director of TIM who will also serve as an Associate Dean of Shidler.

#### Mission-Focused System

- Decommissioning of the Hokukea and Caltech Submillimeter Observatory sites is currently underway. Preliminary Gantt charts outlining the schedule for the decommissioning of these two sites have been reviewed and will be presented to the Board at its scheduled February meeting. A Blue Ribbon Science Committee is being proposed to assess the future decommissioning of additional telescopes and ensure that the impacts to science, cultural sites, and natural resources are taken into consideration. Kahu Ku Mauna and other cultural groups will be consulted on the impacts the decommissioning of the telescopes may have on cultural resources. The Maunakea Management Board (MKMB) will also be consistently engaged in the decommissioning process.
- Initial, planned improvements to the Visitor Information Center (VIS) at Hale Pohaku that integrate education, culture, and astronomy, including the establishment of new interactive displays and exhibits, have been made. MKMB and Kahu Ku Mauna have expressed interest in reviewing plans for the VIS to provide more community input. 'Imiloa Astronomy Center is collaborating with the Office of Mauna Kea Management on developing improved training programs to ensure that employees, visitors, vendors, contractors, and others are appropriately educated on the unique and special nature of Maunakea.
- Establishment and siting of a new educational telescope continues to move forward, with Hale Pohaku remaining the preferred location. Issues and challenges facing the development of the telescope, including permitting requirements, funding issues, and notice of intent to decommission requirements, are currently being reviewed.
- A review of UH's management of, and stewardship responsibilities for, Maunakea, including a proposed reorganization of management structure, is being undertaken and a report will be provided to the Board at its April meeting. Existing management structure models being examined to aid in the development of a new Maunakea management structure include the Kaho'olawe Island Reserve Commission, Ha'ena State Park Community Advisory Committee, and Papahānaumokuākea Marine National Monument. The various Ali'i trusts are also being consulted as these private land trusts have an inordinate amount of knowledge on complex land management issues.

- Preparations for the implementation of the Maunakea Rules signed by the Governor are underway including the drafting of an Executive Policy delegating administrative authority of the rules from the President to the Chancellor and others. Efforts to enhance stewardship of Maunakea through implementation of aspects of the Maunakea rules are ongoing including the reduction of casual, public, non-practitioner single-occupancy vehicular traffic and a restriction on the number of commercial tour operator permits issued.

President Lassner also noted the following:

- Mr. Christian Fern is the new Executive Director of the University of Hawai'i Professional Assembly. Mr. Fern was introduced to the Board and he provided brief remarks noting his background and philosophy regarding UH.

### Report of the Host Campus

Chancellor Eschenberg welcomed everyone and provided an overview of actions taken by WinCC to promote excellence in education and continued engagement of the educational needs of the community. She highlighted the success of the actions taken, noting that in 2019, WinCC welcomed its largest freshman class in three years, was the only community college to experience an increase in enrollment (2.6%) in the fall semester, and witnessed continued growth in enrollment in its Early College Program. WinCC continues to work to remove barriers to obtaining a post-secondary education, as well as provide support for current WinCC students, through the provision of services and programs such as scholarship workshops and on-site new student orientation at local high schools, the establishment of a campus childcare center, and the Kids at College program for school-age children of WinCC students. WinCC has also increased its presence on high school campuses and in doing so has piqued the interest of high school students who may not have otherwise considered a post-secondary education.

Chancellor Eschenberg spoke on the values of educating incarcerated individuals and the benefits this provides to society in general noting that WinCC's educational programs for incarcerated individuals have had a profound impact on this population. She highlighted several achievements of these programs stating that the program for incarcerated women has witnessed students maintaining a 3.6 grade point average and experiencing an 86 percent success rate, a rate that is 20 percent higher than WinCC's traditional, on-campus students. The program at the Hawai'i Youth Correctional Facility has shown even more promising results with students in this program maintaining a 3.4 grade point average and experiencing a 94 percent success rate.

One area of concern that continues to be a challenge at WinCC is that of student persistence. Chancellor Eschenberg noted that, while continuing enrollment numbers for the fall semester were not what WinCC had hoped for, spring semester continuing enrollment numbers are up 8.7 percent. This increase in continuing enrollment numbers may be attributed to a number of factors including advising and increased support for student course selection through the establishment of career pathways.

Chancellor Eschenberg stated that many of the actions taken by WinCC have had success with WinCC continuing to experience increased graduation rates among all students, including among Native Hawaiians and Pell Grant recipients. Work still needs to be done to continue to close gaps in grade point averages and graduation rates and to increase continued student enrollment. Chancellor Eschenberg remarked that a working group was being formed to address these continuing challenges.

### Faculty Report

Dr. Christian Palmer, WinCC Faculty Senate Chair, shared highlights about WinCC's tree restoration project which was done in collaboration with the Outdoor Circle and UHM and made possible by a \$30,000 grant from the Arbor Day Foundation. He noted that numerous trees around campus had succumbed to disease and other environmental factors necessitating their removal. Dr. Palmer described the process and planning involved for the tree restoration project, stating that WinCC received tremendous community support, and highlighted the various species of trees planted which included a number of native trees. He stated that this project not only helped to improve campus facilities but also would further the educational mission of the campus as the project and the trees planted will be used as learning tools for WinCC programs such as Hawaiian studies, botany, and courses in sustainability.

## **V. REPORT OF THE UNIVERSITY OF HAWAI'I FOUNDATION**

VP/UHF CEO Dolan provided the first quarter report for UHF noting that he was optimistic about UHF's direction and effort in supporting the ten campuses of the UH System. He acknowledged that UHF does face challenges in fulfilling its mission, including the changing landscape and dynamics of fundraising, but stated that it continues to work hard to strengthen areas of weakness and address these challenges. VP Dolan reported on fundraising efforts through the first quarter noting that UHF has received approximately \$28,000,000 and is anticipating the receipt an additional \$7,000,000 for a total of \$35,000,000 to date. He also expressed confidence that UHF would receive a number of large donations in the near future.

VP Dolan noted that, in an effort to create greater alignment with the mission of UH and maintain a more collaborative environment that will be beneficial to both UHF and the University, UHF has filled several positions at CTAHR, SOEST, the College of Engineering, JABSOM, the Cancer Center, and Lyon Arboretum. Although UHF is currently located at off-campus facilities, efforts are ongoing to relocate UHF to on-campus facilities which would be more ideal to continue these collaborative efforts.

UHF is also endeavoring to increase alumni involvement in fundraising efforts. VP Dolan explained that an alumni team has been established to plan alumni-focused events, both in Hawaii and across the county, that encourage and promote alumni engagement with UH. He also noted that UHF's development staff, along with the UHF's academic partners, are currently conducting training sessions across the UH System in an effort to provide increased education and direction in the solicitation of monetary donations to UH, not only among alumni but among private donors and the community at-large. VP Dolan remarked that enthusiasm regarding the provision of



post-secondary educational programs at the community colleges abounds among both the community and donors.

Regent McEnerney inquired as to whether donations to UHF are counted in the fiscal year (FY) the pledge is made or in the FY the donation is received. VP Dolan responded that donations are counted and recorded for the FY in which the pledge is made. Regent McEnerney further questioned why balance sheets were included in the first quarter report but not income statements. Mr. John Han, Chief Operating Officer for UHF, responded that the UHF's first quarter activity is generally very light and therefore income statement details were not provided. However, Mr. Han stated that income statements would be provided in detail at UHF's end-of-the-year fiscal report and that UHF could provide current income statements in its next report to the Board.

Regent Moore asked why expenditures for student-aid were low compared to other expenditure categories. Mr. Han responded that this is simply a matter of the timing of this report as student-aid payments are generally made in two large amounts in the fall and spring and that these numbers would be better reflected in the second quarter report.

## **VI. COMMITTEE AND AFFILIATE REPORTS**

### **A. Report from the Committee on Independent Audit**

Committee Chair McEnerney summarized the committee report.

### **B. Report from the Committee on Planning and Facilities**

Committee Chair Moore summarized the committee report.

### **C. Report from the Committee on Research and Innovation**

Committee Vice-Chair Tagorda summarized the committee report.

### **D. Affiliate Reports**

**Research Corporation of the University of Hawai'i (RCUH):** Regent Bal reported that Dr. Sylvia Yuen, the Executive Director of RCUH, will retire in June and that a selection committee to find her successor has been formed. It is hoped that a new Executive Director will be selected prior to Dr. Yuen's retirement to allow for a smooth transition in leadership.

**Maunakea Management Board:** Vice-Chair Higaki reported that MKMB is planning to hold a half-day session sometime in February to discuss MKMB's views on the new proposed management structure for Maunakea. Chair Kudo noted that at the Board of Regents meeting held on November 6, 2019, important points were made about seeking and obtaining community input on both the governance and management structure of Maunakea, as well as issues regarding the establishment of an educational telescope on Maunakea. Chair Kudo suggested that the MKMB be asked to assist in the garnering of public input on both of these issues.

Chair Kudo called for a recess at 10:54 a.m.

The meeting reconvened at 11:06 a.m.

## VII. AGENDA ITEMS

### A. Approval to Authorize the Administration to Support and Participate in a Public Utilities Commission-Approved Green Tariff Program

VP Gouveia provided an overview of the Green Tariff Program (Program) noting that the Program was a pilot program established by the Hawaiian Electric Company (HECO) and would be a means of addressing statutorily established goals that UH become net-zero with respect to energy use by January 1, 2035. She highlighted that, under the Program, UH would be granted the ability to utilize remote real property under its control for a specified renewable energy facility and in turn experience the financial benefit associated with renewable energy rates at a distant site or campus. VP Gouveia provided a brief explanation of a power purchase agreement (PPA) and expounded on the differences between a traditional PPA and the Program, noting that the Program contained unique characteristics and in industry terms would more appropriately be referred to as a sleeved PPA. She also discussed the financial impacts and cost savings contemplated by UH as a result of its participation in the Program by providing a specific example of how the Program would work using lands located on the makai campus of UHWO for development of a renewable energy facility.

VP Gouveia stated that the Administration was requesting authorization to participate in HECO's initiation and pursuit of a docket with the Public Utilities Commission (PUC) regarding implementation of the Program. She noted that Board authorization was necessary because the Program contemplated the initiation of a 20-year land use agreement and contained penalty provisions should UH decide not to participate in the Program once certain phases have been initiated. Upon the Program's receipt of approval from the PUC, the Administration would return to the Board to seek approval to participate in the Program. Additionally, the Administration would request authorization from the Board to negotiate, finalize, and execute services agreements, long-term use agreements, letters of intent with prospective photovoltaic developers, and other similar agreements and documents on the condition that the terms and conditions of these agreements and documents are favorable to UH. The Administration would also reevaluate the initial fiscal assumptions made regarding the Program to ensure that the Program was still fiscally beneficial to UH and provide this information to the Board as part of the Administration's authorization request.

Regent Westerman inquired as to whether it was possible to negotiate a maximum ceiling on penalties imposed by HECO should UH decide not to participate in the Program. VP Gouveia responded that while a maximum penalty of \$100,000 is being contemplated, the penalty imposed is also dependent on the number of proposals for the Program that HECO receives. HECO is anticipating charging a \$10,000 fee for developers to submit proposals and the fees charged would offset any penalty imposed. She noted that this information will be presented to the Board before a final decision is made.

Regent McEnerney asked whether the Administration had obtained a fair market appraisal of the lease value of the land that the Program would use at UHWO. VP Gouveia replied that an exact site for the placement of a renewable energy facility has not yet been selected and that the Administration continues to work with HECO on determining the most appropriate and cost-effective area to locate the facility to ensure proper connection to the electric grid. Once the actual site has been determined, an appraisal will be done for the land being used.

Regent Moore questioned what HECO would do to address the loss of a power source once the 20-year land use agreement ends. VP Gouveia responded that the Administration could not speak to HECO's plan but noted that the Program agreement requires the PPA developer to decommission the renewable energy facilities once the land use agreement ends.

Chair Kudo inquired as to whether UH had input into the selection of a PV developer. VP Gouveia replied that UH would not be able to provide direct input into the selection of a PV developer but that all documents concerning proposals submitted to HECO would be provided to UH for review and feedback. Chair Kudo questioned HECO's motivation for selecting a PV developer that may negatively impact their profit margin. VP Gouveia responded that the selection of a developer may not be profit-driven because the Program is a straight pass-through. She noted that HECO's RFP process does not allow for direct involvement by UH in the actual selection of a developer but reiterated that UH still has the option of not proceeding with the agreement if the terms are not fiscally beneficial to the University. VP Gouveia stated that the PUC would also play a role in determining HECO's proposed rate structure.

Chair Kudo asked what the average non-renewable power generation cost was for HECO. VP Gouveia stated that UH does not know what HECO's non-renewable energy costs are as this information had not been shared with UH.

Regent Moore asked whether HECO was required to report their per kilowatt hour production costs to the PUC. VP Gouveia was not aware if the PUC imposed this requirement on HECO.

Regent Moore moved to authorize the Administration to participate in HECO's initiation and pursuit of a docket with the PUC regarding implementation of the Program, seconded by Regent Nahale-a, and noting the excused absences of Vice-Chair Sullivan and Regent Acopan, the motion carried, with Chair Kudo and Regent Wilson voting no, Regent Acoba abstaining, and all others present voting in the affirmative.

**B. Approval of Name Change for the North Hawai'i Education and Research Center to Kō Education Center**

Interim VP Lacro provided background information on Hawai'i Community College's North Hawai'i Education & Research Center (NHERC) which was established in 2006 in the Honoka'a area to serve the educational and workforce development needs of the community after the demise of the sugar industry. Over time, the research component of NHERC was eliminated and the provision of educational services was

expanded to areas beyond North Hawai'i. In an effort to reflect these changes, while recognizing the historical importance of the sugar industry to the North Hawai'i community (Kō is Hawaiian for sugar cane), and better align the names of educational centers systemwide, interim VP Lacro stated that the Administration is requesting approval to change the name of NHERC to the Kō Education Center.

Regent Wilson moved to approve the name change, seconded by Regent Higaki, and noting the excused absences of Vice-Chair Sullivan and Regent Acopan, the motion carried with all members present voting in the affirmative.

**C. Approval of the Establishment of the Creative Eateries Singapore Endowed Faculty Fellowship at the School of Travel Industry Management at the Shidler College of Business, University of Hawai'i at Mānoa (TIM School)**

**D. Approval of the Establishment of the Esquel-Yang Family Distinguished Professorship at the TIM School**

President Lassner requested that agenda items C and D be taken together as they both were related to the TIM School.

Provost Bruno provided information on two financial commitments that UHF has received for the TIM School. The first is a gift pledge of \$125,000 made by Singapore based Creative Eateries Pte Ltd, to establish an endowed, named faculty fellowship at the TIM School. The second is a gift pledge of \$250,000 made by the Esquel-Y. L. Yang Education Foundation Limited of Wanchai, Hong Kong SAR, to establish an endowed, named distinguished professorship at the TIM School. In addition, Mr. Jay Shidler has agreed to provide unrestricted matching funds to the two financial gifts given to the TIM School. In recognition of the receipt of these gifts, the Administration is requesting Board approval for the naming of the Creative Eateries Singapore Endowed Faculty Fellowship and the Esquel-Yang Family Distinguished Professorship.

Regent McEnerney inquired whether only the income from these established endowments is being allocated for their respective purposes. Provost Bruno responded in the affirmative. Regent McEnerney noted that, in the case of the endowed faculty fellowship, that would equate to approximately \$12,500 which did not appear to be a significant amount. Provost Bruno noted that Regent McEnerney's estimation was correct. President Lassner mentioned that while the amount appeared to be small, the provision of financial assistance and support in any amount helps in recruiting and retaining high-quality faculty.

Chair Kudo asked what the relationship of the donors was to UH. Provost Bruno responded that he was unaware of the relationship either of the donors had to UH. Chair Kudo opined that while the Board was grateful for the provision of funds to the University, due diligence needs to be considered when accepting funds from donors. He noted that it would be helpful, in the future, to receive more background information on the donors. Provost Bruno responded that he would provide

background information on these particular donors to the Board and will also provide this type of information for any future requests of this nature.

Regent Moore moved to approve the establishment of the Creative Eateries Singapore Endowed Faculty Fellowship and the establishment of the Esquel-Yang Family Distinguished Professorship at the TIM School, seconded by Regent Bal, and noting the excused absences of Vice-Chair Sullivan and Regent Acopan, the motion carried, with all members present voting in the affirmative.

**E. Review of Graduate Medical Education Programs at the John A. Burns School of Medicine Annual Report for Academic Year 2018-2019**

President Lassner noted that this is a requirement of the accreditation process associated with graduate medical education that occurs after the completion of medical school, also known as the medical residency program, and stated that although the Board is required to review the materials, no action is required. He introduced Dr. Lee Buenconsejo-Lum, the designated institutional official of the John A. Burns School of Medicine (JABSOM), who provided the annual report on the medical residency program at JABSOM for the 2018-2019 Academic Year.

Dr. Buenconsejo-Lum affirmed that JABSOM's 18 medical residency programs are all fully accredited but that the Orthopedics Residency Program (Orthopedics) has had citation issues concerning faculty publications in peer-reviewed journals. She stated that a number of Orthopedics faculty members have had works published in peer-reviewed journals over the last few months which will hopefully alleviate the concerns raised by the accrediting body. She also noted that an area of institutional improvement at JABSOM identified by the accrediting body was in ensuring that the medical residency programs had the appropriate processes in place to comply with all work hour restrictions, which was due, in part, to an increased national emphasis on safety concerns regarding medical resident work hours.

Dr. Buenconsejo-Lum stated that JABSOM continues its work on increasing faculty development, as well as looking at methods for attracting and retaining high quality faculty members. JABSOM is also formulating strategic plans to address physician workforce needs and shortages, including exploring opportunities to attract JABSOM students who are conducting their residencies in medical facilities located in other states back to Hawai'i.

Regent Acoba asked whether the citations regarding Orthopedics were only due to a lack of faculty publications. Dr. Buencosejo-Lum responded in the affirmative.

Regent Acoba requested that Dr. Buenconsejo-Lum expound on a statement noted in the report that JABSOM medical residency programs are performing at the national mean across content areas and has been rated favorably by residents, fellows, and faculty. Dr. Buenconsejo-Lum responded that the accrediting body conducts an annual online and confidential survey of residents, fellows, and faculty to assess their experiences and perceptions of their institution's medical residency programs in seven content areas. JABSOM had a 96 percent response rate to the survey with the majority

of the respondents providing a positive or very positive review of the programs. When these figures were compared to the national averages regarding medical residency program experiences and satisfaction, JABSOM was either at or very near those averages.

Regent Acoba stated that one barrier to retaining faculty physicians in Hawai'i appears to be adequacy of compensation and that JABSOM's plans for the retention of these physicians does not seem to address this issue. Dr. Buenconsejo-Lum replied that this issue is quite complex, particularly with regard to payment transfers and insurance payments, but that JABSOM is actively working with the various healthcare insurance providers in Hawai'i to address this issue.

Regent Moore questioned who assigns medical residents their number of work hours. Dr. Buenconsejo-Lum responded that medical residents are never assigned to work more than 80 hours per week and the majority of residents are scheduled to work closer to 60 hours per week. However, certain medical services require longer hours, especially if medical incidents occur with patients. To try and address this issue, she noted that medical residency programs have begun to monitor work hours more closely, have been more diligent in adjusting resident schedules, and have been instructing residents to more accurately report their duty hours.

Regent Tagorda asked how wellness and burnout issues are being addressed for both medical students and residents. Dr. Buenconsejo-Lum answered that for medical students, JABSOM has to report to a medical school accrediting agency which has established maximum duty-hours and JABSOM closely monitors medical student hours to ensure compliance. In addition, JABSOM has established a well-being task force and student counseling services, and is in the process of recruiting an Ombudsperson to help address wellness issues that may arise. To address the wellness of medical residents, well-being groups have been created, greater flexibility has been incorporated into academic half-day scheduling, additional resident resources such as psychiatric resources have been provided, formal resiliency curriculums have been implanted in a number of programs, and residency faculty development to increase recognition awareness of overall resident well-being has been implemented.

Chair Kudo inquired as to whether JABSOM was anticipating the establishment of a Physician Assistant (PA) program given the lower pay-scale for physicians and the acute physician shortage in Hawai'i. Dr. Buenconsejo-Lum responded that JABSOM was not currently planning on establishing a PA program. Instead, JABSOM was taking a more team-based approach to addressing this issue and collaborating closely with other programs, such as advanced practice registered nursing and psychology, to establish a mix of healthcare professionals that would help to more adequately address the healthcare needs of the community.

Regent Nahale-a asked how physician shortages can be addressed, particularly with regards to the shortage of medical specialists on the neighbor islands. Dr. Buenconsejo-Lum responded that the patient base on the neighbor islands is oftentimes not large enough to allow a medical specialist to adequately maintain their skill-set. She noted that some healthcare facilities have been building the provision of medical

outreach services to the neighbor islands into contracts entered into with medical specialists, such as neurosurgeons, which helps meet the medical demands of the neighbor islands. JABSOM is also actively looking at ways to help increase the provision of medical care for the neighbor islands such as student debt relief, cost of living allowances, and spousal support, among other things, for physicians who choose to practice on a neighbor island.

President Lassner noted that the minutes of this meeting will serve as the certification for the purposes of the review of the executive summaries of the annual institutional reviews of graduate medical education programs at JABSOM for the 2018-2019 academic years.

#### **F. Legislative and Budget Update**

VP Young provided a legislative and budget update to the Board noting that the 2020 legislative session was convened the previous day. As the legislative process is just beginning, the number of priority measures and issues the Administration will be following is not yet known but will become more clear once all bills have been introduced. VP Young noted that to date, the Legislature has held six informational briefings regarding UH and provided an overview of legislative deadlines.

VP Young provided a comparison chart of the board-approved operating budget request for an additional \$28.1 million in FY 2020-2021 and the Governor's budget submittal for \$24.9 in FY 2020-2021. The bulk of the operating budget request is \$19 million for the Hawai'i Promise Program. He also provided a comparison chart of the board-approved Capital Improvement Project (CIP) budget request for \$236.8 million in FY 2020-2021 and the Governor's budget submittal for \$86.8 million for that same period.

Chair Kudo asked VP Young to brief the Board on the impacts to UH, if any, of the recently announced joint legislative-executive package of bills. VP Young replied that two bills in the package may have direct impacts to UH. The two bills included a measure to provide \$200,000,000 in general obligation funding to build infrastructure on lands adjacent to UHWO currently intended to be used for a university village with a requirement that housing be placed on those lands, as well as a measure requiring pre-kindergarten childcare to be provided at all public educational facilities, including UH. However, the details of these proposals are not yet known and until more information is received, the exact impacts to UH will not be known.

#### **VIII. EXECUTIVE SESSION (closed to the public)**

Upon motion by Regent Wilson, seconded by Regent Higaki, and noting the excused absences of Vice-Chair Sullivan and Regent Acopan, the Board approved convening in executive session to consider the hire, evaluation, dismissal, or discipline of an officer or employee, where consideration of matters affecting privacy will be involved, pursuant to Section 92-5(a)(2), Hawai'i Revised Statutes (HRS); and to consult with the Board's attorneys on questions and issues pertaining to the board's powers, duties, privileges, immunities, and liabilities, pursuant to Section 92-5(a)(4), HRS.

The meeting recessed at 12:20 p.m.

Vice-Chair Higaki left at 12:58 p.m.

The meeting reconvened at 1:32 p.m.

Chair Kudo reported that the board met in executive session to discuss personnel matters and legal matters as indicated on the agenda.

**IX. AGENDA ITEMS (continued)**

**A. Personnel Actions (A-1 for Approval)**

President Lassner requested approval of the appointment of Erika Lacro as VP of Community Colleges.

Regent Wilson moved to approve the personnel actions on Attachment A-1, seconded by Regent Moore, and noting the excused absences of Vice-Chair Higaki, Vice-Chair Sullivan, and Regent Acopan, the motion carried, with Regent Acoba abstaining and all others present voting in the affirmative. Regent Acoba stated that that he did not disagree with the appointment but otherwise abstained.

**X. ANNOUNCEMENTS**

Chair Kudo announced that the next board meeting is scheduled for February 20, 2020, at the University of Hawai'i – West O'ahu.

**XI. ADJOURNMENT**

There being no further business, Regent Wilson moved to adjourn, and Regent Moore seconded, and noting the excused absences of Vice-Chair Higaki, Vice-Chair Sullivan, and Regent Acopan, the motion carried with all others present voting in the affirmative and the meeting was adjourned at 1:33 p.m.

Respectfully Submitted,

Kendra Oishi  
Executive Administrator and Secretary  
of the Board of Regents



# Item IV.

Report of the President

**NO MATERIALS  
ORAL REPORT**

# Item IV.

Report of the President  
UHWO Chancellor & Faculty  
Senate Reports

**MATERIALS**



UNIVERSITY of HAWAII  
WEST O'AHU

# Welina!

**Board of Regents**

University of Hawai'i–West O'ahu

February 20, 2020



# Strategic Action Plan

*“Huki i nā kaula, kūkulu i nā pe‘a,  
holo ka wa‘a i ke ala pono.”*

Tighten the ropes, raise the sails, let the canoe sail the course.

## Operational Planning and Action

- Phase I – 2018-2020 (In-Progress)
- Phase II -2020-2024
- Phase III – 2024-2028

# Strategic Action Plan Impact Strategies

1. *We will foster a learning environment that ensures our students persist through graduation and develop promising career paths. By creating a welcoming and culturally-responsive academic home, we will help our students engage the surrounding community.*
2. *We will offer a distinct educational experience that is student-focused, innovative, transdisciplinary, and engages the community. We will build upon our strong academic programs that address the needs of all students whether first-generation, transfer, non-traditional, or recent high school graduates.*
3. *We will strengthen our assets and infrastructure to meet our rising (and anticipated) demands. We will optimize and expand our resources by designing a culture of prosperity, advancing our state-of-the-art environment, and fostering campus and community relationships.*

# Campus Pre-AAHF



# Growing our Campus

- Parking Lot Extension
- Design of Admin/Health Building Receives Awards
- Other Renovations on Campus
- Plan for Student Housing and Next Classroom/Innovation Building



# Creative Media Facility

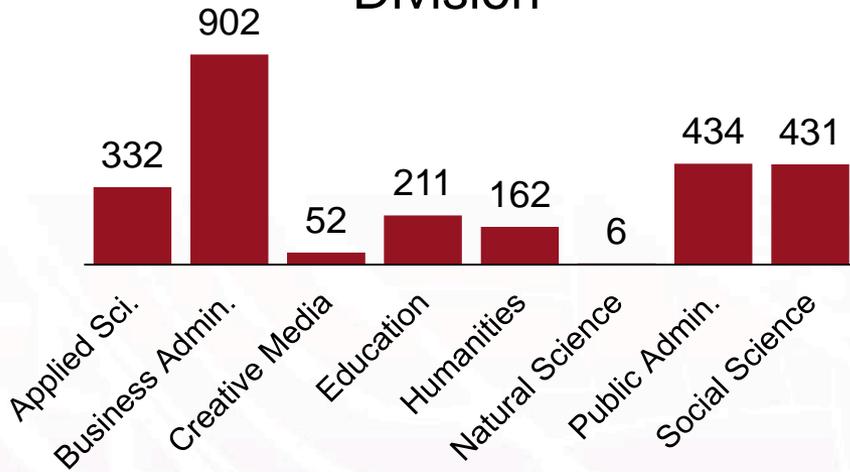




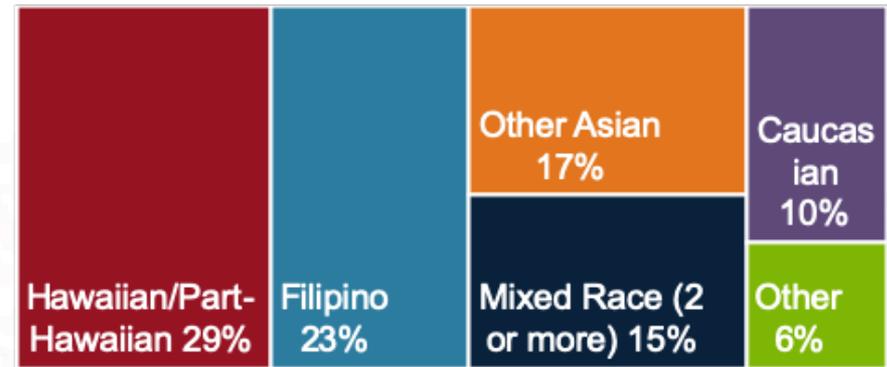
# Quick facts

Fall 2019 Enrollment  
3,049

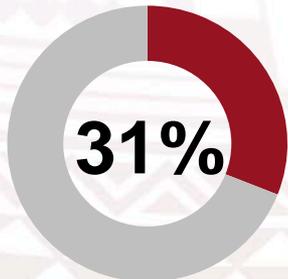
### Division



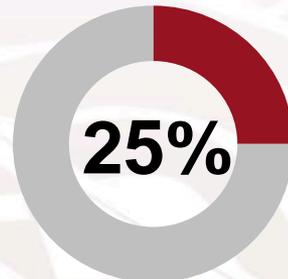
### Ethnicity



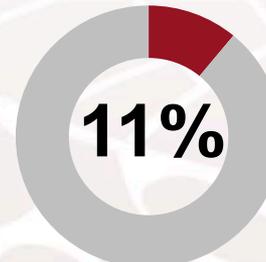
### Pell



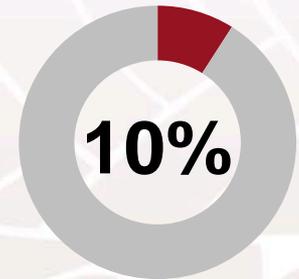
### First Generation



### Veteran/Active Military



### Neighbor Islands



# Achievements



Enrollment: 3,000 + students three years in a row



Degree Awards: (Over 1,800 bachelor degrees awarded last three years, directly contributing to statewide 55 by '25 goals)



Retention: all-time high 76.4%; three consecutive years of increase, three out of last four years 70%+ rates



Spring Enrollment: highest on record in 2020 (2,979 students as of Feb 10)

# Achievements



Early College: three consecutive years of increase; serving over 300 students



Community Connections: Campbell-Kapolei Area Complex



Strengthening Partnerships: 43+ articulation agreements with community colleges

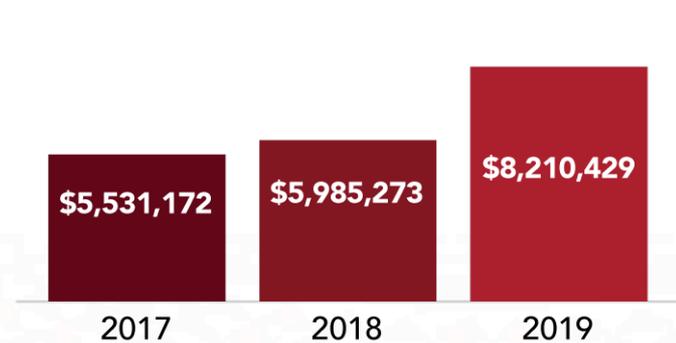


Neighbor Island Distance Education: 10% of student body; serving neighbor island residents

# Achievements



*#21 National Best Regional Colleges and #4 in Best in West Public College*



Growth in numbers: Growth of extramural funding



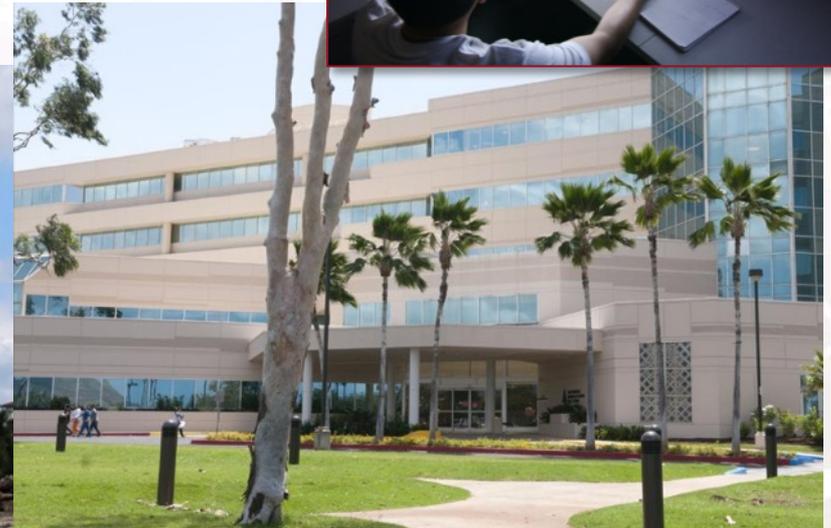
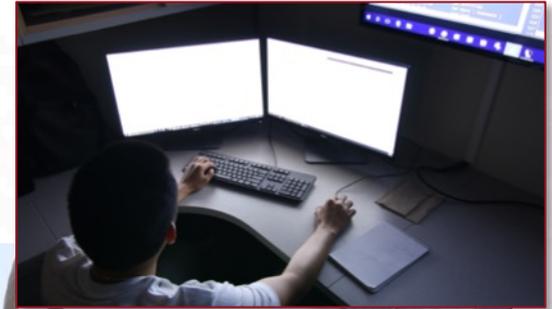
Veteran Services: New Veteran Center and services



Faculty Highlight: Dr. Jon Magnussen

# Learning in Community

- Ko Olina - Four Seasons
- Queens Medical Center - West O'ahu
- Cyber Security



# Careers Impact



## **Student Highlight**

Alexander Bautista

Financial Representative at Mutual of Omaha  
UH West O'ahu graduate with a Bachelor's degree in  
Business Administration – Finance (Spring 2018)



# Pahuhopu

## *Institutional Values*

### ❖ **Waiwai**

We value abundance/wealth that develops a culture of philanthropy and sustainable use of resources through the cultivation of quality relationships, creativity, exploration, and transdisciplinary learning.

### ❖ **Mālama 'Āina**

We value environmental responsibility that links our love and care of land, water, and people.



### ❖ **Po'okela**

We value excellence in education to meet the high aspirations of student, faculty, and staff, and the needs of our community.

### ❖ **Kaiāulu**

We value viable, healthy communities where everyone feels included, welcomed, and respected.

### ❖ **Hana Lawelawe**

We value conscious service to community that builds the capacity to offer one's excellence for the benefit of others and our environment.



**Mahalo Nūnui Kākou!**  
**Let's keep moving forward together!**

"I mua a loa'a ka lei  
o ka lanakila!"



University of Hawai'i–West O'ahu

# Instructional Capacity Profile

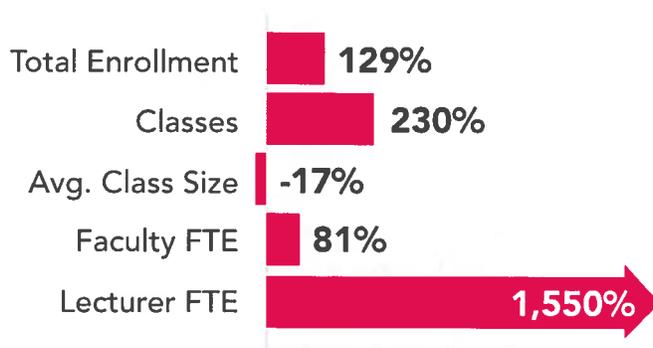
## Year-to-Year Growth

Learn more in the UH West O'ahu Factbook at [westoahu.hawaii.edu/factbook](http://westoahu.hawaii.edu/factbook).

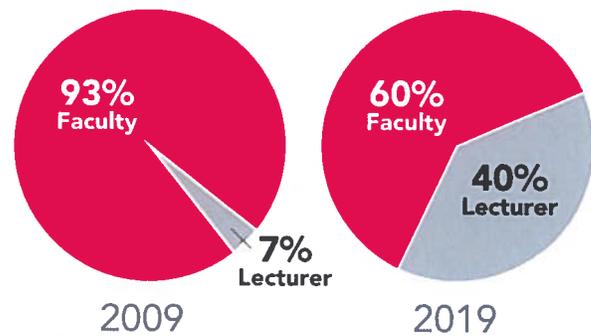
	2019	2014	2009
Total Enrollment	3,049	2,661	1,333
Classes	522	335	158
Avg. class size	19	24	23
<b>Faculty FTE</b>	<b>85</b> (121)*	<b>63</b>	<b>47</b>
<b>Lecturer FTE</b>	<b>56.1</b> (32)*	<b>30.5</b>	<b>3.4</b>
Students per Instructor	15 (15)*	18	14

\*These comparative figures are based on similarly sized, four-year, public, primarily baccalaureate universities in the United States (N=67)

## Growth Since 2009



## Faculty: Lecturer Ratio



Fastest Growing Baccalaureate Institution in the U.S. - *The Chronicle of Higher Education* for three years straight (2017, 2018, 2019).



UNIVERSITY of HAWAI'I  
WEST O'AHU

**Agenda Items:**

VP Erika Lacro provided an overview of the accrediting agency follow-up reports for KapCC and LeeCC. She noted that both KapCC and LeeCC submitted a comprehensive Institutional Self Evaluation Report in August 2018 and that both campuses were visited by a peer review team in October of that same year. She reported that in January of 2019, KapCC received accreditation for 18 months while LeeCC received accreditation for seven years. However, both KapCC and LeeCC were required to submit follow-up reports to address recommendations made by the peer review team. After the follow-up report is filed, another peer review team will conduct additional site visits of both campuses which is anticipated to take place in October of this year.

**A. Kapi'olani Community College Accreditation Follow-up Report to the Accrediting Commission for Community and Junior Colleges (ACCJC)**

KapCC Chancellor Louise Pagotto highlighted that KapCC received four commendations from the ACCJC for practices for which the Commission believed the institution exceeded standards. However, she also noted that the ACCJC determined that KapCC must demonstrate compliance with certain Commission standards as identified in two recommendations made by the peer review team. Chancellor Pagotto briefly reviewed the ACCJC recommendations and noted that the steps taken by KapCC to address these issues and recommendations were stated in the follow-up report which had been provided to the Committee and would be submitted to the ACCJC.

**B. Leeward Community College Accreditation Follow-up Report to the ACCJC**

LeeCC Chancellor Carlos Peñaloza highlighted that LeeCC received six commendations from the ACCJC for exemplary performance. However, he noted that ACCJC determined that LeeCC must demonstrate compliance with certain Commission standards as identified in one recommendation made by the peer review team and briefly reviewed the ACCJC recommendation. Chancellor Peñaloza noted that steps taken by LeeCC to address this issue and recommendation were stated in the follow-up report which had been provided to the Committee and would be submitted to the ACCJC.

**C. Draft Academic Program Master Plan**

VP Straney provided background information on the Draft Master Plan and presented a brief overview of the current status of the Draft Master Plan's development stating that it identifies academic programs already provided by the ten campuses of the UH System, as well as academic programs that will need to be provided to address both the current and long-term educational needs and challenges of the state. He noted that the Draft Master Plan adopted a multi-year perspective in order to better align academics with planning for enrollment, facilities planning, and fiscal planning. The Draft Master Plan is also designed to use medium and long-range approaches to the provision of education so that academic offerings can be proactively aligned to meet both existing and emerging educational needs while remaining fluid and retaining the ability to adapt to ever-changing educational and workforce situations. VP Straney discussed the process used in developing the Draft Master Plan, including guidelines and criteria used and program priorities that were considered. He noted that the Draft Master Plan is a dynamic document that is intended to be updated regularly and stated that the Administration is currently working on revising

Summary of February 6, 2020 Meeting

various Executive and Regent Policies to allow for proper implementation of the Draft Master Plan. As this was just a presentation of the Draft Master Plan by VP Straney, Chair Wilson recommended, and the Committee agreed, that this item be presented to the full Board for comment and discussion.

**Agenda Items:**

**A. University of Hawai'i Supplemental Information for University of Hawai'i at Mānoa (UHM), University of Hawai'i at Hilo (UHH), University of Hawai'i – West 'Oahu (UHWO), University of Hawai'i Maui College (UHMC), and the Community College System (UHCC)**

Jamie Asato, Managing Director with Accuity LLP, noted that Accuity conducted an audit of the consolidated financial statements and compliance reports of UH and that a report on this audit was provided to the Committee at its December meeting. Ms. Asato stated that the supplemental information for UHM, UHH, UHWO, UHMC, and UHCC, also known as 4-year campus schedules, was also audited by Accuity. She noted that Accuity found that the supplemental information was fairly stated in all material respects in relation to the consolidated financial statements as a whole.

**Action:** The Committee voted to accept the report.

**B. Review and Acceptance of Internal Control and Business Issues Report**

Ms. Asato provided a brief overview of the report on internal control and business issues noting that this report consisted mainly of comments and observations from Accuity that were noted in the course of conducting the audit of the consolidated financial statements and compliance reports of UH. Brief discussions occurred on several of the comments made by Accuity including comments on contract signing authority, travel reimbursements, and investment policies.

**Action:** The Committee voted to accept the report.

**C. Corrective Action Responses for the Internal Control and Business Issues Report**

Ms. Asato reported that the corrective action response for the internal control and business issues report was simply UH's response to comments made in the report discussed under agenda item B.

**D. Review and Acceptance of UHM Intercollegiate Athletics Report on Agreed-Upon Procedures – 2019 Football Season**

Ms. Asato summarized the agreed-upon procedures report which documents actual attendance figures for home games played by a university football program. Ms. Asato noted that Accuity did not find any issues in their review of UH's report, noting that UHM's football program was averaging just over 18,000 fans per home game over a two-year cycle which is above the NCAA's minimum attendance requirement of 15,000 fans per home game.

**Action:** The Committee voted to accept the report.

**E. Amendment to Internal Audit Work Plan for 2019-2020**

Chair McEnerney noted that an amendment to the Internal Audit Work Plan for 2019-2020 (Work Plan) was necessary in light of discussions held at the last Committee meeting regarding Senate Resolution 120 (SR120) and a request made for the Internal Auditor to perform additional work on issues contained in SR 120.

Glenn Shizumura, Internal Auditor of UH, summarized the amendments to the Work Plan stating that the amendments were necessary to address the directive from the Committee that the Internal Auditor conduct a review of the two non-Title III Program grants contained within SR 120. He noted that this review would begin immediately upon approval of the amendments to the Work Plan.

**Action:** The Committee voted to amend the Work Plan.

**F. Review and Acceptance of Office of Internal Audit Review of University Housing Program (Program)**

Internal Auditor Shizumura provided a summary of the review of the Program. He remarked that the Program was previously audited in December 2010 and February 2013, and that several significant issues with the Program, including matters relating to federal income tax considerations and non-compliance with University policy, were discovered during the course of these audits. Internal Auditor Shizumura stated that Executive Policies, Regent Policies, and the Program's processes and procedures have all undergone revisions to address these issues. While these actions have resulted in significant improvement to the Program's processes and procedures, additional steps were recommended to further enhance these processes and procedures.

**Action:** The Committee voted to accept the Program review.

**G. Fiscal Year (FY) 2019 Whistleblower Hotline Annual Report**

VP Gouveia briefly reviewed the whistleblower hotline assignment and workflow process and summarized the data reviewed and collected over the past three years. Although whistleblower hotline complaints increased slightly in FY 2019, some of the increase was attributed to multiple reports being made regarding the same issue. She mentioned that, to date, no concerning case trends or patterns have been realized and indicated that it appeared that the whistleblower hotline was working as intended. Brief discussions took place on some of the statistics provided, particularly with regard to the types of complaints received.

