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, May 20, 2021
Time: 8:30 a.m.
Place: Virtual Meeting

In light of the evolving COVID-19 situation, protecting the health and welfare
of the community is of utmost concern. As such, this will be a virtual
meeting and written testimony and oral testimony will be accepted in lieu of
in-person testimony. Meetings may be monitored remotely via the
livestream pilot project. See the Board of Regents website for information
on accessing the livestream: www.hawaii.edu/bor. Mahalo for your
consideration.

AGENDA

I. Call Meeting to Order
II. Approval of the Minutes of the April 15, 2021 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 the board’s website through the
testimony link provided on the Meeting Agendas, Minutes and Materials page.
Testimony may also be submitted via email at bor.testimony@hawaii.edu, U.S.
mail, or facsimile at (808) 956-5156. All written testimony submitted are public
documents. Therefore, any testimony that is submitted for use in the public
meeting process is public information and will be posted on the board’s website.

Those wishing to provide oral testimony for the virtual meeting may register here.
Given constraints with the online format of our meetings, individuals wishing to
orally testify must register no later than 7:00 a.m. on the day of the meeting in
order to be accommodated. It is highly recommended that written testimony be
submitted in addition to registering to provide oral testimony. Oral testimony will
be limited to three (3) minutes per testifier.

IV. Report of the President and COVID-19 Update
V. Report of the University of Hawai’i Foundation
VI. Committee Reports
   A. Report from the Committee on Independent Audit
   B. Report from the Committee on Personnel Affairs and Board Governance
   C. Report from the Committee on Planning and Facilities
   D. Affiliate Reports

For disability accommodations, contact the Board Office at 956-8213 or bor@hawaii.edu.
Advance notice requested five (5) days in advance of the meeting.
VII. Agenda Items

A. Consent Agenda

1. Approval of Authorization to Amend Pre-Closing (Pre-Construction) Agreement with Greystar Development Services, LLC for Development of a Multi-Family Rental Housing Facility at the Former NOAA Site

2. Approval of Resolution 21-03 Requesting the Administration of the University of Hawai‘i to Pursue an Adjusted Utility Rate Structure for Institutions of Higher Education from the Hawaiian Electric Company, Inc.

3. Amendments to the Bylaws of the Board of Regents Article II.C.1.a., Chairperson; Article IV.D. Public Notice of Meetings; Article VI. Voting; and Article X.C. Disclosures.

B. Final Report and Dissolution of the Maunakea Planning Permitted Interaction Group and Approval of Resolution to Further Act on Items Relating to Maunakea Management and Amend Board of Regents Resolution 19-03

C. Appointment of a Permitted Interaction Group to Investigate Issues and Make Findings and Recommendations to the Board Related to the Review of the Maunakea Master Plan and Comprehensive Management Plan

D. Approval of Lease Between the Agribusiness Development Corporation (as Lessor) and the University of Hawai‘i, Wahiawa, O‘ahu (Tax Map Key No.: (1) 7-4-012:016)

E. Approval of the Establishment and Naming of the Colonels Stephanie Marshall and Charles Miller Endowed Director of Community Partnerships at the School of Nursing and Dental Hygiene at the University of Hawai‘i at Mānoa

F. Approval of the Establishment and Naming of the Queen’s Health Systems Endowed Professorship at the School of Nursing and Dental Hygiene at the University of Hawai‘i at Manoa

G. Approval of Faculty Emeritus Status Recommendation for Franklin Kuo

H. Reorganization Proposal for the Office of the State Director for Career and Technical Education

I. Legislative Update

VIII. Executive Session (closed to the public):

A. Personnel and Legal Matters: (To consider the hire, evaluation, dismissal, or discipline of an officer or employee, where consideration of matters affecting privacy will be involved, 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)(2) and 92-5(a)(4), Hawai‘i Revised Statutes)

1. Discussion of Personnel Actions (A-1 for approval)
2. Academic Labor United et al. v. Board of Regents of the University of Hawai‘i, Hawai‘i Labor Relations Board, and State of Hawai‘i, Case No. 1CCV-21-0000559

IX. Agenda Items (continued)
   A. Personnel Actions (A-1 for approval)
   B. Adoption of Resolution Honoring University of Hawai‘i Regent Michelle Tagorda
   C. Adoption of Resolution Honoring University of Hawai‘i Regent Jan Naoe Sullivan

X. Announcements
   A. Next Meeting: July 15, 2021, at a location to be determined

XI. Adjournment

ATTACHMENTS
Attachment A1 – Personnel actions posted for action
Attachment A2 – Personnel actions posted for information only
Recommendation: That the Board approve the personnel action as recommended.

David Lassner  
President

<table>
<thead>
<tr>
<th>Campus</th>
<th>Last Name</th>
<th>First Name &amp; Middle Initial</th>
<th>Proposed Title</th>
<th>Unit</th>
<th>Nature of Action</th>
<th>Monthly Salary</th>
<th>Effective Date</th>
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<tbody>
<tr>
<td>Mānoa</td>
<td>Chen</td>
<td>Qimei</td>
<td>Associate Dean</td>
<td>Shidler College of Business</td>
<td>Salary Adjustment of $4,168/mo (funded by endowed chair at UH Foundation)</td>
<td>$25,165</td>
<td>May 21, 2021</td>
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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.

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<thead>
<tr>
<th>Campus</th>
<th>Last Name</th>
<th>First Name &amp; Middle Initial</th>
<th>Proposed Title</th>
<th>Unit</th>
<th>Nature of Action</th>
<th>Monthly Salary</th>
<th>Effective Date</th>
</tr>
</thead>
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<tr>
<td>System</td>
<td>Ogawa</td>
<td>Nicole</td>
<td>Interim Associate Director of Human Resources</td>
<td>Office of Vice President for Administration</td>
<td>Appointment</td>
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<td>July 1, 2021 - June 30, 2022</td>
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<td>Mānoa</td>
<td>Ceria-Ulep</td>
<td>Clementina</td>
<td>Interim Dean</td>
<td>School of Nursing and Dental Hygiene</td>
<td>Appointment</td>
<td>$16,334</td>
<td>July 1, 2021 - June 30, 2022</td>
</tr>
<tr>
<td>Mānoa</td>
<td>Mirkay</td>
<td>Nicholas</td>
<td>Interim Associate Dean</td>
<td>William S. Richardson School of Law</td>
<td>Appointment</td>
<td>$17,962</td>
<td>June 1, 2021 - May 31, 2022</td>
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BOARD OF REGENTS MEETING
APRIL 15, 2021

Note: On January 30, 2020, the World Health Organization declared the outbreak of COVID-19 a public health emergency of international concern, subsequently declaring it a pandemic on March 11, 2020. On March 16, 2020, Governor David Y. Ige issued a supplementary proclamation that temporarily suspended Chapter 92, Hawai‘i Revised Statutes, relating to public meetings and records, “to the extent necessary to enable boards to conduct business in person or through remote technology without holding meetings open to the public.”

I. CALL TO ORDER

Vice-Chair Randy Moore called the meeting to order at 8:31 a.m. on Thursday, April 15, 2021. The meeting was conducted with regents participating from various locations.

Quorum (11): Chair Benjamin Kudo; Vice-Chair Randy Moore; Vice-Chair Alapaki Nahale-a; Regent Simeon Acoba; Regent Kelli Acopan; Regent Eugene Bal; Regent Wayne Higaki; Regent Jan Sullivan; Regent Michelle Tagorda; Regent Robert Westerman; and Regent Ernest Wilson.

Others in attendance: President David Lassner; Vice President (VP) for Administration Jan Gouveia; VP for Community Colleges Erika Lacro; VP for Legal Affairs/University General Counsel Carrie Okinaga; VP for Research and Innovation Vassilis Syrmos; VP for Information Technology/Chief Information Officer Garret Yoshimi; VP for Budget and Finance/Chief Financial Officer Kalbert Young; UH-Mānoa (UHM) Provost Michael Bruno; UH-Hilo (UHH) Chancellor Bonnie Irwin; UH-West O‘ahu (UHWO) Chancellor Maenette Benham; Hawai‘i Community College (HawCC) Chancellor Rachel Solemsaas; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Kendra Oishi; and others as noted.

II. APPROVAL OF THE MINUTES

Regent Wilson moved to approve the minutes of the March 18, 2021, meeting, seconded by Regent Sullivan, and noting the excused absence of Chair Kudo, 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 as follows:
Written testimony relating to the proposed reorganization of UHM was received from Paul McKimmy on behalf of the Mānoa Faculty Senate, opposing the reorganization, and Jaret Leong on behalf of the Mānoa Staff Senate, offering comments.

Written testimony opposing the proposed reorganization of UHM in part was received from Allison Yap.

Written testimony offering comments on both the proposed reorganization of UHM and the final report of the COVID-19 Strategic Response and Economic Recovery Permitted Interaction Group was received from David Ross.

Written testimony in support of the Resolution Requesting a Comprehensive Plan to Achieve a Reimagined University of Hawaii was received from Mike Miyahira.

Written comments in support of the HawCC Nursing Program was received from Arthur Sampaga, Jr.

Written comments regarding HawCC’s community outreach efforts was received from Gerald De Mello.

Written comments in support of the Construction Academy at HawCC was received from Liana Prudholm.

Written comments in support of workforce development and education on Hawai‘i Island was received from the Kona-Kohala Chamber of Commerce.

Written comments related to the HawCC administration was received from the Associated Students of the University of Hawai‘i (ASUH) HawCC Student Government that included a petition containing 147 names, Jeff Yamauchi, and Helen Nishimoto.

Late written comments in support of the Construction Academy at HawCC was received from Takamine Construction, Inc., Russell Rapoza, Sheila Ann Dagarag, and Grant Ka‘au‘a on behalf of Dean Cevallos.

Late written comments in support of workforce development and education on Hawai‘i Island was received from Suisan Company, Ltd.

Late written comments in opposition to the proposed reorganization of UHM, in part, was received from members of the Study Abroad Council.

Late written comments expressing concerns with the consultation process for the proposed reorganization of UHM was received from members of the Committee on Administration and Budget of the Mānoa Faculty Senate.

Late written testimony in opposition to the final report of the COVID-19 Strategic Response and Economic Recovery Permitted Interaction Group was received from Jessica Hamad.

Chair Kudo arrived at 8:37 a.m. and proceeded to conduct the remainder of the meeting.
Written comments may be viewed at the Board of Regents website as follows:

Written Testimony Comment Received

Late Written Testimony Comment Received

Oral testimony regarding the proposed reorganization of UHM was received from Paul McKimmy and Jaret Leong, who emphasized points made in their written comments.

Oral testimony regarding the HawCC administration was received from Jeff Yamauchi, Craig Kekahuna, Helen Nishimoto, Wendy Laros, TK Wehrsig, and Jessica Hamad. All testifiers emphasized points made in written comments submitted.

IV. REPORT OF THE PRESIDENT AND COVID-19 UPDATE

President Lassner provided an update on the university’s current state of affairs with regard to the COVID-19 pandemic stating that the university continues to remain vigilant to ensure the health and safety of students, faculty, and staff. He noted the success of the university’s COVID-19 mitigation programs and acknowledged the outstanding efforts of its COVID response teams who have worked in partnership with the State Department of Health (DOH) to address pandemic-related health situations in accordance with all Centers for Disease Control and Prevention (CDC) and DOH COVID-19 guidelines and protocols. To date, the university has experienced a total of 117 confirmed COVID-19 positive cases across all ten of its campuses.

Administration of the COVID-19 vaccine continues to occur statewide and the university remains focused on vaccination efforts for members of the university community. President Lassner stated that all employees of the university have been given the opportunity to schedule their vaccinations and that all university students will soon become vaccine eligible. The university is also continuing its public educational and outreach efforts to address vaccine hesitancy and allay vaccination concerns.

As the university nears the end of the spring semester, it continues to actively prepare for a more normalized campus experience for its students over the next academic year with a projected increase in in-person course instruction and the associated increase in levels of engagement between students, faculty, and staff. Although it is expected that all university students who are residents of Hawai‘i will have been afforded the opportunity to be vaccinated by the end of summer, uncertainty remains regarding the vaccination of students from other states and from abroad. The university is contemplating numerous actions to address this issue including the provision of vaccinations for unvaccinated individuals arriving on campus; vaccination requirements for physical attendance at the university, as well as all faculty and staff; mandatory COVID-19 testing for unvaccinated individuals; and regular surveillance testing for students who remain on campus such as those in student housing. However, numerous legal considerations regarding any possible actions, as well as questions about amendments to CDC and DOH COVID-19 protocols due to an increasingly vaccinated population, remain unanswered and the university must remain agile and responsive to constant change as it has been over the past year.
President Lassner stated that there was no additional information on the status of Higher Education Emergency Relief Funds (HEERF) since the last board meeting other than that the United States Department of Education has provided clarification to a university professional organization noting that relief funds from the American Rescue Plan Act (ARPA) will be released to states in the coming weeks. This is not expected to affect the university since it continues to expend funds received from previous allocations of relief funding and is not currently reliant on ARPA funds in the near term. He reiterated, however, that while federal relief funding offers the university a tremendous opportunity to make strategic investments and improve its long-term fiscal stability, this one-time infusion of federal money will not be sufficient to relieve the projected, long-term budget pressures that will be faced by the university.

Extramural funding for research continues to witness steady growth with over $375 million being awarded to date this fiscal year even without inclusion of any formula-based HEERF funding.

Preliminary indications show some improvement in enrollment although the situation remains dynamic. Summer session enrollment figures have increased with enrollment for the 2021 summer session exceeding summer 2020. Based upon admission applications received to date for fall 2020, which is currently the best available metric to gauge fall enrollment, it is projected that UHM and UHWO will experience increased enrollment and that UHH and the community colleges will experience decreased enrollment. While the decline in applications for admission to the university’s community colleges is significant, our declines remain less than national averages. President Lassner also noted that community college enrollment figures are not indicative of the work they have done with respect to workforce development curriculums, which often consist of mainly non-credit coursework and is data which is not included in overall enrollment figures. The administration is continuing to evaluate its enrollment reporting to be more inclusive of non-credit education, which is an important part of our mission.

The community colleges are again partnering with Hawai‘i P-20 Partnerships for Education (Hawai‘i P-20) to continue the Next Steps to Your Future program (Next Steps) which is specifically designed to engage public high school graduates on all islands with higher education and career options. Next Steps is a summer onramp program that connects graduating high school seniors to available post-secondary education, training, and employment opportunities; offers free career exploration classes to eligible students at the community colleges; and includes the Hawai‘i P-20 Summer Advising Initiative which links high school graduates with personalized advising to allow them to make informed decisions and take the critical steps needed to achieve their post-high school education plans at no cost. Through Next Steps, students can learn how to navigate college; discover the education and training available at the university; determine whether to enroll in college, seek employment, or both; explore career options; develop career plans; and identify next steps toward their career and life goals. Enrollment in Next Steps also allows students to begin earning credits toward a college degree and provides them with opportunities to pursue scholarship funds specifically reserved for program participants. Interest in this program has been strong
with the community colleges engaging over 2,100 students in 2020, and a goal of reaching over 4,000 high school seniors this year.

Hawai‘i P-20 has also been instrumental in the provision of early childhood education, which studies have indicated is an important precursor to future success in school and life. Unfortunately, as a state, Hawai‘i is one of the weakest at providing early childhood education. However, in 2018 and 2019, Hawai‘i P-20 developed and implemented a small-scale, free, three-week pilot summer program aimed at helping kindergarteners entering the educational system to transition and acclimate to classroom routines and social interactions. The success of this program, which was made possible through philanthropic funding, has led the State Department of Education to allocate federal stimulus money to expand the program statewide.

President Lassner highlighted a notable achievement of the university stating that it has been selected as a site to host the Overwatch League’s championship competition. Overwatch League, a major international and professional Esports gaming league, faced numerous challenges in organizing its championship competition this year because of teams being spread across the globe. Inconsistent travel restrictions due to the COVID-19 pandemic made the feasibility of holding the international competition in a single location unattainable, and slow variable Internet connectivity between continents created difficulties in ensuring fair competition between gamers. Hawai‘i’s relative resilience during the pandemic, as well as the university’s mid-Pacific location and faster internet connections with Tokyo, led to Overwatch League officials selecting UHM as an ideal site to host its championship. As a result, the top teams in Overwatch League’s West Division will be flown to Hawai‘i where they will compete against the top teams in Asia. He noted that this achievement demonstrates the university’s capacity to create a new kind of tourism opportunity, as well as provide an opportunity for students to participate in a major international competition for a multi-billion-dollar industry.

**Campus Report**

Chancellor Solemsaas noted that HawCC serves approximately 2,400 students on campuses in Hilo, Kona, and Honoka’a, and provided an overview and video presentation of the college’s demographics and enrollment statistics, highlighting the ethnic diversity of the student body, which has a strong representation of native Hawaiian and part-native Hawaiian populations. It was also noted that HawCC’s student body consists primarily of liberal arts majors, a large portion of which intend to transfer to a four-year university, followed by individuals enrolled in career and technical programs. She stated that HawCC is devoted to student success and that the success of its students matters for Hawai‘i Island because 90 percent of its students are from Hawai‘i Island and 78 percent remain on Hawai‘i Island after graduation.

Despite challenges faced as a result of the large percentage of economically disadvantaged households located on Hawai‘i Island, a student population base that is spread over a large land mass consisting of metropolitan areas and small towns within expansive and remote rural areas, and the lowest number of residents seeking to obtain a post-secondary education in the State, HawCC continues to strive to fulfill its educational promise to the community and hopes to achieve this by meeting two, self-
established goals. These goals include meeting the educational demands of the community in relation to workforce needs thereby creating a skilled workforce for Hawai‘i Island and improving educational access to students that will allow for increased student success. Chancellor Solemsaas highlighted a number of programs and projects that have been implemented to achieve these goals including construction-based, educational programs for the development of homes in collaboration with the Department of Hawaiian Home Lands, as well as Habitat for Humanity and the Ka‘u Dream Project, which is creating purposeful pathways from education to employment for students of Ka‘u High School. HawCC, in collaboration with Hawai‘i P-20, has also initiated a dual enrollment career and technical education pathway pilot project in auto mechanics at Kealakehe High School, which has shown promising results for college and career readiness, and plans to expand this program to include dual credit pathways in agriculture, construction technologies, and culinary arts in the coming year.

Chancellor Solemsaas stated that HawCC must also work to close the digital equity gap existing on Hawai‘i Island that has been made evident during the COVID-19 pandemic by supporting efforts to address the lack of on-island, digital infrastructure; increase access to functional digital devices; and improve the digital literacy of both students and community members. Closing this gap will provide an opportunity to expand university programs to Hawai‘i Island through distance education which will result in offering additional pathways for Hawai‘i Island students to achieve post-secondary educational success.

**Student Report**

Ms. Helen Nishimoto, President of ASUH-HawCC, gave a presentation on the work and achievements of ASUH-HawCC noting that it is one of three governing bodies at HawCC and consists of representatives from each of the three campuses, many of whom serve on the various campus committees to provide student input on policy and other decisions that impact students. In accordance with its constitution, ASUH-HawCC serves as an advocate for all students of the campus community at both the campus and university system level and is charged with investigating and reporting on matters that are related to students, faculty, staff, and the administration of HawCC. She shared some of the initiatives and activities undertaken by ASUH-HawCC over the past year, including holding monthly food distribution events at the Manono and Palamanui campuses; sponsoring several domestic violence education activities and providing volunteers for the 2020 domestic violence conference; incentivizing participation in the electoral process; conducting monthly talk story sessions and podcasts to improve communications with students; and introducing resolutions to inform the administration of issues affecting students, faculty, and staff of HawCC.

Referencing a student experience survey conducted by the university system in spring 2020, Ms. Nishimoto highlighted a number of academic and personal challenges faced by HawCC students during the COVID-19 pandemic including the lack of internet access, the unavailability of adequate study spaces, and financial challenges. Over half of HawCC students also noted that they were not comfortable with taking courses online and would wait for the return of in-person instruction before resuming their studies.
Faculty Report

David Tsugawa, HawCC Faculty Senate Chair, spoke about the challenges faced by faculty members and lecturers at HawCC in adapting to changing instructional modalities due to the COVID-19 pandemic, as well as the work undertaken to address these challenges and ensure that the educational needs of HawCC’s students were met without reducing teaching standards. He stated that faculty and lecturers realized the importance of preparing for the provision of online course instruction as a result of difficulties experienced during the spring 2020 semester and worked in collaboration with the Instructional Technology and Support Office, Media Services Office, and the Faculty Senate’s Faculty Staff Development Committee to develop professional development programs and webinars that provided training in, and support for, effective synchronous and asynchronous online teaching.

In addition to improving instructional methodologies, faculty and lecturers embarked on initiatives to ensure that the core educational mission of HawCC was met. One such initiative was the establishment of a program to provide no-cost textbooks to students in an effort to reduce any economic barriers faced in achieving their educational aspirations. As a result of this effort, 30.3 percent of classes offered in spring 2021 at HawCC provided no-cost textbooks with a direct cost savings to students of approximately $547,400. Other initiatives undertaken include the combining of the Ka'ao model, a four-stage process founded in Hawaiian mythology meant to transform the student experience, and advancement via individual development for higher education strategies, both of which focus primarily on student success, persistence, and retention, into the curriculum for first-year HawCC students starting in the fall.

Mr. Tsugawa also noted that HawCC faculty and lecturers remain committed to environmental preservation and sustainability as indicated by work conducted to finalize an academic subject certificate program in sustainability for the 2021 academic year.

Chancellor Solemsaas concluded the campus report by sharing that HawCC is celebrating 80 years of providing post-secondary education to the Hawai‘i Island community. She stated that HawCC has been the beneficiary of tremendous community support, including the receipt of $1 million from an anonymous, private donor, and noted that celebratory activities have been planned with a theme of giving back to the community through service.

Chair Kudo asked Chancellor Solemsaas to comment on concerns raised regarding the HawCC administration that were expressed in public testimony received by the board. Chancellor Solemsaas replied that the administration at HawCC continues to engage members of the HawCC community, particularly students represented by ASUH-HawCC, through monthly meetings in an effort to work collaboratively in serving both the students and community. She explained the approach used by the HawCC administration in addressing specific concerns raised regarding the use of federal relief funds and the investment of student fees but also acknowledged the need for the HawCC administration to make improvements in communicating actions and efforts undertaken in a more clear, concise, and transparent manner. VP Lacro added that she meets regularly with representatives from the various campus governance groups to
Chair Kudo remarked that it is often beneficial to have an independent, third party examine, and possibly provide solutions to, issues affecting an organization or institution and offered the services of the board’s Committee on Independent Audit, and by extension the Office of the Internal Auditor, as a mechanism to help resolve any issues being expressed by students with regard to HawCC, particularly financial issues.

Vice-Chair Nahale-a acknowledged the work undertaken by the HawCC administration in addressing a particularly challenging time for the campus, remarking that he was especially impressed with its efforts to more intentionally engage and connect with the Hawai‘i Island community, and asked how, and in what ways, these connections have helped HawCC during the COVID-19 pandemic. Chancellor Solemsaas responded that community connections have been vital in establishing a collective approach to closing educational achievement gaps and expanding efforts to ensure student success. Engagement with the business community has also been key in addressing workforce development needs and improving efforts to establish, develop, and expand long-term, sustainable economic opportunities for Hawai‘i Island.

Noting the $1 million anonymous donation recently received by HawCC, Vice-Chair Moore asked about the use of the funds and whether there were any associated stipulations. Chancellor Solemsaas replied that the funds received were unrestricted and would be used as endowments for student scholarships and professional development for faculty and lecturers, as well as student leadership.

Referencing a reported reduction in the number of degrees and certificates awarded by HawCC in 2020, Regent Acoba inquired about HawCC’s outlook regarding this academic statistic and any steps being taken to remedy this situation. Chancellor Solemsaas stated that digital equity and other educational challenges faced by students during the COVID-19 pandemic will more than likely result in the number of degrees and certificates awarded over the next academic year to remain largely unchanged. Nevertheless, HawCC is investing resources in in-depth analyses of enrollment data to better understand the challenges faced by students regarding retention and persistence. She noted that collaborative efforts to improve student success, persistence, and retention, such as those mentioned during the Faculty Senate report, are ongoing, and that HawCC continues to work towards addressing digital equity issues by working with the community to improve digital infrastructure, including the availability of functional devices, as well as digital literacy.

Regent Acoba asked whether faculty believed that the learning environment at HawCC was effective given the reported conflicts that are alleged to be occurring on campus. Mr. Tsugawa acknowledged that there are difficulties facing students, faculty, staff, and administrators on the HawCC campus which have been amplified during the COVID-19 pandemic. While the faculty is cognizant of the concerns being raised by the
students and has concerns of their own, he noted that all parties are moving forward in an attempt to overcome these challenges.

V. AFFILIATE REPORTS

There were no affiliate reports.

VI. REPORT ON THE ASSOCIATION OF GOVERNING BOARDS CONFERENCE ON TRUSTEESHIP (AGB Conference)

Regent Wilson provided a report on the AGB Conference stating that it was primarily focused on the three basic principles of trusteeship which include understanding the various roles and responsibilities of individuals and entities charged with the governance of an institution; leading by example and working collaboratively with an administration while maintaining an independence that will allow for actions to be taken that are in the best interests of the institution, particularly with respect to justice, equity, and inclusion; and having an awareness of the mission, constituents, culture, and context of the institution which will allow for strategic thinking that is focused on matters related to long-term sustainability. Topics of discussion also included pre-COVID transformation of governing bodies and a post-COVID new normal; the relationships between governing boards and the president and administration of an institution; students and some of the challenges they are facing; and the differences in core values of the various generational groups. He stated that he will furnish Regents with a written, follow-up report that includes more detailed descriptions and explanations of the topics discussed at the conference.

VII. AGENDA ITEMS

A. Approval of Amendments to Regents Policy (RP) 8.207, Investments

Regent Sullivan explained that the Committee on Budget and Finance reviewed proposed amendments to RP 8.207 at its March 4, 2021 meeting and unanimously voted to recommend board approval of the proposed amendments. At the March 18, 2021, board meeting, suggestions to further amend RP 8.207 to address concerns about Regent liability with regard to real estate investments and institute safeguards against the possibility of self-dealing in real estate projects were proffered and action on the adoption of all of the proposed amendments was deferred to the next board meeting in order to provide time for Regents and the public to review the additional changes and allow for further discussion.

Regent Acoba requested clarification of the methodology that will be used to calculate the amount of funds the board may invest in real estate under the amended policy. Vice-Chair Moore explained the rationale for the proposed amendments and provided a brief synopsis of the methodology that would be used to calculate the potential amount of funds the university could invest in real estate. He also noted that any investment in real estate proposed by the university would require board approval. Regent Sullivan added that the language used to establish the calculation methodology with respect to the amount of funds that could be made available for real estate investments was based upon a formula contained in the original iteration of RP 8.207
that was used to calculate the amount of endowment funds that could be used by the university for alternative investments. VP Young concurred with Regents Moore and Sullivan and provided a hypothetical example stating that, if the average value of the endowment portfolio for the previous 20 quarters was $100 million, the university would be afforded the opportunity to strategically invest up to 10 percent of the valuation of the fund, which would equate to $10 million, in real estate pending board approval. However, he explained that the amended policy also stipulated that the amount of funds authorized to be invested in real estate are not required to be diminished if a subsequent analysis reflected a decrease in the endowment fund’s valuation. Given the previous example, if a subsequent analysis determined that the valuation of the endowment fund’s portfolio was $90 million, the administration would not be required to divest any of the real estate investments already made to reflect this decrease.

Regent Sullivan moved to approve the proposed amendments to RP 8.207, seconded by Vice-Chair Moore, and the motion carried with all members present voting in the affirmative.

B. Final Report and Dissolution of the COVID-19 Strategic Response and Economic Recovery Permitted Interaction Group and Approval of Resolution Requesting a Comprehensive Plan to Achieve a Reimagined University of Hawaii

Chair Kudo reported on the findings and recommendations of the COVID-19 Strategic Response and Economic Recovery Permitted Interaction Group (Task Group), expounding upon the reasons for the Task Group’s establishment and detailing the work it conducted over the past ten months. In particular, he noted that the Task Group held a total of 35 meetings to discuss various issues regarding the improved utilization of resources for strategic decision making in the wake of the economic impacts caused by the COVID-19 pandemic and focused its efforts on areas related to campus operations, financial impacts to university operations, and the university’s role in the economic recovery of the State. The findings of the Task Group are contained within its final report and includes a recommendation for the adoption of a board resolution (Resolution 21-01) requesting that the administration develop a comprehensive plan to achieve a reimagined University of Hawai‘i through the completion of seven action items and prepare this plan for presentation to the board, as well as implementation, prior to the end of the 2021 calendar year.

While the Task Group recommends dissolution at this time since it has concluded its current scope of work, it recognizes that the underlying issue of long-term sustainability will continue to impact the University and the State as a result of the long-range economic impacts caused by the COVID-19 pandemic. As such, Chair Kudo stated that the reconstitution of the Task Group remains an option should it become necessary to address any additional matters.

Regent Westerman moved to accept the final report of the Task Group, seconded by Vice-Chair Moore, and the motion carried with all members present voting in the affirmative.
Regent Wilson moved to adopt Resolution 21-01, seconded by Vice-Chair Moore.

Regent Acoba remarked that Resolution 21-01 resulted from the work conducted by the Task Group and was based on dire projections made regarding a number of issues, particularly those dealing with fiscal matters, that were expected to severely impact the university as a result of the pandemic. However, circumstances have since changed and the university appears to be in a much better situation than it was one-year ago, although challenges remain. As such, some of the underlying assumptions that were posited and used to draft Resolution 21-01 may no longer be as pertinent and is something that should be considered when voting on the resolution.

Discussion ensued on the comments made by Regent Acoba with the consensus being that, while the situation facing the university has somewhat improved, questions remain as to the long-term effects the pandemic will have on the university. Thus, it is critical that the university begin strategic planning efforts and take into consideration budgetary actions and programmatic and administrative restructuring that will allow it to thrive in its multi-faceted mission and ensure long-term sustainability and viability. Regents also reiterated that stimulus funds received by the university is a one-time infusion of federal money that will not be sufficient to relieve the projected, long-term budget pressures that it will face.

Regent Acoba clarified that he was not implying that the university would not face fiscal challenges, as adequate funding to meet all the needs of the university has always been an issue, but rather he was merely stating that Resolution 21-01 appeared to be static, that some of the prior assumptions used to produce the resolution were no longer true, and that the vote on the resolution should be done with an understanding that it may need to be adjusted at some point in the future. He also believed that the administration should be requested to provide the board with updates on the economic and financial forecasts for the university which had been previously provided to allow for the exploration of any economic alternatives that might be considered by the university. Chair Kudo replied that Resolution 21-01 was drafted with this concern in mind and established a timeline for completion of the action items to allow for adjustments to be made should situations change.

Noting that Resolution 21-01 states, in part, that the administration is requested to develop a plan to achieve a vision for the university that is strategic and focused on the priorities for a reimagined university and not simply an elimination of programs and services or delineation of budget reductions, Regent Acoba asked how this would relate to the proposed phase 2 reorganization of the UHM administration. President Lassner stated that Resolution 21-01 considered the proposed reorganization of the UHM administration, which is based upon a conceptual plan that has been circulated and discussed for several years, and that there were no apparent inconsistencies. While the plan was to initially achieve the reorganization in a manner that was budget neutral, the pandemic required that the reorganization plan be adjusted to reduce administrative expenses in order to focus on education and research.

Regents thanked the Task Group for its work on this issue and the holistic approach it took to find ways of ensuring the long-term sustainability of the university.
particular note were the efforts undertaken by the Task Group to involve members of the university community and beyond in discussions on the future vision for the university.

There having been a motion that was moved and seconded, a vote was conducted, and the motion carried with all members present voting in the affirmative.

C. Approval of Phase 2 of the UHM Administration Reorganization Proposal (Reorganization Plan)

Regent Tagorda recused herself from deliberation on this item citing her involvement as a member of the UHM faculty in the submittal of comments on the Reorganization Plan and left the meeting at 10:52 a.m.

President Lassner provided a brief history and overview of the proposed Reorganization Plan and reviewed the manner in which it was developed. He noted that numerous meetings and discussions on this issue were held with various UHM stakeholders, including campus governance groups, over the span of more than two years, and emphasized the complexity and thoroughness of the development process, which included the creation of mini design teams to review and analyze various administrative functional areas, such as educational excellence and student success, as well as the formation of a master design team to review and analyze the findings and recommendations of the mini design teams. It was also underscored that all interested parties were given multiple opportunities to provide input and feedback on the new organization through both formal and informal consultations with campus governance groups, and that ample time for comment was provided to all stakeholders with deadlines often being extended to afford additional time for review of the proposal. The administration also attempted to make the development process as inclusive as possible by incorporating UHM stakeholder representation on each of the design teams early on in the development process.

While due consideration was given to all of the input and feedback received from stakeholders which resulted in a number of amendments being made to the proposed Reorganization Plan, President Lassner stated that the final version did not contain every suggestion or recommendation made by stakeholders. However, the administration is also committed to conducting periodic reviews of the organization after its implementation to determine if additional changes are necessary. The administration believes that the Reorganization Plan, as well as the administrative structure it contains, is sound and that approval by the board will be in the best interest of UHM and the university community.

Regent Wilson asked if delaying board action on the proposed Reorganization Plan for one month to allow additional time for review would have any unintended consequences. President Lassner replied that a one-month delay in approving the proposed Reorganization Plan would make it difficult for the administration to meet its goal of implementation by the start of the upcoming fiscal year as well as delay the process to begin permanently filling some of the interim positions within the administrative structure. He added that the concerns raised by some of the UHM
stakeholders that prompted their request for a one-month deferral could continue to be addressed and did not necessitate a delay in board approval.

Regent Acoba noted some of the concerns raised about the proposed Reorganization Plan by the UHM Faculty Senate, including its apparent lack of an itemized list for budget savings and positions that were eliminated or created and clear criteria to evaluate its implementation, particularly with regard to student success, and expressed his own concerns about the ability of Regents and the general public to adequately review the proposal given its length and complexity. Sandy French, Interim Vice-Chancellor for Administration, Finance, and Operations, replied that approximately 45 administrative unit positions, many of which were vacant this past spring, were eliminated by the Legislature to achieve a cost savings of approximately $3 million. President Lassner added that administration can provide a specific listing of all the positions that were eliminated under the proposed Reorganization Plan and by the Legislature. He also addressed the concern raised about the lack of clear criteria to evaluate implementation as it relates to student success, stating that the administration primarily uses retention and graduation rates as metrics to gauge student success and will continue to do so. However, multiple factors affect a student’s academic success, including some that are beyond the control of the university, and it would be difficult to isolate any specific factor, such as the implementation of the Reorganization Plan, as the sole contributor to the rate of a student’s success.

Vice-Chair Nahale-a remarked that he supported the proposed Reorganization Plan and did not believe a one-month delay would be beneficial in achieving agreement among all parties. Although he considers some of the concerns raised by UHM stakeholders to be legitimate and valid, he also stated that he is of the opinion that the administration already has the authority to address many of these concerns and should be afforded the flexibility it needs to determine appropriate actions to attain success. The board must then hold the administration accountable for the outcomes and results of their actions.

Regent Sullivan acknowledged the work and efforts of the administration in developing the proposed Reorganization Plan and expressed her support for moving forward with the proposal.

Regent Acoba also acknowledged the work of the administration in developing the proposed Reorganization Plan, stated his belief that this was a continuation of the process that was begun with Phase 1 of the Reorganization Plan, and opined that it was the duty of the board to follow through with this process. He reiterated his concerns with respect to the adequacy of time provided for both the Regents and general public to review such a lengthy and complex document and requested that, in the future, the administration present proposals that are complex and make substantial changes to the university in parts to allow for greater scrutiny of the important changes. President Lassner responded that the proposed Reorganization Plan has been online since November 2020 and that the only changes made that are included in the final proposal were made as a result of the consultation process and input received, but agreed to assist in making complex material more digestible in the future.
Vice-Chair Moore moved to approve the Reorganization Plan, seconded by Regent Wilson, and noting the abstention of Regent Acoba, and the excused absence of Regent Tagorda, the motion carried with all other members present voting in the affirmative.

Regent Tagorda returned at 11:24 a.m.

D. Legislative Update

VP Young highlighted several measures and priority issues that the university is following at the Legislature this year including bills relating to the State budget, university budget and legislative package, and items of interest involving the administration and board. The operating and capital improvement budgets for the State are currently awaiting conference committee discussions. It is anticipated that the budget bills will be positioned for a final vote of the Legislature within the next few days. Additional legislative measures that could have an impact on the university or board were also reported on, as was the legislative calendar and timetable for the remainder of the session. Furthermore, it was noted that the Senate Committee on Higher Education held a meeting to consider recommending confirmation for three Regent nominees and a decision is expected to be rendered shortly.

Noting several questions posed to him about the Cancer Center’s early phase clinical research center, as well as its business plan, Regent Higaki requested that the administration provide a review of this issue to the board. President Lassner agreed and said that VP Syrmsos would lead the effort. He also noted that information on the early phase clinical research center and Cancer Center business plan has already been given to the board but that the administration could provide a more detailed presentation of these issues at a future meeting. He also noted that the business plan has been shared with the Hawai’i Cancer Consortium, which includes the chief executive officers of all the major healthcare providers and organizations in the State, and that its representatives may be requested to participate in any presentation given since the Consortium has actively supported the early phase clinical research center.

Regent Higaki requested an update on issues regarding several processes and procedures of the University of Hawai’i Housing Program (Faculty Housing Program) that were raised at the February 6, 2020, meeting of the Committee on Independent Audit (IA). VP Gouveia replied that an extensive audit of the Faculty Housing Program that included reviews of policies, procedures, budget reserve levels, management, and oversight issues was conducted by the Office of Internal Audit (OIA) in 2010 and discovered several significant issues. Subsequent to the 2010 audit, follow-up audits and reviews were conducted in 2013, 2019, and 2021 to ensure that any issues found were rectified. OIA presented all four audits to the board, with the most recent audit indicating that the Faculty Housing Program has addressed all issues noted in the audits to the satisfaction of OIA. However, based upon concerns raised in Senate Concurrent Resolution 115, the administration is conducting its own internal review. Additionally, she noted that RP 9.209 which governs the Faculty Housing Program is currently undergoing an extensive review and analysis. The administration can provide more detailed updates on both its internal review of the Faculty Housing Program and
the analysis of RP 9.209 once they have been completed. Regent Higaki requested that the administration present this information at the upcoming IA meeting and Vice-Chair Moore, who serves as the Chair of IA, agreed to this request.

Referencing recent issues with student housing, in particular power outages occurring at the dormitories, Regent Higaki asked whether the administration had any information regarding these concerns and if a review of this matter could be provided at the next meeting of the Committee on Planning and Facilities (P&F). President Lassner responded that a report could be provided to P&F but noted that some of the recent power outages were the result of interrupted service caused by heavy rains and flooding that were beyond the control of the university and that the university does its best to respond to these situations. However, the administration is working to identify ways in which these issues may be mitigated in the future.

Chair Kudo questioned whether Senate Bill (SB) 628 which seeks to transfer the Oahu regional health care system in its entirety from the Hawaii Health Systems Corporation (HHSC) to the DOH would impact the future development or repurposing of the university’s Leahi parcels. VP Young stated that SB 628 would impact the lease that is currently in place between the university and HHSC for land owned by the university upon which Leahi Hospital is situated. SB 628 could also have secondary impacts on the future disposition of three parcels of university-owned land adjacent to Leahi Hospital, collectively known as the Leahi parcels, but is dependent upon the scope of DOH’s plan to expand services provided at the facility upon its transfer. Chair Kudo expressed his belief that the administration needs to be proactive in preserving the university’s interests in the Leahi parcels, particularly with regard to possible future income generation or use for programs in the healthcare field. VP Young stated that the administration is in agreement and is taking such an approach on this measure.

Stating that Senate Resolution (SR) 166, in part, urges the university and University of Hawai‘i Professional Assembly to convene a task force to examine and assess the university’s tenure system, Chair Kudo asked whether the recent appointment by the board of a permitted interaction group to review and investigate the issue of tenure would address the scope of the SR. VP Young replied that the work of the permitted interaction group currently taking place may be sufficient to address the requests made in SR 166 thereby alleviating the need to create another task force whose work might be duplicative.

Chair Kudo inquired as to the differences between the House and Senate versions of the budget bills. VP Young stated that the amounts of funding provided were substantially similar in each version of the budget, but that the details on how to address budget shortfalls using federal relief monies differ. While the university will face some reductions in its general fund budget for the upcoming fiscal year, the extent of these reductions over future fiscal years remains uncertain as the Legislature appears to be taking a wait-and-see approach on the impacts any economic recovery will have on the State’s overall financial picture.

E. Report of the Maunakea Planning Task Group (For Information Only)
Chair Kudo noted that the Report of the Maunakea Planning Task Group that contains its findings and recommendations, as well as a proposed resolution and an independent evaluation of the implementation of the Maunakea comprehensive management plan, has been provided to Regents in the board materials packet and is for information only, with discussion and potential action to occur at the next board meeting.

VIII. EXECUTIVE SESSION

Regent Sullivan made a motion to convene in executive session, seconded by Vice-Chair Moore, and with all members present voting in the affirmative, the board approved convening in executive session to carry-out deliberations 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, pursuant to Section 92-5(a)(3), 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 Sections 92-5(a)(4), HRS.

The meeting recessed at 11:59 a.m.

Chair Kudo called the meeting back to order at 1:14 p.m. and announced that the board met in executive session to discuss several issues as stated on the agenda.

IX. ANNOUNCEMENTS

Chair Kudo announced that the next board meeting was scheduled for May 20, 2021, at a location to be determined.

X. ADJOURNMENT

There being no further business, Regent Wilson moved to adjourn, seconded by Vice-Chair Moore, and noting the excused absence of Regent Sullivan, and with all other members present voting in the affirmative, the motion carried and the meeting was adjourned at 1:15 p.m.

Respectfully Submitted,

Kendra Oishi
Executive Administrator and Secretary
of the Board of Regents
Item IV.
Report of the President and COVID-19 Update

NO MATERIALS
ORAL REPORT
Item IV.
Report of the President
KapCC Campus Report

MATERIALS
Hope for the Future

Presentation to the Board of Regents
May 20, 2021
Louise Pagotto, Chancellor
By the Numbers
Kapiʻolani CC Trends

Data from the Kapiʻolani CC Office for Institutional Effectiveness unless otherwise noted.
Straight from High School to Kapiʻolani CC

Pandemic has led to some shifts in enrollment for students coming directly to our college from high school. Table includes bump in enrollments from Kamehameha Schools and Mid-Pacific Institute.

Largest Populations by High School for First Time Freshmen Enrolling Directly into College

<table>
<thead>
<tr>
<th>High School</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farrington</td>
<td>55</td>
<td>74</td>
<td>69</td>
<td>60</td>
<td>72</td>
</tr>
<tr>
<td>Kaimuki</td>
<td>31</td>
<td>47</td>
<td>40</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Kaiser</td>
<td>54</td>
<td>48</td>
<td>42</td>
<td>44</td>
<td>41</td>
</tr>
<tr>
<td>Kalani</td>
<td>83</td>
<td>77</td>
<td>101</td>
<td>64</td>
<td>74</td>
</tr>
<tr>
<td>Kamehameha</td>
<td>17</td>
<td>12</td>
<td>15</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>McKinley</td>
<td>76</td>
<td>74</td>
<td>80</td>
<td>80</td>
<td>81</td>
</tr>
<tr>
<td>Mid-Pacific Ins.</td>
<td>*</td>
<td>*</td>
<td>5</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>Moanalua</td>
<td>43</td>
<td>50</td>
<td>42</td>
<td>30</td>
<td>39</td>
</tr>
<tr>
<td>Roosevelt</td>
<td>58</td>
<td>34</td>
<td>63</td>
<td>48</td>
<td>43</td>
</tr>
</tbody>
</table>

Going Rate to Kapiʻolani CC (Fall)

<table>
<thead>
<tr>
<th>High School</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farrington</td>
<td>12%</td>
<td>16%</td>
<td>14%</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>Kaimuki</td>
<td>23%</td>
<td>35%</td>
<td>31%</td>
<td>24%</td>
<td>19%</td>
</tr>
<tr>
<td>Kaiser</td>
<td>21%</td>
<td>21%</td>
<td>16%</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>Kalani</td>
<td>27%</td>
<td>25%</td>
<td>30%</td>
<td>20%</td>
<td>24%</td>
</tr>
<tr>
<td>Kamehameha</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td>McKinley</td>
<td>22%</td>
<td>26%</td>
<td>23%</td>
<td>27%</td>
<td>23%</td>
</tr>
<tr>
<td>Mid-Pacific Ins.</td>
<td>*</td>
<td>*</td>
<td>5%</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td>Moanalua</td>
<td>9%</td>
<td>11%</td>
<td>9%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Roosevelt</td>
<td>20%</td>
<td>11%</td>
<td>19%</td>
<td>15%</td>
<td>14%</td>
</tr>
</tbody>
</table>

Includes key high schools
Institutional Effectiveness Measures (IEM) support operations of institutional goals and objectives as defined in the Kapiʻolani Community College Strategic Plan. Further supports five performance measures set forth by the University of Hawaiʻi Community Colleges (UHCC), aligning the College’s planning efforts with those of the UHCC system.

Data breakdown supports historically underrepresented student populations: Filipino, Native Hawaiian, Pacific Islander, and Pell Recipients.

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### Home-Based Enrollment Trends for Fall Semesters

<table>
<thead>
<tr>
<th></th>
<th>Filipino</th>
<th>Native Hawaiian</th>
<th>Pacific Islander</th>
<th>Pell Recipients</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>2015</td>
<td>875</td>
<td>14%</td>
<td>1033</td>
<td>16%</td>
<td>124</td>
</tr>
<tr>
<td>2016</td>
<td>843</td>
<td>14%</td>
<td>926</td>
<td>16%</td>
<td>107</td>
</tr>
<tr>
<td>2017</td>
<td>871</td>
<td>15%</td>
<td>917</td>
<td>16%</td>
<td>139</td>
</tr>
<tr>
<td>2018</td>
<td>843</td>
<td>15%</td>
<td>974</td>
<td>17%</td>
<td>127</td>
</tr>
<tr>
<td>2019</td>
<td>790</td>
<td>15%</td>
<td>831</td>
<td>16%</td>
<td>138</td>
</tr>
<tr>
<td>2020</td>
<td>836</td>
<td>16%</td>
<td>940</td>
<td>18%</td>
<td>127</td>
</tr>
</tbody>
</table>
Gender

Proportion of female students to male students continues to be about 3:2

Number of Students by Category with Percentages Based on Total Enrollment

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Female</th>
<th>Male</th>
<th>Non Binary/Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>4356</td>
<td>2997</td>
<td>29</td>
</tr>
<tr>
<td>2017</td>
<td>4178</td>
<td>2859</td>
<td>58</td>
</tr>
<tr>
<td>2018</td>
<td>4056</td>
<td>2756</td>
<td>87</td>
</tr>
<tr>
<td>2019</td>
<td>3907</td>
<td>2439</td>
<td>142</td>
</tr>
<tr>
<td>2020</td>
<td>3878</td>
<td>2276</td>
<td>215</td>
</tr>
</tbody>
</table>

Female to Male Student Ratio: About 3:2
Although the most popular age category is 18-19, nearly 51% of our students are in their twenties.
Part-Time and Full-Time Status

Experienced an increase in proportion of part-time students during the pandemic

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Part-Time</th>
<th>Full-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>4669 63%</td>
<td>2713 37%</td>
</tr>
<tr>
<td>2017</td>
<td>4489 63%</td>
<td>2606 37%</td>
</tr>
<tr>
<td>2018</td>
<td>4407 64%</td>
<td>2492 36%</td>
</tr>
<tr>
<td>2019</td>
<td>4302 66%</td>
<td>2186 34%</td>
</tr>
<tr>
<td>2020</td>
<td>4372 69%</td>
<td>1997 31%</td>
</tr>
</tbody>
</table>

Number of Students by Category with Percentages Based on Total Enrollment

Total Number of Enrollments Each Fall • 2016: 7382 • 2017: 7095 • 2018: 6899 • 2019: 6488 • 2020: 6369
Transfers from Kapiʻolani CC to UH Four-Year Institutions

Number of Students Who Transferred

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>815</td>
<td>897</td>
<td>843</td>
<td>764</td>
<td>710</td>
</tr>
</tbody>
</table>

Orange data reflect UHCC goals. Blue data reflect actual trend.
How Many Years Does it Take to Graduate?

Fall 2013, 2014, and 2015 cohorts (First-Time, Full-Time Freshmen or FTF) have shown average graduation rate of 38.7%. Our graduations at three-year mark have increased with last two cohorts, going from average 21.9% to 22.7%. Fall 2018 cohort had highest graduate rate of 11.7% at two-year mark.

Graduation Rates for FTF Cohorts 2013 - 2015

- C15 38.1%
- C14 38.9%
- C13 38.7%

Graduation Rates for FTF Cohorts 2016 - 2018

- C16 31.8%
- C17 23.4%
- C18 11.7%

Number of Years after Cohort Year Showing Graduation; For Example, 1YR for C15 is Fall 2016, 2 YR for C18 is Fall 2020, etc.

### Degrees and Certificates of Achievement Earned by Fall Cohorts Within Three Academic Years

<table>
<thead>
<tr>
<th>Fall Cohort Year</th>
<th>Filipino Cohort Awards</th>
<th>Filipino %</th>
<th>Native Hawaiian Cohort Awards</th>
<th>Native Hawaiian %</th>
<th>Pacific Islander Cohort Awards</th>
<th>Pacific Islander %</th>
<th>Pell Recipients Cohort Awards</th>
<th>Pell Recipients %</th>
<th>All Students Combined Cohort Awards</th>
<th>All Students Combined %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>133</td>
<td>13.5</td>
<td>204</td>
<td>9.8</td>
<td>24</td>
<td>n/a</td>
<td>438</td>
<td>15.8</td>
<td>1201</td>
<td>16.8</td>
</tr>
<tr>
<td>2015</td>
<td>165</td>
<td>19.4</td>
<td>215</td>
<td>9.8</td>
<td>36</td>
<td>n/a</td>
<td>412</td>
<td>18.7</td>
<td>1201</td>
<td>18.8</td>
</tr>
<tr>
<td>2016</td>
<td>140</td>
<td>18.6</td>
<td>200</td>
<td>12.0</td>
<td>26</td>
<td>n/a</td>
<td>305</td>
<td>21.3</td>
<td>1127</td>
<td>18.2</td>
</tr>
<tr>
<td>2017</td>
<td>202</td>
<td>16.8</td>
<td>208</td>
<td>10.1</td>
<td>40</td>
<td>n/a</td>
<td>310</td>
<td>17.1</td>
<td>1276</td>
<td>17.8</td>
</tr>
</tbody>
</table>

### Institutional Effectiveness Measures: Degrees & Certificates of Achievement

#### Percentages for 2017 cohorts:
- All: 18%
- Pell: 17%
- Filipino: 10%
- Native Hawaiian: 10%

#### Graph

The graph shows the percentage of students from different ethnic backgrounds who earned degrees and certificates of achievement within three academic years. The x-axis represents the fall cohort year, and the y-axis represents the percentage from the original cohort. The graph includes lines for all, Pell, Filipino, and Native Hawaiian students, with percentages for each cohort year and the trend over three academic years.
Institutional Effectiveness Measures: All populations experienced increased student course success rates during the pandemic.
<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>187</td>
<td>416</td>
</tr>
<tr>
<td>2017</td>
<td>177</td>
<td>400</td>
</tr>
<tr>
<td>2018</td>
<td>173</td>
<td>347</td>
</tr>
<tr>
<td>2019</td>
<td>174</td>
<td>338</td>
</tr>
<tr>
<td>2020</td>
<td>175</td>
<td>349</td>
</tr>
</tbody>
</table>

Despite decreasing enrollments, college has maintained relatively consistent SSH:Faculty and staff ratios.

Calculations based on Fall semester data:
- Faculty: 2016: 338.7 • 2017: 344.2 • 2018: 337.1 • 2019: 310.1 • 2020: 293.6
- Staff: 2016: 152.1 • 2017: 152.6 • 2018: 168.0 • 2019: 159.5 • 2020: 150

Source: UH Institutional Research and Analysis Office
SSH for On Campus, Online & Early College

Early College SSH is part of “On Campus” & “Online” SSH Captured at Census.

<table>
<thead>
<tr>
<th>Year</th>
<th>On Campus</th>
<th>Online</th>
<th>Early College</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>498</td>
<td>11,472</td>
<td>1110</td>
</tr>
<tr>
<td>2017</td>
<td>721</td>
<td>10,938</td>
<td>1110</td>
</tr>
<tr>
<td>2018</td>
<td>1110</td>
<td>11,943</td>
<td>1110</td>
</tr>
<tr>
<td>2019</td>
<td>879</td>
<td>13,547</td>
<td>1110</td>
</tr>
<tr>
<td>2020</td>
<td>920</td>
<td>14,184</td>
<td>1110</td>
</tr>
</tbody>
</table>

Fall Semester SSH Totals:
- 2016: 63,298
- 2017: 57,680
- 2018: 58,217
- 2019: 53,804
- 2020: 51,522

Source: UH Institutional Research & Analysis Office
Campus Priorities
Distance Education • International Students • Retention
Two years and one pandemic later, a typical Kapiʻolani CC student remains the same.

Meet Jessica. She is female, Asian, and attends college part-time. She graduated from Kalani High School, studies liberal arts, and is 19 years old. Although she shares identical characteristics of our most typical student in 2019, how she learns now is most likely different.
The Pandemic Shift
Enhancing & Expanding Distance Education

Fall Percentage of Online Classes

- 2018: 17%
- 2019: 21%
- 2020: 66%

Spring Percentage of Online Classes

- 2019: 18%
- 2020: 22%
- 2021: 72%

Fall: 2018 (181 DE Classes/1062 Classes Total) • 2019 (202/982 Total) • 2020 (594/905 Total)
Spring: 2019 (181 DE classes/1001 Classes Total) • 2020 (196/875 Total) • 2021 (584/812 Total)
The Pandemic Shift
Fall Class Modalities in the Past & the Future

Number of Courses Offered & Percentages Based on Total Number of Classes

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Online</th>
<th>In Person</th>
<th>Hybrid</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>173</td>
<td>880</td>
<td>31</td>
</tr>
<tr>
<td>2018</td>
<td>185</td>
<td>846</td>
<td>31</td>
</tr>
<tr>
<td>2019</td>
<td>202</td>
<td>740</td>
<td>40</td>
</tr>
<tr>
<td>2020</td>
<td>594</td>
<td>114</td>
<td>197</td>
</tr>
<tr>
<td>2021</td>
<td>632</td>
<td>115</td>
<td>111</td>
</tr>
</tbody>
</table>

Total Classes Each Fall • 2017: 1084 (2 Cable TV grouped in ‘Online’) • 2018: 1062 (3 Cable TV) • 2019: 982 • 2020: 905 • 2021: 858
The Pandemic Shift
Anticipating Need via the Spring 2021 Student Congress Survey

Survey Question: What are your preferred class methods for fall 2021? (Check all that apply.)
Participants could choose more than one response, which is why the total percentage is above 100%.

- **Online Asynchronous | 62%**
  - 290 responses

- **Online Synchronous | 43%**
  - 201 responses

- **Hybrid | 41%**
  - 191 responses

- **Face-to-Face | 30%**
  - 141 responses

“I’d love more online (self paced) options for classes - I’m a non-traditional student who works full time in a ER and takes care of Covid patients - I think it’s easier for everyone if I don’t have to show up in person for class”
-- A student perspective

(written in the open-ended portion of the survey)

Notes
Student Congress and the Office for Institutional Effectiveness distributed a survey to 5,792 registered students in spring 2021. The 468 responses are statistically significant within a 5% margin of error at 95% confidence.
The Pandemic Shift
Global Enrollment Trends

Number of Students by Category with Percentages Based on Total Enrollment

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Total Number of Enrollments Each Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>7382</td>
</tr>
<tr>
<td>2017</td>
<td>7095</td>
</tr>
<tr>
<td>2018</td>
<td>6899</td>
</tr>
<tr>
<td>2019</td>
<td>6488</td>
</tr>
<tr>
<td>2020</td>
<td>6369</td>
</tr>
</tbody>
</table>
The Pandemic Shift

Enrollment By Student Type

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Continuing</th>
<th>Transfer</th>
<th>New</th>
<th>Returning</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>4412 60%</td>
<td>1127 15%</td>
<td>1073 15%</td>
<td>456 6%</td>
<td>314 4%</td>
</tr>
<tr>
<td>2017</td>
<td>4040 57%</td>
<td>977 14%</td>
<td>1150 16%</td>
<td>431 6%</td>
<td>497 7%</td>
</tr>
<tr>
<td>2018</td>
<td>3751 54%</td>
<td>1163 17%</td>
<td>1049 15%</td>
<td>526 8%</td>
<td>410 6%</td>
</tr>
<tr>
<td>2019</td>
<td>3638 56%</td>
<td>1113 17%</td>
<td>973 15%</td>
<td>485 7%</td>
<td>279 4%</td>
</tr>
<tr>
<td>2020</td>
<td>3284 52%</td>
<td>1333 21%</td>
<td>998 16%</td>
<td>486 8%</td>
<td>268 4%</td>
</tr>
</tbody>
</table>

Number of Students by Category with Percentages Based on Total Enrollment

Notes

Total Number of Enrollments Each Fall: 2016: 7382 • 2017: 7095 • 2018: 6899 • 2019: 6488 • 2020: 6369

Note: Due to rounding to the nearest whole percentage point, total percentage for 2019 is 99% and 2020 is 10%.
Increasing Student Retention
How can we help our students stay?

Fall to Fall Retention (All Students)

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Retention (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>58%</td>
</tr>
<tr>
<td>2016-17</td>
<td>60%</td>
</tr>
<tr>
<td>2017-18</td>
<td>57%</td>
</tr>
<tr>
<td>2018-19</td>
<td>56%</td>
</tr>
<tr>
<td>2019-20</td>
<td>56%</td>
</tr>
</tbody>
</table>

Fall to Spring Retention (All Students)

<table>
<thead>
<tr>
<th>Year</th>
<th>Spring Retention (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>76%</td>
</tr>
<tr>
<td>2017-18</td>
<td>75%</td>
</tr>
<tr>
<td>2018-19</td>
<td>71%</td>
</tr>
<tr>
<td>2019-20</td>
<td>73%</td>
</tr>
<tr>
<td>2020-21</td>
<td>71%</td>
</tr>
</tbody>
</table>

Counts
Percentage based on Reenrollment/Revised Headcount (Graduates & Transfers Removed)
Fall: 2015 (3058/5243) • 2016 (2795/4686) • 2017 (2644/4612) • 2018 (2529/4524) • 2019 (2303/4139)
Spring: 2016 (4187/5504) • 2017 (4028/5804) • 2018 (3709/5243) • 2019 (3549/4847) • 2020 (3373/4721)
Faculty Senate
Candy Branson

Connecting & Uplifting
From Spring 2020 to Fall 2020, Kapi'olani CC instructional designers and DE faculty leaders facilitated 4 iterations of TOPPTo Go! This free, 4-week fully online, community-based professional development program guided more than 700 participants across the UH system in four modules to promote best practices in online learning.
Student Congress
Alex Sosa

Listening & Advocating
# Student Stress Factors

## Fall 2020 Student Congress Survey Results

**Survey Question:** How stressful are the following factors for you as we start the fall semester?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
<th>Number of students who answered Stressful/Extremely Stressful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money Problems</td>
<td>58%</td>
<td>465</td>
</tr>
<tr>
<td>Personal Concerns about Health and Safety</td>
<td>56%</td>
<td>447</td>
</tr>
<tr>
<td>School Workload</td>
<td>56%</td>
<td>444</td>
</tr>
<tr>
<td>Family Relationships</td>
<td>27%</td>
<td>214</td>
</tr>
<tr>
<td>Personal Relationships</td>
<td>24%</td>
<td>189</td>
</tr>
<tr>
<td>Communication with Instructors</td>
<td>23%</td>
<td>184</td>
</tr>
</tbody>
</table>

798 students out of 5,803 students registered at Kapiʻolani CC answered this question on the Fall 2020 Student Congress Survey (Margin of Error: +/- 5% | Level of Confidence = 95%). They rated the above stress factors from the following options: Not Stressful at All • Somewhat Stressful • Stressful • Extremely Stressful.
There is no more important endeavor for the College at this time. If we are true to our value of kuleana, we have a shared responsibility to support the future of our College. If we are true to our motto, Kūlia i ka nuʻu, we need to commit to always improving our practice.

Louise Pagotto, Chancellor
MEMORANDUM

TO: Ben Kudo, Chairperson
University of Hawai‘i Board of Regents

VIA: David Lassner, President
University of Hawai‘i

FROM: Tim Dolan, Vice President of Advancement
University of Hawai‘i Foundation

SUBJECT: UH Foundation Report

DATE: May 10, 2021

Please find information submitted by the Foundation for the May 20, 2021 Board of Regents’ meeting:

- Funds Raised Leadership Report by Campus (FY 2014 through FY 2021, as of March 31)
- Development Operations Report – Fiscal Year 2021 Progress (as of March 31)
- Funds Raised by Source, Gift Type, Account Category and Purpose (as of March 31)
- UH Foundation Statement of Operations Four-Year Comparison (as of March 31)
- Endowment Executive Summary (as of March 31)

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

Attachments
## Funds Raised Leadership Report

**Fiscal Years 2014-2021**

**As of March 31, 2021**

*(Gifts, Pledges, Matching Gifts, Gifts in Kind, Grants and Planned Gifts)*

All dollars in thousands

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Manoa</td>
<td>$27,115</td>
<td>$98,268</td>
<td>$25,810</td>
<td>$31,830</td>
<td>$30,085</td>
<td>$31,652</td>
<td>$34,499</td>
<td>$58,810</td>
</tr>
<tr>
<td>Hilo</td>
<td>$2,078</td>
<td>$1,822</td>
<td>$2,897</td>
<td>$2,352</td>
<td>$2,694</td>
<td>$1,908</td>
<td>$2,444</td>
<td>$2,378</td>
</tr>
<tr>
<td>West Oahu</td>
<td>$265</td>
<td>$239</td>
<td>$1,007</td>
<td>$142</td>
<td>$631</td>
<td>$388</td>
<td>$881</td>
<td>$593</td>
</tr>
<tr>
<td>Hawaii CC</td>
<td>$125</td>
<td>$142</td>
<td>$364</td>
<td>$231</td>
<td>$648</td>
<td>$1,196</td>
<td>$635</td>
<td>$1,514</td>
</tr>
<tr>
<td>Honolulu CC</td>
<td>$152</td>
<td>$144</td>
<td>$681</td>
<td>$148</td>
<td>$222</td>
<td>$1,270</td>
<td>$471</td>
<td>$680</td>
</tr>
<tr>
<td>Kapiolani CC</td>
<td>$1,229</td>
<td>$1,506</td>
<td>$1,375</td>
<td>$959</td>
<td>$2,697</td>
<td>$2,050</td>
<td>$2,981</td>
<td>$2,176</td>
</tr>
<tr>
<td>Kauai CC</td>
<td>$617</td>
<td>$707</td>
<td>$747</td>
<td>$518</td>
<td>$353</td>
<td>$641</td>
<td>$649</td>
<td>$204</td>
</tr>
<tr>
<td>Leeward CC</td>
<td>$804</td>
<td>$147</td>
<td>$386</td>
<td>$239</td>
<td>$169</td>
<td>$166</td>
<td>$240</td>
<td>$223</td>
</tr>
<tr>
<td>Maui College</td>
<td>$760</td>
<td>$506</td>
<td>$857</td>
<td>$603</td>
<td>$671</td>
<td>$354</td>
<td>$966</td>
<td>$737</td>
</tr>
<tr>
<td>Windward CC</td>
<td>$514</td>
<td>$426</td>
<td>$443</td>
<td>$1,436</td>
<td>$281</td>
<td>$90</td>
<td>$1,790</td>
<td>$804</td>
</tr>
<tr>
<td>Multi-Campuses</td>
<td>$5,056</td>
<td>$5,119</td>
<td>$13,954</td>
<td>$8,629</td>
<td>$6,536</td>
<td>$5,560</td>
<td>$3,912</td>
<td>$7,972</td>
</tr>
</tbody>
</table>

**Totals**

$38,715 $109,027 $48,521 $47,086 $44,986 $45,276 $49,467 $76,090

*Beginning in FY2020, present value (PV) is used in funds raised calculations for deferred gifts. Prior to FY2020, face value (FV) is used.*
Development Operations
Fiscal Year 2021
As of 03/31/2021
Campus: All
Unit: All
Allocation Department: All
All dollars in thousands

Fiscal Year 2021 Goal: $80.0 M
Fundraising Result (07/01/2020 - 03/31/2021): $76.1 M

Fundraising Result Summary

<table>
<thead>
<tr>
<th>Account Type</th>
<th>Gifts &amp; Pledges</th>
<th>Deferred Gifts</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endowment</td>
<td>$12,655</td>
<td>$240</td>
<td>$12,895</td>
</tr>
<tr>
<td>Expendable</td>
<td>$38,518</td>
<td>$311</td>
<td>$38,829</td>
</tr>
<tr>
<td>Revocable Deferred Gifts</td>
<td>$0</td>
<td>$19,589</td>
<td>$19,589</td>
</tr>
<tr>
<td>Gifts-In-Kind</td>
<td>$461</td>
<td>$0</td>
<td>$461</td>
</tr>
<tr>
<td>Grants Directly to UH</td>
<td>$4,317</td>
<td>$0</td>
<td>$4,317</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$55,950</strong></td>
<td><strong>$20,140</strong></td>
<td><strong>$76,090</strong></td>
</tr>
</tbody>
</table>

Comparison to Previous Fiscal Year

<table>
<thead>
<tr>
<th></th>
<th>Current Fiscal Year</th>
<th>Previous Fiscal Year</th>
<th>Comparison Favorable/(Unfavorable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Gifts &lt;$25k</td>
<td>275</td>
<td>249</td>
<td>26</td>
</tr>
<tr>
<td>Annual Gift &lt;$25k</td>
<td>18,302</td>
<td>19,201</td>
<td>(899)</td>
</tr>
<tr>
<td>Gift Total</td>
<td>$76,090</td>
<td>$49,467</td>
<td>$26,623</td>
</tr>
</tbody>
</table>

Current Fiscal Year

| Major Gifts $          | 275 major gifts accounted for 89% of the total funds raised |
| Annual Gift $          | 11%                                                          |

Previous Fiscal Year

| Major Gifts $          | 249 major gifts accounted for 82% of the total funds raised |
| Annual Gift $          | 18%                                                          |
Funds Raised By Source, Gift Type, Account Category and Purpose

Fiscal Year 2021
As of 3/31/2021
All dollars in thousands

Funds Raised by Source
- Alumni: $1,858, 2%
- Faculty & Staff: $6,256, 8%
- Other Individuals: $1,217, 2%
- Corporations: $20,582, 27%
- Foundations: $13,574, 18%
- Other Organizations: $32,603, 43%

Funds Raised by Gift Type
- Gifts and Pledges: $4317, 6%
- Deferred Gifts: $461, 1%
- Gift-In-Kind: $20,140, 26%
- Grants: $51,172, 67%

Funds Raised by Account Category
- Endowment: $12,895, 17%
- Expendable: $461, 0%
- Revocable Gifts: $19,589, 26%
- Gift-In-Kind: $38,829, 51%

Funds Raised by Purpose
- Capital Improvement: $19,860, 26%
- Faculty and Academic Support: $755, 1%
- Research: $19,636, 26%
- Student Aid and Services: $27,059, 36%
- Other Programs: $8,779, 11%
Funds Expended by UH Programs
Fiscal Years 2018-2021
As of March 31
All dollars in thousands

<table>
<thead>
<tr>
<th>Purpose</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Aid &amp; Services</td>
<td>$6,954</td>
<td>$9,065</td>
<td>$10,318</td>
<td>$10,696</td>
<td>$27,618</td>
</tr>
<tr>
<td>Faculty &amp; Academic Support</td>
<td>$5,821</td>
<td>$6,538</td>
<td>$8,173</td>
<td>$4,563</td>
<td>$20,000</td>
</tr>
<tr>
<td>Research</td>
<td>$5,840</td>
<td>$7,107</td>
<td>$8,323</td>
<td>$5,158</td>
<td>$27,440</td>
</tr>
<tr>
<td>Capital Projects</td>
<td>$1,381</td>
<td>$229</td>
<td>$1,232</td>
<td>$801</td>
<td>$5,644</td>
</tr>
<tr>
<td>Athletics</td>
<td>$1,619</td>
<td>$1,779</td>
<td>$1,633</td>
<td>$1,016</td>
<td>$6,068</td>
</tr>
<tr>
<td>Other Programs</td>
<td>$6,003</td>
<td>$5,811</td>
<td>$6,266</td>
<td>$5,644</td>
<td>$23,728</td>
</tr>
<tr>
<td>Total</td>
<td>$27,618</td>
<td>$30,529</td>
<td>$35,944</td>
<td>$27,878</td>
<td>$122,977</td>
</tr>
</tbody>
</table>

Funds Expended By Purpose

![Bar graph showing funds expended by purpose from 2018 to 2021.]
Funds Expended by UH Programs, continued
Fiscal Years 2018-2021
As of March 31
All dollars in thousands

<table>
<thead>
<tr>
<th>Programs</th>
<th>Fiscal Years</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Aid &amp; Services</td>
<td></td>
<td>$4,528</td>
<td>$6,344</td>
<td>$7,309</td>
<td>$7,462</td>
</tr>
<tr>
<td>Faculty &amp; Academic Support</td>
<td></td>
<td>$4,064</td>
<td>$4,633</td>
<td>$6,066</td>
<td>$3,250</td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td>$5,779</td>
<td>$6,894</td>
<td>$7,900</td>
<td>$4,956</td>
</tr>
<tr>
<td>Athletics</td>
<td></td>
<td>$1,538</td>
<td>$1,670</td>
<td>$1,523</td>
<td>$1,123</td>
</tr>
<tr>
<td>Capital Projects</td>
<td></td>
<td>$638</td>
<td>$203</td>
<td>$1,123</td>
<td>$766</td>
</tr>
<tr>
<td>Other Programs</td>
<td></td>
<td>$1,688</td>
<td>$2,458</td>
<td>$2,781</td>
<td>$1,827</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Fiscal Years</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty &amp; Academic Support</td>
<td></td>
<td>$322</td>
<td>$435</td>
<td>$378</td>
<td>$665</td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td>$209</td>
<td>$187</td>
<td>$306</td>
<td>$275</td>
</tr>
<tr>
<td>Capital Projects</td>
<td></td>
<td>$47</td>
<td>$213</td>
<td>$416</td>
<td>$165</td>
</tr>
<tr>
<td>Athletics</td>
<td></td>
<td>$5</td>
<td>$109</td>
<td>$110</td>
<td>$0</td>
</tr>
<tr>
<td>Other Programs</td>
<td></td>
<td>$81</td>
<td>$239</td>
<td>$487</td>
<td>$77</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Fiscal Years</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty &amp; Academic Support</td>
<td></td>
<td>$209</td>
<td>$187</td>
<td>$306</td>
<td>$275</td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td>$47</td>
<td>$213</td>
<td>$416</td>
<td>$165</td>
</tr>
<tr>
<td>Capital Projects</td>
<td></td>
<td>$5</td>
<td>$109</td>
<td>$110</td>
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</tr>
<tr>
<td>Athletics</td>
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<td>$81</td>
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<td>$487</td>
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<tr>
<td>Other Programs</td>
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<td>$2</td>
<td>$105</td>
<td>$1,148</td>
<td>$78</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Fiscal Years</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Aid &amp; Services</td>
<td></td>
<td>$1,304</td>
<td>$1,368</td>
<td>$1,496</td>
<td>$1,443</td>
</tr>
<tr>
<td>Faculty &amp; Academic Support</td>
<td></td>
<td>$1,273</td>
<td>$1,392</td>
<td>$1,562</td>
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<td>Research</td>
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<td>$13</td>
<td>$0</td>
<td>$7</td>
<td>$5</td>
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<tr>
<td>Capital Projects</td>
<td></td>
<td>$740</td>
<td>$24</td>
<td>$28</td>
<td>$28</td>
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<tr>
<td>Athletics</td>
<td></td>
<td>$1,062</td>
<td>$1,180</td>
<td>$1,148</td>
<td>$783</td>
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<td>Other Programs</td>
<td></td>
<td>$1,062</td>
<td>$1,180</td>
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<td>$783</td>
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</tbody>
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<th>Programs</th>
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<th>2018</th>
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<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Aid &amp; Services</td>
<td></td>
<td>$698</td>
<td>$762</td>
<td>$919</td>
<td>$922</td>
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<tr>
<td>Faculty &amp; Academic Support</td>
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<td>$211</td>
<td>$256</td>
<td>$127</td>
<td>$109</td>
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<tr>
<td>Research</td>
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<td>$1</td>
<td>$0</td>
<td>$7</td>
<td>$37</td>
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<tr>
<td>Capital Projects</td>
<td></td>
<td>$3</td>
<td>$2</td>
<td>$4</td>
<td>$6</td>
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<tr>
<td>Athletics</td>
<td></td>
<td>$2,823</td>
<td>$1,894</td>
<td>$1,725</td>
<td>$2,742</td>
</tr>
</tbody>
</table>
### UNIVERSITY OF HAWAI'I FOUNDATION
**Statement of Operations- Unaudited**
For the Fiscal Periods Ending March 31, 2021, 2020, 2019 and 2018

<table>
<thead>
<tr>
<th></th>
<th>March 31, 2018</th>
<th>March 31, 2019</th>
<th>March 31, 2020</th>
<th>March 31, 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted gifts</td>
<td>$1,073,870</td>
<td>$415,115</td>
<td>$606,879</td>
<td>$813,451</td>
</tr>
<tr>
<td>Income from expendable accounts</td>
<td>1,901,390</td>
<td>2,526,668</td>
<td>2,951,285</td>
<td>284,232</td>
</tr>
<tr>
<td>Income from endowment accounts</td>
<td>2,884,927</td>
<td>3,057,371</td>
<td>3,190,959</td>
<td>3,268,664</td>
</tr>
<tr>
<td>Service fee on gifts and non-gifts</td>
<td>1,713,511</td>
<td>1,844,438</td>
<td>2,196,676</td>
<td>1,769,584</td>
</tr>
<tr>
<td>Alumni Relations revenue</td>
<td>21,638</td>
<td>22,669</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>UH contract for services</td>
<td>2,250,000</td>
<td>2,250,000</td>
<td>2,250,000</td>
<td>2,250,000</td>
</tr>
<tr>
<td>Other payments for services from UH &amp; UHAA</td>
<td>233,966</td>
<td>255,994</td>
<td>327,628</td>
<td>271,952</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td><strong>$10,079,303</strong></td>
<td><strong>$10,372,257</strong></td>
<td><strong>$11,523,426</strong></td>
<td><strong>$8,657,883</strong></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>EXPENSES</strong></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel</td>
<td>$4,611,128</td>
<td>$4,605,242</td>
<td>$4,533,600</td>
<td>$4,161,246</td>
</tr>
<tr>
<td>Program</td>
<td>1,017,404</td>
<td>925,315</td>
<td>1,031,409</td>
<td>985,100</td>
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<tr>
<td>Campaign</td>
<td>85,582</td>
<td>33,245</td>
<td>3,200</td>
<td>-</td>
</tr>
<tr>
<td>Alumni Relations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel</td>
<td>348,742</td>
<td>386,586</td>
<td>403,536</td>
<td>332,025</td>
</tr>
<tr>
<td>Program</td>
<td>47,547</td>
<td>53,333</td>
<td>40,375</td>
<td>64,780</td>
</tr>
<tr>
<td>Service &amp; Support</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel</td>
<td>2,343,846</td>
<td>2,560,082</td>
<td>2,064,296</td>
<td>2,093,697</td>
</tr>
<tr>
<td>Program</td>
<td>667,847</td>
<td>905,866</td>
<td>372,225</td>
<td>284,462</td>
</tr>
<tr>
<td>UH Support Fund</td>
<td>112,500</td>
<td>112,500</td>
<td>112,500</td>
<td>112,500</td>
</tr>
<tr>
<td>King Street Office</td>
<td>-</td>
<td>185,230</td>
<td>414,248</td>
<td>402,924</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$9,234,596</strong></td>
<td><strong>$9,767,399</strong></td>
<td><strong>$8,975,390</strong></td>
<td><strong>$8,436,733</strong></td>
</tr>
</tbody>
</table>

| **Net Revenues Over(Under) Expenses** | **$844,707** | **$604,857** | **$2,548,036** | **$221,150** |
Endowment Executive Summary
As of March 31, 2021

Total Assets in the UH Foundation stood at $423.0M and generated a return of +1.7% in March.

The University of Hawai’i Foundation’s private investment portfolio had a very strong Q4, which resulted in a 2020 return of 44%. In Q4 alone the value of the program increased by approximately $21M. The primary drivers were Greenspring Secondary Venture Funds and an investment in the restructuring of Altos Ventures. Altos is a hybrid US/Korea manager that had exposure to gaming and food delivery companies that arguably benefitted from global COVID lockdowns. Other managers such as Bertram, Prime Finance, Volition and Centergate also had a strong Q4. In addition to the increases in value the portfolio distributed $4M in Q4 2020.

Global equity markets advanced in first quarter, as developed markets equities topped emerging markets peers. Pro-cyclical assets broadly outperformed in first quarter, led by commodities and equities, leading value stocks to best growth counterparts, and small caps to outperform large caps.

As the outlook for global growth continued to improve, risk assets climbed, fueled by the swift rollout of COVID-19 vaccines and a massive US fiscal spending package. Earnings momentum rebounded along with economic activity; a large proportion of companies beat earnings estimates.

Rising economic optimism and the “risk-on” investment environment presented a challenging backdrop for bonds, which sold off in first quarter as yields jumped back to pre-pandemic levels. Investors grew nervous about the inflationary pressures that could stem from a rapid economic recovery and record money printing. Indeed, the US ten-year breakeven inflation rate reached its highest level since 2013. Despite these worries, US Federal Reserve officials didn’t appear overly concerned with inflation risks. The central bank signaled plans to remain accommodative until the economic recovery—and specifically, job market recovery—is complete. The University of Hawaii Foundation’s cumulative performance over the trailing one-year period has surpassed its benchmark’s return of +38.5% by +2.5%. Since Inception, the Foundation’s performance of +7.1% has outperformed the Total Assets Portfolio Benchmark’s return of +6.2%.
# PORTFOLIO SUMMARY

## ALLOCATION (%)

<table>
<thead>
<tr>
<th>As of 3/31/2021</th>
<th>CURRENT MARKET VALUE</th>
<th>ACTUAL ALLOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Assets*</td>
<td>$422,978,847</td>
<td></td>
</tr>
<tr>
<td>Growth Assets*</td>
<td>$304,406,476</td>
<td>72.0</td>
</tr>
<tr>
<td>Global Equities*</td>
<td>$211,792,372</td>
<td>50.1</td>
</tr>
<tr>
<td>Private Investments*</td>
<td>$92,624,104</td>
<td>21.9</td>
</tr>
<tr>
<td>Marketable Alt. Assets*¹</td>
<td>$67,596,136</td>
<td>16.0</td>
</tr>
<tr>
<td>Absolute Return*</td>
<td>$22,202,638</td>
<td>5.2</td>
</tr>
<tr>
<td>Long/Short*</td>
<td>$23,740,992</td>
<td>5.6</td>
</tr>
<tr>
<td>Global Macro*</td>
<td>$21,648,504</td>
<td>5.1</td>
</tr>
<tr>
<td>Illiquids*²</td>
<td>$4,002</td>
<td>0.0</td>
</tr>
<tr>
<td>Balanced</td>
<td>$1,292,721</td>
<td>0.3</td>
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<tr>
<td>Fixed Income*</td>
<td>$39,823,412</td>
<td>9.4</td>
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<tr>
<td>Cash &amp; Equivalents</td>
<td>$9,860,102</td>
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</table>

## PERFORMANCE (%)

<table>
<thead>
<tr>
<th>As of 3/31/2021</th>
<th>MONTH TO DATE</th>
<th>CUMULATIVE TRAILING 1 YEAR</th>
<th>ANNUALIZED SINCE INCEPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Assets*</td>
<td>1.7</td>
<td>41.0</td>
<td>7.1</td>
</tr>
</tbody>
</table>

Total Assets Portfolio Benchmark² | 1.2 | 38.5 | 6.2 |

Value Add | 0.5 | 2.5 | 1.0 |
## Funds Raised Leadership Report FY14-21

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Manoa</td>
<td>$27,115</td>
<td>$98,268</td>
<td>$25,810</td>
<td>$31,830</td>
<td>$30,085</td>
<td>$31,652</td>
<td>$34,499</td>
<td>$56,810</td>
</tr>
<tr>
<td>Hilo</td>
<td>$2,078</td>
<td>$1,822</td>
<td>$2,897</td>
<td>$2,352</td>
<td>$2,694</td>
<td>$1,908</td>
<td>$2,444</td>
<td>$2,378</td>
</tr>
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<td>West Oahu</td>
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<td>$239</td>
<td>$1,007</td>
<td>$142</td>
<td>$631</td>
<td>$388</td>
<td>$881</td>
<td>$593</td>
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<td>Hawaii CC</td>
<td>$125</td>
<td>$142</td>
<td>$364</td>
<td>$231</td>
<td>$648</td>
<td>$1,196</td>
<td>$635</td>
<td>$1,514</td>
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<tr>
<td>Honolulu CC</td>
<td>$152</td>
<td>$144</td>
<td>$681</td>
<td>$148</td>
<td>$222</td>
<td>$1,270</td>
<td>$471</td>
<td>$680</td>
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<td>Kapiolani CC</td>
<td>$1,229</td>
<td>$1,506</td>
<td>$1,375</td>
<td>$959</td>
<td>$2,697</td>
<td>$2,050</td>
<td>$2,981</td>
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<td>Kauai CC</td>
<td>$617</td>
<td>$707</td>
<td>$747</td>
<td>$518</td>
<td>$353</td>
<td>$641</td>
<td>$649</td>
<td>$204</td>
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<tr>
<td>Leeward CC</td>
<td>$804</td>
<td>$147</td>
<td>$386</td>
<td>$239</td>
<td>$169</td>
<td>$166</td>
<td>$240</td>
<td>$223</td>
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<tr>
<td>Maui College</td>
<td>$760</td>
<td>$506</td>
<td>$857</td>
<td>$603</td>
<td>$671</td>
<td>$354</td>
<td>$966</td>
<td>$737</td>
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<td>Windward CC</td>
<td>$514</td>
<td>$426</td>
<td>$443</td>
<td>$1,436</td>
<td>$281</td>
<td>$80</td>
<td>$1,790</td>
<td>$804</td>
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<td>Multi-Campuses</td>
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<td>$5,119</td>
<td>$13,954</td>
<td>$8,629</td>
<td>$6,536</td>
<td>$5,580</td>
<td>$3,912</td>
<td>$7,972</td>
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<tr>
<td><strong>Totals</strong></td>
<td><strong>$38,715</strong></td>
<td><strong>$109,027</strong></td>
<td><strong>$48,521</strong></td>
<td><strong>$47,086</strong></td>
<td><strong>$44,986</strong></td>
<td><strong>$45,276</strong></td>
<td><strong>$49,467</strong></td>
<td><strong>$76,090</strong></td>
</tr>
</tbody>
</table>

All dollars in thousands
Fiscal Periods Ending on March 31
Development Operations

- FY21: **275** major gifts accounted for 89% of total funds raised
- FY20: **249** major gifts accounted for 82% of total funds raised
- YOY Gift Total as of March 31 (000) favorable by $26.6M
Funds Raised by Source, Gift Type, Account Category and Purpose

All dollars in thousands (as of March 31, 2021)
### Statement of Operations
For Fiscal Periods Ending March 31, 2018-2021

<table>
<thead>
<tr>
<th>Revenues:</th>
<th>March 31, 2018</th>
<th>March 31, 2019</th>
<th>March 31, 2020</th>
<th>March 31, 2021</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>Expenses</th>
<th>March 31, 2018</th>
<th>March 31, 2019</th>
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<th>March 31, 2021</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
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<td>$1,031,409</td>
<td>$985,100</td>
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<td>$33,245</td>
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<td><strong>$604,857</strong></td>
<td><strong>$2,548,036</strong></td>
<td><strong>$221,150</strong></td>
</tr>
</tbody>
</table>
### Investment Management

- **Total Assets:** $423.0M and with a return of +1.7% in March.
- **Cumulative performance (TTM) has surpassed its benchmark’s return of +38.5% by +2.5%**.
- **Since inception, the Foundation’s performance of +7.1% has outperformed** the Total Assets Portfolio Benchmark’s return of +6.2%.

### PORTFOLIO SUMMARY

#### ALLOCATION (%)

<table>
<thead>
<tr>
<th>Allocation</th>
<th>Current Market Value</th>
<th>Actual Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>As of 3/31/2021</strong></td>
<td></td>
<td></td>
</tr>
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<td>Private Investments*</td>
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<td>21.9</td>
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<tr>
<td>Marketable Alt. Assets(^1)</td>
<td>$57,596,136</td>
<td>16.0</td>
</tr>
<tr>
<td>Absolute Return*</td>
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<td>0.0</td>
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<td><strong>Balanced</strong></td>
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</tr>
<tr>
<td>Fixed Income*</td>
<td>$39,823,412</td>
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</tr>
<tr>
<td>Cash &amp; Equivalents</td>
<td>$9,860,102</td>
<td>2.3</td>
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#### PERFORMANCE (%)

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<tr>
<th>Allocation</th>
<th>Month to Date</th>
<th>Cumulative Trailing 1 Year</th>
<th>Annualized Since Inception</th>
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<tr>
<td><strong>As of 3/31/2021</strong></td>
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<tr>
<td>Total Assets*</td>
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<td>Total Assets Portfolio Benchmark(^3)</td>
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<tr>
<td>Value Add</td>
<td>0.5</td>
<td>2.5</td>
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</table>

\(^1\) Includes all managed assets.
\(^2\) Diversification within this category is limited.
\(^3\) Assumes cash and short-term resources are sufficient to fully rebalance at each quarter year-end.
Agenda Items:

A. Review and Acceptance of Revenue Bond Covenant and Policy Compliance Status of Corrective Action

Glenn Shizumura, Director of the Office of Internal Audit (OIA), reported on the status of corrective actions taken by the University Bond System Office (UBSO) to address improvement opportunities and mitigate risks documented in a revenue bond covenant and policy compliance report dated April 28, 2020. OIA has concluded that all corrective actions have been implemented with the exception of a minor revision to one of the executive policies. Follow-up discussions with UBSO staff, as well as VP Young, indicate that the revision to the executive policy has been completed and will be formally amended prior to the end of the calendar year.

Action: The Committee voted to accept the report.

B. Review and Acceptance of Review of Clearing Accounts Status of Corrective Action

Internal Auditor Shizumura reported on the status of corrective action taken to address recommendations to improve the processes and controls associated with university clearing accounts which were documented in an audit report issued by OIA in September 2019. OIA has concluded that all corrective actions have been implemented and that no significant matters remain unresolved.

Action: The Committee voted to accept the report.

C. Review and Acceptance of Review of the Waikīkī Aquarium

Internal Auditor Shizumura provided a summary of an initial audit of the Waikīkī Aquarium (Aquarium) noting that the audit examined various compliance, operational, and financial aspects of the Aquarium. He highlighted several associated risks and challenges facing the Aquarium, as well as the corrective actions recommended by OIA. Based upon management’s response to the audit report, it is anticipated that the recommended corrective actions will be completed within the next year with the exception of a wastewater discharge matter which is still being negotiated between the university, the Department of Environmental Services of the City and County of Honolulu, and the State Department of Health. OIA will provide a status of corrective action report to the committee in the future.

Action: The committee voted to accept the report.

D. Update on Reviews of University Housing Program (Program)

VP Gouveia presented an overview and history of the Program. An initial audit of the Program in 2010, and follow-up audits in 2013 and 2019, revealed several issues with the Program that focused on three areas of concern including issues regarding waitlist and total duration of tenant occupancy; tax considerations due to rents less than five percent of appraised value; and the Mortgage Assistance Guaranty Program initiated by the university that was discontinued in 2014. She reviewed each area of concern in detail and highlighted that a status of corrective action report issued by OIA in 2021 found that the Program has addressed all issues noted in prior audits.
E. Audit Project Status Update

Internal Auditor Shizumura provided a status update on all of the projects and audits outlined in OIA’s 2020-2021 work plan which was approved by the committee at its June 4, 2020, meeting and presented a chart indicating both completed and ongoing projects, as well as the noting the current stage of the ongoing projects. Audit project status reports will be provided regularly going forward.


Mr. Cory Kubota, with Accuity LLP, delivered the last of a series of professional development sessions planned for the committee, in compliance with statutory requirements that the committee undertake professional development to ensure the financial expertise of the committee as a whole. He recapped and reviewed topics covered at the March 2021 committee meeting including the evaluation of the independent auditor and the issue of single audits. Mr. Kubota also reviewed the roles and responsibilities of the committee regarding oversight and evaluation of OIA; conducting an annual self-evaluation to determine the committee’s performance and effectiveness; and enterprise risk management.

G. Designation of Committee Member Financial Expertise

Action on this agenda item was deferred until the next committee meeting to provide Regents with an opportunity to submit statements highlighting the financial qualifications they possessed that would allow for their designation as the financial expert of the committee in accordance with statutory requirements. He noted that both he and Regent Wilson have submitted statements to the Board Office and invited other Regents to do the same if they so choose.
Agenda Items:

A. Review of Board Bylaws

Board Secretary Oishi explained that the responsibilities of the committee include ensuring that the Bylaws are reviewed on a regular basis. Although this periodically occurs at the individual committee level within the context of examining a committee’s scope and responsibilities, it was noted that a comprehensive review has not occurred for two years. The Board Office conducted a cursory review of the general provisions of the Bylaws and recommended several housekeeping amendments.

**Action:** The Committee recommended board approval of the identified amendments.

B. Discussion of Board Members Education and Development, Including Orientation for New Regents

An overview of the educational and development opportunities and resources made available through the Board Office was provided. It was also noted that the Board Office, in conjunction with the President and administration, conducts orientation sessions for incoming Regents and topics included in the orientation sessions were reviewed and feedback was solicited on any additional topics that might be useful for incoming board members.

Discussion occurred on a number of topics and issues that may be helpful in addressing the educational development of current board members, as well as for the orientation of new board members,

C. Review of Committee Structure

Regent Moore explained that he conducted a review of the board’s committee structure in relation to the committee structures of boards at 12 flagship universities in the western United States, reviewed the process used in conducting this review, and provided a report of his findings.

Discussions ensued on amending the current committee structure of the board; the reasons for, and objectives of, such a reorganization; the roles, goals, and objectives of board committees; regent policies and their alignment with any committee structure adopted; and the changing landscape of higher education occurring at the national level that is prompting a number of university boards to reimagine board and university governance. Several Regents suggested a meeting to specifically discuss the board’s committee structure.

D. Summary of 2021 – 2023 Biennium Collective Bargaining Changes

Sarah Hirakami, Director of Collective Bargaining and Labor Relations, provided an update on collective bargaining agreement (CBA) negotiations noting that all of the university’s current CBAs will expire on June 30, 2021. Agreement has been reached on new CBAs for the majority of the bargaining units and employees have ratified these agreements. The Legislature has also funded the ratified agreements. The major terms of each of the agreed upon CBAs including agreement duration, reopener provisions, salary adjustments, and health care contributions were also reviewed.
E. Committee Annual Review

Chair Westerman referenced the committee annual review matrix provided in the materials packet noting that the committee was unable to address issues related to shared governance and a board self-assessment. He stated that the committee would plan on addressing these matters during the next academic year after the newly-appointed members join the board.
Agenda Items:

A. Recommend Board Approval of Authorization to Amend Pre-Closing (Pre-Construction) Agreement with Greystar Development Services, LLC for Development of a Multi-Family Rental Housing Facility at the Former NOAA Site

VP Young provided a brief history of the NOAA Graduate Student Housing Project (Project) noting that, in March 2020, the board approved the administration's original request to enter into a limited pre-closing agreement (PCA) with Greystar under which the university would agree to reimburse Greystar for pre-construction costs of up to $1.5 million for the Project. At that time, it was anticipated that additional pre-construction costs would be addressed in phases based upon pre-construction activity and that the administration would seek board approval for amendment to the PCA to accommodate these costs. In September 2020, the board approved an amendment to the PCA authorizing the expenditure of additional funds for Project pre-construction costs through April 2021. The administration is currently seeking board approval for a second amendment to the PCA that would allow it to authorize Greystar to expend up to an additional $1 million to accommodate the next pre-construction phase of the Project.

Discussion occurred on, and questions were raised about, several specific details contained within the PCA.

Action: The committee recommended board approval of authorization to amend the PCA with Greystar for the NOAA Graduate Student Housing Project.

B. Recommend Board Approval Authorizing Negotiation and Approval of Lease of Facility Between the University of Hawai‘i and the Agribusiness Development Corporation (ADC) for the Benefit of Leeward Community College (LeeCC)

VP Young stated that the administration was seeking board approval to negotiate and enter into a 35-year lease agreement for the long-term use of a 69,000 square-foot parcel of land located in Wahiawa consisting of primarily agricultural warehousing space currently owned by ADC. Securing long-term use of the leased area will allow the university, through LeeCC, to move forward with a renovation project to create and develop the Wahiawa Value-Added Product Development Center (Center) to support entrepreneurial development and economic diversification. The renovation project is expected to be completed in two years at an estimated cost of $17 million.

Discussion occurred on the rationale for this project being connected to LeeCC and the relationship with the facility’s location in Wahiawa, whether the $17 million would be recouped over the term of the lease, and whether a market study has been conducted.

Action: The committee recommended board approval of authorization to negotiate and enter into a lease agreement for use of ADC-owned land in Wahiawa, with Regent Sullivan voting no.

C. Recommend Board Approval of Resolution 21-03 Requesting the Administration of the University of Hawai‘i to Pursue an Adjusted Utility Rate Structure for Institutions of Higher Education from the Hawaiian Electric Company, Inc.
Board Chair Kudo stated that the impetus for the introduction of Resolution 21-03 was to address one of the major expenses associated with operating the ten-campus university system, electrical costs. Resolution 21-03 initiates an effort to reduce the university’s electric utility costs through the negotiation of lower rates from Hawaiian Electric Company, Inc. (HECO).

**Action:** The committee recommended board approval of Resolution 21-03, with Regent Acoba recused.

D. Fiscal Year (FY) 2020-2021 3rd Quarter Capital Improvement Project (CIP) Status Report as of March 31, 2021

VP Gouveia provided a report on the status of CIPs through the third quarter of FY 2020-2021 stating that all projects are moving forward as planned with no significant issues. She highlighted the status of more than $10 million in facility improvements to the Clarence T.C. Ching Athletic Complex (Ching Complex) that were necessitated by the decision to demolish Aloha Stadium and use the Ching Complex as a venue to host home games for the university’s football team beginning in fall 2021.

E. FY 2020-2021 3rd Quarter University Land-Related Strategic Initiatives and Partnerships Program Update

VP Young provided an update on the status of several university land-related strategic initiatives through the third quarter of FY 2020-2021 briefly reviewing several aspects of, and amendments to, various projects including the UH-West Oahu University District Lands Project; the Atherton Project; the NOAA Graduate Student Housing Project; the Kaimuki/Leahi Hospital Parcel Project; and the University Press Parcel Project. Several projects addressing initiatives for the Honolulu Authority for Rapid Transportation that will impact university-owned land have also been added to the list of initiatives and updates on these projects will be provided in future reports.
Item VI.D.
Affiliate Reports

NO MATERIALS
ORAL REPORTS
April 28, 2021

TO: Benjamin Kudo  
Chairperson, Board of Regents

Michelle Tagorda  
Chair, Committee on Planning and Facilities  
Board of Regents

VIA: David Lassner  
President

Jan S. Gouveia  
Vice President for Administration

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

SUBJECT: Authorization and Approval to Amend Pre-Closing (Pre-Construction) Agreement (PCA) for Development of a Multi-Family Rental Housing Facility, Greystar/NOAA Site—Second Amendment

SPECIFIC ACTION REQUESTED:

Pursuant to Regents RP Policy 8.201 (Contracts and Official Documents), prior Board of Regents approval is required for consultant work estimated to be in excess of one million dollars ($1,000,000), and construction projects totaling more than five million dollars ($5,000,000). The University of Hawai‘i ("UH or University") President and its Chief Financial Officer (together "Administration") is seeking a second amendment to the pre-closing (pre-construction) agreement ("PCA") between UH and Greystar Development Services, LLC ("Greystar"), which the Board of Regents approved at its March 19, 2020 meeting.

The total cost for pre-construction activity is approximately five million dollars ($5,000,000) of the completed project cost estimated at approximately one hundred thirty million dollars ($130,000,000), all to be financed with 100% project-based, tax-exempt bonds. The Administration's approach is to authorize project spending by Greystar in tranches for related pre-construction work so that the University can assess progress and viability as the Project develops. Accordingly, the original PCA authorized one million five hundred thousand dollars ($1,500,000) for pre-construction activity under the PCA. On September 17, 2020, the Board of Regents authorized an additional one million dollars ($1,000,000) for pre-construction activity under the PCA by allowing the Administration to negotiate and enter into that First Amendment to Pre-Closing Agreement, effective November 24, 2020.
Now, the Administration requests authorization to negotiate and enter into a second amendment to authorize an additional one million dollars ($1,000,000) for the next tranche of pre-construction activity under the PCA, as summarized in the following table:

<table>
<thead>
<tr>
<th>Approximate Pre-construction Budget</th>
<th>PCA April 20, 2020</th>
<th>PCA Am. No. 1 Nov. 24, 2020</th>
<th>PCA Am. No. 2</th>
<th>Total Authorized If Am. No. 2 Approved</th>
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<tbody>
<tr>
<td>$5,000,000</td>
<td>$1,500,000</td>
<td>$1,000,000</td>
<td>1,000,000</td>
<td>$3,500,000</td>
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</tbody>
</table>

The tranches authorized by the University are for expenses that Greystar will incur and pay for to complete work for the project. Although pre-construction costs are advanced by Greystar and not paid by UH in anticipation of bond financing, there are conditions upon which UH would reimburse Greystar and own the pre-construction work product if the Project does not proceed as discussed below.

Administration is noting that the project schedule has been adjusted to target project occupancy for the start of Fall 2025, rather than Fall of 2024. Milestone delays had affected delivery of the initial market study (due to COVID shutdown), design work (additional value engineering required), environmental assessment approval, and the PRU modification approval resulting in some adjustment to the project schedule. Greystar is still working towards an "ideal" project opening and full available occupancy before Fall 2025. Ideally, student housing facilities will want to target Fall semester for availability rather than an opening mid-year.

RECOMMENDED EFFECTIVE DATE:
Upon authorization and approval of the Board of Regents.

BACKGROUND:
UH owns a parcel formerly known as the National Marine Fisheries Service ("NOAA Site"), located on the UH at Manoa ("UHM") campus, at 2570 Dole Street, and designated Tax Map Key No. (1) 2-8-023:009.

On November 7, 2018, UH issued a Request for Proposals for the Development of a New Multi-Family Mixed-Use Rental Project ("RFP"). The purpose of the RFP was to solicit proposals from qualified real estate developers and development teams that were interested in entering into a public-private partnership with UH to design, build, finance, operate, and maintain a family-oriented mixed-use rental housing project to be located at the NOAA Site (the "Project").
The Project conceptualizes building family-oriented rental housing units in a multi-story facility intended primarily to serve UHM graduate students, but which may also serve UHM junior faculty to the extent Project units are available. Depending on market demand, the Project units may also be available for UHM staff and other parties affiliated with UHM or the University.

The University has a strong preference that the Project include a child care facility (to be operated by the University). This child care facility could either replace or supplement the existing UHM Children's Center (located at 2600 Campus Road, QLCSS #414B). The University child care program currently services approximately one hundred (100) young children of UHM students and employees between the ages of two and five years old. If feasible, the University also prefers that the Project include commercial components that provide goods and/or services to Project residents and the greater UHM community. The University believes that the components of the Project will foster and create a live, work, play environment in the areas surrounding the NOAA Site.

In September 2019, UH selected Greystar to be its private partner as real estate developer and manager of the Project. UH and Greystar entered into the PCA, effective April 30, 2020. The PCA includes various pre-construction work to be completed prior to the closing of the tax-exempt bond financing for the Project up to a certain approved budget agreed to and approved by UH.

In coordination and consultation with UH, the work performed by Greystar and the development team on the Project under the PCA includes the following:

- Contracted with sub-contractors to produce work on design drawing, preliminary construction materials, etc.;
- Conducted a market study, engineering studies, environmental review, and title investigations;
- Completed construction pricing for the 50% schematic design drawing set;
- Completed the 100% schematic design drawing set;
- Began construction pricing for the 100% schematic design drawing set;
- Completed and submitted the Final Environmental Assessment ("FEA") and Finding of No Significant Impact ("FONSI") determination to the Office of Environmental Quality Control ("OEQC");
- Published the FEA and FONSI with OEQC;
- Began the Plan Review Use ("PRU") Minor Modification Application for the City and County of Honolulu Department of Planning and Permitting; and
- Additional consultant work with community and university stakeholders.

As discussed above, UH has authorized Greystar to spend two million five hundred thousand dollars ($2,500,000) of the approximately five million dollars ($5,000,000) cost
for pre-construction activity under the PCA. The Administration is requesting that the Board of Regents authorize an additional one million dollars ($1,000,000) in a second amendment to the PCA.