**H. Enterprise Risk Management (ERM) Update**

VP Gouveia provided the annual ERM update and explained that the University managed the broader definition of risks on UH System campuses through focused discussions encompassing five general risk categories and eight key risks. She noted that the category regarding governance and compliance was redefined to better address the increased complexity of laws and regulations and ensure compliance in light of the heightened scrutiny of regulatory agencies being experienced by universities across the nation. VP Gouveia reviewed the top risk categories identified by the Administration (enrollment management and IT), as well as those being closely monitored, and described the slight shifts in focus on risk categories that have occurred over the last year.

**I. Discussion on the Future of the Independent Audit Committee**

Chair McEnerney noted that the Independent Audit Committee is the only statutorily required committee of the Board and therefore the Committee must be maintained, but opened discussions to allow Committee members to express their thoughts, concerns, or

reservations regarding this requirement. No comments, concerns, or reservations were noted.

**Agenda Items:**

**A. Coaches Corner: Todd Graham, University of Hawai'i at Mānoa (UHM) Head Football Coach**

A talk story session was held with new UHM Head Football Coach Todd Graham. Coach Graham expressed his views on football and the importance of family and faith and spoke about his life experiences, football pedigree, coaching experience, and educational background. He shared his coaching philosophy and belief that his job was to inspire and influence young men to not only be champions on the field but, more importantly, to be champions in life. Believing that success in the classroom leads to success on the field, Coach Graham stated that he has high academic standards for his athletes, expecting them to achieve a 3.0 grade point average. Coach Graham also revealed that he had a penchant for instituting fast-paced, high-powered offenses, remarking that speed on the field is important, that speed wins games and that he intends to run both an offense and a defense that will operate at a lightning speed, while maintaining discipline and espousing character. Coach Graham pledged to monitor and avoid any reputational risks to the integrity and standards of the University.

**B. Proposed Revisions to Regents Policy (RP) 7.208, Intercollegiate Athletics**

Board Secretary Oishi provided an overview of past discussions concerning revisions to RP 7.208 stating that RP 7.208 was last amended in 1996 and that current requirements and practices necessitated revisions to the policy. She noted that the revisions to RP 7.208 were discussed at four separate Committee meetings spanning from October 2018 to June 2019, and that the revisions were fine-tuned after each discussion resulting in the copy of RP 7.208 that was presently before the Committee. Chair Acoba reviewed the proposed revisions to RP 7.208 going through the document section by section and suggested additional amendments to the proposed revisions.

**Action:** The Committee voted to recommend Board approval of the proposed revisions to RP 7.208 as amended

**C. Continued from November 7, 2019 Meeting:**

**1. Committee Goals and Objectives**

Chair Acoba mentioned that discussions regarding the Committee Goals and Objectives were started at the November 7<sup>th</sup> committee meeting and that this was a continuation of those discussions. He noted that a chart containing the annual review of the Committee Goals and Objectives and projected Committee Accomplishments for the 2019-2020 Academic Year had been distributed to committee members and remarked that some of the goals and objectives have already been satisfied. Chair Acoba suggested amending the Committee Goals and Objectives chart to better align certain projected accomplishments with more applicable Committee Goals and Objectives.

**Action:** The Committee voted to adopt the amended Committee Goals and Objectives.

**2. Future Committee Status of the Intercollegiate Athletics Committee**

Chair Acoba pointed out that discussions on the future status of the Intercollegiate Athletics Committee were initiated at the November 7<sup>th</sup> committee meeting. He remarked that the increasing complexity of collegiate athletics, which has resulted in

athletics having a greater interrelation with numerous University policies, warrants maintaining the status of the Committee on Intercollegiate Athletics as a stand-alone committee of the Board. Discussions occurred among committee members as to the pros and cons of maintaining an Intercollegiate Athletics Committee. The Committee adopted the reasons discussed at the November 7, 2019 meeting favoring maintaining the Committee.

**Action:** The Committee voted to recommend Board approval of maintaining the Intercollegiate Athletics Committee

**D. Legislation Related to Postsecondary Student Athlete Compensation for the Use of Name, Image, or Likeness (NIL)**

AD Matlin briefly reviewed the NIL issue and noted that UHM's Athletic Department has been engaged in the process for creating NIL policies and direction currently being undertaken by the NCAA. However, AD Matlin opined that, while universities need to continue to do more for their student athletes, instead of continually focusing on the monetary compensation of these athletes, a more prioritized focus on enhancing their collegiate experience and improving their overall well-being in areas such as mental health, nutrition, and academics should be emphasized. It was mentioned that three bills have been introduced at the State Legislature this year that would set in motion the process to allow NIL opportunities for student-athletes at UH if the legislation is passed. Discussions took place on the NIL issue and the impacts this may have to collegiate athletics as well as the bills introduced at the Legislature and the impacts this may have to UH athletics in particular.



**Agenda Items:**

**A. Office of the Board of Regents Review of Regents Policies (RP)**

Board Secretary Oishi reported that Committee discussions occurred in October and November of 2019 regarding the necessity of conducting a review of RPs to ensure proper alignment of RPs with Board Bylaws, Hawai'i Administrative Rules, and Hawai'i Revised Statutes. During these discussions, it was also suggested that any review of RPs include identification of Board responsibilities and committee jurisdiction as to allow for the evaluation of the overall committee structure of the Board. Board Secretary Oishi stated that the Board Office has prepared a plan to review the RPs over the course of the next two years. She briefly reviewed the plan and articulated the process for conducting the review which included the examination of RPs and the notification of Board Leadership, appropriate committee, or the Administration when potential concerns were discovered that may require further review, corrective action, or policy amendments.

**B. Discussion on Proposed Amendments to RP 9.212, Executive and Managerial Personnel Policies**

Chair Tagorda remarked that this discussion was intended to be the starting point to address concerns raised regarding the salary adjustments for certain EM personnel that were brought up and discussed at the last Committee meeting and to craft revisions to RP 9.212 that were fair but ensured that the fiduciary responsibility of the Board was maintained. Discussions took place over the proposed amendments to RP 9.212 including parameters that would necessitate Board review and approval of salary adjustments and the number of employees that would be affected by these policy changes.

**C. Discussion Paper on Faculty Classification**

Chair Tagorda disclosed that she is a faculty specialist with the Office of Public Health within the School of Social Work at UHM and recused herself from participating in discussions on this agenda item.

President Lassner provided historical context for the discussion paper on faculty classification noting that Senate Resolution 149, Senate Draft 1 (SR149) requested the Board to review, and as needed, conform the classification of University faculty to ensure greater alignment with the mission and purpose of the University. In response to SR 149, the Administration established a working group to review the faculty classification system in use at the three 4-year campuses. He presented a summary of the Administration's initial review of the faculty classification systems currently used by UHM, UHH, and UHWO along with a comparison of faculty classification systems used at peer and benchmark institutions. President Lassner imparted that this review was only a first step in a lengthy process and that the review will serve as a basis for further discussion with the Board, the University of Hawai'i Professional Association, and the 4-year faculty senates about possible revisions to the faculty classification system.

# Item V.E.

## Affiliate Reports

**NO MATERIALS  
ORAL REPORTS**



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Regents Policy Chapter 7, Student Affairs

Regents Policy RP 7.208, Intercollegiate Athletics

Effective Date: Aug. 23, 1996

Prior Dates Amended: Oct. 17, 1963; July 16, 1974; Oct. 20, 1978; Dec. 12, 1986; Oct. 31, 2014 (recodified)

Review Date: August 2018

**I. Purpose:**

To set forth policy regarding intercollegiate athletics.

**II. Definitions:**

No policy specific or unique definitions apply.

**III. Policy:**

A. Well-managed intercollegiate athletics competition, conducted under the fundamental principles of fair play and amateurism, can be of educational value to student-athletes as well as a source of pride and unity to the wider student body, faculty, staff, and all those in our community who cherish and support the University of Hawai'i.

The board shall establish or abolish intercollegiate athletic programs and authorize membership in intercollegiate athletic conferences or associations upon recommendation of the chancellor of the concerned campus and with the endorsement of the president.

**B. Responsibilities of the Chancellor**

1. Responsible administration and oversight by the chancellor are fundamental to the management of intercollegiate athletics. Each campus that participates in intercollegiate athletics must have in place written procedures which provide careful and thorough scrutiny of its sports programs and deliver required information to the chancellor and, as appropriate, to the president and the board. Management of intercollegiate athletics will be taken into account in the president's evaluations of chancellors. The chancellor shall establish standards and benchmarks against which the success of the campus' intercollegiate athletics program may be assessed. Among the program's priorities should be:

a. The health, safety and academic progress of student-athletes

- (1) The health and safety of student athletes shall be the athletics department's highest priority.
  - (2) Student-athletes are first and foremost students. Student-athletes shall be admitted under the same standards as applied to other students and their academic performance and progress shall be comparable to non-athletes. Contacts for coaches and other athletics department staff will include objectives and minimum expectations for academic as well as athletic success of student-athletes.
- b. Equal opportunity
- (1) Equal opportunity is a value the university and the State of Hawai'i hold dear. The chancellor will ensure that gender equity in athletics is respected and honored, and that the athletics program is in full compliance with Title IX, the Patsy T. Mink Equal Opportunity in Education Act.
- c. Broad and enthusiastic campus and community support
- (1) Enthusiastic campus-wide support, especially that of students, is a powerful indicator of a successful athletics program. The chancellor, coaches and athletics department staff should proactively reach out to students, faculty, and the administration, as well as to the wider community to encourage interest in and support for intercollegiate athletics.
- d. Financial integrity
- (1) Transparency in financial reporting is mandatory. The board shall be informed in advance of any long-term financial commitment or change that may affect the budget in future years.
- e. Compliance with NCAA and conference requirements
- (1) The chancellor is responsible for compliance with all National Collegiate Athletic Association (NCAA) and conference rules and regulations, and he or she will promptly notify the president, who shall inform the chairperson of the board, of all major NCAA infractions, potential or actual, and of all NCAA or conference investigations.
  - (2) The use of performance enhancing drugs or prohibited substances undermines the integrity of intercollegiate athletics and may harm the individual student-athlete. The board authorizes the chancellor to institute testing of student-athletes at his or her discretion for the presence or use of performance enhancing drugs or prohibited

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substances in accordance with NCAA rules or applicable state and federal laws. Performance enhancing drugs and prohibited substances include but are not limited to the classes of drugs and related substances banned by the NCAA or prohibited by law.

#### C. Reports to the Board

1. The chancellor will ensure that the athletics department develops a mission statement that reflects the values of the University of Hawai'i and that the department's annual plan and budget contain realistic and measurable goals. The chancellor will inform the board through the president on progress in achieving those goals. The chancellor will furnish the board through the president with regular reports on academic and financial issues.
2. The chancellor will furnish the board through the president with an annual report on the academic standing and progress of student-athletes overall and by sport, including comparisons to the campus's own undergraduates and student-athletes at other peer institutions. The report shall include as appropriate data on the academic progress rate and the academic success rate of student-athletes.
3. The chancellor shall promptly inform the president, who may inform the board, of any events or situations that might draw unusual public interest to the athletics program, a particular team, student-athlete, or department employee. The report should provide sufficient detail to permit the president and/or the board to respond appropriately.

#### D. Financial Matters and Management

1. The athletics department will prepare an annual budget that balances expected revenues and expenses. Should the athletics department end a fiscal year in deficit, meaning that total expenses exceed revenues, including institutional support and student fees, the chancellor will report to the Board of Regents on plans to reconcile the deficit and to account for its costs. The chancellor may eliminate a deficit of the athletics department by providing funds from other sources, as permitted by law, to offset such deficit.
2. To the extent allowable under NCAA regulations, the chancellor may exempt the nonresident portion of tuition for nonresident student-athletes in accordance with RP 6.208.
3. All funds or gifts, either monetary or in-kind, generated by 501(c)(3) booster organizations or contributed by individuals, corporations or other entities to support an intercollegiate athletics program shall be channeled through the University of Hawai'i Foundation. Funds or gifts shall be used in accordance with the donor's intent, and as assets of the foundation shall be subject to its policies and procedures.

- 
4. An annual external audit of the financial statements of the athletics department will be conducted and the auditor's report will be presented to the board. An external audit of "Agreed-Upon Procedures and Internal Controls and Business Issues" will also be conducted and furnished to the board.
  5. The chancellor may convene an Athletic Advisory Board in accordance with NCAA bylaws to advise the chancellor and athletic director on policies and matters relating to the conduct of intercollegiate athletics on campus, to help resolve conflicts that may arise with the intercollegiate athletic program, and to perform other functions as may be stipulated by the NCAA, by the conference to which the institution belongs, or by the chancellor.
  6. The chancellor shall appoint a faculty athletics representative to perform such functions as may be assigned by the NCAA, by the conference to which the institution belongs, or by the chancellor.
  7. The chancellor shall ensure that a senior women administrator (SWA) has been designated to perform such functions as may be assigned by the NCAA, by the conference to which the institution belongs, or by the chancellor.

#### **IV. Delegation of Authority:**

The board authorizes the chancellor to institute testing of student-athletes. See RP 7.208(B)(1)(e)(2).

To the extent allowable under NCAA regulations, the chancellor may exempt the nonresident portion of tuition for nonresident student-athletes in accordance with RP 6.208. See RP 7.208(D)(2).

The chancellor may convene an Athletic Advisory Board. See RP 7.208(D)(5).

The chancellor shall appoint a faculty athletics representative. See RP 7.208(D)(6).

The chancellor shall designate a senior woman administrator (SWA). See RP 7.208(D)(7).

#### **V. Contact Information:**

Office of the Board of Regents, 956-8213, bor@hawaii.edu

#### **VI. References:**

- <http://www.hawaii.edu/offices/bor/>
- <http://www.justice.gov/crt/about/cor/coord/titleixstat.php>
- <http://www.ncaa.org>
- RP 6.208

- EP 7.205

**Approved as to Form:**

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Kendra Oishi  
Executive Administrator and  
Secretary of the Board of Regents

---

Date

**PROPOSED REVISIONS WITH INTERCOLLEGIATE  
ATHLETICS COMMITTEE AMENDMENTS**



UNIVERSITY  
of HAWAII®  
BOARD OF REGENTS

Board of Regents Policy, RP 7.208  
Intercollegiate Athletics

Page 1 of 8

Regents Policy Chapter 7, Student Affairs  
Regents Policy RP 7.208, Intercollegiate Athletics  
Effective Date: ~~Aug. 23, 1996~~ February XX, 2020  
Prior Dates Amended: Oct. 17, 1963; July 16, 1974; Oct. 20, 1978; Dec. 12, 1986; Aug. 23, 1996; Oct. 31, 2014 (recodified)  
Review Date: August ~~2018~~2023

**I. Purpose:**

~~To set forth policy regarding intercollegiate athletics.~~ Well-managed intercollegiate athletics competition, conducted under the fundamental principles of fair play and amateurism, is of educational value to student-athletes as well as a source of pride and unity to the wider student body, faculty, staff, and all those in our community who cherish and support the University of Hawai'i.

**II. Definitions:**

~~No policy specific or unique definitions apply.~~ None.

**III. Policy:**

Responsible administration and oversight are fundamental to the management of intercollegiate athletics. Each campus that participates in intercollegiate athletics must have in place written procedures to provide careful and thorough scrutiny of its sports programs and deliver required information to ensure appropriate oversight.

Overall leadership of intercollegiate athletics will be taken into account in the annual evaluations of the chief executive officer of the University of Hawai'i at Mānoa (UHM CEO) or the chancellor of the University of Hawai'i at Hilo (UHH Chancellor). Campuses shall establish standards and benchmarks against which the success of its intercollegiate athletics program may be assessed.

~~A. Well-managed intercollegiate athletics competition, conducted under the fundamental principles of fair play and amateurism, can be of educational value to student-athletes as well as a source of pride and unity to the wider student body, faculty, staff, and all those in our community who cherish and support the University of Hawai'i.~~

~~The board shall establish or abolish intercollegiate athletic programs and authorize membership in intercollegiate athletic conferences or associations upon recommendation of the chancellor of the concerned campus and with the endorsement of the president.~~

A. Guiding pPrinciples for Intercollegiate Athletics



**PROPOSED REVISIONS WITH INTERCOLLEGIATE  
ATHLETICS COMMITTEE AMENDMENTS**

RP 7.208  
Page 2 of 8

1. Health and safety

The health and safety of student-athletes shall be the highest priority of the entire athletics program.

2. Commitment to academics

Student-athletes are first and foremost students. Student-athletes shall be admitted under the same standards as applied to other students and their academic performance and progress shall be comparable to non-athletes. Contracts for coaches and other athletics department staff will include expectations for the academic as well as athletic success of student-athletes.

3. Equal opportunity

Gender equity in athletics shall be respected and honored, and athletics programs shall be operated in compliance with Title IX, the Patsy T. Mink Equal Opportunity in Education Act.

Broad and enthusiastic campus and community support

Enthusiastic campus and community support, especially that of students, is a prime indicator of a successful athletics program. The athletics program and campus leadership should proactively reach out to students and faculty as well as to the wider community to encourage interest in and support for intercollegiate athletics.

4. Compliance with NCAA and conference requirements

The UHM CEO and UHH Chancellor are responsible for compliance with all National Collegiate Athletic Association (NCAA) and conference rules and regulations, and he or she will promptly notify the president, who shall inform the chairperson of the board, of all major NCAA infractions (Level I or II), and of all NCAA or conference investigations into all major NCAA infractions (Level I or II).

The use of performance enhancing drugs or prohibited substances undermines the integrity of intercollegiate athletics and may harm the individual student-athlete. The president will develop and institute a drug and prohibited substances testing policy in accordance with NCAA rules and applicable state and federal law. Performance enhancing drugs and prohibited substances include but are not limited to the classes of drugs and related substances banned by the NCAA or prohibited by law.

5. Broad and enthusiastic campus and community support

Enthusiastic campus and community support, especially that of students, is a prime indicator of a successful athletics program. The athletics program and campus leadership should proactively reach out to students and faculty as

well as to the wider community to encourage interest in and support for intercollegiate athletics.

~~B. Responsibilities of the Chancellor~~

~~1. Responsible administration and oversight by the chancellor are fundamental to the management of intercollegiate athletics. Each campus that participates in intercollegiate athletics must have in place written procedures which provide careful and thorough scrutiny of its sports programs and deliver required information to the chancellor and, as appropriate, to the president and the board. Management of intercollegiate athletics will be taken into account in the president's evaluations of chancellors. The chancellor shall establish standards and benchmarks against which the success of the campus' intercollegiate athletics program may be assessed. Among the program's priorities should be:~~

~~a. The health, safety and academic progress of student-athletes~~

~~(1) The health and safety of student athletes shall be the athletics department's highest priority.~~

~~(2) Student athletes are first and foremost students. Student athletes shall be admitted under the same standards as applied to other students and their academic performance and progress shall be comparable to non-athletes. Contacts for coaches and other athletics department staff will include objectives and minimum expectations for academic as well as athletic success of student athletes.~~

~~b. Equal opportunity~~

~~(1) Equal opportunity is a value the university and the State of Hawai'i hold dear. The chancellor will ensure that gender equity in athletics is respected and honored, and that the athletics program is in full compliance with Title IX, the Patsy T. Mink Equal Opportunity in Education Act.~~

~~c. Broad and enthusiastic campus and community support~~

~~(1) Enthusiastic campus-wide support, especially that of students, is a powerful indicator of a successful athletics program. The chancellor, coaches and athletics department staff should proactively reach out to students, faculty, and the administration, as well as to the wider community to encourage interest in and support for intercollegiate athletics.~~

~~d. Financial integrity~~

~~(1) Transparency in financial reporting is mandatory. The board shall be informed in advance of any long-term financial commitment or change that may affect the budget in future years.~~

~~e. Compliance with NCAA and conference requirements~~

~~(1) The chancellor is responsible for compliance with all National Collegiate Athletic Association (NCAA) and conference rules and regulations, and he or she will promptly notify the president, who shall inform the chairperson of the board, of all major NCAA infractions, potential or actual, and of all NCAA or conference investigations.~~

~~(2) The use of performance enhancing drugs or prohibited substances undermines the integrity of intercollegiate athletics and may harm the individual student-athlete. The board authorizes the chancellor to institute testing of student-athletes at his or her discretion for the presence or use of performance enhancing drugs or prohibited substances in accordance with NCAA rules or applicable state and federal laws. Performance enhancing drugs and prohibited substances include but are not limited to the classes of drugs and related substances banned by the NCAA or prohibited by law.~~

B. Board of Regents Oversight

1. Board approval shall be necessary to establish or abolish an entire intercollegiate athletic program on a particular campus.
2. The board shall be kept aware of the overall state of intercollegiate athletics programs through regular reports on academic, compliance, and financial issues including but not limited to:
  - a. student-athlete health and welfare;
  - b. gender equity/Title IX;
  - c. academic standing and progress of student-athletes; and
  - d. overall financial condition.
3. The board shall be notified by the president or the president's designee of events or situations that might reasonably be expected to draw unusual public attention to the athletics program, a particular team, a student-athlete, or a department employee.
4. The board shall be notified by the president or the president's designee of events or situations that might reasonably be expected to have a significant negative impact on financial performance.

C. Reports to the Board

- ~~1. The chancellor will ensure that the athletics department develops a mission statement that reflects the values of the University of Hawai'i and that the department's annual plan and budget contain realistic and measurable goals. The chancellor will inform the board through the president on progress in achieving those goals. The chancellor will furnish the board through the president with regular reports on academic and financial issues.~~
- ~~2. The chancellor will furnish the board through the president with an annual report on the academic standing and progress of student athletes overall and by sport, including comparisons to the campus's own undergraduates and student athletes at other peer institutions. The report shall include as appropriate data on the academic progress rate and the academic success rate of student athletes.~~
- ~~3. The chancellor shall promptly inform the president, who may inform the board, of any events or situations that might draw unusual public interest to the athletics program, a particular team, student athlete, or department employee. The report should provide sufficient detail to permit the president and/or the board to respond appropriately.~~

C. Responsibilities of the UHM CEO and UHH Chancellor

1. Each intercollegiate athletics program shall develop a mission statement, approved by the UHM UHM CEO and UHH Chancellor, respectively, that reflects the values of the University of Hawai'i. Annual plans and budget for athletics shall contain realistic and measurable goals that advance the mission.
2. Financial management
  - a. Transparency in financial reporting is mandatory.
  - b. The campus athletics department will prepare an annual budget. Should the athletics department end a fiscal year in a deficit, meaning that total expenses exceed total revenues, including institutional support and student fees, this shall be noted in the annual financial report of the campus along with plans to reconcile the deficit and to account for its costs. The UHM CEO or UHH Chancellor may eliminate a deficit of their respective athletics department by providing funds from other sources, as permitted by law, to offset such a deficit.
  - c. To the extent allowable under NCAA regulations, the UHM CEO or UHH Chancellor may exempt the nonresident portion of tuition for nonresident student-athletes, graduate assistants, and team managers in accordance with Regents Policy 6.208.
  - d. All funds or gifts, either monetary or in-kind, generated by the athletics department booster organizations or contributed by individuals,

corporations, or other entities to support an intercollegiate athletics program shall be channeled through the University of Hawai'i Foundation or 'Ahahui Koa Ānuenue, both of which have 501(c)(3) status, unless otherwise approved by the president. Funds or gifts shall be used in accordance with the donor's intent, and shall be subject to all applicable policies, procedures, and regulations.

e. An external audit of "Agreed-Upon Procedures" will be conducted at least as frequently as required by the NCAA and furnished to the board.

3. The UHM CEO or UHH Chancellor may convene an Athletic Advisory Board in accordance with NCAA bylaws to advise the UHM CEO or UHH Chancellor and athletics director on policies and matters relating to the conduct of intercollegiate athletics on campus and to perform other functions as may be stipulated by the NCAA, by a conference to which the institution belongs, or as assigned by the UHM CEO or UHH Chancellor.

4. The UHM CEO or UHH Chancellor shall appoint a faculty athletics representative to perform such functions as may be assigned stipulated by the NCAA, by a conference to which the institution belongs, or as assigned by the UHM CEO or UHH Chancellor.

#### D. Financial Matters and Management

~~1. The athletics department will prepare an annual budget that balances expected revenues and expenses. Should the athletics department end a fiscal year in deficit, meaning that total expenses exceed revenues, including institutional support and student fees, the chancellor will report to the Board of Regents on plans to reconcile the deficit and to account for its costs. The chancellor may eliminate a deficit of the athletics department by providing funds from other sources, as permitted by law, to offset such deficit.~~

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- ~~7. The chancellor shall ensure that a senior women administrator (SWA) has been designated to perform such functions as may be assigned by the NCAA, by the conference to which the institution belongs, or by the chancellor.~~

#### **IV. Delegation of Authority:**

~~The board delegates to the president, UHM CEO, and UHH Chancellor the authority to carry out the actions set forth in this policy.~~

~~The board authorizes the chancellor to institute testing of student athletes. See RP 7.208(B)(1)(e)(2).~~

~~To the extent allowable under NCAA regulations, the chancellor may exempt the nonresident portion of tuition for nonresident student athletes in accordance with RP 6.208. See RP 7.208(D)(2).~~

~~The chancellor may convene an Athletic Advisory Board. See RP 7.208(D)(5).~~

~~The chancellor shall appoint a faculty athletics representative. See RP 7.208(D)(6).~~

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#### **V. Contact Information:**

Office of the Board of Regents, 956-8213, bor@hawaii.edu

#### **VI. References:**

- ~~<http://www.hawaii.edu/offices/bor/>~~
- ~~<http://www.justice.gov/crt/about/cor/coord/titleixstat.php>~~
- ~~<http://www.ncaa.org>~~
- ~~RP 6.208~~
- ~~EP 7.205~~

#### **Approved as to Form:**

**PROPOSED REVISIONS WITH INTERCOLLEGIATE  
ATHLETICS COMMITTEE AMENDMENTS**

RP 7.208  
Page 8 of 8

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

\_\_\_\_\_ Date





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Contracts for coaches and other athletics department staff will include expectations for the academic as well as athletic success of student-athletes.

3. Equal opportunity

Gender equity in athletics shall be respected and honored, and athletics programs shall be operated in compliance with Title IX, the Patsy T. Mink Equal Opportunity in Education Act.

4. Compliance with NCAA and conference requirements

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B. Board of Regents Oversight

1. Board approval shall be necessary to establish or abolish an entire intercollegiate athletic program on a particular campus.
2. The board shall be kept aware of the overall state of intercollegiate athletics programs through regular reports on academic, compliance, and financial issues including but not limited to:
  - a. student-athlete health and welfare;
  - b. gender equity/Title IX;
  - c. academic standing and progress of student-athletes; and

- d. overall financial condition.
  3. The board shall be notified by the president or the president's designee of events or situations that might reasonably be expected to draw unusual public attention to the athletics program, a particular team, a student-athlete, or a department employee.
  4. The board shall be notified by the president or the president's designee of events or situations that might reasonably be expected to have a significant negative impact on financial performance.
- C. Responsibilities of the UHM CEO and UHH Chancellor
1. Each intercollegiate athletics program shall develop a mission statement, approved by the UHM CEO and UHH Chancellor, respectively, that reflects the values of the University of Hawai'i. Annual plans and budget for athletics shall contain realistic and measurable goals that advance the mission.
  2. Financial management
    - a. Transparency in financial reporting is mandatory.
    - b. The campus athletics department will prepare an annual budget. Should the athletics department end a fiscal year in a deficit, meaning that total expenses exceed total revenues, including institutional support and student fees, this shall be noted in the annual financial report of the campus along with plans to reconcile the deficit and to account for its costs. The UHM CEO or UHH Chancellor may eliminate a deficit of their respective athletics department by providing funds from other sources, as permitted by law, to offset such a deficit.
    - c. To the extent allowable under NCAA regulations, the UHM CEO or UHH Chancellor may exempt the nonresident portion of tuition for nonresident student-athletes, graduate assistants, and team managers in accordance with Regents Policy 6.208.
    - d. All funds or gifts, either monetary or in-kind, generated by the athletics department booster organizations or contributed by individuals, corporations, or other entities to support an intercollegiate athletics program shall be channeled through the University of Hawai'i Foundation or 'Ahahui Koa Ānuenue, both of which have 501(c)(3) status, unless otherwise approved by the president. Funds or gifts shall be used in accordance with the donor's intent, and shall be subject to all applicable policies, procedures, and regulations.
    - e. An external audit of "Agreed-Upon Procedures" will be conducted at least as frequently as required by the NCAA and furnished to the board.

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3. The UHM CEO or UHH Chancellor may convene an Athletic Advisory Board in accordance with NCAA bylaws to advise the UHM CEO or UHH Chancellor and athletics director on policies and matters relating to the conduct of intercollegiate athletics on campus and to perform other functions as may be stipulated by the NCAA, by a conference to which the institution belongs, or as assigned by the UHM CEO or UHH Chancellor.
  1. The UHM CEO or UHH Chancellor shall appoint a faculty athletics representative to perform such functions as may be stipulated by the NCAA, by a conference to which the institution belongs, or as assigned by the UHM CEO or UHH Chancellor.

**IV. Delegation of Authority:**

The board delegates to the president, UHM CEO, and UHH Chancellor the authority to carry out the actions set forth in this policy.

**V. Contact Information:**

Office of the Board of Regents, 956-8213, bor@hawaii.edu

**VI. References:**

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

**Approved as to Form:**

---

Kendra Oishi  
Executive Administrator and  
Secretary of the Board of Regents

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Date

20397



UNIVERSITY of HAWAII SYSTEM

20 FEB 14 12:34

RECEIVED

February 3, 2020

MEMORANDUM

'20 FEB 13 P8:47

TO: Benjamin Kudo
Chairperson, Board of Regents

VIA: David Lassner
President

Handwritten signature of David Lassner

UNIVERSITY OF HAWAII
PRESIDENT'S OFFICE

VIA: Carrie K. S. Okinaga
Vice President for Legal Affairs and University General Counsel

Handwritten signature of Carrie K. S. Okinaga

VIA: Kalbert K. Young
Vice President for Budget and Finance/Chief Financial Officer

Handwritten signature of Kalbert K. Young

FROM: Vassilis L. Syrmos
Vice President for Research and Innovation

Handwritten signature of Vassilis L. Syrmos

SUBJECT: Request Approval of the Indemnification Provision to Allow the University of Hawai'i (the "University") to Accept National Aeronautics and Space Administration ("NASA") Research Awards and Subawards

SPECIFIC ACTION REQUESTED:

It is respectfully requested that the University of Hawai'i ("University") Board of Regents ("Board") authorize the University to accept all NASA research awards and subawards for the 2019, 2020 and 2021 calendar years where such awards and subawards include the indemnification provision under 2 CFR 1800.918(b). This request is made pursuant to Hawai'i Revised Statutes Section 304A-110, appended as "Attachment 1" to this memorandum.

RECOMMENDED EFFECTIVE DATE:

The recommended effective date is upon Board approval. Upon Board approval, 2 CFR 1800.918(b), including the indemnification provision contained therein, may be accepted in all NASA research awards and subawards for the 2019, 2020 and 2021 calendar years, including specifically the NASA subaward issued by Rensselaer Polytechnic Institute ("RPI") to the University, Subaward No. A18-0010-S002, which includes the indemnification provisions under 2 CFR 1800.918(b).

ADDITIONAL COST:

There are no additional costs associated with this request.

**PURPOSE:**

The purpose of this request is to allow the University to accept all research awards and subawards from NASA for the 2019, 2020 and 2021 calendar years, where the sponsor requires the acceptance of 2 CFR 1800.918(b). The University anticipates that it will receive NASA awards and subawards in the future that include 2 CFR 1800.918(b). Hawai'i law requires approval from the Board before the University can agree to indemnify, defend and hold harmless a research sponsor.

**BACKGROUND:**

***NASA Award***

RPI is a private university located in the State of New York. It entered into that certain Grant and Cooperate Agreement with NASA, Federal Award Identification No. 80NSSC17K0252 (the "NASA Award"), for a field research program to the Earth's deepest hydrothermal vents, the Mid-Cayman Rise, in order to develop high pressure sample handling protocols that optimizes life detection in high pressure environments. The total amount of the NASA Award to RPI is \$1,138,333. The estimated project period ends on December 31, 2020.

The NASA Award is subject to certain standard terms and conditions including, but not limited to, the federal regulations at 2 CFR 1800.900 to 1800.918.

Under 2 CFR 1800.918(b), the recipient of an award agrees to indemnify and hold the U.S. Government and its contractors and subcontractors harmless from certain claims arising as a result of the recipient's possession or use of any U.S. Government property. Specifically, the regulation states:

Allocation of Risk/Liability

- (b) In addition, as applicable, the recipient agrees to indemnify and hold the U.S. Government and its contractors and subcontractors harmless from any third party claim, judgment, or cost arising from the injury to or death of any person, or for damage to or loss of any property, arising as a result of its possession or use of any U.S. Government property. If State law prohibits the recipient from accepting indemnification, then the recipient shall ensure this term and condition applies to all subrecipients, subawardees, contractors or subcontractors under this award.

***Subaward to the University***

RPI proposes to issue a subaward to the University, Subaward No. A18-0010-S002 (the "Subaward"), subject to the terms and conditions of the NASA Award. The principal investigator of the project at the University is Dr. Kiana L. Frank. The initial period of performance covers the period January 1, 2018 to December 31, 2019. RPI has informed the University that RPI intends to extend the period of performance under the Subaward to run concurrently with the

project period of the NASA Award, which ends on December 31, 2020. The sum of the incrementally funded subaward to the University is \$320,033.

According to the Statement of Work submitted in support of the University's proposal to RPI, the University will perform the following work:

Drs. Frank, Rogers and Lang along with graduate students (to be identified), will participate in a field expedition with the ROV Jason to the Piccard and Von Damm Hydrothermal Vent fields, and conduct laboratory analysis on samples returned from the field. Dr. Frank's effort (1 month/year) will focus on the molecular analysis, such as comparative phylogenetics and metagenomics, to determine the impact that decompressive sampling has on community diversity and functional potential. Dr. Frank will be responsible for fieldwork logistics, managing shipboard operations, performing shipboard rate experiments and supervision of all molecular work (ie. extractions, library prep, sequencing -which will all be done at University of Hawai'i). In addition, Co-I Frank will work with PI Rogers (RPI) and Co-I Lang (USC) and the postdoc and graduate student on data analysis and manuscript preparation. Dr. Frank will also mentor a part-time graduate student and an undergraduate in molecular and geochemical techniques and provide them the opportunity to go to sea.

RPI has stated that 2 CFR 1800.918(b) is a mandatory provision from the NASA Award that must be flowed down to the University in the Subaward.

**Risk Analysis:**

Under 2 CFR 1800.918(b), the University is required to indemnify and hold the U.S. Government and its contractors and subcontractors harmless from any third party claim, judgment, or cost arising from the injury to or death of any person, or for damage to or loss of any property, arising as a result of the University's possession or use of any U.S. Government property.

While it is unclear that what U.S. Government property may be used or possessed by the University in connection with the Subaward during the project period, main components of the project—the remotely operated vehicle ("ROV") Jason and the research vessel that will carry both the ROV and the research teams—do not appear to be U.S. Government property. The ROV Jason was designed and built by Woods Hole Oceanographic Institution ("WHOI") and funded by the National Science Foundation. The research vessel on which Dr. Frank's research team will be travelling is a WHOI vessel. It is unknown whether there will be U.S. Government property on the research vessel that may be used by the University.

In the opinion of the Office of Vice President for Research and Innovation, the benefits of the field work on this research project, together with future research opportunities to be funded by NASA, outweigh the risks of the indemnity provision in 2 CFR 1800.918(b).

Chairperson Benjamin Kudo  
February 3, 2020  
Page 4

As indicated in the address field of this Memorandum, the President, following favorable review by the University General Counsel, approves undertaking the proposed contractual obligations, and the Chief Financial Officer has obtained an insurance policy in an amount sufficient to cover the liability that may be reasonably anticipated to arise under the indemnity provision or has determined that it is not in the best interest of the University to obtain such insurance.

**ACTION RECOMMENDED:**

It is recommended that the Board approve the University's acceptance of 2 CFR 1800.918(b) in all NASA research awards and subawards for the 2019, 2020 and 2021 calendar years, including specifically the NASA subaward issued by RPI to the University, Subaward No. A18-0010-S002, which includes the indemnification provision under 2 CFR 1800.918(b).

Attachment (HRS § 304A-110)

c: Executive Administrator and Secretary to the Board of Regents

**[§304A-110] Indemnification.**

- (a) Notwithstanding any other law to the contrary, the board of regents may agree in writing to an indemnity provision by which the university agrees to indemnify, defend, and hold harmless any person, corporation, or entity that sponsors research at the university when all of the following conditions are satisfied:
  - (1) The person, corporation, or entity requires an indemnity in writing as a condition for providing a grant, benefit, service, or interest in or right to use property;
  - (2) The president, or the president's designee, following a favorable review by the university general counsel or the counsel's designee, approves the proposed indemnification; and
  - (3) The chief financial officer, pursuant to section 304A-108, has obtained an insurance policy or policies in an amount sufficient to cover the liability of the university that may be reasonably anticipated to arise under the indemnity provision or has determined that it is not in the best interest of the university to obtain insurance.
- (b) Nothing in this section shall be construed to expand the scope of liability of the university beyond that set forth in chapters 661 and 662.
- (c) Nothing in this section shall be construed to waive the immunity of the university from suit in federal courts guaranteed by the Eleventh Amendment to the United States Constitution. An indemnity provision not in strict compliance with this section shall not give rise to a claim against the university under this chapter or chapter 661 or otherwise waive the university's sovereign immunity.



20398

Office of the Vice President for Research and Innovation



UNIVERSITY of HAWAII SYSTEM

UNIVERSITY OF HAWAII BOARD OF REGENTS

20 FEB 14 12:36 RECEIVED

February 3, 2020

20 FEB 13 8:47

MEMORANDUM

TO: Benjamin Kudo, Chairperson, Board of Regents
VIA: David Lassner, President
VIA: Carrie K. S. Okinaga, Vice President for Legal Affairs and University General Counsel
VIA: Kalbert K. Young, Vice President for Budget and Finance/Chief Financial Officer
FROM: Vassilis L. Syrmos, Vice President for Research and Innovation

SUBJECT: Request Approval of an Indemnification Provision to Allow the University of Hawai'i ("UH") to Accept a Subaward from the Regents of the University of Michigan ("Michigan") of a U.S. Department of Energy Sponsored Research

SPECIFIC ACTION REQUESTED:

It is respectfully requested that University of Hawai'i ("University") Board of Regents ("Board") authorize the University to accept University of Michigan's Subaward No. SUBK00009800 ("Proposed Subaward") of a U.S. Department of Energy Sponsored Research, which includes an indemnification in favor of the U.S. Government and its officers, agents and employees. This request is made pursuant to Hawai'i Revised Statutes Section 304A-110, appended as "Attachment 1" to this memorandum.

RECOMMENDED EFFECTIVE DATE:

The recommended effective date is upon Board approval.

ADDITIONAL COST:

There are no additional costs associated with this request.

**PURPOSE:**

The purpose of this request is to allow the University to accept the Proposed Subaward. If incrementally funded in full, the Proposed Subaward will generate \$2,152,803.36 for the University. Hawai'i law requires approval from the Board before the University can agree to indemnify, defend and hold harmless a research sponsor.

**BACKGROUND:**

***The Proposed Subaward***

The U.S. Department of Energy (the "DOE") entered into an Assistance Agreement, Award No. DE-NA0003920, with Michigan with an effective date of October 10, 2019 (the "Assistance Agreement"), for a project entitled "Consortium for Monitoring, Technology and Verification." The Assistance Agreement is subject to the DOE's Special Terms and Conditions for use in Most Grants and Cooperative Agreements (April 2018) ("DOE's Special Terms and Conditions"), which include, among other things, an indemnity provision in favor of the U.S. Government and its officers, agents, and employees.<sup>1</sup> Michigan negotiated for a revised indemnity provision, as set forth in Modification No. 0001 to the Assistance Agreement, which reads:

To the extent permitted by law, the Recipient shall indemnify the Government and its officers, agents, or employees for any and all liability, arising from suits, actions, or claims of any character for death, bodily injury, or loss of or damage to property or to the environment, resulting from the negligent acts or omissions of the Recipient in performance of the project, except to the extent that such liability results from the direct fault or negligence of Government officers, agents or employees, or to the extent such liability may be covered by applicable allowable costs provisions.

Michigan wishes to issue the Proposed Subaward to the University subject to the terms and conditions set forth in the Assistance Agreement, as modified by Modification No. 0001, which includes the indemnity provision quoted above.

Despite the University's requests, Michigan has declined to remove the subject indemnity provision from the Proposed Subaward since it was specifically negotiated and revised by DOE and Michigan as set forth in Modification No. 0001 to the Assistance Agreement.

---

<sup>1</sup> The standard indemnity provision as set forth in the DOE's Special Terms and Conditions reads:

The Recipient shall indemnify the Government and its officers, agents, or employees for any and all liability, including litigation expenses and attorneys' fees, arising from suits, actions, or claims of any character for death, bodily injury, or loss of or damage to property or to the environment, resulting from the project, except to the extent that such liability results from the direct fault or negligence of Government officers, agents or employees, or to the extent such liability may be covered by applicable allowable costs provisions.

### ***The Project***

Under the Proposed Subaward, the University seeks to capture, model, and characterize seismoacoustic sources using new techniques, parameters, and infrasound sensors. Sources of interest include, but are not limited to shallow, low, and high altitude explosion tests and supersonic objects such as meteors. Infrasonic data would be assimilated with seismic data whenever possible to characterize the intensity, spatio-temporal distribution, and radiation patterns of various source processes observed at regional (<500 km) and teleseismic distances. The principal investigator in the Proposed Subaward is Dr. Milton Garces. Participating graduate students will deploy, test, and evaluate the next generation of portable recording systems to assist in source capture and characterization experiments, and will participate in internships at one of the National Laboratories. The proposed research will take place at the Infrasound Laboratory in Kona and at the University of Hawai'i campus in Mānoa, Hawai'i.

This project is similar to a project that is covered by a subaward previously issued by Michigan to the University of Hawai'i in 2014, pursuant to DOE Award No. DE-NA0002534, entitled "Consortium for Verification Technology" (the "2014 Subaward"). Dr. Garces is also the principal investigator in the 2014 Subaward, and the summary of the project description under the 2014 Subaward is nearly identical to that of the Proposed Subaward.<sup>2</sup> The original period of performance under the 2014 Subaward was from September 1, 2014 through August 31, 2015, which was subsequently extended by mutual agreement to August 31, 2020.

A key difference between the 2014 Subaward and the Proposed Subaward is that the DOE and Michigan negotiated for the removal of the indemnity provision in the prime agreement for that award. As a result, the 2014 Subaward to the University was not subject to an indemnity provision.