Before April 2022, the Administration anticipates that there will be another request for a (third and) final PCA amendment authorizing the spending of the remaining approximately one million five hundred thousand dollars ($1,500,000) of pre-construction work needed to complete the PCA scope of the Project. At that point, Greystar will proceed with the proposed transaction structure to finance the Project, and upon closing, construction could begin in Summer 2023 as planned. Subsequent development, construction, financing, and property management/operational agreements are anticipated.

APPLICABLE REGENTS POLICY:

Pursuant to Board of Regents Policy RP 8.201, this request for approval by the Board of Regents is to authorize a second amendment to the approved PCA for an additional one million dollars ($1,000,000).

AGREEMENT(S) ANTICIPATED:

As with the First Amendment to Pre-Closing Agreement, if the Board of Regents approves this request, the Administration will negotiate and enter into a Second Amendment to Pre-Closing Agreement to authorize spending of an additional one million dollars ($1,000,000) for pre-construction activity under the PCA.

PHASED SPENDING APPROACH:

Under the conditions of the PCA, Greystar has been and will continue to advance the costs and expenses for all work that is required. All costs and expenses are anticipated to be reimbursed to Greystar (with interest) from bond proceeds upon closing of bond financing for the entire Project. Closing of the tax-exempt bond financing for the Project is considered the “closing” of the pre-closing (pre-construction) work.

The University will be assuming contingent risk for reimbursing Greystar for pre-closing expenses if the Project fails to secure bond financing for the following reasons:

1. **University termination of PCA.** If the University terminates the PCA for reasons other than those described in the following Paragraph 2, then the University shall pay to Greystar: a) Pre-Closing Advances plus interest thereon; and b) an accrued Development Fee.
2. **Failure of bond closing/Greystar default.** If the University terminates the PCA due to: a) the failure of the tax-exempt bond financing for the Project; or b) as a result of Greystar’s material default of the PCA, then the University shall pay to Greystar only the Pre-Closing Advances plus interest thereon.

3. **Outside closing date.** If the tax-exempt bond financing has not closed by a certain date, then the University shall pay to Greystar: a) the Pre-Closing Advances plus interest thereon; and b) an accrued Development Fee.

In each case summarized above, upon termination payment, the University would own all of the Project design and contract documents prepared by Greystar and its third-party vendors. If the Project proceeds to closing (bond financing), the University will not have to outlay any funds, and Greystar will be reimbursed from bond proceeds.

**ACTION RECOMMENDED:**

It is recommended that the Board of Regents approve the following actions:

1. **Committee approval recommendation.** The Committee on Planning and Facilities review and recommend to the full Board of Regents the Board’s authorizing the University President and its Chief Financial Officer to amend the PCA agreement with Greystar.

2. **Committee approval recommendation.** The Committee on Planning and Facilities recommend to the full Board of Regents the Board’s approval of the second PCA amendment as follows: (1) to authorize Greystar’s spending of an additional one million dollars ($1,000,000)—for a total authorization of up to three million five hundred thousand dollars ($3,500,000) for pre-construction, (2) advancing Project occupancy from “fall 2024” to “fall 2025”, (3) advancing the outside closing date from “January 31, 2021” to “September 30, 2022”, and (4) replacing the Budget for Pre-Closing Advances and Development Fee as set forth in “Exhibit B.”

3. **Board of Regents approval.** The Board of Regents authorize the University Administration to enter into a second PCA amendment as follows: (1) to authorize Greystar’s spending of an additional one million dollars ($1,000,000)—for a total authorization of up to three million five hundred thousand dollars ($3,500,000) for pre-construction; (2) advancing Project occupancy from “Fall 2024” to “Fall 2025”; (3) advancing the outside closing date from “January 31, 2021” to “September 30, 2022”; and (4) replacing the Budget for Pre-Closing Advances and Development Fee as set forth in “Exhibit B.”

**Attachments:**
1. Major Term Sheet Amended.
2. PCA Budget Schedule (pro-forma).
MAJOR TERM SHEET AMENDED
(Amendments shown in red)

UNIVERSITY OF HAWAI‘I AT MĀNOA NEW MULTI-FAMILY MIXED-USE RENTAL PROJECT
DEVELOPMENT PRE-CLOSING AGREEMENT
(Including Amendment 2, May 2021)

BETWEEN
UNIVERSITY OF HAWAI‘I

and

GREYSTAR DEVELOPMENT SERVICES, LLC

1. **Parties.**
   a. **UH:** University of Hawai‘i
   b. **Greystar:** Greystar Development Services, LLC, a Delaware limited liability company

2. **Property.** 2570 Dole Street, Honolulu, O‘ahu, Hawai‘i 96822, identified as Tax Map Key No. (1) 2-8-023:009.

3. **Project.** Development of a facility housing approximately 573 beds for UH-affiliated persons, with associated amenities (including a UH-affiliated childcare center), to be agreed upon by the parties and located on the Property, ground-leased by UH to a 501(c)(3) nonprofit corporation (the “Leaseholder”), to be developed for Fall 2024 Fall 2025 delivery and financed through the issuance of tax-exempt bonds issued by the Leaseholder.

4. **Closing.** The closing of the tax-exempt bond financing for the Project.

5. **Pre-Closing Activities.** Greystar and/or certain third parties engaged by Greystar, for the benefit of UH, will perform certain Pre-Closing activities, including but not limited to, site visits and meetings with UH representatives; engagement of certain professionals and consultants; coordination of the preparation of designs and plans; assessment of the Project site including feasibility and other studies; coordination of governmental approvals; and preparation of a detailed Project schedule.

6. **Pre-Closing Advances.** The Pre-Closing Activities shall be performed directly by Greystar or by third parties engaged by Greystar for the benefit of UH, and all third-party costs and expenses paid or incurred by Greystar or third parties engaged by Greystar in connection with the Pre-Closing Activities shall be advanced by Greystar as an accommodation to UH. The Pre-Closing budget agreed upon by the parties (the “Pre-Closing Budget”) sets forth Greystar’s estimation of the monthly budget for Pre-Closing expenditures, and the initial Pre-Closing Budget is $1,500,000.00 $3,500,000.00.
7. **Right-of-Entry Agreement.** UH and Greystar to negotiate and enter into a separate Right-of-Entry Agreement.

8. **Compensation and Repayment for Pre-Closing Advances.**
   
   a. **Payment of Pre-Closing Advances.** At the Closing, UH shall cause to be paid to Greystar from the Closing proceeds: (a) the actual, reasonable and documented Pre-Closing Advances; plus (b) interest at a floating rate equal to the Wall Street Journal U.S. Prime Rate plus two percent (2%) compounded monthly (provided, however, such interest shall not be at a rate less than six percent (6%) per annum) on amounts advanced by Greystar; plus (c) the accrued Development Fee.¹
   
   b. **Termination Payment.** In the event of a termination of the agreement by UH, UH shall pay to Greystar: (i) the actual, reasonable and documented Pre-Closing Advances; plus (ii) interest at a floating rate equal to the Wall Street Journal U.S. Prime Rate as published in the plus two percent (2%) compounded monthly (provided, however, such interest shall not be at a rate less than six percent (6%) per annum) on amounts advanced by Greystar from the date advanced until the date repaid to Greystar; plus (iii) the accrued Development Fee. Notwithstanding the foregoing, if UH terminates the agreement due to the failure of the tax-exempt bond financing for the Project or as a result of Greystar's material default of the agreement; UH shall have no liability to pay Greystar any portion of the Development Fee unless UH wishes to proceed with the Project without engaging Greystar's continued development services.
   
   c. **Termination Payment on Outside Closing Date.** In the event that the Closing has not taken place on or before **January 31, 2022** (the “Outside Closing Date”) UH hereby agrees to repay Greystar: (i) the actual reasonable documented Pre-Closing Advances; plus (ii) interest at a floating rate equal to the Wall Street Journal U.S. Prime Rate plus two percent (2%) compounded monthly (provided, however, such interest shall not be at a rate less than six percent (6%) per annum) on amounts advanced by Greystar; plus (iii) the accrued Development Fee.

9. **Ownership of Materials.** Upon termination of the agreement for any reason, Greystar shall assign to UH all of Greystar's right, title, and interest in and to the design documents and the contract documents.

10. **Development Agreement.** UH will negotiate in good faith with Greystar a definitive development agreement for the Project to be effective at the Closing for the delivery of services set forth in the Development Agreement to complete the design, construction,

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¹ The Development Fee is equal to 4% of total Project costs.
² Under Pre-Closing Agreement, this date would be amended each time that the Board approves an increase to the Pre-Closing Budget.
and delivery of the Project, which shall be approved by its Board of Regents. The Development Agreement will require Greystar Real Estate Partners, LLC, a Delaware limited liability company, to guarantee completion of the Project for on-time and on-budget delivery by the agreed upon date of substantial completion and provide for a mechanism for damages to UH in the case of a late delay.
# ATTACHMENT 2: PCA Budget Schedule (pro-forma) Amended

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<th>October</th>
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### Programming & Site Studies

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RESOLUTION

Requesting the Administration of the University of Hawai‘i to Pursue an Adjusted Utility Rate Structure for Institutions of Higher Education from the Hawaiian Electric Company, Inc.

WHEREAS, one of the major costs associated with operations of the ten-campus University of Hawai‘i System (“University”) is the cost of electricity, which amounted to approximately $46,500,000 in fiscal year 2019-2020; and

WHEREAS, in concert with the State energy goals of reducing energy consumption and achieving 100% renewable energy generation by 2045, the University has worked actively to control its electricity costs through actions such as energy efficiency and conservation efforts, increased renewable energy production, and decreased energy consumption; and

WHEREAS, the University has also embarked on an ambitious goal of becoming net-zero with respect to energy use by January 1, 2035, meaning that it would produce as much renewable energy as it consumes across all ten campuses to a 2015 baseline by this date; and

WHEREAS, although the University has only achieved six percent of its net-zero energy goals to date, it has simultaneously experienced overall increases in renewable energy production as well as year-over-year decreases in utility purchased energy since fiscal year 2015, with significant improvements anticipated in the near future as an increasing number of photovoltaic energy production projects are energized; and

WHEREAS, among the ten campuses of the University, the University of Hawai‘i at Mānoa (“UHM”), including but not limited to the main campus in addition to offsite affiliates, such as the John A. Burns School of Medicine, Cancer Center, College of Tropical Agriculture and Human Resources, and the Waikīkī Aquarium, is the largest consumer of utility-purchased energy, consuming a total of 145,403,480 kWh of electricity in fiscal year 2019-2020 at a total cost of nearly $35 million; and

WHEREAS, as an R1 research university with an average campus population of 23,000 on any given day, the energy needs of UHM are immense with many of its research facilities, laboratories, dormitories, and information technology centers requiring 24-hour energy usage, primarily for air conditioning; and

WHEREAS, as large consumers of electricity, several institutes of higher education have embarked on efforts to lower electric utility costs through the negotiation of lower rates from electric utility providers based upon the volume of electricity consumed; and

WHEREAS, UHM has a working relationship with the Hawaiian Electric Company, Inc. (“HECO”); and
WHEREAS, the Board of Regents (“Board”) recognizes that among the core priorities of the University are to increase energy efficiency and renewable energy production, as well as decrease operational costs associated with utilities, particularly given the current fiscal situation of the State.

NOW THEREFORE, BE IT RESOLVED that the University administration is requested to encourage HECO to adopt an adjusted rate structure that reduces the overall cost of energy for state institutions of higher education, including but not limited to a maximum charge for fixed costs, and report its progress on this request at the November 2021 Board meeting.

Adopted by the Board of Regents
University of Hawai‘i
_______________, 2021
April 30, 2021

MEMORANDUM

TO: Benjamin Kudo
Chair, Board of Regents

Robert Westerman
Chair, Committee on Personnel Affairs and Board Governance

FROM: Kendra Oishi
Executive Administrator and Secretary of the Board of Regents

SUBJECT: Review of Regents ("Board") Bylaws and Board Member Education and Development

BACKGROUND:

The responsibilities of the Personnel Affairs and Board Governance Committee ("PA&BG") per the Board bylaws include the following provisions:

1. Review and consider policies and practices relating to university personnel.
2. Ensure board statutes, bylaws, policies, and rules are being reviewed and updated on a routine and regular basis.
3. Ensure board education and board member development is provided for board members.
4. Provide recommendations to the board regarding best practices for board effectiveness.

The following items are scheduled for discussion during the May 6, 2021, PA&BG meeting:

- Review of Board bylaws
- Discussion on Board member education and development
REVIEW OF BOARD BYLAWS:

The Board bylaws are periodically reviewed, particularly when recommendations are made to amend the scope and responsibilities of individual committees. Other general provisions of the bylaws should be reviewed by the PA&BG committee. Given that the bylaws were last amended and updated on February 28, 2019, it is timely that the committee conduct a cursory review of the bylaws in order to fulfill its responsibility as identified in item (2) noted in the background section above.

The Executive Administrator and Secretary of the Board ("Board Secretary") has conducted a review of the general provisions and has noted suggested amendments in the draft attached and recommends these amendments be included the next time the Board considers amendments to the bylaws.

BOARD MEMBER EDUCATION AND DEVELOPMENT:

The PA&BG responsibilities include ensuring board education and board member development is provided for Regents. The Board Secretary typically coordinates these efforts, including orientation for new Regents. Additional details are provided below.

We welcome additional feedback from Regents on topics that would be useful for incoming board members.

Orientation for New Regents:

The Office of the Board of Regents ("Board Office"), in conjunction with the President and University Administration, conducts orientation sessions for incoming Regents. At minimum, the orientation includes:

- An overview of the Board and Regent responsibilities
  - Board General Overview
  - Select Regents Policies
  - Regent Candidate Advisory Council selection criteria and duties of the Board
- UH System overview
  - Strategic Directions
  - Integrated Academic and Facilities Plan
  - Current issues
- Association of Governing Boards ("AGB") information on boards and trustees, including trustee (i.e. regent) responsibilities
- Legal resource materials, including Sunshine Law and ethics
- Other guidelines and reference materials, including meeting schedules, website information, and internal administrative procedures
Board Member Education and Development:

Other board member education and development opportunities are available throughout the year through groups such as AGB and the Association of Community College Trustees ("ACCT"). The AGB National Conference on Trusteeship is a popular and valuable resource. During the COVID-19 pandemic, some opportunities were made more easily accessible, and more affordable, through webinars and other virtual means of participation.

Periodicals such as The Chronicle of Higher Education, AGB Trusteeship magazine, ACCT Trustee Quarterly, and Inside Higher Ed, are sources of written and online content relevant to higher education.

The Board Office also maintains a library of resources including books and guides on various topics, which may be borrowed by Regents. The Board Office also distributes a daily media highlights report and periodically identifies and distributes relevant news stories and articles to Regents.

Attachments:

Suggested Bylaw Revisions
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   2. Vice-Chairperson(s)
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   2. Standing Committees
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Article VII. Legal Counsel
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B. Requests for Written Legal Opinions
C. Conflicts

Article VIII. Robert’s Rules of Order

Article IX. Amendments

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B. Fiduciary Responsibility
C. Disclosures
D. Determination of Conflicts
E. Sanctions and Remedies
ARTICLE I. Definitions

As used in these Bylaws:

“Board” or “BOR” means the Board of Regents of the University;

“HRS” means the Hawai‘i Revised Statutes, as may be amended from time to time;

“Meetings” shall not include rule-making hearings, declaratory rulings or contested cases under Chapter 91, HRS;

“Chairperson” means the chairperson of the board;

“President” means the President of the University;

“Secretary” means the Executive Administrator and Secretary of the Board; and

“University” means the University of Hawai‘i system and its various campuses.

ARTICLE II. Membership and Organization

A. Membership. The membership of the Board shall be as required by Chapter 304A-104, HRS. The members of the Board shall serve without pay, but shall be entitled to reimbursement for necessary expenses while attending meetings and while in the discharge of duties and responsibilities.

Notwithstanding the term of office, the term of a Board member shall expire upon the failure of the member, without valid excuse, to attend three consecutive meetings duly noticed to all members of the Board. The Chairperson or acting Chairperson of the Board shall determine if the absence of the member is excusable. The expiration of the member’s term shall be effective immediately after the third consecutive unattended meeting and unexcused absence.

B. Officers, Organization. As required by Section 304A-104, HRS, the Officers of the Board shall consist of a Chairperson, up to two Vice-Chairpersons, and a Secretary (who shall be appointed by the Board and shall not be a member of the Board). The Chairperson and up to two Vice-Chairpersons shall be elected at its first meeting after June 30 of the next year or thereafter until their successors are elected and have qualified and whose election shall be immediately certified by the Board to the Lieutenant Governor. The President shall act as the chief executive officer of the Board.

1. Term. The term of the office of Chairperson and up to two Vice-Chairpersons shall be for one year. A Chairperson may serve more than one term, but not more than two consecutive terms.
2. Vote. Votes for the Chairperson and up to two Vice-Chairpersons of the Board shall be by ballot if more than one person is nominated for an office.

3. Succession. In the event of a vacancy in the office of the Chairperson, the First Vice-Chairperson shall succeed as Chairperson for the unexpired term. If at that time there is a vacancy in the office of the First Vice-Chairperson, the Second Vice-Chairperson shall succeed as Chairperson for the unexpired term. If at that time there is also a vacancy of the office of the Second Vice-Chairperson, the Secretary shall succeed as Chairperson for the sole purpose of conducting an election as soon as possible for a new Chairperson to serve for the unexpired term.

C. Duties of Officers.

1. Chairperson. The Chairperson, in addition to presiding at all regular and special Board meetings, shall:

   a. Appoint the chairperson and members of the standing committees and any other committees, except as provided under Section 304A-321, HRS.

   b. Acknowledge communications, petitions, requests, and proposals on behalf of the Board and, except in emergencies, refer same to the President or Secretary or an appropriate Committee of the Board for action or recommendation so as not to detract from the Board’s governance and fiduciary responsibilities.

   c. Maintain liaison with the President to see that there is an effective working relationship between the University administration and the Board.

   d. Approve all press releases and public statements made by the Board.

   e. Approve agenda items for any regular or special meeting of the Board.

   f. Coordinate the efforts of the Board’s standing committees to strengthen the roles and functions of same.

2. Vice-Chairperson(s). The First Vice-Chairperson will assume the duties and responsibilities of the Chairperson in the absence of the Chairperson and will undertake such other duties as may be assigned by the Chairperson. If there is a second Vice-Chairperson, he/she will assume the duties and responsibilities of the First Vice-Chairperson in the absence of the First-Vice Chairperson and will undertake such other duties as may be assigned by the Chairperson or First Vice-Chairperson.

3. Secretary. The Secretary shall serve under the direction of the Board through the Chairperson and shall provide the necessary administrative support services to the Board. The Secretary shall:
Proposed Amendments

a. Prepare and distribute the agenda for each of the regular and special Board and standing and other committee meetings.

b. Schedule regular and special Board meeting dates in consultation with the Chairperson.

c. Record and prepare minutes and reports for each of the regular and special Board and standing and other committee meetings.

d. Be responsible for securing information from the University administration.

e. Acknowledge and answer routine correspondence directed to the Chairperson and/or Board.

f. Serve as liaison between the University administrative staff and the Board.

g. Review policy proposals submitted by the University administration.

h. Maintain a calendar of the Board’s unfinished business.

i. Conduct research and analysis of policies relating to the governance of the University by the Board.

j. Review rules and regulations affecting the University in accordance with the Hawai‘i Administrative Procedures Act.

k. Maintain, collect, and preserve the official records of the Board.

l. Collate and index policies which are adopted by the Board.

m. Serve as “Records Officer” under the State archives program.

n. Serve as “Certifying Officer” of official University documents.

o. Perform additional duties as assigned by the Chairperson and the various standing and other committee chairpersons.

D. Standing Committees of the Board.

1. Establishment of Standing Committees. To facilitate consideration of policy matters that must be approved by the Board, seven standing committees are established. Authority to act on all matters is reserved for the Board, and the functions of each standing committee shall be to consider and make recommendations to the Board.

2. Standing Committees. The following are the standing committees of the Board and their functions:

   a. Committee on Academic and Student Affairs
(1) Review the academic mission and strategic direction of the system and its major units.

(2) Periodically review to what extent programs support the mission and strategic direction of the University.

(3) Monitor the quality and effectiveness of educational programs.

(4) Develop and maintain policies governing academic and student affairs.

(5) Review actions proposed by the President which fall under current board policies and procedures, including requests for exceptions.

b. Committee on Budget and Finance

(1) Work in concert with the University administration relating to the operating budget.

(2) Examine the budgetary process, budget proposals, expenditure plans, and development plans.

(3) Discuss the implementation of the budgetary decisions with the University administration, especially amendments thereto or when circumstances require deviations from expenditure plans.

(4) Review matters related to business affairs, and exercise fiduciary oversight of endowment funds and other financial assets of the University.

(5) Exercise general oversight and policy direction over the University's financial systems and programs.

c. Committee on Planning and Facilities

(1) Review, study, and make recommendations to the Board relative to the long-range plans for the development of the University, considering academic needs, priorities, and fiscal capabilities of the State.

(2) Review, study, and make recommendations to the Board relative to the physical facilities master plans for each campus in the University system and to periodically review approved campus master plans in order to recommend revisions, if necessary, to meet the needs of the University.

(3) Review proposals relative to naming of University improvements and facilities and make its recommendations to the Board.
(4) Review policies and make recommendations to the Board on matters pertaining to the use of University facilities and ensure an environment that is complementary to the educational mission of this institution.

(5) Work in concert with the university administration relating to the capital improvement budget.

(6) Provide general oversight of the University’s land-related strategic initiatives and partnerships program.

d. Committee on Personnel Affairs and Board Governance

(1) Review and consider policies and practices relating to university personnel.

(2) Ensure board statutes, bylaws, policies, and rules are being reviewed and updated on a routine and regular basis.

(3) Ensure board education and board member development is provided for board members.

(4) Provide recommendations to the board regarding best practices for board effectiveness.

e. Committee on Independent Audit

(1) Advise the Board regarding the Board’s responsibilities to oversee:

   (a) the quality and integrity of the University’s compliance with legal, regulatory and policy requirements, financial reporting and financial statements, and internal controls related to risks;

   (b) the function, disclosures, and performance of the University’s compliance, internal control, and risk management systems regarding ethics and compliance, risk, finance, and accounting, and the adequacy of such systems; and

   (c) the independent certified public accountant’s qualification, independence and performance, as well as performance of the internal audit function.

(2) Review the annual internal audit plan and the extent to which it addresses high risk areas.

(3) Review the annual report of the internal audit department and discuss significant issues of internal controls with the Internal Auditor and management.
(4) Discuss the planned scope of the annual independent audit with the independent certified public accountants and review the results of the audit with the independent certified public accountants and management.

(5) Receive and review the annual certified financial reports with the independent certified public accountants and management.

(6) Recommend to the Board the certified public accountants to serve as the independent auditor, and their fees.

(7) Revise the scope of the annual audit, and approve any services other than audit and audit related services provided by the certified public accountants.

(8) Provide recommendations to the Board regarding approval of the internal audit mission statement, the committee’s charter, and other governance documents related to both internal and external compliance and auditing activities at the University.

f. Committee on Intercollegiate Athletics

(1) Serve as a liaison between the Board and the respective campuses and their athletic departments.

(2) Advise the Board regarding its responsibility to oversee:
   (a) the health, safety and academic progress of student-athletes;
   (b) fiscal integrity and budgetary concerns;
   (c) compliance with NCAA and conference requirements; and
   (d) any event or situation that may draw unusual public interest to the athletics program, a particular team, student athlete, or department employee.

(3) Review annual reports on the academic standing and progress of student athletes, including, but not limited to, the Academic Progress Rate report.

(4) Recommend policies governing all aspects of Intercollegiate Athletics at the University.

g. Committee on Research and Innovation
(1) Evaluate and approve long range plans that establish the strategic goals and objectives for research, innovation, and technology transfer at the University.

(2) Review and make recommendations regarding investments, policies, and practices relating to University research, innovation and technology transfer programs.

(3) Review and make recommendations on proposals to establish or to terminate Organized Research Units (ORU) and research centers.

(4) Work in concert with Administration to establish performance goals and metrics to evaluate progress against the strategic goals and objectives.

3. Appointment of Committee Members. The chairperson and voting members of each standing committee shall be appointed by the Chairperson and shall serve for one year or until the appointment of their successors. The Chairperson shall be an ex-officio, voting member of all standing committees. All board members who are not voting members of a committee or committees shall be ex-officio, nonvoting members of such committees. The President, as chief executive officer of the University, shall assign a member of the University administrative staff to each standing committee who shall be the administrative liaison with the chairperson of the committee.

The Committee on Academic and Student Affairs shall include Regents from the four major islands.

4. Meetings. Each standing committee shall schedule meetings as appropriate. The Committee on Academic and Student Affairs meetings shall be held on each of the islands with community college campuses, to the extent practicable.

5. Referrals to Committees. Each standing committee shall consider all matters referred to it by the Chairperson and shall make appropriate recommendations within a reasonable time to the Board.

6. Progress Reports. Each standing committee shall make progress reports to the Board periodically or when requested by the Chairperson.

7. Task Groups. Task groups may be established by the Chairperson upon authorization by the Board, and with such powers and duties as determined by the Board. The tenure of a specific task group shall expire at the completion of its assigned task.

E. New Board Member Orientation

New Board members shall be scheduled to receive an orientation within one month of the beginning of their term. The orientation shall include, among other things,
an overview of the University system, BOR responsibilities, accreditation standards for Board governance, and BOR policies and practices. New Board members shall also be provided with a Reference Guide covering these and other topics.

ARTICLE III. Advisory Committee and Consultants

A. Creation. The Board may create an advisory committee, as necessary, which shall serve as advisory to the Board. The committee membership shall be appointed by the Chairperson, subject to approval by the Board. The tenure of the advisory committee shall expire at the completion of the assigned task.

B. Consultant Services. The Board may engage the services of consultants as it deems necessary.

ARTICLE IV. Meetings

A. Number and Place of Meetings. The Board shall meet not less than ten times annually (July 1, thru June 30) and may from time to time meet in each of the counties of Honolulu, Hawai‘i, Maui, and Kaua‘i. The Board shall at each meeting set the time and place for its next regular meeting.

B. Special Meetings. Special meetings may be called by:

1. The Chairperson;

2. The Secretary, upon request by a majority of the members of the Board; or

3. Any Board member, with the consent of the Chairperson.

C. Call for Committee Meetings. Standing committee meetings shall be called by the Secretary in consultation with the committee chairperson. In the event of a joint meeting, the Chairperson shall designate the presiding committee chairperson.

D. Public Notice of Meetings. All meetings of and public appearances before the Board and its standing committees shall comply with chapter Chapter 92, HRS, and shall be as set forth in the Rules of Practice and Procedures of the Board of Regents (Hawai‘i Administrative Rules, Title 20, Subtitle 1, Chapter 1.1).

ARTICLE V. Quorum

A majority of all voting members to which the Board or its standing committees are entitled shall constitute a quorum.

ARTICLE VI. Voting

Voting by the Board and its standing committees shall be as set forth in the Rules of Practice and Procedures of the Board of Regents (Hawai‘i Administrative Rules, Title 20, Subtitle 1, Chapter 1.1).
ARTICLE VII. Legal Counsel

A. The University General Counsel. The University General Counsel shall be designated as legal counsel for the Board. The University General Counsel or the University General Counsel’s representative(s), in the capacity of legal counsel for the Board, shall be present at all regular and special meetings and certain standing committee meetings of the Board.

B. Requests for Written Legal Opinions. Requests for any written legal opinion of the University General Counsel shall be made by the Chairperson or designee with the full knowledge of the Board. Whenever a legal opinion is rendered by the University General Counsel, such opinion shall be in writing and along with a copy of the written request for such opinion, distributed immediately to all Board members.

C. Conflicts. By policy and organizational structure, the University General Counsel serves the Board as well as the University administration. Understandably, there may be occasions when it becomes necessary to avoid a perception of conflict, or actual conflict, or to obtain specialized legal expertise. At such times, the Board may exercise its discretion in securing the services of independent legal counsel through the Secretary.

ARTICLE VIII. Robert’s Rules of Order

Meetings shall be conducted in accordance with the current edition of Robert’s Rules of Order insofar as they are applicable and not inconsistent with these bylaws, or applicable statutes or rules.

ARTICLE IX. Amendments

These bylaws may be amended only by two-thirds (2/3) vote of all the members to which the Board is entitled. Any proposed amendment to the bylaws shall be submitted in writing for consideration and vote by the members at a Board meeting.

ARTICLE X. Conflicts of Interest

A. Standard of Conduct. Members of the Board shall comply with the provisions of these bylaws and are subject to the standards of conduct and financial interest disclosure requirements of Chapter 84, HRS (State Ethics Code) and must act in accordance with Chapter 84, HRS.

B. Fiduciary Responsibility. Members of the Board serve a public interest role and thus have a clear obligation to conduct all affairs of the University in a manner consistent with this concept. Members of the Board are expected to place the welfare of the University above personal interests, the interests of family members, or others who may be personally involved in affairs affecting the University. All decisions of the Board shall be made solely on the basis of a desire to promote the best interests of the University and the public good.
C. Disclosures. In the event the Board must consider any matter for the University which also directly involves:

1. a regent or a member of the regent’s family (which shall be a spouse, parents, siblings and their spouses, children and their spouses, and any household member);

2. a public or private organization with which a regent is affiliated, as defined below; or

3. a regent’s personal financial interest as defined under Chapter 84, HRS;

Any affected regent, at the first knowledge of the matter, shall fully disclose, as noted below, the precise nature of the interest or involvement.

For purposes of this article, an affiliation exists if a regent or a member of the regent’s family is an owner (which shall be defined as: (1) an ownership interest valued at more than $5,000; or (2) 10% or more ownership of the business), officer, director, trustee, partner, employee (which shall also include legal counsel, consultant, contractor, advisor, or representative) or agent of such organization.

All disclosures required under this article must be directed in writing to the Secretary who, together with the University General Counsel, shall be responsible for the administration of this bylaw.

Matters covered under this article shall be reported initially to the Chairperson for appropriate action. Should the Chairperson be the regent with a potential conflict, the matter shall be reported to the Vice Chairperson. Should both the Chairperson and the Vice Chairperson have a potential conflict, the matter shall be reported to the chairperson of a Board standing committee in the order as listed in Article II, Section D of the bylaws of the Board.

Information disclosed to the Secretary shall be held in confidence to the extent authorized by law.

This disclosure requirement shall not apply to any regent who declares a conflict of interest and recuses himself/herself from consideration of the matter before the Board.

D. Determination of Conflicts. Questions concerning possible conflicts of interest shall be directed to the Secretary. Board shall resolve the questions by majority vote at a Board meeting in compliance with Chapter 92, HRS. Where any matter covered by Chapter 84, HRS, is involved, the potential conflict shall be referred to the State Ethics Commission for disposition. Questions of potential conflict not covered by Chapter 84, HRS, may be referred to the University General Counsel for a legal opinion, except that questions of conflict under Section 78-4, HRS, shall be referred to the University General Counsel for a legal opinion.
Restraint on Participation. A member of the Board who has declared a conflict of interest and recused himself/herself or who has been found to have a conflict of interest in any matter before the Board shall refrain from participating in the consideration of the proposed matter. The regent may not vote on such matters before the Board and may not be present during the Board’s deliberation and at the time of vote.

E. Sanctions and Remedies. Any Board action favorable to a regent obtained in violation of this bylaw is voidable on behalf of the Board; provided that in any proceeding to void a Board action pursuant to this bylaw, the interests of third parties who may be damaged thereby shall be taken into account. Any proceeding to void a Board action shall be initiated within sixty (60) days after the determination of a violation under this bylaw. The Board may pursue all legal and equitable remedies and/or sanctions through the University’s legal counsel. Any Board action imposing a remedy or sanction under this section must be initiated within one year after the action of the Board that is affected by a violation.
The purpose of this final report is to share the resulting findings and recommendations of the Maunakea Planning Permitted Interaction Group (“Task Group”) with the full Board of Regents (“Board”). Deliberation and decision making regarding the final report and dissolution of the Task Group will take place during a subsequent meeting, pursuant to the statute on permitted interactions under the Sunshine Law, Section 92-2.5(b), Hawai‘i Revised Statutes (“HRS”).

I. Purpose and Summary of Meetings

A. On October 15, 2020, the Board met to consider creating a permitted interaction group to review and investigate proposed changes to the Maunakea Master Plan and Comprehensive Management Plan (collectively, “Plans”); follow up on the requested actions in Board Resolution 19-03 and identify other critical issues pertaining to the Plans; and make related findings and recommendations to the Board.¹

B. The Task Group included the following Regents:

   1. Ben Kudo, Board Chair
   2. Alapaki Nahale-a, Board Vice-Chair, Hawai‘i Island Regent, and Regent-member of the Mauna Kea Management Board (“MKMB”)
   3. Eugene Bal III, Maui Island Regent
   4. Wayne Higaki, Hawai‘i Island Regent, and Regent-member of MKMB
   5. Ernest Wilson Jr., Maui Island Regent

Regent Nahale-a served as Chair of the Task Group.

President David Lassner, Vice President for Legal Affairs and University General Counsel Carrie Okinaga, Chancellor of the University of Hawai‘i at Hilo (UHH) Bonnie Irwin, Executive Director of Maunakea Stewardship Greg Chun, and Associate General Counsel Jesse Souki participated in several of the following Task Group meetings. Kendra Oishi, Executive Administrator and Secretary of the Board of Regents, provided administrative support to the Task Group.

Guest participants included: Jim Hayes, Planning Solutions, Inc.; Doug Simons, Maunakea Observatories; Bob McLaren, Institute for Astronomy; Kathy Cooksey, UHH Department of Physics and Astronomy; Ka‘iu Kimura, ‘Imiloa; Jessica Kirkpatrick, Office of Maunakea Management; Roberta Chu, Maunakea Management Board; and Shane Palacat-Nelson, Kahu Ku Mauna.

¹ Minutes of the Board of Regents meeting of October 15, 2020
C. The Task Group met on the following dates:

- November 25, 2020
- January 5, 2021
- January 13, 2021
- February 3, 2021
- February 18, 2021
- March 25, 2021

The Task Group met to discuss various issues, including the following:

- To receive an overview of the Maunakea management activities, Master Plan, and Comprehensive Master Plan to develop an understanding of the various components. Subtopics included an overview of the master lease agreement, environmental impact study requirements, decommissioning process and requirements, cesspool closure conversions, TMT-related matters, the Department of Land and Natural Resources’ independent review of the University of Hawai‘i’s management of Maunakea, and restructuring.

- To gain an understanding of UH’s role on Maunakea as it pertains to astronomy, including receiving presentations from Maunakea Observatories, Institute for Astronomy, and UHH’s Department of Physics and Astronomy.

- To review and discuss the community engagement including what has occurred to date, and how to further build community engagement capacity and capabilities, review opportunities and challenges, and discuss strategies.

II. Findings

The Task Group’s activities identified the following areas on which the University administration should focus its efforts:

A. Continuous review of the University’s responsibilities pertaining to:

1. The current Master Lease and obtaining a new land entitlement
2. General oversight of Maunakea

B. Performance updates to the Board every six months regarding:

1. Progress made towards accomplishment of action items set forth in Board Resolution 19-03
2. Changes to management structure, including the Center for Maunakea Stewardship

III. Recommendations
The Task Group recommends:

A. Adoption of the attached draft Board Resolution 21-02, which amends several of the timelines set forth in Board Resolution 19-03 relating to decommissioning, a new educational telescope facility, and the implementation of educational programs.

B. That the Board, through the acceptance of this report, formally expresses and reiterates the University of Hawai‘i’s commitment to:
   1. Accelerated efforts to strengthen its cultural stewardship of Maunakea;
   2. Astronomy as a cornerstone of excellence for the University of Hawai‘i and significant contributor to the Hawai‘i Island and State of Hawai‘i economies and workforce;
   3. Maintaining high quality environmental stewardship of Maunakea; and
   4. Advocating for a management structure that is inclusive, efficient, and protective of all resources on Maunakea.

C. That the Board include on a future 2021 meeting agenda an item related to astronomy that includes a comprehensive presentation by University Administration on astronomy in the State as well as on Maunakea, and related academic programs, to be followed by a Board discussion on the role of the University in astronomy in Hawai‘i and the world.

D. The dissolution of the Task Group.

IV. Conclusion

The Task Group has concluded its task as identified when the Board approved its creation during its October 15, 2020, meeting. Its specific recommendations and call to action are included in this report and in the attached Resolution.

While the Task Group recommends dissolution at this time since it has concluded its current scope of work, it recognizes the long-standing issues surrounding Maunakea and the University’s commitment to stewardship is one that will last for generations to come.

ATTACHMENTS

Draft Board Resolution 21-02 Amending Board of Regents Resolution 19-03

Independent Evaluation of the Implementation of the Mauna Kea Comprehensive Management Plan
To Further Act on Items Relating to Maunakea Management and Amend Board of Regents Resolution 19-03

WHEREAS, at a special meeting on November 6, 2019, the Board of Regents (“Board”) adopted Resolution 19-03, To Act on Items Relating to Maunakea Management, which directed University Administration to accomplish certain actions with specified timeframes, including the decommissioning of five (5) observatories; engaging in community outreach; developing historical, environmental, and cultural education programs; incorporating uses by Native Hawaiian cultural practitioners within the Maunakea Master Plan update; working with the Department of Hawaiian Home Lands to improve infrastructure and access to Maunakea; and improving the University of Hawaii’s (“University”) management function, structure, and operations;

WHEREAS, the Board appointed a permitted interaction group to review and investigate proposed changes to the Maunakea Master Plan and Comprehensive Management Plan (collectively, “Plans”), to follow up on the requested actions in Board Resolution 19-03 and identify any other critical issues pertaining to the Plans, and make related findings and recommendations to the Board;

WHEREAS, the Board concurs with the findings and recommendations of the permitted interaction group, and formally expresses and reiterates the University’s commitment to accelerated efforts to strengthen its cultural stewardship of Maunakea, to astronomy as a cornerstone of excellence for the University and a significant contributor to the island and state economies and workforce, to maintaining high quality environmental stewardship of Maunakea, and to advocate for a management structure that is inclusive, efficient, and protective of all resources on Maunakea; and

WHEREAS, the Board recognizes that the University’s proper stewardship of Maunakea is a long-term, complex, and challenging process, having its own timeframe, due in part, to anticipated and unanticipated factors outside of the University’s control; and

WHEREAS, the Board remains firmly committed to accomplish the completion of all outstanding actions set forth in Board Resolution 19-03 at the earliest possible date.

NOW, THEREFORE, BE IT RESOLVED that Administration be directed to take the following actions:

1. Provide progress updates to the Board every six months regarding:
   a. Progress made towards accomplishment of action items set forth in Board Resolution 19-03
   b. The restructuring plan adopted by the Board in August 2020

2. At a future 2021 Board meeting, provide a comprehensive presentation on astronomy in the State as well as on Maunakea, and related academic programs, to be followed by a Board discussion on the role of the University in astronomy in Hawaii and the world.

NOW, THEREFORE, BE IT FURTHER RESOLVED that the timelines for action specified in Board Resolution 19-03 are amended as follows:
1. Two (2) observatory sites known as the Caltech Submillimeter Observatory (CSO) and Hōku Keʻa Observatory (HKO) shall be decommissioned; assuming no permitting, weather, and access issues the target date for CSO decommissioning is no later than April 30, 2023, and HKO no later than August 31, 2024. For purposes of this resolution, the term “decommissioning” shall mean the complete removal of all man-made structures at each respective site bringing each site to as close as feasible to its natural state prior to construction.

2. To ensure the prompt availability of a teaching telescope for the University of Hawaiʻi at Hilo Physics and Astronomy Program, a new educational telescope facility shall be established on already developed land at Hale Pōhaku or elsewhere with a target date for permitting, assuming no legal issues, no later than May 30, 2024, and the project being awarded for construction, subject to funding, no later than November 30, 2024. The Board of Regents shall support the funding of the planning, design, and construction of the new educational facility.

3. In collaboration with the Center for Maunakea Stewardship, the ‘Imiloa Astronomy Center shall develop and implement a suite of educational programs regarding Maunakea including but not limited to Native Hawaiian culture, history, environmental, and biological considerations designed for tour guides and drivers, employees, contractors, recreational users, scientists and observatory workers, and visitors, as required by the Management Plans, by September 30, 2021, with implementation targeted to commence no later than December 31, 2021.

Adopted by the Board of Regents
University of Hawaiʻi
____________________, 2021
INDEPENDENT EVALUATION OF THE IMPLEMENTATION OF THE MAUNA KEA COMPREHENSIVE MANAGEMENT PLAN

Prepared for
Department of Land and Natural Resources

By
Ku‘iwalu

December 2020
It has been over ten (10) years since the approval of the Mauna Kea Comprehensive Management Plan (CMP),¹ and the emotions related to Mauna Kea have not diminished but, to the contrary, have intensified and polarized the community. We recognize that the current issues related to Mauna Kea, in particular the construction of the Thirty Meter Telescope (TMT), is a contentious issue. To be very clear, this Report is not for or about TMT. The purpose of this Report is to provide the Department of Land and Natural Resources (DLNR) an independent evaluation of the University of Hawai‘i (UH), specifically the Office of Mauna Kea Management’s (OMKM), implementation of the CMP management actions contained in Section 7 of the CMP and the public input on how effective UH is managing Mauna Kea. This Report is intended to be a resource to DLNR and the Board of Land and Natural Resources (BLNR) as it reviews UH’s current and potential future management of the state conservation lands at Mauna Kea.

Gathering and incorporating public input into the evaluation process was a critical component of this Report. Due to the COVID-19 restrictions, we were challenged with providing an appropriate venue for the public and stakeholders to, (1) get current and accurate information about the management actions (MA) UH is required to implement under the CMP, and (2) provide a transparent and fair opportunity for public input into the UH’s implementation of the CMP. We assembled a comprehensive range of tools to provide information and to solicit public input, from email updates, virtual public meetings, dedicated website, and a Facebook page, to small virtual talk story sessions. Throughout the evaluation process, we engaged almost 500 individuals and organizations. We recognize that we may not have heard from everyone, but we believe the range and interests of the participants is reflective of the general public and stakeholders in Mauna Kea.

The Report consists of three assessments. First, OMKM’s self-assessment of their implementation of the CMP. Second, the public’s assessment, based upon the comments we received. And third, the independent evaluation utilizing the logic model approach that took into consideration UH’s self-assessment, the public input, the timeliness of OMKM’s implementation of MAs, and whether UH’s implementation of the 103 MAs achieved the desired outcomes as set forth in the CMP.

With respect to UH’s self-assessment, the OMKM 2020 Annual Report to the Board of Land and Natural Resources, Status of the Implementation of the Mauna Kea Comprehensive Management Plan (OMKM 2020 Annual Report to BLNR) essentially concludes that “most management actions have either been

¹ Mauna Kea Comprehensive Management Plan for the UH Management Areas, April 2009 (hereinafter CMP), Executive Summary, page v.
implemented or are in progress.” For the most part, the UH Management Entities believe they have made considerable progress in effectively implementing the CMP MAs and are, in fact, better managing and protecting the cultural and natural resources. However, there is a difference of opinion between UH-Hilo Management Entities (UH-Hilo Entities) and the larger UH System with respect to the public’s perception of how effective OMKM is in managing the state conservation lands at Mauna Kea. Accordingly, “in response to past criticisms” the UH Board of Regents (BOR) adopted Resolution 19-03 to take timely action to comply with the management plans, including cultural education and community outreach, decommissioning, and reorganization and restructuring the UH governance structure in their management of Mauna Kea.

The public’s assessment of how effectively UH has implemented the CMP has primarily varied depending on whether they are in favor or opposition of telescope development on Mauna Kea. Those who support existing and future telescope development on Mauna Kea believe that OMKM has adequately implemented the CMP MAs to preserve and protect the cultural and natural resources on Mauna Kea. For those who do not support continued telescope development on Mauna Kea beyond 2033, the expiration of the existing state lease, they believe that UH continues to mismanage Mauna Kea as concluded in the 1998 State Auditor’s Report. In particular, those in opposition believe that UH continues to advocate telescope development over the protection and preservation of the resources.

Finally, the independent evaluation found that OMKM has made progress in implementing most of the CMP MAs, and in many regards OMKM is effectively managing the activities and uses on Mauna Kea to better protect the natural and cultural resources. We heard many comments that the cultural and natural resources on the state conservation lands on Mauna Kea are some of the best managed and protected lands in the entire State. The area is clear of trash, the invasive species are being removed not only by OMKM but volunteer groups, and the OMKM Rangers to ensure public safety on Mauna Kea.

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2 "UH Management Entities" include the UH Board of Regents (BOR), UH President, Institute for Astronomy (IfA), Executive Director of Maunakea Stewardship, UH Hilo Chancellor, Mauna Kea Management Board (MKMB), OMKM, Kahu Ku Mauna (KKM) and OMKM Rangers.

3 UH-Hilo Management Entities (UH-Hilo Entities) include UH-Hilo Chancellor, MKMB, OMKM, KKM, and OMKM Rangers.

4 UH BOR Resolution 19-03, Adopted November 6, 2019, Amended, July 1, 2020 (BOR Resolution 19-03).
However, the independent evaluation also found that OMKM has not effectively implemented the CMP in three major areas. First, the adoption of the administrative rules was untimely. In 2009, the same year that the CMP was approved, UH obtained legislative authorization to adopt administrative rules to manage the activities on Mauna Kea to ensure the protection of the resources. However, the rules did not become effective until 2020. UH’s failure to timely adopt administrative rules has limited their ability to manage public access and regulate commercial activities, essentially hampering their ability to protect the resources and public health and safety on Mauna Kea.

Second, members of the Native Hawaiian community, both those who oppose and support UH’s management of Mauna Kea, were not consulted on matters related to cultural and resources issues. The CMP specifically identifies the Native Hawaiian stakeholders to include families with cultural and lineal connections to Mauna Kea, Kūpuna, cultural practitioners, the Office of Hawaiian Affairs and other Native Hawaiian groups. Representatives from these stakeholder groups have consistently commented that they were not consulted by OMKM on cultural issues, including removal of family shrines, stacking of Pōhaku, and identification of cultural sites.

Third, OMKM did not effectively engage with the community, in particular, members of the Native Hawaiian community, on education and outreach efforts, including decision-making process related to the management of Mauna Kea. Many Native Hawaiians on Hawaii Island feel disengaged and disrespected by OMKM. In particular, there is an absence of genuine consultation with the Native Hawaiian community that has resulted in greater mistrust of UH. Even with the Native Hawaiian constituency who strongly support OMKM and telescope development, OMKM has not taken the opportunity to involve them in their community outreach efforts.

Unfortunately, these inadequacies by OMKM have overshadowed their progress in the otherwise effective implementation of many of the CMP MAs.
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INTRODUCTION

In 1968, BLNR issued a 65-year General Lease No. S-4191 to UH for approximately 11,288 acres of state conservation lands. Of the 11,288 acres, approximately 525 acres is designated as the Astronomy Precinct and the remaining 10,763 acres is designated as Natural and Cultural Preservation Area.\(^5\)

The state lease will expire in 2033. UH has indicated that it intends to seek a new lease with BLNR for the 11,288 acres currently under General Lease No. S-4191 and 19 acres known at Hale Pōhaku under General Lease No. S-5529.\(^6\)

Over ten years ago in 2009, Ku‘iwalu Consulting and its Project Team,\(^7\) developed the CMP for the UH Management Areas.\(^8\) The CMP MA related to Monitoring, Evaluation, and Updates MEU-1,\(^9\) requires UH, through OMKM, to produce annual progress reports describing in detail the management goals, objectives, and actions for the year and what progress was made towards meeting them. In August 2020 we received from UH, the OMKM 2020 Annual Report to BLNR. In addition to annual progress reports, MEU-1 requires OMKM to prepare Five-Year Outcome Analysis Reports that describes the status of the various management programs, progress towards meeting CMP goals, and other relevant information. OMKM is in the process of completing its first five-year review.

Since OMKM will be submitting its first Five-Year Progress Report and UH has announced its intent to file an EIS for a new state lease, DLNR sought an independent evaluation of UH’s current management of Mauna Kea under the CMP. More specifically, DLNR sought an independent evaluation of not only UH’s implementation of the CMP but also UH’s adherence to the CMP and the effectiveness of its management strategies and governance structures in preserving and protecting the valuable cultural and natural resources on the state conservation lands.

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\(^5\) The Astronomy Precinct and Natural and Cultural Preservation Area were designated by UH in its 2000 Mauna Kea Science Reserve Master Plan (Master Plan). The Master Plan called for 525 acres of the summit area leased land to be designated an Astronomy Precinct where the astronomy development was to be consolidated to maintain a close grouping of astronomy facilities, roads, and support infrastructure. CMP page 3-1. The Master Plan was approved by the UH BOR but not adopted or approved by BLNR. CMP page 3-6.

\(^6\) UH’s notice of intent to file an environmental impact statement (EIS) for the state leased lands was published in the Office of Environmental Quality Control (OEQC) February 23, 2018 Environmental Bulletin.

\(^7\) The Project Team that developed the CMP consisted of The Edith Kanaka‘ole Foundation, Rechtman Consulting, McNeil Wilson, Sustainable Resources Group International, Inc., and Pacific Consulting Services.

\(^8\) The UH Management Areas is described in Section 3.1.1 of the CMP as beginning “at approximately 9,200 ft. (2,804 m) on Mauna Kea and extends to the summit, at 13,796 ft. (4,205 m), encompassing three distinct areas: the Mauna Kea Science Reserve (Science Reserve), the mid-level facilities at Hale Pōhaku, and the Summit Access Road (see Figure 3-1). These areas are collectively referred to as the ‘UH Management Areas.’ The UH Management Areas on Mauna Kea are classified in the resource subzone of the state conservation district lands (see Section 3.4.2).” See CMP at page 3-16.

\(^9\) MEU-1 refers to Monitoring, Evaluation and Updates (MEU). See CMP at page 7-64.
Preliminary Evaluation Report

**DLNR'S INDEPENDENT EVALUATION OF UH'S IMPLEMENTATION OF THE CMP**

**PURPOSE OF THE INDEPENDENT EVALUATION REPORT**

The purpose of this Independent Evaluation Report (Report) is to (1) evaluate the effectiveness of UH, specifically OMKM's, implementation of the specific Management Component Plans (MCP) found in Section 7 of the CMP, and (2) to evaluate the efficiency of the governance structure in managing the cultural and natural resources within state conservation lands under lease to UH. Ultimately, this Report will provide DLNR and BLNR the relevant information, including extensive public input, as they consider the management of the state conservation lands during the current lease term and beyond, in any future lease.

**INDEPENDENT EVALUATION PROCESS**

**Fact Gathering**

The independent evaluation process focused on OMKM's implementation of the CMP MAs within the MCPs and UH's governance structure in managing Mauna Kea and the Mauna Kea Science Reserve. The Project Team\(^1\) gathered relevant information from files of DLNR, UH, various litigation involving Mauna Kea, 1998 state auditor report and follow-up audit reports, relevant print and social media, and other related materials. We also provided UH the opportunity to submit all relevant documents on their implementation of the CMP. In response to the request, UH emailed a comprehensive list of documents and links supporting their implementation of the CMP.\(^2\) All information that was provided to Ku'iwalu was uploaded to the CMP evaluation website, [www.evaluatetheCMP.com](http://www.evaluatetheCMP.com).

We also reviewed materials related to the implementation of the CMP and Mauna Kea in general, from other stakeholders, including but not limited to: the Sierra Club of Hawai‘i, Protect Mauna Kea, KAHEA, IfA, Imiloa Astronomy Center, Hawai‘i Unity & Liberation Institute, Hawai‘i Forest & Trails, EnVision Maunakea, Office of Hawaiian Affairs (OHA), Imua TMT, and the TMT International Observatory.

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\(^1\) Section 7.4.1 of the CMP states that the OMKM will be responsible for implementing the CMP and ensuring adherence to its provisions. However, for purposes of this Report, since the state lease is issued to UH, the UH will be generally referenced as responsible for the implementation of the CMP unless the action is specifically undertaken by OMKM, then OMKM will be referenced.

\(^2\) The Project Team for this Report includes SMS Research, People Strategies Hawai‘i LLC, and Ku'iwalu.

12 Ku'iwalu sent a letter dated May 19, 2020 to Dr. Gregory Chun, UH's Executive Director of Maunakea Stewardship, providing them an opportunity to furnish Ku'iwalu with all relevant information, which could include reports, studies, annual reports, meeting notes, community comments, administrative rule-making, response to auditor's reports, etc. that document UH's performance, operations, and the management of Mauna Kea consistent with the CMP. Dr. Chun was identified as UH's Point of Contact for the independent evaluation.
Public Engagement Process

As part of the evaluation process, Ku'iwalu proposed to develop and implement a culturally sensitive and robust public engagement process, similar to the community outreach process utilized in the preparation of the CMP that was approved in 2009. At the onset, Ku'iwalu was challenged by the constraints and uncertainties of the COVID-19 restrictions on social distancing and travel to Hawai'i Island. Thus, Ku'iwalu utilized a variety of non-traditional approaches to engage the general public and stakeholders to solicit their input on UH's implementation of the CMP and stewardship of Mauna Kea. The following methods were used to solicit public input: email updates, stakeholder meetings, virtual public meetings, website, Facebook, and direct contact with Ku'iwalu.

Development and Implementation of the Evaluation Model

SMS Research, based upon their experience and expertise, developed and conducted the independent evaluation. To start, they did a thorough review of the CMP and examined all the documents provided during the fact gathering phase. They relied upon the documents provided by UH, including OMKM's 2020 Annual Report to BLNR, MKMB meeting minutes, reports, studies, and other relevant documents. They also reviewed and considered all documents related to the CMP provided by other organizations, comments from stakeholder and virtual public meetings, website comments, and comments that were submitted directly to Ku'iwalu through phone calls and emails.

SMS Research then developed an evaluation model based upon the Logic Model Approach. This approach focuses on which MAs were completed by OMKM and the impact of those activities or actions on achieving the desired outcomes as set forth in each of the MCPs. The time period examined was UH's implementation of the CMP from 2010 to present.

Final Report

The Report includes three sets of evaluations. First, the Report includes UH's self-assessment based upon the OMKM 2020 Annual Report to BLNR. Second, the Report includes the public's assessment of how effectively UH implemented the CMP MAs, based upon comments from stakeholder meetings, the three virtual public meetings, comments submitted on the website or by email directly to Ku'iwalu. Third, the Report includes the independent evaluation based upon the logic model that took into consideration UH's self-assessment, public input, whether UH's action achieved the desired outcomes, and the timeliness of completion by UH to meet the desired outcomes.

The Report will be submitted to DLNR by December 31, 2020 and uploaded to the CMP website for public consumption.

13 Appendix A7 is a copy of the OMKM 2020 Annual Report to BLNR.
MANAGEMENT OF MAUNA KEA

Before delving into the public comment and evaluation model, we believe it is important to have an understanding of the historical background on management of Mauna Kea to provide context for the CMP MAs, MCP desired outcomes, and goals which set the framework for the Logic Model Approach.\textsuperscript{14} A brief history timeline of the management of Mauna Kea is shown in Figure 1.

MANAGEMENT OF MAUNA KEA PRIOR TO 1968

In the early 1960’s, the federal government, through the National Aeronautics and Space Administration, was increasing funds to test, develop, design, and construct telescope facilities around the country. Due to accessibility, initial testing was conducted at Haleakalā, on Maui Island. In 1963, Governor John Burns provided funds to build an access trail to the summit of Mauna Kea for observatory testing. In 1964, after testing, UH concluded that Mauna Kea was an exceptional site for an astronomical observatory. In that same year, the State Land Use Commission placed the lands on Mauna Kea within the state’s conservation district under the management jurisdiction of BLNR.\textsuperscript{15}

MANAGEMENT OF MAUNA KEA UNDER GENERAL LEASE NO. S-4191

In 1967, UH established the IfA to plan for telescope development on Mauna Kea. The following year, UH applied to BLNR for a 65-year lease of the state conservation lands at Mauna Kea to establish the Mauna Kea Science Reserve. Management of the state leased lands was primarily by IfA to further their mission to conduct and promote world-class astronomical research. From 1968 to 2002, thirteen telescopes were built on the summit of Mauna Kea.

\textsuperscript{14} We also recognize that this Report will be broadly reviewed, thus this background information on management of Mauna Kea will provide the relevant context when reviewing the Report.

\textsuperscript{15} See CMP Section 3.2, at pages 3-5 for complete History of Planning and Management of Mauna Kea. Additionally, Hawaii Revised Statutes (HRS), Chapter 205-2 describes the state four land use districts; urban, rural, agricultural, and conservation. Conservation districts include areas necessary for protection and preservation of resources.
During this same period of time, local groups, including hunters, cultural practitioners, conservationists, and others raised concerns about the increased development of telescopes on the summit of Mauna Kea with no management or care for the cultural and natural resources. From 1974 to 2000, DLNR and UH attempted to respond to the community concerns to improve management control over not only telescope development, but the proliferation of unregulated commercial and recreational use of Mauna Kea. BLNR adopted the 1977 DLNR Mauna Kea Plan, 1980 Hale Pōhaku Complex Development Plan, 1985 Mauna Kea Management Plan, and 1995 Revised Management Plan for the UH Management Areas on Mauna Kea. Similarly, in 1982 the UH BOR approved the Research and Development Plan for Mauna Kea Science Reserve, in 1983 the Mauna Kea Science Reserve Complex Development Plan, and in 2000 the Mauna Kea Science Reserve Master Plan.

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A BRIEF HISTORY OF
MANAGEMENT OF MAUNA KEA

Actions by
State of Hawai‘i

1963 - BLNR approved 65-year lease (GL S-191) to UH for Mauna Kea Science Reserve.
1968 - BLNR approved planning and environmental impact statements.
1988 - State legislature instructed State Auditor to conduct cost study of Mauna Kea, no report.
1997 - Judge Hira in Outrigger case requires BLNR to approve a comprehensive plan before new development; UH contracts with Hamade to draft CMP.
1998 - BLNR approves CMP.
2000 - State Auditor reports that UH management plan is inadequate to ensure protection of non-scientific values and local community interests.
2004 - Judge organizations in Outrigger case order UH to develop a comprehensive plan before developing Mauna Kea.
2005 - Judge organizations in Outrigger case order UH to develop a comprehensive plan before developing Mauna Kea.
2006 - Judge organizations in Outrigger case order UH to develop a comprehensive plan before developing Mauna Kea.
2007 - Judge organizations in Outrigger case order UH to develop a comprehensive plan before developing Mauna Kea.
2008 - Judge organizations in Outrigger case order UH to develop a comprehensive plan before developing Mauna Kea.
2009 - Judge organizations in Outrigger case order UH to develop a comprehensive plan before developing Mauna Kea.
2010 - State Auditor's report recommending actions to protect Mauna Kea.
2011 - Judge issues NTIP to UH, limits activities.
2014 - State Auditor's report recommending actions to protect Mauna Kea.
2015 - Judge issues NTIP to UH, limits activities.
2016 - Judge issues NTIP to UH, limits activities.
2017 - Judge issues NTIP to UH, limits activities.
2018 - Judge issues NTIP to UH, limits activities.
2019 - Judge issues NTIP to UH, limits activities.
2020 - Judge issues NTIP to UH, limits activities.

Actions by
University of Hawai‘i

1964 - UH signs lease to establish a radio telescope on Mauna Kea.
1967 - UH develops plans for a radio telescope.
1968 - UH develops plans for a radio telescope.
1974 - UH develops plans for a radio telescope.
1980 - UH develops plans for a radio telescope.
1988 - UH develops plans for a radio telescope.
1997 - UH develops plans for a radio telescope.
2000 - UH develops plans for a radio telescope.
2005 - UH develops plans for a radio telescope.
2010 - UH develops plans for a radio telescope.
2015 - UH develops plans for a radio telescope.
2016 - UH develops plans for a radio telescope.
2017 - UH develops plans for a radio telescope.
2018 - UH develops plans for a radio telescope.
2019 - UH develops plans for a radio telescope.
2020 - UH develops plans for a radio telescope.
THE STATE AUDIT OF THE MANAGEMENT OF MAUNA KEA

In response to the "growing concerns" over the protection of Mauna Kea's cultural and natural resources, the 1997 Hawai'i State Legislature, through Senate Concurrent Resolution No. 109, requested the State Auditor to conduct an audit of the management of Mauna Kea and the Mauna Kea Science Reserve. The audit was completed in February 1998, and specifically noted that the "conditions of the lease, the plan(s) developed, and the Conservation District Use Application (CDUA) process were all designed to allow the university's use of the lands without causing excessive damage to the fragile environment. However, the university's focus on pursuing its own interests has led to conditions and practices that have countered or weakened these processes."17

The audit indicated that UH primarily focused on development of the summit of Mauna Kea for some of the most powerful astronomical instruments in the world. While these telescopes enhanced the university's prestige and status around the astronomical community, "both the university and the department18 failed to develop and implement adequate controls to balance the environmental concerns with astronomy development."19

The audit concluded that,

Over thirty years have passed since construction of the first telescope on Mauna Kea. During this period, little was done to protect its natural resources. The university, as the leaseholder, should have provided sufficient protection to the natural resources and controlled public access and use. These requirements have not been adequately met. The Department of Land and Natural Resources, in its role as landlord, should have overseen the university's activities and enforced permit conditions and regulations in protecting the State's interests. Neither state agency has been proactive in maintaining the conservation district.20

The audit made several recommendations for UH and DLNR to improve the management of Mauna Kea and the Mauna Kea Science Reserve. Since 1998, the state auditor has conducted four follow-up audits to assess UH and DLNR's implementation of their specific recommendations to improve the management of Mauna Kea and the Mauna Kea Science Reserve. The follow-up audits were done

17 Id, page 16.
18 While the 1998 Audit addressed both UH and DLNR's management of Mauna Kea and the Mauna Kea Science Reserve, for purposes of this Report, we will be focusing only on UH's management of Mauna Kea under the CMP.
19 Id, page 15.
20 Id, pega 34-35.
in 2005,\textsuperscript{21} 2014,\textsuperscript{22} 2017,\textsuperscript{23} and 2019.\textsuperscript{24} In general, the follow-up audits found that UH had made improvements in managing Mauna Kea, including the adoption of the CMP. However, consistent in all the audits, was UH's failure to adopt administrative rules governing public and commercial activities to ensure effective management and enforcement for the protection and preservation of the natural and cultural resources.\textsuperscript{25}

**DEVELOPMENT AND MANAGEMENT OF MAUNA KEA UNDER THE CMP**

The CMP was developed to address many of the past concerns by providing a resource management framework to preserve and protect cultural and natural resources by managing existing and future activities and uses on Mauna Kea. Some of the past concerns were noted in the 1998 Auditor's Report, including over emphasis on telescope development and lack of acknowledgement of the cultural significance of Mauna Kea. The CMP was also developed to comply with the legislative intent of conservation lands,\textsuperscript{26} and judicial decisions, including Judge Hara's decision\textsuperscript{27} and the *Ka Pa‘akai*\textsuperscript{28} analytical framework related to the protection of Native Hawaiian rights.

\textsuperscript{25} UH Administrative Rules, Chapter 20-26 entitled Public and Commercial Activities on Mauna Kea Lands was adopted by the BOR on November 6, 2019, signed by the Governor, and became effective on January 23, 2020.
\textsuperscript{26} HRS, §183C-1, states that "The legislature finds that lands within the state land use conservation district contain important natural resources essential to the preservation of the State's fragile natural ecosystems and the sustainability of the State's water supply. It is therefore, the intent of the legislature to conserve, protect, and preserve the important natural resources of the State through appropriate management and use to promote their long-term sustainability and the public health, safety and welfare."
\textsuperscript{27} *Mauna Kea Anaina Hou, et al. v. Board of Land and Natural Resources*, Civ. No. 04-1-397, Decision and Order dated January 19, 2007 (Judge Hara's decision). Pursuant to Judge Hara's decision, BLNR shall approve a comprehensive management plan that considers multiple uses as a precondition for any future development on Mauna Kea.
\textsuperscript{28} *Ka Pa‘akai O Ka ‘Aina v. Land Use Commission*, 94 Haw. 31, 7 P.3d 1068 (2000) (Ka Pa‘akai). The Hawaii Supreme Court in its decision in *Ka Pa‘akai* provides government agencies an analytical framework to ensure the protection and preservation of valued cultural, historical, and natural resources. Section 2.3.3 of the CMP specifically describes how the CMP applied the analytical framework to ensure that the constitutionally guaranteed traditional and customary Native Hawaiian rights and cultural, historical, and natural resources are preserved and protected.
In addition to the legal requirements, the CMP was developed based upon an extensive community engagement process. The basis for the consultation process was an acknowledgment by UH that past planning and management efforts had not fully engaged the community or genuinely considered their concerns. The CMP aptly summarizes this sentiment:

*During the recent Outrigger Telescope permitting process, many in the Hawaiian community experienced frustration as they attempted to express their perspectives and suffered psychological and spiritual hurt as their values and traditions were not given the attention and respect they deserved. As a result, they lost trust in the University as a responsible steward of the UH Management Areas and criticized the University for circumventing its own management policies. Subsequently, many individuals dissociated themselves from the process or resorted to other venues to express their views and advocate their position.*

The CMP was prepared in a methodical manner, primarily based upon the *Ka Pa‘akai* analytical framework, to form the foundation for the 103 MAs. These MAs are designed to preserve and protect the cultural and natural resources by managing the existing and futures uses and activities on Mauna Kea.

- **Section 1 – Cultural Orientation.** Introduces the reader or user of the CMP to the cultural significance of Mauna Kea from a historical and contemporary use perspective;
- **Section 2 – Introduction.** Describes the CMP as an integrated planning tool for resource management, drawing upon the Hawaiian approach to managing cultural and natural resources as well as contemporary science-based management approaches. This section also describes the CMP goals, objectives, and desired outcomes upon which we evaluate whether UH’s implementation of the CMP is in furtherance of these goals;
- **Section 3 – Management Environment.** Provides an overview of the physical UH Management Areas, history of the previous planning and management plans, and describes the management responsibilities over Mauna Kea;
- **Section 4 – Community Engagement Process.** This process recognized that many in the public, especially the Native Hawaiian community on Hawai‘i Island felt anger, hurt and mistrust towards UH for not involving them in management decisions related to Mauna Kea. This section describes the culturally sensitive community engagement process based upon cultural values and the non-traditional methods of engagement to ensure meaningful participation by the public;

29 CMP, page 4-1.
30 We acknowledge that not all Native Hawaiians may share the view that Mauna Kea is culturally significant. During the public engagement process for this Report, there is a strong Native Hawaiian constituency that assert Mauna Kea is not culturally sacred and in fact, the CMP’s assertion that Mauna Kea is culturally significant is offensive to this Native Hawaiian constituency. However, during the community engagement process for the development of the CMP, there was overwhelming sentiment by many of the Native Hawaiian stakeholders that participated in the process, that Mauna Kea is culturally significant.
• Section 5 – Cultural and Natural Resources. The CMP relied upon previous documentation to identify the valued cultural resources, historic and archaeological resources, and natural resources. Section 5 is the 1st step in the Ka Pa'akai analysis to identify the valued cultural, natural, and historic resources within the state conservation lands;

• Section 6 – Human Environment. This section described all the existing and future activities and uses on Mauna Kea and the threats to the cultural, natural, and historic resources. Section 6 is the 2nd step in the Ka Pa'akai analysis to determine the impacts that the proposed management framework would have on the valued resources;

• Section 7 – Management Component Plans. Section 7 is the 3rd step in the Ka Pa'akai analysis that identifies the feasible actions, MAs, or mitigation measures to reasonably protect the valued cultural, natural, and historic resources. This is the heart of the CMP that sets forth desired outcomes for each of the MCPs, specific MAs that UH, and specifically OMKM, is required to implement to ensure the protection and preservation of the cultural and natural resources.

The CMP was approved by BLNR on April 7, 2009 and the UH BOR on April 16, 2009. As a condition of BLNR approval, four sub-plans were required to be developed within one year of approval of the CMP. The four sub-plans include: (1) Natural Resource Management Plan for the UH Management Areas on Mauna Kea (September 2009), (2) Cultural Resources Management Plan for the UH Management Areas on Mauna Kea (October 2009), (3) Mauna Kea Public Access Plan (January 2010), and (4) Decommissioning Plan for the Mauna Kea Observatories (January 2010).

PUBLIC ENGAGEMENT PROCESS AND SUMMARY

The public engagement process and summary is a critical component of not only the independent evaluation but the path forward for stewardship of Mauna Kea. When contracting with Ku‘iwalu, DLNR emphasized the importance of an extensive public engagement process to fully inform them and BLNR of the public’s sentiments about current and future stewardship of Mauna Kea. Public sentiments include stakeholders to Mauna Kea and the general public. Thus, in addition to the technical evaluation of UH’s implementation of the CMP, this Report includes the public’s assessment of UH’s management or stewardship and governance of Mauna Kea.

Almost everyone has an opinion or comment on Mauna Kea. However, not all comments are necessarily related to the implementation of the CMP. 32 For the integrity of the independent evaluation, we wanted to ensure that the public assessment and UH’s assessment were comparing “apples with apples,” in other words, comparing the same CMP MCPs. Thus, while we read all of the comments, for the purposes of the independent evaluation, we considered those comments that were specifically related to UH’s implementation of CMP MAs. However, this does not diminish or disregard the time people took to submit their comments or the strong sentiments that were expressed in their comments. For those who submitted comments within the comment deadline, we have listed their names on Appendix A1.33 We have greatly appreciated all of the comments that were submitted.

STAKEHOLDERS AND GENERAL PUBLIC

Similar to the CMP community engagement process, there are families, organizations, and agencies who have an active (and in some cases, cultural or lineal) relationship to Mauna Kea. There are certain stakeholders whose views and perspectives were given careful consideration because of their cultural, legal, or regulatory affiliation with Mauna Kea. They include the following:

- UH Management Entities
- Families who have cultural or lineal connections to Mauna Kea
- Hawaiian Cultural and Religious Practitioners
- Astronomical Community
- Aha Moku Advisory Committee

32 In fact, many comments we received were either for or against the construction of TMT on Mauna Kea. While this Report is not for or about TMT, Hawaiian sovereignty, ceded lands, compensation, or renewal of the state lease, many of the comments we received were about these topics. This Report briefly describes some of these comments in the Section titled “Issues and Concerns beyond the Scope of this Report.”

33 Appendix A1 is a comprehensive list of all the individuals and groups we engaged with during the CMP evaluation process. This list includes those who may have received email updates, participated in stakeholder meetings, attended virtual public meetings, left a comment on the website, or emailed a comment directly to Ku‘iwalu.
CONSULTATION PROCESS AND METHODS

As previously noted, Ku’iwalu utilized a variety of non-traditional approaches to engage the general public and stakeholders to solicit their input on UH’s implementation of the CMP and stewardship of Mauna Kea. We engaged with nearly 500 individuals or organizations during the evaluation process. The following methods were used to solicit public input:

Email Updates

- 1st email – May 15, 2020. Ku’iwalu initially emailed letters to those individuals or groups who were consulted during the preparation of the CMP in 2009. In addition, emails were sent to a list of known stakeholders involved in Mauna Kea at the time. The first email included a letter introducing Ku’iwalu, a copy of DLNR’s May 15, 2020 Press Release announcing their review of the Mauna Kea CMP, the CMP Report and CMP Appendices from April 2009. Appendix A2 is a copy of the email, and attachments of Ku’iwalu’s Introduction Letter, and DLNR’s Press Release;

- 2nd email – July 23, 2020. The 2nd email update included a letter that announced the launch of the Project Website www.evaluatetheCMP.com and Facebook page (Share Your Mana’o on the Mauna Kea CMP). The letter indicated that the website provides easy access to the CMP, reference documents provided by UH, as well as other resources. It also explained ways to provide comments and give input during the evaluation process. As the process proceeded, the email updates were expanded to include those who participated in stakeholder meetings, those who registered for the virtual public meetings, or those who may have submitted comments. Appendix A2.1 is a copy of the email and the July 23, 2020 letter;

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34 See Appendix A1.
35 The April 2009 CMP Report and CMP Appendices can be found on DLNR’s website.
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- 3rd email – August 26, 2020. The 3rd email update announced the three virtual public meetings as well as information of the many different ways to provide comments before the October 16, 2020 comment deadline. Appendix A2.2 is a copy of the email;

- 4th email – September 3, 2020. The 4th email update announced the three virtual public meetings and how to register for each meeting. It also provided a link to the website to participate in a number of informal community polls. Appendix A2.3 is a copy of the email sent to the expanded list of stakeholders;

- 5th email – September 24, 2020. The 5th email was a reminder to register in advance for the virtual public meetings. Appendix A4 is a copy of the email reminder.

- 6th email – December 2020. The 6th email will be to announce that the Report has been submitted to DLNR and posted on the website for thirty (30) days, thereafter the website will be removed since the Report has been submitted. DLNR will then provide a link to the Report on its Mauna Kea website. The email will be sent to the comprehensive list referenced in Appendix A1.

Individual and Stakeholder Meetings

Ku'iwalu convened over forty (40) virtual stakeholder meetings and telephone conferences during the course of the evaluation process. The small talk story meetings permitted discussions that could be candid, confidential, and respectful. The meetings ranged from 1-2 hours and focused on getting specific comments on UH's implementation of the CMP MAs and their stewardship of Mauna Kea. These stakeholder meetings ranged from the various UH Management Entities who have a role in the management of Mauna Kea, relevant DLNR Divisions, cultural and religious practitioners, individuals and families who have cultural or lineal connections to Mauna Kea, NHOs, Observatories, Imua TMT, KAHEA, Kia'i Alaka'i and elected officials. Appendix A3 is a list of stakeholders we met with. This list of stakeholders was added to the list for email updates.

Virtual Public Meetings

In an effort to reach out to the broader public, we held three virtual public meetings. The meetings were scheduled on different days of the week and at different times to make them more accessible to the public. Those wanting to attend the virtual meetings were required to register in advance in order to receive a link to attend the meetings. Appendix A4 is a list of those who registered for each of the three virtual public meetings. In general, more people registered than actually joined the meeting.

36 The deadline for comments was extended to November 5, 2020 as posted on the website.
During each of the two-hour virtual public meetings, we provided a brief presentation on the CMP and evaluation process. However, most of the meeting was dedicated to providing the public with an opportunity to give specific comments on UH’s implementation of the CMP MAs. Appendix A4 also includes a copy of the meeting agenda, and the power point presentation that was shared at the meeting.

**Website**

We created a dedicated website as another means to inform, educate, and solicit public input on the independent evaluation, [www.evalutetheCMP.com](http://www.evalutetheCMP.com). Not only did the website provide information about the CMP, the evaluation process, and links to an exhaustive listing of resource materials related to Mauna Kea, but one of the primary purposes for the website was to provide the public another platform to submit comments. We received approximately 70 comments through the website. Individuals could leave comments, but their comments could not be viewed by others. Appendix A5 is a copy of some of the information posted on the website. The comments are not included in the Appendix because we did not get permission and most of the comments were not specifically related to the implementation of the CMP.

**Facebook**

At the time we launched the website, we launched a Facebook page as a social media platform to supplement the website. The Facebook page was an additional way of distributing information and announcements. No public comments were permitted to be posted to the Facebook page, but viewers were directed to the website to leave their comments.

**Comments Submitted to Ku‘iwalu Related to UH’s implementation of the CMP**

Besides the methods noted above, some comments were sent directly to Ku‘iwalu. For example, we received written comments from the OHA, Imua TMT, Kimo Stone, Milliana Trask on behalf of Wahine Apapalani Hawaiian Cultural Practitioners, Bianca Isaki on behalf of KAHEA, Senator Kurt Fevella, Thayne Currie, Flores-Case ‘Ohana, and numerous email form submissions from Mauna ‘Aelike/Consensus Building ‘Ohana.37

Appendix A6 is a copy of these comments.

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37 Appendix A6 includes a copy of Kealoha Pisciotta’s comments on behalf of Mauna Kea Anaina Hou, Mauna Kea Hui, Mauna Kea Moku Nui ‘Aelike/Consensus Building ‘Ohana and a copy of one of the form submissions received via email from Mauna ‘Aelike/Consensus Building ‘Ohana whose contents are identical to Kealoha Pisciotta’s comments. We did not include in Appendix A1 all of the names who submitted Mauna ‘Aelike/Consensus Building ‘Ohana forms after November 5, 2020, the extended deadline to submit comments as posted on the website.
SUMMARY OF THE COMMENTS RELEVANT TO UH'S IMPLEMENTATION OF THE CMP

While the next section of the Report will include the public's assessment of UH's implementation of the CMP, this section of the Report will summarize some of the major themes specifically relevant to UH's implementation of the CMP. The Section titled "issues and Comments beyond the Scope of the CMP" will summarize or list some of the comments that are beyond the scope of the implementation of the CMP but should be considered in broader decision making related to Mauna Kea.

The cultural value of Mauna Kea continues to be "unrecognized" by UH as are the rights of Native Hawaiian cultural and religious practitioners

From the building of the initial telescopes in 1968 to the 1998 Auditor's Report, and to the implementation of the CMP, a consistent concern has been that UH has primarily focused on telescope development on Mauna Kea and the cultural value of Mauna Kea has been disregarded or largely unrecognized. While we received comments from some Native Hawaiians who assert that Mauna Kea is not sacred, we received many more comments from members of the Native Hawaiian community and the general public that Mauna Kea is culturally significant. We also received specific comments from individuals and families who continue to exercise traditional and customary practices on Mauna Kea that have not been consulted with and felt that their rights have been disregarded or disrespected by OMKM.

For example, there was strong sentiment by Native Hawaiians active in the protest on Mauna Kea that the determination by OMKM as to what cultural resources and historic sites are significant, including the removal of some of those resources is not only inconsistent with the CMP but it also violates their constitutional protections under Article XII, Section 7 of the Hawaii State Constitution. They specifically assert that there has been little or no consultation with known families who have cultural or lineal connections to Mauna Kea, Kūpuna, and cultural and religious practitioners before the removal of these resources. They assert that these actions by OMKM are inconsistent with CMP MA CR-1, CR-4, CR-5, CR-6, CR-7, CR-8, CR-9, and CR-10.

Another example noted in the comments we received was that UH's initial draft of the administrative rules proposed to regulate Native Hawaiian traditional and customary rights while providing exemptions for commercial users. The commenters note that only after vocal opposition to the draft rules, were the final administrative rules revised to provide that "Native Hawaiian traditional and
customary rights as recognized and protected under article XII, section 7, of the Hawai‘i State Constitution shall not be abridged.\textsuperscript{40}

**There is a lack of genuine community engagement and cultural education by UH as required by the CMP.**

A consistent comment from outside of UH Management Entities is that there has not been genuine community outreach and cultural education as required by CMP MA EO-1, EO-2, EO-3, and EO-7. Even some UH Management Entities note that this is one area in the CMP that UH could improve on. Comments by UH-Hilo Entities believe that community engagement was primarily through MKMB meetings and UH BOR meetings as these meetings are open to the public. UH-Hilo Entities felt that beyond the MKMB publicly noticed meetings, it was the role of the UH System in Mānoa to manage the communications with the community because UH-Hilo Entities do not have the resources, given that most of them are voluntary boards.

In addition to OMKM’s deficiencies noted above, the CMP MA related to Education and Outreach, there were comments that OMKM failed to inform the public of the results of the management activities in a timely manner and failed to timely complete the five-year review as required under CMP MA MEU-1 and MEU-2, respectively.

With respect to cultural consultation, UH-Hilo Entities believe that it is the kuleana of KKM to engage with the Native Hawaiian community because of their cultural experience and expertise. Although KKM meetings are not subject to the sunshine law and therefore not required to be open to the public, KKM is comfortable in making their collective recommendations to OMKM based upon their cultural experience and expertise. Like MKMB, members of KKM commented that they are a voluntary board who are doing the best they can with their limited resources. KKM has provided OMKM recommendations on removal of offerings, scattering of human remains, construction of new cultural features including stacking of rocks, and they review any proposed changes by observatories to their facilities on Mauna Kea. Although most of the UH Management Entities believe they are in compliance with the CMP, the UH BOR has directed the ‘Imiloa Astronomy Center to take a more active role in community engagement and cultural education.\textsuperscript{41}

\textsuperscript{40} Section 20-26-3, Hawaii Administrative Rules (HAR).

\textsuperscript{41} University of Hawai‘i Board of Regents Resolution 19-03, Adopted November 6, 2019, Amended, July 1, 2020 (BOR Resolution 19-03). BOR Resolution 19-03 specifically determined that there remain unmet responsibilities and ongoing compliance issues that have delayed completion of certain recommendations and requirements under the Management Plans. Action Item No. 5 specifically provides, “In collaboration with OMKM and MKSS, the ‘Imiloa Astronomy Center shall develop a suite of educational programs regarding Maunakea including but not limited to Native Hawaiian culture, history, environmental, and biological considerations designed for tour guides and drivers, employees, contractors, recreational users, scientists and observatory workers, and visitors, as required by the Management Plan, by August 31, 2020. OMKM shall report to the Board of Regents on its plans and progress to implement said educational programs at its February 2020 meeting. Administration shall make a budget request during the 2020 legislative session to fund this action item.”
UH has generally done a good job in managing the cultural and natural resources, but there is no independent review or accountability on the integrity of the studies or reports, and the completion of many of the CMP actions are overdue.

Most of the comments we heard from government agencies, observatories, commercial and recreational users, and some Native Hawaiians, expressed that the cultural and natural resources are being better managed and protected by OMKM than prior to the 1998 Audit. Many have indicated that the wekiu bug population has increased, the historic sites are being monitored regularly under the archaeological monitoring plan, the OMKM Rangers are doing a great job educating visitors about staying on the trail and picking up their trash, the Mauna Kea silversword population has increased, and the access road is better maintained, especially during the snowy winter season.

On the other hand, we also heard comments that archaeological monitoring plans were long overdue, that the reports indicating the wekiu bug population increase were to support delisting it from the endangered species list, that the archaeological work for the northern plateau was altered to show no cultural sites where TMT is going to be built, and that cultural descendants from the area were never consulted on those reports. These comments are related to MAs NR-1 to NR-18. This independent evaluation did not review the reports or studies referenced by OMKM for accuracy or scientific integrity.

There is an inherent conflict of interest by having UH as the lessee of the state conservation lands and the applicant for new telescope development.

We heard strong comments from members of the Native Hawaiian community that UH’s role to advocate for new telescope development as the applicant for the CDUA conflicts with UH’s ability to properly manage and protect the valued cultural and natural resources within the state conservation lands. In relevant part, Section 7.3.4 of the CMP related to Future Land Uses specifically emphasized that “the CMP manages resources, it does not advocate or promote new telescope development.”

Contrary to the CMP, the dual roles of UH as land manager and as developer creates at least an appearance of a conflict of interest that have caused some Native Hawaiians to question the credibility and integrity of the scientific, historic, cultural, and environmental reports that OMKM produced pursuant to the CMP MAs. Some comments specifically noted that CMP MA FLU-2 required UH to develop land use zones in the Astronomy Precinct and the goal of this process was to refine telescope siting areas defined in the 2000 Master Plan based upon updated cultural and natural resource information. For example, TMT is being proposed to be built in the northern plateau in an area where the 2000 Master Plan

[^42]: NR refers to Natural Resources (NR). See CMP section 7.1.2.
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says no telescope development. This conflict of interest adds to the diminished trust between UH and many members of the Native Hawaiian community.

We also heard comments from UH-Hilo Entities that it was "awkward" having UH as the applicant for the CDUA for TMT. In fact, they felt their relationship with members of the Native Hawaiian community changed when they became the applicant for the TMT CDUA; they felt they were no longer viewed as being neutral land managers but telescope developers. Beyond the issue of the appearance of a conflict of interest, the UH Management Entities have commented that ideally, they would prefer having a smaller state lease of only the 525 acres of the Astronomy Precinct and contribute funds to DLNR or another appropriate entity to manage the 10,000 acres consisting of the Natural and Cultural Preservation Area. Similar comments were made by some of the observatories. There were a few comments that wanted to explore the possibility of having a Native Hawaiian entity or third party manage all the state conservation lands or at least the 10,000 acres of Natural and Cultural Preservation Area.

The current UH governance structure is not effective in managing Mauna Kea.

It is worth noting that most of the comments related to the effectiveness of the governance structure was made by UH Management Entities. The UH-Hilo Entities strongly believe that decision making related to Mauna Kea needs to be made by UH-Hilo Entities on Hawai‘i Island. In addition, these same entities believe that OMKM is doing a fairly good job in implementing the CMP.

On the other hand, several of the UH Management Entities outside of UH-Hilo believe that the public perception is that OMKM is not doing a good job stewarding Mauna Kea. They believe that OMKM has not engaged the community, in particular members of the Native Hawaiian community. They also believe that OMKM has not effectively developed cultural education materials, information, or opportunities to collaborate with members of the Native Hawaiian community and organizations to promote cultural education and understanding of Mauna Kea. In response to the perceived deficiency, UH BOR Resolution 19-03 has proposed and begun implementing structural changes to the management of Mauna Kea.43

With respect to the broader public comments on the effectiveness of the UH governance structure, most see UH as one entity. They either believe that the UH existing structure is doing a good job, or they believe that UH is mismanaging Mauna Kea and there is very little in between. There were a few comments that wanted to explore the possibility of having a Native Hawaiian entity or third party manage all the state conservation lands or at least the 10,000 acres of Natural and Cultural Preservation Area.

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43 BOR Resolution 19-03, Action Item No. 9 provides in relevant part, "As part of the reorganization and restructuring plan, an in-depth analysis will be done to determine whether the management of the Maunakea Science Reserve would be better served if transferred to a governmental authority or other third party entity, or through alternate management mechanisms."
ISSUES AND COMMENTS BEYOND THE SCOPE OF THE CMP

There were numerous comments that were beyond the scope of the implementation of the CMP. We did not want to discount these comments as some of these issues had been identified in the CMP (see Section 2.1.4) and continue to linger as unresolved issues. Similar to the CMP, we wanted to respect and honor those comments by noting them below for appropriate consideration beyond this Report.

UH has not kept its “promises” to remove telescopes from Mauna Kea before proposing new telescope development.

This comment primarily related to the issue of timely decommissioning telescopes from the summit of Mauna Kea before any new telescope is constructed. As noted in the CMP, “the basis for this [decommissioning] was not only to preserve a ‘zero net gain’ of telescopes, but also because of the recognition that decommissioning is perhaps the most tangible form of actually listening to the community’s concerns that before new telescopes can be considered some obsolete facilities must come down.”44 In listening to members of the Native Hawaiian community, for many who say UH hasn’t kept their promises, they refer to UH's representations during the early years of the state lease that there would only be 13 telescopes. But now, UH is proposing the world’s largest telescope (TMT) before removing any telescope; 13 to 0.45 We also heard from non-Native Hawaiians, that in order to show some good will, UH needs to facilitate the decommissioning process. In response, the UH BOR has established an accelerated schedule for the decommissioning of up to possibly five (5) telescopes.46 However, there are many people in the community, including Native Hawaiians, who would like to see the retention of existing telescopes that are not obsolete as well as the construction of TMT because of the educational and economic benefits beyond the lease termination in 2033.

UH should not be managing the cultural and natural resources and should only manage the astronomy precinct.

Similar to the comments we heard related to governance, there were many comments, both from within UH and external to UH, that expressed that UH should not be managing the 10,763 acres of Natural and Cultural Preservation Area. Some of the comments expressed by UH Management Entities are that managing the state conservation lands to preserve and protect resources is outside of UH’s mission of education. Other comments, especially by members of the Native Hawaiian community is that UH should not be managing any of the state

44 CMP, page 4-6.
45 Some within the Native Hawaiian community say 13 telescopes for astronomy and 0 telescopes have come down for the Native Hawaiian community.
46 BOR Resolution 19-03. Action item No. 1 relates to the decommissioning of the Catech Submillimeter Observatory and the Hokulea sites. Action item No. 2 relates to establishing a schedule for the decommissioning process of the two sites by December 31, 2021. Action item No. 4 sets a date of December 30, 2025 to determine decommissioning of three (3) additional observatory sites, if required.
conservation lands at Mauna Kea because they do not have the cultural expertise to be stewarding one of the most significant cultural resources to the Native Hawaiian community. On the other hand, there were comments that if the 10,763 acres were to be returned to DLNR to manage, DLNR does not have the resources or capacity to preserve and protect the cultural and natural resources within the preservation area; the resources are better protected under UH. In addition, UH’s management, especially by the OMKM Rangers, of the state conservation lands, provides additional protection to the adjacent DLNR’s Mauna Kea Ice Age Natural Area Reserve and the State Mauna Kea Forest Reserve.

There is presumption that BLNR is going to renew the state lease to UH for the state conservation lands at Mauna Kea.

We received many comments that the renewal of the state lease to UH is a “done deal” because BLNR would not have approved the sublease to TMT if they did not anticipate renewing the state lease to UH. There were many comments by members of the Native Hawaiian community, that the state process is not fair, and it favors telescope development. For this reason, several of those same community members expressed that they do not trust UH, DLNR, or even the independence of this Report.

Other issues raised that were beyond the scope of the CMP and not fully discussed.

Rather than going into great detail, the following is a list of those issues:

- Use of ceded lands which have been "stolen" from the Hawaiian Kingdom;
- $1 a year for lease rent does not accurately reflect the market value of the free telescope viewing time to UH;
- Ownership of the access road;
- Role of the Department of Hawaiian Home Lands in the management of Mauna Kea;
- Establish a Mauna Kea Reserve Commission, similar to the Kaho'olawe Island Reserve Commission, to oversee the management of Mauna Kea;
- There are really more than 13 telescopes on Mauna Kea because some observatories have multiple facilities; and
- The State should use the federal Section 106 consultation process to engage Native Hawaiian individuals and organizations.
EVALUATION PROCESS AND OUTCOME

CMP REPORTING AND EVALUATION REQUIREMENTS

Section 7 of the CMP, describes the natural progression from (1) the MAs that are needed to address the various management needs, (2) that the MAs are organized by topic into four (4) major MCPs, (3) the MCPs were developed using the best available scientific and cultural information and community input, to support the mission to preserve, protect and enhance the cultural and natural resources within the UH Management Areas, and (4) each MCP emphasized the importance of coordinating with other agencies, adjacent landowners, and other stakeholders, including cultural practitioners and families with cultural or leal connections to Mauna Kea to incorporate Native Hawaiian cultural values and traditional knowledge into management planning and activities.47

The Mission of the Office of Mauna Kea Management is to achieve harmony, balance and trust in the sustainable management and stewardship of Mauna Kea Science Reserve through community involvement and programs that protect, preserve and enhance the natural, cultural and recreational resources of Maunakea while providing a world-class center dedicated to education, research and astronomy.

Section 7.4.2 of the CMP outlines the process for monitoring, evaluating, and updating the CMP to meet the "desired outcomes"48 as set forth in the CMP. The purpose of the desired outcome is to "determine whether management actions are achieving the goals of the CMP and to provide a process for improving and updating management strategies through evaluation and revisions of the CMP."49

To determine whether the desired outcomes have been achieved, the CMP requires regular monitoring50 and evaluation51 of the CMP to determine if the management actions are effective over time and are meeting management needs to ensure the best possible protection is afforded Mauna Kea's resources. Pursuant to the adaptive management approach, evaluations should be done annually with review and revisions occurring every 5 years as updated information on the resources become known. Five-year evaluations and revisions should include consultation with federal and state agencies and the local community, to

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47 CMP, page 7-1.
48 "Desired Outcome" summarizes the goal(s) of the management component plans. CMP, page 7-1.
49 CMP, page 7-63.
50 MA MEU-1 requires "OMKM to provide an annual progress report describing in detail the management goals, objectives, and actions for the year and what progress was made towards meeting them. The Progress Report should also describe actions to be taken to improve the program for the next year(s). The Progress Report is not intended to be a status report on the resources in the UH Management Areas; rather, it is meant to inform management and stakeholders of the progress of the program and direction it is to take in the future." In addition, MEU-1 requires OMKM to provide Five Year Outcome Analysis Reports. CMP, at page 7-65.
51 MA MEU-2 provides that the CMP should be updated every five years, based on data collected during various program management activities (e.g. natural or cultural resources monitoring, research projects). Id.
inform stakeholders on program progress, and to gather input on changes or additions to management activities.

While OMKM has submitted annual reports to BLNR on their implementation of the MAs, OMKM has not prepared the Five-Year Outcome Analysis Report (Analysis Report). Presumably, the Analysis Report would have utilized the adaptive management approach and summarized the data collected during the monitoring and research studies to determine the effectiveness of the management actions on preserving and protecting the resources on Mauna Kea. Thus, in the absence of the Analysis Report, we had to utilize an alternative evaluation model to conduct the independent evaluation.

THE LOGIC MODEL METHOD WAS USED TO CONDUCT THE INDEPENDENT EVALUATION

Based upon the Project Team's experience and expertise, a Logic Model approach was determined to be the most appropriate to conduct the independent evaluation of OMKM's implementation of the CMP. This model specifically focuses on whether the MAs that were completed (output) by OMKM achieved the desired outcomes as set forth in each of the MCPs. Each MCP identified MAs to address the needs in order to achieve the desired outcomes.

There are four (4) MCPs:

- **7.1 Understanding and protecting Mauna Kea's Cultural and Natural Resources**
  - 7.1.1 Native Hawaiian Cultural Resources
  - 7.1.2 Natural Resources
  - 7.1.3 Education and Outreach
  - 7.1.4 Astronomy Resources

- **7.2 Managing Access, Activities and Uses**
  - 7.2.1 Activities and Use
  - 7.2.2 Permitting and Enforcement

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52 A logic model is a systematic and visual way to present and share an understanding of the relationship among resources that were chosen to operate your program, the activities you plan, and the changes or results you hope to achieve. W.K. Kellogg Foundation 2004, http://toolkit.pellinstitute.org/evaluation-guide/plan-budget/using-a-logic-model.

53 The CMP defines “Need” as the background information on what type of management actions are needed to achieve the desired outcome and why they are needed. To achieve the desired outcomes, management needs were developed in four areas: education, information gathering, management measures, and rules and enforcement.
7.3 Managing the Built Environment
   - 7.3.1 Infrastructure and Maintenance
   - 7.3.2 Construction Guidelines
   - 7.3.3 Site Recycling, Decommissioning, Demolition and Restoration
   - 7.3.4 Considering Future Land Use

7.4 Managing Operations
   - 7.4.1 Operations and Implementation
   - 7.4.2 Monitoring, Evaluation, and Updates

For the independent evaluation, the Project Team reviewed, (1) the MCP MAs and desired outcomes, (2) OMKM’s implementation of the MAs based upon their annual reports and updates, (3) public input based upon comments provided through the website, the three virtual community meetings, and stakeholder input, and (4) the specific impact of OMKM’s actions to achieve the desired outcomes. The details of these reviews are included in Appendix B.

However, for ease of review, we have prepared a Summary of the Independent Evaluation for each MCP in tables below. Each table has five columns as shown:

<table>
<thead>
<tr>
<th>MCP Section and Desired Outcome</th>
<th>OMKM Implementation Status</th>
<th>Public Input</th>
<th>Independent Evaluation of Impact on Outcome</th>
<th>Recommendations</th>
</tr>
</thead>
</table>

The content of each column is described below:

1. The **MCP Section and Desired Outcome** as specifically provided in the CMP;
2. The **OMKM Implementation Status** shows the total number of actions or activities implemented in that specific section and the action status reported in the OMKM 2020 Annual Report,\(^{54}\)
3. **Public\(^{55}\) Input** summarizes a range of some of the comments we received from the three virtual community meetings, comments, website, and stakeholder meetings;

\(^{54}\) OMKM 2020 Annual Report to the Board of Land and Natural Resources, Status of the Implementation of the Mauna Kea Comprehensive Management Plan. See Appendix A.7

\(^{55}\) “Public” includes interested stakeholders and general public. See Section titled “Stakeholders and General Public” and Appendix A1.
4. The **Independent Evaluation of Impact on Outcome** is a qualitative assessment by the Project Team based primarily on public input. Three levels are indicated: "Good progress on achieving Outcome," "Some progress on achieving Outcome," and "Minimal progress on achieving Outcome."

5. **Recommendations** include the type of metric that could be developed in the CMP revision to track outcomes more quantitatively.