### **Risk Analysis:**

In the opinion of the Office of Vice President for Research and Innovation, the risk posed by the indemnification provision in the Proposed Subaward to the University is mitigated in two ways. First, Dr. Garces has extensive experience as a principal investigator on research projects involving infrasound, including the aforementioned 2014 Subaward. The following is a partial list of some of such projects:

---

<sup>2</sup> The summary of the project description in the 2014 Subaward states:

This project seeks to capture, model, and characterize seismoacoustic sources using new techniques, parameters, and infrasound sensors. Sources of interest include but are not limited to shallow, low, and high altitude explosion tests and supersonic objects such as meteors. Infrasonic data would be assimilated with seismic data whenever possible to characterize the intensity, spatio-temporal distribution, and radiation patterns of various source processes observed at regional (<500 km) and teleseismic distances. Participating graduate students will deploy, test, and evaluate the next generation of portable recording systems to assist in source capture and characterization experiments, and will participate in internships at one of the National Laboratories. The proposed research will take place at the Infrasound Laboratory in Kona and at the University of Hawai'i campus in Mānoa, Hawai'i.

- Subcontract No. UAF 09-0025, dated June 30, 2008, issued by the University of Alaska Fairbanks to the University of Hawai'i for the Operational Support of Infrasound Station I59US of the International Monitoring System (IMS) for \$906,104.91, which was subsequently modified multiple times to extend the term of the project and increase the award amount. The last modification extended the term of the project to March 31, 2015 and increased the contract amount to \$1,414,952.91.
- Subcontract No. UAF 12-0072, dated April 16, 2012, issued by the University of Alaska Fairbanks to the University of Hawai'i for Recapitalization of the IMS Infrasound Stations IS39, Palau, and IS52, Diego Garcia for \$256,533.00, which was subsequently modified to increase the contract amount to \$274,293.00.
- Contract dated September 30, 2013 from Office of Acquisition Management, U.S. Department of State, relating to Arms Control and Verification, for \$149,000.00.
- Subcontract No. UAF 15-0067, dated April 1, 2015, issued by the University of Alaska Fairbanks to the University of Hawai'i for Operational Support of Infrasound and Primary Auxiliary Seismic Stations for the International Monitoring System (IMS), which was subsequently modified to increase the contract amount to \$402,076.00.
- Contract No. 150250, dated March 21, 2019, issued by The Johns Hopkins University Applied Physics Laboratory, for infrasound source build or adaptation in support of the Funnel Cake II Program, for \$171,614.00.

Second, the subject indemnification provision is qualified by "to the extent permitted by law." Based on that qualification, there is an argument that if certain claims against the University are not permitted under chapters 661 or 662 of the Hawai'i Revised Statutes, then those claims would not be within the scope of the indemnification in the Subaward.

In the opinion of the Office of Vice President for Research and Innovation, the benefits of this research project, together with future research opportunities to be funded by Michigan, outweigh the risks of the indemnity provision.

As indicated in the address field of this Memorandum, the President, following favorable review by the University's General Counsel, approves undertaking the proposed contractual obligations, and the Chief Financial Officer has obtained an insurance policy in an amount sufficient to cover the liability that may be reasonably anticipated to arise under the indemnity provision or has determined that it is not in the best interest of the University to obtain such insurance.

**ACTION RECOMMENDED:**

It is recommended that the Board approve the University of Hawai'i's acceptance of the University of Michigan's Subaward No. SUBK00009800 of a U.S. Department of Energy Sponsored Research,

Chairperson Benjamin Kudo  
February 3, 2020  
Page 5

which includes an indemnification in favor of the U.S. Government and its officers, agents, or employees.

Attachment (HRS § 304A-110)

c: Executive Administrator and Secretary to the Board of Regents

**[§304A-110] Indemnification.**

- (a) Notwithstanding any other law to the contrary, the board of regents may agree in writing to an indemnity provision by which the university agrees to indemnify, defend, and hold harmless any person, corporation, or entity that sponsors research at the university when all of the following conditions are satisfied:
  - (1) The person, corporation, or entity requires an indemnity in writing as a condition for providing a grant, benefit, service, or interest in or right to use property;
  - (2) The president, or the president's designee, following a favorable review by the university general counsel or the counsel's designee, approves the proposed indemnification; and
  - (3) The chief financial officer, pursuant to section 304A-108, has obtained an insurance policy or policies in an amount sufficient to cover the liability of the university that may be reasonably anticipated to arise under the indemnity provision or has determined that it is not in the best interest of the university to obtain insurance.
- (b) Nothing in this section shall be construed to expand the scope of liability of the university beyond that set forth in chapters 661 and 662.
- (c) Nothing in this section shall be construed to waive the immunity of the university from suit in federal courts guaranteed by the Eleventh Amendment to the United States Constitution. An indemnity provision not in strict compliance with this section shall not give rise to a claim against the university under this chapter or chapter 661 or otherwise waive the university's sovereign immunity.

# DECOMMISSIONING UPDATE

Board of Regents  
February 20, 2020



UNIVERSITY  
of HAWAII®  
**HILO**



# ONE WA'A

- ❖ STEPHANIE NAGATA (UHH OMKM)
- ❖ FRITZ KLASSNER (UHH OMKM)
- ❖ JERRY WATANABE (UHH FACILITIES)
- ❖ LIGAYA HILL (UHH FACILITIES)
- ❖ CURT DODDS (UHM IFA)
- ❖ MELISSA MATSUURA (UHM IFA)
- ❖ BOB MCLAREN (UHM IFA)
- ❖ DAVID LONBORG (UHM IFA)
- ❖ RENE PIERRE MARTIN (UHH ASTRONOMY)
- ❖ JESSE SOUKI (UHM OGC)
- ❖ GARY TAKEUCHI (UHM OGC)
- ❖ ROBERTA CHU (MKMB)
- ❖ DOUG SIMONS (MKMB)
- ❖ JULIE LEIALOHA (MKMB)
- ❖ ALAPAKI NAHALE-A (MKMB)
- ❖ WAYNE HIGAKI (MKMB)
- ❖ KALEIHI'IIKAPOLI RAPOZA (UHH ADMIN AFFAIRS)
- ❖ JAN GOUVEIA (UH SYSTEM ADMIN)
- ❖ CARRIE OKINAGA (UH SYSTEM OGC)
- ❖ BONNIE IRWIN (UHH CHANCELLOR)
- ❖ VASSILIS SYRMOS (UH SYSTEM RESEARCH & INNOVATION)
- ❖ DAVID LASSNER (UH SYSTEM PRESIDENT)



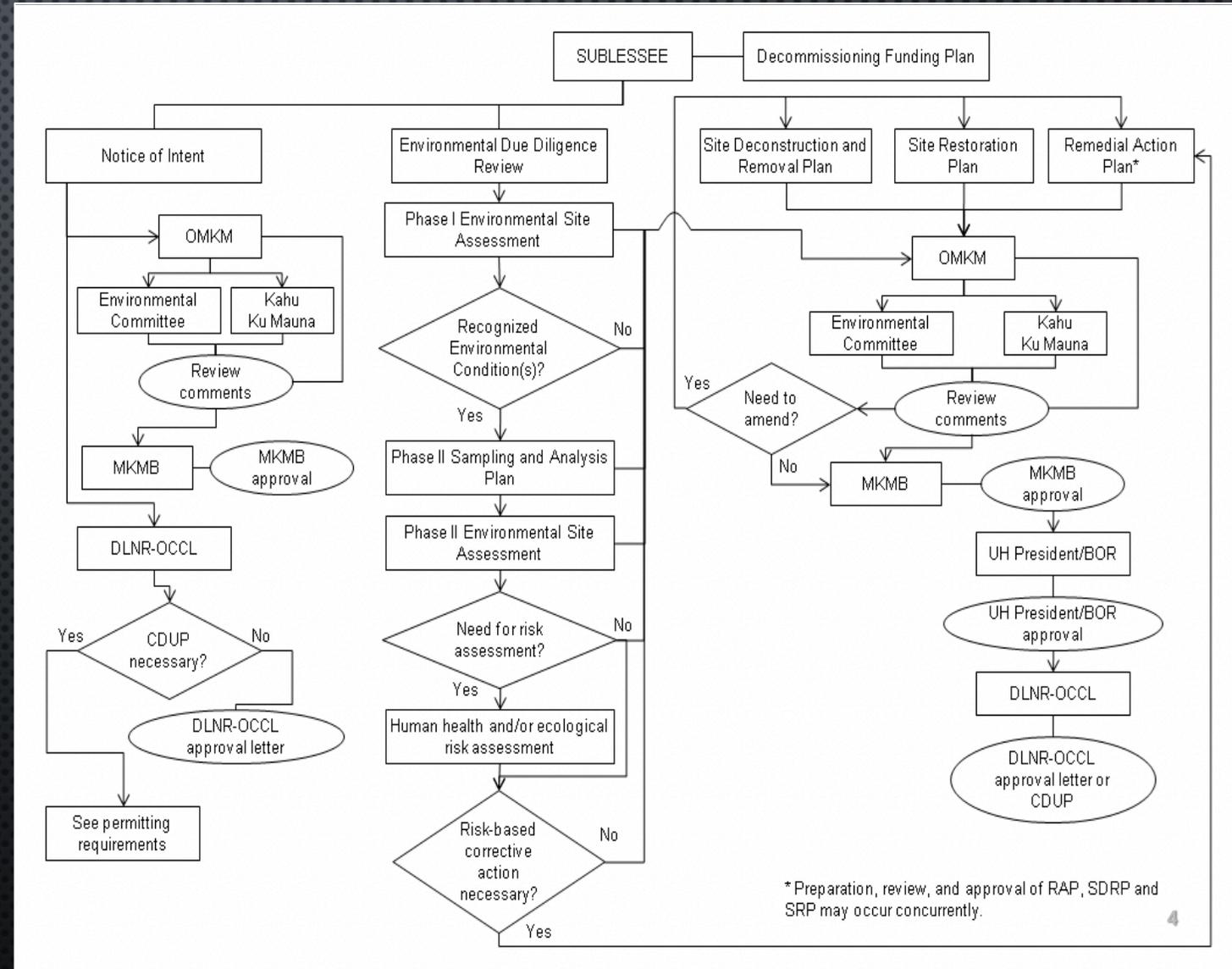
# RESOLUTION 19-03, NOVEMBER 6, 2019

## ACTION NO. 2

- DECOMMISSIONING SCHEDULE FOR CALTECH SUBMILLIMETER AND THE UNIVERSITY OF HAWAII HILO'S HŌKŪ KEA OBSERVATORIES
- GANTT CHART OR OTHER SIMILAR VISUAL SCHEDULE
  - FUNCTION AND TIMEFRAME FOR EACH MAJOR STEP
  - COMPLETION ON OR BY DECEMBER 31, 2021
- 2010 DECOMMISSIONING PLAN FOR THE MAUNAKEA OBSERVATORIES
- DECOMMISSIONING PROCESS
- CALTECH SUBMILLIMETER OBSERVATORY (CSO) DECOMMISSIONING SCHEDULE
- HŌKŪ KE'A DECOMMISSIONING SCHEDULE

# DECOMMISSIONING PLAN FOR THE MAUNAKEA OBSERVATORIES

- APPROVED BY BOR - FEBRUARY 2010
- APPROVED BY BOARD OF LAND AND NATURAL RESOURCES - MARCH 2010
  - STATE'S PLAN FOR DECOMMISSIONING OBSERVATORIES
- DEFINED PROCESS
  - COMMUNITY INVOLVEMENT
- GENERALLY A 5-YEAR PROCESS
  - FROM DECISION TO CEASE OPERATIONS TO SITE RESTORATION



# DEFINITIONS

“Decommissioning refers to a process that results in the *partial or total* removal of all structures associated with an observatory facility and the restoration of the site, to the *greatest extent possible*, to its pre- construction condition.”

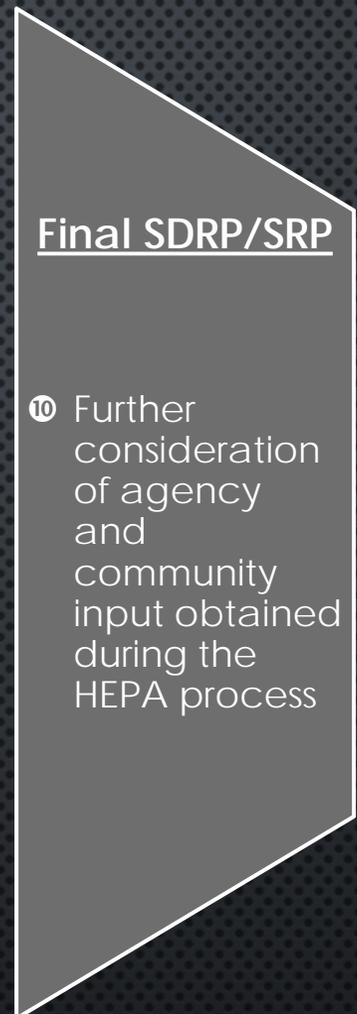
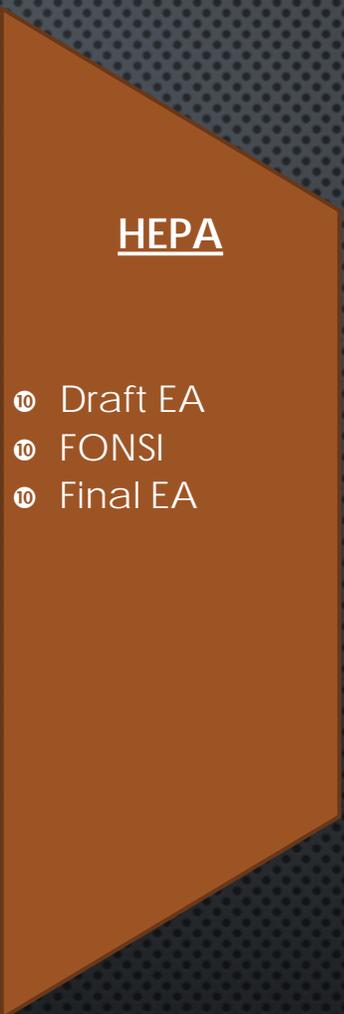
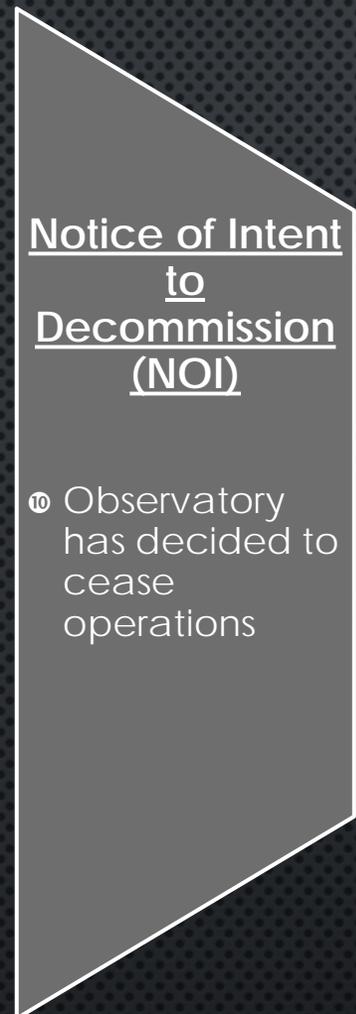
- Removal - The total or partial removal of all structures and infrastructure to the extent achievable under normal engineering deconstruction
- Restoration - The total return, or return to greatest extent possible, of the impacted areas to their pre-construction state
- Infrastructure - Refers to non-facility structures, including all supporting structures beyond a facility footprint (i.e., utility lines, roads), if common or shared.

# SITE DECONSTRUCTION & REMOVAL PLAN

- DESCRIBES THE METHODS FOR DEMOLISHING, IN PART OR TOTAL, OBSERVATORY, INFRASTRUCTURE
- STARTING POINT FOR DISCUSSION IS FULL REMOVAL
- IMPACTS OF FULL REMOVAL AND ALTERNATIVES EVALUATED
  - INFRASTRUCTURE CAPPING
  - COMBINATION(S)
- PROPOSED ALTERNATIVE DETERMINED

# SITE RESTORATION PLAN

- OBJECTIVES:
  - RESTORE THE LOOK AND FEEL
  - PROVIDE HABITAT FOR ARTHROPOD FAUNA.
- LEVELS OF RESTORATION:
  - *FULL RESTORATION* - RETURN SITE TO ITS ORIGINAL TOPOGRAPHY (STARTING POINT FOR ALL PLANNING)
  - *MODERATE RESTORATION* - ENHANCE THE STRUCTURE OF THE PHYSICAL HABITAT
  - *MINIMAL RESTORATION* - REMOVE ALL MAN-MADE MATERIALS AND GRADE THE SITE



**Legend**

Planning

SDRP/SRP

HEPA

HRS 343

Permitting

CDUP

# CONSULTATION AND APPROVAL STEPS

- KAHU KŪ MAUNA COUNCIL CONSULTATION
- ENVIRONMENT COMMITTEE REVIEW
- MAUNAKEA MANAGEMENT BOARD APPROVAL
  - A) APPROVE
  - B) NOT APPROVE
  - B) REQUEST REVISION AND RESUBMISSION
- UH PRESIDENT – APPROVE/DISAPPROVE
- DLNR (OCCL) – REVIEW, PERMITTING

- DECOMMISSIONING REVIEW COMMITTEE
  - IDENTIFY DETAILS AND CONSIDERATIONS TO ADDRESS IN ALTERNATIVES
  - HELP ENSURE CONSISTENCY
  - REVIEW AND PROVIDE FEEDBACK ON
    - SITE DECONSTRUCTION AND REMOVAL PLAN
    - SITE RESTORATION PLAN
  - COMPOSITION:

Decommissioning Facility  
Landscape Architect  
Kahu Kū Mauna  
Engineer  
Planner

Environment Consultant  
Environment Committee  
MKMB  
Institute for Astronomy  
OMKM

LEGEND: Applies only to Sale/Surrender Applies to both Removal & Restoration -or- Sale Applies only to Removal & Restoration Public milestone

Task	Details	Time Constraints	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9						
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
<b>DECISION MAKING</b>																									
1.1	<b>Decision to Cease Operations</b>	a) Removal & Restoration -or- b) Sale/Surrender																							
1.2	Decommissioning Funding Plan (DFP)	Conceptual Cost Estimate																							
1.3		Detailed Cost Estimate																							
1.4	<b>Notice of Intent (NOI)</b>	Existing conditions Proposed future																							
1.5	Phase I: Environmental Site Assessment (ESA)	Real Estate Spills																							
1.6	Hazardous Materials Report	Lead, asbestos, mold, etc.																							
1.7	PHASE II: ESA, if applicable	If history of spills																							
1.8	Remedial Action Plan, if applicable	If ground contamination																							
1.9	<b>Transfer Ownership</b>	End of process if sale/surrender																							
1.10	<b>Cease Operations</b>	Can occur at any time																							
<b>PRE-DESIGN</b>																									
2.1	Prepare Scope of Services	procurement process driven																							
2.2	Select / Award Contract	procurement process driven																							
<b>PROJECT DESIGN and CONSERVATION DISTRICT USE PERMIT</b>																									
3.1	Scoping	Planning focused																							
3.2	HRS 6E: Initial Consultation w/SHPD																								
3.3	HRS 6E: Evaluate Property & Prepare Assessment																								
3.4	HRS 6E: Draft Mitigation/Monitoring plan																								
3.5	HRS 343: Technical Background Reports, if applicable	observatory discretion/need																							
3.6	HRS 343: Alternatives Identified																								
3.7	HRS 343: Prepare Pre- Draft EA	Emphasizing community participation per CMP																							
3.8	<b>HRS 343: Draft EA / Anticipated FONSI</b>																								
3.9	<b>HRS 343: Final EA / FONSI</b>																								
3.10	<b>Site Deconstruction or Removal Plan (SDRP)</b>	Address only selected alternative																							
3.11	<b>Site Restoration Plan (SRP)</b>	Address only selected alternative																							
3.12	Conservation District Use Application (CDUA)	Includes compilation of SDRP, SRP, Detailed Cost Estimate																							
3.13	<b>Conservation District Use Permit (CDUP)</b>																								
<b>(DE)CONSTRUCTION CONTRACTING</b>																									
4.1	Complete Construction Bid Package	procurement process driven																							
4.2	Award Construction Contract	procurement process driven																							
4.3	County Permits	County process																							
<b>(DE)CONSTRUCTION</b>																									
5.1	<b>Site Deconstruction and Removal Plan Implementation</b>	Dependent upon built infrastructure																							
5.2	<b>Site Restoration Plan Implementation</b>																								
5.3	Compliance	CMP and permit conditions																							
5.4	Contract Closeout	procurement process driven																							
<b>POST-RESTORATION COMPLIANCE MONITORING</b>																									
6.1	3 Years of Monitoring	Begins upon completion of restoration																							

# CALTECH SUBMILLIMETER OBSERVATORY (CSO)

- GENERAL LEASE (1968)
  - DELIVER POSSESSION IN GOOD ORDER AND CONDITION, REASONABLE WEAR AND TEAR EXCEPTED.
- SUBLEASE (1986)
  - RESTORE TO EVEN GRADE
- DECOMMISSIONING INCLUDES DOME, OUTBUILDINGS, AND RELATED INFRASTRUCTURE.







# CSO DECOMMISSIONING SCHEDULE

## COMPLETED:

- 2009 – DECISION MADE TO CEASE OPERATIONS
- 2016 – NOTICE OF INTENT + SITE PLAN/SITE SURVEY ADDENDUM (EXISTING CONDITION)
- 2017 – AWARD DESIGN CONTRACT
- 2018 – ESTABLISH DECOMMISSIONING REVIEW COMMITTEE
- 2019 – ENVIRONMENTAL DUE DILIGENCE
  - PHASE I ESA
  - HAZARDOUS MATERIALS ASSESSMENT

## PARTIALLY COMPLETED:

- 2017 – HRS §343 ENVIRONMENTAL REVIEW PROCESS (ENVIRONMENTAL ASSESSMENT)
- 2018 – HRS §6E HISTORIC PRESERVATION REVIEW
- 2019 – DRAFT MITIGATION/MONITORING PLAN
- 2020 – DECOMMISSIONING FUNDING PLAN; DRAFT EA UNDER INTERNAL CSO REVIEW



# HŌKŪ KE‘A DECOMMISSIONING SCHEDULE

## COMPLETED:

- 2015 – DECISION MADE TO CEASE OPERATIONS

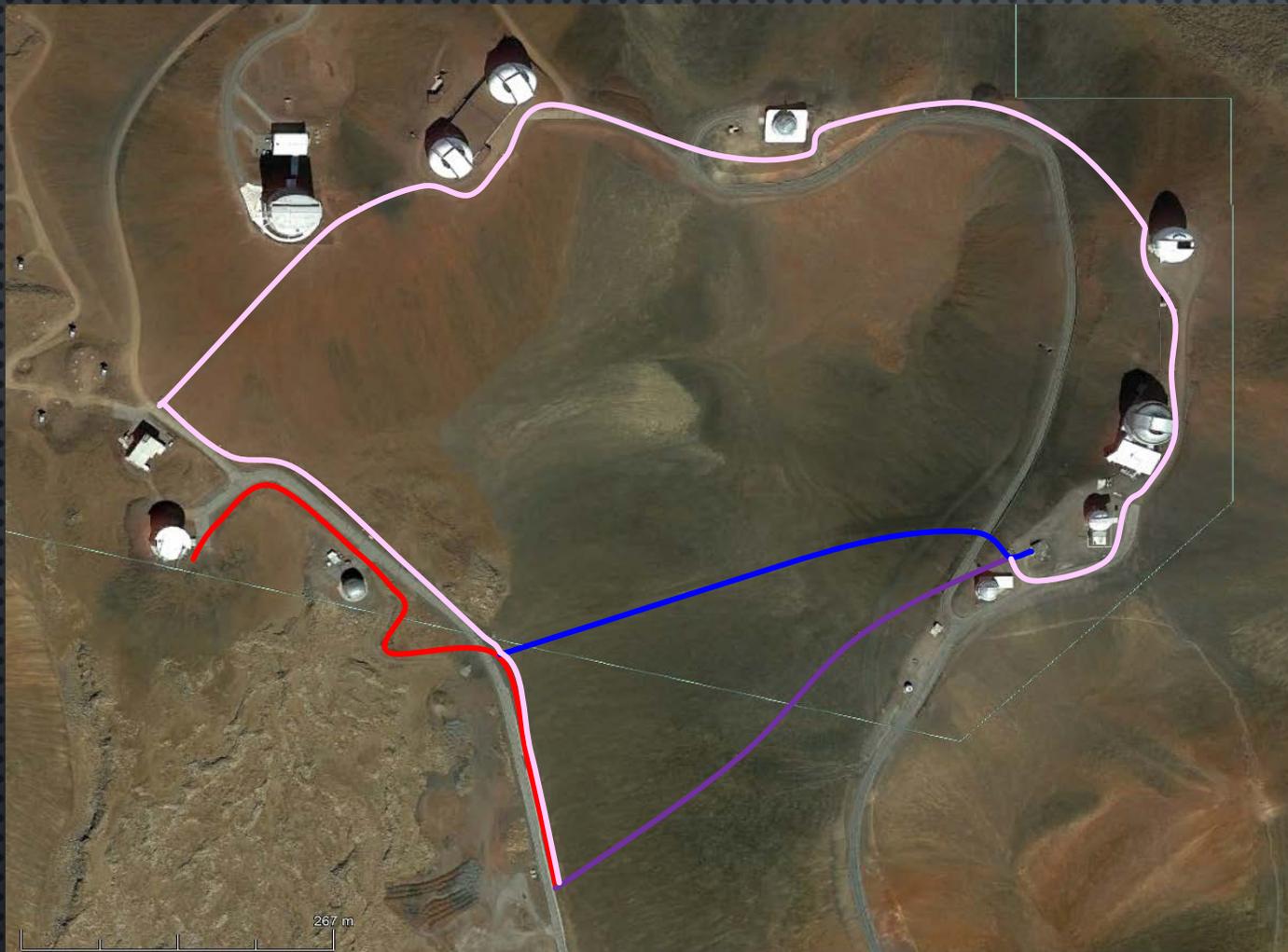
## PENDING:

- MKMB APPROVAL OF NOTICE OF INTENT
- DECOMMISSIONING FUNDING PLAN
- SITE PLAN/SITE SURVEY ADDENDUM (EXISTING CONDITION)
- ENVIRONMENTAL DUE DILIGENCE
- PHASE I ENVIRONMENTAL SITE ASSESSMENT
- HAZARDOUS MATERIAL ASSESSMENT



# Summit-Wide Shared Utilities

- Removal
  - Total or partial of all structures and infrastructure
- Infrastructure
  - Non-facility structures including utility lines beyond a facility's footprint
- Full Removal – Full Restoration
  - Achieved with decommissioning of the last telescope
  - Update of Decommissioning Plan
  - Clarify definition applicable to individual observatories
- Infrastructure “fund” for removal and restoration – Under discussion
  - All existing observatories contribute



-----	Electrical, Copper, Fiber
-----	Electrical, Fiber
-----	Electrical
-----	Fiber
-----	Duct only



Pau

'IMILOA ASTRONOMY CENTER

# HALE PŌHAKU VISITOR INFORMATION STATION (VIS) EDUCATION & OUTREACH UPDATE

'IMILOA - 'O KE 'ANO IA O KA HAWAI'I MAU A MAU

*Discovery is Part of Our Heritage, Exploration is Part of Our Future!*



# Comprehensive Management Plan



## Education & Outreach:

- ◆ *Visitor and User Education*

- Orientation Plan (MKMB – 2016; and DLNR- 2018)
- Mandatory Visitor Orientation – (KOE – 2015); VIS
- UH & MKO workers & commercial tour operators – 2012
- Employee and Volunteer Training Plan (MKMB – 2016)
- Employee training – 2016
- Brochures, activity books, resource cards

- ◆ *Outreach activities*

- Schools, community events, organization presentations

- OMKM and 'Imiloa reviewing draft plans

- ◆ Maintain compliance with CMP
- ◆ Alignment with BOR resolution



***VISITORS TO THE VIS WILL  
WALK AWAY WITH A  
BETTER UNDERSTANDING  
OF AND APPRECIATION  
FOR MAUNAKEA AS A  
STORIED HAWAIIAN  
PLACE WITH A DYNAMIC,  
LIVING HAWAI‘I CULTURE.***

**Collaborative Partners:**  
Institute for Astronomy/MKSS/VIS  
Office of Maunakea Management  
'Imiloa Astronomy Center





## *Piko -*

To truly understand and appreciate this place, you need to understand Piko. In Hawaiian, the word Piko describes primarily two things... the navel/umbilical cord and the summit of a hill or mountain. One word describes both our most essential life giving connection and a point at the top (or end) of a particular place. Think about that.

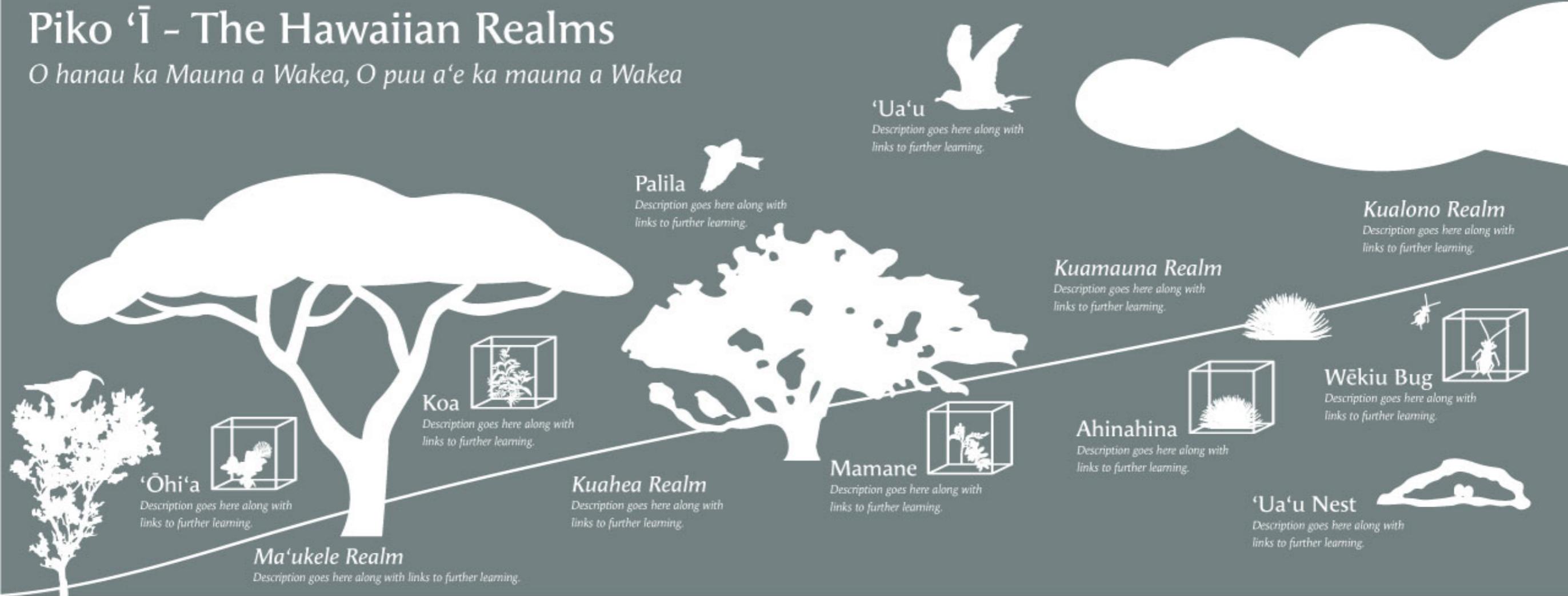
Maunakea represents a profoundly important point of connection and transition to many people. We ask for your kōkua (help) in respecting this legacy and have created this space with the hope of deepening your understanding of and appreciation for this unique place on our planet.

*Mahalo piha for your thoughtfulness.*

PIKO as an invitation to mindfulness and intentionality.

# Piko 'Ī - The Hawaiian Realms

*O hanau ka Mauna a Wakea, O puu a'e ka mauna a Wakea*



## PIKO 'Ī - MAUNAKEA THE ANCIENT "PIKO" TO THE HAWAIIAN UNIVERSE

### THE HAWAIIAN REALMS - ENTERING THE KUALONO REALM

- Kualono (Poli'ahu, Ice Age, Wai'au, Wekiu, Lilinoe, Tetra)
- Kuamauna (Silersword, 'Ua'u)
- Kuahea (Palila, Mamane, Lilinoe)
- Ma'ukele (Koa, 'Ohi'a, Forest Birds, Weather - Trades/Cloud Bank)



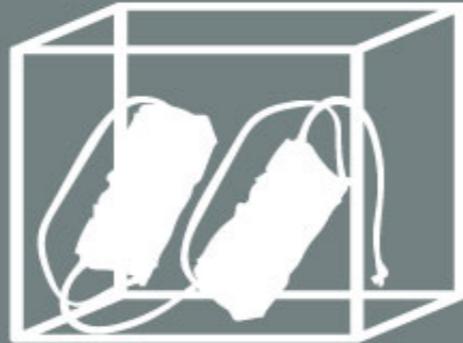
# Piko 'Ō - Hawaiian Connection to Maunakea

*Kaala i kuu maka ke aloha*

## Queen Emma's Travels



Emma was born on January 2, 1836 in Honolulu and was often called Emalani ("royal Emma"). Her father was High Chief George Na'ea and her mother was High Chiefess Fanny Kekelaokalani Young. She was adopted under the Hawaiian tradition of hānai by her childless maternal aunt, chiefess Grace Kama'iku'i Young Rooke, and her husband, Dr. Thomas C. B. Rooke.



## Lake Waiau

Description goes here along with links to further learning.



## Adze

Description goes here along with links to further learning.



# PIKO 'Ō – HAWAIIAN JOURNEYS, PEOPLE/CULTURAL CONNECTIONS TO MAUNAKEA

- Queen Emma / Kalākaua
- Adze
- Wai'au ("Piko" Repository)
- Family Stories
- Deities Present

# Piko 'Ā - Maunakea's Connection to the Universe

*Ua wehe mai nā kumu lani*

CFH

Description goes here along with links to further learning.

Gemini

Description goes here along with links to further learning.

Subaru

Description goes here along with links to further learning.

UKIRT

Description goes here along with links to further learning.

Mālama Honua

The Hawaiian name for this voyage, Mālama Honua, means "to care for our Earth." Living on an island chain teaches us that our natural world is a gift with limits and that we must carefully steward this gift if we are to survive together. As we work to protect cultural and environmental resources for our children's future, our Pacific voyaging traditions teach us to venture beyond the horizon to connect and learn with others.

Kapu Aloha

Description goes here along with links to further learning.



King Kalakaua

"It will afford me unfeigned satisfaction if my kingdom can add its quota toward the successful accomplishment of the most important astronomical observation of the present century and assist, however humbly, the enlightened nations of the earth in these costly enterprises."



## PIKO 'Ā – MAUNAKEA SUMMIT AS PIKO/CONNECTION TO THE UNIVERSE

- MKO discoveries, Night Sky Stars
- Hawaiian Movements related to Maunakea – reconnection & engagement



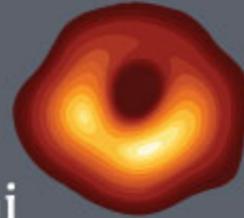
## 'Oumuamua

'Oumuamua is the only interstellar object detected passing through the Solar System. Formally designated 1I/2017 U1, it was discovered by Robert Weryk using the Pan-STARRS telescope at Haleakala Observatory, Hawaii, on 19 October 2017, 40 days after it passed its closest point to the Sun.



## A Hua He Inoa

A Hua He Inoa - a collaborative effort lead by Imiloa - is shifting global paradigms, positioning Hawai'i as the first place in the world to weave traditional indigenous practices into the process of officially naming astronomical discoveries. As Hawaii celebrates 35 years of revitalizing ʻōlelo Hawai'i (Hawaiian language), we acknowledge the capacity and relevance of ʻōlelo Hawai'i - and the worldview that it informs - in modern contexts.



## Pōwehi

Two of the world's most powerful telescopes, located atop Maunakea on Hawai'i Island, played a vital role in producing the world's very first image of a black hole that now bears a Hawaiian name.



# PIKO 'Ā – MAUNAKEA SUMMIT AS PIKO/CONNECTION TO THE UNIVERSE

Next Generation Explorers - 'Oumuamua, A Hua He Inoa  
MK Updates

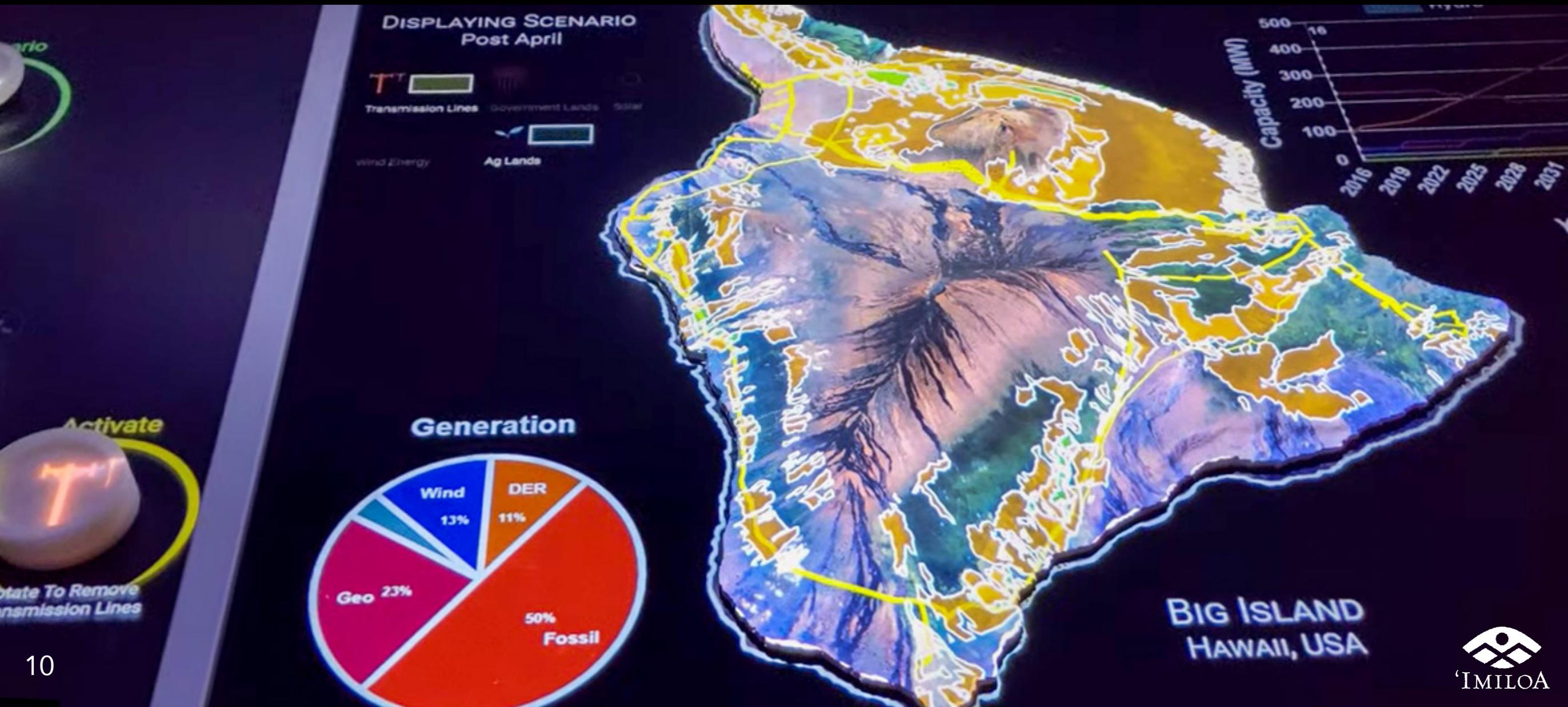
# AR Projection Table Project



Laboratory for Advanced Visualization & Applications  
University of Hawai'i at Mānoa

Adapt the AR projection table with Hawai'i Island related layers...

Create Two Bases -  
Hawai'i Island  
Maunakea





# ONGOING EFFORTS...

- Supplemental budget request submitted
- Collaborative staff training
- Ongoing planning to define roles & responsibilities of UH units
  - Inventorying & reviewing existing efforts/plans
- Ongoing **community engagement** & consultation

# Mahalo Nui Loa

'IMILOA - 'O KE 'ANO IA O KA HAWAI'I MAU A MAU  
*Discovery is Part of Our Heritage, Exploration is Part of Our Future!*





UNIVERSITY  
of HAWAII  
MĀNOA

UNIVERSITY OF HAWAII  
BOARD OF REGENTS

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20 FEB 14 12:37

20 FEB 13 P8:47

May 23, 2019

**MEMORANDUM**

**TO:** Benjamin Asa Kudo  
Chair, Board of Regents

UNIVERSITY OF HAWAII  
PRESIDENT'S OFFICE

**VIA:** David Lassner  
President

*Donald Straney*  
**VIA:** Donald Straney  
Vice President for  
Academic Planning and  
Policy

**VIA:** Michael Bruno  
Provost

*Laura Lyons*  
**VIA:** Laura Lyons  
Interim Associate  
Vice Chancellor for  
Academic Affairs

**FROM:** Jerris Hedges, MD, MS, MMM  
Dean, John A. Burns School of Medicine

**SUBJECT:** REQUEST FOR EXEMPTION TO THE REQUIREMENT OF FIVE (5) YEARS  
AT RANK 5 AND GRANTING OF EMERITUS TITLE FOR BARRY CARLTON,  
MD, UNIVERSITY OF HAWAII, JOHN A. BURNS SCHOOL OF MEDICINE,  
DEPARTMENT OF PSYCHIATRY

**SPECIFIC ACTION REQUESTED:**

It is requested that you approve the exemption to the requirement of five (5) years at Rank 5 and grant the emeritus title for Barry Carlton, MD, University of Hawaii, John A. Burns School of Medicine (JABSOM), Department of Psychiatry.

**RECOMMENDED EFFECTIVE DATE:**

Upon Board of Regents approval.

**ADDITIONAL COST:**

Any costs associated with this request will be covered by existing Department of Psychiatry funds.

**PURPOSE:**

The purpose of this request is to honor the well qualified and respected Professor, Dr. Barry Carlton, whose invaluable contributions to the Department, School, and University are worthy of recognition. By retaining Dr. Carlton as a valued resource, the University and the community will continue to benefit from his contributions.

**BACKGROUND:**

Per Executive Policy 9.209, Awarding of Emeritus Title/Emerita Title, the emeritus title is awarded to faculty members who retired from the University with the rank of full professor or its equivalent with five or more years of service. The emeritus title is an honor bestowed by the Board of Regents, upon recommendation of the President, to UH faculty members in recognition of dedicated and honorable service rendered to the University.

The School of Medicine is requesting an exception to the requirement of five (5) years at the full professor level and grant the emeritus status for Dr. Barry Carlton. Dr. Carlton retired on July 30, 2018 with four (4) years at the full professor level, but with a total of 27 years of service at the University of Hawai'i. The faculty members of the Department and the Department Chair were in favor of Dr. Carlton being awarded Emeritus Professor. There was a total of 29 faculty members who were given the opportunity to vote on Dr. Carlton's request for Emeritus status, 19 voted in favor, 0 against, 0 abstained, and 10 did not vote.