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56 The CMP utilized key concepts from adaptive management in developing the management actions. Adaptive management is defined as a systematic process for continually improving management policies and practices for resource protection by learning from the outcomes of past and current management activities. Adaptive management recognizes that there is a level of uncertainty about the 'best policy or practice for a particular management issue, and therefore requires that each management decision be revisited in the future to determine if it is providing the desired outcome. Management actions in a plan guided by adaptive management can be viewed as hypotheses and their implementation as test of those hypotheses. Once an action has been completed, the next, equally important, step in an adaptive management protocol is the assessment of the action's effectiveness (results). A review and evaluation of the results allows managers to decide whether to continue the action or to change course. This experimental approach to resource management means that regular feedback guides managers' decision and ensures that future strategies better define and approach the objective of the management plan." CMP, page 2-6. Since the CMP had not been previously evaluated based on a set of metrics or measures, the Project Team has to rely on public and other government agencies' input to assess whether OMKM effectively implemented the CMP to achieve the desired outcomes.
Table 1: Summary Table on the Independent Evaluation on Achieving the Desired CMP Outcomes

<table>
<thead>
<tr>
<th>MCP Sections &amp; Desired Outcome</th>
<th>OMKM's Self-Assessment</th>
<th>Public Input</th>
<th>Independent Evaluation of Impact on Desired Outcome</th>
<th>Recommendations</th>
</tr>
</thead>
</table>
| 7.1 Understanding and Protecting Mauna Kea’s Cultural and Natural Resources | Of the 14 Actions:  
  • Five are “ongoing”  
  • Nine are “completed.”  
  Training and educational programs have been developed. Many cultural practices have been protected with the HAR.  
  HAR Chapter 2-26 was not adopted until January 2020.  
  OMKM placed ads inviting community members to participate in talk story session. KKM hosted one talk story session on matters related to CMP actions, with representatives from DLNR, DHH, OHA and members of the Native Hawaiian community. | Materials and training programs developed have insufficient content from Native Hawaiian cultural perspectives and materials prepared by OMKM show a lack of cultural sensitivity and understanding. Cultural stakeholders feel they have not been consulted about content and protocols on cultural issues or practices.  
  KKM review is not sufficient. KKM meetings are not open and they have not consulted with cultural stakeholders.  
  OMKM has removed cultural offerings, aha, stackings of pōhaku, and cultural features, without consulting with families who have cultural and lineage connections to Mauna Kea, Kūpuna, cultural practitioners, OHA, and other NHOs (hereinafter collectively NHOs). There is a lack of Hawaiian decision-making in matters related to identification and protocols related to cultural resources.  
  Cultural and religious practitioners felt the initial draft admin rules violated Art XII, Section 7.  
  There is a lack of cultural presence on Mauna Kea because all you see are observatories.  
  The archaeological documents are not subject to independent scrutiny. The archaeological monitoring reports have not been timely submitted. | Some Progress on Achieving Outcome  
  Specific actions have been completed or are ongoing. However, the admin rules to protect the cultural resources was not codified until January 2020.  
  Unclear if the materials and training programs are sufficient to increase understanding of Native Hawaiian history and cultural practices related to Mauna Kea. | Actions should be completed in a timelier fashion.  
  When developing materials related to Native Hawaiian history and cultural practices, NHOs should be involved in developing and reviewing the materials and providing suggestions.  
  There needs to be greater clarity of the role of KKM with respect to engaging and coordinating with NHOs on cultural issues and protocols. |
<table>
<thead>
<tr>
<th>MCP Section &amp; Desired Outcome</th>
<th>OMKM's Self Assessment</th>
<th>Public Input</th>
<th>Independent Evaluation of Impact on Desired Outcome</th>
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<tbody>
<tr>
<td>7.1.2 Natural Resources: Increase understanding of the status of natural resources (biotic and abiotic) and identify threats to these resources in order to better protect and preserve unique geological features, ecosystem functions, subalpine and alpine habitats, and biological communities through adaptive management of stressors and threats.</td>
<td>Of the 16 Actions • Two are “completed ongoing” • 13 are “ongoing” • The status of NR-14 requiring use of adaptive management to review program annually and update CMP every 5 years based on results of program review, is reported as “ongoing.” However, it is unclear if programs have been reviewed annually. Also, there had not been a revision of the CMP since the original. HAB effective January 2020 to limit threats to natural resources. Studies were undertaken, and plans developed and implemented.</td>
<td>OMKM has done a good job managing natural resources by managing invasive species, protecting the wakauli bug habitat, and conducting biological studies. Baseline surveys took time but are especially important to develop long term management programs. Unsure how to access some of the studies. Studies are not subject to public or peer scrutiny.</td>
<td>Good progress on Achieving Desired Outcome. OMKM has done a good job at increasing the understanding of the status of natural resources and identifying threats. The public needs to better understand what is being studied and the results of those studies. Over the past ten years are the natural resources on Mauna Kea in better condition? Same? Worse? What needs to be focused on in the next ten years? People need to know how to access studies.</td>
<td>Studies should be easily accessible to the public – available to download online. Develop a Natural Resources Dashboard that shows metrics that track the status of natural resources, for example: annually what is the number of invasive species? Show a report card on the health of the natural resources.</td>
</tr>
<tr>
<td>MCP Section &amp; Desired Outcome</td>
<td>OMKM's Self-Assessment</td>
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<td>Independent Evaluation of Impact on Desired Outcome</td>
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<tr>
<td>7.1.3 Education &amp; Outreach:</td>
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</table>
| Build & maintain a constituency to engage in active and meaningful stewardship of Mauna Kea, through education and involvement of the public, to support, enhance conservation, and sustain the natural, cultural, and astronomical resources of Mauna Kea. | Of the eight Actions  
- Six are “ongoing”  
- One is “completed/ongoing”  
- One is “in progress.” | There has been little community engagement and outreach. OMKM needs to develop relationships with the broader community beyond their supporters. | Maximal progress on Achieving Outcome  
A lot of actions have taken place and been documented by OMKM.  
However, in the actions undertaken it is unclear if the programs have achieved the desired outcome of building and maintaining a larger and stronger constituency to steward Mauna Kea.  
Also, no sense of how far the programs have reached — for example, the number of unique volunteers v. total number at each session. | Outcome measures could include OMKM implementing metrics on the impact their activities have had on building their constituency, whether workers and visitors to Mauna Kea have increased their awareness and appreciation of Mauna Kea’s cultural, historical, and natural resources. In addition, recommend measuring how well the community’s perception of transparency and involvement have changed.  
In addition to those who work on Mauna Kea, visitors should be required to watch the video to familiarize themselves with the cultural significance of Mauna Kea.  
Utilize ‘Imiloa Astronomy Center to develop culturally based materials to educate and raise awareness of the cultural and natural resources on Mauna Kea, including the A Hua He Inoa program. Utilize ‘Imiloa Astronomy Center to take a more active role in community outreach. |
| Build & maintain a constituency to engage in active and meaningful stewardship of Mauna Kea, through education and involvement of the public, to support, enhance conservation, and sustain the natural, cultural, and astronomical resources of Mauna Kea. | Developed orientation program for people working on Mauna Kea. | The public does not know all the good things that are happening on Mauna Kea. UH does not do a good job communicating to the public about the work being done on Mauna Kea. |                     |                 |
| There have been outreach efforts in schools and with volunteers.  
Output measures provided in the 2020 Annual Report to DLNR.  
Approximately 1,500 individuals have a current, valid orientation certificate.  
124 community updates conducted over 12 years, 63 community outreach events conducted over nine years, and 19 symposiums, conferences and special events conducted over eight years.  
30 presentations in the Maunakea Speakers Series  
110 OMKM E-newsletters issued over nine years, and 102 Astronomy E-newsletters issued over six years.  
Two brochures developed and updated, social media presence, YouTube video, and young-people oriented materials.  
58 projects with 1,493 volunteers conducted over nine years. |                     |                     |                     |                 |
<p>| | | | | |
|                     |                        |             |                                                     |                 |</p>
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<thead>
<tr>
<th>Section &amp; Desired Outcome</th>
<th>OMKM's Self-Assessment</th>
<th>Public Input</th>
<th>Independent Evaluation of Impact on Desired Outcome</th>
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| 7.1.4 Astronomy Resources: Maintain Mauna Kea's unique environment that makes it a premiere location for astronomical observation. Operate the scientific reserve as a buffer zone to prevent the intrusion of activities incompatible with the use of the land as a scientific complex or observatory. | Of the two Actions  
  1. Two are “Ongoing”  
  Working on monitoring and minimizing the light pollution, radio frequency interference and dust. | Astronomy stakeholders believe that OMKM is doing a good job in managing the area.  
  They believe that OMKM could have more regular, ongoing communications rather than waiting until big issues arise.  
  Tuning could have been faster. | Good progress on Achieving Outcome  
  The Administrative rules were passed to formalize protection of the area for astronomy.  
  Tuning could have been faster. | Outcome measures could include an annual survey of astronomical stakeholders tracking how well OMKM has done in maintaining the unique environment of Mauna Kea. |
| 7.2 Managing Access, Activities and Uses: Retain and enhance recreational and cultural activities, ensure regulation of commercial activities, and support scientific studies while maintaining adequate protection of resources, educating users regarding resource sensitivity, and ensuring the health and safety of those visiting or working at Mauna Kea. | Of the 12 Actions  
  1. Eight are “Complete Ongoing”  
  2. Four are “Ongoing”  
  Administrative rules became effective in January 2020.  
  OMKM initiated a study in 2019 to assess the capacity for commercial tour operations. | The community is generally positive about how OMKM has maintained and protected the resources on Mauna Kea. The feeling is that the area has improved significantly under the OMKM management.  
  Rangers received many compliments on their knowledge and guidance that they provide to visitors.  
  There needs to be better management limiting the number of cars allowed to drive the access road to the summit. UH is considering a shuttle service to manage access by visitors.  
  Some of the commercial operators conduct their own cultural orientation to their customers to ensure that they conduct themselves in a respectful and appropriate manner when on Mauna Kea. | Good progress on Achieving Outcome  
  The Administrative rules were passed to codify restrictions and regulations.  
  Tuning could have been faster. | Outcome measures could include periodic surveys of Mauna Kea visitors, commercial tour operators, and others accessing the site on how well OMKM is managing the area. |
<table>
<thead>
<tr>
<th><strong>MCP Section &amp; Desired Outcome</strong></th>
<th><strong>OMKM's Self-Assessment</strong></th>
<th><strong>Public Impact</strong></th>
<th><strong>Independent Evaluation of Impact on Desired Outcome</strong></th>
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</tr>
</thead>
</table>
| **7.2.2 Permitting & Enforcement:** Achieve compliance with existing and any new policies and regulations designed to manage and minimize human impacts, to preserve and protect Mauna Kea's resources. | Of the eight Actions  
• Six are "Ongoing"  
• Two are "Completed"  
Administrative rules became effective in January 2020.  
Since 2000, there were 103 community engagement and outreach actions taken related to the development of the administrative rules, including updates, consultations, briefings, open houses, and public hearings. | Generally positive feedback on the level of policies and regulations. Positive level of enforcement primarily attributed to the Rangers.  
Rangers are doing a good job of educating visitors to stay on the trails and not to park their cars where they can damage the natural and cultural resources.  
There needs to be better management of the commercial operators and increased fees towards management of Mauna Kea resources, as there is unlimited access by recreational users (tourists), yet cultural practitioners are regulated.  
Lack of coordination and clarity between County enforcement and DOCARE on jurisdiction of access road. | Good progress on achieving outcome  
The Administrative rules were passed to codify restrictions and regulations, but it took over 10 years to adopt the rules. |  |

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<tr>
<th><strong>7.3 Managing the Built Environment</strong></th>
<th><strong>OMKM's Self-Assessment</strong></th>
<th><strong>Public Impact</strong></th>
<th><strong>Independent Evaluation of Impact on Desired Outcome</strong></th>
<th><strong>Recommendations</strong></th>
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| **7.3.1 Infrastructure and Maintenance:** Manage the built environment by implementing an Operations Monitoring and Maintenance Plan (OMMP) containing specific maintenance strategies and protocols that will result in minimal disruptions to activities and uses, minimize impacts to the resources, and ensure that permittees remain compliant with their CDUP requirements. | Of the 14 Actions  
• Ten are "Ongoing"  
• Three are "Completed/Ongoing"  
• One is "In Progress"  
Administrative rules became effective in January 2020.  
An Operations Monitoring and Maintenance Plan was reviewed by KKM and approved by MEQE.  
Procedures have been put in place and studies are being conducted. | Generally positive feedback on how OMKM is managing and maintaining the infrastructure within the area.  
Many of the existing observatories are incorporating sustainable technologies into their facilities. | Good progress on achieving outcome  
The Administrative rules were passed to codify restrictions and regulations.  
Timing could have been faster. | Recommend reporting on the outcome of the various studies being conducted and how those studies will be used in the future. |
| **7.3.2 Construction Guidelines:** Minimize adverse impacts on resources during all phases of construction, through use of innovative best management practices. | Of the nine Actions  
• Nine are "Ongoing"  
TMT is the first project requiring construction guidelines. All the guidelines have been included as part of the proposed TMT Management Plan in its CDUA. | Given that construction has yet to begin, no feedback on how well the adverse impacts have been minimized.  
KKM is reviewing any construction activity that could involve ground disturbance, to ensure cultural resources are not disturbed. | Good progress on achieving outcome |  |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>7.3.3 Site Recycling, Decommission, Demolition, and Restoration:</strong> To the extent possible, reduce the area disturbed by physical structures within the UH Management Areas by upgrading and reusing buildings and equipment at existing locations, removing obsolete facilities, and restoring impacted sites to pre-disturbed condition.</td>
<td>Of the three Actions - Three are “Ongoing” All the actions have been incorporated into planning for TMT, the first new facility. The 2010 Decommissioning Plan has a defined process. Two of the sites have started the process in 2019.</td>
<td>Feedback has focused on the observatories that are no longer in use on Mauna Kea. Actions to begin the decommissioning process only started in 2019, leaving community members to wonder why it took so long. UH represented promised to the community no more than 13 telescopes would be built on Mauna Kea. UH should have timely decommissioned some telescopes before new telescopes are constructed (TMT). There is at least one telescope on Mauna Kea that is not in use, but there has been no attempt to remove it. At the end of the state lease in 2022, all the telescopes need to be decommissioned and the site restored. The CMP does not require decommissioning of telescopes that are not obsolete. BCR, through Resolution 19-33, has established a schedule to timely decommission at least two telescopes by December 2021 and a determination whether to decommission possibly three more telescopes by December 2021.</td>
<td>Some Progress on Achieving Outcome Decommissioning requirements included in the TMT Management Plan. Actions on decommissioning some of the sites only began in 2019.</td>
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<td><strong>7.3.4 Considering Future Land Use:</strong> To protect cultural and natural resources in the assessment of future projects.</td>
<td>Of the seven Actions - All seven are “Ongoing” Of the seven actions in the plan, all have been incorporated in planning for TMT, the first new facility. UH President Lassner confirmed that TMT will be the last telescope to be built on undisturbed land.</td>
<td>Community input has been both for and against constructing TMT. TMT is being proposed to be developed in an area that is outside of the 2006 Master Plan because OMKR has not developed a map of land use where development will not be allowed.</td>
<td>Good progress on Achieving Outcome</td>
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<tr>
<td>7.4 Managing Operations</td>
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</table>
| 7.4.1 Operations and Implementation: Conduct effective operations to support management that is focused on resource protection, education, and public safety. | Of the 5 Actions  
- Two are “Ongoing”  
- Two are “Completed”  
- One is “Completed Ongoing”  
MKMB meets regularly, holds public meetings which includes consultation with KKM. OMKM, KKM and MKMB are responsible for the review of projects proposed for UH’s managed lands compliance with DLNR conservation district rules and the CMP.  
Public can attend the MKMB meetings. | Public comments were mixed on this MA.  
The observatories feel that OMKM and MKSS are doing a good job with operation and maintenance. Other government agencies, including DLNR, feel that OMKM and the Rangers are doing a really good job managing the land uses to preserve and protect the cultural and natural resources. The Rangers are the “eyes and ears” on Mauna Kea, they ensure public safety for everyone. There has been great improvement since the 1998 Audit report.  
There were public comments, especially from members of the Native Hawaiian community that there has been no involvement or discussion with the community and stakeholders on resource management.  
There is disconnect between UH-Hilo Management Entitles and UH Systems. | Good progress on Achieving Outcome |
| 7.4.2 Monitoring, Evaluation, and Updates: Determine whether management actions are achieving the goals of the CMP and provide a process for improving and updating management strategies through evaluation and revisions of the CMP | Of the three Actions  
- Three are “Ongoing”  
MEU-2 requires OMKM to “conduct regular updates of the CMP that reflect outcomes of the evaluation process, and that incorporate added information about the resources.”  
OMKM is in the process of drafting the 5-year Outcome Analysis Report. | Unclear if OMKM has evaluated whether the CMP actions they have undertaken has made progress on achieving stated Desired Outcomes.  
The public has not been involved nor provided input into OMKM’s annual reports to BLNR.  
OMKM has not completed a 5-year CMP update since the approval of the CMP. | Minimal progress on Achieving Outcome.  
If the CMP had been reviewed and updated in a timely manner, it is likely that Outcome measures would have been developed and tracked over time. | Develop appropriate measures to track progress being made toward achieving Desired Outcomes.  
These measures will serve as indicators of whether progress is being made or if actions need to be adjusted to better achieve the Outcomes. |

31
OVERALL SUMMARY OF OMKM'S IMPLEMENTATION OF THE CMP

The diagram below illustrates how the MCPs of the CMP connect to achieve OMKM’s Mission. The color codes are the same as used in the Evaluation of Impact on Outcomes. Under the four (4) MCPs, there are twelve (12) desired outcomes. Overall, good progress was made on achieving eight of the desired outcomes; some progress was made on achieving two of the desired outcomes and minimal progress was made on achieving two of the desired outcomes.

Figure 2: The Links Between the OMKM Mission and MCP Management Actions

AREAS WHERE OMKM HAS NOT EFFECTIVELY IMPLEMENTED THE CMP TO ACHIEVE THE DESIRED OUTCOMES

As noted above, OMKM has made, in some cases, significant strides in implementing the CMP to achieve the desired outcomes, particularly in the areas of the “nuts and bolts” of managing the land uses and activities and supporting astronomy. However, in the areas of Native Hawaiian Cultural Resources, Education and Outreach, decommissioning, and evaluation, OMKM has not effectively achieved the desired outcomes. Based primarily on public input, the
following are some of the significant "disconnects" between OMKM and the public, in particular, the Native Hawaiian community, in achieving the desired outcomes:

**Outreach and communications**

Insufficient outreach and communications with stakeholders and the community resulted in many not knowing what was taking place on Mauna Kea. For example, OMKM conducted many studies, but stakeholders did not understand how to access them. There is no dashboard that shows the conditions of natural resources on Mauna Kea such as number of invasive species reported, number of visitors, etc. overtime. Accessing documents shared at MKMB meetings requires accessing the OMKM website, and multiple clicks to find the right documents.

**Cultural Education**

Materials and programs developed to educate staff and visitors about Mauna Kea lacked the Native Hawaiian perspective on its importance. Native Hawaiian practitioners, Families who have cultural or lineal connections to Mauna Kea, and NHOs feel they were not adequately or regularly consulted and/or informed about actions taking place on Mauna Kea.

**Failure to timely implement certain MAs**

OMKM did not complete many of the actions until recently. The HAR related to Mauna Kea was only approved in January 2020. Likewise, the decommissioning process of two telescopes did not begin until 2019. This lack of progress in decommissioning has diminished the public trust in OMKM's management of Mauna Kea.

**OMKM's updates do not include metrics to evaluate progress towards achieving the desired outcomes**

Plan 7.4.2 requires OMKM to "conduct regular updates of the CMP that reflect outcomes of the evaluation process, and that incorporates new information about the resources." The annual reports to BLNR update the status of the plans' actions. It does not address progress made toward achieving the Desired Outcome of the MCP. Evaluation of Desired Outcomes could have led to identifying metrics to track outcomes and improve actions.
CONCLUSION

The purpose of the independent evaluation was to, (1) evaluate the effectiveness of UH, and specifically OMKM’s implementation of the MCPs, and (2) evaluate UH’s efficiency and the governance structure in managing the cultural and natural resources within the UH Management Areas under the CMP. UH’s self-assessment and many of the public comments which included members of the Native Hawaiian community and government agencies, have acknowledged that OMKM has implemented most of the 103 MAs within the MCPs. Many have commented that OMKM has effectively implemented many of the MAs that have resulted in protecting and preserving the cultural and natural resources within the state conservation lands.

However, in the areas of untimely adoption of the administrative rules, cultural resources, and education and community outreach, especially with the Native Hawaiian stakeholders, the efforts by OMKM have been ineffective to achieve the desired outcome. The desired outcome is to increase understanding and appreciation of Native Hawaiian history and cultural practices related to Mauna Kea to ensure that these practices are protected and respected. While there are Native Hawaiians who believe OMKM’s actions have been respectful of the Hawaiian culture, the greater sentiment was a deep feeling of disrespect by OMKM’s actions in managing Mauna Kea, as well as UH’s action in pursuing telescope development over protecting the resources.

With respect to the efficiency of UH’s governance structure in managing the state conservation lands at Mauna Kea, the UH BOR appears to be internally addressing this issue through their Resolution 19-03. They have taken steps towards developing a reorganization and restructuring plan that would consider an alternative governance and management mechanisms to improve operations and management to make it more efficient, effective, and transparent.

In conclusion, UH, and specifically OMKM, has implemented most of the CMP MAs, and in many cases, effectively implemented them to achieve the desired outcomes of protecting the resources. Unfortunately, the MA related to cultural resources that was designed to respect the Hawaiian cultural practices and resources, and MA related to education and outreach that was intended to restore trust between UH and the Native Hawaiian community have not been effectively implemented. Management plans are created with the best of intentions; but ultimately, the proof is in the implementation.
MEMORANDUM

TO: Board of Regents
   University of Hawai‘i

FROM: Benjamin Kudo
       Chair, Board of Regents

SUBJECT: Appointment of Maunakea Plan Review Task Group

This is a request that you approve the appointment of a permitted interaction group to be known as the Maunakea Plan Review Task Group ("Task Group"), whose scope is to: review and investigate proposed updated changes to the Maunakea Master Plan and Comprehensive Management Plan, seek input from community stakeholders, and make findings and recommendations to the Board by January 2022. The Regents have recently been informed that the updated draft Master Plan will be ready for review in June 2021, and the updated draft Comprehensive Management Plan sometime this summer.

Proposed Task Group members are: Regent Ben Kudo, Board Chair; Regent Alapaki Nahale-a, Board Vice Chair, Hawai‘i Island Regent, and Regent-member of the Mauna Kea Management Board (MKMB); Regent Eugene Bal III, Maui Island Regent; Regent Wayne Higaki, Hawai‘i Island Regent and Regent-member of MKMB; and Regent Ernest Wilson, Maui Island Regent. The Task Group may engage with University Administration, government officials, and outside individuals or groups as needed.
MEMORANDUM

TO: Benjamin Kudo  
Chair, Board of Regents

VIA: David Lassner  
President

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

FROM: Maenette Benham  
Chancellor

SUBJECT: APPROVAL OF LEASE BETWEEN THE AGRIBUSINESS DEVELOPMENT CORPORATION (AS LESSOR) AND THE UNIVERSITY OF HAWAI‘I, Wahiawa, O‘ahu (Tax Map Key No.: (1) 7-4-012:016).

Leeward Community College ("LCC") and the University of Hawai‘i – West Oahu ("UHWO") request that the Board of Regents approve a proposed 35-year lease agreement ("ADC Lease") between the State of Hawai‘i, by its Agribusiness Development Corporation ("ADC") and the University of Hawai‘i ("University") covering a land parcel located at 1001 California Avenue, Wahiawa, Hawaii, consisting of approximately 68,475 square feet, designated as Tax Map Key No. (1) 7-4-012:016 ("Leased Area"), and zoned B-2 Community Business District under the City and County of Honolulu Land Use Ordinance. Under the ADC Lease, the University will provide educational services for the benefit of the Central Oahu community at large and operate a Value-Added Agriculture Production Development Center ("Center"). The University, under the direction of University Community Colleges System ("UHCC System"), plans to renovate an existing warehouse and other Leased Area improvements (collectively the "Improvements") at an estimated cost of $17.2 million to integrate an agricultural based academic and business oriented curriculum into and as part of the Center.
SPECIFIC ACTION REQUESTED:

In accordance with Board of Regents Policy RP 10.201, it is requested that the Board of Regents approve the ADC Lease consistent with the attached Major Term Sheet for the ADC Lease ("Major Term Sheet"), thereby authorizing the President and/or the Vice President for Budget and Finance/Chief Financial Officer ("VPBF") to conclude the negotiations and finalize and execute the ADC Lease on behalf of the University, and take such other action and execute such other documents as they deem necessary to implement the ADC Lease.

RECOMMENDED EFFECTIVE DATE:

ADC and the University have agreed upon the terms of the ADC Lease, ADC and the University have agreed to seek approval of the ADC Lease terms from their respective governing boards. It is our understanding that ADC obtained approval of the ADC Lease from the ADC Board.

Pending mutual approval by both governing boards, the term of the Lease would start no later than July 1, 2021.

ADDITIONAL COST:

The approval and execution of the ADC Lease will allow the University to renovate the existing property (at a current estimated cost of $17.2 million) to convert it into the Center. CIP funds were appropriated in a specific appropriation in FY 18 ($7.425 million), and supplemented with Minor CIP funds ($9.775 million). Additionally, 3.00 FTE positions to manage and operate the Center were appropriated in FY 19, but later abolished in FY 21. Subsequently, 2.00 FTE and 1.00 FTE have been appropriated in FY 22 and FY 23, respectively, to provide operational support of the Center. It is anticipated that the University will generate revenues from user fees to offset basic operating costs of the Center. The University also plans to seek grant funding opportunities from USDA Rural Development Value-Added Producers Grants.

ADO is charging the University an annual lease of $1.00 per year to be paid annually in advance at the time of the execution of the ADC Lease.

PURPOSE:

The proposed ADC Lease will enable the University to secure long-term use of the Leased Area and allow the University to move forward with its renovation project to create the Center. The intent is to have the Center up and operating within two (2) years of the Effective Date of the ADC Lease. The University’s intent is to operate a value-
added agriculture production center to provide educational, technical research, and hands-on training as a means to encourage diversification of Hawai‘i’s economy within the local agricultural business sector and encourage entrepreneurial ventures within the greater community.

BACKGROUND INFORMATION:

At a September 3, 2020 meeting, the Board’s Planning and Facilities Committee (“Board P&F Committee”), was informed, as part of a fiscal year 2020 Fourth Quarter CIP Status Report (as of 06/30/20), that the UHCC System began a project in the previous fiscal year to convert a warehouse on California Avenue in Wahiawa into the Center. The intent back then was for the Center to be jointly managed by UHCC System and ADC. Since then the University and ADC have determined that the best way forward is for ADC to lease the Improvements and Leased Area to the University and have the University complete the renovation project and manage and operate the Center.

To meet a deadline for lapsing CIP funds, a construction contract for the renovation project was awarded in June 2020 ($17.2 million) while negotiations were on-going with ADC for the ADC Lease. Construction of the renovation project is tentatively scheduled to begin no later than July 2021.

The proposed ADC Lease was presented to the Board P&F Committee on May 6, 2021. At the time, only LCC was mentioned as the lead campus for the programmatic elements of the Center project, and the Committee recommended approval, with one member voting in the negative. Following the Committee meeting, further discussion ensued regarding UHWO’s longstanding efforts to engage in similar agricultural activities for its students and to explore entrepreneurial opportunities with the leeward community, as well as the lack of deferred maintenance on the UHWO campus. In order to advance UHWO’s efforts in this regard, as well as to qualify this project as an allowable addition of (leased) space under the moratorium that the Board of Regents adopted by resolution in 2018, LCC and UHWO will co-lead this effort, and both will be responsible for operating and managing the Center and providing educational and administrative support. LCC and UHWO are working together to refine the initial academic and operational plan for the Center, including establishing the educational credit and non-credit components, and the UHCC System will continue to be lead on the construction.

Board of Regents Policy RP 10.201 Criteria.

1. Promote and support the mission and goals of the university in education, research, service and economic development.
The ADC Lease will promote and support the University’s mission and goals in the areas of education, entrepreneurial innovation/research, service and economic development to the community. The University will utilize the Center for its educational programs in support of promoting the diversification Hawai‘i’s economy in the Central Oahu area, particularly in expanding economic opportunities in the agricultural sector. A goal of the Center is to preserve, as well as create, local jobs and new business ownership within our state by developing confidence and business competence among local agricultural producers to provide them opportunities to become global exporters of their finished goods. With this in mind, the Center will also be an outreach for K-12 schools in the area to promote entrepreneurship through innovation in agriculture and farming in general.

2. **Advance principles and practices of sound environmental stewardship and sustainability.**

The ADC Lease will advance principles and practices of sound environmental stewardship and sustainability by helping develop additional economic opportunities that utilize local agricultural production, including continuing and expanding markets for locally grown crops. This, in turn, encourages keeping more land in agricultural production; thereby supporting not only in-state food supply sustainability, but also environmental sustainability and stewardship through efforts to preserve the productivity of the soils and the growing environments.

3. **Ensure that alternative actions are considered, investigated and analyzed.**

In proposing the ADC Lease, the University explored other alternatives, including partnering with ADC in the development and operation of the Center. These alternatives included having ADC complete the renovation project with the University: (a) providing educational program and business consulting support for Center operations or (b) being responsible for the operation of the Center, integrating its educational programs and consulting support. In the end, the better decision was for the University to assume responsibility and control for the entire project, including the responsibility to complete the renovation of the existing Improvements to create the Center and operate the Center thereafter. The Legislature and the governor were supportive of this decision and appropriated and made available the CIP funding for the renovation portion of the project.
4. **Be fairly priced in the context of applicable fair market values and other relevant factors.**

   The ADC Lease is fairly priced from a lease rental perspective as ADC will be charging the University only one dollar ($1.00) per year, with the University being responsible for all Center operating costs. The initial 35-year term of the ADC Lease is expected to be sufficient to fully amortize the cost of the Center improvements.

5. **Generate revenue from real property not critical to long range plans for the university to support the university's core mission.**

   The Center is expected to generate incidental revenue through short-term facility use rentals, co-packing/contract packager arrangements, public loft product showcase and event space, and community activities. The University’s ability to allow third parties to use portions of the Leased Area for profit making ventures and opportunities will be limited due to the use of general obligation bond funding to renovate the Improvements to create the Center.

6. **Be consistent with and support long range plans that have been approved by the BOR.**

   Establishing and operating the Center is consistent with the LCC and UHWO long-range development plans (and are in alignment with processes in the current LCC and UHWO integrated academic facilities plans).

**ACTION RECOMMENDED:**

It is recommended that the Board of Regents approve the ADC Lease consistent with the terms of the ADC Lease described herein and the attached Major Term Sheet, thereby authorizing the President and/or the VPBF to conclude the negotiations and finalize and execute the ADC Lease on behalf of the University, and take such other action and execute such other documents as they deem necessary to implement the ADC Lease.

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

Attachments:
   Lease Major Term Sheet (Attachment 1)
MAJOR TERM SHEET

LEASE AGREEMENT

BETWEEN

AGRICULTURE DEVELOPMENT CORPORATION

AND

UNIVERSITY OF HAWAI'I

Former Tamura Warehouse
Wahiawa, Honolulu, Oahu, Hawaii

1. Parties.

a. Lessor: Agribusiness Development Corporation, a public corporate body and
instrumentality and agency of the State of Hawai'i and an attached agency of the
Department of Agriculture of the State of Hawai'i ("ADC").

b. Lessee: University of Hawaii ("University"), the state university and a body corporate
of the State of Hawai'i.

2. Premises. The leased area or "Premises" are located on certain property located in Wahiawa,
Oahu, Hawai'i, consisting of: (a) approximately 68,475 square feet, designated as Tax Key (1) 7-
4-012-016, with an address of 1001 California Avenue, Wahiawa, Hawai'i, all as more
particularly shown on the map attached as Exhibit "A" (the "Property") and (b) all improvements
located thereon, including a warehouse structure consisting of approximately 33,327 square feet,
associated structures, and a paved parking area and driveway consisting of approximately 40,540
square feet (collectively the "Improvements"), all as shown on the map attached hereto as Exhibit
B (the Property and the Improvements are collectively the "Premises").

3. Term. Thirty-five (35) years starting from July 1, 2021, the effective date ("Effective Date")
of this lease agreement between ADC and the University covering the Premises ("Lease").
The Lease term does not commence until the storage lease between ADC and AAA Rent to
Own Hawaii, Inc. ("Colortyme") dated September 1, 2006 ("Colortyme Lease") terminates
and Colortyme vacates the Premises (expected to be about June 6, 2021).

4. Option to extend. The University has an option to extend the Lease term for 10 years on
same Lease terms except as otherwise agreed upon between the parties. The University must
give ADC at least 180 days written notice prior to the expiration of the Lease term.

5. Existing tenant agreements. ADC shall terminate the following tenant agreements prior to the
Effective Date: (a) the Colortyme Lease and (b) the vehicle parking revocable permit between
ADC and Guardian Transport Services, LLC dated July 3, 2019. The University will take
possession of the Premises subject to the cell antenna lease between the ADC and Cellco
Partnership dba Verizon Wireless ("Verizon"), as the current lessee, dated May 17, 2006
(“Antenna Lease”). ADC will retain the Antenna Lease, be responsible for all lessor obligations, and continue to collect the lease rent.

6. **Rent and Other Charges.** Under the Lease, the annual base lease rent is $1. There will be no rental reopeners during the Lease term.
   
a. **Taxes.** The University is obligated to pay all taxes and assessments that may be applicable to the Premises and the Improvements.
   
b. **Common Area Maintenance (“CAM”).** The University is not obligated to pay any CAM charges or assessments in connection with the Lease.
   
c. **Other Charges.** None.

7. **Use – Authorized Activity.**
   
a. **Authorized Use.** The University may renovate and improve the Premises and any Improvements thereon to adapt the Premises for the University’s intended use as an agricultural product development center (“Development Center”) to promote locally grown agricultural and agricultural based products and services (“Authorized Activity”). The University will use Premises solely for purposes of the Authorized Activity.
   
   (1) **Business Incubator.** The University may create a business incubator (the “Business Incubator”) within the Development Center, in which start-ups may rent space to process, manufacture, assemble, make, convert, and produce new agricultural and agriculturally based products using agricultural products as raw materials and setting up storefronts to market and sell the agriculturally based end products to the general public.
   
   (2) **Third party use permissible.** The University may allow third parties to use space within the Business Incubator and the Development Center for purposes consistent with the Authorized Activity (collectively the “Tenants”). The University will keep ADC informed of the Tenants but the University is not required to obtain ADC’s written or other approval to allow Tenants to use such space.
   
   (3) **Operating associations.** The University may establish operating groups or associations of Tenants to assist in operating, managing, maintaining and repairing the Development Center and the Business Incubator.
   
   (4) **Educational programs.** The University plans to develop and integrate educational programs into the Business Incubator and the Development Center, including requiring Tenants to provide employment, internship, and other experiential opportunities for University students and faculty.
   
   b. **Observe Laws.** The University and ADC are to observe all Applicable Laws.

8. **University use/possession of Premises.**
   
a. **Subject to Encumbrances.** The University’s use of the Premises shall be subject to any recorded covenants, conditions, and restrictions and all recorded and unrecorded encumbrances on the Premises, including all drainage, roadway, and utility easements (collectively the “Encumbrances”) existing as of the Lease Effective Date. ADC to use its best efforts to inform the University of all Encumbrances that may affect or encumber the Property, including copies of maps and documents.
b. ADC will not grant easements or property interests without University approval. From and after the Effective Date, ADC shall not grant any easements, Encumbrances or property interests affecting the Premises without first obtaining the University’s approval.

c. University use exclusive. ADC may not lease or otherwise allow any person or entity other than the University to use or occupy the Premises or the Property, except for the Antenna Lease.

d. University covenants. The University agrees to not: (1) construct any cesspools on or within the Premises, (2) allow any residential use within the Premises, (3) commit any act that results in any liens filed against or involving the Premises, and (4) store abandoned vehicles within the Premises. The University will also implement measures, as necessary, to control excessive soil erosion. The University will not use the Premises, nor permit the Premises to be used in support of, any policy that unlawfully discriminates against anyone based upon creed, color, national origin, sex, or a physical handicap.

e. No ADC warranties. ADC does not warrant the condition of the Premises, as the University is accepting the Premises "as is" with the University assuming all risks incident to its use, and takes possession of the Premises subject to the following preconditions: (1) ADC retention of the Antenna Lease, (2) ADC obligation to terminate all other Tenant Agreements and (3) ADC removal of abandoned vehicles and trash.

f. Personal property stored at University’s own risk. ADC is not responsible for any damage to University personal property except for any caused by ADC or a pre-existing condition for which the University has no responsibility.

g. No insurance required. ADC is not requiring the University to obtain any liability or property insurance covering the Premises or the University’s operations therein.


a. Development Center. The University may proceed with implanting its development plan ("Development Plan"), which ADC confirms ADC has already approved, including the planning, design and construction and installation work to upgrade the existing improvements into the Development Center, without having to obtain any further ADC approvals. The University’s renovation of the existing improvements into the Development Center is expected to take about 2 years.

c. Repairs. The University is obligated, at the University’s cost, to repair and maintain all improvements in good order and condition during the Lease term.

d. Ownership of Improvements. The University will own all improvements comprising the Development Center until the expiration or termination of the Lease at which time ADC will assume ownership of the improvements. ADC will not have the right to require the University to remove the improvements.

10. Subletting and Assignment. The University may sublease space within the Premises to 3rd parties without having to obtain ADC approval. The University may not transfer or assign its interest in the Lease without obtaining ADC’s prior written approval, which will not be unreasonably withheld, delayed or conditioned, provided that the University may assign or transfer its interest to a University related entity.

11. University Limitations.
a. **University Responsibility.** The University is responsible for damage or injury caused by its officers and employees in the course of their employment to the extent that the University's liability for such damage or injury has been determined by a court or otherwise agreed to by the University. The University will pay for such damage or injury to the extent permitted by law and provided that funds are appropriated, allotted, and otherwise properly made available for that purpose.

b. **University Not Authorized to Indemnify or be Responsible for Others.** ADC agrees that the University is not authorized to indemnify, defend, hold harmless ADC or other persons and cannot be responsible for the acts or omissions of any persons or entities other than the University’s employees, including under any circumstances arising out of or related to the Lease or University’s occupancy of the Premises. Any provision or obligation that purports to require the University to so indemnify, defend, hold harmless or be responsible shall be deemed void and of no force or effect.

c. **Subject to Funding.** To the extent that the University is obligated to perform, make any payments, or satisfy a liability under the Lease, the University’s ability to satisfy such obligations or liabilities, particularly any obligations to pay monies, is limited to that which is permitted by law and is subject to the condition that funds are properly appropriated, allotted, or otherwise properly made available for the purpose of satisfying such obligations or liabilities.

d. **Lessee Limitations definition.** The parties agree that sections entitled “University Responsibility,” “University not authorized to indemnify,” “University not responsible for others,” and “Subject to funding” are collectively the “**Lessee Limitations.**” Notwithstanding and superseding anything to the contrary contained in the Lease (and any exhibits attached to the Lease), any and all University obligations, duties, responsibilities, and liabilities under the Lease are expressly subject to and limited by the Lessee Limitations.

12. **Hazardous materials.** The University shall be responsible for any environmental issue occurring on Premises after the date of this Lease and arising out of the acts or omissions of the University, provided that such issue or condition is not caused by or can be attributable to ADC or any person or entity claiming by, through or under ADC or who occupied portions of the Premises at any time prior to the Effective Date.

a. **No release except as permitted by law, testing and informing of discovery.** The University will not cause or permit the escape, disposal, or release of any hazardous materials except as permitted by law. The University must obtain ADC’s prior written consent to use or store any hazardous materials within the Premises. If any government agency requires testing to confirm whether there has been a release of hazardous materials, the University will be responsible for such reasonable testing costs if the results show that the University was responsible for such a release. The University will promptly inform ADC if the University discovers or becomes aware of any past, present or potential future discharge or release of hazardous materials and any hazardous materials claims.

b. **University responsibility for hazardous materials conditions.** The University will be responsible for hazardous materials on or within the Premises, including any clean-up and remediation, to the extent that it can be proven or established that the presence, discharge, or release of hazardous materials on or within the Premises is or can be attributable or attributed to actions of the University, subject to and governed and limited by the Lessee Limitations. This University obligation will survive the expiration or termination of the Lease.
(1) **University not responsible for hazardous materials conditions that are part of** Hazardous Materials Baseline. The University shall not be held responsible for the presence, discharge or release of any of the hazardous materials to the extent contained in the Hazardous Materials Baseline, which establishes the levels of hazardous materials contamination on or within the Premises that have: (1) pre-existed the Lease Effective Date and (2) so far been discovered.

(2) **University may elect to remediate as part of development of Development Center.** As part of the University’s development of the Development Center, the University may elect to remediate, clean up and/or remove such hazardous materials described in the Hazardous Materials Baseline as the University deems necessary to complete such development. The University, by making such election, will not be assuming responsibility to clean up, remediate, or remove any other portions of the hazardous materials described in the Hazardous Materials Baseline or otherwise existing on or within the Premises prior to the Lease Effective Date.

13. **Breach/Default.**

   a. **Notice of breach/default.** If the University fails to perform an obligation, ADC may issue a notice of breach/default and the University will have 60 days to cure or correct such breach/default.

   b. **ADC may terminate.** If the University fails to timely cure the breach/default, ADC may terminate the Lease but not before completing the dispute resolution process below.

   c. **Dispute resolution.** Upon the University’s receipt of a breach/default notice, ADC and the University shall use best efforts to address and resolve any issues relating to the breach/default before ADC takes any further action against the University for such breach/default. If the staffs of the University and ADC are unable to resolve the dispute within 30 days of the initial meeting, the dispute may be referred to ADC’s Executive Director and the University’s Vice President for Community Colleges for resolution. If the dispute remains unresolved, it may be referred to the Chair of the State Board of Agriculture and the University President for resolution. If the dispute remains unresolved, it may be referred to the Governor for final resolution.

14. **Abandonment.** If after placing the Premises into service, the University does not use the Premises for 8 or more consecutive months, the University will be deemed to have abandoned the Premises and ADC may terminate the Lease.

15. **Surrender.** Upon expiration or sooner termination of the Lease, the University will peaceably surrender to ADC possession of the Premises, together with all Improvements thereon by whomsoever made, in good repair, order and condition, reasonable wear and tear and damage due to unavoidable casualty excepted.

16. **ADC grants limited permission to publicize use of Premises.** The University may note in the University’s course and educational materials that portions of some programs will be held at the Premises. The University may publicize, advertise, and promote the University’s use of the Premises and the Improvements, including the Development Center and the Business Incubator, with the University acknowledging ADC’s cooperation and support. In such publicizing, advertising, and promotional efforts, ADC authorizes the University to use any ADC insignia, logo, mark, photo, picture, video, live stream or any other electronic communication without first obtaining ADC’s prior written approval.
May 3, 2021

MEMORANDUM

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

VIA: David Lassner
President, University of Hawai‘i

FROM: Tim Dolan
CEO, University of Hawai‘i Foundation
Mary Boland
Dean, School of Nursing & Dental Hygiene

SUBJECT: REQUEST FOR ACTION TO APPROVE THE ESTABLISHMENT AND NAMING OF THE COLs STEPHANIE MARSHALL & CHARLES MILLER ENDOWED DIRECTOR OF COMMUNITY PARTNERSHIPS AT THE SCHOOL OF NURSING & DENTAL HYGIENE AT THE UNIVERSITY OF HAWAI‘I AT MĀNOA

SPECIFIC ACTION REQUESTED:

It is requested that the University of Hawai‘i Board of Regents approve the establishment and naming of the COLs Stephanie Marshall & Charles Miller Endowed Director of Community Partnerships at the University of Hawai‘i at Mānoa School of Nursing & Dental Hygiene (SONDH) 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.
Benjamin Asa Kudo  
May 3, 2021  
Page 2 of 3

**PURPOSE:**

The purpose is to support the position of the Director of Community Partnerships ("Director") to support the school to recruit and retain faculty of the highest caliber. Funds shall be used by the Director to enhance the scholarship and community outreach mission of SONDH.

Funds may be used at the discretion of the Director for program costs including, but not limited to:

1. Travel by the Director and/or other members of SONDH to other universities, government agencies, and for professional development activities.
2. Attendance at workshops, short or extended courses, and other educational opportunities on or off campus by the Director and/or other members of the SONDH.
3. Support for evidence based practice and scholarship that enhances the service mission of SONDH.
4. To cover expenses for equipment, supplies, and other items which may best serve the needs of SONDH.

The Dean of SONDH ("Dean") will identify an internal candidate who meets the criteria for the directorship and/or will recruit for an external candidate, as necessary. The Dean will make the final decision in awarding the directorship.

The Director 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 to the Dean.

**BACKGROUND:**

In accordance with Board of Regents' policy governing the Delegation of Personnel Actions, Section 9.218, SONDH requests the Board of Regents' approval for the philanthropic naming of an endowed directorship to be known as COLs Stephanie Marshall & Charles Miller Endowed Director of Community Partnerships. Stephanie A. Marshall (COL Ret) and Charles F. Miller, MD, (COL Ret) ("Donors") have pledged $1,000,000 over a five (5)-year period to establish the directorship, reaching fully endowed status in July 2025. The Donors have pledged an additional $100,000 over five (5) years to provide funds for immediate use by the Director.

The Donors are both 30-year veterans of the US Army Medical Department. Assigned four times over their careers to Tripler Army Medical Center, they made Hawai'i their permanent residence in 2000. (COL Ret) Marshall retired as Deputy Commander for Nursing at Tripler Army Medical Center in 2005. Following her retirement she joined SONDH as the first Director for Community Partnerships, where she retired in 2016. In collaboration with Dean Mary Boland, she engaged healthcare and community organizations to support the school, including founding of the UH Translational Health Sciences Center. An accomplished leader in education, management, and practice, she
is one of only 2,900 fellows inducted into the American Academy of Nursing.

(COL Ret) Dr. Charles Miller served over 40 years as a medical oncologist, and was board certified in internal medicine, medical oncology, and hematology. He was chief consultant to the Army Surgeon General and served for 9 years as Chief, Department of Hematology/Oncology at Kaiser Permanente Hawai‘i, where he continues to be on staff. Dr. Miller is a past president, current board director, and the national representative of the Hawai‘i Society of Clinical Oncology.

**ACTION RECOMMENDED:**

It is recommended that the University of Hawai‘i Board of Regents approve the establishment and naming of the COLs Stephanie Marshall & Charles Miller Endowed Director of Community Partnerships at the SONDH.

c: Kendra Oishi, Executive Administrator and Secretary of the Board
May 4, 2021

MEMORANDUM

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

VIA: David Lassner
President, University of Hawai‘i

FROM: Tim Dolan
CEO, University of Hawai‘i Foundation
Mary Boland
Dean, School of Nursing & Dental Hygiene

SUBJECT: REQUEST FOR ACTION TO APPROVE THE ESTABLISHMENT AND NAMING OF THE QUEEN’S HEALTH SYSTEMS ENDOWED PROFESSORSHIP AT THE SCHOOL OF NURSING & DENTAL HYGIENE AT THE UNIVERSITY OF HAWAI‘I AT MĀNOA

SPECIFIC ACTION REQUESTED:

It is requested that the University of Hawai‘i Board of Regents approve the establishment and naming of The Queen’s Health Systems Endowed Professorship at the University of Hawai‘i at Mānoa School of Nursing & Dental Hygiene (SONDH) 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 the endowed professorship is to advance the educational mission of the school, and will be held by the Dean of SONDH. Funds shall be used at the position holder’s discretion to further key SONDH priorities.

Background:
In accordance with Board of Regents’ policy governing the Delegation of Personnel Actions, Section 9.218, SONDH requests the Board of Regents’ approval for the philanthropic naming of an endowed professorship to be known as The Queen’s Health Systems Endowed Professorship. The Queen’s Health Systems has pledged $1,000,000 over a five (5)-year period to the University of Hawai’i Foundation to establish this professorship, reaching fully endowed status in July 2025.

The Queen’s Health Systems (Queen’s) is a nonprofit health care organization with a long tradition of caring for Native Hawaiians and all the people of Hawai’i. The legacy of Queen’s dates back to 1859 when Queen Emma and King Kamehameha IV founded The Queen’s Hospital to address Hawai’i’s health care needs during a time when epidemics plagued the island of Oʻahu. In 1967, it was renamed The Queen’s Medical Center and then in 1985, the nonprofit The Queen’s Health Systems was established.

Today, Queen’s remains focused on fulfilling the intent of Queen Emma and King Kamehameha IV: to provide in perpetuity quality health care services to improve the well-being of Native Hawaiians and all of the people of Hawai’i. As Hawai’i’s preeminent family of health care-related companies, the Queen’s system encompasses four hospitals and more than 70 community health care centers, home care and labs throughout Hawai’i and the Pacific Basin. And as the state’s largest private employer, Queen’s has nearly 8,000 employees and more than 1,400 physicians and 1,000 specialists.

With a strong commitment to education, research and innovation, Queen’s leads the way in providing patients with the latest technological innovations and advancements to continually improve patient care. Its diverse and exceptionally qualified medical team offers enormous depth and breadth in the treatment options offered to patients. Most of all, every team member takes and upholds a pledge to put patients first and treat them as if they are members of the Queen’s ‘ohana. Drawing inspiration from its founder, Queen Emma, all Queen’s team members believe that high quality, safe care is even better when it is delivered with Compassion, Aloha, Respect and Excellence. It is the Queen Emma Way.
ACTION RECOMMENDED:

It is recommended that the University of Hawai‘i Board of Regents approve the establishment and naming of The Queen’s Health Systems Endowed Professorship at the SONDH, in recognition of this gift commitment.

c: Kendra Oishi, Executive Administrator and Secretary of the Board
MEMORANDUM

TO: Benjamin Asa Kudo, Chair
   Board of Regents

VIA: David Lassner
     President

FROM: Michael Bruno
      Provost

SUBJECT: Request for Exception to the Regents Policy RP5.219, Emeritus/Emerita Title, for Franklin Kuo, Electrical Engineering Department, UH Mānoa

SPECIFIC ACTION REQUESTED:
We request that the Board of Regents approve an exception for Professor Franklin Kuo (Department of Electrical Engineering, UH Mānoa) to Regents Policy RP 5.219 Section IV B.

RECOMMENDED EFFECTIVE DATE:
Upon approval by the Board of Regents.

ADDITIONAL COST:
No additional costs are associated with this request.

PURPOSE:
The purpose of this exception request is to approveemeritus status for Dr. Franklin Kuo in recognition of his contributions to the Department of Electrical Engineering and the development of ALOHAnet, the first radio packet switching computer network which became the basis for Ethernet development and Wi-Fi networks.

BACKGROUND:
Pursuant to Regents Policy RP 5.219 Section IV B., the President may recommend to the Board for consideration individuals deserving of honor who do not meet the stated criteria. Dr. Franklin Kuo was appointed as a Full Professor of Electrical Engineering on August 1, 1966 and resigned from the University on July 31, 1984. Despite an 18 year
career at the University of Hawaii, Dr. Kuo did not formally retire from the University which is one of the stated criteria for emeritus status, and thus the need for an exception to appropriately bestow such an honor that we believe has been earned.

During his tenure as a professor, Dr. Kuo had a distinguished career in research, most notable of which was his contributions to establishing ALOHAnet, the first wireless packet network. Along with Drs. Norman Abramson and Wesley Peterson, in June of 1971, they demonstrated that “communication channels could be effectively and efficiently shared on a large scale using simple random access protocols. It led directly to the development of Ethernet and personal wireless communication technologies.” These words are from a commemorative plaque of an IEEE Milestone that will be installed on the wall of Holmes Hall. The plaque was dedicated on October 13, 2020 with the virtual presence of Dr. Kuo as well and Dr. Norman Abramson. (IEEE is the Institute of Electrical and Electronic Engineers with over 543,000 members and student members worldwide.)

The IEEE Milestones program recognizes “the technological innovation and excellence for the benefit of humanity found in unique products, services, seminal papers and patents…. Each milestone recognizes a significant technical achievement that occurred at least twenty-five years ago in an area of technology represented in IEEE…” There are currently only 207 milestones worldwide which points to the great significance of the ALOHAnet.

The importance of packet broadcasting is explained by Dr. Kuo (Computer Networks--The ALOHA System by Franklin F. Kuo, May 1981) as follows:

Packet broadcasting is a technique whereby data is sent from one node in a net to another by attaching address information to the data to form a packet typically from 30 to 100 bits in length. The packet is then broadcast over a communication channel which is shared by a large number of nodes in the net; as the packet is received by these nodes the address is scanned and the packet is accepted by the proper addressee (or addressees) and ignored by the others. The physical communication channel employed by a packet broadcasting net can be a ground based radio channel, a satellite transponder or a cable. Packet broadcasting networks can achieve the same efficiencies as packet switched networks [1] but in addition they have special advantages for local distribution data networks, and for data networks using satellite channels. In this paper we concentrate on those characteristics which are of interest for a local distribution data network. In particular, we discuss the design and implementation of the ALOHANET, a packet broadcasting radio network in operation at the University of Hawaii during 1970-76. The ALOHANET was the first system which successfully utilized the packet broadcasting concept for on-line access of a central computer via radio. Although it has not been in operation since 1976, its design principles have been applied to a number of successfully operating present-day
networks including ETHERNET, the Packet Radio Network (PRNET), and the Packet Satellite Net (SATNET).

The importance of the ALOHAnet research cannot be overstated. Until the 1970s, remote computers connected with each other via telephone. ALOHAnet used a random access protocol and was the first to use wireless communications for a data network. This protocol is now used in nearly all forms of wireless communications.

While he was at the University of Hawaii, Dr. Kuo served as a consultant to the Lawrence Livermore National Laboratory from 1966 to 1971. He served as the Director of Information Systems under the Office of the Secretary of Defense from 1975 to 1976, having program oversight in computer communications applications in command, control and intelligence. He was a member of the Chief of Naval Operations Executive Panel from 1980 to 1985. After he left the University of Hawaii, Dr. Kuo was a consultant to the White House Office of Science and Technology Policy from 1988 to 1990.

Dr. Kuo has received many awards, including:
• 1972 IEEE Fellow
• 1984 Honorary Professorship, Shanghai Jiaotong University
• 1984 World Bank Lecturer, Shanghai, China
• 1987 Distinguished Alumni Award, University of Illinois Alumni Association
• 1994 Honorary Professorship, Electrotechnical University, Chengdu, China
• 1994 UNESCO Lecturer, Beijing and Chengdu, China
• 1995 Alexander von Humboldt Foundation Research Award, Germany

He is the author of four books:
• 1962 Network Analysis & Synthesis, Wiley,[3] (2nd Ed. 1966)
• 1973 Computer Communication Networks (with N Abramson), Prentice-Hall
• 1980 Protocols and Techniques of Data Communication networks, Prentice-Hall
• 1998 Multimedia Communications, (with W. Effelsberg and JJ Garcia-Luna), Prentice-Hall

He has published over 80 journal articles, conference papers and technical reports on computer communications.

The College is planning to hold an ALOHAnet symposium in June of 2021 and Dr. Kuo has graciously agreed to be a keynote speaker for the event. With the passing of Dr. Norman Abramson, Dr. Kuo's stature as the only living inventor of the ALOHAnet system adds much prestige to this event. With Dr. Kuo's assistance, we plan to continue to showcase the ALOHAnet system to prove that innovations that can have world-wide effects can come from the College of Engineering and the University.
The faculty in the Electrical Engineering Department unanimously supports this request and I also strongly support this request.

ACTION RECOMMENDED:
It is recommended that the Board of Regents approve awarding Dr. Franklin Kuo the title of Professor Emeritus in accordance with Board of Regents Policy RP 5.219.