Dr. Carlton joined the University of Hawai'i, Department of Psychiatry at the John A. Burns School of Medicine (JABSOM) on September 1, 1991, as an Associate Professor and continued to serve at that rank for 23 years. Dr. Carlton achieved the rank of Professor on August 1, 2014. Dr. Carlton has been involved in academic leadership, and he has served in several clinical leadership positions. He contributed heavily to three major training programs (general psychiatry, child and adolescent psychiatry, addiction psychiatry) that attracted applicants (nationally and internationally) of the highest quality and that have achieved full accreditation cycles from the national accrediting body, the Accreditation Council for Graduate Medical Education (ACGME). Dr. Carlton's research has focused on minority youth and populations in Hawai'i and the Pacific basin, and addiction psychiatry. He has authored/co-authored numerous peer-reviewed journal articles. He has been the recipient of numerous awards such as the JABSOM Psychiatry Excellence in Teaching Award in 1998, 2004, and 2011; 2013 Kaiser Permanente Excellence in Clinical Teaching Award; and the 2016 Queen's Medical Center Ke Kauka Po'okela Outstanding Community Physician's Award. For University, clinical, and public service, Dr. Carlton has played a key role in improving mental healthcare in Hawai'i.

Since retiring in August 2018, Dr. Carlton has continued his work within JABSOM and the Department of Psychiatry as a Clinical Professor. He currently participates as a member of the Psychiatry Evaluation Committee and Training Committee for the General Program of the Department of Psychiatry, and formerly served as a member of the JABSOM Faculty Senate.

Dr. Barry Carlton's current mailing address is: 1212 Nuuanu Ave., #1503, Honolulu, HI 96817.

**ACTION RECOMMENDED:**

It is recommended that you approve the exemption to the requirement of five (5) years at Rank 5 and grant the emeritus title for Barry Carlton, MD, University of Hawai'i, John A. Burns School of Medicine (JABSOM), Department of Psychiatry.

c: Executive Administrator and Secretary of the Board 01sh1

**U N I V E R S I T Y   O F   H A W A I ' I   A T   M Ā N O A**

John A. Burns School of Medicine  
Department of Psychiatry

DATE: April 22, 2019

TO: Jerris R. Hedges, M.D., M.S., M.M.M.  
Dean, School of Medicine

FROM: Anthony P. S. Guerrero, M.D.   
Chair, Department of Psychiatry

SUBJECT: Request for Emeritus Status for Barry S. Carlton, M.D., retired Professor and current Clinical Professor, Department of Psychiatry

Barry Carlton, M.D., retired as Professor of Psychiatry on July 30, 2018 after more than 25 years of service at the University of Hawai'i. I wish to request Dr. Carlton be awarded the title of Emeritus Professor. He joined the faculty at the School of Medicine, Department of Psychiatry as an Associate Professor on September 1, 1991, after years of service as an Assistant Professor of Pediatrics and Associate Professor of Psychiatry at Northwestern University. He was promoted to Full Professor in August 1, 2014, and retired on July 30, 2018 with a transition to a non-compensated faculty appointment as Clinical Professor of Psychiatry on August 1, 2018.

Dr. Carlton was hired as an Associate Professor in September of 1991, having many years of experience as an Assistant Professor, and then, Associate Professor at Northwestern University. He was promoted to Full Professor in August of 2014, and retired from UH in July of 2018.

Dr. Carlton received his medical degree from the S.U.N.Y. Downstate College of Medicine in 1972. He served as Chief Resident in 1976 for Psychiatry at the University of Michigan and in 1977 for Pediatrics at the University of Miami. He is board certified in General Psychiatry by the American Board of Psychiatry and Neurology (ABPN) and in General Pediatrics by the American Board of Pediatrics. Dr. Carlton had been a long-term oral Board Examiner and senior examiner for the ABPN. . More of his qualifications are described in his attached CV.

In terms of academic leadership, Dr. Carlton has extensive experience leading inpatient, outpatient, and consult-liaison services. He contributed heavily to three major training programs (general psychiatry, child and adolescent psychiatry, addiction psychiatry) that attracted applicants (nationally and internationally) of the highest quality and that have achieved full accreditation cycles from the national accrediting body, the Accreditation Council for Graduate Medical Education (ACGME). Furthermore, in the 1990s, he had provided psychiatric training for students from the Pacific Basin Medical Officers Training Program based in Pohnpei. Dr. Carlton has served in several clinical leadership positions, including Medical Director for Inpatient Services and Chief of Psychiatry at the Queen's Medical Center; Clinical Director at the Hawai'i State Hospital; and Director of the Adolescent Treatment Program at Northwestern Memorial Hospital. He has been the recipient of numerous awards: John A. Burns School of Medicine (JABSOM) Psychiatry Excellence in Teaching Award in 1998, 2004, and 2011; 2013 Kaiser Permanente Excellence in Clinical Teaching Award; and the 2016 Queen's Medical Center Ke Kauka Po'okela Outstanding Community Physician's Award.

In terms of research, Dr. Carlton has maintained his focus and reputation in the areas of adolescent psychiatry, with a focus on minority youth and populations in Hawai'i and the Pacific basin and addiction psychiatry. He has authored/co-authored numerous peer-reviewed journal

articles. The publications have been of high quality and have been cited by authors internationally. Dr. Carlton has also published a book chapter cultural psychiatry, and has been an author/co-author for over 10 national/international presentations/posters. His other contributions in research have included: federally funded grants, and an update report for the American College of Psychiatrists (the premier honor association for the specialty).

For University, clinical, and public service, Dr. Carlton has played a key role in improving mental healthcare in Hawai'i. He currently participates as a member of the Psychiatry Evaluation Committee and Training Committee for the General Program of the Department of Psychiatry, and formerly served as a member of the JABSOM Faculty Senate.

As an Emeritus Professor, Dr. Carlton will continue to make significant contributions to academia.

The department faculty reviewed Dr. Carlton's accomplishments and recommended him for the Emeritus Title. There were a total of 29 University faculty members who were given the opportunity to vote: 19 for, 0 against, and 0 abstained. I join them in their support and highly recommend Dr. Barry Carlton for Professor Emeritus.

Attachment(s)

1. Copy of PNF verifying Dr. Carlton's service Rank 5 status for five [5] or more years;
2. Copy of the signed PNF showing the retirement status and date
3. Dr. Carlton's CV
4. Request for BOR confirmation of Emeritus title awards spreadsheet

## CURRICULUM VITAE

### BARRY STUART CARLTON, M.D.

**Address:** University of Hawaii  
John A. Burns School of Medicine  
Department of Psychiatry  
1356 Lusitana Street, 4<sup>th</sup> floor  
Honolulu, Hawaii 96813

#### **Education:**

09/1964-06/1968 Lehigh University, Bethlehem, Pennsylvania, Bachelor of Arts, Biology  
09/1968-05/1972 S.U.N.Y. Downstate College of Medicine, Doctor of Medicine  
"Cum Laude"

#### **Graduate Training:**

06/1971-06/1973 Resident in Pediatrics, Level I, II – Maimonides Medical Center  
07/1973-06/1975 Resident in Psychiatry - University of Michigan  
07/1975-06/1976 Chief Resident in Psychiatry - University of Michigan  
07/1976-06/1977 Chief Resident, Pediatrics - University of Miami

#### **Licensure and Certification:**

1973 Diplomat - National Board of Medical Examiners  
1978-present American Board of Pediatrics  
06/1979 -present American Board of Psychiatry and Neurology  
1983-1991 Candidate, Chicago Institute for Psychoanalysis  
1991-present State of Hawaii MD License  
04/1998-12/2018 Added Qualification Addiction Psychiatry

#### **Awards:**

2013-2018 Top Doctors in Hawaii by Honolulu Magazine – a list determined by doctors in Hawaii  
2016 Ke Kauka Po'okela Outstanding Community Physician Award, Queen's Medical Center  
2014 Nominated for Robert W. Clopton Award for Distinguished Community Service at the University of Hawai'i at Manoa  
2014 Nominated for Ke Kauka Po'okela Outstanding Physician's Award at Queen's Medical Center  
2013 Kaiser-Permanente Excellence in Clinical Teaching Award  
1998, 2004, 2011 Department of Psychiatry Excellence in Teaching Award

#### **Executive/Professional Training:**

1992 Basic Tutor-Training Problem-Solving Learning (PBL), John A. Burns School of Medicine, University of Hawaii, Honolulu, HI (10.75 Category 1 CME credits)  
1998 Harvard University, School of Public Health Program for Clinical Chiefs of Service  
2001 Harvard University, School of Public Health Advanced Program for Clinical Chiefs  
2001 Current Human Research Issues and Solutions: Regulatory Overview and Special

- Populations Certification, Sheraton Waikiki Hotel, Honolulu, HI (March 8-9, 2001; 10.5 Category 1 CME credits)
- 2003 Leadership Local Style Training, Mr. Glenn Furuya, Honolulu, HI (July to December 2003; 10 sessions)
- 2004 National Institute of Health (NIH) research ethics Web training certificate (June 1, 2004)
- 2013 Collaborative Institutional Training Initiative (CITI) Human Subjects Research Protection Training certificate

**Academic Appointments:**

- 1976-1977 Instructor of Pediatrics, University of Miami
- 1977-1980 Assistant Professor of Psychiatry, Northwestern University
- 1980-1991 Associate Professor of Psychiatry, Northwestern University, School of Medicine
- 09/1991-7/2014 Associate Professor of Psychiatry, University of Hawaii, John A. Burns School of Medicine
- 12/2004-7/2014 Associate Professor, Department of Psychiatry via the University Clinical, Education and Research Associates (UCERA)
- 2005-2007 Associate Dean of Clinical Affairs - Queen's Medical Center, John A. Burns School of Medicine, University of Hawaii at Manoa
- 08/2014-07/18 Full Professor of Psychiatry, University of Hawaii, John A. Burns School of Medicine
- 08/2014-07/18 Full Professor, Department of Psychiatry via the University Clinical, Education and Research Associates (UCERA)
- 08/2018-present Clinical Professor of Psychiatry, University of Hawaii, John A. Burns School of Medicine (non-compensated)
- 08/2018-present Clinical Professor, Department of Psychiatry via the University Health Partners of Hawaii (UHP) dba University Clinical, Education and Research Associates (UCERA)

**Professional Appointments:**

- 1980-1985 Assistant Director, Adolescent Treatment Program, Northwestern Memorial Hospital
- 1985-1991 Associate Director, Adolescent Treatment Program, Northwestern Memorial
- 1990-1991 Director, Adolescent Inpatient Program, Northwestern Memorial Hospital
- 1991-1994 Clinical Director, Hawaii State Hospital
- 1993-1994 Acting Superintendent, Hawaii State Hospital
- 1994-1998 Clinical Director, Queen's Counseling and Clinical Service, Queen's Medical Center
- 1994-2004 Admissions Interviewer, John A. Burns School of Medicine
- 1998-1999 Director of Medical Education, Department of Psychiatry, Queen's Medical Center
- 1998-2004, 2013- Feb 2018 Department Chief, Department of Psychiatry, Queen's Medical Center
- 1999-2002 Faculty Senate, John A. Burns School of Medicine, University of Hawaii at Manoa
- 1999-2004 Clinical Director, Family Treatment Center, Queen's Medical Center
- 2000-2004 Vice-Chair Clinical Services, Department of Psychiatry, John A. Burns School of Medicine, University of Hawaii at Manoa
- 2002-2003 Interim Chief Division of Child and Adolescent Psychiatry, Department of Psychiatry, John A. Burns School of Medicine, University of Hawaii at Manoa
- 2004-2007 Assistant Chief, Department of Psychiatry, Queen's Medical Center
- 2012- Feb 2018 Director of Medical Education and Patient Care - Adult, Department of Psychiatry, Queen's Medical Center
- 2012- Feb 2018 Director of Medical Education and Patient Care – Adolescent, Department of Psychiatry, Queen's Medical Center
- 2010- Feb 2018 Medical Director, Family Treatment Center, Queen's Medical Center



**Hospital Appointments:**

- 1977-1991 Attending Physician, Northwestern Memorial Hospital, Chicago, Illinois  
- Clinical Sub-committee of Psychiatry Executive Committee  
- Main Peer Review committee
- 1977-1991 Attending Pediatrician, Psychiatrist, Children's Memorial Hospital, Chicago, Illinois
- 1977-1991 Consulting Psychiatrist and Pediatrician, The Rehabilitation Institute of Chicago
- 1991-1996 Attending Physician, Hawaii State Hospital
- 1991-present Attending Physician, Queen's Medical Center (QMC)
- 1991-present Attending Physician, Castle Medical Center
- 2003-2016 Attending Physician, Kapiolani Medical Center for Women and Children

**Committees/Councils Positions:**

- 1994-present Member, Evaluation Committee, General Psychiatry Residency Program, Department of Psychiatry, John A. Burns School of Medicine, University of Hawaii at Manoa.  
Chair, 1994-1999.
- 1994-present Member, Training Committee, General Psychiatry Residency Program,  
Department of Psychiatry, John A. Burns School of Medicine, University of Hawaii at Manoa
- 1994-present Member, Admissions & Recruitment Committee, General Psychiatry Residency Program, Department of Psychiatry, John A. Burns School of Medicine, University of Hawaii at Manoa
- 1998-2004;  
2013-present Member, The Medical Executive Committee, Queen's Medical Center
- 1998-2004 Member, The Clinical Performance Improvement Committee, Queen's Medical Center
- 2000-2005 Member, The Institute Oversight Committee, Queen's Medical Center
- 2000-2005 Member, New Procedures Committee
- 2002-2004 Member, Clinical Council, Department of Psychiatry, John A. Burns School of Medicine,  
University of Hawaii at Manoa
- 2002-present Member, Education Council, Department of Psychiatry, John A. Burns School of Medicine, University of Hawaii at Manoa
- 2003-2004 Member, The Budget and Finance Committee of the QMC Board, Queen's Medical Center
- 2013-present Member, Quality Care Committee, Queen's Medical Center
- 2002-present Member, Child Training Committee, Department of Psychiatry, John A. Burns School of Medicine, University of Hawaii at Manoa
- 2009- Present Member, Executive Management Team (EMT), Department of Psychiatry, John A. Burns School of Medicine, University of Hawaii at Manoa

**Consulting Positions:**

- 1977-1991 Consultant in Pediatrics and Psychiatry – Rehabilitation Institute of Chicago
- 1986-1991 Consultant in Psychiatry – The Frances Parker School
- 1992-1996 Consultant in Psychiatry Hawaii Youth Correctional Facility

**Professional Societies:**

- 1977-1991 Illinois Psychiatric Association
- 1977-1991 Chicago Medical Society
- 1975-present American Society for Adolescent Psychiatry
- 1977-present American Medical Association

1977-present American Academy of Pediatrics  
 1977-present American Psychiatric Association  
 1980-1985 Liaison Officer, American Society for Adolescent Psychiatry to American Academy of Pediatrics  
 1983-1992 Chicago Psychoanalytic Society

**American Board of Psychiatry and Neurology:**

1998-present Senior Examiner in Psychiatry The American Board of Psychiatry and Neurology  
 1992-present Examiner in Psychiatry American Board of Psychiatry and Neurology  
 2008-present American Board of Psychiatry and Neurology Maintenance of Certification Committee

**Publications:**

**Peer-reviewed articles:**

- Miller, D., & Carlton, B (1985). The etiology and treatment of anorexia nervosa, *Adolescent Psychiatry* 12, 19-233.
- Carlton, B., et. Al (1987). Adolescent, assessment and treatment planning scales, *Progress in Psychotherapy Research*, pp 278-312.
- Miller, D., Visotsky, H., & Carlton, B. (1991). The treatment of emotional disturbances in adolescents: Practical and theoretical considerations, *Adolescent Psychiatry*, 18.
- Godleski, L.S., Luke, K.N., DiPreta, J.E., Kine, A.E., & Carlton, B.S. (1994). Responses of State Hospital patients to Hurricane Iniki. *Hospital Community Psychiatry*, 45(9).
- Prescott, C.A., McArdle, J.J., Hishinuma, E.S., Johnson, R.C., Miyamoto, R.H., Andrade, H.N., Edman, J.L., Makini, G.K., Nahulu, L.B., Yuen, N.Y.C. & Carlton, B.S., (1998). Prediction of major depression and dysthymia from CES-D scores among ethnic minority adolescents. *Journal of the American Academy of Child and Adolescent Psychiatry*, 37(5), 495-503.
- Goebert, D., Nahulu, L., Hishinuma, E., Bell, C., Yuen, N., Carlton, B., Andrade, N.N., Miyamoto, R. & Johnson, R. (2000). Cumulative effect of family environment on psychiatric symptomatology among multiethnic adolescents, *Journal of Adolescent Health*, 27(1), 34-42.
- Miyamoto, R.H., Hishinuma, E.S., Nishimura, S.T., Nahulu, L.B., Andrade, N.N., Johnson, R.C., Makini, Jr., G.K., Yuen, N.Y.C., Kim, S.P., Goebert, D.A., Carlton, B.S., & Bell, C.K. (2001). Equivalencies regarding the measurement and constructs of self-esteem and major life events in an Asian/Pacific Islander sample, *Cultural Diversity and Ethnic Minority Psychology*, 7(2), 152-163.
- Miyamoto, R. H., Hishinuma, E. S., Nishimura, S. T., Nahulu, L. B., Andrade, N. N., Goebert, D. A., & Carlton, B. S. (2001). Path models linking correlates of self-esteem in a multiethnic adolescent sample. *Personality and Individual Differences*, 31, 701-712.
- Makini, G. K., Jr., Hishinuma, E. S., Kim, S. P., Carlton, B. S., Miyamoto, R. H., Nahulu, L. B., Johnson, R. C., Andrade, N. N., Nishimura, S. T., & Else, I. R. N. (2001). Risk and protective factors related to Native Hawaiian adolescent alcohol use. *Alcohol and Alcoholism*, 36(3), 235-242

- Hishinuma, E.S. Miyamoto, R.H., Nishimura, S.T., Goebert, D.A., Yuen, N.Y.C., Makini, Jr., G.K., Andrade, N.N., Johnson, R.C., & Carlton, B.S. (2001). Prediction of anxiety disorders using the State-Trait Anxiety Inventory For multi-ethnic adolescents, *Journal of Anxiety Disorders*, 15, 511-533.
- Hishinuma, E. S., Foster, J. E., Miyamoto, R. H., Nishimura, S. T., Andrade, N. N., Nahulu, L. B., Goebert, D. A., Yuen, N. Y. C., Makini, Jr., G. K., Kim, S. P., & Carlton, B. S. (2001). Association between measures of academic performance and psychosocial adjustment for Asian/Pacific-Islander adolescents. *School Psychology International*, 22(3), 303-319.
- Bell, C. K., Goebert, D. A., Andrade, N. N., Johnson, R. C., McDermott, Jr., J. F., Hishinuma, E. S., Carlton, B. S., Waldron, J. A., Makini, Jr., G. K., & Miyamoto, R. H. (2001). Sociocultural factors influencing adolescent preference and use of native Hawaiian healers. *Complementary Therapies in Medicine*, 9, 224-231.
- Hishinuma, E. S., Johnson, R. C., Carlton, B. S., Andrade, N. N., Nishimura, S. T., Goebert, D. A., Yuen, N. Y. C., Wegner, E. L., Makini, Jr., G. K., Nahulu, L. B., Else, I. R. N., & Chang, J. Y. (2004). Demographic and social variables associated with psychiatric and school-related indicators for Asian/Pacific-Islander adolescents. *International Journal of Social Psychiatry*, 50(4), 301-318.
- Goebert, D. A., Bell, C. K., Hishinuma, E. S., Nahulu, L. B., Johnson, R. C., Foster, J., Carlton, B. S., McDermott, Jr., J. F., Chang, J. Y., & Andrade, N. N. (2004). Influence of family adversity on school-related behavioural problems among multi-ethnic high school students. *School Psychology International*, 25(2), 193-206.
- Andrade, N. N., Hishinuma, E. S., McDermott, J. F., Jr., Johnson, R. C., Goebert, D. A., Makini, Jr., G. K., Nahulu, L. B., Yuen, N. Y. C., McArdele, J. J., Bell, C. K., Carlton, B. S., Miyamoto, R. H., Nishimura, S. T., Else, I. R. N., Guerrero, A., Darmal, A., Yates, A., & Waldron, J. A. (2006). The National Center on Indigenous Hawaiian Behavioral Health Study of prevalence of psychiatric disorders in Native Hawaiian adolescents. *Journal of the American Academy of Child and Adolescent Psychiatry*, 45(1), 26-36.
- Carlton, B.S., Goebert, D.A., Miyamoto, R.H., Andrade, N.N., Hishinuma, E.S., Makini, Jr., G. K., Yuen, N.Y.C., Bell, C.K., McCubbin, L.D., Else, I.R.N., & Nishimura, S.T. (2006). Resilience, family adversity, and well-Being among Hawaiian and non-Hawaiian Adolescents. *International Journal of Social Psychiatry*, 52(4), 291-308.
- Elkashef, A., Rawson, R. A., Anderson, A. L., Li, S.-H., Holmes, T., Smith, E. V., Chiang, N., Kahn, R., Vocci, F., Ling, W., Pearce, V. J., McCann, M., Campbell, J., Gorodetsky, C., Haning, W. F., Carlton, B., Mawhinney, J., & Weiss, D. (2008). Bupropion for the treatment of methamphetamine dependence. *Neuropsychopharmacology*, 33(5), 1162-1170.
- Else, I., Goebert, D., Bell, C., Carlton, B. & Fukuda, M. (2009). The relationship between violence and youth suicide indicators among Asian American and Pacific Islander youth. *Aggression and Violent Behavior*, 14, 470-477.
- Elkashef, A., Kahn, R., Yu, E., Iturriaga, E., Li, S., Anderson, A., Chiang, N., Ait-Daoud, N., Weiss, E., McSherry, F., Serpi, T., Rawson, R., Hrymoc, M., Weis, D., McCann, M., Pham, T., Stock, C., Dickinson, R., Campbell, J., Gorodetzky, C., Haning, W., Carlton, B., Mawhinney, J., Li, M. & Johnson, B. (2011). Topiramate for the treatment of methamphetamine addiction: a multi-center

placebo-controlled trial. *Addiction*, 107, 1297-1306.

Carlton, B., Goebert, D., Bell, C., Horton, M., Else, I., Marcinowski, M., & Yamada, L. (2012). I cultural values into mental health treatment. *Hulili: A Multidisciplinary Journal on Hawaiian Well-being*, 7, 159-184.

Matsu, C. R., Goebert, D., Chung-Do, J. J., Carlton, B., Sugimoto-Matsuda, J., & Nishimura, S. (2012). Disparities in psychiatric emergency department visits among youth in Hawai'i, 2000-2010. *Journal of Pediatrics*, 162(3), 618-623.

Ma, J.Z., Bankole, J.A., Yu, E., Weiss, D., McShery, F., Saadvandi, J., Iturriaga, E., Ait-Daoud, N., Rawson, R.A., Hrymoc, M., Campbell, J., Gorodetzky, C., Haning, W., Carlton, B.S., Mawhinney, J., Weis, D. McCann, M., Pham, T., Stock, C., Dickinson, R., Elkasher, A., & Li, M.D. (2013). Fine-grain analysis of the treatment effect of topiramate on methamphetamine addiction with latent variable analysis. *Drug and Alcohol Dependence*. 130 (1-3), 45-51.

Ona, C., Onoye, J. M., Goebert, D., Hishinuma, E., Bumanglag, R. J., Takeshita, J., Carlton, B., & Fukuda, M. (2013). Sociodemographic characteristics of ECT utilization in Hawai'i. *Journal of Electroconvulsive Therapy*, 30(1), 43-46.  
doi:10.1097/YCT.0000000000000075

Takeshita, J., Goebert, D., Else, I., Carlton, B., Matsu, C., & Guerrero, A. (2014). Atypical antipsychotic usage among Asian Americans and Pacific Islanders. *Hawai'i Journal of Medical and Public Health*, 73(9), 288-291.

#### **Chapters in books:**

Carlton, B.S (2001). One Patient, Three Therapists, In W. Tseng, & J. Streltzer (Eds.), *Culture and Psychotherapy*. pp. 67-80. Virginia: American Psychiatric Publishing.

#### **Books (texts):**

Miller, D. with assistance of Carlton, B.S. (1986). *The Attack on the Self, Adolescent Behavioral Disturbances and their Treatment*. New York: Jason Aronson.

#### **Monologues and reports:**

Carlton, B.S., Miller D., & Poznanski, E (1985). Mood disorders in children and adolescents. *American College of Psychiatrists, Psychiatric Update*, 5,4.

#### **National/International Presentations/posters:**

Godleski, L., Luke, K., & Carlton, B. (1992, May). *The Hawaii experience with water intoxication*. Poster session presented at the annual meeting for New Research Program and Abstracts, American Psychiatric Association 145th Annual Meeting, Washinton, DC.

Godleski, L.S., Luke, K., Langen, D., Leland, T., & Carlton, B. (1992, October). *Clozapine - A multi-ethnic perspective*. Poster session for 44th Institute of Hospital & Community Psychiatry, Toronto, Ontario, Canada.

Godleski L.S., Luke K.N., DiPreta J., & Carlton B.S. (1993, October). *Hurricane Iniki: A six month follow-up study of chronically psychotic Hawaii State Hospital inpatients*. Poster session for 45th Institute of Hospital & Community Psychiatry, Baltimore, Maryland.

- Bell, C. K., Goebert, D. A., Andrade, N. N., Johnson, R.C., McDermott, Jr., J. F., Hishinuma, E. S., Carlton, B. S., Waldron, J. A., & Makini, G. K. (2000, May). Healer choice in a multi-ethnic adolescent population. Poster session presented at the annual meeting of the American Psychiatric Association, Chicago, IL.
- Carlton, B. S. (2001, October). Resiliency among Hawaiian and non-Hawaiian adolescents. In M. Dulcan (Discussant), *Prevalence of mental disorders in Native Hawaiian adolescents*. Symposium conducted at the annual meeting of the American Academy of Child and Adolescent Psychiatry, Honolulu, HI
- Johnson, B. A., Rawson, R. A., Elkashef, A., Smith, E. V., Campbell, J., Haning, W., Carlton, B., Mawhinney, J., Donovan, R., & Weis, D. (2004, June). Ondansetron for the treatment of methamphetamine dependence. Poster session presented at the annual meeting of the College on Problems of Drug Dependence, San Juan, Puerto Rico.
- Else, I. N. R., Bell, C., Carlton, B., Alicata, D., & Andrade, N. (2004, August). Rural mental health in Hawai'i: Diverse response to a challenging problem. Keynote panel presentation at the annual meeting of the National Association of Rural Mental Health, Honolulu, HI.
- Elkashef, A., Rawson, R., Smith, E., Pearce, V., Campbell, J., Carlton, B., Gorodetsky, C., Haning, W., Mahwhinney, J., McCann, M., Pham, T., Weis, D., Ling, W., & Vocci, F. (2005, April). Interim analysis results from a phase II trial of bupropion for methamphetamine dependence. Presentation at the annual meeting of the American Society of Addiction Medicine Medical-Scientific Conference, Dallas, TX.
- Carlton, B. S. (2005, August). Treating the neediest children with forensic issues at the Family Treatment Center. In B. Mays (Chair), *Rural mental health in Hawai'i: Diverse response to a challenging problem*. Plenary panel presentation at the annual meeting of the National Association of Rural Mental Health, Honolulu, HI.
- Takeshita, J., Goebert, D., Else, I., Carlton, B., Matsu, C., Huh, J., Guerrero, A., & Andrade, N. (2009, October). Atypical antipsychotic usage among Asian American and Pacific Islanders. Poster session presented at the meeting of the Institute on Psychiatric Services, New York, NY.
- Carlton, B., & Zuniga, M. D. (2012, October). Cultural values in mental health treatment in an inpatient unit. In A. Ghiasuddin (Chair), *Cultural perspectives in treating high-risk and at-risk youth across the Pacific*. Symposium conducted at the annual meeting of the American Academy of Child and Adolescent Psychiatry, San Francisco, CA.
- McDermott, J.F., Guerrero, A.P.S, Kissinger, D., Carlton, B.S., Schroepfer, A., Alicata, D.A. (2013, June). Historical and Contemporary Challenges in Diagnosing and Managing Child and Adolescent Mood Disorders: a Viewpoint from Hawai'i, USA.. Symposium conducted via videoteleconference to 1st National Conference on Child and Adolescent Psychiatry Section, Indonesian Psychiatric Association, Jakarta, Indonesia.
- Carlton, B. & Chock, S. (2014, September). Diverse cross-cultural approaches to understanding the role of family in child and adolescent psychiatry practice and research. Presentation at the annual meeting of the World Psychiatric Association, Madrid, Spain. (try to download WPA 2013 program at work, couldnt at Starbucks)

Carlton B. C., Andrade, N. N., Zuniga, M. D., Kissinger, D., Belonis, A. B., & Goebert, D. A. (2014, September). Indigenous Hawaiian cultural values in child & adolescent inpatient treatment. Paper presented at the meeting of the World Psychiatric Association, Madrid, Spain.

Carlton, B. C., Andrade, N. N., Belonis, A. V., Goebert, D., Kissinger, D., & Zuniga, M. D. (2014, March). Integration of indigenous Hawaiian cultural values into a clinical training experience. Poster session presented at the annual meeting of the Western Group on Educational Affairs, Honolulu, HI.

Jalan, D., Martin, R., Mehra, A., Tawata, W., Williams, S., Carlton, B., & Lu, B. (2018, April). Utility of intravenous ketamine for depressed patients unable to receive ECT. Poster presented at the annual meeting of the American Association for Geriatric Psychiatry, Honolulu, HI.

**CME Presentations:**

Carlton, B. S. (1997, January). *Gangs: Can we help?* Presentation at the University Grand Rounds in Psychiatry, Department of Psychiatry, John A. Burns School of Medicine, Sponsored by the Hawaii Consortium for Continuing Medical Education, Honolulu, HI.

Carlton, B. S. (2000, January). *Psychotherapy Training: New Models and Directions*. Presentation at the University Grand Rounds in Psychiatry, Department of Psychiatry, John A. Burns School of Medicine, Sponsored by the Hawaii Consortium for Continuing Medical Education, Honolulu, HI.

Carlton, B. S. (2000, January). *Psychotherapy Training: New Models and Directions, Part II*. Presentation at the University Grand Rounds in Psychiatry, Department of Psychiatry, John A. Burns School of Medicine, Sponsored by the Hawaii Consortium for Continuing Medical Education, Honolulu, HI.

Carlton, B. S. (2004, February). *Treatment of Methamphetamine Abuse, Can We Apply Lessons Learned for Alcohol Abuse?* Presentation at the University Grand Rounds in Psychiatry, Department of Psychiatry, John A. Burns School of Medicine, Sponsored by the Hawaii Consortium for Continuing Medical Education, Honolulu, HI.

Carlton, B. S. (2005, March). *Medication Management of Alcohol Dependence/Abuse and Co-Occurring Illness*. Presentation at the University Grand Rounds in Psychiatry, Department of Psychiatry, John A. Burns School of Medicine, Sponsored by the Hawaii Consortium for Continuing Medical Education, Honolulu, HI.

Carlton, B. S. (2006, April). *Alcohol and Other Addictions: A Cross-Cultural Perspective. Methamphetamine: Natural History and Treatment-Assisted Recovery: Dynamics of Pharmacotherapy*. Presentation at the University Grand Rounds in Psychiatry, Department of Psychiatry, John A. Burns School of Medicine, Sponsored by the Hawaii Consortium for Continuing Medical Education, Honolulu, HI.

Carlton, B. S. (2006, December). *Personality Disorders: How do we Understand Them: Implications for Treatment*. Presentation at the University Grand Rounds in Psychiatry, Department of Psychiatry, John A. Burns School of Medicine, Sponsored by the Hawaii Consortium for Continuing Medical Education, Honolulu, HI.

Carlton, B. S. (2008, March). *Character Disturbances in Borderline Personality Disorders*. Presentation

at the University Grand Rounds in Psychiatry, Department of Psychiatry, John A. Burns School of Medicine, Sponsored by the Hawaii Consortium for Continuing Medical Education, Honolulu, HI.

Carlton, B. S. (2009, November). *The Role of Native Hawaiian Values in the Treatment of Adolescents*. Presentation at the University Grand Rounds in Psychiatry, Department of Psychiatry, John A. Burns School of Medicine, Sponsored by the Hawaii Consortium for Continuing Medical Education, Honolulu, HI.

**Grants Submitted and funded:**

NIDA-MDS-BupropionMeth-0001 (PI: William Haning, MD) 8/17/09 – 12/31/10  
National Institutes of Drug Abuse (NIDA)/National Institute of Health (NIH)  
Double-Blind, Placebo-Controlled Trial of Bupropion for the Treatment of Methamphetamine Dependence.

This study is being conducted to evaluate the efficacy and safety of bupropion (150 mg, sustained release, taken orally twice per day after a dose taper) in reducing methamphetamine use in subjects with methamphetamine dependence. Role: Sub-Investigator

NIDA CS1026 (PI: William Haning, MD) 1/17/08 – 6/21/2011  
National Institutes of Drug Abuse (NIDA)/National Institute of Health (NIH)  
Double-Blind, Placebo-Controlled Trial of Modafinil for the Treatment of Methamphetamine Dependence.  
This study is being conducted to assess the efficacy and safety of Modafinil (200 mg, 400 mg or placebo, taken orally once per day) in reducing methamphetamine use in subjects with methamphetamine dependence. Role: Sub-Investigator

UCLA Integrated Substance Abuse Programs; Walter Ling, MD; Hythiam, Inc.  
(PI: William Haning, MD) 10/15/06 – 12/13/07  
Double-Blind, Placebo-Controlled Trial Of Prometa™ Pharmacotherapy For The Treatment Of Methamphetamine Abuse.  
The purpose of this study is to evaluate whether the treatment with PROMETA™ may be useful in treating methamphetamine dependence in combination with a drug-counseling program. The study will evaluate whether PROMETA™ combined with therapy is safe and useful in the treatment of methamphetamine dependence. PROMETA™ is a combination of three medications, hydroxyzine, gabapentin, and flumazenil. There is some initial evidence from treatment providers that the PROMETA™ treatment (a combination of the three medications above) may reduce methamphetamine use. Role: Sub-Investigator

NIDA-MDS-Topiramate/meth-0001 (CO-PI: Haning, W.) 03/2005-02/2007  
National Institutes of Drug Abuse (NIDA)/National Institute of Health (NIH)  
Double-Blind, Placebo-Controlled, Trial of Topiramate for the Treatment of Methamphetamine Dependence. Role: Co-Investigator

N01 DA-0-8804 (CO-PI: Haning, W.) 4/01/03 - 5/31/04  
National Institutes of Drug Abuse (NIDA)/National Institute of Health (NIH)  
Double-Blind, Placebo-Controlled, Dose Response Trial of Bupropion for the Treatment of Methamphetamine Dependence (*Methamphetamine Clinical Trials Group*) Double-blind, placebo-controlled study to assess the efficacy and safety of bupropion (150 mg, sustained release, taken orally twice per day after a dose taper) in reducing methamphetamine use in subjects with methamphetamine dependence. Role: Co-Investigator

N01 DA-0-8804 (CO-PI: Haning, W.) 4/01/02-9/30/03  
NIDA/NIH

Double-Blind, Placebo-Controlled, Dose Response Trial of Ondansetron for the Treatment of Methamphetamine Dependence (*Methamphetamine Clinical Trials Group*) Double-blind, placebo-controlled study to assess the efficacy and safety of three wide range doses of ondansetron (0.25, 1.0 and 4.0 mg taken orally twice per day) to reduce methamphetamine use in subjects with methamphetamine dependence and to determine the optimal dose of ondansetron. Role: Co-Investigator

N01 DA-0-8804 (CO-PI: Haning, W.) 9/1/2001-5/31/2002  
NIDA/NIH

Behavioral Trial for the Treatment of Methamphetamine Dependence  
To characterize methamphetamine withdrawal symptoms using a questionnaire that includes physical, functional, and self-report measures; to field test an algorithm developed for discriminating between new use and residual carry-over of methamphetamine metabolites in urine samples; and to establish a baseline treatment response for methamphetamine  
Users for a manualized behavioral treatment protocol that will serve as a platform for future pharmacotherapy trials.

MH57079-01A1 (P.I.: Andrade, N.) 9/30/2000-12/31/2005  
NIMH

Pacific Peoples Mental Health Research Support Program that includes (a) the provision of training in research methodology and quantitative analyses to develop appropriate theoretical frameworks for investigating different mental-health phenomena within a valid cross-cultural context testing preventive and treatment intervention strategies, (b) mentoring and consulting to design, develop, and implement mental-health research relevant to Hawaiians, Asians, and other Pacific Islanders, (c) technical and administrative support to conduct ongoing data analyses, prepare manuscripts for publication, and write fundable extramural grant proposals, and (d) conducting research projects which assess significant mental health problems facing Hawaiians, Asians, and other Pacific Islanders. Role: Co-Principal Investigator, Study 2, "Is Patient Ethnicity Related to the Public Mental Health Care for Psychiatric Inpatients?"

**Grants Submitted, not funded**

GFA-TI 03-009 (Governor's Office) Submitted June 2003

Substance Abuse and Mental Health Services Administration (SAMHSA)

Center for Substance Abuse Treatment Cooperative Agreement for Screening, Brief Intervention, Referral and Treatment (SBIRT). Evidence based SBIRT best practices will be implemented at the Emergency Department and Queen Emma Clinic at Queen's Medical Center. The Policy Steering Committee's overall aim is to overcome barriers to the implementation and widespread dissemination of SBIRT in order to expand the continuum of care for substance use disorders in the State of Hawaii. Role: Policy Steering Committee member

**Post Graduate Teaching:**

- 1980-1991 Adolescent/Young Adult Development and Psychopathology, Third year residents in Psychiatry, Northwestern University School of Medicine.
- 1980 -1991 Psychotherapy Supervision - Adult/Adolescent - Residents in Psychiatry, Northwestern University School of Medicine.
- 1980- 1991 The Patient's Perspective of Their Illness, Hospitalization and Treatment Behavioral Science II; Second year medical students, Northwestern University School of Medicine.
- 1992 Psychiatry program, medical students, Pacific Basin Medical Officers Training Program in Pohnpei.



- 1992-present Psychiatry residents supervision, John A. Burns School of Medicine, Department of Psychiatry, University of Hawaii.
- 1994-2002 Advanced Psychotherapy Seminar, John A. Burns School of Medicine, Department of Psychiatry, University of Hawaii. (Residents, Level III).
- 1996-2007 Unit 4, Problem Based Learning, Third year medical students, John A. Burns School of Medicine, Department of Psychiatry, University of Hawaii.
- 1996-2007 Clinical Skills Preceptor in Unit 4, John A. Burns School of Medicine, Department of Psychiatry, University of Hawaii.
- 1997-present Clinical Preceptor for Sub-internship in Psychiatry for 4<sup>th</sup> year medical students, John A. Burns School of Medicine, Department of Psychiatry, University of Hawaii.
- 1997-present Clinical Preceptor in Child and Adolescent Psychiatry for 4<sup>th</sup> year medical students, John A. Burns School of Medicine, Department of Psychiatry, University of Hawaii.
- 1997-present Preceptor, Second year medical students, John A. Burns School of Medicine, Department of Psychiatry, University of Hawaii.
- 1997-present Medical Student teaching and training in electro-convulsive therapy and Emergency department, John A. Burns School of Medicine, Department of Psychiatry, University of Hawaii.
- 1998-present Clinical preceptor for students in the Psychiatry Block rotation, John A. Burns School of Medicine, Department of Psychiatry, University of Hawaii.
- 1998-present Supervision of medical students on clinical rotation, John A. Burns School of Medicine, Department of Psychiatry, University of Hawaii.
- 1999-present Tutor, intermittently based upon department rotation, John A. Burns School of Medicine, Department of Psychiatry, University of Hawaii.
- 1999-present Clinical Interviewing and Formulation, John A. Burns School of Medicine, Department of Psychiatry, University of Hawaii. (Residents Level II and III) multiple years
- 2000-present Introductory Psychotherapy Seminar (Residents, Level II), John A. Burns School of Medicine, Department of Psychiatry, University of Hawaii.
- 2009-present Advanced Reading Seminar, (multi-level Resident and Faculty), John A. Burns School of Medicine, Department of Psychiatry, University of Hawaii.
- 2011-present Tutor, MD-6 Unit, John A. Burns School of Medicine, Department of Psychiatry, University of Hawaii.



UNIVERSITY OF HAWAII  
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Colleges of Arts and Sciences  
College of Languages, Linguistics & Literature  
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June 12, 2019

MANOA CHANCELLOR'S  
OFFICE

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**MEMORANDUM**

TO: Benjamin Asa Kudo  
Chair, Board of Regents

UNIVERSITY OF HAWAII  
PRESIDENT'S OFFICE

VIA: David Lassner  
President

VIA: Donald Straney  
Vice President for Academic  
Planning and Policy

VIA: Michael Bruno  
Provost

FROM: Laura E. Lyons  
Interim Dean, College of Languages, Linguistics & Literature  
and Interim Associate Vice Chancellor for Academic Affairs

SUBJECT: TITLE OF PROFESSOR EMERITUS FOR THE LATE PAUL LYONS

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents recommends as an exception to the stated BOR Policy, RP 5.219 criteria to grant the title of Professor Emeritus of English to the late Professor Paul Lyons.

RECOMMENDED EFFECTIVE DATE:

Upon Board of Regents approval.

ADDITIONAL COST:

None.

PURPOSE:

To grant the title of Professor Emeritus of English to the late Professor Paul Lyons.

## BACKGROUND:

Pursuant to Board of Regents Policy RP 5.219, Awarding of Emeritus Title, approved in January 2018, "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. The emeritus/emerita title is conferred to those persons retiring from the university with the rank of full professor or it's equivalent, or service to the university in the position of vice president or chancellor for five or more years in that rank or position." "The president is delegated the authority to award the emeritus/emerita title to individuals who meet the stated criteria, and may recommend to the board for consideration individuals deserving of honor who do not meet the stated criteria."

So that there is no confusion, let me begin by stating that although we share the same last name and taught in the same department, Paul Lyons and I are not related by birth or relationship.

The late Professor Paul B. Lyons had served the University of Hawai'i at Mānoa for 27 years (1991-2018), was promoted to I-5 Full Professor in August 2006, and was a dedicated faculty member up to the time of his passing on April 1, 2018. The department chair's call for comments on Professor Paul Lyons' nomination for emeritus status elicited only positive responses from the faculty in the department, supporting the granting of his Emeritus status, which is also supported without reservation by the department chair.

Professor Lyons joined the UH Mānoa [English department](#) in 1991, after earning his BA from Hobart and William Smith Colleges in New York, his MA from the University of Michigan and a PhD from the University of North Carolina. Hired as a scholar of 19th century American literature, Professor Lyons was also an accomplished creative writer, having already published his first two novels, *Table Legs* in 1988 and *Going for Broke* in 1991. *Button Man*, a third novel, was published in 2004.

## **Scholarship**

Over the course of his career, Professor Lyons' developed a profound commitment to Hawai'i and the Pacific, which was increasingly reflected in his scholarship and in his study of the Hawaiian Language. His many published essays include studies of local writers such as John Dominis Holt, Gary Pak, Wayne Kaumuali'i Westlake and Richard Hamasaki, as well as classic American literary figures. Much of his published work

concerns theoretical, methodological and pedagogical issues in the study and teaching of the literature of the Pacific region, from Herman Melville's Pacific travel narratives to the Tongan writer Epeli Hau'ofa's meditations on Oceania as "our sea of islands."