C: Executive Administrator and Secretary to the Board Kendra Olshi
MEMORANDUM

TO: Benjamin Kudo  
   Chairperson, Board of Regents

VIA: David Lassner  
     President

FROM: Bernadette Howard  
       State Director for Career and Technical Education  
       Stephen Schatz  
       Hawaii P-20 Executive Director

SUBJECT: Reorganization Proposal for the Office of the State Director for Career and Technical Education

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents approve the proposed reorganization of the Office of the State Director for Career and Technical Education (OSDCTE) to be merged with Hawaii P-20 Partnerships for Education (Hawaii P-20).

RECOMMENDED EFFECTIVE DATE:

The recommended effective date is July 1, 2021.

ADDITIONAL COST:

No additional costs are associated with this reorganization.

PURPOSE:

The proposed reorganization seeks to merge OSDCTE with Hawaii P-20 for the purpose of: enhancing cohesive communication and collaboration among State- and local-level secondary, postsecondary, and business and industry partners; enabling Hawaii P-20 to use its expertise to leverage federal, state and private funding to support the development and implementation of aligned career pathway programs; utilizing Hawaii P-20’s capacity for data use, analysis and sharing to augment the existing work in OSDCTE; and reducing duplication of effort and inefficient layers of administrative bureaucracy.
BACKGROUND:

The OSDCTE provides leadership, direction, and coordination for all career and technical education in the State and cooperates with other institutions or agencies engaged in career and technical education. Hawaii P-20's work in this arena is focused on creating vertically articulated pathways from middle school through high school and college and into the workforce so all students are prepared for career and life success.

As detailed in the attached Executive Summary and Narrative, the following are the compelling reasons that are prompting the merging of the OSDCTE with Hawaii P-20:

- State and local leaders must collaborate across organizational and agency lines to promote a true statewide vision.
- All funding sources supporting CTE must be coordinated and aligned to achieve the State's vision for a high-quality CTE program that prepares students for in-demand careers.
- OSDCTE's data systems have not kept pace, and as a result, state leaders are unable to answer basic questions at the intersection of education and the economy that will provide important insight into how well these system improvements effectively prepare learners for in-demand, high-wage career opportunities and, ultimately, whether these learners obtain employment in good jobs.
- Duplication of effort exists between OSDCTE and Hawaii P-20 in engaging and facilitating partners across the State to develop high-quality, relevant career pathways.

The purpose of the proposed reorganization is to enhance cohesive communication and collaboration among State- and local-level secondary, postsecondary, and business and industry partners; enable Hawaii P-20 to use its expertise to leverage federal, state and private funding to support the development and implementation of aligned career pathway programs; utilize Hawaii P-20's capacity for data use, analysis and sharing to augment the existing work in OSDCTE; and reduce duplication of effort and inefficient layers of administrative bureaucracy.

ACTION RECOMMENDED:

It is recommended that the Board of Regents approve the proposed reorganization of the Office of the State Director for Career and Technical Education (OSDCTE) to effectively merge the departments, its functions and responsibilities, and funding to Hawaii P-20 Partnerships for Education.

Attachments
- Reorganization Proposal
- Current Organizational Charts and Functional Statements
- Proposed Organizational Charts and Functional Statements
- Union Letter and Response

c: Kendra Oishi, Executive Administrator and Secretary to the Board of Regents
UNIVERSITY OF HAWAII

OFFICE OF THE STATE DIRECTOR FOR CAREER AND TECHNICAL EDUCATION

AND

HAWAII P-20 PARTNERSHIPS FOR EDUCATION

REORGANIZATION PROPOSAL
Executive Summary

I. **Purpose:**

*Explain the purpose of this reorganization and the anticipated overall impact.*

Hawaii P-20 Partnerships for Education (Hawaii P-20) is a statewide partnership led by the Executive Office on Early Learning, the Hawaii Department of Education (HIDOE) and the University of Hawaii. An administrative unit under the Office of the Vice President for Academic Strategy, Hawaii P-20’s main work focuses on strengthening the educational pipeline for all students, from early education through postsecondary education and training, with data-informed decision making, advocacy, policy coordination, and stakeholder engagement, all in support of student achievement. The organization is able to do this by being a catalyst for innovative programs, facilitating cross-agency convenings and communication, advocating for educational policies, and building and maintaining the statewide longitudinal data system. Hawaii P-20’s partners share a sense of urgency about the need to improve Hawaii’s education outcomes in an increasingly global economy, and have established a goal of 55% of Hawaii’s working age adults having a 2- or 4-year college degree by 2025.

The Office of the State Director for Career and Technical Education (OSDCTE) provides leadership, direction and coordination for all career and technical education in the State and cooperates with other institutions or agencies engaged in career and technical education. OSDCTE administers the Perkins V federal grant program, including overseeing the State Plan, allocating funding to eligible entities, and monitoring grant performance.

The proposed reorganization seeks to merge OSDCTE with Hawaii P-20 for the purpose of: enhancing cohesive communication and collaboration among State- and local-level secondary, postsecondary, and business and industry partners; enabling Hawaii P-20 to use its expertise to leverage federal, state and private funding to support the development and implementation of aligned career pathway programs; utilizing Hawaii P-20’s capacity for data use, analysis and sharing to augment the existing work in OSDCTE; and reducing duplication of effort and inefficient layers of administrative bureaucracy.

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

*Explain or list the key changes being proposed in this reorganization relative to purpose and results.*

Below are key elements included in the proposed reorganization:

- The elimination of one Executive/Managerial position, State Director for Career and Technical Education (89084), and the associated annual cost savings of $130,000;
- The assumption of overall leadership and direction for OSDCTE by Hawaii P-20 Executive Director (89467);
- Changes to reporting lines and direct reports for select OSDCTE and Hawaii P-20 positions
III. **Resource Impact:**

*Explain the resources impacted as a result of the reorganization. If there is no impact, reflect “None” for each category as appropriate.*

A. **Budget:**
   
   i. *What is the estimated cost of the reorg?*

   None. The current budget allocations for both Hawaii P-20 and OSDCTE are sufficient to implement this reorganization.

   ii. *Are additional funds needed? If so, how will the cost of the reorganization be funded?*

   Implementation of the proposed reorganization will not require additional funds.

   iii. *Will the reorganization result in cost savings or be cost neutral?*

   The proposed reorganization will yield annual cost savings of $130,000 in general funds due to the elimination of the State Director for CTE position (89084). The Hawaii P-20 Executive Director (89467) will assume overall leadership and direction for OSDCTE.

B. **Operational:**

   i. *What is the overall impact on faculty and staffing responsibilities, if any?*

   The Hawaii P-20 Executive Director (89467) will assume overall leadership and direction for OSDCTE.

   Duties and responsibilities for the Hawaii P-20 positions will remain unchanged, however, several positions (78490, 78645T, and 79805T) will gain additional direct reports. Note that as a result of previous collaboration between OSDCTE and Hawaii P-20, two CTE positions (81302 and 81385) currently report to Hawaii P-20 positions (79805T and 78811T, respectively) for day-to-day management and oversight.

   Duties and responsibilities for all filled OSDCTE positions will remain unchanged, with the exception of new reporting lines to the applicable Hawaii P-20 manager.

   The Associate Director for CTE (80221) position became vacant on January 1, 2021 when the incumbent retired from the University. Due to the pending reorganization and the freeze on permanent positions, this position has not been filled or redescribed and will remain vacant until July 1, 2021.

   Hawaii P-20’s Career Pathways Strategy Director (78811T) became vacant on January 5, 2021 due to the incumbent’s resignation. This position provides strategic direction and oversight of Hawaii P-20’s career pathways work. Since becoming vacant, the position has been redescribed to include duties and responsibilities that
align with the overall management and direction of the day-to-day execution of the Perkins V grant, as well as continuing to provide strategic direction for career pathways work. The position will be advertised shortly so that there is sufficient time to transition the new hire to work with and learn from the State Director for CTE (89467) prior to her resignation. However, the extramural funding for the Career Pathways Strategy Director (78811T) has terminated due to grant completion, and no dedicated extramural funds are available at this time. The OSDCTE has agreed to temporarily fund this position with salary savings due to the Associate Director of CTE’s vacant position (80221). Upon approval of the reorg, the Career Pathways Strategy Director (78811T) will be converted to a permanent position by utilizing the Associate Director of CTE’s (80221) permanent count and budget. Since both positions are vacant, there is no impact to existing staff.

ii. Will additional faculty/support personnel be required? If so, what is the plan to obtain the additional faculty/staffing to successfully implement the reorganization?

Implementation of the proposed reorganization will not require additional faculty/support personnel.

iii. Will there be a reduction in faculty/staff? If so, what steps are planned or have been taken to ensure proper consultation?

Implementation of the proposed reorganization will result in a reduction of one Executive/Managerial position (89084) due to incumbent’s retirement on June 30, 2021; no consultation is required for this position. No other reductions in temporary or permanent staff are anticipated, with the exception of the Career Pathways Strategy Director position (78811T) – a temporary, extramurally-funded position which currently has no dedicated funds available and will be converted to a permanent position upon approval of the proposed reorganization (refer to section B(i) above for explanation).

iv. Identify faculty/staff positions impacted by the anticipated changes.

Below is a listing of all positions currently allocated to the Office of the State Director for CTE (OSDCTE). As mentioned, the proposed reorganization seeks to merge the functions and positions of OSDCTE to Hawaii P-20 Partnerships for Education. Any additional, anticipated impacts to the positions are specified below.

(Note: A = Permanent, General Funded; N = Permanent, Federal Funded; E = Temporary, Extramural-Funded)

<table>
<thead>
<tr>
<th>Position No.</th>
<th>Title</th>
<th>Additional Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>89084 (A)</td>
<td>State Director for Career and Technical Education</td>
<td>Position to be abolished</td>
</tr>
<tr>
<td>80221 (A)</td>
<td>Program Manager</td>
<td>New reporting line to 89467; to remain vacant until reorg approved; upon approval, count and funds to be used to convert</td>
</tr>
</tbody>
</table>
Below is a listing of all positions currently allocated to Hawaii P-20 – including both permanent and temporary extramural – and the impact, if any, to the positions.

<table>
<thead>
<tr>
<th>Position No.</th>
<th>Title</th>
<th>Additional Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>89467 (A)</td>
<td>Hawaii P-20 Executive Director</td>
<td>Assume overall leadership and direction of OSDCTE; new direct report: 80221</td>
</tr>
<tr>
<td>78742T (E)</td>
<td>Admin &amp; Fiscal Support Specialist</td>
<td>No impact</td>
</tr>
<tr>
<td>78490 (A)</td>
<td>Senior Administrative Officer</td>
<td>New direct reports: 80144, 80556, 81023, 80269</td>
</tr>
<tr>
<td>79041T (E)</td>
<td>Fiscal Specialist</td>
<td>No impact</td>
</tr>
<tr>
<td>79851T (E)</td>
<td>Admin &amp; Fiscal Support Specialist</td>
<td>No impact</td>
</tr>
<tr>
<td>78742T (E)</td>
<td>Institutional/Policy Analyst</td>
<td>No impact</td>
</tr>
<tr>
<td>78704T (E)</td>
<td>Program Specialist</td>
<td>No impact</td>
</tr>
<tr>
<td>78645T (E)</td>
<td>Communications Officer</td>
<td>New direct report: 81623</td>
</tr>
<tr>
<td>79258T (E)</td>
<td>Institutional/Policy Analyst</td>
<td>No impact</td>
</tr>
<tr>
<td>79805T (E)</td>
<td>Program Manager</td>
<td>New direct report: 81302</td>
</tr>
<tr>
<td>81635T (E)</td>
<td>Program Specialist</td>
<td>No impact</td>
</tr>
<tr>
<td>77256 (A)</td>
<td>Institutional/Policy Analyst</td>
<td>No impact</td>
</tr>
<tr>
<td>79771T (E)</td>
<td>Institutional/Policy Analyst</td>
<td>No impact</td>
</tr>
<tr>
<td>78511 (A)</td>
<td>IT Specialist</td>
<td>No impact</td>
</tr>
<tr>
<td>81776 (A)</td>
<td>Database Administrator</td>
<td>No impact</td>
</tr>
<tr>
<td>77823T (E)</td>
<td>Program Specialist</td>
<td>No impact</td>
</tr>
<tr>
<td>78811T (E)</td>
<td>Program Manager</td>
<td>Vacant; currently under recruitment; to be converted to permanent upon reorg approval</td>
</tr>
<tr>
<td>80103T (E)</td>
<td>Program Specialist</td>
<td>No impact</td>
</tr>
<tr>
<td>79541T (E)</td>
<td>Program Specialist</td>
<td>No impact</td>
</tr>
</tbody>
</table>
C. Space

   i. Will additional space outside own resources/allocations be required?

   Implementation of the proposed reorganization will not result in additional space outside of OSDCTE’s and Hawaii P-20’s current resources/allocations.

IV. Consultation:

   Explain or list the individuals and groups consulted and the key comments/feedback received.

   Executive leadership at the System level (President David Lassner and Chancellor Erika Lacro) was consulted with regard to the subject proposal; no comments in opposition were received. The Hawaii DOE Superintendent was also consulted and was supportive of the proposal.

   Hawaii Governmental Employees Association (HGEA)

   Pursuant to statutory and contractual requirements, HGEA was consulted with regard to the proposed reorganization. HGEA responded to the proposal with no questions or comments.

   Current CTE staff was consulted to introduce the Hawaii P-20 Executive Director (89467) and to get a high-level overview of Hawaii P-20 and the director’s vision of merging the two departments. No objections were shared and CTE staff shared an eagerness to phase into a new chapter of supporting students across the State.

V. Implementation:

   Explain when and how this reorganization will be implemented. Identify anticipated effective date.

   The proposed reorganization will be implemented on July 1, 2021.
Narrative

Changes to the Organization, Functions and Reporting Relationships of Hawaii P-20 Partnerships for Education (Hawaii P-20).

In accordance with Administrative Procedures A3.101, University of Hawaii Organizational and Functional Changes, the following information is provided:

1. Description of the conditions or factors prompting the proposed reorganization, e.g., new program requirements, changes in the environment, new legal or policy considerations.

   In July 2018, the Strengthening Career and Technical Education for the 21st Century Act was signed into law. Commonly referred to as “Perkins V,” the federal law reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006, which provides approximately $1.2 billion annually for career and technical education (CTE) programs for the nation’s youth and adults. Hawaii receives approximately $6.2 million in federal funds, which are primarily divided between secondary and postsecondary CTE programs delivered through the Hawaii State Department of Education (HIDOE) and the University of Hawaii Community Colleges (UHCC).

   Perkins V provides new opportunities to improve CTE and enables more flexibility for states to meet the unique needs of their learners, educators and employers. It expands opportunities for every student to explore, choose, and follow CTE programs of study and career pathways to earn credentials of value. Changes to Perkins V followed trends in related federal legislation – the Every Student Succeeds Act (ESSA) and the Workforce Innovation and Opportunity Act (WIOA) – by providing more flexibility to states in developing and implementing their CTE programs. In addition, Perkins V placed greater emphasis on developing clear connections between programs and labor market demand, and expanded accountability subgroups to include services to historically underrepresented populations.

   Under Perkins V, each eligible agency prepared and submitted a State plan to the U.S. Department of Education. Each eligible agency developed its State plan in consultation with key stakeholders, the Governor, and other agencies with authority for CTE. Hawaii’s State Plan was developed in consultation with many stakeholders across the State – including representatives from the Office of the State Director for CTE (OSDCTE), UHCCs, HIDOE, Hawaii P-20, Workforce Development Council, and the Office of the Governor – and was accepted and approved on March 19, 2020.

   Perkins V provides Hawaii with the opportunity to develop a creative, strategic vision for CTE that fits the State’s unique needs. It also challenges Hawaii to develop safeguards that ensure all activities and spending related to CTE support the State’s strategic vision for CTE. As a state, the plan was developed with a focus on quality, alignment and industry needs. The plan, along with the State’s ESSA and WIOA plans, reflect the collective commitment to building and improving upon a career pathways system – a series of connected education and training strategies and support services that enable individuals to secure relevant certification and obtain employment within an occupational area and to advance to higher levels of future education and employment.

   A robust career pathways system engages diverse partners with different funding streams and targeted populations; it aligns education and training services offered by a range of state and local agencies, and is augmented with support from regional community groups, philanthropic
organizations and employers. No one individual or entity has singular oversight for career pathways; consequently, a well-designed and implemented system is one in which organizations work together – aligning services, supports, and resources – to smooth individuals’ transition into and out of education and training programs. State and local leaders must collaborate across organizational and agency lines to promote a true statewide vision.

It is important to note that while Perkins V allocates federal funds to states to support CTE, other funding sources – including state and philanthropic ones – play a critical role in sustaining and expanding high-quality career pathways at the secondary and postsecondary levels. It is critical that Hawaii ensure all funding sources supporting CTE are coordinated and aligned to achieve the State’s vision for a high-quality CTE program that prepares students for in-demand careers. Historically, OSDCTE has functioned primarily as a sub-granting arm for the Perkins funds – allocating equal funding to HIDOE and UHCC to carry out their respective CTE programs – and has had difficulty in leveraging and braiding other funds to supplement the federal funds.

The ecosystem of “career-connected learning” is growing, with new efforts underway in career pathways, promising credentials, regional work-based learning projects and expanded apprenticeship models. Hawaii’s state plan includes the development of a system to monitor, evaluate and provide feedback to CTE stakeholders regarding implementation progress, effectiveness of improvement efforts, and quality of the CTE system and programs from the perspective of graduates and employers. However, OSDCTE’s data systems have not kept pace, and as a result, state leaders are unable to answer basic questions at the intersection of education and the economy that will provide important insight into how well these system improvements effectively prepare learners for in-demand, high-wage career opportunities and, ultimately, whether these learners obtain employment in good jobs.

The development of Hawaii’s state plan revealed duplication of effort between OSDCTE and Hawaii P-20 in engaging and facilitating partners across the State to develop high-quality, relevant career pathways. Over the last few years, Hawaii P-20’s career pathways initiative has evolved to have the same mission, goals, partnerships, stakeholders, and much of the same accountability as OSDCTE. This means that both offices are routinely collaborating and meeting with the same partners and stakeholders in separate meetings, many times with similar goals and often leading to “meeting fatigue” and confusion as to who is leading what.

2. Explanation of how the proposed reorganization will address these conditions or factors.

Hawaii P-20’s mission is to strengthen the education pipeline from early education through postsecondary education and training with data-informed decision making, advocacy, policy coordination and stakeholder engagement – all in support of student achievement. As an organization, Hawaii P-20 continually works toward meeting this vision by serving as a catalyst for innovative programs, facilitating cross-agency convenings and communications, advocating for educational policies, and building and maintaining the statewide longitudinal data system. Hawaii P-20 engages directly with partners within the K-12 and postsecondary systems, as well as with educational stakeholders across the State, to ensure that the educational pipeline is vertically aligned to meet the needs of industry in Hawaii and to empower individual students to achieve their educational and career goals.
Hawaii P-20 has always focused its efforts on facilitating meaningful collaboration and partnerships among educators, administrators and stakeholders throughout the educational pipeline. As improvements have been achieved in key P-20 metrics, such as increases in college credits earned by high school graduates and reductions in college remediation rates, Hawaii P-20 has increased its focus on workforce demands. Hawaii P-20 is partnered with Jobs for the Future as a member of the Pathways to Prosperity Network for technical assistance and to provide a national perspective on local work happening within the State. Also, through strategic and long-standing partnerships with philanthropic organizations and by leveraging its federal GEAR UP grant, Hawaii P-20 is leading regional and statewide efforts to establish middle and high school career pathways which are integrated with the UHCCs and that address regional economic needs.

As the managing partner of the Hawaii Data eXchange Partnership (DXP) – a partnership of State agencies that have agreed to share and use data to inform positive change and to support continuous improvement of programs and services at all levels of statewide education and workforce training – Hawaii P-20 provides online data dashboards that track average salaries and percent of graduates employed by UH degree based on longitudinal data from K-12 through workforce, and produces a variety of resources to help educators and leaders make informed decisions about the educational pipeline, including career pathways.

By using data to analyze the extent of success of various programs and initiatives, Hawaii P-20 has been able to pilot programs that impact policies. For example, a case study conducted in 2015 found that low-income students were less likely than their peers to participate in dual credit and that transportation and schedule conflicts were two main barriers. To address these barriers and provide more support for students, families, and high school administrators, Hawaii P-20 leveraged private foundation funds with GEAR UP federal funds to pilot the Early College model. This model brought college courses to high school campuses and provided technical assistance for high school and college counselors. As demonstrated by Hawaii P-20’s own analysis and an external evaluation, low-income students who participated in the pilot were more likely to enroll and persist in college compared to their peers. Hawaii P-20 shared these outcomes widely, and in the 2017 legislative session the Hawaii State Legislature appropriated $1 million per year in general funds to support and expand the Early College program. This demonstrates Hawaii P-20’s ability to use data, pilot programs and leverage private, federal and state resources to support successful programs and to facilitate system change.

Hawaii P-20 also facilitated the enactment of policy changes to reduce math and English remediation in college. After HIDOE adopted the Smarter Balanced Assessment (SBA), Hawaii P-20, working collaboratively with leadership at HIDOE and UH, used longitudinal data to inform a comprehensive placement policy which all 10 UH campuses adopted in Fall 2016. The policy allows students to use 11th grade SBA scores and/or the grade earned in Hawaii P-20’s newly developed math transition course to place directly into college-level math courses without having to take remedial courses. Hawaii P-20 also worked to develop an English Language Arts transition course. The development of these courses was undertaken through Hawaii P-20’s ability to leverage federal and philanthropic grants to achieve improvements in the education pipeline.

Merging OSDCTE with Hawaii P-20 is a solution to create synergy and clarity for the education ecosystem in Hawaii, while reducing redundancy, increasing capacity for data analysis and fusing compliance requirements with strategic direction. Because of Hawaii P-20’s successful work in facilitating collaboration and affecting change, plus its significant work in federal and private grant
management and execution, Hawaii P-20 is the organization best positioned to innovate, scale and sustain career pathway programs across the State.

3. **Description of how the organization’s operational, organizational, functional and programmatic relationships will be affected, including impact on services to students, other target groups and relationships with other segments of the university.**

There is no anticipated negative impact on services to students, other target groups and relationships with other segments of the university. In fact, this reorganization is envisioned to effectively:

- Enhance cohesive communication and collaboration among State- and local-level secondary, postsecondary, and business and industry partners to develop and implement high-quality CTE programs and programs of studies.
- Enable Hawaii P-20 to use its expertise to leverage federal, state and private funding to support the development and implementation of aligned career pathway programs from secondary to postsecondary education, scale up work-based learning opportunities, and address labor market demands to support Hawaii’s economy.
- Utilize Hawaii P-20’s capacity for data use, analysis and sharing to augment the existing work in OSDCTE to generate a set of key policy questions focused on “career-connected learning” in Hawaii that, if addressed, could provide actionable insights on ways in which to improve Hawaii’s education and training systems.
- Reduce duplication of effort and inefficient layers of administrative bureaucracy inherent when separate offices share common goals and initiatives.

4. **Discussion of the efficiencies, service improvements or other benefits that will be achieved as a result of the reorganization.**

Please refer to responses to items 2 and 3.

5. **Complete description of the resource requirement or savings associated with the reorganization, including funding, positions, space, equipment and other resources.**

No additional costs are associated with this reorganization proposal; an estimated $130,000 in salary costs will be reduced from OSDCTE’s annual general fund budget beginning July 1, 2021 due to the State Director for CTE’s (89084) planned retirement on June 30, 2021. Once the incumbent has retired, the position will be abolished and the funds and count will revert to UH System. Hawaii P-20’s Executive Director (89467) will assume overall leadership and direction for OSDCTE as of July 1, 2021.

No additional space, equipment or other resources are being requested. Existing space, equipment and other resources from both OSDCTE and Hawaii P-20 will be utilized to execute the reorganization.

6. **Explanation of the sources of resources needed to implement the reorganization, e.g., reallocation from within the program or major unit, or new revenue.**
No additional resources are being requested to implement the reorganization. OSDCTE’s existing general and federal funds are sufficient to implement the reorganization. Where allowed, Hawaii P-20 will leverage available grant funds to supplement CTE resources.

7. Discussion of the programmatic impacts of the proposed reorganization on the university.

As mentioned, merging OSDCTE with Hawaii P-20 will effectively:

- Enhance cohesive communication and collaboration among State- and local-level secondary, postsecondary, and business and industry partners.
- Enable Hawaii P-20 to use its expertise to leverage federal, state and private funding to support the development and implementation of aligned career pathway programs.
- Utilize Hawaii P-20’s capacity for data use, analysis and sharing to augment the existing work in OSDCTE.
- Reduce duplication of effort and inefficient layers of administrative bureaucracy.
UNIVERSITY OF HAWAII

OFFICE OF THE STATE DIRECTOR FOR CAREER AND TECHNICAL EDUCATION AND
HAWAII P-20 PARTNERSHIPS FOR EDUCATION

CURRENT ORGANIZATIONAL CHARTS AND FUNCTIONAL STATEMENTS
FUNCTIONAL STATEMENT. Reviewed July 2, 2020

CAREER AND TECHNICAL EDUCATION
COORDINATING ADVISORY COUNCIL

Makes recommendations to the State Board for Career and Technical Education and assists in the development of policies and procedures for the administration of career and technical education in the State.

OFFICE OF THE STATE DIRECTOR FOR CAREER
AND TECHNICAL EDUCATION

Provides leadership, direction, and coordination for all career and technical education in the State and cooperates with other institutions or agencies engaged in career and technical education.

• Prepares and revises as necessary the State Plan for Vocational Education.

• Establishes objectives and priorities consistent with the State Board policies.

• Oversees the allocations of Federal funds to various State agencies and prepares and submits budgets and reports to State and Federal authorities for the continuance, promotion, and advancement of career and technical education programs.

• Assists in the improvement of articulation among operating agencies and various stakeholders.

• Administers the accountability of core indicators and measures of performance.

• Plans, develops, and administers statewide career and technical education research projects which relate to career and technical education in the State.

FISCAL SERVICES

• Provides the budgetary and fiscal support to the Office and reports financial
statements to appropriate federal, University, and State entities.

• Assists in management of human resource policies and procedures.

ADMIN and FISCAL SUPPORT

Reviews, writes, coordinates, and attends to matters of administrative detail and disposes of any such matters for the Director of Career and Technical Education (CTE).

Develops, plans, and coordinates meetings and schedules, and documents meeting minutes.

Serves as office manager and oversees and organizes the facility, supplies, equipment, student assistants, and files and record keeping systems.

Manages CTE publications inventory and order fulfillment.

Assists the Fiscal Specialist in preparing and processing procurement, fiscal and travel documents in on-line electronic systems in accordance with established policies and procedures.

WORK-BASED LEARNING COORDINATOR

Leads efforts related to K-16 work-based learning opportunities and workplace training, including working with organizations to coordinate work-based learning experiences.

• Works collaboratively with administrators at the University of Hawaii, the Hawaii State Department of Education, other state/federal agencies & local and national businesses or professional associations.
•
• Leads efforts to align workforce expectations with secondary and post-secondary career readiness preparation programs
• to address workforce needs and to ensure student success through the educational pipeline and into the workforce.
•
• Serves as the Hawaii P-20 liaison for the Hawaii State Department of Education's Connect to Careers (C2C) Initiative.
•
CTE & WORKFORCE DATA SUPPORT

Develop & maintain a knowledge base of data from various sources: Hawaii Dept of Education, Career & Technical Education (CTE), unemployment insurance, & UH, as part of the Hawaii Data eXchange Partnership (DXP) statewide longitudinal data system.

- Serve as a resource to the end users of the DXP by providing functional and technical information and analysis on data use, inquiries on the data access processes and appropriateness of data for user needs.
- Provide data validation to maintain data accuracy and troubleshoot complex data problems.
- Perform complex queries to extract data for ad hoc data requests/studies and use of pivot table functionality or statistical software to create cross-tabulation and other statistical analyses.
- Conduct data analysis and mapping from various source systems from education, CTE, workforce programs, and applicable state agencies.
- Provide comprehensive analysis, reporting and written summaries; design, create and update statistical tables and graphs or other visual representation of data; incorporate tables and graphics in report format to support important findings.

COMMUNICATIONS, OUTREACH, & MARKETING

- Coordinates programs, activities, and services relating to special populations and nontraditional employment and training.
- Coordinates statewide career and technical education marketing efforts.
- Coordinates communications efforts pertaining to the Office and delivery of career and technical education programs, activities, and services.

CTE CIVIL RIGHTS

- Promotes and ensures civil rights compliance with regard to federal and State
requirements.

Administers the Methods of Administration of Civil Rights Compliance in CTE as described in the Federal Regulations.

Prepares complete, technically correct reports for the state report to OCTAE and for the annual report of compliance activities and findings for audit purposes and/or submission to the US Department of Education, Office of Civil Rights.

EXTERNAL AFFAIRS

• Coordinates the planning, development, and logistics of statewide meetings designed to improve career and technical education programs in line with WIOA, ESSA, and Perkins legislation.

• Serves as the State Office intermediary on Career Pathway Programs coordination between the HIDOE and the UHCCS

• Researches, investigates, and disseminates information about career and technical education to various constituencies at the local, state, and national levels.

MEDIA SUPPORT

Designs and prepares reports, brochures, programs, publications, etc. for printing with in-house or with external vendors for various target audiences including educational institutions, government agencies and the public.

Provides advanced professional work in the design, development, operation and maintenance of departmental and state-wide, on-line media for CTE.

Serves as liaison to staff, institutions, and other agencies with media needs.

Develops and maintains a balanced comprehensive collection of print media, non-print media, and technology to support CTE Staff, Vendors, DOE and CC’s.
CURRENT

Office of the Vice President for Academic Planning & Policy

<table>
<thead>
<tr>
<th>Position</th>
<th>Code</th>
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<tbody>
<tr>
<td>Vice President for Academic Planning &amp; Policy</td>
<td>89051</td>
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Office of Student Affairs

<table>
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<th>Code</th>
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<tr>
<td>Associate Vice President for Student Affairs</td>
<td>89172</td>
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<tr>
<td>Financial Aid Manager</td>
<td>PBC</td>
</tr>
<tr>
<td>Student Services Specialist</td>
<td>PBB</td>
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<tr>
<td>Admin &amp; Fiscal Support Sp</td>
<td>PBA</td>
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1 Excluded from position count
2 Serves as administrative liaison for the Hawaii Commission for National and Community Service and the National Corporation for Community Service

Perm
General Fund 4.00
INTRODUCTION

The OVPAPP provides executive leadership in setting forth the systemwide academic vision and goals for the University of Hawai‘i in collaboration with internal and external stakeholders. It is comprised of five offices: 1) Academic Affairs / Planning and Policy; 2) International and Strategic Initiatives; 3) Institutional Research and Analysis (IRAO); 4) Hawai‘i P-20 Partnerships for Education (Hawai‘i P-20); and, 5) Student Affairs.

MAJOR FUNCTIONS

- Leads the student completion agenda for the University of Hawai‘i.
- Ensures that academic programs and activities meet the needs of students and the citizenry of the State of Hawai‘i.
- Advises the President and University executives on academic matters.
- Leads a council of campus chief academic officers.
- Provides leadership and support for systemwide articulation and transfer.
- Establishes and tracks strategic goals and measures to ensure that the University is fulfilling its mission.
- Develops academic plans, policies and procedures.
- Formulates mission and planning documents, and prepares policy statements, recommendations for action, and guidelines for implementation.
- Develops and implements systemwide tuition policies and procedures.
- Supports the University Centers in offering the University’s baccalaureate and higher degrees to residents of neighbor islands.
- Serves as academic liaison with State and federal educational boards, stakeholder groups, systemwide University offices, and the All Campus Council of Faculty Senate Chairs.
- Manages systemwide strategic planning efforts and provides planning support.
- Serves as the systemwide source of expertise on issues relating to institutional accountability.
- Serves as liaison with State and national academic educational boards and other systemwide University offices.
- Provides leadership and direction for institutional research for the ten campuses of the UH System and maintains the official System of Record for systemwide student data reporting.
- Oversees Hawai‘i P-20’s policies, programs, and initiatives and promotes the Hawai‘i P-20 Council’s efforts to develop a seamless system of educational delivery.
- Provides leadership and facilitates collaboration for systemwide initiatives and activities around international engagement.
- Provides leadership in the management of systemwide student affairs.
- Implements a systemwide institutional data governance program to protect the privacy and security of data and information under the stewardship of the University.
- Prepares reports, studies, or briefing papers in response to requests from the Board of Regents, President of the University of Hawai‘i, and local, national, or international entities.
ACADEMIC AFFAIRS / PLANNING AND POLICY OFFICE

INTRODUCTION

The Academic Affairs / Planning and Policy Office provides executive staff support to the Vice President for Academic Planning & Policy to achieve the systemwide academic vision and goals for the University of Hawai‘i. This office serves as the systemwide lead for academic planning and policy, articulation and transfer, and other academic initiatives that impact campuses across the ten campus University System.

MAJOR FUNCTIONS

• Develops/revises academic policies and procedures.
• Initiates, coordinates and supports systemwide academic initiatives.
• Provides staff support to the Council of Chief Academic Officers and other systemwide academic committees.
• Serves as system lead for articulation and transfer among the ten University campuses.
• Convenes the University Council on Articulation, the Academic Advisors and Transfer Network and other systemwide academic committees.
• Ensures that academic proposals prepared for Board of Regents or President’s actions are consistent with University guidelines.
• Serves as the Vice President’s liaison to the All Campus Council of Faculty Senate Chairs.
• Supports distance learning activities which focus on educational access and workforce development.
• Convenes the University Center Directors to support the educational needs of students on neighbor islands for baccalaureate and higher degrees.
• Serves as a resource to campuses in providing planning and policy interpretation and guidance, monitors systemwide planning initiatives, and facilitates priority-setting at system and campus levels.
• Researches and consults with University stakeholders and constituents on emerging academic affairs issues in higher education at the national, State, and local levels.
• Prepares required academic reports for the Board of Regents, President, University executives.
• Prepares responses to international, national, and local inquiries and to ad hoc requests to the Board of Regents, State Postsecondary Education Commission, and the President on University and State educational policies and practices.

INTERNATIONAL AND STRATEGIC INITIATIVES OFFICE

INTRODUCTION

The International and Strategic Initiatives Office provides systemwide leadership in the area of international engagement to fulfill the University’s international strategic goal to be a preeminent international center of learning, discovery, application, and service in the Asia-Pacific region and beyond. The office also is responsible for supporting strategic initiatives tied to University, statewide, or national needs or issues that enhance the University’s abilities to fulfill its strategic goals and outcomes, and supports strategic planning through policy development and analysis. As designated, the office serves as liaison, representation, or support with State agencies and other external stakeholders for the University, President, or Vice President for Academic Planning & Policy (VPAPP).

MAJOR FUNCTIONS

• Leads the University System’s efforts around international engagement;
• Convenes systemwide international committee to facilitate collaboration among campuses and develop strategies to achieve UH’s international goals;
• Promotes activities and programs that connect Hawai‘i and the University with ideas, talent, and economic opportunity from cultures and economies of the Asia-Pacific region and beyond;
• Advises, and represents the Office of the President and Office of the Vice President for Academic Planning & Policy with international delegations and Hawai‘i-based international organizations at local, State, national, and international venues to extend the University’s profile globally;
• Provides analytical support for planning and policy development;
• Leads strategic initiatives related to the higher education needs of the State and emerging higher education trends and issues nationally;
• Develops and implements leadership development program at the University;
• Provides executive staff support for the Board of Regents, President, and Vice President for Academic Planning & Policy;
• Provides legislative coordination for the Vice President for Academic Planning & Policy;
• Represents the President and Vice President for Academic Planning & Policy on councils and committees, as assigned;
• Serves as liaison with State agencies and other external stakeholders, as appropriate, to communicate the University of Hawai‘i’s strategic objectives with State priorities and planning efforts.

INSTITUTIONAL RESEARCH AND ANALYSIS OFFICE

INTRODUCTION

The Institutional Research and Analysis Office (IRAO) provides accurate and timely data, information and analysis to empower decision makers in support of the University’s mission, and makes information accessible to the public to encourage transparency.

The Office is responsible for maintaining the student data warehouse and Operational Data Store (ODS), and for coordinating and overseeing data quality and consistency across the UH System. It maintains a student tracking system, organizes quarterly meetings for campus IR offices and maintains data dictionaries for key student data systems.

The Office maintains a data portal to provide easy and timely access to information on the University, prepares a systemized series of research reports, and responds to requests for information from internal and external agencies and individuals. In addition, the Office coordinates the University’s response to applicable federal mandates (including IPEDS and Student Right-to-Know).

The Office provides assistance to other UH offices including: supporting the statewide longitudinal data system; developing and producing special studies in response to management requests; assisting in the development of an integrated UH data warehouse. The Office plays a key role in supporting efforts to measure the effectiveness of University initiatives.

MAJOR FUNCTIONS

Information Services Functions

• Maintains the official records for the reporting of systemwide student data at the University.
• Designs reports, develops formats, defines terms, and summarizes and analyzes data to be made available to University administrators and campus personnel. Conducts special studies as needed.
• Monitors key changes in programs, course offerings, and other required information, and updates master code, lookup tables and a Student Tracking system used in the generation of systemwide reports from data housed in administrative databases.

• Develops and coordinates database structures and warehouses, including system design and systematic data definitions for the ODS and the University’s student data warehouse and management information reporting system.

• Designs and develops automated reports and new administrative computer systems using the latest computer technology (including the World Wide Web); works with the Information Technology Services Office to streamline data retrieval, access and reporting.

• Provides timely and convenient access to information about the University to the public.

Systemwide Data Administration Functions

• Develops, administers, coordinates and monitors data management information and data quality on a systemwide basis for the ODS and the student data warehouse.

• Administers and manages program codes and data element definitions in the ODS and the student data warehouse to ensure data integrity and consistency.

• Coordinates, monitors and responds to information needs as required by University administrators, planners, staff and external agencies, such as other state departments and federal agencies. Requirements include IPEDS, Student Right-to-Know, requests from the private sector and special legislative requests.

• Coordinates and conducts workshops, training sessions and committees to facilitate the dissemination of information and information analysis to UH administrators and campus / program directors and their staff as part of the University’s overall management program.

• Cooperates with other UH offices to produce accurate and timely reports on University operations, including Human Resources and Financial Aid.

Analytical Services Functions

• Provides systemwide direction for institutional research.

• Researches and prepares analyses supported by charts and graphs for management and planning support reports, assessment reports and special reports as needed.

• Researches, identifies and defines key data elements required for systemwide data use and analysis; develops policies and procedures required to systemize data across campuses; disseminates information on definitions, scope and usage of these data elements.

• Develops and utilizes analytical techniques to support the University’s institutional and campus-level planning process, including: simulated models; enrollment projection models; quantitative unit activity and resource indicators analysis; workload measures; program efficiency measures; quantitative program review indicators; historical enrollment patterns; institutional comparisons; student progress and outcomes analysis.

• Researches systemwide indicators and develops analytical data and studies on the factors affecting University programs. Researches and summarizes the external benefits directly or indirectly attributable to University programs.

• Provides analytical support, training and consultation to campuses regarding the data and tables in the ODS and the student data warehouse. Supports academic planning and analysis and the utilization of analytical techniques and systems.
• Provides technical support and consultation in the training and dissemination of computer modeling and statistical techniques as required for operations and strategic planning.
• Supports the University’s efforts in creating and maintaining a statewide longitudinal data system consisting of student data from K-12, postsecondary education and the workforce.

HA'WAI'I P-20 PARTNERSHIPS FOR EDUCATION OFFICE

INTRODUCTION

The Office of Hawai’i P-20 Partnerships for Education (Hawai’i P-20) is responsible for developing policies and initiatives and coordinating the implementation of joint public-private ventures along the education pipeline, from early childhood through college. Their goals encompass improving the educational achievement of learners at all levels, closing the gap between those who have traditionally been well-served by educational institutions and those who have not, and—ultimately—improving the quality of life of all people of the State by enhancing the quality of our workforce and engendering greater civic engagement.

MAJOR FUNCTIONS

• Develops systemwide policies, programs, and initiatives designed to promote attainment of the Hawai’i P-20 mission to assure that more of Hawaii’s people persist through this pipeline.
• Partners with the Hawai’i Department of Education (HIDOE), the Executive Office on Early Learning, and the University of Hawai’i to work with the P-20 Council to develop a seamless system of educational delivery to prepare Hawai’i’s learners for success.
• Advises the Vice President for Academic Planning & Policy and other University executives on Hawai‘i P-20 plans and initiatives.
• Coordinates, facilitates, and partners in program development and administration efforts with the University of Hawai‘i System and with participating State agencies and community stakeholder groups, e.g., the HIDOE, Department of Labor and Industrial Relations and the Executive Office on Early Learning.
• Serves as liaison to local, State and federal academic educational entities, systemwide University offices, HIDOE, the legislature, and community stakeholder groups.

OFFICE OF STUDENT AFFAIRS (OSA)

INTRODUCTION

In collaboration and consultation with the Office of the Academic Affairs/Planning and Policy and Senior Student Affairs and Student Services Officers on all UH campuses, the Office of Student Affairs initiates, develops, and coordinates student affairs programs and policies and procedures related to systemwide Student Affairs programs.

The OSA advocates for Student Affairs faculty and staff, students, and equity of service to students throughout the University of Hawai‘i System. This office serves as administrative liaison for the Hawai‘i Commission for National and Community Service and the National Corporation for Community Service. This office interacts and collaborates with public and private pre-K through 20 schools and educational institutions on numerous and varied topics, issues, and projects that are mutually beneficial to students and the community.
MAJOR FUNCTIONS

- Advises the senior University staff on Student Affairs matters.
- Serves as administrative liaison with Board of Regents Committee on Student Affairs.
- Serves as an advocate for students within the scope and intent of the Board of Regents, executive policy and the UH System and campus strategic plans, goals, and objectives.
- In consultation with the Office of Academic Affairs/Planning and Policy, participates in the development of student affairs policies and coordinates the implementation of systemwide policies among UH campuses, including but not limited to residency, admissions, enrollment management, recruitment, records and registration, financial aid, tuition waivers, scholarships and tuition differentials.
- In consultation with campus student affairs and student services offices, develops and facilitates Student Affairs programs that require coordination among UH campuses, including but not limited to financial aid; counseling; student employment and cooperative education; career services; internships; service learning; judicial affairs; residence halls; students with disabilities; child care; student health insurance; student health services; student equity and diversity; and international student services.
- Convenes/facilitates meetings of the UH Council of Senior Student Affairs Officers (CSSAO).
- Works with UH System Student Caucus.
- Monitors campuses’ compliance with federal and State statutes, acts, and administrative procedures related to Student Affairs programs and jurisdictions.
- Works with other appropriate UH schools, colleges, and campuses to collaborate, develop, and facilitate partnerships with pre-K through 20 educational institutions on projects that are mutually beneficial to students and the community.
- Serves as Certifying Officer for the Western Interstate Commission for Higher Education – Hawaii.
- The Office of Academic Affairs/Planning and Policy and Office of Student Affairs work closely and collaboratively in matters related to enrollment management, admissions, recruitment, records, and registration, financial aid, tuition waivers, scholarships and tuition differentials.
- The Associate Vice President for Academic Affairs will have jurisdiction and responsibility for providing leadership for the initiation and development of academic policies; the Associate Vice President for Student Affairs will have jurisdiction and responsibility for providing leadership for coordinating among campuses the implementation of systemwide student affairs policies.
UNIVERSITY OF HAWAII

OFFICE OF THE STATE DIRECTOR FOR CAREER AND TECHNICAL EDUCATION AND HAWAII P-20 PARTNERSHIPS FOR EDUCATION

PROPOSED ORGANIZATIONAL CHARTS AND FUNCTIONAL STATEMENTS
INTRODUCTION

The OVPAS provides executive leadership in setting forth the systemwide academic vision and goals for the University of Hawai‘i in collaboration with internal and external stakeholders. It is comprised of five offices: 1) Academic Affairs / Planning and Policy; 2) International and Strategic Initiatives; 3) Institutional Research and Analysis (IRAO); 4) Hawai‘i P-20 Partnerships for Education (Hawai‘i P-20); and, 5) Student Affairs.

MAJOR FUNCTIONS

- Leads the student completion agenda for the University of Hawai‘i.
- Ensures that academic programs and activities meet the needs of students and the citizenry of the State of Hawai‘i.
- Advises the President and University executives on academic matters.
- Leads a council of campus chief academic officers.
- Provides leadership and support for systemwide articulation and transfer.
- Establishes and tracks strategic goals and measures to ensure that the University is fulfilling its mission.
- Develops academic plans, policies and procedures.
- Formulates mission and planning documents, and prepares policy statements, recommendations for action, and guidelines for implementation.
- Develops and implements systemwide tuition policies and procedures.
- Supports the University Centers in offering the University’s baccalaureate and higher degrees to residents of neighbor islands.
- Serves as academic liaison with State and federal educational boards, stakeholder groups, systemwide University offices, and the All Campus Council of Faculty Senate Chairs.
- Manages systemwide strategic planning efforts and provides planning support.
- Provides leadership and direction for institutional research for the ten campuses of the UH System and maintains the official System of Record for systemwide student data reporting.
- Oversees Hawai‘i P-20’s policies, programs, and initiatives and promotes the Hawai‘i P-20 Council’s efforts to develop a seamless system of educational delivery.
- Provides leadership and facilitates collaboration for systemwide initiatives and activities around international engagement.
- Provides leadership in the management of systemwide student affairs.
- Implements a systemwide institutional data governance program to protect the privacy and security of data and information under the stewardship of the University.
- Prepares reports, studies, or briefing papers in response to requests from the Board of Regents, President of the University of Hawai‘i, and local, national, or international entities.
ACADEMIC AFFAIRS / PLANNING AND POLICY OFFICE

INTRODUCTION

The Academic Affairs / Planning and Policy Office provides executive staff support to the Vice President for Academic Planning & Policy to achieve the systemwide academic vision and goals for the University of Hawai‘i. This office serves as the systemwide lead for academic planning and policy, articulation and transfer, and other academic initiatives that impact campuses across the ten campus University System.

MAJOR FUNCTIONS

- Develops/revises academic policies and procedures.
- Initiates, coordinates and supports systemwide academic initiatives.
- Provides staff support to the Council of Chief Academic Officers and other systemwide academic committees.
- Serves as system lead for articulation and transfer among the ten University campuses.
- Convenes the University Council on Articulation, the Academic Advisors and Transfer Network and other systemwide academic committees.
- Ensures that academic proposals prepared for Board of Regents or President’s actions are consistent with University guidelines.
- Serves as the Vice President’s liaison to the All Campus Council of Faculty Senate Chairs.
- Supports distance learning activities which focus on educational access and workforce development.
- Convenes the University Center Directors to support the educational needs of students on neighbor islands for baccalaureate and higher degrees.
- Serves as a resource to campuses in providing planning and policy interpretation and guidance, monitors systemwide planning initiatives, and facilitates priority-setting at system and campus levels.
- Researches and consults with University stakeholders and constituents on emerging academic affairs issues in higher education at the national, State, and local levels.
- Prepares required academic reports for the Board of Regents, President, University executives.
- Prepares responses to international, national, and local inquiries and to ad hoc requests to the Board of Regents, State Postsecondary Education Commission, and the President on University and State educational policies and practices.

INTERNATIONAL AND STRATEGIC INITIATIVES OFFICE

INTRODUCTION

The International and Strategic Initiatives Office provides systemwide leadership in the area of international engagement to fulfill the University’s international strategic goal to be a preeminent international center of learning, discovery, application, and service in the Asia-Pacific region and beyond. The office also is responsible for supporting strategic initiatives tied to University, statewide, or national needs or issues that enhance the University’s abilities to fulfill its strategic goals and outcomes, and supports strategic planning through policy development and analysis. As designated, the office serves as liaison, representation, or support with State agencies and other external stakeholders for the University, President, or Vice President for Academic Planning & Policy (VPAPP).

MAJOR FUNCTIONS

- Leads the University System’s efforts around international engagement;
• Convenes systemwide international committee to facilitate collaboration among campuses and develop strategies to achieve UH’s international goals;
• Promotes activities and programs that connect Hawai‘i and the University with ideas, talent, and economic opportunity from cultures and economies of the Asia-Pacific region and beyond;
• Advises, and represents the Office of the President and Office of the Vice President for Academic Planning & Policy with international delegations and Hawai‘i-based international organizations at local, State, national, and international venues to extend the University’s profile globally;
• Provides analytical support for planning and policy development;
• Leads strategic initiatives related to the higher education needs of the State and emerging higher education trends and issues nationally;
• Develops and implements leadership development program at the University;
• Provides executive staff support for the Board of Regents, President, and Vice President for Academic Planning & Policy;
• Provides legislative coordination for the Vice President for Academic Planning & Policy;
• Represents the President and Vice President for Academic Planning & Policy on councils and committees, as assigned;
• Serves as liaison with State agencies and other external stakeholders, as appropriate, to communicate the University of Hawai‘i’s strategic objectives with State priorities and planning efforts.

INSTITUTIONAL RESEARCH AND ANALYSIS OFFICE

INTRODUCTION

The Institutional Research and Analysis Office (IRAO) provides accurate and timely data, information and analysis to empower decision makers in support of the University’s mission, and makes information accessible to the public to encourage transparency.

The Office is responsible for maintaining the student data warehouse and Operational Data Store (ODS), and for coordinating and overseeing data quality and consistency across the UH System. It maintains a student tracking system, organizes quarterly meetings for campus IR offices and maintains data dictionaries for key student data systems.

The Office maintains a data portal to provide easy and timely access to information on the University, prepares a systemized series of research reports, and responds to requests for information from internal and external agencies and individuals. In addition, the Office coordinates the University’s response to applicable federal mandates (including IPEDS and Student Right-to-Know).

The Office provides assistance to other UH offices including: supporting the statewide longitudinal data system; developing and producing special studies in response to management requests; assisting in the development of an integrated UH data warehouse. The Office plays a key role in supporting efforts to measure the effectiveness of University initiatives.

MAJOR FUNCTIONS

Information Services Functions

• Maintains the official records for the reporting of systemwide student data at the University.
• Designs reports, develops formats, defines terms, and summarizes and analyzes data to be made available to University administrators and campus personnel. Conducts special studies as needed.
- Monitors key changes in programs, course offerings, and other required information, and updates master code, lookup tables and a Student Tracking system used in the generation of systemwide reports from data housed in administrative databases.
- Develops and coordinates database structures and warehouses, including system design and systematic data definitions for the ODS and the University's student data warehouse and management information reporting system.
- Designs and develops automated reports and new administrative computer systems using the latest computer technology (including the World Wide Web); works with the Information Technology Services Office to streamline data retrieval, access and reporting.
- Provides timely and convenient access to information about the University to the public.

Systemwide Data Administration Functions

- Develops, administers, coordinates and monitors data management information and data quality on a systemwide basis for the ODS and the student data warehouse.
- Administers and manages program codes and data element definitions in the ODS and the student data warehouse to ensure data integrity and consistency.
- Coordinates, monitors and responds to information needs as required by University administrators, planners, staff and external agencies, such as other state departments and federal agencies. Requirements include IPEDS, Student Right-to-Know, requests from the private sector and special legislative requests.
- Coordinates and conducts workshops, training sessions and committees to facilitate the dissemination of information and information analysis to UH administrators and campus / program directors and their staff as part of the University's overall management program.
- Cooperates with other UH offices to produce accurate and timely reports on University operations, including Human Resources and Financial Aid.