Of the many books and peer reviewed articles that he published, Professor Lyons' 2006 book, *American Pacificism: Oceania in the U.S. Imagination* is perhaps his most significant contribution to American Literary and Pacific Island Studies. In this book, he elucidates the Oceanic contexts and aesthetic and social relationships that have substantially shaped a great deal of American Literature from the nineteenth century to the present. "In the decade that has followed publication of Paul's book," as UCLA Professor Elizabeth DeLoughrey explains, "no scholarship comes close to the breadth and depth of his encyclopedic explication of an American Pacific archive created by authors such as Henry James, Edgar Allan Poe, James Fenimore Cooper, Charles Wilkes, Herman Melville, Robert Dean Frisbie, A. Grove Day, James Warren Stoddard, Frederick O'Brien, James Michener and many others." In addition to its original analysis, *American Pacificism* equally stands out for its ethical orientation. Alex Calder, Professor of English at the University of Auckland, observes that this book "is a work of deep scholarship and subtle thinking, written by someone who knew where he stood and who cared about the things that matter."

In 2015, Professor Lyons coedited (with Professor Ty Kāwika Tengan) "Pacific Currents," the first special issue of *American Quarterly* to come out of its new editorial home at UHM. "Pacific Currents" won the 2016 Council of Editors of Learned Journals Award for Best Special Issue. Speaking on their collaborative work together, Tengan, an Associate Professor of Anthropology and Ethnic Studies at UHM, remarks, "Paul channeled the powerful intellectual and ethical currents of Oceania that carry the connective mana and knowledge of Native Pacific peoples, places, and pasts on into the future and out across disciplinary boundaries."

Professor Lyons was particularly interested in the complex issues surrounding the formation and maintenance of cross-cultural and inter-racial literary friendships in the colonial context, including an unfinished monograph titled *Native-Settler Collaboration and Friendship in Hawai'i*. Another large project he was working on at the time of his death was a comparative study of African-American and Oceanian literatures.

## Teaching

In addition to being a brilliant scholar, Professor Lyons was an outstanding teacher, one for whom it is difficult to find the right superlatives. In 2004, he was awarded the Board of Regents Medal for Excellence in Teaching having previously won the College of

Languages, Linguistics & Literature Teaching award in 1996. His teaching evaluations were always uniformly outstanding with students inevitably noting each semester that they appreciated the ways that he helped them to meet his high expectations. In other words, he was the kind of teacher who helped to move every student in the class to a higher level of understanding and skill over the course of the semester. Legendary for his generosity in commenting on others' work, Professor Lyons was highly sought after for Honors, MA Projects and Theses, and PhD exam and dissertation committees. We do not have a comprehensive listing of this kind of work, which is not often represented on a curriculum vita, but the current Graduate Director in English, Professor Cristina Bacchilega, confirms that from 2013-2018, during a period when Professor Lyons' battle with cancer made him reluctant to take on student work he could not guarantee he would see to completion, he nonetheless served on 5 PhD committees, 1 as the original chair; 14 PhD exam committees, 2 as chair; and 11 MA project or thesis committees, 4 as chair. As you can see, Professor Lyons' sense of service and his own intellectual curiosity often made it hard for him to refuse because he knew from his own previous work as the Graduate Director in English how important it is to students to have knowledgeable faculty on their committees.

### **Service**

Professor Lyons never turned down a request to serve on a committee, whether it came from a student, the department, or the university. He was frequently elected to the Department Personnel Committee (which he chaired in the semester before he died) and often served on Tenure and Promotion Review Committees. He initiated and developed partnerships between the English Department and History, Anthropology, American Studies as well as the Center for Pacific Islands Studies. Across the campus, he unofficially mentored many graduate students and junior faculty and helped them to see their work to publication. Similarly, he took it upon himself to ensure that writers from Pacific Islands would have publication venues by commenting on their work, identifying publishers, fundraising for permissions and subventions, and promoting the importance of this extensive and growing body of work in the classroom, his writing and in the community.

The Chair of English Department and its faculty fully endorse the designation of Professor Emeritus for the late Professor Paul Lyons. Although he was not officially retired at the time of his death, his accomplishments as a faculty member more than warrants an exception to the emeritus title designation.

Benjamin Asa Kudo  
June 12, 2019  
Page 5

**ACTION RECOMMENDED:**

It is recommended that the Board of Regents recommends as an exception to the stated BOR Policy, RP 5.219 criteria to grant the title of Professor Emeritus of English to the late Professor Paul Lyons.

**Attachments:**

Letter of Support from Department Chair, Subramanian Shankar  
Current Curriculum Vitae  
Current Mailing Address  
President's Summary of Emeritus/Emerita Title Spreadsheet  
Personnel Notification Forms

c: Executive Administrator and Secretary of the Board Oishi



UNIVERSITY  
of HAWAII  
MĀNOA

October 16, 2018

To: Laura Lyons, Dean of the College of Languages, Linguistics & Literature

From: S. Shankar, Chair, Department of English

A handwritten signature in blue ink, appearing to read 'Shankar'.

Re: nomination of Professor Paul Lyons for Professor Emeritus status

Professor Paul Lyons is posthumously eligible to be granted emeritus status; he passed away in February 2018. I informed the department of my intention to nominate him, and invited comments on the nomination.

I'm very happy to pass along Professor Lyons's curriculum vita and to provide you with some of the affirmative comments that faculty have made in response to this nomination. I strongly recommend that UHM recognize Professor Lyons as a Professor Emeritus for his many years of service as a teacher, scholar, and colleague.

Below are written comments I received from faculty in response to this nomination:

Cristina Bacchilega: "Paul Lyons will be missed as one of the very best teachers in our department, amazing scholar, and generous colleague. He took his responsibilities as a Full Professor seriously and at every level, but his mentorship of graduate students was particularly notable. I fully support our Chair's nomination of Paul Lyons for emeritus status."

Craig Howes: "Paul Lyons was a major scholar of American and Pacific Literature. His book on American Pacificism is one of the most important works published on the Pacific in the last thirty years, and certainly one of the most influential. As a teacher, he was one of the mainstays in insuring that the English Department meets its responsibility to provide a Hawaiian and Pacific place of learning. He directed dissertations, served on many dissertation, thesis, and project committees, and was an indispensable member of many area examination committees. Administratively, he served as highly successful and inspirational director of graduate studies. He has also been one of the most effective advocates for Hawaiian and Pacific Island students, and in fact, all students in our program and at the university. My biggest regret is that the automatic and deserved awarding of emeritus status in his case will be posthumous."

Department of English  
1733 Donaghho Road Honolulu, Hawai'i 96822  
Telephone: (808) 956-7619 Fax: (808) 956-3083  
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Gary Pak: "[He] kept on adapting to the academic needs of our students and community. His research and teaching on Pacific matters--literature and culture, interpretation of "classic" American texts, etc.--was first-class and opened up many possibilities for students as well as scholars and writers here. He was very humble and didn't want attention to be drawn to him, but what he accomplished was really phenomenal in helping to change the direction/complexion/etc. of the department. Too many people, mostly graduate students, should really acknowledge more openly what he did for them. But, of course, his unselfish demeanor would ask not. Awarding him this posthumous distinction is the least the department/university can do to acknowledge his value as a professor, scholar, writer, teacher, colleague."

Cynthia Franklin: "I support Paul Lyons's nomination for Emeritus status. Paul was a brilliant scholar--I teach his AMERICAN PACIFICISM in my graduate cultural studies courses. He was a dedicated teacher who matched the rigor of his courses with the generosity of the time he spent with students on their writing. And he was a valuable and beloved colleague whose service to the department was deep and wide-ranging, especially in terms of making it and the university a Hawaiian place of learning."

Georganne Nordstrom: "Dr. Paul Lyons scholarly and professional contributions and impact continue to be profound, as is evident by the void we feel by his loss. I strongly support his nomination for emeritus status."

Reed Dasenbrock: "As the person who used to approve these [emeritus nominations] for many years, I can state unequivocally that these [nominees including Paul Lyons] are all no brainers."

I support without reservation Professor Paul Lyons receiving emeritus status posthumously. Please contact me if you have any questions about this nomination.

Thank you for your consideration.



Paul Lyons  
Curriculum Vitae

EMPLOYMENT HISTORY

Lecturer in English University of North Carolina-Chapel Hill 1989-1990  
Assistant Professor of English, University of Northern Louisiana 1990-1991  
Assistant Professor of English, UH-Mānoa 1991-1997  
Associate Professor of English, UH-Mānoa, 1997-2004  
Professor of English, UH-Mānoa, 2005-  
Director of Graduate Studies in English 2007-2009  
Affiliate Faculty Member, Center for Pacific Islands Studies 2010-

PUBLICATIONS

*Critical Book:*

*American Pacificism: Oceania in the U.S. Imagination* (Routledge: Research in Postcolonial Literatures, 2006).

*Articles in Journals:*

- "John Dominis Holt's Maoli Modernism," *Symploké*, 26.1 (2018) (Forthcoming)  
"Localizing the Classic in Hawai'i: Gary Pak's Recasting of William Faulkner." *Notes on American Literature* 22 (2013): 3-11.  
"Wayne Kaumualii Westlake, Richard Hamasaki, and the Afterlives of (Native/non-native) Collaboration against Empire in Hawai'i," *Anglistica: An Interdisciplinary Journal* (2011), 79-89.  
"The 'New' U.S. Empire Studies," *Journal of Commonwealth and Postcolonial Studies* 14.2 (2007): 75-88.  
"They Will Eat Us Up': Remembering Hawai'i," *American Literary History* (16.3 [2004]): 543-557.  
"Opening Accounts in the South Seas: Poe's *Pym* and American American Pacific Orientalism," *ESQ: A Journal of the American Renaissance* (42:4 [1997]): 291-326.  
"Pacific Scholarship, Literary Criticism, and Touristic Desire: The Specter of A. Grove Day," *Boundary 2* (Summer 1997): 47-78.  
"Larry Brown's *Joe* and the Uses and Abuses of the Region Concept," *Studies in American Fiction* (Spring 1997): 101-124. Rpt in *South to a New Place*, LSU Press (2002): 96-118.  
"From Man-Eaters to Spam-Eaters: Literary Tourism and the Discourse of Cannibalism from Herman Melville to Paul Theroux," *Arizona Quarterly* (1995): 33-62. (Revised version in *Multiculturalism and Representation*, East West Center (1996): 67-86.  
"The Crisis in Criticism Revisited," *Minnesota Review* (1993): 328-332.  
"Melville and his Precursors: Style as Metastyle and Allusion," *American Literature* (September 1990): 445-463.  
"The Morality of Irony and Unreliable Narrative in Trollope's *The Warden* and *Barchester Towers*," *South Atlantic Review* (January 1989, Winner SAMLA Award): 41-54.

"Grace in the Age of the Shopping Mall: New Short Fiction From the South," *Carolina Quarterly* (Winter 1989): 65-70.

*Articles/Essays in Collections:*

- "Herman Melville and the 'Harborless Immensities' of World Literature" in *Blackwell Companion to World Literature* (forthcoming Blackwell, 2019).
- "For the Birds," in *Ocean and Ecology*, Eds. Craig Santos Perez, Lee Kava, Kathy Jetnil-Kijiner. Honolulu: University of Hawai'i Press, 2018.
- "Africana Calls, Pasifika Responses: Russell Soaba, Ralph Ellison, and Oceanic Literary Modernism," in *Oceanic Modernities*. ed. Maebh Long and Matt Heyward. Under consideration with Johns Hopkins UP.
- "Epeli Hau'ofa's Pronouns," in *Ocean and Ecology in the Trans-Pacific Context*. HsinyaHuang, et. al, eds. Kaohsiung: National Sun Yat-sen UP, 2017: 115-134.
- "Lunchtime at the Bishop Museum: Notes on Working Friendships among Natives and Non-Natives and Imperial Anglo-Americanism in Territorial Hawai'i (1900-1959), in *Anglo-American Imperialism and the Pacific*, ed. Michelle Keown, Andrew Taylor, Mandy Treagus (Routledge, 2017).
- "Questions about the Question of Authenticity: Notes on Mo'olelo Hawai'i and the Struggle for Pono," in *Native Authenticity: Transnational Perspectives on Native American Literary Studies*," ed. Deborah Madsen (SUNY Albany, 2010): 19-38.
- "'He Alo a He Alo': Jonathan Kamakawiwo'ole Osorio at the Melville and the Pacific Conference" in *Melville in the Pacific*, ed. Jill Barnum, Wyn Kelley, Christopher Sten (Kent State UP, 2007): 63-69.
- "Global Melville" in *Blackwell Guide to Herman Melville*, ed. Wyn Kelley (Blackwell 2006): 52-68. Rpt. in paperback, 2014.
- "Teaching the Literatures of Hawai'i Under an 'Americanist' Rubric: Toward a located Pedagogy" in *Beyond the Borders: American Literature and Post-Colonial Theory*, ed. Deborah Madsen, Pluto (2003): 135-147.
- "Fear, Perception, and the "Seen" of Cannibalism in Wilkes' *Narrative* and Melville's *Typee*" in *Inside/Out*, ed. Wilson and Hereniko, Rowan & Littlefield: Lanham, Maryland (1999): 291-318. Rpt. in *Body Trade: Captivity, Cannibalism, and Colonialism in the Pacific*, ed. Barbara Creed and Jeanette Hoorne (Pluto, 2001): 126-148.

*Co-Edited Special Issue:*

Co-editor with Ty P. Kāwika Tengan, *Pacific Currents*. Special Issue of *American Quarterly* 67. 3 (September 2015). Winner "Best Special Issue" from CELJ for 2015.

"Introduction: Pacific Currents" (with Tengan): 545-573.

"The Cofa Complex: An Interview with Joakim "Jojo" Peter" (with Tengan), 663-679.

*Creative:*

*Button Man* (a novel), Globe Pequot, 2004. Rpt. Skyhorse Press, Fall 2015.  
Audio Book (Fall 2015)

*Going for Broke* (a novel), Algonquin Books, March 1991.

*Table Legs* (a novel), New Amsterdam Books, January 1989. Film Option, The Jason Company, 1994.

"Variations in a German Field," *Black Warrior Review*, 1987.

"The Heifitz of Busboys," *Florida Review*, Spring 1986.

"Table Legs." *Village Advocate*, Chapel Hill (winner story contest) Spring 1984; reprinted in *Pulpsmith* (Summer 1985); anthologized in *Cardinal*, Jacar Press, 1985.

"Notes from History of the Language," "Eileen's Island," poems in *The Poet Could Not Contain It* (1988).

#### *Introductions:*

"Growing Together: Introduction to Kathryn Waddell Takara's *Love Seasons*" (2014).

"Introduction" to Owen Chase, *Shipwreck of the Whaleship Essex*, Lyons Press/Globe Pequot (1999): xi-xxix.

#### *Edited and Introduced:*

*The Quotable Gambler*, Lyons Press/Globe Pequot (2001, rpt. Skyhorse Press, 2011).

*The Greatest Gambling Stories Ever Told*, Lyons Press/Globe Pequot (2002).

#### *Essay/Reviews:*

"An Apology for Postcolonial Reason." (Featured Review of Emmanuel Chukwudi Eze's *On Reason*) *Philosophy East & West* 62.4 (2012): 574-580.

"'That Wall Shoved Near': Melville and Pacific Studies," *Melville Society Extracts* (October 2003), 16-17.

"Shark Dialogues," on Kiana Davenport, *Mānoa* (Summer 1995), 265-7.

"The Happy Isles of Oceania," on Paul Theroux, *Mānoa* (Winter 1994): 262-265.

"David Lehman's *Signs of the Times* and *Operation Memory*," *Mānoa* (Spring 1992).

"Camoin, Leavis, Swan, Costello, Weaver," omnibus review, *Mānoa* (Spring 1993).

#### *Entries in Encyclopedia:*

"Poker," in *The Encyclopedia of American Culture*, ed. Mari Yoshihara (2009, in Japanese).

"Epeli Hau'ofa," in *The Greenwood Encyclopedia of Folktales and Fairytales* (2008).

#### *Book Reviews:*

"Hope at Sea," review of Teresa Shewry, *Contemporary Pacific* (2017).

"The Black Pacific Narrative," review of Etsuko Taketani, *American Literary History* (2016).

"The Black Pacific," review of Robbie Shilliam, *Contemporary Pacific* (2016).

"Mā'ohi Writing," review of Kareva Mateata-Allain, *Contemporary Pacific* (2009).

"Postcolonial Pacific Writing," review of Keown, *Contemporary Pacific* (2007).

"Conversations," review of Australian journal, *Contemporary Pacific* (2004).

"Love 3X," on Vili Hereniko play, *Contemporary Pacific* (2002).

"Bad Colonists," on Thomas/Eves, *Contemporary Pacific* (2001).

"Cementus," on Joe Balaz's concrete poetry, *Honolulu Weekly* (2001).  
"Rivers of the Sun," on Michael McPherson, *Honolulu Weekly* (2001).  
"Terenesia," on Figiel/Teaiwa CD, *Honolulu Weekly* (2000).  
"Spider Bone," on Richard Hamasaki, *Honolulu Weekly* (2000).  
"Storied Landscapes," on Dennis Kawaharada, *Marvels and Tales* (2000).  
"Electric Laulau," on Joe Balaz CD, *Honolulu Weekly* (1998).  
"Monsters, Tricksters" in *Marvels and Tales* (1997).  
"Living Midnight," on Richard Hamasaki CD, *Honolulu Weekly* (10/2/96).  
"Gardens in the Nights of Spain," on Witi Ihimaera, *Contemporary Pacific* (1998).  
"Alms For Oblivion," on Sano Malifa, *Contemporary Pacific* (1995).  
"On Water," on Tom Farber, *Mānoa* (1995).  
"Learning to Love It," on Tom Farber, *Mānoa* (1994).  
"Jesus' Son," on Denis Johnson, *Mānoa* (1993).  
"A Soldier of the Great War," on Mark Helprin, *Philadelphia Inquirer* (1992).  
"Outerbridge Reach," on Robert Stone, *Philadelphia Inquirer* (1992).  
"Witness Through Imagination," on Paul Pressburger, *Behind the Times*, ed. Annie Proulx (1991).  
"The Uncreated Features of Our Face," on Callahan, *Behind the Times* (1991).  
"A Goldsmith With Words," on Lernet-Holenia, *Behind the Times* (1991).  
"Madness in Melville," on Paul McCarthy, *American Literature* (1991).  
"A Decade of Good Writing," on anthology, *RFD Marlow* (1991).  
"Terrible Voluptuousness," review of Kawabata, *Behind the Times* (1990).  
"Meanness and Meaning," on John Banville, *Behind the Times* (1990).  
"Keepers of the Word," on W.D. Wetherall, *Behind the Times* (1990).  
"Coyote Consciousness," on Linda Popham, *Behind the Times* (1990).

#### *Exhibition Notes:*

"Conjunctions" (photographic exhibit), Mark Hamasaki, Windward Community College, 2012.

#### *Recent and Upcoming Presentations:*

"Assemblages of the Black Pacific." History Workshop. University of Hawaii, 2/9/2018.

"Black Pacific Assemblages," International Conference on Multi-Disciplinary Filipino Studies. Hilo, October 27-29, 2017.

"Worlding Narratives in 19<sup>th</sup> Century Oceania," PAMLA. Honolulu, November 11th, 2017.

"Oceanic Literatures and Cultures" (Session moderator), PAMLA. Honolulu, November 12<sup>th</sup>, 2017.

"Pacific Intersections," Co-Chair (with Hsuan Hsu), Seminar. C19 Conference. Albuquerque, March 22-25, 2018.

"Kanaka Writing Race," panel presentation. C19 Conference. Albuquerque, March 22-25, 2018.

"Melville, Globalism, and the World We Live In," invited lecture, Center for Korean Studies, February 8<sup>th</sup>, 2016.

"Africana Calls, Pasifika Responses: Ellison's *Invisible Man*, Soaba's *Wanpis*, and Oceanic Literary Modernisms," at Oceanic Modernisms Conference, Suva, Fiji, February 4<sup>th</sup>, 2016.

Launch for "Pacific Currents," Special Issue of *American Quarterly*, English Department 2015.

Panel Organizer and moderator for "Pacific Currents," American Studies Association Meeting in Toronto, October 9<sup>th</sup>, 2015.

"'Race' Against Whiteness" (on Herman Melville and comparative racialization), Melville Society Panel, MLA 2015.

"'Non-Accidental Forms of Kindred Thought': African American and Pacific Literatures," English Department Colloquium. 2014.

"Melville and Globalism." Kyung Hee University, Seoul, Korea. July 23 2013.

Panel Chair on "Literatures of the World," *Words in the World Conference* (2013)

#### WORK IN PROGRESS

*Africana Calls, Pasifika Responses: Influences and Affinities Among Oceanian and Black Literatures* (monograph)

*Native-Settler Collaboration and Friendship in Hawai'i* (monograph)

*Questions about the Questions: Keywords in Pacific Studies* (monograph)

*Herman Melville and the World We Live In* (monograph)

*Watching Cooking Shows During Head and Neck Radiation* (collection of personal essays)

"The Ending of William Kennedy's *Ironweed* and the Ends of Reading" (essay)

#### STUDENT COMMITTEES

*Ph.D. Area Exams*

Sharon Weiner (19<sup>th</sup> century American women's writing)

Josh Lazarus (Diaspora Theory and EuroAmerican Jewish Fiction)  
(African American literature)  
Kaela Clapp (African American literature)  
Quynh Vo (African American women's literature)  
Lee Kava (Indigenous theory)  
Scott Kaalele (African American Literature)  
Norman Thompson (Pacific Literature)  
Donovan Kūhio Colleps (20<sup>th</sup> Century African American Fiction)  
(Pacific Literature)

### **Completed**

Janet Graham (African American Literature, Fall 2017)  
Dhiffaf Ali (Committee chair)  
(examiner in African American literature)  
Novelynn Rabsumen (postcolonial theory)  
Kelsey Amos (representation in the Pacific)  
Eric San George (19<sup>th</sup> Century American Literature)  
Anjoli Roy (postcolonial literature and theory)  
Amanda Adams-Handy (whiteness studies)  
Kim Compac (postcolonial theory and literature)  
Michelle Shin (contemporary American literature)  
Mike Pak (African American Literature)  
Krystal Ontai (Hawaiian literature)  
April Ching (race and cinema)  
Kimo Armitage (Committee chair)  
Michael Puleloa (Committee chair)  
Joe Cardinale (contemporary American literature)  
Bed Paudyal (Committee chair)  
Ku'ualoa Ho'omanawanui (Pacific literature)  
Patrice Wilson (Pacific literature)  
Mark Panek (19<sup>th</sup> Century U.S. literature)  
Robert Barclay (contemporary American literature)

### *Ph.D. Dissertations:*

Krystal McAngus (biofiction)  
Kelsey Amos (settler studies in Hawai'i)  
Steve Gin (Director, Pacific Literature, ongoing)

### Completed:

Michael Tsai (Creative Non-Fiction, May 2015)  
Ranjan Adiga (fiction, defended May 2014)  
Jocelyn Cardenas (20<sup>th</sup> Century Modernism and Cinema, May 2014)  
Kimo Armitage (Director, fiction)

David Odhiambo (Director, fiction)  
Bed Paudyal (science fiction and postcolonial theory)  
April Ching (Destinatin Weddings)  
Melanie Ried (19<sup>th</sup> Century women whalers)  
Patrice Wilson (Pacific literature)  
Kualoha Hoomanawanui (Hawaiian literature)  
Gary Pak (local literature)  
Jerry Saviano (fiction)  
Samrat Upadahay (fiction)  
Moonsu Shin (On Melville)  
Leslie St. Martin (Wordsworth, Melville, Conrad)

*M.A. paper/thesis:*

Maya Bousquet (Director, Rhys, Wendt, Frankenstein)  
Cavan Scanlan (fiction and poetry)  
Rachel Reeves (creative non-fiction, Pacific literature)  
Matt Ito (Director, settler studies in Hawaii)  
Amy Scott-Herr (African American)  
Jordan Luz (Filipinx and Environmental Movements)

Completed:

Sarah Goodson (tourism and military in Hawaii, Fall 2017)  
Brittney Holt (African American literature, Spring 2017)  
Peter Forman (creative non-fiction, November 2014)  
Kaela Goodman (Director, Pacific, African American, Southern, May 2014)  
Lenisi Pasa (Tongan literature, Spring 2015)  
Ryan Oishi (poetry)  
Nolan Kim (fiction)  
Pamela Chlemo (poetry)  
Wendy Miyake (F. S. Fitzgerald)  
Alvin Jackson (fiction)  
Jason Minami (fiction)  
Leora McCloskey (american folklore)  
Celeste McCarthy (Patricia Grace)  
Kalea Rogers (Hawaiian Pacific/cultural studies)  
Alonso Garcia (Toni Morrison, Joy Kogawa, ethnicity and memory)  
Ralph Koga (Hawaiian materials)  
Iris Au (creative writing)  
Bill Bird (local literature)  
Shelby Jardin (director, travel literature)  
Jeremiah Boydston (H.G. Wells)  
Tristan Scholte (director, Ayn Rand)  
Christopher Wren (director, allegorical literature)  
Michael Puleloa (fiction)

Chris Kelsey (fiction)  
David Simacek (narrative theory)  
Kahelelani Clark (director, diasporic Hawaiians)

*Honors Reader:*

Megan Lafaso (poetry)  
Andrea Hidano (Hawaii—representation)  
Alex Kendrick (fiction)  
Barry Masuda (theoretical/local literature/creative)  
Alette Yoshi (on local literature)  
Lani Miyahara (on African American woman's fiction)  
Colin Reinhart (fiction)  
Sam Gonzalez (queer theory and cinema)  
Stephen Rafferty (fiction)  
Blake Tsuha (creative thesis, director)  
Jeremiah Boydston (jazz, Albert Murray)  
Jonathan Callahan (fiction)

*Directed Readings:*

Dave Scrivener (contemporary American Fiction)  
Amanda Adams Handy (Pacific literature)  
Kim Compac (Pacific literature)  
Steve Gin (on Pacific Literature)  
Stu Dawrs (Papua New Guinea literature)

PROFESSIONAL SERVICE

*Outside Reader:*

2015 Routledge (monograph on postcolonial approaches, literature of the Americas)  
2015 *The Historical Journal* (article)  
2015 *Journal of Transnational Studies* (article Melville)  
2015 *Latino Studies* (article on Latinos in Hawai'i)  
2015 *Notes on American Literature* (article Ruykeser)  
  
2016 *American Quarterly* (article on Michener)  
2016 University of Hawai'i Press (monograph on race in Hawaii)  
2016 *Christianity and Literature* (article on Melville)  
  
2017 University of Hawai'i Press (monograph on Pacific Literature)  
2017 *ESQ: Journal of Nineteenth-Century American Literature* (article on Melville and Translation)  
2017 University of Hawai'i Press (monograph on Pacific Literature)  
2017 *ESQ* (article on ecoimperialism in Melville)



2017 *Contemporary Pacific* (Barclay's *Melal* and postcolonial ecocriticism)

2017 *Contemporary Pacific* (ecocritical identities under colonialism)

*Contest Judge:*

Saiki Awards (Spring 2015)

Robbie Shappard Short Short Prize (Spring 2014)

Ian McMillan Award (Fiction, Fall 2015)

LLL Teaching Awards Screening Committee (2015, 2016)

*Committees:*

DPC (2013-5)

CPIS DPC (2012, 2013, 2015)

DPC Center for Hawaiian Studies (2016)

Curriculum Committee (2015)

Creative Writing Committee (2015-2016)

TPRC (2012, 2016)

Buildings and Grounds (2015-2016)

Elections Committee (2016-)

Policy Committee (2016-)

DPC (Chair, 2017-2018)

## TEACHING

*Awards:*

College of LLL Award for Teaching 1996

Board of Regents Award for Excellence in Teaching 2004

*Courses Taught:*

100 Composition and Rhetoric

100A Composition and Rhetoric (Honors Section)

250 Introduction to Literature: American Literature

250A Introduction to Literature: American Literature (Honors Section)

254 World Literatures Since 1900

255 Introduction to Literature: Short Story and Novel

272 Introduction to Literature: Literature and Aesthetics

273 Introduction to Literature: Creative Writing

311 Autobiography: Writing about Illness

315 Expository Writing

320 Introduction to English Studies

326 Postcolonial Literature

336 Early American Literature: to 1850

337 American Literature: 1850-1950

338 Contemporary American Novel

351 Nineteenth-Century Novel in English  
371 Pacific Literature  
394 Regional Literatures  
440 Toni Morrison  
471 American Literature to 1865  
471 Settler Studies in Hawaii  
472 American Literature: Civil War to the Present  
475 Studies in the 19<sup>th</sup> Century American Novel  
476 Twentieth-Century American Fiction  
491 African American and Pacific Literatures (Honors)  
491 The American Dream Disfigured (Honors)  
492 Three Centuries of Cultural Exchange in the Pacific (Honors)  
492 Where Cannibalism Has Been, Tourism Will Be (Honors)  
496 Three Regional Literatures: Southern, Western, Literatures of Hawai'i  
496 Rereading American "Classics"  
620 The Profession of English  
625B Theory and Method of Literary Studies  
625D Theory and Method of Cultural Studies  
633 Cultural Studies in Asia-Pacific  
735 "Race" and American Literature  
765 Cultural Encounters in Oceania  
771 Poetics of Relation in Pacific Literatures  
780B African American and Pacific Literature  
780C "Race" and American Literature  
780H Reading American "Classics"  
780T Melville and Morrison: Where Formalism and Historicism Meet  
780 Herman Melville



UNIVERSITY  
of HAWAII UNIVERSITY OF HAWAII  
BOARD OF REGENTS  
MĀNOA

20 FEB 14 12:39 RECEIVED

October 1, 2019

MEMORANDUM

20 FEB 13 P8:48

TO: Benjamin Asa Kudo  
Chairperson, Board of Regents

UNIVERSITY OF HAWAII  
PRESIDENT'S OFFICE

VIA: David Lassner  
President

VIA: Donald Straney  
Vice President for Academic  
Planning and Policy

VIA: Michael Bruno  
Provost

VIA: Laura Lyons  
Vice Chancellor for Academic Affairs

FROM: Denise Eby Konan  
Dean, College of Social Sciences

SUBJECT: Request for Exception to Regents Policy RP 5.219, Emeritus/Emerita Title, for Karl Minke, Department of Psychology, UH Mānoa

**SPECIFIC ACTION REQUESTED:**

We respectfully request that the Board of Regents approve an exception for Professor Karl Minke (Department of Psychology, UH Mānoa) to Regents Policy RP 5.219 Section III B.

**RECOMMENDED EFFECTIVE DATE:**

The effective date would be upon approval of this request.

**ADDITIONAL COST:**

There are no additional costs associated with this request.

**PURPOSE:**

The purpose of this request is to approve emeritus status for Dr. Karl Minke, retired in August 2010, in recognition of his outstanding contributions to the Department of Psychology, College of Social

Sciences, UH Mānoa, the Hawai'i Psychological Association, the American Psychological Association, and the local community.

## **BACKGROUND**

### **New Emeritus Status Policy at University of Hawai'i**

An update to the Board of Regents Policy, RP 5.219 Emeritus/Emerita Title was approved on January 25, 2018 (see bolded text below).

- I. Purpose: To set forth policy on the awarding of the honorific emeritus/emmerita title.
- II. Definitions: No policy specific or unique definitions apply.
- III. Policy: A. The emeritus/emmerita 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/emmerita 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/emmerita title from the university.
- IV. Delegation of Authority: A. The president is delegated the authority to award the emeritus/emmerita 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.**

### **Dr. Minke's Qualifications**

Although Dr. Minke retired at the end of the 2009-2010 academic year at the Associate Professor level, under the updated BOR policy he may be recommended to the board for consideration as deserving of the emeritus title. Dr. Minke is most deserving of this honor as his contributions to the Department of Psychology, College of Social Sciences, UH Mānoa, the Hawai'i Psychological Association, the American Psychological Association, and the local community have been exceptional.

1. He served UH continuously, as an effective instructor, mentor, and administrator for 42 years; he was hired as an Assistant Professor at UH Mānoa in 1968 and retired in 2010.
2. He was a primary contributor to the research mission of the department during his entire career at the University of Hawai'i. He was a key element in the research training provided to both graduate and undergraduate students. His graduate course in statistics was unique and developed statistical expertise in hundreds of future psychologists. Because of its reputation, across the years a number of faculty members from various departments in the university sat in on the course to enhance their own statistical proficiency. He was a major source of statistical consultation for both students and faculty on their individual research projects. When the

department strengthened the research-training component of its undergraduate program, he developed a new course in basic research methods that was required of all students prior to declaring their major in Psychology. He taught the course every semester for the remainder of his career, resulting in dramatic improvement of the research skills of students in the department.

3. He served as chair of the Department of Psychology for 15 years, being elected with strong support by the faculty for five 3-year terms. While serving as chair, Dr. Minke strengthened the service, teaching, and research activities of one of the largest departments in the UH System in terms of credit hours and undergraduate majors. Faculty who excelled in research were given additional resources and time to pursue their research endeavors, while those who excelled in teaching or service were similarly empowered to devote their major efforts in these realms. Dr. Minke insisted that the department be judged for its contributions in these areas in the aggregate, not necessarily on the level of each individual faculty member. This philosophy was instrumental in enhancing and expanding the educational, research, and service missions of the department. Under Dr. Minke's tenure, the department published hundreds of scholarly papers and books, contributed to many international symposia and conferences, accrued hundreds of thousands of student credit hours, trained hundreds of doctoral students, and acquired millions in research and training grants.
4. He served on many committees and boards at the college and university level, including Committee on Human Studies; Committee on Student Advising; Chair Department Undergraduate Studies; Committee on Scientific Inquiry; Committee on Articulation; Associate Dean Search Committee; Task Force on Sexual Orientation; Advisory Board, Freshman Seminar; Writing Intensive Board; Committee on Diversity; Evaluation and Assessment; Assessment Council; Committee on Improving Excellence in Undergraduate Education; and Director of Clinical Studies Program.
5. He has been, and continues to be, active in community service and helped strengthen UH-community ties. His activities included: consultant to students' science projects at Wheeler Intermediate School; judge, State Science Fair; consultant, Leahi Hospital psychiatric unit; consultant, Hawaiian Airlines; Professional Advisory Board of Assets School; Legislative Round Table on Prescription Privileges, Hawaii Supreme Court; volunteer, Hurricane Iniki relief team, DOH; State Advisory Board for Felix-Waihee Consent Decree regarding child mental health services; and President, Hawai'i Academy of Science. One specific collaboration bears additional attention, as this represents his continued commitment to positively affect the local community even in his retirement: he is a member of Mindful Hawai'i, heading up the Science Sector. The role of the Science Sector is to promote the use of mindfulness as a practical tool in a variety of applied settings and to track the scientific literature evaluating the effectiveness of these techniques. He, and others at the association, are currently looking into the feasibility of creating a Mindfulness Center within the UH system similar to those found in a number of other

universities around the country. A Board of Directors was established for the association last year, of which he is a member.

6. He has also served the profession in many ways, which has directly benefited the department, university, and local community. He is a past president and executive board member of the Hawai'i Psychological Association. Since his retirement, he has remained active in the Healthy Workplace Award program, an initiative of the American Psychological Association in which each state's psychological association annually identifies places in their state utilizing exceptional management practices and recognizes them with formal awards. The awardees at the state level are then nominated for a national award. Hawai'i has won the national award a number of times since the program's inception about 15 years ago. He has served as a site visitor and committee member from the beginning and co-chair of the program since 2013. He represented the state at a national meeting on the program a few years ago.
7. He has also been asked, and has served, as a member of the American Psychological Association accreditation review team. This is a prestigious honor, as the reaccreditation process is a rigorous one, and the review team is comprised of top clinical faculty in the field. Accreditation must be renewed every three to seven years after careful review, including a two-day site visit by a team of three trained members of the association with the appropriate credentials. As a member of the review team, he has served on five such site visit teams.

Based on Dr. Minke's long years of teaching, research, and service and exceptional contributions in these areas, it is the unanimous recommendation of the Department of Psychology at UH Mānoa that Dr. Minke be approved by the UH BOR for emeritus status. We believe Dr. Minke represents the best of UH Mānoa.

**ACTION RECOMMENDED:**

It is strongly recommended that the Board of Regents approve awarding Dr. Karl Minke the title of Professor Emeritus in accordance with Board of Regents Policy RP 5.219.

**Attachments**

1. Dr. Karl Minke's CV
2. PNF showing Associate Professor appointment
3. PNF showing retirement
4. Request for President's Confirmation of Emeritus/Emerita Title Awards, Mānoa
5. Current mailing address

c: Executive Administrator and Secretary of the Board Oishi

## CURRICULUM VITAE

Karl A. Minke

### Education

B.S. in Psychology, Arizona State University, 1961  
Ph.D. in Educational Psychology, University of Wisconsin, 1968

### Employment

Research Associate, Research and Development Center for Cognitive Learning, University of Wisconsin, 1965-1966.

Assistant Professor, University of Hawaii, 1968-1972.

Associate Professor, University of Hawaii, 1972-2010

Retired, 2010.

### Teaching and Research Interests

Complex human learning; applied learning; statistics and methodology; philosophy of science; learning theory, educational assessment.

### Recent Service to University

Fall, 1982-Spring, 1989--Chair of Undergraduate Studies, Department of Psychology.

1985-1987--Occasional Acting Chair, Department of Psychology

June, 1986-1989--Chair of Committee on Human Studies, University of Hawaii system.

Fall, 1986, 1987--Member, Department Personnel Committee

Spring, 1987--Invited lecture, Behavioral Medicine, University of Hawaii, Hilo.

Fall, 1987-1989--Member, Committee on Scientific Inquiry, College of Social Sciences

Spring, 1988--Member, Committee on Student advising, A & S

Summer, 1989-2004--Chair, Department of Psychology

1990-1993--Chair, Social Sciences Standing Committee on Articulation

1990-present--Member, various sub-committees for College of Social Sciences

1991--Chair, Search Committee, Associate Dean of Academic Affairs, College of Arts and Sciences

1993-1998--Member, System-wide Task Force on Sexual Orientation (assuming Chair January, 1996)

1994--Member, Search Committee, Director of Freshman Seminar

1994-1996--Advisory Board Member, Freshman Seminar Program

1996-1998--Chair, System-wide Task Force on Sexual Orientation

1996-1998--Member, Writing Intensive Board

1996-2010--Member, Manoa Commission on Diversity

1997-2002--Evaluation and Assessment Officer, U.H. First Year at Manoa Project

2005-2006--Member, Manoa Assessment Council, Office of the Chancellor

2005-2006—Board Member, Outstanding Scholar in the Arts & Sciences Program, Office of the Chancellor  
2006--Co-Chair, Committee on Improving Excellence in Undergraduate Education, College of Social Sciences.  
Summer, 2008-2010--Director of Clinical Studies, Department of Psychology

#### Recent Service to Community

1985-1994--Consultant to students doing science fair projects at Wheeler Intermediate School and Kawanakoa Intermediate School.  
1985-1994--Judge, State Science Fair, Senior Research Division.  
1987--Consultant to psychiatric ward of Leahi Hospital concerning behavioral therapy program for psychotic boy.  
1987--Consultant, Hawaiian Airlines (management problems)  
1988-1990--Chief judge, Central District Science Fair. Senior Division judge, State Science Fair.  
1990-present--Member, Professional Advisory Board, Assets School.  
1990--Hosted segment of ETV Series "It's Science, Isn't It?" for the Department of Education.  
1990--Member, Legislative Round Table on Prescription Privileges, Hawaii Supreme Court  
1993--Volunteer, Hurricane Iniki Relief Team, Department of Health  
1994-1995--Member, State Advisory Board for Felix-Waihee Consent Decree regarding Child Mental Health Services  
1995-2007—Chief Judge, State Science Fair, Senior Research Division.  
1997-2000--President Elect, President, and Past President, Hawaii Academy of Science  
2004-2008—President, Precinct 12, District 28, Hawaii Democratic Party  
2005-2008—Vice Chair, District 28 Council, Hawaii Democratic Party  
2008—Co-Chair, Platform Committee, Oahu County Democratic Party Convention  
2008-2012—Chair, District 28 Council, Hawaii Democratic Party  
2018-present—Board member, Mindful Hawaii

#### Recent Service to Profession

1985-1990--Co-editor, International Newsletter of Social Behaviorism  
1986-1990—Founding member and member of executive committee (secretary) of the Society for Uninomic Psychology, an international society established for the study of issues related to the unification of psychology as a scientific discipline.  
1986-1990--Associate Editor, International Newsletter of Uninomic Psychology.  
1986--Served as liaison with Hawaii Psychological Association in establishing student membership.  
1987--Reviewer: Kunkel, J. Conversations with Great Psychologist. Palo Alto: Mayfield Publishing Company  
1989--Convention committee, Hawaii Psychological Association  
1989-1990—President, Society for Studying Unification Issues in Psychology  
1991, 1992--Academic Division Representative and Executive Board Member, Hawaii Psychological Association.  
1991--Co-Chair, 1992 Hawaii Psychological Association Convention  
1992--Co-Chair, 1993 Hawaii Psychological Association Convention  
1993--Secretary, Hawaii Psychological Association



1994-1996, 1999-present--Executive Board Member, Hawaii Psychological Association

1995--President, Hawaii Psychological Association

2004-present—Member, Healthy Workplace Award Committee, Hawaii Psychological Association

2009—Accreditation Site visitor for American Psychological Association, Alliant University-Pasadena

2013--Accreditation Site visitor, University of North Texas

2013-Co-Chair, Healthy Workplace Award Committee, Hawaii Psychological Association

2013--Accreditation Site Visitor, University of Utah

2014--Accreditation Site Visitor, University of Colorado, Denver

2016—Accreditation Site Visitor, Alliant University-Los Angeles

2017—Accreditation Site Visitor, Alliant University-Fresno

### Awards

1997--Distinguished Service Award, Hawaii Psychological Association

2011--Patrick H. DeLeon Lifetime Achievement Award, Hawaii Psychological Association

### Publications

#### Books

Minke, K. A., & Carlson, J. G. (1972, 1975, 1985) Psychology and life unit mastery system: Student's guide and instructor's guide (for both regular and brief editions). Glenview, Ill.: Scott, Foresman & Co.

Minke, K. A., Carlson, J. G., & Zimbardo, P.G. (1979) Mastering psychology and life (for both regular and brief editions). Glenview, Ill.: Scott, Foresman & Co.

Minke, K. A. (1988) Unit Mastery Study Guide to Accompany Psychology and Life. Glenview, Ill.: Scott, Foresman & Co.

#### Chapters

Minke, K. A. (1980) Behavioral engineering. In L. P. Ince (Ed.), Behavioral Psychology in Rehabilitation: Clinical Applications. Baltimore: Williams & Wilkins.

Minke, K. A. (1987) A comparative analysis of modern behaviorism's general theories: Unification through generational advance. In A. W. Staats & L. Mos (Eds.), Annals of Theoretical Psychology: Vol. 5. New York: Plenum.

Minke, K. A. (1990) Research foundations of a developing paradigm: Implications for behavioral engineering. In G. Eifert & I. A. Evans (Eds.), Unifying behavior therapy: Contributions of Paradigmatic Behaviorism. New York: Springer.

Cambra, R., Dubanoski, R., Minke, K., Pratt, R., and Goodman, R. (1999). Learning Communities at the University of Hawaii at Manoa: Improving the First Year Experience. In J. MacGregor (Comp.), Strengthening Learning Communities: Case Studies from the National Learning Communities Dissemination Project (FIPSE). Olympia, WA: The Evergreen State College, Washington Center for Improving the Quality of Undergraduate Education.

Minke, K. A., & Haynes, S. N. (2003). Sampling issues. In J. C. Thomas and M. Hersen (Eds.). Understanding Research in Clinical and Counseling Psychology. Lawrence Erlbaum Associates

Minke, K. A. & Haynes, S. N. (2010). Sampling: The generalizability of data across persons, behaviors, settings, and time. In J. C. Thomas and M. Hersen (Eds.), Understanding Research in Clinical and Counseling Psychology: A Textbook. Lawrence Erlbaum Associates.

#### Articles and Technical Reports

- Staats, A. W., Staats, C. K., Minke, K. A., & Finley, J. R. (1961) Operant conditioning of a class of negative evaluative words. Technical Report No. 20. Contract Nonr-2794 (02) between Office of Naval Research and Arizona State University.
- Staats, A. W., Staats, C. K., Finley, J. R., & Minke, K. A. (1961) Mediating responses in the operant conditioning of word classes. Technical Report No. 21. Contract Nonr-2794 (02) between Office on Naval Research and Arizona State University.
- Staats, A. W., Finley, J. R., Osborne, W. D., Quinn, W. D., & Minke, K. A. (1963) The use of chain schedules in the study of reinforcement variables in a reading task. Technical Report No. 25. Contract Nonr-2794 (02) between Office of Naval Research and Arizona State University.
- Staats, A. W., Staats, C. K., Finley, J. R., & Minke, K. A. (1963) Meaning established by classical conditioning controlling associates to the UCS. Journal of General Psychology, *69*, 247-252.
- Staats, A. W., Minke, K. A., Finley, J. R., Wolf, M., & Brooks, L. O. (1964) A reinforcer system and experimental procedure for the laboratory study of reading acquisition. Child Development, *35*, 209-231.
- Staats, A. W., Finley, J. R., Minke, K. A., & Wolf, M. (1964) Reinforcement variables in the control of unit reading responses. Journal of the Experimental Analysis of Behavior, *7*, 139-149.
- Staats, A. W., Staats, C. K., & Minke, K. A. (1966) Operant conditioning of a class of word associates. Journal of General Psychology, *74*, 157-164.
- Staats, A. W., Van Mondfrans, A. P., & Minke, K. A. (1967) Manual of administration and recording methods for the Staats "motivated learning" reading procedure. Working Paper No. 6. Wisconsin Research and Development Center for Cognitive Learning.
- Staats, A. W., Minke, K. A., Goodwin, W., & Landeen, J. (1967) Cognitive behavior modification: "Motivated learning" reading treatment with subprofessional therapy-technicians. Behavior Research & Therapy, *5*, 283-299.
- (Reprinted in B. Ashem & E. G. Poser (Eds.), Behavior Modification with Children. New York: Pergamon Press, 1971)
- Minke, K. A. (1969) The grammatical form class of verbs and the operant conditioning of word classes. Technical Report No. 84. Wisconsin Research and Development Center for Cognitive Learning.
- Minke, K. A. (1969) Early development of verbal mediation in children: An interparadigm comparison. Theoretical Paper No. 21. Wisconsin Research and Development Center for Cognitive Learning.
- Minke, K. A., & Stalling, R. B. (1970) Long-term retention of conditioned attitudes. Technical Report No. 6. Contract N00014-67-A-0387-0007 between Office of Naval Research and University of Hawaii.
- Staats, A. W., Minke, K. A., & Butts, P. (1970) A token-reinforcement remedial reading program administered by black therapy-technicians to problem black children. Behavior Therapy, *1*, 331-353.
- (Reprinted in R. M. Suinn & R. G. Weigel (Eds.), Innovative Therapies: Critical Contributions. New York: Harper & Row, 1973)
- Minke, K. A. (1972) Operant conditioning of a grammatical form class with second grade children. Journal of Genetic Psychology, *121*, 21-30.
- (Reprinted in abbreviated form in Mental Health Digest, 1972, *4*, 7-8)
- Staats, A. W., Minke, K. A., Martin, C. H., & Higa, W. R. (1972) Deprivation-satiation and strength of attitude conditioning. Journal of Personality and Social Psychology, *24*, 178-185.
- Minke, K. A., & Carlson, J. G. (1974) PSI in large classes. PSI Newsletter, *2*, 5.
- Carlson, J. G., & Minke, K. A. (1974) The effects of student tutors on learning by unit mastery instructional methods. Psychological Record, *24*, 533-545.
- Carlson, J. G., & Minke, K. A. (1975a) Fixed and ascending criteria for unit mastery learning. Journal of Educational Psychology, *67*, 96-101.

- Carlson, J. G., & Minke, K. A. (1975b) The psychology and life unit mastery system. In J. B. Maas & D. A. Kliber (Eds.), Directory of innovations in psychology. Washington: American Psychological Association.
- Ince, L. P., Grzesiak, R. C., & Minke, K. A. (1978) Rehabilitation psychology: An annotated list of selected basic references. Rehabilitation Psychology News, 6, 8-15.
- Collette-Harris, M., & Minke, K. A. (1978) A behavioral experimental analysis of dyslexia. Behavior Research and Therapy, 16, 291-295.
- Minke, K. A. (1981) Features of social behaviorism. International Newsletter of Social Behaviorism, 1, 14-19.
- Minke, K. A. (1983) Can psychotherapy take place on a verbal level?: A comment on Eifert. International Newsletter of Social Behaviorism, 2, 23-24.
- (Reprinted in Seleccion en espanol del international newsletter of social behaviorism, 1984)
- Ban, P. K., & Minke, K. A. (1984) The use of generalization gradients for the study of mediational processes. Journal of General Psychology, 110, 115-128.
- Staats, A. W., Minke, K. A., & Ban, P. (1984) L'apprentissage d'un repertoire langagier et la recherche experimentale—longitudinale: L'apprentissage de l'imitation de la parole par un enfant non verbal. Revue de Modification du Comportement, 14, 51-65.
- Minke, K. A. (1986) Toward a general theory of behavior: Two-level vs. multilevel theory methodology. International Newsletter of Social Behaviorism, 6, 3-8.
- Minke, K. A. (1987) Research methodology in a unified psychology: A paradigmatic behavioral perspective. International Newsletter of Uninomic Psychology, 3, 4-10.
- Minke, K. A. (1988) Philosophy of a Maturing Science: Principles of Unified Positivism. International Newsletter of Uninomic Psychology, 4, 32-37.
- Minke, K. A., Odo, F. S., and Okamura, J. Y. (1993) Assessment of diversity in the Manoa curriculum. In Report on the Educational Improvement Fund 1992/1993. Office of Faculty Development and Academic Support, University of Hawai'i at Manoa.
- Minke, K., Goodman, R., Craig, A., Acopan, D., Nakamura, B., Nakata, K., & Oba, T. (2000) Year Two Summary Report: Freshman Learning Communities at U.H. Manoa. First Year at Manoa Project, University of Hawai'i at Manoa.
- Blanchard, D. C., Hynd, A. L., Minke, K. A., Minemoto, T., & Blanchard, R. J. (2001) Human defensive behaviors to threat scenarios show parallels to fear- and anxiety-related defense patterns of non-human mammals. Neuroscience and Biobehavioral Reviews, 25, 761-770.
- Lauer, J. B., Rajewski, D. W., & Minke, K. A. (2006). Statistics and research courses: Interdepartmental variability in undergraduate majors' first enrollments. Teaching of Psychology.
- Minke, K. A. & Staats, A.W. (2015) Letters: Mindfulness works, but how? APA Monitor, July/August, p. 8

#### Papers/Posters Presented

- Minke, K. A., Staats, A. w., Finley, J. R., & Wolf, M. (1963) Reinforcement variables in the control of unit textual responses. Paper delivered at the Society for Research in Child Development Convention, Berkeley, California.
- Minke, K. A., & Heard, W. G. (1964) The development of hand-eye coordination in a brain-damaged child. Paper delivered at the Southwestern and Rocky Mountain Division American Association for the Advancement of Science Conference, Lubbock, Texas.
- Carlson, J. G., & Minke, K. A. (1973) Fixed and ascending criteria for unit mastery learning. Paper delivered at the annual meeting of the Hawaii Psychological Association, Honolulu, Hawaii.
- Minke, K. A., & Carlson, J. F. (1973) Facilitation of study behavior through unit mastery instruction. Paper delivered at the annual meeting of the Hawaii Psychological Association, Honolulu, Hawaii.
- Wood, R. D., Dannenmiller, J. E., Carlson, J. G., & Minke, K. A. (1973) Predictors of success in a unit mastery course. Paper delivered at the annual meeting of the Hawaii Psychological Association, Honolulu, Hawaii.

- Minke, K. A., & Carlson, J. G. (1973) A comparison of two lecture systems in unit mastery instruction. Paper delivered at the annual meeting of the American Psychological Association, Montreal, Canada.
- Collette-Harris, M., & Minke, K. A. (1975) A behavioral experimental analysis of dyslexia. Paper delivered at the second international conference of the International Federation of Learning Disabilities, Brussels, Belgium.
- Minke, K. A. (1975) The syntagmatic-paradigmatic shift in the classical conditioning of grammatical meaning. Paper delivered at the annual meeting of the Hawaii Psychological Association, Honolulu, Hawaii.
- Minke, K. A. (1977) Study behavior problems in unit mastery courses. Invited address, Universidad Nacional Autonoma de Mexico, Mexico City.
- Minke, K. A. (1985) Toward a general theory of behavior: Two-level vs. multilevel theory methodology. Invited symposium paper delivered at the annual convention of the Association for Behavior Analysis, Columbus, Ohio.
- Minke, K. A. (1986) Methodological issues in the unification of psychology. Symposium paper delivered at the annual convention of the American Psychological Association, Washington, D. C.
- Minke, K. A. (1986) Research methodology in a unified psychology: A paradigmatic behavioral perspective. Symposium paper delivered at the annual convention of the American Psychological Association, Washington, D. C.
- Minke, K. A. (1987) Targeting the undergraduate: the Health Careers Opportunity Program at the University of Hawaii. Symposium paper delivered at the annual convention of the American Psychological Association, New York, New York.
- Minke, K. A. (1988) Paradigmatic Behaviorism's Response to the Cognitive Challenge. Symposium paper delivered at the annual convention of the American Psychological Association, Atlanta, Georgia.
- Hufano, L. D., Minke, K. A., Naitoh, S., & Staats, A. W. (1989) Comparative Case Study Analyses of the SMART with Undermotivated Pupils. Symposium paper delivered at the annual convention of the Hawaii Psychological Association, Honolulu, Hawaii.
- Minke, K. A. (1989) Establishing Stimuli: An Independent Stimulus Function or Evidence for Instrumental-respondent Interaction? Symposium paper delivered at the annual convention of the American Psychological Association, New Orleans, Louisiana.
- Minke, K. A. & Carlson, J. G. (1990) PLUMS in Paradise: 18 Years of Unit Mastery Instruction in Hawaii. Symposium paper delivered at the annual convention of the American Educational Research Association, Boston.
- Minke, K. A. (1994) The teaching of psychology at the university level. Symposium paper delivered at the annual convention of the Hawaii Psychological Association, Honolulu.
- Minke, K. A. (1995) Town, Gown, and Downtown: Unifying the Psychological Community. Presidential Address, Hawaii Psychological Association Convention, Honolulu, Hawaii (reprinted in the Hawaii Psychologist)
- Minke, K. A. (1999) The Evaluation Paradox: Directing Campus Research Expertise to Self Examination. Symposium paper delivered at the Washington Center Conference on Transforming Campuses Through Learning Communities, Seattle, Washington.
- Minke, K. A. (1999). The Freshman Learning Communities: A Strategy for Evaluation and Assessment. Presidential Address, Hawaii Academy of Science, Honolulu, Hawaii.
- Minke, K. A., Lauer, J. B., & Rajewski, D. W. (2004) Statistics and research courses: Interdepartmental variability in undergraduate majors' first enrollments. Poster presented at the Third Annual Hawaii International Conference on Social Sciences, Honolulu.
- Nelson, K., Hoyert, M., Minke, K., Young, J., Abad, C., Chung, E., Harrison, J., Kinoshita, R., LaFrance, H., & Oquendo, E. (May, 2008). Exploration of performance and learning motivations in a unit mastery course. Poster presented at the annual Midwestern Psychological Association conference, Chicago, IL.
- Stern, J., Wilson, C., Minke, K., Edwards, L., & Nishihara, J. (October, 2014). Evaluation of Hawaii's Psychologically Healthy Workplace Awards Program. Poster presented at the annual Hawaii Psychological Association Convention, Honolulu, HI.



MANO UNIVERSITY OF HAWAI'I  
BOARD OF REGENTS

20 FEB 14 P12:39 July 1, 2019

RECEIVED

MEMORANDUM

TO: Benjamin Asa Kudo  
Chair, Board of Regents

VIA: David Lassner  
President

VIA: Donald Straney  
Vice President for Academic Planning and Policy

VIA: Michael Bruno  
Provost

FROM: Laura E. Lyons  
Interim Dean, College of Languages, Linguistics & Literature  
and Interim Associate Vice Chancellor for Academic Affairs

UNIVERSITY OF HAWAI'I  
COLLEGE OF LANGUAGES, LINGUISTICS & LITERATURE

SUBJECT: TITLE OF PROFESSOR EMERITUS FOR RODNEY MORALES

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents recommends as an exception to the stated BOR Policy, RP 5.219 criteria to grant the title of Professor Emeritus of English to Professor Rodney Morales.

RECOMMENDED EFFECTIVE DATE:

Upon Board of Regents approval.

ADDITIONAL COST:

None.

PURPOSE:

To grant the title of Professor Emeritus of English to Professor Rodney Morales.

BACKGROUND:

Pursuant to Board of Regents Policy RP 5.219, Awarding of Emeritus Title, approved in January 2018, "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. 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." "The president is delegated the authority to award the emeritus/emerita title to individuals who meet the stated criteria, and may recommend to the board for consideration individuals deserving of honor who do not meet the stated criteria."

Professor Rodney Morales has served the University of Hawai'i at Mānoa for 21 years (1996-2018), and was promoted to I-5 Full Professor in August 2016. From August 2016 up to his retirement, Professor Morales has under 5 years (1 year, 9 months) in the full professor rank. Although he does not meet the 5-year criteria in the full professor rank, his accomplishments as a faculty member more than warrants an exception to the emeritus title designation, and his nomination, initiated by the Department Chair, Professor S. Shankar, was met with enthusiasm and unanimously endorsed by the English Department.

After having worked as a lecturer in English and Ethnic Studies for almost a decade, Professor Morales was hired as an Assistant Professor in English in 1996. His hire was the first one in English that required the applicant to have produced "writing that exhibits expertise in, knowledge of, and sensitivity toward the cultures, history and languages of Hawaii." His hire, then, represented an early (and ongoing) commitment to the burgeoning literary scene here and an acknowledgement of the significant role that he and other Hawai'i writers were playing not just in these islands but also more widely within ethnic American literary studies.

Within that larger body of literature, one of the things that distinguishes Professor Morales' work has been his focus on the experiences of Puerto Rican immigrants who came to Hawai'i to work on the plantations, and who shared an affinity with many Native Hawaiian writers for the aesthetics developed in relation to island contexts. From his first book of short stories *Speed of Darkness* to his two epic novels *When the Shark Bites* (2008) and *For a Song* (2016), which follow multiple generations, Professor Morales has garnered a reputation for representing the complex cultural politics of these islands with an unerring eye that views racial and political conflicts with both poignancy and urgency. His fiction has been translated into Spanish and has been the subject of conference papers, theses, and academic articles on literature from the Puerto Rican diaspora as well as the literatures of Hawai'i.

His sensitivity to the similarities in the colonial histories of Puerto Rico and Hawai'i drew him to the struggle to end the use of Kaho'olawe for target practice and ultimately resulted in the volume *Ho'iHo'i Hou—a tribute to George Helm and Kimo Mitchell*, a special issue of *Bamboo Ridge* and *The Hawai'i Writers' Quarterly*, which continues to be used in classrooms throughout the state today. This book also formed the basis for the 90 minute film, *Kaho'olawe—Aloha 'Aina*, produced by Na Maka O Ka 'Aina Productions and for which Professor Morales served as Project Director and writer. Through his substantial body of work, Professor Morales provides his readers and his students alike with a model for the life of the writer that emphasizes active engagement with the many communities here within which he works. Both the quality of his writing and his commitments to this place have been recognized through nominations for The Pushcart Award and the PEN Open Book Award. He is the recipient of the the Elliot Cades Award for Literature, and was twice the grand prize winner of the Honolulu Magazine Fiction contest.

From his initial hire into a tenure-track position that afforded him the chance to direct and work with advanced students, the demand for Professor Morales' classes and his service on Honors and MA thesis committees as well as on PhD area exams and dissertation committees was so great that several years later the English Department hired a second creative writing professor with similar publication requirements. Consequently, the Creative Writing Program in English has helped to shape multiple generations of Hawai'i-based writers. In 2006, Professor Morales received the LLL Award for Excellence in Teaching. In his retirement, he generously continues to serve graduate and Honors students as a reader on dissertation and thesis committees and PhD area exams.

In his creative works, his teaching and his service, Professor Morales has been exemplary. Making an exception to award him Professor Emeritus status, as the former Vice Chancellor of Academic Affairs, will allow the English Department and university to continue to call on his unique experiences and skills in thinking in a wholistic way about this place and its many histories and people. I wholeheartedly endorse this nomination.

ACTION RECOMMENDED:

It is recommended that the Board of Regents recommends as an exception to the stated BOR Policy, RP 5.219 criteria to grant the title of Professor Emeritus of English to Professor Rodney Morales.

Attachments:

Letter of Support from Department Chair, Subramanian Shankar  
Current Curriculum Vitae  
Current Mailing Address of Rodney Morales  
Presidents Summary of Emeritus/Emerita Title Spreadsheet  
Personnel Notification Forms

c: Executive Administrator and Secretary of the Board Oishi



UNIVERSITY  
of HAWAI'I  
MĀNOA

October 16, 2018

To: Laura Lyons, Dean of the College of Languages, Linguistics & Literature

From: S. Shankar, Chair, Department of English

A handwritten signature in black ink, appearing to read 'S. Shankar'.

Re: nomination of Professor Rodney Morales for Professor Emeritus status

I write to request emeritus status for Professor Rodney Morales; he retired in July 2018. I informed the department of my intention to nominate him, and invited comments on the nomination.

I'm very happy to pass along Professor Morales's curriculum vita and to provide you with some of the affirmative comments that faculty have made in response to this nomination. I strongly recommend that UHM recognize Professor Morales as a Professor Emeritus for his many years of service as a teacher, writer, and colleague.

Below are written comments I received from faculty in response to this nomination:

Mark Heberle: "A graduate of UHM in Liberal Studies, with specializations in Hawaiian Studies and Creative Writing, Professor Morales gave back splendidly to his alma mater as lecturer in Ethnic Studies, instructor in English, and Assistant Professor, Associate Professor, and Professor of English from 1986 through 2018 while becoming one of the most valuable critics of literature written as well as one the most productive and successful writers of fiction that Hawai'i has produced. Rodney's career has followed a coherent, cumulative pattern of increasing significance as a creative writer that includes a short story collection *The Speed of Darkness* in 1988 that includes some earlier published works; a 2002 novel, *When the Shark Bites* that fictionally draws upon the Protect Kaho'olawe movement; and a *For a Song*, his large and ambitious detective novel published in 2015 after ten years of writing that is set in the economic, political, and criminal problems of today's Hawai'i. His published and republished stories have been taught here and on the continent in literature and history classes and have been included in academic theses on Hawaiian literature and culture. In 2005, in the middle of his career, Rodney received the Elliot Cades Award for Literature for work published by an already established author. His 2011 article on "The Emergence of Local Literature," an update of an earlier crucial study of island literature from 1998, is an authoritative account of important aspects of the island

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literature renaissance over the past three decades to which he has contributed so much himself. An award-winning teacher for his courses on fiction writing and Ethnic Literature of Hawai'i, Rodney was also an extraordinarily generous and invaluable mentor, adviser, and PhD. dissertation director for two generations of UHM graduate students and taught four different creative writing seminars in the department. In addition to organizing literature conferences for the department and university, giving readings of his own work and organizing readings by local and visiting writers, and judging student creative writing award contests, Rodney served as the department's creative writing director from 2000 –2004, at a time when the program had become somewhat factionalized, and his leadership in that role helped make creative writing become the strongest program in our department in the years after his chairmanship. After such a record of achievements and contributions to the creative and literary life of the department, the university, and the state, he richly deserves the honor of Emeritus status in his retirement."

Glenn Man: "He was the first local creative writer hired as a tenure track faculty in our department, an advertised position that drew highly qualified and eager applicants, a hire that was very competitive. Rodney was a unanimous choice, and to our good luck, he accepted our offer. He proved productive in his writing, effective as an instructor, and collegial in his administration of the creative writing program. And this brings me to my second point--Rodney was willing to take on the reins of administering the creative writing program after the program had to be rehabilitated after internal struggles within its ranks involving gender and racial issues and struggles with the department over autonomy issues. Rodney stepped up to the plate to guide the creative writing program during its period of transition, of healing and growth in new and progressive directions. And lastly, Rodney did his duties with grace, humility, and sensitivity during his entire career with us, but especially during the time of the creative writing crisis and its aftermath. For this, I was eternally grateful, and so too was the department."

Cristina Bacchilega: "Rodney Morales was one of the most versatile teachers in our department and a very generous mentor of graduate and undergraduate students in creative writing. In retirement, he will continue to write and publish, adding to his already distinguished career as a fiction writer. I fully support our Chair's nomination of Rodney Morales for emeritus status."

Craig Howes: "Rodney Morales is one of Hawai'i's best known and accomplished writers of fiction. His novels, short stories, and works of non-fiction have been central to the flourishing of a Hawai'i literature over the past forty years. As a teacher and advisor, he has also been the mentor for two generations of Hawai'i's fiction and non-fiction writers, having served as the director or a committee member on countless creative writing dissertations and theses. He has served as director of Creative Writing, and as an organizer of many seminars, symposia, and workshops. Through his writing, teaching, and service he has contributed profoundly to the English Department, to the University of Hawai'i, and to Hawai'i itself. His emeritus status is indisputable."

Gary Pak: "He is a major shaper/mover in the Local literary arts community, will continue to serve this purpose, and played a big role as a professor of CW in the direction of many undergraduate and graduate students. He is well deserving of this distinction. He has been a large model for many students of writing to look up to. Again, he is a humble person who would rather attention not be drawn to him, but there are scores of graduate students who would consider his influence as their primary inspiration."

Cynthia Franklin: "I support Rodney Morales's nomination for Emeritus status. Rodney is one of the foremost writers of Hawai'i literature and I regularly teach his fiction in my US and ethnic literature courses. He was a caring teacher who dedicated himself to mentoring young writers. And he was a hardworking colleague who helped make the department more responsive to Hawai'i and Hawaiian literature."

Georganne Nordstrom: "Rodney Morales's creative works helped usher in literature being produced in and about Hawai'i onto the national and international stage, and his works have become part of a canon that has changed the literary experiences of students across Hawai'i—including my own. I fully support his nomination for emeritus status."

Reed Dasenbrock: "As the person who used to approve these [emeritus nominations] for many years, I can state unequivocally that these [nominees, including Rodney Morales] are all no brainers."

I support without reservation Professor Rodney Morales receiving emeritus status. Please contact me if you have any questions about this nomination.

Thank you for your consideration.

# Curriculum Vitae

RODNEY E. MORALES

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[REDACTED]  
Honolulu, Hawai'i [REDACTED]  
[REDACTED]  
[REDACTED]

## EDUCATION

### University of Hawai'i at Mānoa, 1981-1984. M.A.

English, with specialization in Creative Writing,  
Thesis: "Disharmony of the Spheres," a collection of stories.  
Thesis Director: Ian MacMillan  
Honors: Inaugural *Lawrence Brown Award*, for *Ho'iHo'i Hou*.

### University of Hawai'i at Mānoa, 1970-1974. B.A.

Liberal Studies, specializing in Hawaiian Studies and Creative Writing, University of Hawai'i at Mānoa.

## WORK EXPERIENCE AND ACADEMIC APPOINTMENTS

### University of Hawai'i at Mānoa

Professor of English, 2016-2018  
Associate Professor of English, 2001-2016  
Director of Creative Writing, 2001-2004, and 2012-2013.  
Assistant Professor of English, 1996-2001  
Lecturer/Instructor in English, 1985-1996  
Lecturer in Ethnic Studies, 1988-1996

### Kapi'olani Community College

Lecturer in English, 1986-88.

### Windward Community College

Lecturer in English, 1991.

### West Oahu College

Lecturer in English, 1990.

### Department of Education

Part-Time Teacher (PTT), 1980-85.

## OTHER RELEVANT WORK EXPERIENCE

### Education Information Center

Education Specialist

**Responsibilities:** Creating audiotapes for information-by-phone service, etc.

### ~~City of Honolulu~~ Neighborhood Board

Neighborhood Specialist, 1978-79

**Responsibilities:** Designing, developing information brochures, etc.

### ~~Office of the Lieutenant Governor~~

Audio Visual Specialist, 1975-78.

**Responsibilities:** Preparing slide shows, designing election manuals, etc.

## PUBLICATIONS—CREATIVE

### Books

*For A Song*, a novel. (University of Hawai'i Press (2016)), 500 pages.

*When the Shark Bites*, a novel. University of Hawai'i Press (2002). 360 pages.

*Follow the Water, Reach for the Stars*, a children's story, for MacThemes '97, MacMillan Press, (Winter 1997). 16 pages.

*The Speed of Darkness*—a collection of short stories. *Bamboo Ridge, The Hawai'i Writers Quarterly*, issues 39 and 40 (Summer/Fall 1988). 175 pages.

### Short stories/novel chapters/story excerpts

"El barco de los sueños," ("Ship of Dreams" in translation), in *Sargasso, A Journal of Caribbean Literature, Languages and Culture* (2015).

Excerpt from *When the Shark Bites* in *The Everyday Writer*, 4<sup>th</sup> Edition, by Andrea A. Lunsford. (Bedford/St. Martin's: 2008).

Excerpt from "Under the Table," in *Routes*, Vol. 1. Kahuaomanoa Press (2010).

"Look Out Old Macky's Back," excerpted from *When the Shark Bites*, in *Honolulu Stories* (Mutual Press: 2008).

"The Runner-up," in *Kaimana* (2002), 17-31.

"Starting from Scratch," in *Hybolics 1* (Fall 1999), 70-78.

"Black Over Blue," in *Hawai'i Review 53*, Vol. 22.2 (Summer 1999), 98-124.

"The State Statistician," in *Social Process in Hawai'i*, Vol. 39: *The Ethnic Studies Story: Politics and Social Movements in Hawai'i*. Honolulu: University of Hawai'i Press, 1999, 249-255.

"When the Shark Bites," *Honolulu Magazine* (April 1994), 34, 62-72. Reprinted in *Hawai'i Review 67 & 68: "A Special Tribute to Ian MacMillan"* (2008).

"Under the Table," *Honolulu Magazine* (December 1987), 78, 108-120. Reprinted in *Rereading America—Cultural Contexts for Critical Thinking and Writing*. New

York: St. Martin's Press, 1992, 676-691.

"Miles Away," *Bamboo Ridge, The Hawai'i Writers' Quarterly*, issue no. 33 (Spring 1987), 63-78.

"Daybreak Over Haleakala/Heartbreak Memories—A Two-Sided Hit," *Hawaii Review* 17; (Spring 1985), 7-24. Reprinted in *Malama—Hawaiian Land and Water*, special issue of *Bamboo Ridge, The Hawai'i Writers' Quarterly*, issue no. 29 (Winter 1989), 12-29. Reprinted in *The Best of Bamboo Ridge*, special issue of *Bamboo Ridge, The Hawai'i Writers' Quarterly*, 1986, 195-213.

"Ship of Dreams," *Ramrod* 5, (1984), 7 pages. Reprinted in *Growing Up Puerto Rican*, New York: William Morrow and Co., Inc., 1997, 39-49.

"The Shadow Warrior," *Hawaii Review* 14 (Fall 1982/Spring 1982), 16-22. Reprinted in *Our History, Our Way, An Ethnic Studies Reader*, Dubuque: Kendall-Hunt, 1996, 462-469.

"Clear Acrylic Enamel," *Hawaii Review* 5 (Spring 1975), 99-116, Reprinted in *Scrawling Wall*, Vol. 1 (Oct. 15, 1987), 24-27. Reprinted in *Honolulu Stories*: Mutual Press (2008).

### Poetry/Song lyrics

"The Wasteland," *Ramrod* 9, 1992, 4-5.

### Work in translation

"El barco de los sueños," "La sombradel guerrero" y "San Paul en la Tierra Promertida" tomados de *The Speed of Darkness* de Rodney Morales (traducción de "Ship of Dreams," "The Shadow Warrior," y "Saint Paul in the Promised Land." M.A. in Translation Studies—Geniz Hernández Rosado, University of Puerto Rico, Recinto de Rio Piedras (Spring 2012).

### In Progress

*Untitled*—A sequel to the novel, *For A Song*.

*The Kid in the Middle*—a memoir where each chapter is signaled by a significant black-and-white photograph.

*Appropriate Responses*—a short story collection.

*The Rodney Morales Songbook*, a compilation of original words and music, plus recordings of these same songs (to be made available on the web).

*Untitled*—a historical novel based on the life of Honolulu detective Chang Apana, inspiration for Earl Derr Bigg's Charlie Chan and subsequent movies featuring this character.

## **PUBLICATIONS—CRITICAL**

### Edited Volumes

*Ho'iHo'i Hou*—a tribute to George Helm and Kimo Mitchell, special issue of *Bamboo Ridge, The Hawai'i Writers' Quarterly*, issue no. 22 (Spring 1984). 113 pages.

### Chapters in Books

Excerpt from "The Emergence of Local Literature," forthcoming in *Aloha: The Spirit of Hawai'i, A Little Collection of Thoughts, Insights & Quotations About the Meaning of Aloha*. (Mutual: 2015).

"The Emergence of Local Literature," Chapter 6 (pp. 121-143), in *Barack Obama, The Aloha Zen President: How a Son of the 50th State May Revitalize America Based on 12 Multicultural Principles*, edited by Michael Haas (Praeger 2011).

"Literature in Hawai'i—A Contentious Multiculturalism" (published under the title "Literature"), Chapter 6 (pp. 107-129) in *Multicultural Hawai'i, The Fabric of a Multicultural Society*, edited by Michael Haas (Garland 1998).

### Reviews

Review of *Natives in Exile*, by Dirk Harman, for *Manoa—A Journal of International Writing*: Vol. 3, No. 1, 1991, 237-238.

Review of *Lucky Come Hawaii*, by Jon Shirota, for the *Honolulu Star-Bulletin and Advertiser*, (June 18, 1989): E-6.

Review of *Islands Under the Influence*, by Noel Kent, for *Let's Talk About It*, 1988. 1 page.

### Articles

"Kumu Kahua Revival of Territorial Era Plays," Kumu Kahua Newsletter, August 2004.

"Extremely Eloquent; Therefore, Extremely Dangerous." A piece on spoken word artist, John Trudell. *The Honolulu Weekly*, Vol.11, No. 5, February 13, 2001: 7.

"Positive and Negative Aspects in Local Humor," for *Funny Kine* symposium. Printed in Library Program, 1990: 6-7.

## **FILM/AUDIO-VISUAL PRODUCTIONS/PERFORMANCES**

### Films

*Kaho'olawe—Aloha 'Aina*. Na Maka O Ka 'Aina Productions, 1992.  
Project director, co-writer. 90 minutes.

*Blackout Baby*. KHET (Public Television), 1991. 28 minutes. Performance of "The Shadow Warrior" in this Emmy-winning broadcast, 1991. 28 minutes.

"Gecko Tales," a production of narrative theater, featuring a performance of "The Shadow Warrior," University of Hawai'i Art Auditorium, Honolulu, Hawai'i, August 4, 1987.

### Sound recordings

*The Speed of Darkness*—a cassette recording. Bamboo Ridge Press, 1993. (The recording includes two unpublished stories, "Layla," and an excerpt from the abandoned novel, *Ala Moana*.)

## **REFEREED CONFERENCE CONTRIBUTIONS**

“A South Swell: The PaCification (not PASSification) of Hawai‘i’s Local Literature,” *Art As Identity, Association of Asian American Studies Conference*, in Oakland, CA, hosted by UC Berkeley—May 31, 1995

#### **PAPERS DELIVERED/INVITED TALKS, SYMPOSIA, COLLOQUIA, SEMINARS**

“The Role of Research in a Place-Based Novel—For a Song.” Center for Biographical Research, October 6, 2016.

Invited speaker, Lewis C. Richardson Seminar Room Lecture Series, University of Puerto Rico, October 14, 2005.

Panel Member: *Territorial Era Plays*, Kumu Kahua Theater, September 14, 2004.

Featured speaker, “Literary History: Outsiders View of the ‘Noble Savage,’” *Rethinking the U.S. in “Paradise,”* American Friends Service Committee, Honolulu, Hawai‘i, July 23, 1998.

“Recovering and Reinventing the Local,” *Writing in Captivity: Decolonizing Hawaiian Literature*, Hilo, Hawai‘i, July 11, 1996.

“It Should Be Academic,” *Activism and the Academy* Panel for the “Intersections Visiting Artist Program,” Art Department, University of Hawai‘i, February 16, 1996.

“A South Swell: The PaCification (not PASSification) of Hawai‘i’s Local Literature,” *Art As Identity, Association of Asian American Studies Conference*, in Oakland, CA, May 31, 1995.

“What’s the Frequency, Kenneth?: Gauging the Impact of Hawai‘i’s Local Literature,” sponsored by the University of Hawai‘i Ethnic Studies Program, University of Hawai‘i Campus Center, April 1995.

“Being Puerto Rican in our Local Community—Fact and Fiction,” *Change and Continuity—Puerto Rico and Hawai‘i*, Atherton Halau, Bishop Museum, October 28, 1992.

“New Visions: Diversity, Community, Power.” *Eighth National Conference of the Association for Asian American Studies*, Ala Moana Hotel, Honolulu, Hawai‘i, May 30, 1991.

#### **MISCELLANEOUS, related to creative writing**

Outside Reader for Kamehameha Publishing, Fall 2014.

Outside Reader for University of Hawaii Press, 2004.

#### **PUBLIC READINGS/PERFORMANCES**

Presenter, Reading Series, University of Georgia, Athens, Georgia, March 23, 2017

Book launch and reading, University of Hawai‘i, Kuykendall 410, December 1, 2016.

Book Signing and Reading, Native Books/Na Mea Hawai‘i, November 5, 2016.

Author Celebration Event at Farrington High School: April 28, 2010.

The Ninth Fall Festival of Writing: "Represent!"—moderator for a panel featuring Victoria Kneubuhl and Lurline McGregor. November 20, 2009. Shown on 'Olelo, Channel 55, at 8 p.m. on Tuesday, March 2, 2010

Cades Award reading, Kumu Kahua Theater, Honolulu, May 25, 2005.

Featured presenter, Fall Festival of Writers. Theme: "Moving Islands," celebrating writers from the Caribbean and Oceania, November 8-12, 2004.

Participant in *Celebrate Teen Reading* Conference, April 2004.

Panel member for Hawai'i Book Publishers Annual Conference, June 21, 2003.

Reading and talk at WCCC (the Women's Community Correctional Center), April 2003.

Literature of Hawai'i reading for "Journeys," theme for International Day festivities, at Kapi'olani Community College. March 19, 2003.

Black History Month event: "Emancipation & Spoken Word." Moderated panel featuring Ishmael Reed and Kathryn Waddell Takara, February 9, 2003.

Launching of *When the Shark Bites*, University of Hawai'i Korean Studies Auditorium, October 24, 2002.

Participant in *Celebrate Teen Reading* Conference, April 2002.

Participant (music performance) in "Tok Hybolics," at Kumu Kahua Theater. January 28, 2002.

"The Readings," sponsored by *Hawai'i Literary Arts Council*, McCully Library Auditorium, Honolulu, Hawai'i, May 25, 2000.

The Book-Cellar Reading Series, sponsored by *Hawai'i Literary Arts Council*, The Meeting Place Cafe, Honolulu, Hawai'i, February 11, 1997.

"Bamboo Ridge Reading," Borders at Ward Center, Honolulu, Hawai'i, December 1995.

"A Bamboo Ridge Reading," *Hawai'i Pacific Regional Symposium, Association for Asian American Studies*, Oakland, California, May 31, 1995.

"Crossing Borders: Latino Writers in Hawai'i," United Puerto Rican Heritage Association Social Hall, Honolulu, Hawai'i, September 29, 1994.

The Book-Cellar Reading Series, sponsored by *Hawai'i Literary Arts Council*, Book-Cellar Bookstore, Honolulu, Hawai'i, May 3, 1994.

The Book-Cellar Reading Series, Book-Cellar Bookstore, Honolulu, Hawai'i, January 6, 1992.

"Bamboo Ridge Reading," *Celebrate Diversity*, Mid-Pacific Institute, Honolulu, Hawai'i, November 4, 1989.

Book launch for *The Speed of Darkness*, University of Hawai'i Campus Center Ballroom, Honolulu, Hawai'i, November 16, 1988.

Book launch for *Ho 'iHo 'i Hou—a tribute to George Helm and Kimo Mitchell*, University of Hawai'i Campus Center Ballroom, Honolulu, Hawai'i, April 6, 1984.



## FEATURED INTERVIEW SUBJECT

*Modern Luxury Hawaii*, by Regina Molaro. Photoshoot by Linny Morris: November 2016.

*Puerto Rican Diaspora* (a primer for Japanese readers), by Mitsuhiro Shigaki and Yoshiko Miyake: 2009.

## SUBJECT OF CONFERENCE PRESENTATIONS

Kumukahi: Settler Alliances and Kuleana in Rodney Morales' "Daybreak Over Haleakalā/Heartbreak Memories" (A Proposal for the "[Re]Mapping Indigenous and Settler Geographies in the Pacific" Gathering)—conference paper by Kapena M. Landgraf—(Re)Mapping Settler Geographies conference: UH-Manoa, October 20, 2018.

"Decolonization as Class Struggle: Internally Colonized Working-Class Writers Imagine Egalitarian Cultures,"—conference paper by Tim Libretti. Fighting Inequality—Joint Conference of the Labor and Working-Class History Association and the Working-Class Studies Association Conference: 2015.

"Transcultural Subjectivity in between: Cultural Translation of *The Oceanic Memories* and *When the Shark Bites*," paper by Beryl Tzuhsiu Chiu, for NCCU conference in November 2010.

"Borinke' in Hawai'i—Rodney Morales Rides the Diaspora Wave to Trans-Regional Imperial Struggle"—a lecture by Maritza Stanchich presented at the department of Modern Languages and Cultures, the Center for Multicultural Affairs, and the Appreciating Races Creating Opportunities Club (ARCO) in celebration of Hispanic Heritage Month. October 1, 2009.

## ARTICLE/THESIS/DISSERTATION SUBJECT

*The Shores of US Empire: Islands and Geographies of Historical Struggle in the Literary Imagination*, dissertation by Emily Ann Scheese: 2012.

"Borinke' in Hawai'i—Rodney Morales Rides the Diaspora Wave to Trans-Regional Imperial Struggle," in *Writing off the Hyphen*. University of Washington Press: 2008.

A Paradise Lost: Mapping Contemporary Literature from Hawai'i, dissertation by Claudia Rapp, zur Erlangung des akademischen Grades des Doktors der Philosophie (Dr. phil.) an der Universität Konstanz Fachbereich Literaturwissenschaft: 2004.

## PRINCIPAL INVESTIGATOR

Celebrate Reading—Book Club & Literature Festival—April 2010.

## TRAVEL GRANTS/INVITATIONS

Received for Reading Series presentation at the University of Georgia, Athens, GA, March 23, 2017.

Received for travel and research to San Juan, Puerto Rico. Presented at Universidad de Puerto Rico, Rio Piedras campus (2005).

Received for travel upon invitation to the SPACLALS Conference in Woolongong, Australia, 1990.

## AWARDS

Nominated for the 2017 Pen Open Book Awards, for the novel *For A Song*. Nominated by Carol Abe for UH Press, 2017.

**College of Languages, Linguistics, and Literature Award for Excellence in Teaching, 2005-2006.**

**Elliot Cades Award for Literature, 2004.**

Nominated for Pushcart Prize for short story "The Runner Up." Nominated by Tony Quagliano, editor, *Kaimana* Journal.

**Grand Prize, Honolulu Magazine Fiction Contest, 1993.**

**Grand Prize, Honolulu Magazine Fiction Contest, 1987.**

Lawrence Brown Award, for publications in the field of Hawaiian Studies, 1985.