Analytical Services Functions

- Provides systemwide direction for institutional research.
- Researches and prepares analyses supported by charts and graphs for management and planning support reports, assessment reports and special reports as needed.
- Researches, identifies and defines key data elements required for systemwide data use and analysis; develops policies and procedures required to systemize data across campuses; disseminates information on definitions, scope and usage of these data elements.
- Develops and utilizes analytical techniques to support the University’s institutional and campus-level planning process, including: simulated models; enrollment projection models; quantitative unit activity and resource indicators analysis; workload measures; program efficiency measures; quantitative program review indicators; historical enrollment patterns; institutional comparisons; student progress and outcomes analysis.
- Researches systemwide indicators and develops analytical data and studies on the factors affecting University programs. Researches and summarizes the external benefits directly or indirectly attributable to University programs.
- Provides analytical support, training and consultation to campuses regarding the data and tables in the ODS and the student data warehouse. Supports academic planning and analysis and the utilization of analytical techniques and systems.
PROPOSED

- Provides technical support and consultation in the training and dissemination of computer modeling and statistical techniques as required for operations and strategic planning.
- Supports the University’s efforts in creating and maintaining a statewide longitudinal data system consisting of student data from K-12, postsecondary education and the workforce.

HAWAI‘I P-20 PARTNERSHIPS FOR EDUCATION OFFICE

INTRODUCTION

The Office of Hawai‘i P-20 Partnerships for Education (Hawai‘i P-20) is responsible for developing policies and initiatives and coordinating the implementation of joint public-private ventures along the education pipeline, from early childhood through college. Their goals encompass improving the educational achievement of learners at all levels, closing the gap between those who have traditionally been well-served by educational institutions and those who have not, and—ultimately—improving the quality of life of all people of the State by enhancing the quality of our workforce and engendering greater civic engagement.

MAJOR FUNCTIONS

- Develops systemwide policies, programs, and initiatives designed to promote attainment of the Hawai‘i P-20 mission to assure that more of Hawaii’s people persist through this pipeline.
- Partners with the Hawai‘i Department of Education (HIDOE), the Executive Office on Early Learning (EOEL), and the University of Hawai‘i to work with the P-20 Council to develop a seamless system of educational delivery to prepare Hawai‘i’s learners for success.
- Advises the Vice President for Academic Planning & Policy and other University executives on Hawai‘i P-20 plans and initiatives.
- Coordinates, facilitates, and partners in program development and administration efforts with the University of Hawai‘i System and with participating State agencies and community stakeholder groups, e.g., the HIDOE, EOEL, and the Department of Labor and Industrial Relations.
- Serves as liaison to local, State and federal academic educational entities, systemwide University offices, HIDOE, the legislature, and community stakeholder groups.
- Provides leadership, direction, and coordination for all career and technical education (CTE) in the State and cooperates with other institutions or agencies engaged in CTE within the State.

CAREER AND TECHNICAL EDUCATION COORDINATING ADVISORY COUNCIL

Makes recommendations to the State Board of Career and Technical Education and assists in the development of policies and procedures for the administration of career and technical education in the State.

OFFICE OF STUDENT AFFAIRS (OSA)

INTRODUCTION

In collaboration and consultation with the Office of the Academic Affairs/Planning and Policy and Senior Student Affairs and Student Services Officers on all UH campuses, the Office of Student Affairs initiates, develops, and coordinates student affairs programs and policies and procedures related to systemwide Student Affairs programs.
The OSA advocates for Student Affairs faculty and staff, students, and equity of service to students throughout the University of Hawai‘i System. This office serves as administrative liaison for the Hawai‘i Commission for National and Community Service and the National Corporation for Community Service. This office interacts and collaborates with public and private pre-K through 20 schools and educational institutions on numerous and varied topics, issues, and projects that are mutually beneficial to students and the community.

MAJOR FUNCTIONS

- Advises the senior University staff on Student Affairs matters.
- Serves as administrative liaison with Board of Regents Committee on Student Affairs.
- Serves as an advocate for students within the scope and intent of the Board of Regents, executive policy and the UH System and campus strategic plans, goals, and objectives.
- In consultation with the Office of Academic Affairs/Planning and Policy, participates in the development of student affairs policies and coordinates the implementation of systemwide policies among UH campuses, including but not limited to residency, admissions, enrollment management, recruitment, records and registration, financial aid, tuition waivers, scholarships and tuition differentials.
- In consultation with campus student affairs and student services offices, develops and facilitates Student Affairs programs that require coordination among UH campuses, including but not limited to financial aid; counseling; student employment and cooperative education; career services; internships; service learning; judicial affairs; residence halls; students with disabilities; child care; student health insurance; student health services; student equity and diversity; and international student services.
- Convenes/facilitates meetings of the UH Council of Senior Student Affairs Officers (CSSAO).
- Works with UH System Student Caucus.
- Monitors campuses’ compliance with federal and State statutes, acts, and administrative procedures related to Student Affairs programs and jurisdictions.
- Works with other appropriate UH schools, colleges, and campuses to collaborate, develop, and facilitate partnerships with pre-K through 20 educational institutions on projects that are mutually beneficial to students and the community.
- Serves as Certifying Officer for the Western Interstate Commission for Higher Education – Hawaii.
- The Office of Academic Affairs/Planning and Policy and Office of Student Affairs work closely and collaboratively in matters related to enrollment management, admissions, recruitment, records, and registration, financial aid, tuition waivers, scholarships and tuition differentials.
- The Associate Vice President for Academic Affairs will have jurisdiction and responsibility for providing leadership for the initiation and development of academic policies; the Associate Vice President for Student Affairs will have jurisdiction and responsibility for providing leadership for coordinating among campuses the implementation of systemwide student affairs policies.
UNIVERSITY OF HAWAII

OFFICE OF THE STATE DIRECTOR FOR CAREER AND TECHNICAL EDUCATION AND
HAWAII P-20 PARTNERSHIPS FOR EDUCATION

UNION LETTER AND RESPONSE
April 19, 2021

Ms. Bernadette Howard
State Director for Career and Technical Education
University of Hawaii System
Lunalilo I, Lower Campus Road
Honolulu, Hawaii 96822

Dear Ms. Howard:

RE: Consultation Regarding Proposed Reorganization to Merge the Office of the State Director for Career and Technical Education (OSDCTE) with Hawaii P-20 Partnerships for Education (Hawaii P-20) at the University of Hawaii

This is in response to your March 22, 2021 letter requesting consultation regarding the above-mentioned reorganization.

We have reviewed the information provided and have no questions. However, we do reserve the right to revisit this matter and raise any unforeseen issues that may arise when the reorganization is implemented.

Thank you for the opportunity to provide input. Please contact me at 543-0078 or jkuwabara@hgea.org if there are any questions.

Sincerely,

Joy Kuwabara
Field Services Consultant
March 22, 2021

Mr. Randy Perreira
Executive Director
Hawaii Governmental Employees Association
888 Mililani Street, Suite 401
Honolulu, HI 96813

Dear Mr. Perreira:

Pursuant to the HGEA Unit 8 Contract, Article 5 – Personnel Policy Changes and the Hawaii Revised Statutes §89-9(c), transmitted herewith for your information is a reorganization proposal to merge the Office of the State Director for Career and Technical Education (OSDCTE) with Hawaii P-20 Partnerships for Education (Hawaii P-20) at the University of Hawaii.

The purpose of the proposed reorganization is to enhance cohesive communication and collaboration among State- and local-level secondary, postsecondary, and business and industry partners; enable Hawaii P-20 to use its expertise to leverage federal, state and private funding to support the development and implementation of aligned career pathway programs; utilize Hawaii P-20’s capacity for data use, analysis and sharing to augment the existing work in OSDCTE; and reduce duplication of effort and inefficient layers of administrative bureaucracy.

Enclosed are the reorganization proposal’s executive summary, narrative, current and proposed functional statements and organization charts, and a table of affected positions for your review. Note that the official organizational chart reflects State appropriated positions only; however, we are also providing an internal file that reflects all positions, both appropriated and extramural, for a complete organizational overview.

The proposal has been discussed with all of the affected employees and they are all agreeable to it. Their contact information is attached should you wish to contact them directly.

We anticipate submitting the proposal to the Board of Regents at their May 20, 2021 meeting. Please inform us by April 9, 2021 if you wish to meet with us to discuss the proposal. If we do
not hear from you by then, we will presume that you have no comments and will continue to proceed with the implementation of this reorganization. If you have any questions on this matter, please contact me at <mbhoward@hawaii.edu> or 956-4791.

Sincerely,

[Signature]

Bernadette Howard
State Director for Career and Technical Education

c: Stephen Schatz, Executive Director, Hawaii P-20 Partnerships for Education
    Brenda Shin, Personnel Officer, System Office of Human Resources

Attachments
Contact information for the Office of the State Director for Career and Technical Education and Hawaii P-20 Partnerships for Education reorganization (affected APT staff only):

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joyce Clapp</td>
<td><a href="mailto:jclapp@hawaii.edu">jclapp@hawaii.edu</a></td>
<td>956-4789</td>
<td>CTE</td>
</tr>
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<td>Lois Hamaguchi</td>
<td><a href="mailto:loishama@hawaii.edu">loishama@hawaii.edu</a></td>
<td>956-6115</td>
<td>CTE</td>
</tr>
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<td><a href="mailto:mmattos@hawaii.edu">mmattos@hawaii.edu</a></td>
<td>956-5485</td>
<td>P-20</td>
</tr>
<tr>
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<td>P-20</td>
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<tr>
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</tr>
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<td>956-2271</td>
<td>CTE</td>
</tr>
<tr>
<td>Teri Yamashige</td>
<td><a href="mailto:teriyama@hawaii.edu">teriyama@hawaii.edu</a></td>
<td>956-3879</td>
<td>P-20</td>
</tr>
</tbody>
</table>
Executive Summary

I. **Purpose:**  
*Explain the purpose of this reorganization and the anticipated overall impact.*

Hawaii P-20 Partnerships for Education (Hawaii P-20) is a statewide partnership led by the Executive Office on Early Learning, the Hawaii Department of Education (HIDOE) and the University of Hawaii. An administrative unit under the Office of the Vice President for Academic Strategy, Hawaii P-20’s main work focuses on strengthening the educational pipeline for all students, from early education through postsecondary education and training, with data-informed decision making, advocacy, policy coordination, and stakeholder engagement, all in support of student achievement. The organization is able to do this by being a catalyst for innovative programs, facilitating cross-agency convenings and communication, advocating for educational policies, and building and maintaining the statewide longitudinal data system. Hawaii P-20’s partners share a sense of urgency about the need to improve Hawaii’s education outcomes in an increasingly global economy, and have established a goal of 55% of Hawaii’s working age adults having a 2- or 4-year college degree by 2025.

The Office of the State Director for Career and Technical Education (OSDCTE) provides leadership, direction and coordination for all career and technical education in the State and cooperates with other institutions or agencies engaged in career and technical education. OSDCTE administers the Perkins V federal grant program, including overseeing the State Plan, allocating funding to eligible entities, and monitoring grant performance.

The proposed reorganization seeks to merge OSDCTE with Hawaii P-20 for the purpose of: enhancing cohesive communication and collaboration among State- and local-level secondary, postsecondary, and business and industry partners; enabling Hawaii P-20 to use its expertise to leverage federal, state and private funding to support the development and implementation of aligned career pathway programs; utilizing Hawaii P-20’s capacity for data use, analysis and sharing to augment the existing work in OSDCTE; and reducing duplication of effort and inefficient layers of administrative bureaucracy.

II. **Major Elements of the Proposal:**  
*Explain or list the key changes being proposed in this reorganization relative to purpose and results.*

Below are key elements included in the proposed reorganization:

- The elimination of one Executive/Managerial position, State Director for Career and Technical Education (89084), and the associated annual cost savings of $130,000;
- The assumption of overall leadership and direction for OSDCTE by Hawaii P-20 Executive Director (89467);
- Changes to reporting lines and direct reports for select OSDCTE and Hawaii P-20 positions
III. **Resource Impact:**

*Explain the resources impacted as a result of the reorganization. If there is no impact, reflect “None” for each category as appropriate.*

A. **Budget:**

1. *What is the estimated cost of the reorg?*

   None. The current budget allocations for both Hawaii P-20 and OSDCTE are sufficient to implement this reorganization.

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

   Implementation of the proposed reorganization will not require additional funds.

3. *Will the reorganization result in cost savings or be cost neutral?*

   The proposed reorganization will yield annual cost savings of $130,000 in general funds due to the elimination of the State Director for CTE position (89084). The Hawaii P-20 Executive Director (89467) will assume overall leadership and direction for OSDCTE.

B. **Operational:**

1. *What is the overall impact on faculty and staffing responsibilities, if any?*

   The Hawaii P-20 Executive Director (89467) will assume overall leadership and direction for OSDCTE.

   Duties and responsibilities for the Hawaii P-20 positions will remain unchanged, however, several positions (78490, 78645T, and 79805T) will gain additional direct reports. Note that as a result of previous collaboration between OSDCTE and Hawaii P-20, two CTE positions (81302 and 81385) currently report to Hawaii P-20 positions (79805T and 78811T, respectively) for day-to-day management and oversight.

   Duties and responsibilities for all filled OSDCTE positions will remain unchanged, with the exception of new reporting lines to the applicable Hawaii P-20 manager.

   The Associate Director for CTE (80221) position became vacant on January 1, 2021 when the incumbent retired from the University. Due to the pending reorganization and the freeze on permanent positions, this position has not been filled or redescribed and will remain vacant until July 1, 2021.

   Hawaii P-20’s Career Pathways Strategy Director (78811T) became vacant on January 5, 2021 due to the incumbent’s resignation. This position provides strategic direction and oversight of Hawaii P-20’s career pathways work. Since becoming vacant, the position has been redescribed to include duties and responsibilities that...
align with the overall management and direction of the day-to-day execution of the Perkins V grant, as well as continuing to provide strategic direction for career pathways work. The position will be advertised shortly so that there is sufficient time to transition the new hire to work with and learn from the State Director for CTE (89467) prior to her resignation. However, the extramural funding for the Career Pathways Strategy Director (78811T) has terminated due to grant completion, and no dedicated extramural funds are available at this time. The OSDCTE has agreed to temporarily fund this position with salary savings due to the Associate Director of CTE’s vacant position (80221). Upon approval of the reorg, the Career Pathways Strategy Director (78811T) will be converted to a permanent position by utilizing the Associate Director of CTE’s (80221) permanent count and budget. Since both positions are vacant, there is no impact to existing staff.

ii. Will additional faculty/support personnel be required? If so, what is the plan to obtain the additional faculty/staffing to successfully implement the reorganization?

Implementation of the proposed reorganization will not require additional faculty/support personnel.

iii. Will there be a reduction in faculty/staff? If so, what steps are planned or have been taken to ensure proper consultation?

Implementation of the proposed reorganization will result in a reduction of one Executive/Managerial position (89084) due to incumbent’s retirement on June 30, 2021; no consultation is required for this position. No other reductions in temporary or permanent staff are anticipated, with the exception of the Career Pathways Strategy Director position (78811T) – a temporary, extramurally-funded position which currently has no dedicated funds available and will be converted to a permanent position upon approval of the proposed reorganization (refer to section B(i) above for explanation).

iv. Identify faculty/staff positions impacted by the anticipated changes.

Below is a listing of all positions currently allocated to the Office of the State Director for CTE (OSDCTE). As mentioned, the proposed reorganization seeks to merge the functions and positions of OSDCTE to Hawaii P-20 Partnerships for Education. Any additional, anticipated impacts to the positions are specified below. (Note: A = Permanent, General Funded; N = Permanent, Federal Funded; E = Temporary, Extramural-Funded)

<table>
<thead>
<tr>
<th>Position No.</th>
<th>Title</th>
<th>Additional Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>89084 (A)</td>
<td>State Director for Career and Technical Education</td>
<td>Position to be abolished</td>
</tr>
<tr>
<td>80221 (A)</td>
<td>Program Manager</td>
<td>New reporting line to 89467; to remain vacant until reorg approved; upon approval, count and funds to be used to convert</td>
</tr>
</tbody>
</table>
Below is a listing of all positions currently allocated to Hawaii P-20 – including both permanent and temporary extramural – and the impact, if any, to the positions.

<table>
<thead>
<tr>
<th>Position No.</th>
<th>Title</th>
<th>Additional Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>89467 (A)</td>
<td>Hawaii P-20 Executive Director</td>
<td>Assume overall leadership and direction of OSDCTE; new direct report: 80221</td>
</tr>
<tr>
<td>78742T</td>
<td>Admin &amp; Fiscal Support Specialist</td>
<td>No impact</td>
</tr>
<tr>
<td>78490 (A)</td>
<td>Senior Administrative Officer</td>
<td>New direct reports: 80144, 80556, 80123, 80269</td>
</tr>
<tr>
<td>79041T (E)</td>
<td>Fiscal Specialist</td>
<td>Vacant; no impact</td>
</tr>
<tr>
<td>79851T (E)</td>
<td>Admin &amp; Fiscal Support Specialist</td>
<td>No impact</td>
</tr>
<tr>
<td>78742T (E)</td>
<td>Institutional/Policy Analyst</td>
<td>No impact</td>
</tr>
<tr>
<td>78704T (E)</td>
<td>Program Specialist</td>
<td>No impact</td>
</tr>
<tr>
<td>78645T (E)</td>
<td>Communications Officer</td>
<td>New direct report: 81623</td>
</tr>
<tr>
<td>79805T (E)</td>
<td>Program Manager</td>
<td>New direct report: 81302</td>
</tr>
<tr>
<td>81635T (E)</td>
<td>Program Specialist</td>
<td>No impact</td>
</tr>
<tr>
<td>77256 (A) (E)</td>
<td>Institutional/Policy Analyst</td>
<td>No impact</td>
</tr>
<tr>
<td>79771T (E)</td>
<td>Institutional/Policy Analyst</td>
<td>No impact</td>
</tr>
<tr>
<td>78511 (A)</td>
<td>IT Specialist</td>
<td>No impact</td>
</tr>
<tr>
<td>81776 (A)</td>
<td>Database Administrator</td>
<td>No impact</td>
</tr>
<tr>
<td>77823T (E)</td>
<td>Program Specialist</td>
<td>No impact</td>
</tr>
<tr>
<td>778811T (E)</td>
<td>Program Manager</td>
<td>Vacant; unfunded (extramural); currently under recruitment; to be converted to permanent upon reorg approval</td>
</tr>
<tr>
<td>T</td>
<td>Name</td>
<td>Impact</td>
</tr>
<tr>
<td>--------</td>
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</tr>
<tr>
<td>80103</td>
<td>Program Specialist</td>
<td>No impact</td>
</tr>
<tr>
<td>79541</td>
<td>Program Specialist</td>
<td>No impact</td>
</tr>
<tr>
<td>79772</td>
<td>Program Specialist</td>
<td>No impact</td>
</tr>
<tr>
<td>79690</td>
<td>Program Specialist</td>
<td>No impact</td>
</tr>
<tr>
<td>79297</td>
<td>Program Specialist</td>
<td>No impact</td>
</tr>
<tr>
<td>78559</td>
<td>Program Manager</td>
<td>No impact</td>
</tr>
<tr>
<td>78491</td>
<td>Program Specialist</td>
<td>No impact</td>
</tr>
<tr>
<td>79079</td>
<td>Program Specialist</td>
<td>No impact</td>
</tr>
<tr>
<td>79272</td>
<td>Program Specialist</td>
<td>No impact</td>
</tr>
<tr>
<td>79288</td>
<td>Program Specialist</td>
<td>No impact</td>
</tr>
<tr>
<td>78968</td>
<td>Institutional/Policy Analyst</td>
<td>No impact</td>
</tr>
<tr>
<td>79515</td>
<td>Program Specialist</td>
<td>No impact</td>
</tr>
<tr>
<td>80709</td>
<td>Program Specialist</td>
<td>No impact</td>
</tr>
<tr>
<td>78584</td>
<td>Program Specialist</td>
<td>No impact</td>
</tr>
</tbody>
</table>

C. Space

i. Will additional space outside own resources/allocations be required?

Implementation of the proposed reorganization will not result in additional space outside of OSDCTE’s and Hawaii P-20’s current resources/allocations.

IV. Consultation:

Explain or list the individuals and groups consulted and the key comments/feedback received.

Executive leadership at the System level (President David Lassner and Chancellor Erika Lacro) was consulted with regard to the subject proposal; no comments in opposition were received. The Hawaii DOE Superintendent was also consulted and was supportive of the proposal.

Hawaii Governmental Employees Association (HGEA)
Pursuant to statutory and contractual requirements, HGEA was consulted with regard to the proposed reorganization. Pending comments from HGEA; proposal sent 03/22/21

Current CTE staff was consulted to introduce the Hawaii P-20 Executive Director (89467) and to get a high-level overview of Hawaii P-20 and the director’s vision of merging the two departments. No objections were shared and CTE staff shared an eagerness to phase into a new chapter of supporting students across the State.

V. Implementation:

Explain when and how this reorganization will be implemented. Identify anticipated effective date.

The proposed reorganization will be implemented on July 1, 2021.
Narrative

Changes to the Organization, Functions and Reporting Relationships of Hawaii P-20 Partnerships for Education (Hawaii P-20).

In accordance with Administrative Procedures A3.101, University of Hawaii Organizational and Functional Changes, the following information is provided:

1. Description of the conditions or factors prompting the proposed reorganization, e.g., new program requirements, changes in the environment, new legal or policy considerations.

   In July 2018, the Strengthening Career and Technical Education for the 21st Century Act was signed into law. Commonly referred to as “Perkins V,” the federal law reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006, which provides approximately $1.2 billion annually for career and technical education (CTE) programs for the nation’s youth and adults. Hawaii receives approximately $6.5 million in federal funds, which are primarily divided between secondary and postsecondary CTE programs delivered through the Hawaii State Department of Education (HIDOE) and the University of Hawaii Community Colleges (UHCC).

   Perkins V provides new opportunities to improve CTE and enables more flexibility for states to meet the unique needs of their learners, educators and employers. It expands opportunities for every student to explore, choose, and follow CTE programs of study and career pathways to earn credentials of value. Changes to Perkins V followed trends in related federal legislation – the Every Student Succeeds Act (ESSA) and the Workforce Innovation and Opportunity Act (WIOA) – by providing more flexibility to states in developing and implementing their CTE programs. In addition, Perkins V placed greater emphasis on developing clear connections between programs and labor market demand, and expanded accountability subgroups to include services to historically underrepresented populations.

   Under Perkins V, each eligible agency prepared and submitted a State plan to the U.S. Department of Education. Each eligible agency developed its State plan in consultation with key stakeholders, the Governor, and other agencies with authority for CTE. Hawaii’s State Plan was developed in consultation with many stakeholders across the State – including representatives from the Office of the State Director for CTE (OSDCTE), UHCCs, HIDOE, Hawaii P-20, Workforce Development Council, and the Office of the Governor – and was accepted and approved on March 19, 2020.

   Perkins V provides Hawaii with the opportunity to develop a creative, strategic vision for CTE that fits the State’s unique needs. It also challenges Hawaii to develop safeguards that ensure all activities and spending related to CTE support the State’s strategic vision for CTE. As a state, the plan was developed with a focus on quality, alignment and industry needs. The plan, along with the State’s ESSA and WIOA plans, reflect the collective commitment to building and improving upon a career pathways system – a series of connected education and training strategies and support services that enable individuals to secure relevant certification and obtain employment within an occupational area and to advance to higher levels of future education and employment.

   A robust career pathways system engages diverse partners with different funding streams and targeted populations; it aligns education and training services offered by a range of state and local agencies, and is augmented with support from regional community groups, philanthropic
organizations and employers. No one individual or entity has singular oversight for career pathways; consequently, a well-designed and implemented system is one in which organizations work together – aligning services, supports, and resources – to smooth individuals’ transition into and out of education and training programs. State and local leaders must collaborate across organizational and agency lines to promote a true statewide vision.

It is important to note that while Perkins V allocates federal funds to states to support CTE, other funding sources – including state and philanthropic ones – play a critical role in sustaining and expanding high-quality career pathways at the secondary and postsecondary levels. It is critical that Hawaii ensure all funding sources supporting CTE are coordinated and aligned to achieve the State’s vision for a high-quality CTE program that prepares students for in-demand careers. Historically, OSDCTE has functioned primarily as a sub-granting arm for the Perkins funds – allocating equal funding to HIDOE and UHCC to carry out their respective CTE programs – and has had difficulty in leveraging and braiding other funds to supplement the federal funds.

The ecosystem of “career-connected learning” is growing, with new efforts underway in career pathways, promising credentials, regional work-based learning projects and expanded apprenticeship models. Hawaii’s state plan includes the development of a system to monitor, evaluate and provide feedback to CTE stakeholders regarding implementation progress, effectiveness of improvement efforts, and quality of the CTE system and programs from the perspective of graduates and employers. However, OSDCTE’s data systems have not kept pace, and as a result, state leaders are unable to answer basic questions at the intersection of education and the economy that will provide important insight into how well these system improvements effectively prepare learners for in-demand, high-wage career opportunities and, ultimately, whether these learners obtain employment in good jobs.

The development of Hawaii’s state plan revealed duplication of effort between OSDCTE and Hawaii P-20 in engaging and facilitating partners across the State to develop high-quality, relevant career pathways. Over the last few years, Hawaii P-20’s career pathways initiative has evolved to have the same mission, goals, partnerships, stakeholders, and much of the same accountability as OSDCTE. This means that both offices are routinely collaborating and meeting with the same partners and stakeholders in separate meetings, many times with similar goals and often leading to “meeting fatigue” and confusion as to who is leading what.

2. Explanation of how the proposed reorganization will address these conditions or factors.

Hawaii P-20’s mission is to strengthen the education pipeline from early education through postsecondary education and training with data-informed decision making, advocacy, policy coordination and stakeholder engagement – all in support of student achievement. As an organization, Hawaii P-20 continually works toward meeting this vision by serving as a catalyst for innovative programs, facilitating cross-agency convenings and communications, advocating for educational policies, and building and maintaining the statewide longitudinal data system. Hawaii P-20 engages directly with partners within the K-12 and postsecondary systems, as well as with educational stakeholders across the State, to ensure that the educational pipeline is vertically aligned to meet the needs of industry in Hawaii and to empower individual students to achieve their educational and career goals.
Hawaii P-20 has always focused its efforts on facilitating meaningful collaboration and partnerships among educators, administrators and stakeholders throughout the educational pipeline. As improvements have been achieved in key P-20 metrics, such as increases in college credits earned by high school graduates and reductions in college remediation rates, Hawaii P-20 has increased its focus on workforce demands. Hawaii P-20 is partnered with Jobs for the Future as a member of the Pathways to Prosperity Network for technical assistance and to provide a national perspective on local work happening within the State. Also, through strategic and long-standing partnerships with philanthropic organizations and by leveraging its federal GEAR UP grant, Hawaii P-20 is leading regional and statewide efforts to establish middle and high school career pathways which are integrated with the UHCCs and that address regional economic needs.

As the managing partner of the Hawaii Data eXchange Partnership (DXP) – a partnership of State agencies that have agreed to share and use data to inform positive change and to support continuous improvement of programs and services at all levels of statewide education and workforce training – Hawaii P-20 provides online data dashboards that track average salaries and percent of graduates employed by UH degree based on longitudinal data from K-12 through workforce, and produces a variety of resources to help educators and leaders make informed decisions about the educational pipeline, including career pathways.

By using data to analyze the extent of success of various programs and initiatives, Hawaii P-20 has been able to pilot programs that impact policies. For example, a case study conducted in 2015 found that low-income students were less likely than their peers to participate in dual credit and that transportation and schedule conflicts were two main barriers. To address these barriers and provide more support for students, families, and high school administrators, Hawaii P-20 leveraged private foundation funds with GEAR UP federal funds to pilot the Early College model. This model brought college courses to high school campuses and provided technical assistance for high school and college counselors. As demonstrated by Hawaii P-20’s own analysis and an external evaluation, low-income students who participated in the pilot were more likely to enroll and persist in college compared to their peers. Hawaii P-20 shared these outcomes widely, and in the 2017 legislative session the Hawaii State Legislature appropriated $1 million per year in general funds to support and expand the Early College program. This demonstrates Hawaii P-20’s ability to use data, pilot programs and leverage private, federal and state resources to support successful programs and to facilitate system change.

Hawaii P-20 also facilitated the enactment of policy changes to reduce math and English remediation in college. After HIDOE adopted the Smarter Balanced Assessment (SBA), Hawaii P-20, working collaboratively with leadership at HIDOE and UH, used longitudinal data to inform a comprehensive placement policy which all 10 UH campuses adopted in Fall 2016. The policy allows students to use 11th grade SBA scores and/or the grade earned in Hawaii P-20’s newly developed math transition course to place directly into college-level math courses without having to take remedial courses. Hawaii P-20 also worked to develop an English Language Arts transition course. The development of these courses was undertaken through Hawaii P-20’s ability to leverage federal and philanthropic grants to achieve improvements in the education pipeline.

Merging OSDCTE with Hawaii P-20 is a solution to create synergy and clarity for the education ecosystem in Hawaii, while reducing redundancy, increasing capacity for data analysis and fusing compliance requirements with strategic direction. Because of Hawaii P-20’s successful work in facilitating collaboration and affecting change, plus its significant work in federal and private grant
management and execution, Hawaii P-20 is the organization best positioned to innovate, scale and sustain career pathway programs across the State.

3. Description of how the organization’s operational, organizational, functional and programmatic relationships will be affected, including impact on services to students, other target groups and relationships with other segments of the university.

There is no anticipated negative impact on services to students, other target groups and relationships with other segments of the university. In fact, this reorganization is envisioned to effectively:

- Enhance cohesive communication and collaboration among State- and local-level secondary, postsecondary, and business and industry partners to develop and implement high-quality CTE programs and programs of studies.
- Enable Hawaii P-20 to use its expertise to leverage federal, state and private funding to support the development and implementation of aligned career pathway programs from secondary to postsecondary education, scale up work-based learning opportunities, and address labor market demands to support Hawaii’s economy.
- Utilize Hawaii P-20’s capacity for data use, analysis and sharing to augment the existing work in OSDCTE to generate a set of key policy questions focused on “career-connected learning” in Hawaii that, if addressed, could provide actionable insights on ways in which to improve Hawaii’s education and training systems.
- Reduce duplication of effort and inefficient layers of administrative bureaucracy inherent when separate offices share common goals and initiatives.

4. Discussion of the efficiencies, service improvements or other benefits that will be achieved as a result of the reorganization.

Please refer to responses to items 2 and 3.

5. Complete description of the resource requirement or savings associated with the reorganization, including funding, positions, space, equipment and other resources.

No additional costs are associated with this reorganization proposal; an estimated $130,000 in salary costs will be reduced from OSDCTE’s annual general fund budget beginning July 1, 2021 due to the State Director for CTE’s (89084) planned retirement on June 30, 2021. Once the incumbent has retired, the position will be abolished and the funds and count will revert to UH System. Hawaii P-20’s Executive Director (89467) will assume overall leadership and direction for OSDCTE as of July 1, 2021.

No additional space, equipment or other resources are being requested. Existing space, equipment and other resources from both OSDCTE and Hawaii P-20 will be utilized to execute the reorganization.

6. Explanation of the sources of resources needed to implement the reorganization, e.g., reallocation from within the program or major unit, or new revenue.
No additional resources are being requested to implement the reorganization. OSDCTE’s existing general and federal funds are sufficient to implement the reorganization. Where allowed, Hawaii P-20 will leverage available grant funds to supplement CTE resources.

7. Discussion of the programmatic impacts of the proposed reorganization on the university.

As mentioned, merging OSDCTE with Hawaii P-20 will effectively:

- Enhance cohesive communication and collaboration among State- and local-level secondary, postsecondary, and business and industry partners.
- Enable Hawaii P-20 to use its expertise to leverage federal, state and private funding to support the development and implementation of aligned career pathway programs.
- Utilize Hawaii P-20’s capacity for data use, analysis and sharing to augment the existing work in OSDCTE.
- Reduce duplication of effort and inefficient layers of administrative bureaucracy.
CAREER AND TECHNICAL EDUCATION
COORDINATING ADVISORY COUNCIL

Makes recommendations to the State Board for Career and Technical Education and assists in the development of policies and procedures for the administration of career and technical education in the State.

OFFICE OF THE STATE DIRECTOR FOR CAREER AND TECHNICAL EDUCATION

Provides leadership, direction, and coordination for all career and technical education in the State and cooperates with other institutions or agencies engaged in career and technical education.

- Prepares and revises as necessary the State Plan for Vocational Education.
- Establishes objectives and priorities consistent with the State Board policies.
- Oversees the allocations of Federal funds to various State agencies and prepares and submits budgets and reports to State and Federal authorities for the continuance, promotion, and advancement of career and technical education programs.
- Assists in the improvement of articulation among operating agencies and various stakeholders.
- Administers the accountability of core indicators and measures of performance.
- Plans, develops, and administers statewide career and technical education research projects which relate to career and technical education in the State.

FISCAL SERVICES

- Provides the budgetary and fiscal support to the Office and reports financial
statements to appropriate federal, University, and State entities.

• Assists in management of human resource policies and procedures.

ADMIN and FISCAL SUPPORT

Reviews, writes, coordinates, and attends to matters of administrative detail and disposes of any such matters for the Director of Career and Technical Education (CTE).

Develops, plans, and coordinates meetings and schedules, and documents meeting minutes.

Serves as office manager and oversees and organizes the facility, supplies, equipment, student assistants, and files and record keeping systems.

Manages CTE publications inventory and order fulfillment.

Assists the Fiscal Specialist in preparing and processing procurement, fiscal and travel documents in on-line electronic systems in accordance with established policies and procedures.

WORK-BASED LEARNING COORDINATOR

Leads efforts related to K-16 work-based learning opportunities and workplace training, including working with organizations to coordinate work-based learning experiences.

• Works collaboratively with administrators at the University of Hawaii, the Hawaii State Department of Education,
• other state/federal agencies & local and national businesses or professional associations.
• Leads efforts to align workforce expectations with secondary and post-secondary career readiness preparation programs
• to address workforce needs and to ensure student success through the educational pipeline and into the workforce.
• Serves as the Hawaii P-20 liaison for the Hawaii State Department of Education's Connect to Careers (C2C) Initiative.
CTE & WORKFORCE DATA SUPPORT

Develop & maintain a knowledge base of data from various sources: Hawaii Dept of Education, Career & Technical Education (CTE), unemployment insurance, & UH, as part of the Hawaii Data eXchange Partnership (DXP) statewide longitudinal data system.

• Serve as a resource to the end users of the DXP by providing functional and technical information and analysis on data use, inquiries on the data access processes and appropriateness of data for user needs.

• Provide data validation to maintain data accuracy and troubleshoot complex data problems.

• Perform complex queries to extract data for ad hoc data requests/studies and use of pivot table functionality or statistical software to create cross-tabulation and other statistical analyses.

• Conduct data analysis and mapping from various source systems from education, CTE, workforce programs, and applicable state agencies.

• Provide comprehensive analysis, reporting and written summaries; design, create and update statistical tables and graphs or other visual representation of data; incorporate tables and graphics in report format to support important findings.

COMMUNICATIONS, OUTREACH, & MARKETING

• Coordinates programs, activities, and services relating to special populations and nontraditional employment and training.

• Coordinates statewide career and technical education marketing efforts.

• Coordinates communications efforts pertaining to the Office and delivery of career and technical education programs, activities, and services.

• CTE CIVIL RIGHTS

• Promotes and ensures civil rights compliance with regard to federal and State
Administers the Methods of Administration of Civil Rights Compliance in CTE as described in the Federal Regulations.

Prepares complete, technically correct reports for the state report to OCTAE and for the annual report of compliance activities and findings for audit purposes and/or submission to the US Department of Education, Office of Civil Rights.

**EXTERNAL AFFAIRS**

- Coordinates the planning, development, and logistics of statewide meetings designed to improve career and technical education programs in line with WIOA, ESSA, and Perkins legislation.

- Serves as the State Office intermediary on Career Pathway Programs coordination between the HIDOE and the UHCCS

- Researches, investigates, and disseminates information about career and technical education to various constituencies at the local, state, and national levels.

**MEDIA SUPPORT**

Designs and prepares reports, brochures, programs, publications, etc. for printing with in-house or with external vendors for various target audiences including educational institutions, government agencies and the public.

Provides advanced professional work in the design, development, operation and maintenance of departmental and state-wide, on-line media for CTE.

Serves as liaison to staff, institutions, and other agencies with media needs.

Develops and maintains a balanced comprehensive collection of print media, non-print media, and technology to support CTE Staff, Vendors, DOE and CC’s.
INTRODUCTION

The OVPAPP provides executive leadership in setting forth the systemwide academic vision and goals for the University of Hawai'i in collaboration with internal and external stakeholders. It is comprised of five offices: 1) Academic Affairs / Planning and Policy; 2) International and Strategic Initiatives; 3) Institutional Research and Analysis (IRAO); 4) Hawai'i P-20 Partnerships for Education (Hawai'i P-20); and, 5) Student Affairs.

MAJOR FUNCTIONS

- Leads the student completion agenda for the University of Hawai'i.
- Ensures that academic programs and activities meet the needs of students and the citizenry of the State of Hawai'i.
- Advises the President and University executives on academic matters.
- Leads a council of campus chief academic officers.
- Provides leadership and support for systemwide articulation and transfer.
- Establishes and tracks strategic goals and measures to ensure that the University is fulfilling its mission.
- Develops academic plans, policies and procedures.
- Formulates mission and planning documents, and prepares policy statements, recommendations for action, and guidelines for implementation.
- Develops and implements systemwide tuition policies and procedures.
- Supports the University Centers in offering the University’s baccalaureate and higher degrees to residents of neighbor islands.
- Serves as academic liaison with State and federal educational boards, stakeholder groups, systemwide University offices, and the All Campus Council of Faculty Senate Chairs.
- Manages systemwide strategic planning efforts and provides planning support.
- Serves as the systemwide source of expertise on issues relating to institutional accountability.
- Serves as liaison with State and national academic educational boards and other systemwide University offices.
- Provides leadership and direction for institutional research for the ten campuses of the UH System and maintains the official System of Record for systemwide student data reporting.
- Oversees Hawai'i P-20’s policies, programs, and initiatives and promotes the Hawai'i P-20 Council’s efforts to develop a seamless system of educational delivery.
- Provides leadership and facilitates collaboration for systemwide initiatives and activities around international engagement.
- Provides leadership in the management of systemwide student affairs.
- Implements a systemwide institutional data governance program to protect the privacy and security of data and information under the stewardship of the University.
- Prepares reports, studies, or briefing papers in response to requests from the Board of Regents, President of the University of Hawai'i, and local, national, or international entities.
ACADEMIC AFFAIRS / PLANNING AND POLICY OFFICE

INTRODUCTION

The Academic Affairs / Planning and Policy Office provides executive staff support to the Vice President for Academic Planning & Policy to achieve the systemwide academic vision and goals for the University of Hawai‘i. This office serves as the systemwide lead for academic planning and policy, articulation and transfer, and other academic initiatives that impact campuses across the ten campus University System.

MAJOR FUNCTIONS

- Develops/revises academic policies and procedures.
- Initiates, coordinates and supports systemwide academic initiatives.
- Provides staff support to the Council of Chief Academic Officers and other systemwide academic committees.
- Serves as system lead for articulation and transfer among the ten University campuses.
- Convenes the University Council on Articulation, the Academic Advisors and Transfer Network and other systemwide academic committees.
- Ensures that academic proposals prepared for Board of Regents or President’s actions are consistent with University guidelines.
- Serves as the Vice President’s liaison to the All Campus Council of Faculty Senate Chairs.
- Supports distance learning activities which focus on educational access and workforce development.
- Convenes the University Center Directors to support the educational needs of students on neighbor islands for baccalaureate and higher degrees.
- Serves as a resource to campuses in providing planning and policy interpretation and guidance, monitors systemwide planning initiatives, and facilitates priority-setting at system and campus levels.
- Researches and consults with University stakeholders and constituents on emerging academic affairs issues in higher education at the national, State, and local levels.
- Prepares required academic reports for the Board of Regents, President, University executives.
- Prepares responses to international, national, and local inquiries and to ad hoc requests to the Board of Regents, State Postsecondary Education Commission, and the President on University and State educational policies and practices.

INTERNATIONAL AND STRATEGIC INITIATIVES OFFICE

INTRODUCTION

The International and Strategic Initiatives Office provides systemwide leadership in the area of international engagement to fulfill the University’s international strategic goal to be a preeminent international center of learning, discovery, application, and service in the Asia-Pacific region and beyond. The office also is responsible for supporting strategic initiatives tied to University, statewide, or national needs or issues that enhance the University’s abilities to fulfill its strategic goals and outcomes, and supports strategic planning through policy development and analysis. As designated, the office serves as liaison, representation, or support with State agencies and other external stakeholders for the University, President, or Vice President for Academic Planning & Policy (VPAPP).

MAJOR FUNCTIONS

- Leads the University System’s efforts around international engagement;
• Convenes systemwide international committee to facilitate collaboration among campuses and develop strategies to achieve UH’s international goals;
• Promotes activities and programs that connect Hawai‘i and the University with ideas, talent, and economic opportunity from cultures and economies of the Asia-Pacific region and beyond;
• Advises, and represents the Office of the President and Office of the Vice President for Academic Planning & Policy with international delegations and Hawai‘i-based international organizations at local, State, national, and international venues to extend the University’s profile globally;
• Provides analytical support for planning and policy development;
• Leads strategic initiatives related to the higher education needs of the State and emerging higher education trends and issues nationally;
• Develops and implements leadership development program at the University;
• Provides executive staff support for the Board of Regents, President, and Vice President for Academic Planning & Policy;
• Provides legislative coordination for the Vice President for Academic Planning & Policy;
• Represents the President and Vice President for Academic Planning & Policy on councils and committees, as assigned;
• Serves as liaison with State agencies and other external stakeholders, as appropriate, to communicate the University of Hawai‘i’s strategic objectives with State priorities and planning efforts.

INSTITUTIONAL RESEARCH AND ANALYSIS OFFICE

INTRODUCTION

The Institutional Research and Analysis Office (IRAO) provides accurate and timely data, information and analysis to empower decision makers in support of the University’s mission, and makes information accessible to the public to encourage transparency.

The Office is responsible for maintaining the student data warehouse and Operational Data Store (ODS), and for coordinating and overseeing data quality and consistency across the UH System. It maintains a student tracking system, organizes quarterly meetings for campus IR offices and maintains data dictionaries for key student data systems.

The Office maintains a data portal to provide easy and timely access to information on the University, prepares a systemized series of research reports, and responds to requests for information from internal and external agencies and individuals. In addition, the Office coordinates the University’s response to applicable federal mandates (including IPEDS and Student Right-to-Know).

The Office provides assistance to other UH offices including: supporting the statewide longitudinal data system; developing and producing special studies in response to management requests; assisting in the development of an integrated UH data warehouse. The Office plays a key role in supporting efforts to measure the effectiveness of University initiatives.

MAJOR FUNCTIONS

Information Services Functions

• Maintains the official records for the reporting of systemwide student data at the University.
• Designs reports, develops formats, defines terms, and summarizes and analyzes data to be made available to University administrators and campus personnel. Conducts special studies as needed.
• Monitors key changes in programs, course offerings, and other required information, and updates master code, lookup tables and a Student Tracking system used in the generation of systemwide reports from data housed in administrative databases.
• Develops and coordinates database structures and warehouses, including system design and systematic data definitions for the ODS and the University’s student data warehouse and management information reporting system.
• Designs and develops automated reports and new administrative computer systems using the latest computer technology (including the World Wide Web); works with the Information Technology Services Office to streamline data retrieval, access and reporting.
• Provides timely and convenient access to information about the University to the public.

Systemwide Data Administration Functions

• Develops, administers, coordinates and monitors data management information and data quality on a systemwide basis for the ODS and the student data warehouse.
• Administers and manages program codes and data element definitions in the ODS and the student data warehouse to ensure data integrity and consistency.
• Coordinates, monitors and responds to information needs as required by University administrators, planners, staff and external agencies, such as other state departments and federal agencies. Requirements include IPEDS, Student Right-to-Know, requests from the private sector and special legislative requests.
• Coordinates and conducts workshops, training sessions and committees to facilitate the dissemination of information and information analysis to UH administrators and campus / program directors and their staff as part of the University’s overall management program.
• Cooperates with other UH offices to produce accurate and timely reports on University operations, including Human Resources and Financial Aid.

Analytical Services Functions

• Provides systemwide direction for institutional research.
• Researches and prepares analyses supported by charts and graphs for management and planning support reports, assessment reports and special reports as needed.
• Researches, identifies and defines key data elements required for systemwide data use and analysis; develops policies and procedures required to systemize data across campuses; disseminates information on definitions, scope and usage of these data elements.
• Develops and utilizes analytical techniques to support the University’s institutional and campus-level planning process, including: simulated models; enrollment projection models; quantitative unit activity and resource indicators analysis; workload measures; program efficiency measures; quantitative program review indicators; historical enrollment patterns; institutional comparisons; student progress and outcomes analysis.
• Researches systemwide indicators and develops analytical data and studies on the factors affecting University programs. Researches and summarizes the external benefits directly or indirectly attributable to University programs.
• Provides analytical support, training and consultation to campuses regarding the data and tables in the ODS and the student data warehouse. Supports academic planning and analysis and the utilization of analytical techniques and systems.
• Provides technical support and consultation in the training and dissemination of computer modeling and statistical techniques as required for operations and strategic planning.
• Supports the University’s efforts in creating and maintaining a statewide longitudinal data system consisting of student data from K-12, postsecondary education and the workforce.

HAWAI‘I P-20 PARTNERSHIPS FOR EDUCATION OFFICE

INTRODUCTION

The Office of Hawai‘i P-20 Partnerships for Education (Hawai‘i P-20) is responsible for developing policies and initiatives and coordinating the implementation of joint public-private ventures along the education pipeline, from early childhood through college. Their goals encompass improving the educational achievement of learners at all levels, closing the gap between those who have traditionally been well-served by educational institutions and those who have not, and—ultimately—improving the quality of life of all people of the State by enhancing the quality of our workforce and engendering greater civic engagement.

MAJOR FUNCTIONS

• Develops systemwide policies, programs, and initiatives designed to promote attainment of the Hawai‘i P-20 mission to assure that more of Hawaii’s people persist through this pipeline.
• Partners with the Hawai‘i Department of Education (HIDOE), the Executive Office on Early Learning, and the University of Hawai‘i to work with the P-20 Council to develop a seamless system of educational delivery to prepare Hawai‘i’s learners for success.
• Advises the Vice President for Academic Planning & Policy and other University executives on Hawai‘i P-20 plans and initiatives.
• Coordinates, facilitates, and partners in program development and administration efforts with the University of Hawai‘i System and with participating State agencies and community stakeholder groups, e.g., the HIDOE, Department of Labor and Industrial Relations and the Executive Office on Early Learning.
• Serves as liaison to local, State and federal academic educational entities, systemwide University offices, HIDOE, the legislature, and community stakeholder groups.

OFFICE OF STUDENT AFFAIRS (OSA)

INTRODUCTION

In collaboration and consultation with the Office of the Academic Affairs/Planning and Policy and Senior Student Affairs and Student Services Officers on all UH campuses, the Office of Student Affairs initiates, develops, and coordinates student affairs programs and policies and procedures related to systemwide Student Affairs programs.

The OSA advocates for Student Affairs faculty and staff, students, and equity of service to students throughout the University of Hawai‘i System. This office serves as administrative liaison for the Hawai‘i Commission for National and Community Service and the National Corporation for Community Service. This office interacts and collaborates with public and private pre-K through 20 schools and educational institutions on numerous and varied topics, issues, and projects that are mutually beneficial to students and the community.
MAJOR FUNCTIONS

- Advises the senior University staff on Student Affairs matters.
- Serves as administrative liaison with Board of Regents Committee on Student Affairs.
- Serves as an advocate for students within the scope and intent of the Board of Regents, executive policy and the UH System and campus strategic plans, goals, and objectives.
- In consultation with the Office of Academic Affairs/Planning and Policy, participates in the development of student affairs policies and coordinates the implementation of systemwide policies among UH campuses, including but not limited to residency, admissions, enrollment management, recruitment, records and registration, financial aid, tuition waivers, scholarships and tuition differentials.
- In consultation with campus student affairs and student services offices, develops and facilitates Student Affairs programs that require coordination among UH campuses, including but not limited to financial aid; counseling; student employment and cooperative education; career services; internships; service learning; judicial affairs; residence halls; students with disabilities; child care; student health insurance; student health services; student equity and diversity; and international student services.
- Convenes/facilitates meetings of the UH Council of Senior Student Affairs Officers (CSSAO).
- Works with UH System Student Caucus.
- Monitors campuses’ compliance with federal and State statutes, acts, and administrative procedures related to Student Affairs programs and jurisdictions.
- Works with other appropriate UH schools, colleges, and campuses to collaborate, develop, and facilitate partnerships with pre-K through 20 educational institutions on projects that are mutually beneficial to students and the community.
- Serves as Certifying Officer for the Western Interstate Commission for Higher Education – Hawaii.
- The Office of Academic Affairs/Planning and Policy and Office of Student Affairs work closely and collaboratively in matters related to enrollment management, admissions, recruitment, records, and registration, financial aid, tuition waivers, scholarships and tuition differentials.
- The Associate Vice President for Academic Affairs will have jurisdiction and responsibility for providing leadership for the initiation and development of academic policies; the Associate Vice President for Student Affairs will have jurisdiction and responsibility for providing leadership for coordinating among campuses the implementation of systemwide student affairs policies.
STATE OF HAWAI‘I
UNIVERSITY OF HAWAI‘I
SYSTEMWIDE ADMINISTRATION
OFFICE OF THE VICE PRESIDENT FOR ACADEMIC PLANNING & POLICY
POSITION ORGANIZATION CHART

CHART I

OFFICE OF THE PRESIDENT
UNIVERSITY OF HAWAI‘I SYSTEM
President, University of Hawai‘i System 89058

OFFICE OF THE VICE PRESIDENT
FOR ACADEMIC PLANNING & POLICY
Vice President for Academic Planning & Policy 89051
Private Secretary II 900029
Institutional/Policy Analyst PBD 80015
Fiscal Specialist PBB 80049

INTERNATIONAL AND STRATEGIC INITIATIVES OFFICE
Sr Exec for Intl & Strategic Initiatives 89160
Operations Coordinator PBB 78889

ACADEMIC AFFAIRS / PLANNING AND POLICY OFFICE
Assoc VP, Academic Affairs 89262
Academic Program Officer 89542
Admin & Fiscal Support Sp PBA 78182
Educational Sp PBB 78586

INSTITUTIONAL RESEARCH AND ANALYSIS OFFICE
Director, Inst Res & Analysis 89160
Academic Program Officer 89570
Admin & Fis Sup Sp PBA 79520
Inst/Policy Analyst PBB 80220
Inst/Policy Analyst PBB 78628
Inst/Policy Analyst PBB 81148
Inst/Policy Analyst PBB 81180
Inst/Policy Analyst PBB 78868
Inst/Policy Analyst PBB 80216
IT Specialist PBB 78627
IT Specialist PBB 80213
IT Specialist PBB 80223
Publications Specialist PBB 80677

HAWAI‘I P-20 PARTNERSHIPS FOR EDUCATION OFFICE
Hawaii P-20 Executive Dir 89467
Senior Admin Officer PBC 78490
IT Specialist PBC 78511
Institutional/Policy Analyst PBB 77256
Database Administrator PBB 81776

OFFICE OF STUDENT AFFAIRS

CHART II

CURRENT

1 Excluded from position count
2 Part of UOH 902 appropriation, reflected organizationally on this chart
3 Position abolished; pending reorganization

Perm
General Fund (UOH 903) 25.00
General Fund (UOH 902) 2.00
**OFFICE OF THE VICE PRESIDENT FOR ACADEMIC PLANNING & POLICY**

Vice President for Academic Planning & Policy  89051^1

**OFFICE OF STUDENT AFFAIRS^2**

- Associate Vice President for Student Affairs  89172
- Financial Aid Manager  PBC  77570
- Student Services Specialist  PBB  81210
- Admin & Fiscal Support Sp  PBA  81575

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^1 Excluded from position count
^2 Serves as administrative liaison for the Hawaii Commission for National and Community Service and the National Corporation for Community Service
INTRODUCTION

The OVPAPP provides executive leadership in setting forth the systemwide academic vision and goals for the University of Hawai‘i in collaboration with internal and external stakeholders. It is comprised of five offices: 1) Academic Affairs / Planning and Policy; 2) International and Strategic Initiatives; 3) Institutional Research and Analysis (IRAO); 4) Hawai‘i P-20 Partnerships for Education (Hawai‘i P-20); and, 5) Student Affairs.