## SERVICE

### PhD Dissertation Committees

#### *Director*

Michael Puleloa	(Spring 2011)
Julian Bukowski	(Spring 2011)
Christopher Kelsey	(Fall 2010)

#### *Member*

Joseph Han	(ongoing; to be decided)
Aiko Yamashiro	(ongoing; to be decided)
Ida Yoshinaga	(June 2018)
Michael Tsai	(April 2015)
James Kimo Armitage	(Spring 2010)
Michelle Shin	(Fall 2009)
Clinton Frakes	(Spring 2006)
Jacinta Gale'ai	(Spring 2005)
Robert Barclay	(Spring 2003)

### M.A. Thesis Committees

#### *Director*

Rachel Reeves	(Spring 2018)
Donald Carreira-Ching	(Spring 2013)
Sara Young	(Fall 2012)
Heidi Sakuma	(Fall 2009)
Shannon Kiek	(Fall 2008)
James Kimo Armitage	(Spring 2007)
Hester Young	(Spring 2006)
Melanie Ried	(Spring 2006)
Susan Bynum	(Spring 2005)
Kyla Pocock	(Spring 2004)

Dawn Oshiro (Spring 2003)  
Iris Au (Spring 2002)

*Member*

Cavan Scanlan (Spring 2018)  
Peter Forman (Fall 2014)  
Rain Wright (Spring 2014)  
Amanda Silliman (Spring 2013)  
Douglas Neagoy (Spring 2013)  
Kapena Landgraf (Spring 2013)  
Kelsey Abing (Spring 2012)  
Julie Tanji (Spring 2012)  
Eleanor Svaton (Fall 2011)  
Ann Inoshita (Spring 2008)  
Clifford Lim (Spring 2007)  
Tom Conner (Fall 2006)  
Desi Poteet (Spring 2007)  
Brent Fujinaka (Spring 2005)  
Tony Pennay (Spring 2004)  
Tim Denevi (Spring 2004)  
Sarah Pardes (Spring 2004)  
Alex Dorcean (Spring 2013)  
Kristin Seller (Spring 2001)

PhD Area Exam Committees

Joseph Han (Fall 2017)  
Kelsey Amos (Spring 2016)  
David Scrivner (Fall 2015)  
Ida Yoshinaga (Spring 2011)  
Michael Tsai (Spring 2011)  
Christopher Kelsey (Spring 2010)  
Tiffany Ing (Fall 2008)  
James Kimo Armitage (Spring 2008)  
Michael Puleloa (Spring 2007)  
Georganne Nordstrom (Spring 2006)  
Robert Barclay (Spring 2006)  
Nolan Kim (Spring 2005)  
Charles Tunai (Spring 2003)  
Ku'ualoha Ho'omanawanui  
(2-paper option) (Fall 2002)

Honors Thesis Committees

*Director/Mentor*

Joseph Han (Spring 2013)  
Rain Wright (Spring 2012)  
John McClain (Fall 2011)

Cortney Silva (Fall 2008)  
Heidi Sakuma (Spring 2003)  
Travis Quezon (Spring 2003)

*Member*

Alaine Nozawa (Spring 2005)  
Tegan Hammond (Fall 2004)

Directed Reading

Alexei Melnick (Novel Writing—499, Spring 2008; 599, Fall 2008)  
Michael Tsai (Creative Writing Pedagogy—699; Fall 2007)  
Tiffany Ing (Literature of Hawai‘i—699; Spring 2006)  
Incoronata Inserra (Literature of Hawai‘i—699; Fall 2004)

Assistant Professor, Graduate Assistant, and Lecturer class observation and evaluation

Hsin Yun Tsai (Spring 2017)  
Shawna Yang Ryan (Fall 2016)  
Donovan Kuhio Colleps (Spring 2015)  
Anjoli Roy (Spring 2014)  
Keala Dickhens (Fall 2012)  
David Maine (Fall 2010)  
Brandy McDougall (Spring 2008)

**COMMUNITY OUTREACH**

Principal Humanities Scholar, Celebrate Reading Program, University of Hawai‘i at Mānoa—Conducted workshop; crafted the Humanities Guide. April 2010.

Guest speaker at Kamehameha & Farrington High Schools, 2008-2010.

Speaker, Kapi‘olani Community College’s International Festival March 21, 2007.

Guest speaker, *Saturday Morning Authors*, Hamilton Library, May 15, 2006.

Speaker, Back to Mānoa Day, at University of Hawai‘i at Mānoa: May 20, 2005.

Workshop leader, *Write in the Middle*, a writing camp for school district finalists, May 14, 2005.

Speaker, Kapi‘olani Community College’s International Festival March 19, 2003.

Presenter, Celebrate Reading Program, University of Hawai‘i at Mānoa—April 2002

**ACADEMIC SERVICE**

*Department of English*

F2017-S2018 Member, Search Committee

F2016-S2018 Member, Personnel Committee

F2015-S2018 Member, Creative Writing Committee

F2017 Guest speaker in James Caron’s ENG 369 class.

S2017 Judge, William & Steven B. Stryker Contest

S2016 Judge, Patsy Sumie Saiki Short Story Contest

S2015 Judge, William & Steven B. Stryker Contest

Judge, Ian MacMillan Fiction Contest  
 2014-2015 Member, Personnel Committee  
 2014 Organizer, John Sayles talk and reading  
 S2014 Judge, Patsy Sumie Saiki Short Story Contest  
 S2013 Judge, Patsy Sumie Saiki Short Story Contest  
 2012-2013 Member, Search Committee  
 2011-2013 Member, Policy Committee  
 S2012-S2013 Director, Creative Writing Program  
 2010-2011 Member, Personnel Committee  
 2008-2011 Member, Curriculum Committee  
 2008-2009 Member, Creative Writing Committee  
 2007-2008 Member, Search Committee  
 2006-2008 Member, Curriculum Committee  
 2006 Guest Speaker in Cynthia Franklin's ENG 492 class  
 2005 Judge, Patsy Sumie Saiki Short Story Contest  
 Guest speaker in Craig Howes' poetry seminar.  
 2004-2005 Member, Creative Writing Committee  
 Member, Creative Writing Committee  
 2003-2005 Member, Personnel Committee  
 2004 Guest Speaker in Gary Pak's ENG 257 class  
 2003 Guest Speaker in Glenn Man's ENG 255 class  
 2003-2004 Member, Assessment Committee  
 2001-2004 Director, Creative Writing Program, University of Hawai'i English  
 Department  
 2002-2003 Member, Hiring Committee  
 2001-2002 Member, Hiring Committee  
 2001 Co-coordinator, Fall Celebration & Symposium  
 2000 Graduate Program Committee/Guest Speaker, Nell Altizer's ENG 716  
 class/Guest Speaker, Edith Suyama's ENG 250 class  
 1999-2000 Joseph Chadwick Memorial Lecture Committee/Creative Writing  
 Committee/Undergraduate Advising  
 1999 Judge, Patsy Sumie Saiki Short Story Contest  
 Judge, Steve Stryker Fiction Contest  
 Guest Speaker, Lucia Aranda's Spanish 477 class/  
 Reader for *Amerasia* Journal  
 1998-1999 Organizer, Fall Celebration of Writing/Policy Committee/Creative Writing  
 Committee/Undergraduate Advising  
 1998 Mentor, SEED Graduate Education Mentor Program for Hawaiian and  
 Filipino students  
 Guest speaker, Emmanuel Drechsel's Honors 495 class/Guest speaker,  
 Ned Schultz's ES 330: Japanese in Hawai'i class/Reader for *Social  
 Process of Hawai'i* for Office of Women's Research  
 1997-1998 Policy Committee/Creative Writing Committee/Undergraduate Advising  
 1997 Judge, Patsy Sumie Saiki Fiction Contest  
 1996-1997 Steering Committee 1997 MELUS Conference/Guest Lecture Committee/  
 Creative Writing Committee/Undergraduate Advising

1995 Guest speaker, Franklin Odo's ES 330: Japanese in Hawai'i class  
1994-1996 Creative Writing Committee  
1991-1994 Co-director (along with Librarian Joan Hori) of the "Acquisition of Creative Multicultural Literature" project  
1991-1992 Introductory Literature Program Committee  
1990-1991 Conference Program Committee, Eighth National Conference of the Association for Asian American Studies

*University*

2007-2008 Member, Tenure Promotion Review Committee  
2006-207 UH Committee on Research  
2006 UH Faculty Senate

**LANGUAGES**

Hawaiian Creole English (fluent); Spanish (reading, limited fluency)

**RESEARCH AND TEACHING INTERESTS**

Creative Writing  
The Literature of Hawai'i & the Pacific  
Film Noir/Mystery Fiction  
American Literature/American Ethnic Literature  
Songwriting/Popular Music

**MEMBERSHIPS**

Modern Language Association (MLA)  
American Writers' Program (AWP)

School of Ocean and Earth Science and Technology  
1680 East-West Road, POST 802  
Honolulu, HI 96822  
TEL 808 956-9109 FAX 808 956-9152

UNIVERSITY OF HAWAII  
BOARD OF REGENTS



Office of the Dean

20 FEB 14 P12:39

RECEIVED

February 14, 2020

MEMORANDUM

'20 FEB 14 A11:27

TO: Benjamin Asa Kudo  
Chair, Board of Regents  
University of Hawai'i

UNIVERSITY OF HAWAII  
PRESIDENT'S OFFICE

VIA: David Lassner  
President  
University of Hawai'i



FROM: Tim Dolan   
Chief Executive Officer  
University of Hawai'i Foundation

Brian Taylor   
Dean, School of Ocean and Earth Science and Technology  
University of Hawai'i at Mānoa

SUBJECT: REQUEST FOR ACTION TO APPROVE THE ESTABLISHMENT OF THE  
DR. RUTH D. GATES ENDOWED CHAIR AT THE SCHOOL OF OCEAN  
AND EARTH SCIENCE AND TECHNOLOGY AT THE UNIVERSITY OF  
HAWAII AT MĀNOA

SPECIFIC ACTION REQUESTED:

It is requested that the University of Hawai'i Board of Regents approve the naming of the Dr. Ruth D. Gates Endowed Chair for the University of Hawai'i at Mānoa School of Ocean and Earth Science and Technology in recognition of a private donation.

RECOMMENDED EFFECTIVE DATE:

Request that this be effective upon Board of Regents approval.

ADDITIONAL COST:

No additional costs are associated with this request.



PURPOSE:

The purpose of this Fund is to provide an endowed chair in the School of Ocean and Earth Science and Technology ("SOEST") at the University of Hawai'i's Hawai'i Institute of Marine Biology ("HIMB") to recruit and retain faculty of the highest caliber in the area of Coral Reef Science.

This endowed chair will honor the inspiring legacy of Dr. Ruth Gates, a renowned expert in coral reef biology and science communication who led by example through integrity and transparency. As such, principles of inclusivity, candor, humility, compassion and respect for the interdependence of all living things will be core values central to this appointment.

The faculty member chosen for this chair must conduct innovative and applied research to promote coral reef health and provide layperson communications about the science that can bring about positive change in coral reef health and facilitate public awareness about coral reef health.

Funds for this endowed position may be used for:

1. Any combination of costs as follows to support the recipient's research and education goals in the program area of applied research and awareness in coral reef health. The recipient will consider input from the Dean of SOEST and the Director of HIMB in determining priorities and activities for research, education, and awareness.
  - a. A supplement for the recipient.
  - b. Research and education/awareness program support as the recipient sees fit, including but not limited to, delivery of research and papers at conferences, video production, blogs, podcasts, or other relevant forms of digital communication, manuscript preparation, library and equipment acquisition, and other requirements of an active scholar, mentor, educator, and communicator.
  - c. Travel by the recipient to other universities and research sites, government agencies, and industry visits.
  - d. Recipient's attendance at workshops, short courses, and other educational opportunities.
  - e. Extended education programs by the recipient such as workshops, short courses, on or off campus programs, etc.
  - f. Graduate student research assistants.
  - g. Graduate and undergraduate student internships and travel.

The Dean of the SOEST will appoint a committee to recommend candidates for the Chair. The Dean will make the final decision in awarding the Dr. Ruth D. Gates Endowed Chair after conferring with the Committee.



The recipient shall submit an annual budget to the Dean for approval. The recipient is also required to submit an annual report on the previous year's related activities consistent with the Use of Funds to the Dean and to the Donors. This report will include a summary of work in advancing coral reef health including any new discoveries, theories, collaborations, etc. that took place as well as information on use of the Fund resources including hiring, securing new grants, awards, scientific publications, scientific conferences presentations, videos, and other relevant information from the previous year. Emerging challenges and opportunities in coral reef health shall also be highlighted in this report.

The criteria for the selection of the Chair are as follows: The candidate must:

1. Be a current faculty member or new recruit.
2. Hold a doctorate, and be eligible for appointment to a tenure-track faculty position.
3. Have a documented record of applied research and strong knowledge in Coral Reef Science.
4. Be able to provide program leadership and to make contributions to the education and research goals of HIMB and the SOEST.
5. Have a strong interest in and substantial record of working with students.
6. Have a program that is based on both basic science as well as applied research, with direct applications to solutions that will preserve and enrich coral reef environments.
7. Have a research and outreach program with global focus and presence.
8. Have excellent oral and written communications skills.
9. Embody the core principles of integrity and inclusivity, which so exemplified the career and life of Dr. Ruth Gates.

The letter of hire shall outline key expectations aligned with the intent of the endowed chair position. The University shall ensure that the program and the recipient of the Chair undergo rigorous periodic review according to UH Board of Regents guidelines and contractual policies.

#### BACKGROUND:

This endowed chair shall be funded by a \$2,000,000 private donation to honor Dr. Ruth Gates.

Dr. Ruth Gates (March 28, 1962 – October 25, 2018) was the Director of the Hawai'i Institute of Marine Biology and the first woman to be President of the International Society for Reef Studies. During postgraduate work in Jamaica, she explored the bleaching response of coral, resulting from rising ocean temperatures, and spent the rest of her career telling the world. She joined HIMB in 2003 and was a world-leading

advocate for the study and rescue of corals. In 15 years with HIMB, Gates published well over 100 scholarly articles. She won the Paul G. Allen Ocean Challenge in 2013 and the University of Hawai'i Board of Regents Medal for Excellence in Research in 2018. In 2016, she was named by Hawai'i Business as one of the top 20 leaders of Hawai'i. Gates and her work are featured in the Netflix documentary, *Chasing Coral*. Today, the Gates Coral Lab continues her work, legacy, and evangelism. She studied biology at Newcastle University in England, where she earned her bachelor's degree and doctorate.

ACTION RECOMMENDED:

It is recommended that the University of Hawai'i Board of Regents approve the naming of the Dr. Ruth D. Gates Endowed Chair at the University of Hawai'i at Mānoa School of Ocean and Earth Science and Technology in recognition of this private gift.

c: Kendra Oishi, Executive Administrator and Secretary to the BOR

20354

20 FEB 14 12:39

RECEIVED

V. Vance Roley  
Dean  
First Hawaiian Bank Chair  
of Leadership and Management

'20 JAN 29 A9:31

January 27, 2020

UNIVERSITY OF HAWAII  
PRESIDENT'S OFFICE

MEMORANDUM

TO: Benjamin Asa Kudo  
Chair, University of Hawai'i Board of Regents

VIA: David Lassner  
President, University of Hawai'i



FROM: Tim Dolan  
Chief Executive Officer, University of Hawai'i Foundation



V. Vance Roley  
Dean, Shidler College of Business



SUBJECT: REQUEST FOR ACTION TO APPROVE THE ESTABLISHMENT OF TWO (2) WILLIAM R. JOHNSON, JR. DISTINGUISHED PROFESSORSHIP ENDOWMENTS IN TRAVEL INDUSTRY MANAGEMENT (#1 AND #2) FOR THE SCHOOL OF TRAVEL INDUSTRY MANAGEMENT AT THE UNIVERSITY OF HAWAII AT MĀNOA SHIDLER COLLEGE OF BUSINESS

SPECIFIC ACTION REQUESTED

It is requested that the University of Hawai'i Board of Regents approve the naming of two (2) William R. Johnson, Jr. Distinguished Professorship Endowments (#1 and #2) for the School of Travel Industry Management at the Shidler College of Business in recognition of a private donation.

RECOMMENDED EFFECTIVE DATE

Upon Board of Regent's approval.

### ADDITIONAL COST

No additional costs are associated with this request.

### PURPOSE

The purpose of each endowment is to provide a distinguished professorship at the School of Travel Industry Management ("TIM School") at the Shidler College of Business ("Shidler College") at the University of Hawai'i at Mānoa ("UHM"), to recruit and retain faculty of the highest caliber.

Funds may be used for, but are not limited to:

1. A salary or supplement for the recipient; and/or
2. Any combination of costs as follows to support the recipient's research and education goals. The recipient will consider input from the Shidler College of Business Dean ("Dean") in determining priorities and activities for research and educational programs.
  - a. Research and educational program support as the recipient sees fit, including but not limited to, delivery of research and papers at conferences, manuscript preparation, library and equipment acquisition and other requirements of an active scholar and teacher.
  - b. Travel by the recipient to other universities and research institutes, government agencies, and industry visits.
  - c. Recipient's attendance at workshops, short courses, and other educational opportunities.
  - d. Extended education programs by the recipient such as workshops, short courses, on or off campus programs for industry.
  - e. Graduate student research assistants.
  - f. Graduate and undergraduate student internships and travel.

The Dean will appoint a committee to recommend candidates for the Professorships and will make the final decision in awarding the Professorships after conferring with the Committee.

The recipients shall submit an annual budget to the Dean for approval. The recipients are also required to submit an annual report on the previous year's related activities to the Dean.

## BACKGROUND

The University of Hawai'i Foundation has received a gift commitment of \$500,000 from William R. Johnson, Jr. of Riverside, California, to establish two (2) endowed, named Distinguished Professorships. The funds will be equally matched up to \$500,000 with an unrestricted gift from Mr. Jay Harold Shidler, II.

A respected community supporter, philanthropist in Hawai'i and California and supporter of the Shidler College of Business, William R. Johnson, Jr. received his Bachelor of Business Administration degree from the Shidler College of Business in 1965 and was inducted into the Hall of Honor in 2007. From 1959 to 2017 he served as president and CEO of California-based Johnson Machinery Co., which supplied heavy construction, industrial and mining equipment throughout southern California, Arizona, and Mexico. Under his leadership, the company had thirteen locations throughout California and over 400 employees.

Jay Harold Shidler, II graduated from the College with his BBA in 1968 and founded Honolulu-based The Shidler Group. Over the past 40 years, The Shidler Group has acquired and owned over 2,000 commercial properties in 40 states and Canada. He has provided visionary support to his alma mater since his transformational gift in 2006 to name the college. In 2015, the AACSB International (Association to Advance Collegiate Schools of Business) named Shidler one of the world's 100 most influential leaders in making an impact on business education, and also recognized him as one of the 50 most generous alumni donors.

## ACTION RECOMMENDED:

It is recommended that the University of Hawai'i Board of Regents approve the naming of two (2) William R. Johnson, Jr. Distinguished Professorship Endowments in Travel Industry Management for the TIM School at Shidler College in recognition of this private gift.



UNIVERSITY *of* HAWAI'I®

# 2020 University of Hawai'i Legislative Update

For Presentation

UH Board of Regents  
February 20, 2020



# 2020 Legislative Session

## SUBJECT AREAS

- 2020 Legislative Tracking Statistics
- 2020 Budget Bills
- 2020 UH Legislative Package (Admin Bills)
- 2020 Select Bills of Interest
  - Board of Regents
  - UH Operations
- Legislative Calendar



# 2020 Legislative Tracking Statistics

Number of Bills Introduced in 2020: 2336

- House Bill range: 1598 – 2753
- Senate Bill range: 2001 – 3180

Number of Bills Tracked by UH: 520

- House Bills: 247
- Senate Bills: 273

Number of Testimonies Submitted (so far): 130





# 2020 Budget Bills

## **HB 2200 HD1 (Saiki)**

### **RELATING TO THE STATE BUDGET**

Adjusts and makes additional appropriations for fiscal biennium 2019-2021 to fund the operations of executive branch agencies and programs.

**Position:** Support

**Update:** House passed Third Reading; transmitted to Senate

## **HB 2500 (Luke)**

### **RELATING TO THE UNIVERSITY OF HAWAII**

Adjusts and makes additional appropriations for fiscal biennium 2019-2021 to fund the operations of executive branch agencies and programs.

**Position:** Support

**Update:** House passed Third Reading; transmitted to Senate



# 2020 Budget Bills

**HB 2725** (Yamashita)

## **RELATING TO CAPITAL IMPROVEMENT PROJECTS**

Appropriates funds for supplemental capital improvement projects for fiscal biennium 2019–2021.

Position: Support

Update: House FIN deferred



# 2020 Legislative Package and other similar measures

## TUITION AND FEES SPECIAL FUND

**HB 2372 (Saiki)/SB 2928 (Kouchi)**

### **RELATING TO THE UNIVERSITY OF HAWAII TUITION AND FEES SPECIAL FUND**

Repeal the requirement that each UH campus prepare an operations plan, to be reviewed by the President and VP for Budget and Finance and CFO of UH, for each fiscal year. Repeal the requirement that the moneys in the UH Tuition and Fees Special Fund for each UH campus to lapse to the credit of Program ID No. UOH900 (University of Hawai'i, system wide support).

**Update: No hearings; failed to meet legislative deadline**



# 2020 Legislative Package and other similar measures

## TECHNOLOGY TRANSFER

**HB 2256 HD2** (Woodson)

### **RELATING TO TECHNOLOGY TRANSFER AT THE UNIVERSITY OF HAWAII**

Extends the sunset provision in Act 38, Session Laws of Hawai'i 2017, for certain exemptions from the Ethics Code as related to UH technology transfer from 6/30/2022 to 6/30/2025. Takes effect on July 1, 2020.

**Position:** Support

**Update:** House passed Third Reading; transmitted to Senate

**SB 3058 SD1** (Kim)

### **RELATING TO TECHNOLOGY TRANSFER AT THE UNIVERSITY OF HAWAII**

Provide a three-year extension of the sunset provision in Act 38, Session Laws of Hawai'i 2017.

**Position:** Support

**Update:** Senate HRE/TEC passed as SD1; referred to JDC



# 2020 Legislative Package and other similar measures

## COMMERCIALIZATION

**HB 2090 HD2** (Woodson)

### **RELATING TO THE UNIVERSITY OF HAWAII**

Removes the sunset provision of Act 39, Session Laws of Hawai'i 2017, making permanent the innovation and commercialization initiative program. Effective 7/1/2050.

**Position:** Support

**Update:** House JUD passed as a HD2; referred to FIN

**SB 3059** (Kim)

### **RELATING TO THE UNIVERSITY OF HAWAII**

Removes the sunset provision of Act 39, Session Laws of Hawai'i 2017, making permanent the innovation and commercialization initiative program.

**Position:** Support

**Update:** Senate HRE passed unamended; referred to JDC



# 2020 Legislative Package and other similar measures

## HAWAI'I PROMISE

**HB 2255 HD1** (Woodson)

### **RELATING TO THE UNIVERSITY OF HAWAII PROMISE PROGRAM**

Expands the Hawai'i community college promise program to provide scholarships for the unmet direct cost needs of qualified students at any four-year University of Hawai'i campus who meet certain eligibility criteria. Appropriates funds for the program. Takes effect on 7/1/2050.

**Position:** Support

**Update:** House LHE passed as a HD1; referred to FIN

**HB 2250 HD1** (Nakamura)

### **RELATING TO THE UNIVERSITY OF HAWAII PROMISE PROGRAM PLUS**

Establishes the University of Hawai'i promise program plus to provide scholarships for the unmet direct cost needs of qualified students enrolled in bachelor's degree programs in teaching, health care, social work, or engineering at the University of Hawai'i who commit to work for at least three years in Hawai'i. Appropriates funds to establish, implement, and manage the program. Takes effect on 7/1/2050.

**Position:** Support intent

**Update:** House LHE passed as a HD1; referred to FIN



# 2020 Legislative Package and other similar measures

## HAWAI'I PROMISE PROGRAM

**SB 3032** (Harimoto)

### **RELATING TO THE UNIVERSITY OF HAWAII COMMUNITY COLLEGE PROMISE PROGRAM**

Converts the University of Hawai'i Community College Promise Program from a scholarship to a loan program. Makes these loans forgivable if the recipient works in Hawai'i for five years after graduation from college. Authorizes the Board of Regents to establish rules regarding the program.

**Position:** [Oppose](#)

**Update:** [Senate HRE deferred; failed to meet legislative deadline](#)

The following Hawai'i Promise measures failed to meet the legislative deadline:

- HB 2375 (Saiki)
- SB 2931 (Kouchi)



# 2020 Legislative Package and other similar measures

## CONFERENCE CENTER REVOLVING FUND

**HB 2257 HD1** (Woodson)

### **RELATING TO THE CONFERENCE CENTER REVOLVING FUND**

Expands the scope of the University of Hawai'i at Hilo conference center revolving fund to all programs conducted by the University of Hawai'i at Hilo. Requires an annual report to the Legislature regarding the fund. Gives the chancellor of the University of Hawai'i at Hilo, rather than the dean of the college of continuing education and community service, authority to expend moneys from the fund. Takes effect on 7/1/2050.

**Position:** Support

**Update:** House LHE passed as a HD1; referred to FIN





# 2020 Legislative Package and other similar measures

## BACKGROUND CHECKS

**HB 2091 HD1** (Woodson)

### **RELATING TO CRIMINAL HISTORY RECORD CHECKS**

Allows the University of Hawai'i to conduct criminal history record checks on current or prospective employees, and contractors and their employees, whose duties include ensuring security of campus facilities and persons. Takes effect on July 1, 2050. (HD1)

**Position:** Support

**Update:** House JUD passed unamended; referred to FIN

**SB 2933** (Kouchi)

### **RELATING TO CRIMINAL HISTORY RECORD CHECKS**

Adds the University of Hawai'i to the list of agencies authorized to conduct criminal history record checks on current or prospective employees, and contractors and their employees, whose duties include ensuring security of campus facilities and persons.

**Position:** Support

**Update:** Senate HRE passed unamended; referred to JDC



# 2020 Select Bills of Interest

## Board of Regents

**HB 2169 HD1** (D. Kobayashi)

### **RELATING TO THE REGENTS CANDIDATE ADVISORY COUNCIL**

Transfers the candidate advisory council for the board of regents of the University of Hawai'i from the University of Hawai'i to the office of the governor. Amends other provisions relating to the candidate advisory council. Takes effect 7/1/2050. Sunsets 6/30/2024. (HD1)

**Position:** No position

**Update:** House JUD deferred; failed to meet legislative deadline

**SB 2572** (Kim)

### **RELATING TO THE REGENTS CANDIDATE ADVISORY COUNCIL**

Transfers the candidate advisory council for the board of regents of the University of Hawai'i from the University of Hawai'i to the office of the governor. Amends other provisions relating to the candidate advisory council. Sunsets 6/30/2024.

**Update:** No hearings; failed to meet legislative deadline



# 2020 Select Bills of Interest

## Board of Regents

**HB 2170 HD1** (D. Kobayashi)

### **RELATING TO THE UNIVERSITY OF HAWAII BOARD OF REGENTS**

Requires all public meetings of the Board of Regents to be recorded in digital video format, webcast live, and archived and made available to the public. Takes effect on 7/1/2050.

**Position:** BOR Office supported intent

**Update:** House JUD passed unamended; referred to FIN

**SB 2573 SD1** (Kim)

### **RELATING TO THE UNIVERSITY OF HAWAII BOARD OF REGENTS**

Requires all public meetings of the Board of Regents to be recorded in live digital audio format by May 1, 2020, and in digital video beginning September 1, 2020. Requires all recording to be archived and made available to the public. Requires the Board of Regents to determine its accessibility obligations pursuant to the Americans with Disabilities Act and comply with those obligations.

**Position:** BOR Office supported intent

**Update:** Senate HRE/TEC passed as SD1; referred to JDC



# 2020 Select Bills of Interest

## Board of Regents

### **SB 2991 (Kim)**

#### **PROPOSING AN AMENDMENT TO ARTICLE X, SECTION 6, OF THE HAWAII STATE CONSTITUTION, TO MODIFY THE APPOINTMENT PROCESS FOR THE BOARD OF REGENTS OF THE UNIVERSITY OF HAWAII**

Proposes an amendment to article X, section 6, of the Hawai'i State Constitution to modify the appointment process for the Board of Regents of the University of Hawai'i. Repeals the requirement that the Governor can only appoint from pools of candidates presented by the Candidate Advisory Council for the Board of Regents of the University of Hawai'i.

**Update: Senate HRE/JDC deferred; Re-referred to HRE/JDC/WAM**

### **SB 62 SD2 (English)**

#### **RELATING TO TECHNOLOGY**

Beginning January 1, 2023, requires all state departments and boards and commissions to livestream meetings and develop procedures for receiving remote testimony. Establishes a pilot program that requires the Board of Agriculture, Board of Land and Natural Resources, and Hawaiian Homes Commission to livestream its meetings. Effective 7/1/2050.

**Update: Senate TEC/GVO passed as a SD2; referred to WAM**



# 2020 Select Bills of Interest

## President

**SB 2823 SD1** (Fevella)

**RELATING TO THE PRESIDENT OF THE UNIVERSITY OF HAWAII**

Prohibits the President of the University of Hawai'i from serving concurrently as a campus chancellor.

Position: **Oppose**

Update: **Senate HRE passed as SD1; referred to WAM**



# 2020 Select Bills of Interest

## Campus Safety

**SB 3179 SD1** (Kidani)

### **RELATING TO SECURITY PERSONNEL**

Exempts department of education and University of Hawai'i security personnel from duplicative requirements addressed by civil service standards.

**Position:** Support

**Update:** Senate HRE/EDU passed as SD1; referred to JDC



# 2020 Select Bills of Interest

## Cancer Center

**HB 2564** (Belatti)

### **RELATING TO THE UNIVERSITY OF HAWAII**

Establishes an organized research unit for cancer research within the University of Hawai'i John A. Burns School of Medicine.

**Position:** Oppose

**Update:** House LHE/HLT deferred; failed to meet legislative deadline

**SB 2575** (Kim)

### **RELATING TO THE UNIVERSITY OF HAWAII**

Establishes an organized research unit for cancer research within the University of Hawai'i John A. Burns School of Medicine.

**Update:** No hearings; failed to meet legislative deadline



# 2020 Select Bills of Interest

## Collective Bargaining

**HB 1938** (Perruso)

### **RELATING TO COLLECTIVE BARGAINING**

Establishes a collective bargaining unit for graduate student assistants employed by the University of Hawai'i.

**Update:** No hearings; failed to meet legislative deadline

**SB 2069** (Dela Cruz)

### **RELATING TO COLLECTIVE BARGAINING**

Establishes a collective bargaining unit for graduate student assistants employed by the University of Hawai'i.

**Update:** No hearings; failed to meet legislative deadline





# 2020 Select Bills of Interest

## Community Colleges

**SB 2056 SD1** (Dela Cruz)

### **RELATING TO POST-SECONDARY EDUCATION**

Requires the University of Hawai'i to collaborate with the Department of Education and the Department of Business, Economic Development, and Tourism to utilize interactive web tools to collaborate among a diverse array of stakeholders enabling degree-seeking individuals to make better-informed decisions regarding their post-secondary education and career choices. Appropriates funds.

[Position: Comments](#)

**Update: Senate WAM decision making on 2/20/20 at 10:35am**

**SB 3157** (Kim)

### **RELATING TO THE UNIVERSITY OF HAWAII COMMUNITY COLLEGES**

Requires the Auditor to conduct a comprehensive performance audit of the University of Hawai'i Community College system and report its findings to the 2021 legislature. Appropriates funds.

[Position: Comments](#)

**Update: Senate GVO/HRE deferred; failed to meet legislative deadline**



# 2020 Select Bills of Interest

## Faculty

**HB 1885** (Thielen)

### **PROPOSING AN AMENDMENT TO ARTICLE III, SECTION 8 OF THE CONSTITUTION OF THE STATE OF HAWAII**

Proposes an amendment to article III, section 8, of the Constitution of the State of Hawai'i to provide that constitutional section shall not be construed to prohibit a member of the legislature from being employed in a faculty member position at the University of Hawai'i solely because of the membership in the legislature; provided that the legislature may enact legislation to ensure that work schedules and time demands do not unreasonably conflict.

[Position: Comments](#)

**Update:** House LHE deferred; failed to meet legislative deadline

**HB 2445** (Thielen)

### **RELATING TO THE UNIVERSITY OF HAWAII**

Prohibits the University of Hawai'i from prohibiting a person elected or appointed to an elective federal, state, or county office, or candidate for any of those offices, from working as a University of Hawai'i faculty member, unless work schedules and time demands unreasonably conflict. Takes effect upon the ratification of a constitutional amendment that provides that article III, section 8, of the Constitution of the State of Hawai'i shall not be construed to prohibit a member of the legislature from being employed in a faculty member position at the University of Hawai'i solely because of the member's membership in the legislature.

**Update:** No hearings; failed to meet legislative deadline



# 2020 Select Bills of Interest Funding

**SB 2576 SD1** (Kim)

## **RELATING TO REIMBURSEMENTS FOR STATE CONTRIBUTIONS**

Specifies exemptions for the University of Hawai'i from sections 87A-39 and 88-125, Hawai'i Revised Statutes, to enhance transparency and accountability regarding fringe benefit reimbursement exemptions under the cost-sharing agreement between the University of Hawai'i and Department of Budget and Finance.

**Position:** Supportive

**Update:** Senate WAM decision making on 2/20/20 at 10:35am



# 2020 Select Bills of Interest Funding

**HB 2530 HD1** (Hashem)

## **RELATING TO THE UNIVERSITY OF HAWAII**

Removes the \$3 million cap on the amount the University of Hawai'i system can expend from the University of Hawai'i tuition and fees special fund for the University of Hawai'i Foundation. Takes effect on 7/1/2050.

**Position:** Supportive

**Update:** House LHE passed as a HD1; referred to FIN

**SB 2560** (Wakai)

## **RELATING TO THE UNIVERSITY OF HAWAII**

Removes the \$3 million cap on the amount the University of Hawai'i system can expend from the University of Hawai'i tuition and fees special fund for the University of Hawai'i Foundation.

**Update:** No hearings; failed to meet legislative deadline



# 2020 Select Bills of Interest

## Funding

**HB 2089** (Woodson)

### **RELATING TO THE UNIVERSITY OF HAWAII**

Appropriates funds to increase access to mental health services across the University of Hawai'i system.

**Update:** No hearings; failed to meet legislative deadline

**SB 3068** (Ihara)

### **RELATING TO THE UNIVERSITY OF HAWAII**

Appropriates funds to increase access to mental health services across the University of Hawai'i system.

**Update:** No hearings; failed to meet legislative deadline

**SB 3147** (Baker)

### **RELATING TO THE UNIVERSITY OF HAWAII**

Appropriates funds to increase access to mental health services across the University of Hawai'i system.

**Update:** No hearings; failed to meet legislative deadline



# 2020 Select Bills of Interest

## Land/Property

**HB 2618** (Tokioka)

### **RELATING TO AGING**

Appropriates funding to develop the Charles Atherton House and property into a University of Hawai'i kupuna center and support the activities of the University of Hawai'i UHealthy Hawai'i initiative.

**Update:** No hearings; failed to meet legislative deadline

**SB 2574 SD1** (Kim)

### **RELATING TO AGING**

Appropriates funding to develop the Charles Atherton House and property into a University of Hawai'i kupuna center and support the activities of the University of Hawai'i UHealthy Hawai'i initiative.

**Position:** [Comments](#)

**Update:** Senate CPH/WAM decision making on 2/20/20 at 11:45am



# 2020 Select Bills of Interest

## Land/Property

**SB 3104 SD1 (Kouchi)**

### **RELATING TO LAND DEVELOPMENT**

... Authorizes the issuance of \$200,000,000 in general obligation bonds, with the proceeds used for the establishment of infrastructure to support the development of housing on lands near the University of Hawai'i West O'ahu campus. Authorizes the issuance of \$75,000,000 in general obligation bonds, with the proceeds used for affordable housing infrastructure in counties with a resident population of 500,000 or less...

**Position:** Support

**Update:** Senate HOU/WTL passed as a SD1; referred to WAM



# 2020 Select Bills of Interest

## Tuition Waivers/Scholarships/Loans

**HB 2010 HD1 (Holt)**

### **RELATING TO THE UNIVERSITY OF HAWAII**

Appropriates funds to provide scholarships to students pursuing Hawaiian language certifications or degrees within the University of Hawai'i system. Takes effect on 7/1/2050.

**Position:** Supportive

**Update:** House LHE/WLH passed as a HD1; referred to FIN

**HB 2707 HD2 (San Buenaventura)**

### **RELATING TO MENTAL HEALTH**

Establishes the behavioral health social worker scholarship program at UH, which requires recipients of the scholarship to commit to five years of service with DHS, DOH, PSD, Judiciary, or contracted service providers. Appropriates funds. Takes effect on December 31, 2059.

**Position:** Support intent

**Update:** House FIN hearing on 2/20/20 at 1:00pm





# 2020 Select Bills of Interest

## Tuition Waivers/Scholarships/Loans

**SB 2392** (Keohokalole)

### **RELATING TO HEALTH**

Appropriates funds for 'Imi Ho'ōla student stipends or for other 'Imi Ho'ōla student support programs at the discretion of the Department of Native Hawaiian health of the John A. Burns School of Medicine.

**Position:** Support

**Update:** Senate CPH passed unamended; referred to WAM

**SB 2472 SD1** (Ruderman)

### **RELATING TO TUITION WAIVERS FOR PHYSICIANS IN RURAL AREAS**

Requires and appropriates funds for the University of Hawai'i John A. Burns School of Medicine to establish a loan forgiveness program.

**Position:** Comments

**Update:** Senate HRE/CPH passed as a SD1; referred to WAM



# 2020 Select Bills of Interest

## Other

**HB 2405** (Wildberger)

### **RELATING TO SOCIALLY RESPONSIBLE INVESTING**

Incorporates socially responsible investing in the investment decision-making of endowment, trust, or investment funds established by statute or maintained by state agencies or offices.

**Update:** No hearings; failed to meet legislative deadline

**SB 3085 SD1** (Kouchi)

### **RELATING TO SOCIALLY RESPONSIBLE INVESTING**

Incorporates socially responsible investing in the investment decision-making of endowment, trust, or investment funds established by statute or maintained by state agencies or offices that are authorized by law to invest public funds.

Requires an annual reporting. Effective 1/1/2050.

**Update:** Senate GVO passed as a SD1; referred to JDC/WAM



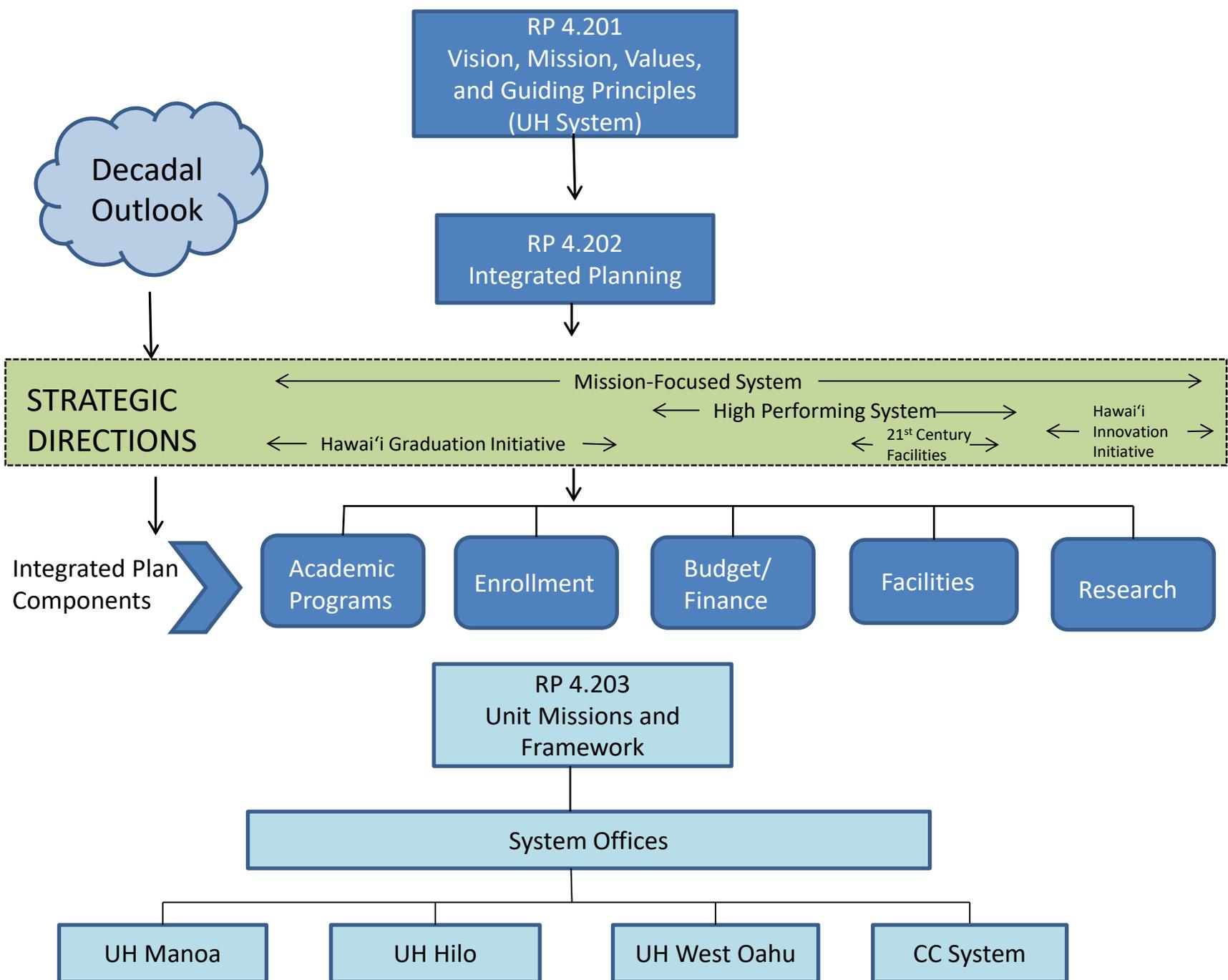
# Legislative Calendar

- February 14 – First Lateral (Bills)
- February 20-26 – Mandatory Five-Day Recess Begins
- February 28 – First Decking (Bills)
  
- March 5 – First Crossover (Bills)
- March 6 – Substantive Resolution Cutoff
- March 9 – Budget Decking
- March 11 – Budget Crossover
- March 12 – Triple Referral Filing (Bills)
- March 16 – Triple Referral Filing (House Concurrent Resolutions)
- March 20 – Second Lateral (Bills)



# Conclusion







Regents Policy Chapter 4, Planning

Regents Policy RP 4.201, Vision, Mission, Values, and Purpose-Guiding Principles of the University

Effective Date: ~~Mar. 20, 2009~~ XXX XX, 2020

Prior Dates Amended: Sept. 19, 1970; Sept. 21, 1970; Oct. 18, 2002; Oct. 31, 2014 (recodified); March 20, 2009

Review Date: August ~~2017~~ 2023

**I. Purpose**

To set forth policy establishing the vision, mission, values, and purpose-guiding principles of the university.

**II. Definitions:**

No policy specific or unique definitions apply.

**III. Policy:**

**A. Introduction** Vision

- ~~1. The board believes that it is essential from time to time to re-examine the mission and purpose of the university and to provide policy guidelines for its continued development and growth. The university has grown from a one-campus operation to a multi-campus, statewide system requiring coordination and the establishment of priorities and policies reflecting such change. The comments contained in this document, therefore, apply to the entire higher education in the state. The benefits accruing to the state from this arrangement are manifest when one campuses the Hawai'i system to the scattered and divided governance of higher education in most other states.~~
- ~~2. The university has grown dramatically over the years. This growth has not only been wholeheartedly supported by the people of Hawai'i; it was, in a sense, mandated by them. The state's legislators and its elected and appointed officers could not have brought about such sustained growth without the understanding, encouragement and backing of the citizens of Hawai'i. The commitment that the people of Hawai'i have made to higher education is reflected in their financial support.~~

1. For the State of Hawai'i:

Hawai'i is a special place where diverse people and communities live, work, learn, and play together in a sustainable manner. Hawai'i's economy is vibrant and globally competitive, characterized by engaging living-wage jobs. Inspired by its host culture, Hawai'i treasures and protects its amazing environment as it promotes a high quality of life for all its people.

2. For the University of Hawai'i (UH) System:

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

B. An Environment of Change

- ~~1. Since its founding, the university has undergone considerable change in size, scope, and complexity. The university reflects the economic and social realities of the state, which in turn, reflects the realities of the nation, and increasingly, the world. Both the state's capacity for funding the university and the citizens' demand for services are responsive to this environment. Planning occurs within this broad context of change.~~

B. UH System Mission and Purpose

UH is the sole provider of public higher education in the State of Hawai'i and embraces the mission of land grant institutions around the country. Additionally, UH is a sea grant and space grant institution. It has an extraordinarily wide scope of responsibilities ranging from educating every resident of Hawai'i, regardless of preparation, to developing professionals in various fields. UH provides the intellectual capacity to address Hawai'i's challenges and opportunities and stimulate the economy through its research and scholarship. UH as a whole cannot ignore any part of its mission, from traditional education of 18-year olds to technical workforce development and developing new economic sectors that create jobs that are relevant and meet the needs of the current market.

Not every part of UH can or should engage in every part of this mission across every disciplinary area. It is essential for UH to thoughtfully and intentionally weave together the capacities and interests of its diverse campuses and faculties in order to achieve its vision. The UH System

benefits from a unique integration and alignment of the work of its community colleges, baccalaureate institutions, and its flagship research university. UH will work collaboratively and efficiently to meet the diverse needs of Hawai'i's communities.

C. UH System Values

The UH System embraces these values in fulfilling its commitment to building a stronger Hawai'i:

1. ~~The primary mission of the university is to provide~~ Designing environments in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom, and values that will help ensure the survival of present and future generations with improvement in the quality of life.
2. ~~In carrying out that mission, it is the basic purpose of the university to afford~~ Providing all qualified people of Hawai'i an equal opportunity for quality college and university education at both undergraduate and graduate levels.

a. As the only provider of public higher education in Hawai'i, the university embraces Embracing 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 at the university and support vigorous programs of study and support for the Hawaiian language, history, and culture. The university is committed to diversity within and among all racial and ethnic groups served by public higher education in Hawai'i. The president, working with the chancellors, ensures the unique commitment to Native Hawaiians is fulfilled by:

- (1) Providing positive system-wide executive support in the development, implementation, and improvement of programs and services for Native Hawaiians;
- (2) Encouraging the increased representation of Native Hawaiians at the university;
- (3) Supporting full participation of Native Hawaiians in all initiatives and programs of the university;



- (4) Actively soliciting consultation from the Native Hawaiian community and specifically Puko'a, the system-wide council of Native Hawaiian faculty, staff, and students that serves as advisory to the president;
  - (5) Providing for and promoting the use of the Hawaiian language within the university;
  - (6) Providing a level of support for the study of Hawaiian language, culture and history within the university that honors, perpetuates, and strengthens those disciplines into the future;
  - (7) Encouraging Native Hawaiians to practice their language, culture, and other aspects of their traditional customary rights throughout all university campuses and providing Hawaiian environments and facilities for such activities; and
  - 3-(8) Addressing the education needs of Native Hawaiians, the State of Hawai'i, and the world at large, in the areas of Hawaiian language, culture, and history through outreach.
3. Within its unique geographical location, the university will serve as a leader in how it stewards the resources of the islands and the world for the benefit of all. The university shall be
- a. Serving as a global leader and model for the integration of sustainability throughout its teaching, research, operations, and public service. The university recognizes that an important knowledge base in sustainable island systems resides in the indigenous people of Hawai'i and all those for whom Hawai'i is home. The university commits to consult with local cultural practitioners and sustainability experts on best practices in sustainable resource allocation and use for the well-being of our communities, our state, and the world. Critical resources include energy, food, water, land and sea as they are integrated with the relationships of family, culture, community, justice, work, and economy in the present and future.
  - b. The university is committed to social, cultural, environmental, and economic sustainability in operations; education, research, and service; planning, administration, and engagement; and cultural and community connections. The president, working with the chancellors, ensures the commitment to sustainability is fulfilled by:

- (1) Establishing a Presidential Sustainability Policy that sets ambitious sustainability goals such that the university will achieve carbon neutrality, zero waste, and local food self-sufficiency;
- (2) Providing system-wide executive support and coordination in the development, implementation, assessment, and improvement of programs and services that encourage sustainability throughout the university and each of its campuses;
- (3) Ensuring that the university meets or exceeds all statewide policies, targets, and goals relevant to sustainability and coordinates with statewide sustainability initiatives;
- (4) Establishing system-wide sustainability policies for operations; education, research and service; planning and administration; engagement; and cultural and community connections;
- (5) Establishing system-wide and, where appropriate, campus-specific metrics and targets for improved efficiency and reduced resource waste for buildings, climate, dining, energy, grounds, purchasing, transportation, waste, and water;
- (6) Developing mechanisms to track and re-invest savings from sustainability initiatives that further increase efficiencies, reduce waste, and improve sustainability; and;
- (7) Reporting on accomplishments and challenges in implementing sustainable practices at the university.

4.

a. ~~Basic unit missions~~

- ~~(1) University of Hawai'i at Mānoa is a doctoral/research university with selective admissions. It offers baccalaureate, master's and doctoral degrees in an array of liberal arts and professional fields, degrees in law and medicine and carries out organized research activities.~~
- ~~(2) University of Hawai'i at Hilo is a comprehensive, primarily baccalaureate institution with a regional mission, offering baccalaureate degrees in the liberal arts, agriculture, nursing, and business, as well as select masters and doctoral degrees.~~

- ~~(3) University of Hawai'i West O'ahu is a four-year baccalaureate institution founded in the liberal arts, serving professional, career-related, and applied fields, based on state and regional needs, and providing access through partnerships and distance delivery.~~
- ~~(4) The University of Hawai'i Community Colleges are open-door, low-tuition institutions. Community colleges offer two-year college transfer and general education programs, two and four-year career and technical education programs; semiprofessional, career and technical, and continuing education programs, and such other educational programs and services appropriate to community colleges.~~

#### D. UH System Guiding Principles

The following principles and priorities are intended to guide UH's approach to serving the people and the world, and how it applies its fiscal, human, and physical resources efficiently, coherently, and collaboratively:

1. UH supports and rewards collaboration across all programs and activities. New silos are discouraged and current silos are eliminated or reduced. The university prioritizes and integrates systemwide articulation and transferability in all academic planning.
2. Duplication of academic programs takes place only with intention and sound justification. All programs are planned in a fiscally sound and sustainable manner and placed in appropriate locations. Considerations include type of program and mission, regional and statewide demand, and availability of physical space, facilities, and land.
3. UH will increase and diversify enrollment. Centralized enrollment management support can enhance campus efforts with clear lines of responsibility, authority, and accountability.
4. To advance its academic mission and ensure modern well-maintained facilities, UH must strengthen diversity of its financial base beyond the continuing critical cornerstones of state funding and tuition revenue. Opportunities include leveraging land assets, generating more revenue from intellectual property, and increased philanthropy.
5. UH is committed to shared use of facilities. New capital projects should maximize long-term flexibility and include shared classrooms and resources to make the best use of institutional space. Campus space

belongs to the university, not to a department, school, or person. Specialized and costly facilities and capabilities should be shared externally to address community needs while generating revenue to support operating costs.

6. UH land is an asset of the UH System, not an individual campus. UH will develop a systemwide plan for real estate assets that respects each campus mission while maximizing opportunities, including through the use of public-private partnership (P3) strategies where appropriate.
7. UH is committed to prioritizing its investment of fiscal resources to support academic programs and facilities that reflect the principles and priorities set forth in this plan.

E. Approval of Mission

~~b. The board approves a mission statement that elaborates the basis system mission, articulating those qualities common to the system as a whole. At a minimum, the system mission incorporates the vision, purpose, and common values of the university system, emphasizing the fundamental commitment to access and quality. The university system's special advantage and distinction in Hawaiian, Asian, and Pacific affairs is highlighted in the mission, and the overall governance structure is summarized.~~ has the authority to establish the mission of the UH System and its major parts. See RP 4.203.

- ~~c. The university is committed to diversity within and among all racial and ethnic groups served by public higher education in Hawai'i. The president, working with the chancellors, ensures the unique commitment to Native Hawaiians is fulfilled by:~~
  - ~~(1) Providing positive system-wide executive support in the development, implementation, and improvement of programs and services for Native Hawaiians;~~
  - ~~(2) Encouraging the increased representation of Native Hawaiians at the university;~~
  - ~~(3) Supporting full participations of Native Hawaiians in all initiatives and programs of the university;~~

- ~~(4) Actively soliciting consultation from the Native Hawaiian community and specifically Puko'a, the system-wide council of Native Hawaiian faculty, staff and students that serves as advisory to the president;~~
  - ~~(5) Providing for and promoting the use of the Hawaiian language within the university;~~
  - ~~(6) Providing a level of support for the study of Hawaiian language, culture and history within the university that honors, perpetuates and strengthens these disciplines into the future;~~
  - ~~(7) Encouraging Native Hawaiians to practice their language, culture and other aspects of their traditional customary rights throughout all university campuses and providing Hawaiian environments and facilities for such activities; and~~
  - ~~(8) Addressing the education needs of Native Hawaiians, the State of Hawai'i, and the world at large, in the areas of Hawaiian language, culture, and history through outreach.~~
- ~~d. The university is committed to social, cultural, environmental, and economic sustainability in operations; education, research and service; planning, administration, and engagement; and cultural and community connections. The president, working with the chancellors, ensures the commitment to sustainability is fulfilled by:~~
- ~~(1) Establishing a Presidential Sustainability Policy that sets ambitious sustainability goals such that the university will achieve carbon neutrality, zero waste, and local food self-sufficiency;~~
  - ~~(2) Providing system-wide executive support and coordination in the development, implementation, assessment, and improvement of programs and services that encourage sustainability throughout the university and each of its campuses;~~
  - ~~(3) Ensuring that the university meets or exceeds all statewide policies, targets, and goals relevant to sustainability and coordinates with statewide sustainability initiatives;~~
  - ~~(4) Establishing system-wide sustainability policies for operations; education, research and service; planning and administration; engagement; and cultural and community connections;~~

~~(5) Establishing system-wide and, where appropriate, campus-specific metrics and targets for improved efficiency and reduced resource waste for buildings, climate, dining, energy, grounds, purchasing, transportation, waste, and water;~~

~~(6) Developing mechanisms to track and re-invest savings from sustainability initiatives that further increase efficiencies, reduce waste, and improve sustainability; and;~~

~~(7) Reporting on accomplishments and challenges in implementing sustainable practices at the university.~~

~~e. The president is delegated the authority to develop specific processes that carry out the intent of this board policy. The president and his/her designee shall report to the board annually on progress in carrying out the university's commitment to sustainability.~~

~~f. The board also approves separate mission statements for the major units of the system that use as their foundation the basic mission described herein and elaborates the separate and unique roles of these units within the system's overall mission. At a minimum, these unit mission statements define their differentiated missions in terms of instruction, research and service roles, campus types, degree levels, populations served, student selectivity, and special campus distinctions.~~

~~g. F.\_\_\_\_\_~~ The president is responsible for adhering to the institution's and units' missions in its planning and general operations, and is responsible for conducting ~~including~~ a thorough review of ~~university-the UH~~ and unit missions as needed, but at least every ~~ten (10)five (5)~~ years. In conducting this review and recognizing the board's final authority, to establish the mission of the university and its major units, the president ensures that each unit of the system has procedures that include full participation in the review process with opportunity for community input prior to submission to the board for adoption. All comments from the various sectors shall be summarized when transmitting the final document to the board.

#### **IV. Delegation of Authority:**

The president is delegated the authority to develop specific processes that carry out the intent of this board policy. ~~See RP 4.201(C)(4)(e).~~

**V. Contact Information:**

Office of the Board of Regents, 956-8213, bor@hawaii.edu

**VI. References:**

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

**Approved as to Form:**

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

\_\_\_\_\_ Date



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Regents Policy Chapter 4, Planning  
Regents Policy RP 4.201, Vision, Mission, Values, and Guiding Principles of the  
University  
Effective Date: XXX XX, 2020  
Prior Dates Amended: Sept. 19, 1970; Sept. 21, 1970; Oct. 18, 2002; Oct. 31, 2014  
(recodified); March 20, 2009  
Review Date: August 2023

**I. Purpose**

To set forth policy establishing the vision, mission, values, and guiding principles of the university.

**II. Definitions:**

No policy specific or unique definitions apply.

**III. Policy:**

**A. Vision**

1. For the State of Hawai'i:  
Hawai'i is a special place where diverse people and communities live, work, learn, and play together in a sustainable manner. Hawai'i's economy is vibrant and globally competitive, characterized by engaging living-wage jobs. Inspired by its host culture, Hawai'i treasures and protects its amazing environment as it promotes a high quality of life for all its people.
2. For the University of Hawai'i (UH) System:  
The UH System is the single most important contributor to the future of Hawai'i. The people of Hawai'i appreciate the excellence throughout the UH System, understand its value to the state, and demonstrate pride in their university system. UH's campuses are recognized for their quality and value and are destinations of choice within Hawai'i and beyond. The UH System is the premier integrated higher education system in the country.

**B. UH System Mission**

UH is the sole provider of public higher education in the State of Hawai'i and embraces the mission of land grant institutions around the country. Additionally, UH is a sea grant and space grant institution. It has an



extraordinarily wide scope of responsibilities ranging from educating every resident of Hawai'i, regardless of preparation, to developing professionals in various fields. UH provides the intellectual capacity to address Hawai'i's challenges and opportunities and stimulate the economy through its research and scholarship. UH as a whole cannot ignore any part of its mission, from traditional education of 18-year olds to technical workforce development and developing new economic sectors that create jobs that are relevant and meet the needs of the current market.

Not every part of UH can or should engage in every part of this mission across every disciplinary area. It is essential for UH to thoughtfully and intentionally weave together the capacities and interests of its diverse campuses and faculties in order to achieve its vision. The UH System benefits from a unique integration and alignment of the work of its community colleges, baccalaureate institutions, and its flagship research university. UH will work collaboratively and efficiently to meet the diverse needs of Hawai'i's communities.

### C. UH System Values

The UH System embraces these values in fulfilling its commitment to building a stronger Hawai'i:

1. Designing environments in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom, and values that will help ensure the survival of present and future generations with improvement in the quality of life.
2. Providing all qualified people of Hawai'i an equal opportunity for quality college and university education at both undergraduate and graduate levels.
  - a. Embracing 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 at the university and support vigorous programs of study and support for the Hawaiian language, history, and culture. The university is committed to diversity within and among all racial and ethnic groups served by public higher education in Hawai'i. The president, working with the chancellors, ensures the unique commitment to Native Hawaiians is fulfilled by:

- (1) Providing positive system-wide executive support in the development, implementation, and improvement of programs and services for Native Hawaiians;
  - (2) Encouraging the increased representation of Native Hawaiians at the university;
  - (3) Supporting full participation of Native Hawaiians in all initiatives and programs of the university;
  - (4) Actively soliciting consultation from the Native Hawaiian community and specifically Puko'a, the system-wide council of Native Hawaiian faculty, staff, and students that serves as advisory to the president;
  - (5) Providing for and promoting the use of the Hawaiian language within the university;
  - (6) Providing a level of support for the study of Hawaiian language, culture and history within the university that honors, perpetuates, and strengthens those disciplines into the future;
  - (7) Encouraging Native Hawaiians to practice their language, culture, and other aspects of their traditional customary rights throughout all university campuses and providing Hawaiian environments and facilities for such activities; and
  - (8) Addressing the education needs of Native Hawaiians, the State of Hawai'i, and the world at large, in the areas of Hawaiian language, culture, and history through outreach.
- 3.
- a. Serving as a global leader and model for the integration of sustainability throughout its teaching, research, operations, and public service. The university recognizes that an important knowledge base in sustainable island systems resides in the indigenous people of Hawai'i and all those for whom Hawai'i is home. The university commits to consult with local cultural practitioners and sustainability experts on best practices in sustainable resource allocation and use for the well-being of our communities, our state, and the world. Critical resources include energy, food, water, land and sea as they are integrated with the relationships of

family, culture, community, justice, work, and economy in the present and future.

- b. The university is committed to social, cultural, environmental, and economic sustainability in operations; education, research, and service; planning, administration, and engagement; and cultural and community connections. The president, working with the chancellors, ensures the commitment to sustainability is fulfilled by:
- (1) Establishing a Presidential Sustainability Policy that sets ambitious sustainability goals such that the university will achieve carbon neutrality, zero waste, and local food self-sufficiency;
  - (2) Providing system-wide executive support and coordination in the development, implementation, assessment, and improvement of programs and services that encourage sustainability throughout the university and each of its campuses;
  - (3) Ensuring that the university meets or exceeds all statewide policies, targets, and goals relevant to sustainability and coordinates with statewide sustainability initiatives;
  - (4) Establishing system-wide sustainability policies for operations; education, research and service; planning and administration; engagement; and cultural and community connections;
  - (5) Establishing system-wide and, where appropriate, campus-specific metrics and targets for improved efficiency and reduced resource waste for buildings, climate, dining, energy, grounds, purchasing, transportation, waste, and water;
  - (6) Developing mechanisms to track and re-invest savings from sustainability initiatives that further increase efficiencies, reduce waste, and improve sustainability; and;
  - (7) Reporting on accomplishments and challenges in implementing sustainable practices at the university.

#### D. UH System Guiding Principles

The following principles and priorities are intended to guide UH's approach to serving the people and the world, and how it applies its fiscal, human, and physical resources efficiently, coherently, and collaboratively:

1. UH supports and rewards collaboration across all programs and activities. New silos are discouraged and current silos are eliminated or reduced. The university prioritizes and integrates systemwide articulation and transferability in all academic planning.
2. Duplication of academic programs takes place only with intention and sound justification. All programs are planned in a fiscally sound and sustainable manner and placed in appropriate locations. Considerations include type of program and mission, regional and statewide demand, and availability of physical space, facilities, and land.
3. UH will increase and diversify enrollment. Centralized enrollment management support can enhance campus efforts with clear lines of responsibility, authority, and accountability.
4. To advance its academic mission and ensure modern well-maintained facilities, UH must strengthen diversity of its financial base beyond the continuing critical cornerstones of state funding and tuition revenue. Opportunities include leveraging land assets, generating more revenue from intellectual property, and increased philanthropy.
5. UH is committed to shared use of facilities. New capital projects should maximize long-term flexibility and include shared classrooms and resources to make the best use of institutional space. Campus space belongs to the university, not to a department, school, or person. Specialized and costly facilities and capabilities should be shared externally to address community needs while generating revenue to support operating costs.
6. UH land is an asset of the UH System, not an individual campus. UH will develop a systemwide plan for real estate assets that respects each campus mission while maximizing opportunities, including through the use of public-private partnership (P3) strategies where appropriate.
7. UH is committed to prioritizing its investment of fiscal resources to support academic programs and facilities that reflect the principles and priorities set forth in this plan.

#### E. Approval of Mission

The board has the authority to establish the mission of the UH System and its major parts. See RP 4.203.

- F. The president is responsible for adhering to the institution's and units' missions in its planning and general operations, and is responsible for conducting a thorough review of the UH and unit missions as needed, but at least every five (5) years. In conducting this review and recognizing the board's final authority to establish the mission of the university and its major units, the president ensures that each unit of the system has procedures that include full participation in the review process with opportunity for community input prior to submission to the board for adoption. All comments from the various sectors shall be summarized when transmitting the final document to the board.

**IV. Delegation of Authority:**

The president is delegated the authority to develop specific processes that carry out the intent of this board policy.

**V. Contact Information:**

Office of the Board of Regents, 956-8213, bor@hawaii.edu

**VI. References:**

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

**Approved as to Form:**

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Kendra Oishi  
Executive Administrator and  
Secretary of the Board of Regents

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Date



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Regents Policy Chapter 4, Planning  
Regents Policy RP 4.202, Integrated Strategic Planning  
Effective Date: ~~Oct. 18, 2002~~ XXX XX, 2020  
Prior Dates Amended: Oct. 31, 2014 (recodified); Oct. 18, 2002  
Review Date: August ~~2017~~ 2023

### **I. Purpose**

To establish an integrated strategic planning framework and process to ensure that the university engages in appropriate long-range planning for the university to prioritize and maximize activities and resources that support the university mission across the system and all campuses.

### **II. Definitions:**

No policy specific or unique definitions apply. "Unit" or "Major Unit" refers to one of the three four-year universities, the community college system as a whole, or the collective system offices of the university.

### **III. Policy:**

~~A. The following policy establishes a strategic planning process to ensure that the university engages in appropriate long-range planning.~~

- ~~1. The board will periodically approve a long-range plan referred to as the strategic or master plan.~~
- ~~2. The strategic plan sets forth common system goals and planning principles and, as appropriate, system and unit-specific strategies to implement these goals. Together these articulate the priorities of the university for the planning period.~~
- ~~3. The president, in consultation with the board, is responsible for updating the strategic plan at appropriate intervals, but at least every ten (10) years. The process of updating the plan will include board input from the university's internal and external communities.~~

~~B. The president or his/her designee shall report to the board at least annually on accomplishments in carrying out the strategies and achieving the goals of the plan.~~

A. Introduction

Integrated planning for the University of Hawai'i should consider statewide economic and workforce needs, community dynamics, and the maximization of limited resources in order to make efficient use of fiscal resources, human resources, and facilities, in order to provide academic programs and research of value to students, faculty, and the State of Hawai'i.

Integrated plans need to be developed at the systemwide level and each of the major units, and should be developed in consideration of each other. Integrated plans should consist of the following components: academic programs, enrollment, budget and finance, facilities, and research (as applicable). Each component should have a multi-year "rolling" plan that is informed by the others and are updated each year to reflect current conditions and changes over the past year. These should be developed at the unit level and be "rolled up" into comprehensive statewide plans.

Each campus may also develop and maintain campus strategic plans that conform to the university's and campus's vision, mission, values, and guiding principles, and the integrated plans described above, and may be used for accreditation and other purposes.

B. Systemwide Planning Components and Schedule

1. Decadal Outlook and State Needs Assessment

An assessment of state needs should examine the statewide economic, social, and demographic trends and emergent needs for the next decade. It should examine how well the university is positioned to meet those needs to assist in identifying broad priorities for the decade ahead.

a. The president, in consultation with the board, is responsible for updating the system decadal outlook and state needs assessment at least every ten years. This process will include broad input from the university's internal and external communities.

b. The decadal outlook will be presented to the board at a duly noticed public meeting.

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## 2. Strategic Directions

Using the Decadal Outlook as a guide in conjunction with the vision and mission of the university, the president shall be responsible for the development of strategies toward target areas that will set the course for the university to best meet state needs over a five-year planning period. These strategies will include goals, priorities, desired outcomes, and metrics for the university.

- a. The president is responsible for updating the system Strategic Directions at least every five years and should consider broad input from the university's internal and external communities.
- b. The Strategic Directions shall include a set of metrics, at least one per target area, to be reported to the board at least annually at a public meeting and shall be maintained on a public dashboard.
- c. The Strategic Directions will be approved by the Board of Regents.

## 3. Integrated Plans (IP)

- a. The following are component parts to the IP:
  - (1) Academic Programs;
  - (2) Budget and Finance;
  - (3) Enrollment;
  - (4) Facilities; and
  - (5) Research.
- b. Multi-year rolling plans will be developed for each of the component parts. The plans should summarize the actions that are to be taken each year to meet the goals, priorities, and outcomes identified in the Strategic Directions, and comport with the vision, mission, values, and guiding principles of the university. Each plan should consider and evaluate academic, facilities, and fiscal impacts.
- c. The president is responsible for updating the multi-year rolling plans annually, with a minimum of six years of current and future plans included.



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Each component plan shall be presented to the appropriate committee of the board and shall be approved by the board each year.

- d. Each plan should be developed in consideration of the other component parts and together will serve as the systemwide IP. The IP will inform legislative requests for the biennial and supplemental operating and capital improvement budgets.

### C. Institutional Assessment and Accountability

1. The university is committed to accountability and a process that provides for the regular and systematic assessment of the success of the campuses, and the university as a whole. The intent is to gather evidence about the institution's effectiveness in meeting its mission, goals, and objectives, and to use this information to improve programs and services and demonstrate public accountability.
2. Institutional assessment and accountability are focused on institutional performance rather than individual or program evaluations, which are addressed elsewhere in Regents Policy.
3. Benchmarks and/or performance indicators shall be established by the president that evaluate overall and unit effectiveness in meeting the goals in the Strategic Directions through the IP component plans with reference to accreditation standards or comparative performance relative to peer institutions as appropriate.

### **IV. Delegation of Authority:**

There is no specific policy delegation of authority.

### **V. Contact Information:**

Office of the Board of Regents, 956-8213, bor@hawaii.edu

### **VI. References:**

- <http://www.hawaii.edu/offices/bor/>
- RP 4.201

- RP 4.203

**Approved as to Form:**

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

\_\_\_\_\_ Date



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Regents Policy Chapter 4, Planning  
Regents Policy RP 4.202, Integrated Planning  
Effective Date: XXX XX, 2020  
Prior Dates Amended: Oct. 31, 2014 (recodified); Oct. 18, 2002  
Review Date: August 2023

**I. Purpose**

To establish an integrated planning framework and process for the university to prioritize and maximize activities and resources that support the university mission across the system and all campuses.

**II. Definitions:**

"Unit" or "Major Unit" refers to one of the three four-year universities, the community college system as a whole, or the collective system offices of the university.

**III. Policy:**

**A. Introduction**

Integrated planning for the University of Hawai'i should consider statewide economic and workforce needs, community dynamics, and the maximization of limited resources in order to make efficient use of fiscal resources, human resources, and facilities, in order to provide academic programs and research of value to students, faculty, and the State of Hawai'i.

Integrated plans need to be developed at the systemwide level and each of the major units, and should be developed in consideration of each other. Integrated plans should consist of the following components: academic programs, enrollment, budget and finance, facilities, and research (as applicable). Each component should have a multi-year "rolling" plan that is informed by the others and are updated each year to reflect current conditions and changes over the past year. These should be developed at the unit level and be "rolled up" into comprehensive statewide plans.

Each campus may also develop and maintain campus strategic plans that conform to the university's and campus's vision, mission, values, and guiding principles, and the integrated plans described above, and may be used for accreditation and other purposes.

## B. Systemwide Planning Components and Schedule

### 1. Decadal Outlook and State Needs Assessment

An assessment of state needs should examine the statewide economic, social, and demographic trends and emergent needs for the next decade. It should examine how well the university is positioned to meet those needs to assist in identifying broad priorities for the decade ahead.

- a. The president, in consultation with the board, is responsible for updating the system decadal outlook and state needs assessment at least every ten years. This process will include broad input from the university's internal and external communities.
- b. The decadal outlook will be presented to the board at a duly noticed public meeting.

### 2. Strategic Directions

Using the Decadal Outlook as a guide in conjunction with the vision and mission of the university, the president shall be responsible for the development of strategies toward target areas that will set the course for the university to best meet state needs over a five-year planning period. These strategies will include goals, priorities, desired outcomes, and metrics for the university.

- a. The president is responsible for updating the system Strategic Directions at least every five years and should consider broad input from the university's internal and external communities.
- b. The Strategic Directions shall include a set of metrics, at least one per target area, to be reported to the board at least annually at a public meeting and shall be maintained on a public dashboard.
- c. The Strategic Directions will be approved by the Board of Regents.

### 3. Integrated Plans (IP)

- a. The following are component parts to the IP:
  - (1) Academic Programs;

(2) Budget and Finance;

(3) Enrollment;

(4) Facilities; and

(5) Research.

- b. Multi-year rolling plans will be developed for each of the component parts. The plans should summarize the actions that are to be taken each year to meet the goals, priorities, and outcomes identified in the Strategic Directions, and comport with the vision, mission, values, and guiding principles of the university. Each plan should consider and evaluate academic, facilities, and fiscal impacts.
- c. The president is responsible for updating the multi-year rolling plans annually, with a minimum of six years of current and future plans included. Each component plan shall be presented to the appropriate committee of the board and shall be approved by the board each year.
- d. Each plan should be developed in consideration of the other component parts and together will serve as the systemwide IP. The IP will inform legislative requests for the biennial and supplemental operating and capital improvement budgets.

#### C. Institutional Assessment and Accountability

- 1. The university is committed to accountability and a process that provides for the regular and systematic assessment of the success of the campuses, and the university as a whole. The intent is to gather evidence about the institution's effectiveness in meeting its mission, goals, and objectives, and to use this information to improve programs and services and demonstrate public accountability.
- 2. Institutional assessment and accountability are focused on institutional performance rather than individual or program evaluations, which are addressed elsewhere in Regents Policy.
- 3. Benchmarks and/or performance indicators shall be established by the president that evaluate overall and unit effectiveness in meeting the goals in the Strategic Directions through the IP component plans with reference to

accreditation standards or comparative performance relative to peer institutions as appropriate.

**IV. Delegation of Authority:**

There is no specific policy delegation of authority.

**V. Contact Information:**

Office of the Board of Regents, 956-8213, bor@hawaii.edu

**VI. References:**

- <http://www.hawaii.edu/offices/bor/>
- RP 4.201
- RP 4.203

**Approved as to Form:**

\_\_\_\_\_  
Kendra Oishi  
Executive Administrator and  
Secretary of the Board of Regents

\_\_\_\_\_  
Date



Regents Policy Chapter 4, Planning

Regents Policy RP 4.203, Unit ~~Academic Plans~~ Missions

Effective Date: ~~Oct. 18, 2002~~ XXX XX, 2020

Prior Dates Amended: Oct. 20, 1978; Apr. 18, 1997; Oct. 31, 2014 (recodified); Oct. 18, 2002

Review Date: August ~~2017~~ 2023

**I. Purpose**

To set forth policy on ~~specific programmatic plans that guide the development of each institution and campus.~~ the mission of the major units as a framework upon which to build their unit plans as part of the university system's integrated plan.

**II. Definitions:**

~~No policy specific or unique definitions apply.~~ "Unit" or "Major Unit" refers to one of the three four-year universities, the community college system as a whole, or the collective system offices of the university.

**III. Policy:**

**A. Introduction**

1. This policy sets forth unit missions as part of the systemwide integrated plan and is consistent with the vision and mission of the university. Each unit should build upon this framework in developing their individual unit plans.

~~A. This section establishes the policy for a mechanism for translating the systemwide mission and strategic plan and the unit mission statements into specific programmatic plans guiding the development of each institution and campus. The board's intent is to provide for detailed planning for each major unit that is consistent with the overall university mission and plan.~~

**B. 2.** Unit ~~academic~~ plans shall be developed by the administration of each major unit with appropriate involvement of faculty, staff, students, and community members. ~~A summary of comments received shall accompany the unit plan when submitted to the board for approval~~

~~C. Upon recommendation of the president, the board approves in principle major unit academic plans for UH Mānoa, UH Hilo, UH West O'ahu and the UH Community Colleges. The UH Mānoa academic plan shall contain brief planning statements for each major UHM college, school and institute. The UH Community College academic plan shall contain similar planning statements for each community college campus. Unit academic plans constitute a statement of general academic direction and priority for each of the four major organizational entities of the university.~~

D. 3. Subunit **academic** plans for each community college and for schools, colleges, institutes, and other major components of the baccalaureate campuses are developed by campus administrators, with appropriate involvement of faculty, staff, students, and the community and approved in principle by the president or designee and made available to the board for information.

~~E. Together, the major unit academic plans and the subunit academic plans shall translate the broad directions contained in board-approved mission statements and the comprehensive system plan into long-term academic program development, physical facilities development, biennium budget priorities, and policies and procedures that guide the ongoing operation of the university.~~

~~F. The president is delegated the authority to promulgate new and/or revised executive policy that carries out the intent of this board policy and to periodically report to the board on the status of academic plans.~~

~~G. The Office of the President shall maintain an updated list of approved major unit academic plans and subunit academic plans.~~

#### B. System Offices Mission

The mission of the system offices is to promote a cohesive and collaborative approach to fulfilling the university's mission and purpose across all of the university campuses. The system offices shall be responsible for ensuring the resources are allocated and expended efficiently and to the maximum benefit of the students, faculty, staff, and the community. The system offices serve as the liaison to the board, the Governor, and the legislature. They provide systemwide services which are more efficiently delivered on a larger scale such as the establishment of systemwide goals, financial and budgetary oversight, information technology, data stewardship and governance, long-range and medium-term planning, facilities management, human resources support, research services and compliance support, and legal services.



### C. Academic Unit Missions

The academic unit missions, described below, define their differentiated roles in terms of special campus distinctions, instruction, research and service roles, campus types, degree levels, populations served, and student selectivity.

#### 1. UH Mānoa

As a land, sea, and space grant university, UH Mānoa is the cornerstone of Hawai'i's system of public higher education. It is an internationally recognized and globally competitive research university that complements its educational activities with a fundamental mission of innovation, knowledge-generation, and discovery that improves human life and well-being. UH Mānoa focuses on programs of excellence that emphasize Hawai'i's many strengths and advantages of location, population, and geography. As a Carnegie "R1" research university, UH Mānoa inspires, nurtures, and educates tomorrow's leaders while addressing the most challenging issues of our time.

UH Mānoa's research and scholarly activity attract substantial extramural funding to the state, foster the development of new businesses, and generate high-paying jobs. The research enterprise is itself a significant employer and brings unique insights to major and global challenges and opportunities. UH Mānoa attracts internationally-competitive research-intensive faculty who attract the best students. The research and scholarship mission should continue to grow in areas of excellence and emphasis, including areas of strategic importance to Hawai'i.

UH Mānoa will continue to meet the workforce needs of Hawai'i in areas such as education medicine, nursing, law, business, social work, and engineering. Efforts will be focused on integrating education, innovation, and scholarship across disciplines, and to develop the next generation of Hawai'i's leaders.

Through strategic planning and public-private partnerships, UH Mānoa will be transformed into a vibrant university campus that integrates world-class education and research with a mixed-use "college town" and shared community spaces.

#### 2. UH Hilo

UH Hilo is characterized as a comprehensive, regional university. The primary focus of the campus is on providing high-quality baccalaureate and select postgraduate education. In carrying out this mission, UH Hilo offers programs that take advantage of the unique physical and social

characteristics of the island, attracting and serving Hawai'i Island students who are qualified for baccalaureate entry and seek opportunities for highly engaging and experiential learning. This includes first-generation and non-traditional students, some of whom attend part-time. Scholarship and research are an important part of faculty work and enhance student engagement in Hawai'i Island's unique environment.

While a primary target for UH Hilo are Hawaii Island residents, its programs should also be attractive to prospective students from other islands, the Pacific, the mainland United States, and other countries. University-bound students from O'ahu in particular may select UH Hilo not only for its distinctive undergraduate programs but also for its rural setting, affordability, intimate character, and/or to leave home without leaving the state.

UH Hilo is noted for several programs which are unique and distinct within the UH system and should highlight these as cornerstones, including the Doctor of Pharmacy and Doctor of Nursing Practice programs. It is also known for its distinctive role in advancing Hawaiian language immersion education. UH Hilo should also focus on its distance learning efforts, given the vast expanse of Hawai'i Island.

### 3. UH West O'ahu

UH West O'ahu has a community-based regional mission and provides baccalaureate degrees to students who live and work in the region, and to those who choose to access its distinctive programs on a campus or via distance learning. It has a primarily instructional mission with a professionally active faculty.

As the youngest baccalaureate campus, UH West O'ahu has the opportunity to evolve in unique ways. It has developed a special applied focus critical to Hawai'i that should become a strong, recognized, and distinctive component within the UH System. UH West O'ahu has a number of degree programs and concentrations that emphasize practical applications, including creative media and cybersecurity, which should be considered cornerstone programs. Many of these programs include efficient applied baccalaureate degree pathways for community college transfer students.

UH West O'ahu has opportunities to recruit underserved populations including active duty and military students, and should continue to focus on community college transfer students, Early College pathway programs, and seeking increased participation of baccalaureate-bound high school students from the Leeward, Central O'ahu, and North Shore communities.

It is important for UH West O'ahu to complete, in partnership with the UH System, comprehensive master planning for its substantial land assets, with an emphasis on development through public-private partnerships. Strategic opportunities include the presence of two mass transit stations at UH West O'ahu and the development of faculty and student housing that can serve the entire UH System.

#### 4. Community Colleges

The UH community colleges are critical in expanding access to higher education. The community college mission is enabled by open admission, affordable costs, easy geographic access, and robust programs and services to address college readiness.

The UH community colleges play a major role in the development of Hawai'i's workforce by providing degree and certificate programs in multiple career and technical fields, resulting in skills that can be used for immediate employment. The community colleges also address workforce needs across the state through non-credit programs, short-term training, and professional development, and provide an important baccalaureate pathway for students.

- a. Community colleges shall differentiate their roles and focus. On O'ahu, as each campus develops its special programmatic focus, individual colleges may reduce their comprehensiveness. For the neighbor islands, community colleges shall continue to provide a comprehensive set of courses and programs, but use distance learning strategies when appropriate.
- b. In cooperation with labor and management, the community colleges shall continue to provide educational leadership for apprenticeship training and related educational programs.
- c. Educational programs, including short-term certificate programs and non-credit programs, shall be planned to maximize the career options offered and reach other than regularly enrolled students.
- d. The focus of the community colleges should be to: increase the college going rate, target working adults, eliminate the enrollment gap for Pacific Island Students, build successful international programs, and increase the persistence of students to the second year and on to completion.

#### D. Approval of Mission

1. The board has the final authority to establish the mission of UH and its major units.
2. The president is responsible for adhering to the institution's and units' missions in its planning and general operations, and is responsible for a thorough review of UH and its unit missions as needed, but at least every five years. In conducting this review and recognizing the board's final authority to establish the mission of the university and its major units, the president ensures that each unit of the system has procedures that include full participation in the review process with opportunity for community input prior to submission to the board for adoption.

#### **IV. Delegation of Authority:**

~~The president is delegated the authority to promulgate new and/or revised executive policy. See RP 4.203 (F).~~ The president is delegated the authority to develop specific processes that carry out the intent of this policy as stated herein.

#### **V. Contact Information:**

~~Office of the Vice President for Academic Affairs, 956-7075, [risad@hawaii.edu](mailto:risad@hawaii.edu)~~ Board of Regents, 956-8213, [bor@hawaii.edu](mailto:bor@hawaii.edu)

#### **VI. References:**

- <http://www.hawaii.edu/offices/bor/>
- RP 4.201
- RP 4.202

#### **Approved as to Form:**

~~Cynthia Quinn~~ Kendra Oishi

Date

Executive Administrator and  
Secretary of the Board of Regents



Regents Policy Chapter 4, Planning  
Regents Policy RP 4.203, Unit Missions  
Effective Date: XXX XX, 2020

Prior Dates Amended: Oct. 20, 1978; Apr. 18, 1997; Oct. 31, 2014 (recodified); Oct. 18, 2002

Review Date: August 2023

### **I. Purpose**

To set forth policy on the mission of the major units as a framework upon which to build their unit plans as part of the university system's integrated plan.

### **II. Definitions:**

"Unit" or "Major Unit" refers to one of the three four-year universities, the community college system as a whole, or the collective system offices of the university.

### **III. Policy:**

#### **A. Introduction**

1. This policy sets forth unit missions as part of the systemwide integrated plan and is consistent with the vision and mission of the university. Each unit should build upon this framework in developing their individual unit plans.
2. Unit plans shall be developed by the administration of each major unit with appropriate involvement of faculty, staff, students, and community members.
3. Subunit plans for each community college and for schools, colleges, institutes, and other major components of the baccalaureate campuses are developed by campus administrators, with appropriate involvement of faculty, staff, students, and the community and approved in principle by the president or designee and made available to the board for information.

#### **B. System Offices Mission**

The mission of the system offices is to promote a cohesive and collaborative approach to fulfilling the university's mission and purpose across all of the university campuses. The system offices shall be responsible for ensuring the resources are allocated and expended efficiently and to the maximum benefit of the students, faculty, staff, and the community. The system offices serve as the

liaison to the board, the Governor, and the legislature. They provide systemwide services which are more efficiently delivered on a larger scale such as the establishment of systemwide goals, financial and budgetary oversight, information technology, data stewardship and governance, long-range and medium-term planning, facilities management, human resources support, research services and compliance support, and legal services.

### C. Academic Unit Missions

The academic unit missions, described below, define their differentiated roles in terms of special campus distinctions, instruction, research and service roles, campus types, degree levels, populations served, and student selectivity.

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**VI. References:**

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- RP 4.201
- RP 4.202

**Approved as to Form:**

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Kendra Oishi

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Date

Executive Administrator and  
Secretary of the Board of Regents



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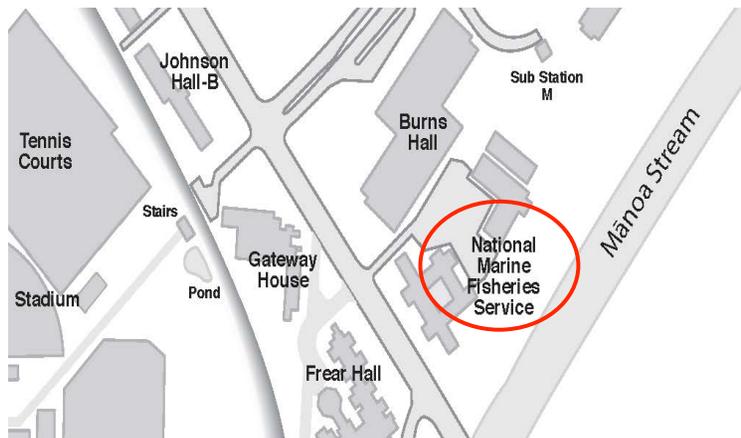
SYSTEM

## **Information on the NOAA Site Redevelopment Project**

Board of Regents Meeting  
February 20, 2020

## NOAA Property

- Located on Mānoa campus at 2570 Dole Street
- 2.21 acres of surplus Federal property conveyed to UH by quitclaim deed in 2015



## Project Purpose and Basic Transaction Structure

- Greystar selected as development partner
- Provide family-oriented rental housing at below-market rates
  - Primarily serve Mānoa graduate students
  - Secondarily, serve junior faculty, staff, and other affiliated parties
  - Strong preference to include UH-operated child care facility
  - Include commercial components, if feasible
- Developer designs, builds, finances, operates, and maintains property
  - UH retains fee-simple interest subject to long-term ground lease

# Project Proposal

- Two connected towers
  - Approximately 388 studio and two-bedroom apartment units
  - Approximately 70 parking stalls
    - Commingle stalls with UHM parking
    - Implementation of transportation demand management measures
- Child care center serving 100 children
- Approximately 1,500 square feet of retail space
- Rooftop amenity area



Illustrations are conceptual for design.  
Final construction may be different that currently rendered.

## Project Proposal (continued)

- Lowest cost-of-capital financing structure
  - 100% financed with tax-exempt bonds issued by nonprofit student housing corporation
  - Minimizes rent charges to tenants
- Nonprofit corporation leases land from UH
- Greystar provides property management services



Illustrations are conceptual for design.  
Final construction may be different that currently rendered.

## Transaction Status

- Exclusive Negotiations Agreement executed
- Pre-Closing Agreement (PCA) under negotiation
  - Greystar would advance funds to engage others on behalf of UH to provide architectural, engineering, and other services
  - Timing of PCA(s), subject to BOR authorizations and contract negotiations
- Agreements to be negotiated subject to UH BOR approval
  - Development Agreement (with Greystar)
  - Ground Lease (with nonprofit corporation)
  - Cooperation Agreement (with Greystar) relating to management services

## Transaction Status (continued)

- Tentative Timeline
  - PCA executed: Early 2020
  - UH/Developer Agreements: 2020 through Summer 2022
  - Building Permit issued: Summer 2022
  - Certificate of Occupancy issued: Summer 2024



# Item VII.

Executive Session  
Legal and Real Estate  
Matters

**ITEM TO BE  
DISCUSSED IN  
EXECUTIVE  
SESSION**