MAJOR FUNCTIONS

- Leads the student completion agenda for the University of Hawai‘i.
- Ensures that academic programs and activities meet the needs of students and the citizenry of the State of Hawai‘i.
- Advises the President and University executives on academic matters.
- Leads a council of campus chief academic officers.
- Provides leadership and support for systemwide articulation and transfer.
- Establishes and tracks strategic goals and measures to ensure that the University is fulfilling its mission.
- Develops academic plans, policies and procedures.
- Formulates mission and planning documents, and prepares policy statements, recommendations for action, and guidelines for implementation.
- Develops and implements systemwide tuition policies and procedures.
- Supports the University Centers in offering the University’s baccalaureate and higher degrees to residents of neighbor islands.
- Serves as academic liaison with State and federal educational boards, stakeholder groups, systemwide University offices, and the All Campus Council of Faculty Senate Chairs.
- Manages systemwide strategic planning efforts and provides planning support.
- Serves as the systemwide source of expertise on issues relating to institutional accountability.
- Serves as liaison with State and national academic educational boards and other systemwide University offices.
- Provides leadership and direction for institutional research for the ten campuses of the UH System and maintains the official System of Record for systemwide student data reporting.
- Oversees Hawai‘i P-20’s policies, programs, and initiatives and promotes the Hawai‘i P-20 Council’s efforts to develop a seamless system of educational delivery.
- Provides leadership and facilitates collaboration for systemwide initiatives and activities around international engagement.
- Provides leadership in the management of systemwide student affairs.
- Implements a systemwide institutional data governance program to protect the privacy and security of data and information under the stewardship of the University.
- Prepares reports, studies, or briefing papers in response to requests from the Board of Regents, President of the University of Hawai‘i, and local, national, or international entities.
ACADEMIC AFFAIRS / PLANNING AND POLICY OFFICE

INTRODUCTION

The Academic Affairs / Planning and Policy Office provides executive staff support to the Vice President for Academic Planning & Policy to achieve the systemwide academic vision and goals for the University of Hawai‘i. This office serves as the systemwide lead for academic planning and policy, articulation and transfer, and other academic initiatives that impact campuses across the ten campus University System.

MAJOR FUNCTIONS

- Develops/revises academic policies and procedures.
- Initiates, coordinates and supports systemwide academic initiatives.
- Provides staff support to the Council of Chief Academic Officers and other systemwide academic committees.
- Serves as system lead for articulation and transfer among the ten University campuses.
- Convenes the University Council on Articulation, the Academic Advisors and Transfer Network and other systemwide academic committees.
- Ensures that academic proposals prepared for Board of Regents or President’s actions are consistent with University guidelines.
- Serves as the Vice President’s liaison to the All Campus Council of Faculty Senate Chairs.
- Supports distance learning activities which focus on educational access and workforce development.
- Convenes the University Center Directors to support the educational needs of students on neighbor islands for baccalaureate and higher degrees.
- Serves as a resource to campuses in providing planning and policy interpretation and guidance, monitors systemwide planning initiatives, and facilitates priority-setting at system and campus levels.
- Researches and consults with University stakeholders and constituents on emerging academic affairs issues in higher education at the national, State, and local levels.
- Prepares required academic reports for the Board of Regents, President, University executives.
- Prepares responses to international, national, and local inquiries and to ad hoc requests to the Board of Regents, State Postsecondary Education Commission, and the President on University and State educational policies and practices.

INTERNATIONAL AND STRATEGIC INITIATIVES OFFICE

INTRODUCTION

The International and Strategic Initiatives Office provides systemwide leadership in the area of international engagement to fulfill the University’s international strategic goal to be a preeminent international center of learning, discovery, application, and service in the Asia-Pacific region and beyond. The office also is responsible for supporting strategic initiatives tied to University, statewide, or national needs or issues that enhance the University’s abilities to fulfill its strategic goals and outcomes, and supports strategic planning through policy development and analysis. As designated, the office serves as liaison, representation, or support with State agencies and other external stakeholders for the University, President, or Vice President for Academic Planning & Policy (VPAPP).

MAJOR FUNCTIONS

- Leads the University System’s efforts around international engagement;
PROPOSED

- Convenes systemwide international committee to facilitate collaboration among campuses and develop strategies to achieve UH’s international goals;
- Promotes activities and programs that connect Hawai‘i and the University with ideas, talent, and economic opportunity from cultures and economies of the Asia-Pacific region and beyond;
- Advises, and represents the Office of the President and Office of the Vice President for Academic Planning & Policy with international delegations and Hawai‘i-based international organizations at local, State, national, and international venues to extend the University’s profile globally;
- Provides analytical support for planning and policy development;
- Leads strategic initiatives related to the higher education needs of the State and emerging higher education trends and issues nationally;
- Develops and implements leadership development program at the University;
- Provides executive staff support for the Board of Regents, President, and Vice President for Academic Planning & Policy;
- Provides legislative coordination for the Vice President for Academic Planning & Policy;
- Represents the President and Vice President for Academic Planning & Policy on councils and committees, as assigned;
- Serves as liaison with State agencies and other external stakeholders, as appropriate, to communicate the University of Hawai‘i’s strategic objectives with State priorities and planning efforts.

INSTITUTIONAL RESEARCH AND ANALYSIS OFFICE

INTRODUCTION

The Institutional Research and Analysis Office (IRAO) provides accurate and timely data, information and analysis to empower decision makers in support of the University’s mission, and makes information accessible to the public to encourage transparency.

The Office is responsible for maintaining the student data warehouse and Operational Data Store (ODS), and for coordinating and overseeing data quality and consistency across the UH System. It maintains a student tracking system, organizes quarterly meetings for campus IR offices and maintains data dictionaries for key student data systems.

The Office maintains a data portal to provide easy and timely access to information on the University, prepares a systemized series of research reports, and responds to requests for information from internal and external agencies and individuals. In addition, the Office coordinates the University’s response to applicable federal mandates (including IPEDS and Student Right-to-Know).

The Office provides assistance to other UH offices including: supporting the statewide longitudinal data system; developing and producing special studies in response to management requests; assisting in the development of an integrated UH data warehouse. The Office plays a key role in supporting efforts to measure the effectiveness of University initiatives.

MAJOR FUNCTIONS

Information Services Functions

- Maintains the official records for the reporting of systemwide student data at the University.
- Designs reports, develops formats, defines terms, and summarizes and analyzes data to be made available to University administrators and campus personnel. Conducts special studies as needed.
• Monitors key changes in programs, course offerings, and other required information, and updates master code, lookup tables and a Student Tracking system used in the generation of systemwide reports from data housed in administrative databases.

• Develops and coordinates database structures and warehouses, including system design and systematic data definitions for the ODS and the University’s student data warehouse and management information reporting system.

• Designs and develops automated reports and new administrative computer systems using the latest computer technology (including the World Wide Web); works with the Information Technology Services Office to streamline data retrieval, access and reporting.

• Provides timely and convenient access to information about the University to the public.

Systemwide Data Administration Functions

• Develops, administers, coordinates and monitors data management information and data quality on a systemwide basis for the ODS and the student data warehouse.

• Administers and manages program codes and data element definitions in the ODS and the student data warehouse to ensure data integrity and consistency.

• Coordinates, monitors and responds to information needs as required by University administrators, planners, staff and external agencies, such as other state departments and federal agencies. Requirements include IPEDS, Student Right-to-Know, requests from the private sector and special legislative requests.

• Coordinates and conducts workshops, training sessions and committees to facilitate the dissemination of information and information analysis to UH administrators and campus / program directors and their staff as part of the University’s overall management program.

• Cooperates with other UH offices to produce accurate and timely reports on University operations, including Human Resources and Financial Aid.

Analytical Services Functions

• Provides systemwide direction for institutional research.

• Researches and prepares analyses supported by charts and graphs for management and planning support reports, assessment reports and special reports as needed.

• Researches, identifies and defines key data elements required for systemwide data use and analysis; develops policies and procedures required to systemize data across campuses; disseminates information on definitions, scope and usage of these data elements.

• Develops and utilizes analytical techniques to support the University’s institutional and campus-level planning process, including: simulated models; enrollment projection models; quantitative unit activity and resource indicators analysis; workload measures; program efficiency measures; quantitative program review indicators; historical enrollment patterns; institutional comparisons; student progress and outcomes analysis.

• Researches systemwide indicators and develops analytical data and studies on the factors affecting University programs. Researches and summarizes the external benefits directly or indirectly attributable to University programs.

• Provides analytical support, training and consultation to campuses regarding the data and tables in the ODS and the student data warehouse. Supports academic planning and analysis and the utilization of analytical techniques and systems.
PROPOSED

- Provides technical support and consultation in the training and dissemination of computer modeling and statistical techniques as required for operations and strategic planning.
- Supports the University’s efforts in creating and maintaining a statewide longitudinal data system consisting of student data from K-12, postsecondary education and the workforce.

HAWAI’I P-20 PARTNERSHIPS FOR EDUCATION OFFICE

INTRODUCTION

The Office of Hawai’i P-20 Partnerships for Education (Hawai’i P-20) is responsible for developing policies and initiatives and coordinating the implementation of joint public-private ventures along the education pipeline, from early childhood through college. Their goals encompass improving the educational achievement of learners at all levels, closing the gap between those who have traditionally been well-served by educational institutions and those who have not, and—ultimately—improving the quality of life of all people of the State by enhancing the quality of our workforce and engendering greater civic engagement.

MAJOR FUNCTIONS

- Develops systemwide policies, programs, and initiatives designed to promote attainment of the Hawai’i P-20 mission to assure that more of Hawaii’s people persist through this pipeline.
- Partners with the Hawai’i Department of Education (HIDOE), the Executive Office on Early Learning (EOEL), and the University of Hawai’i to work with the P-20 Council to develop a seamless system of educational delivery to prepare Hawai’i’s learners for success.
- Advises the Vice President for Academic Planning & Policy and other University executives on Hawai’i P-20 plans and initiatives.
- Coordinates, facilitates, and partners in program development and administration efforts with the University of Hawai’i System and with participating State agencies and community stakeholder groups, e.g., the HIDOE, EOEL, and the Department of Labor and Industrial Relations.
- Serves as liaison to local, State and federal academic educational entities, systemwide University offices, HIDOE, the legislature, and community stakeholder groups.
- Provides leadership, direction, and coordination for all career and technical education (CTE) in the State and cooperates with other institutions or agencies engaged in CTE within the State.

CAREER AND TECHNICAL EDUCATION COORDINATING ADVISORY COUNCIL

Makes recommendations to the State Board of Career and Technical Education and assists in the development of policies and procedures for the administration of career and technical education in the State.

OFFICE OF STUDENT AFFAIRS (OSA)

INTRODUCTION

In collaboration and consultation with the Office of the Academic Affairs/Planning and Policy and Senior Student Affairs and Student Services Officers on all UH campuses, the Office of Student Affairs initiates, develops, and coordinates student affairs programs and policies and procedures related to systemwide Student Affairs programs.
PROPOSED

The OSA advocates for Student Affairs faculty and staff, students, and equity of service to students throughout the University of Hawai‘i System. This office serves as administrative liaison for the Hawai‘i Commission for National and Community Service and the National Corporation for Community Service. This office interacts and collaborates with public and private pre-K through 20 schools and educational institutions on numerous and varied topics, issues, and projects that are mutually beneficial to students and the community.

MAJOR FUNCTIONS

- Advises the senior University staff on Student Affairs matters.
- Serves as administrative liaison with Board of Regents Committee on Student Affairs.
- Serves as an advocate for students within the scope and intent of the Board of Regents, executive policy and the UH System and campus strategic plans, goals, and objectives.
- In consultation with the Office of Academic Affairs/Planning and Policy, participates in the development of student affairs policies and coordinates the implementation of systemwide policies among UH campuses, including but not limited to residency, admissions, enrollment management, recruitment, records and registration, financial aid, tuition waivers, scholarships and tuition differentials.
- In consultation with campus student affairs and student services offices, develops and facilitates Student Affairs programs that require coordination among UH campuses, including but not limited to financial aid; counseling; student employment and cooperative education; career services; internships; service learning; judicial affairs; residence halls; students with disabilities; child care; student health insurance; student health services; student equity and diversity; and international student services.
- Convenes/facilitates meetings of the UH Council of Senior Student Affairs Officers (CSSAO).
- Works with UH System Student Caucus.
- Monitors campuses’ compliance with federal and State statutes, acts, and administrative procedures related to Student Affairs programs and jurisdictions.
- Works with other appropriate UH schools, colleges, and campuses to collaborate, develop, and facilitate partnerships with pre-K through 20 educational institutions on projects that are mutually beneficial to students and the community.
- Serves as Certifying Officer for the Western Interstate Commission for Higher Education – Hawaii.
- The Office of Academic Affairs/Planning and Policy and Office of Student Affairs work closely and collaboratively in matters related to enrollment management, admissions, recruitment, records, and registration, financial aid, tuition waivers, scholarships and tuition differentials.
- The Associate Vice President for Academic Affairs will have jurisdiction and responsibility for providing leadership for the initiation and development of academic policies; the Associate Vice President for Student Affairs will have jurisdiction and responsibility for providing leadership for coordinating among campuses the implementation of systemwide student affairs policies.
PROPOSED

OFFICE OF THE PRESIDENT
UNIVERSITY OF HAWAI’I SYSTEM
President, University of Hawai’i System 89058

OFFICE OF THE VICE PRESIDENT
FOR ACADEMIC PLANNING & POLICY
Vice President for Academic Planning & Policy 89051
Private Secretary II SR-22 900029
Institutional/Policy Analyst PBD 80015
Fiscal Specialist PBB 80049

ACADEMIC AFFAIRS / PLANNING AND POLICY OFFICE
Assoc VP, Academic Affairs 89262
Academic Program Officer 89542
Admin & Fiscal Support Sp PBA 78182
Educational Sp PBB 78586

INTERNATIONAL AND STRATEGIC INITIATIVES OFFICE
Sr Exec for Intl & Strategic Initiatives 4
Operations Coordinator PBB 78889

INSTITUTIONAL RESEARCH AND ANALYSIS OFFICE
Director, Inst Res & Analysis 89160
Academic Program Officer 89570
Admin & Fis Sup Sp PBA 78520
Inst/Policy Analyst PBB 80220
Inst/Policy Analyst PBB 81148
Inst/Policy Analyst PBB 81180
Inst/Policy Analyst PBC 78868
Inst/Policy Analyst PBC 80216
IT Specialist PBB 78627
IT Specialist PBB 80213
IT Specialist PBB 80223
Publications Specialist PBB 80677

HAWAI’I P-20 PARTNERSHIPS FOR EDUCATION OFFICE
Hawai’i P-20 Executive Dir 89467
Inst/Policy Analyst PBB 77256
IT Specialist PBC 78511
Database Admin PBB 81776
Senior Admin Officer PBC 78490
Fiscal Spec PBB 80144 (N)
Research Associate PBB 80269 (N)
Admin & Fiscal Supp Sp PBA 80556 (N)
Program Spec PBB 81023
Program Manager PBC 80221
Program Spec PBB 81333
Program Spec PBB 81385
Inst/Policy Analyst PBB 81302 (N)
Publication Spec PBB 81623

OFFICE OF STUDENT AFFAIRS

1 Excluded from position count
2 Part of UOH 902 appropriation, reflected organizationally on this chart
3 Part of UOH 904 appropriation, reflected organizationally on this chart
4 Position abolished; pending reorganization
PROPOSED

CAREER AND TECHNICAL EDUCATION COORDINATOR COUNCIL

STATE BOARD FOR CAREER AND TECHNICAL EDUCATION (BOARD OF REGENTS)

OFFICE OF THE PRESIDENT UNIVERSITY OF HAWAII SYSTEM

OFFICE OF THE VICE PRESIDENT FOR ACADEMIC PLANNING & POLICY

HAWAII P-20 PARTNERSHIPS FOR EDUCATION

Hawaii P-20 Executive Director and State Director for Career & Technical Education 89467 Admin & Fiscal Supp Spec PBA 78742T

ADMIN & COMPLIANCE

Sr Admin Officer PBC 78490
Educational Spec PBB 80123
Fiscal Spec PBB 80144 (N)
Research Asst PBB 80269 (N)*
Admin & Fiscal Sup Sp PBA 80556 (N)*
Fiscal Spec PBB 79041T
Inst/Policy Analyst PBB 79258T
Admin & Fiscal Sup Sp PBA 79851T
Fiscal Spec PBB 79041T

DATA

Program Mgr PBC 79805T
Inst/Policy Analyst PBB 77256
IT Spec PBC 78511
Database Admin PBA 81776
Inst/Policy Analyst PBB 79771T
Inst/Policy Analyst PBB 81302 (N)
Program Spec PBB 81635T

COLLEGE & CAREER READINESS

Program Mgr PBD 78559T
Program Spec PBB 78491T
Program Spec PBB 78584T
Inst/Policy Analyst PBB 79686T
Program Spec PBB 79079T
Program Spec PBB 79272T
Program Spec PBB 79288T
Program Spec PBB 79515T
Program Spec PBB 80709T

CAREER PATHWAYS

Program Mgr PBC 78811T
Program Spec PBB 81333
Program Spec PBB 81385
Program Spec PBB 79297T
Program Spec PBB 79772T
Program Spec PBB 79690T
Program Spec PBB 77823T
Program Spec PBB 80103T
Program Spec PBB 79541T

EARLY LEARNING

Program Spec PBB 78704T

COMMUNICATIONS

Communications Officer PBB 78645T
Publications Specialist PBB 81623

HAWAII P-20 PARTNERSHIPS FOR EDUCATION

INTERNAL POSITION ORGANIZATION CHART

* Positions unfunded; to be redescribed and redeployed once funding available

COUNTS

General (UOH 903) 5.00
General (UOH 904) 5.00
Federal (UOH 904) 4.00
Extramural (UOH 903) 24.00
2021 University of Hawaiʻi Legislative Update

For Presentation

UH Board of Regents
May 20, 2021
2021 Legislative Session

SUBJECT AREAS

• 2021 Budget/Funding Bills
• 2021 UH Legislative Package (Admin Bills)
• 2021 Select Bills of Interest
• 2021 Select Resolutions of Interest
• 2021 Board of Regent Nominees
• Legislative Calendar
HB 200 HD1 SD1 CD1 (Saiki)
RELATING TO THE STATE BUDGET
Appropriates funds for the operating and capital improvement budget of the Executive Branch for fiscal years 2021-2022 and 2022-2023.
Position: Comments
Update: Transmitted to Governor
# 2021 Budget/Funding Bills (Operating Budget)

<table>
<thead>
<tr>
<th>Campus</th>
<th>Description</th>
<th>Board FY22</th>
<th>Board FY23</th>
<th>CD1 FY22</th>
<th>CD1 FY23</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Mānoa</td>
<td>UH Mānoa Athletics</td>
<td>$ 3,600,000</td>
<td>$ 3,600,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UH Hilo</td>
<td>UH Hilo Athletics</td>
<td>$ 400,000</td>
<td>$ 400,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UH Community Colleges</td>
<td>Hawai‘i Promise Program</td>
<td>$ 700,000</td>
<td>$ 700,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>Add (3) Positions and Funds for HIMB</td>
<td>$ 197,228</td>
<td>$ 197,228</td>
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</tr>
<tr>
<td>UH Mānoa</td>
<td>Reduce (1) filled position and funds</td>
<td>$(343,800)</td>
<td>$(343,800)</td>
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<td></td>
</tr>
<tr>
<td>UH Hilo</td>
<td>Add Funds for Athletics</td>
<td>$ 105,895</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>Transfer funds to new Cancer Center Program ID</td>
<td>$(3,098,055)</td>
<td>$(3,098,055)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cancer Center (new)</td>
<td>Transfer-in from Mānoa</td>
<td>$ 3,098,055</td>
<td>$ 3,098,055</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UH West O‘ahu</td>
<td>Add (2) Positions and Funds</td>
<td>$ 164,394</td>
<td>$ 164,394</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UH Community Colleges</td>
<td>Add (3) Positions and Funds</td>
<td>$ 160,000</td>
<td>$ 220,000</td>
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<td></td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>Reduce Funds</td>
<td>$(35,600,000)</td>
<td>$(30,000,000)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JABSOM</td>
<td>Reduce Funds</td>
<td>$(1,200,000)</td>
<td>$(1,200,000)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UH Hilo</td>
<td>Reduce Funds</td>
<td>$(2,280,000)</td>
<td>$(2,280,000)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UH West O‘ahu</td>
<td>Reduce Funds</td>
<td>$(1,080,000)</td>
<td>$(1,080,000)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UH Community Colleges</td>
<td>Reduce Funds</td>
<td>$(4,600,000)</td>
<td>$(4,600,000)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UH Systemwide Support</td>
<td>Reduce Funds</td>
<td>$(3,391,232)</td>
<td>$(3,391,232)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$ 4,700,000</strong></td>
<td><strong>$ 4,700,000</strong></td>
<td><strong>$(47,867,515)</strong></td>
<td><strong>$(42,313,410)</strong></td>
</tr>
</tbody>
</table>

## V-Funded Add-ons

<table>
<thead>
<tr>
<th>Campus</th>
<th>Description</th>
<th>CD1 FY22</th>
<th>CD1 FY23</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Mānoa</td>
<td>Add Funds for UHERO</td>
<td>$ 1,200,000</td>
<td></td>
</tr>
<tr>
<td>Aquarium</td>
<td>Add Funds for Waikīkī Aquarium</td>
<td>$ 1,000,000</td>
<td></td>
</tr>
<tr>
<td>UH Community Colleges</td>
<td>Add Funds for Hawai‘i Promise</td>
<td>$ 1,300,000</td>
<td>$ 1,300,000</td>
</tr>
</tbody>
</table>
• Legislature decided to cease general fund support for Athletics programs at Mānoa ($3,600,000) and Hilo ($400,000). Funding will be eliminated in the upcoming biennium.
• Hawaii Promise Program will not receive the $700,000 augmentation in general funds ($1,800,000 in recurring general funds in the budget) but will receive $1,300,000 each year of the biennium in American Rescue Plan Act (ARPA) funds.
• New Program ID for Cancer Center created (UOH115). This will not significantly alter current funding allocations from Mānoa (UOH100), and it is unclear why the Legislature felt the need to create this new Program ID.
• Mānoa was reduced significantly more than the other units, and was the only unit to receive the full amount of the Governor’s pre-session proposed 15% reduction.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Governor's 15% Reduction</th>
<th>CD1 Reduction FY22</th>
<th>%age of Governor's Cut</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mānoa</td>
<td>$ (35,600,000)</td>
<td>$ (35,600,000)</td>
<td>100%</td>
</tr>
<tr>
<td>JABSOM</td>
<td>$ (3,000,000)</td>
<td>$ (1,200,000)</td>
<td>40%</td>
</tr>
<tr>
<td>Hilo</td>
<td>$ (5,700,000)</td>
<td>$ (2,280,000)</td>
<td>40%</td>
</tr>
<tr>
<td>West O‘ahu</td>
<td>$ (2,700,000)</td>
<td>$ (1,080,000)</td>
<td>40%</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>$ (23,000,000)</td>
<td>$ (4,600,000)</td>
<td>20%</td>
</tr>
<tr>
<td>System Administration</td>
<td>$ (8,478,080)</td>
<td>$ (3,391,232)</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>$ (78,478,080)</td>
<td>$ (48,151,232)</td>
<td>61%</td>
</tr>
</tbody>
</table>
## 2021 Budget/Funding Bills (CIP Budget)

<table>
<thead>
<tr>
<th>Campus</th>
<th>Project Title</th>
<th>FY22</th>
<th>FY23</th>
<th>FY22</th>
<th>FY23</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Systemwide Support</td>
<td>Renew, Improve, and Modernize</td>
<td>110,500,000</td>
<td>110,500,000</td>
<td>51,800,000</td>
<td>47,640,000</td>
</tr>
<tr>
<td>UH Community Colleges</td>
<td>Capital Renewal &amp; Deferred Maintenance</td>
<td>25,000,000</td>
<td>25,000,000</td>
<td>25,000,000</td>
<td>-</td>
</tr>
<tr>
<td>UH Community Colleges</td>
<td>Minor CIP</td>
<td>25,000,000</td>
<td>25,000,000</td>
<td>15,000,000</td>
<td>20,000,000</td>
</tr>
<tr>
<td>UH Hilo</td>
<td>Renew, Improve, and Modernize</td>
<td>24,000,000</td>
<td>13,500,000</td>
<td>1,300,000</td>
<td></td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>Mānoa Mini Master Plan Phase 2</td>
<td>60,000,000</td>
<td>-</td>
<td>35,000,000</td>
<td>35,000,000</td>
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<tr>
<td>UH Community Colleges</td>
<td>Honolulu CC Technology Renovations</td>
<td>15,000,000</td>
<td>-</td>
<td>15,000,000</td>
<td></td>
</tr>
<tr>
<td>Aquaria</td>
<td>Waikīkī Aquarium</td>
<td>1,500,000</td>
<td>9,000,000</td>
<td>1,500,000</td>
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</tr>
<tr>
<td>UH Community Colleges</td>
<td>ADA Upgrades</td>
<td>14,000,000</td>
<td>14,000,000</td>
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<tr>
<td>UH West O‘ahu</td>
<td>Renew, Improve, and Modernize</td>
<td>3,000,000</td>
<td>3,000,000</td>
<td>3,500,000</td>
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<tr>
<td>UH Community Colleges</td>
<td>Windward CC Agripharmatech Bioprocessing Facility</td>
<td>3,000,000</td>
<td>-</td>
<td>3,000,000</td>
<td></td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>Central Admin Facility with Parking</td>
<td>4,000,000</td>
<td>-</td>
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<tr>
<td>UH West O‘ahu</td>
<td>Planning Projects</td>
<td>500,000</td>
<td>500,000</td>
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</tr>
<tr>
<td>UH Community Colleges</td>
<td>Kapi‘olani CC - Koki‘o</td>
<td>2,500,000</td>
<td>30,000,000</td>
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</tr>
<tr>
<td>UH Community Colleges</td>
<td>Maui College Vocational Tech</td>
<td>-</td>
<td>2,000,000</td>
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<td></td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>CTAHR - Waiale‘e Research Station</td>
<td></td>
<td></td>
<td>1,600,000</td>
<td></td>
</tr>
<tr>
<td>UH Hilo</td>
<td>Mauna Kea Telescope Removal (Hoku Kea)</td>
<td></td>
<td></td>
<td>900,000</td>
<td></td>
</tr>
<tr>
<td>UH Community Colleges</td>
<td>Resource and Education Center</td>
<td></td>
<td></td>
<td>42,500,000</td>
<td></td>
</tr>
<tr>
<td>UH Systemwide Support</td>
<td>Makai Research Pier</td>
<td></td>
<td></td>
<td>5,550,000</td>
<td></td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>Lyon Arboretum</td>
<td></td>
<td></td>
<td>1,200,000</td>
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</tr>
<tr>
<td>UH Community Colleges</td>
<td>Proof of Concept for Maui Health System</td>
<td></td>
<td></td>
<td>500,000</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>288,000,000</strong></td>
<td><strong>232,500,000</strong></td>
<td><strong>203,350,000</strong></td>
<td><strong>102,640,000</strong></td>
</tr>
</tbody>
</table>

### Additional projects - either not General Obligation Bonds or not in UH

<table>
<thead>
<tr>
<th>Campus</th>
<th>Project Title</th>
<th>FY22</th>
<th>FY23</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Hilo</td>
<td>Renew, Improve, and Modernize (V-Funds)</td>
<td>8,700,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Warehouses for Dept. of Agriculture</td>
<td>28,000,000</td>
<td></td>
</tr>
</tbody>
</table>
2021 Budget/Funding Bills (CIP Budget)

Aggregate CIP appropriations level positive, but specific CIP items are questionable.

- Overall amount of $203.35 million for FY22 and $102.64 million for FY23 is decent, although certain items received less than requested funding and there are other projects that were not requested by the Board.
- Less than half of the requested amount for Renew, Improve, and Modernize (RIM) funding for UH System.
- Only first year funding ($1.5 million) for Waikīkī Aquarium.
- $10.0 million more for Mānoa Mini Master Plan Phase 2 than requested.
- $42.5 million for a Resource and Education Center is not a UH-sponsored or planned project, and therefore, its UH-related purpose is unknown at this time.
- $28.0 million appropriated in the Department of Agriculture for Warehouses with UH as the expending agency for those funds.
HB 1296 HD1 SD2 CD1 (Luke)
RELATING TO STATE FUNDS

Part I: Repeals the Hawaii tobacco prevention and control trust fund and transfers unencumbered balances to the general fund on 6/30/2025. Specifies that Hawaii tobacco settlement special fund moneys shall only be deposited into the university revenue-undertakings fund until 7/1/2033. Prohibits any contract for the management of Hawaii tobacco prevention and control trust fund moneys from extending beyond 6/30/2025. Imposes a $4,300,000 cap on Hawaii tobacco settlement special fund. Requires report to the legislature twenty days prior to the convening of the regular sessions of 2022, 2023, 2024, 2025, and 2026 on expenditures from Hawaii tobacco prevention and control trust fund moneys.

Part II: Makes an emergency appropriation to provide funds for the state comprehensive emergency medical services system for expenses related to collective bargaining and other current expenses.

Part III: Establishes and funds two permanent and five temporary full-time equivalent positions in the office of the governor.

Part IV: Requires all departments and the University of Hawaii to reimburse fringe benefit costs for non-general funded positions. Specifies that the cigarette tax revenues deposited to the credit of the cancer research special fund shall only be used for capital expenditures and only until 7/1/2041. Ceases deposits of cigarette tax revenues into the emergency medical services special fund on 7/1/2021.

Part V: Establishes a threat assessment team program.

Part VI: Funds one full-time equivalent position in the department of human resources development.

Position: Oppose
Update: Transmitted to Governor
HB 1297 HD2 SD2 CD1 (Luke)
RELATING TO STATE FINANCES
Appropriates funds for statewide collective bargaining costs.
Position: Support
Update: Transmitted to Governor

HB 1298 HD1 SD1 CD1 (Luke)
RELATING TO STATE FUNDS
Transfers to the general fund the excess balances of various non-general funds from various state departments and agencies. Requires each department to annually submit to the Legislature program measures, costs elements, and accounting reports for all non-general funds under its control. Effective 6/30/2021.
Position: Comments
Update: Transmitted to Governor

HB 1299 HD1 SD1 CD1 (Luke)
RELATING TO NON-GENERAL FUNDS
Repeals various non-general funds of: AGR, ATG, BUF, BED, CCA, DEF, DOE, HHL, HTH, HMS, LBR, LNR, PSD, TRN, UOH, JUD; and HPHA. Implements recommendations of the auditor. Transfers most unencumbered balances to the credit of the general fund.
Position: Oppose
Update: Transmitted to Governor
TECHNOLOGY TRANSFER/COMMERCIALIZATION/CHIEF PROCUREMENT OFFICER/CANCER CENTER (Omnibus Bill)
SB 589 SD2 HD2 CD1 (Kim)
RELATING TO THE UNIVERSITY OF HAWAII
PART I: Establishes the UH cancer center in statute as the cancer research center of Hawaii. Requires the director of the cancer center to be appointed by the board of regents upon recommendation of the provost of UH-Manoa and with the concurrence of the UH president. Requires the cancer center to be administratively affiliated with the John A. Burns school of medicine. Requires the director of the cancer center and the dean of the school of medicine to report and be accountable to the provost of UH-Manoa. Requires funds expended from the tuition and fees special fund or research and training revolving fund for the school of medicine or cancer center to be used for educational or research and research-related purposes only.
PART II: Requires UH to develop a plan for the school of medicine and cancer center to achieve greater operational efficiencies. Requires the UH president to submit a progress report to the legislature before the 2023 regular session.
PART III: Extends the sunset of Act 38, SLH 2017, exempting UH's technology transfer activities from certain provisions of the state ethics code to 6/30/2024. Prohibits technology transfer activities in which UH employees have a conflict of interest. Requires board of regents to report employee conflicts to the legislature.
PART IV: Extends the sunset of Act 39, SLH 2017, establishing UH's innovation and commercialization initiative program to 6/30/2024. Prohibits program activities in which UH employees have a conflict of interest. Requires UH to report employee conflicts to the legislature.
PART V: Extends the sunset date of Act 42, SLH 2018, allowing the UH president to act as UH's chief procurement officer for procurement contracts under chapter 103D, HRS, to 6/30/2024.
Position: Oppose certain parts/Support certain parts
Update: Transmitted to Governor
BACKGROUND CHECKS
SB 1220 SD1 (Kouchi)
RELATING TO CRIMINAL HISTORY RECORD CHECKS
Adds the University of Hawaii to the list of agencies that are authorized to conduct criminal history record checks on current or prospective employees, whose positions or duties are related to the security of campus facilities and persons.
Position: Support
Update: Transmitted to Governor

CONFERENCE CENTER FUND
SB 1222 SD2 HD1 CD1 (Kouchi)
RELATING TO THE CONFERENCE CENTER REVOLVING FUND
Expands the scope of the conference center revolving fund for the University of Hawaii at Hilo. Authorizes the chancellor of the University of Hawaii at Hilo to expend funds from the revolving fund. Exempts the expenditure of moneys from the fund from bidding requirements under the Hawaii public procurement code. Requires the chancellor of the University of Hawaii at Hilo to submit annual reports of the revolving fund to the legislature.
Position: Support
Update: Transmitted to Governor
BOARD OF REGENTS
SB 1225 SD1 HD1 CD1 (Kouchi)
RELATING TO THE UNIVERSITY OF HAWAII BOARD OF REGENTS INDEPENDENT AUDIT COMMITTEE

PART I: Allows the chairperson of the independent audit committee (IAC) of the University of Hawaii board of regents to be selected in a manner consistent with its bylaws. Clarifies that the responsibility of the IAC as to the university's enterprise risk management is to oversee, rather than engage in the pertinent operations. Exempts from chapter 91 and part I of chapter 92, HRS, discussions between the IAC and internal or external auditors on matters that should remain confidential in accordance with nationally recognized best practices for independent audit committees. Allows the IAC chairperson to determine whether IAC discussions that are exempt from chapter 91 and part I of chapter 92, HRS, may be held without the presence of the president or the chief financial officer of the university.

PART II: Requires the IAC to report to the board of regents significant issues pertaining to university operations and programs found in audit reports that warrant corrective or remedial action. Requires the board of regents to ensure that necessary actions are implemented, and the underlying significant issue is appropriately corrected and remedied.

Position: Support
Update: Transmitted to Governor
Board of Regents
SB 1034 SD1 HD2 CD1 (Kouchi)
RELATING TO SUNSHINE LAW BOARDS
Authorizes boards to use interactive conference technology to remotely conduct meetings under the State's open meetings law. Amends the requirements for public notices of board meetings and for in-person board meetings held by interactive conference technology. Requires the Office of Information Practices to assess the implementation of meetings held using interactive conference technology and submit a report of its findings to the Legislature. Effective 1/1/2022.
Position: Support
Update: Transmitted to Governor
Aloha Stadium
HB 1348 HD2 SD2 CD1 (Johanson)
RELATING TO THE STADIUM DEVELOPMENT DISTRICT
Establishes the stadium development special fund. Provides for the abolishment of the stadium special fund. Revises the general development guidance policies for the stadium development district and clarifies the respective roles of the stadium authority and Hawaii community development authority in the development of the stadium development district. Broadens the powers and duties of the stadium authority, including authorizing the stadium authority to acquire and hold title to real property. Exempts land to which the stadium authority holds title from the definition of "public lands." Authorizes the stadium authority, with approval from the governor, to delegate to other state agencies implementation of capital improvement projects, including the transfer of funds, under certain conditions. Adds two members to the stadium authority. Amends the general bond authorization made by Act 268, Session Laws of Hawaii 2019. Makes the financial disclosures of members of the stadium authority public records.
Position: Support
Update: Transmitted to Governor
Tuition Waivers/Scholarships
HB 1291 HD1 SD2 CD1 (Ohno)
RELATING TO SCHOLARSHIPS
Allows applicants to the University of Hawaii who earned a high school diploma from a public high school in the State with a cumulative grade point average of 3.0 and also provides evidence that they qualified for and received special education services for two or more years during enrollment in grades seven through twelve to be eligible for the Hawaii state scholars program.
Position: Comments
Update: Transmitted to Governor
UH Assets
HB 1280 HD2 SD2 (Nishimoto)
RELATING TO THE NATURAL ENERGY LABORATORY OF HAWAII AUTHORITY
Transfers to the natural energy laboratory of Hawaii authority operational authority over the makai research pier located at the southeast corner of Oahu. Authorizes the director of finance to issue general obligation bonds for the natural energy laboratory of Hawaii authority to repair and upgrade the makai research pier.
Position: Support
Update: Failed to meet legislative deadline

SB 628 SD2 HD2 CD1 (Baker)
RELATING TO THE TRANSITION OF THE OAHU REGIONAL HEALTH CARE SYSTEM FROM THE HAWAII HEALTH SYSTEMS CORPORATION INTO THE DEPARTMENT OF HEALTH
Among other things, commences the transfer of the Oahu regional health care system in its entirety from the Hawaii health systems corporation to the department of health. Requires the department of health to consult with the University of Hawaii regarding programs at Leahi hospital and Maluhia.
Position: Support
Update: Transmitted to Governor
Mauna Kea

HR 33 HD1 (Tarnas)
CONVENING A WORKING GROUP TO DEVELOP RECOMMENDATIONS FOR A GOVERNANCE AND MANAGEMENT STRUCTURE FOR MAUNA KEA.
Position: Comments
Update: HR 33 HD1 Adopted by the House

RCUH

SCR 183 SD1 HD1/SR 148 SD1 (Kim)
REQUESTING THE UNIVERSITY OF HAWAII TO CONVENE A TASK FORCE TO EXAMINE AND ASSESS ITS ARRANGEMENT FOR SERVICES WITH THE RESEARCH CORPORATION OF THE UNIVERSITY OF HAWAII.
Position: Comments
Update: SR Adopted by the Senate
SCR Failed to be adopted
Academic Tenure
SCR 201 SD1 HD1 (Kim)
URGING THE UNIVERSITY OF HAWAII AND UNIVERSITY OF HAWAII PROFESSIONAL ASSEMBLY TO CONVENE A TASK FORCE TO EXAMINE AND ASSESS THE UNIVERSITY OF HAWAII TENURE SYSTEM FOR RESEARCHERS AND OTHER NON-INSTRUCTIONAL FACULTY, AND COMPENSATION STRUCTURE OF FACULTY ENGAGED IN ACTIVITIES SUPPORTED BY EXTRAMURAL FUNDING AND GRANTS, IN COMPARISON TO PEER HIGHER EDUCATION INSTITUTIONS ACROSS THE UNITED STATES; AND PROPOSE THE BEST PRACTICES TO BE IMPLEMENTED BY THE UNIVERSITY OF HAWAII.

Position: Comments
Update: Senate adopted HD1
HCR 102 HD2
REQUESTING THE OFFICE OF PLANNING, IN COLLABORATION WITH VARIOUS AGENCIES, TO DEVELOP A PLAN TO ESTABLISH A STATE GEOLOGICAL SURVEY IN HAWAII.  Lead: UHM-HIGP

SCR 242 SD1 HD1
REQUESTING THE CONVENING OF A CREATIVE RESURGENCE TASK FORCE TO BUILD AND FOSTER CREATIVITY AND INNOVATION THROUGH THE ARTS, CULTURE, AND HUMANITIES.  Lead: VPAS

SCR 246 SD1 HD1
REQUESTING THAT A WORKING GROUP BE CONVENED TO DEVELOP RECOMMENDATIONS FOR IMPLEMENTING THE REVITALIZING ECONOMY AND AGRICULTURE LEADERSHIP INITIATIVE.  Lead: UHM-CTAHR
2021 Board of Regent Nominees

**GM 785** Submitting for consideration and confirmation to the Board of Regents of the University of Hawai'i, Gubernatorial Nominee, WILLIAM HANING III, for a term to expire 06-30-2026.

**GM 786** Submitting for consideration and confirmation to the Board of Regents of the University of Hawai'i, Gubernatorial Nominee, DIANE PALOMA, for a term to expire 06-30-2026.

**GM 787** Submitting for consideration and confirmation to the Board of Regents of the University of Hawai'i, Gubernatorial Nominee, WAYNE HIGAKI, for a term to expire 06-30-2026.

Update: All nominees were confirmed unanimously by the Senate on 4/22/2021
HB 33 HD1 SD2 Amends the composition of members of the information technology steering committee to include one member to be appointed by the President of the University of Hawai‘i. **Lead: CIO**

HB 1284 HD2 SD2 CD1 Establishes within the department of human services an all-claims, all-payer data center steering committee, which includes the President of the University of Hawai‘i, or the President's designee, to oversee and provide direction for the all-claims, all-payer database and data center within the health analytics program. **Lead: UHM-SOCSCI**

HB 1322 HD1 SD2 Establishes the trauma-informed care task force, which includes a faculty member from JABSOM to be appointed by the dean of JABSOM, to develop and make recommendations for trauma-informed care in the State. **Lead: UHM-JABSOM**

SB 1421 SD2 HD2 CD1 Establishes the dual use technology task force, which includes one representative from UH, to explore how dual use technology can be used to promote economic recovery and diversify the State's economy. **Lead: VPRI**

HCR 91 Requesting the Hawai‘i Emergency Management Agency to convene a resiliency health disaster task force, which includes the UH President, or the President’s designee, to develop a coordinated statewide resiliency health disaster plan. **Lead: VPA**
SCR 201 SD1 HD1 Urging UH and UHPA convene a task force to examine and assess the UH’s tenure system for researchers and other non-instructional faculty and compensation structure of faculty engaged in activities supported by extramural funding and grants. 

*Lead: VPAS*

SCR 242 SD1 HD1 Requesting a creative resurgence task force be convened to build and foster creativity and innovation through the arts, culture, and humanities in the State. The task force shall include faculty members from UHM, UHH, and UHWO.  

*Lead: VPAS*

SCR 246 SD1 HD1 Requesting the Chairperson of the Hawaiian Homes Commission to convene a Revitalizing Economy and Agriculture Leadership working group, which includes the Dean and Director for Research and Cooperative Extension at CTAHR, to consider and develop recommendations regarding the implementation of the Revitalizing Economy and Agriculture Leadership initiative.  

*Lead: UHM-CTAHR*
Legislative Calendar

- April 29 – Adjournment Sine Die
- June 21 – 35th day after Sine Die (intent to veto)
- July 6 – 45th day after Sine Die
  (sign, veto, allow to become law without signature)
Conclusion
Addendum
HR 6 HD1
REQUESTING THE LEGISLATIVE REFERENCE BUREAU, IN CONSULTATION WITH THE
JOHN A. BURNS SCHOOL OF MEDICINE AT THE UNIVERSITY OF HAWAII AT MANOA AND
DEPARTMENT OF HEALTH, TO CONDUCT A STUDY ON THE CUMULATIVE HEALTH
EFFECTS OF PERSISTENT URBAN NOISE IN HONOLULU.

HR 76
REQUESTING THE HAWAII EMERGENCY MANAGEMENT AGENCY CONVENE A
RESILIENCY HEALTH DISASTER TASK FORCE TO DEVELOP A COORDINATED STATEWIDE
RESILIENCY HEALTH DISASTER PLAN.

HR 85 HD2
REQUESTING THE OFFICE OF PLANNING, IN COLLABORATION WITH VARIOUS
AGENCIES, TO DEVELOP A PLAN TO ESTABLISH A STATE GEOLOGICAL SURVEY IN
HAWAII.

HR 95 HD1
URGING THE DEPARTMENT OF AGRICULTURE, DEPARTMENT OF HEALTH, DEPARTMENT
OF LAND AND NATURAL RESOURCES, AND UNIVERSITY OF HAWAII TO DEVELOP AND
IMPLEMENT A MOSQUITO CONTROL PROGRAM THAT USES WOLBACHIA BACTERIA TO
REDUCE MOSQUITO POPULATION LEVELS THROUGHOUT THE STATE.
HR 99 HD1
REQUESTING THE CONVENING OF A WORKING GROUP TO DETERMINE THE GAPS IN ACCESS TO HEALTH CARE AND THE POTENTIAL ROLE ADVANCED PRACTICE REGISTERED NURSES MAY PLAY IN ADDRESSING THESE GAPS.

HR 100 HD1
REQUESTING THE LEGISLATIVE REFERENCE BUREAU TO CONDUCT AN ANALYSIS OF ADVANCED PRACTICE REGISTERED NURSES AND PHYSICIAN ASSISTANTS.

HR 113 HD1
REQUESTING THE ESTABLISHMENT OF A BURIAL SITES WORKING GROUP TO REVIEW AND RECOMMEND IMPROVEMENTS TO THE ISLAND BURIAL COUNCILS.

HR 138 HD1
Other Single Chamber Resolutions Adopted

SR 8 SD2
CONVENING A TASK FORCE TO ADDRESS IMPLEMENTATION OF HAWAI'I'S STATE LAW COROLLARY TO TITLE IX TO STRENGTHEN HAWAI'I'S EFFORTS TO END CAMPUS-BASED SEXUAL VIOLENCE AND GENDER DISCRIMINATION.

SR 31 SD1
REQUESTING THE DEPARTMENT OF AGRICULTURE TO ESTABLISH A KONA AREA AGRICULTURAL WORKING GROUP TO PROMOTE AGRICULTURE, ECONOMIC DEVELOPMENT, AND HOUSING.

SR 38 SD1
SUPPORTING AN ECONOMIC TRANSITION THAT COMBATS CLIMATE CHANGE AND INCORPORATES CIRCULAR ECONOMY GOALS ROOTED IN ALOHA AINA PRINCIPLES.

SR 52 SD1
REQUESTING THE AUDITOR TO CONDUCT A SUNRISE ANALYSIS ON LICENSING AND/OR CERTIFICATION OF COMMUNITY HEALTH WORKERS.

SR 131 SD1
URGING STATE DEPARTMENTS AND ATTACHED AGENCIES TO TRAIN THEIR BOARDS AND COMMISSIONS.
SR 133
URGING THE DEPARTMENT OF HUMAN RESOURCES DEVELOPMENT TO REEXAMINE THE QUALIFICATIONS FOR STATE POSITIONS THAT ARE CURRENTLY VACANT AND REPLACE THE QUALIFICATION OF A BACHELOR'S DEGREE WITH AN ASSOCIATE DEGREE OR CERTIFICATE, WHERE APPLICABLE.

SR 169 SD1
URGING THE EXECUTIVE AND LEGISLATIVE BRANCHES OF THE STATE OF HAWAII TO PROMOTE AND REALIZE THE VISION AND FULL POTENTIAL OF THE GLOBAL ALLIANCE FOR INTERNATIONAL COLLABORATION IN SPACE INITIATIVE AND EXPLORE WAYS TO PROVIDE STATE ADMINISTRATIVE AND FUNDING SUPPORT FOR THE INITIATIVE, IN CONSULTATION WITH THE HAWAII SPACE INDUSTRY INNOVATION PROGRAM AND GOVERNOR ARIYOSHI FOUNDATION.

SR 171 SD1
REQUESTING THE OFFICE OF HAWAIIAN AFFAIRS TO ESTABLISH THE BURIAL SITES WORKING GROUP TO EXAMINE THE BURIAL SITES PROGRAM UNDER THE DEPARTMENT OF LAND AND NATURAL RESOURCES' STATE HISTORIC PRESERVATION DIVISION.
SR 172 SD1
REQUESTING THE DEPARTMENT OF HEALTH TO CONVENE A MEDICINAL PSILOCYBIN AND PSILOCIN WORKING GROUP TO EXAMINE THE MEDICINAL AND THERAPEUTIC EFFECTS OF PSILOCYBIN AND PSILOCIN OR DEVELOP A LONG-TERM STRATEGIC PLAN TO ENSURE THE AVAILABILITY OF MEDICINAL PSILOCYBIN AND PSILOCIN OR PSILOCYBIN-BASED AND PSILOCIN-BASED PRODUCTS THAT ARE SAFE, ACCESSIBLE, AND AFFORDABLE FOR ELIGIBLE ADULT PATIENTS.

SR 174 SD2
URGING THE DEPARTMENT OF HUMAN RESOURCES DEVELOPMENT AND DEPARTMENT OF EDUCATION TO ESTABLISH AND OFFER A QUALIFIED ROTH CONTRIBUTION PROGRAM TO THEIR RETIREMENT PLAN PARTICIPANTS.

SR 201 SD1
REQUESTING THE CONVENING OF A CREATIVE RESURGENCE TASK FORCE TO BUILD AND FOSTER CREATIVITY AND INNOVATION THROUGH THE ARTS, CULTURE, AND HUMANITIES.

SR 205 SD1
REQUESTING THAT A WORKING GROUP BE CONVENEED TO DEVELOP RECOMMENDATIONS FOR IMPLEMENTING THE REVITALIZING ECONOMY AND AGRICULTURE LEADERSHIP INITIATIVE.
SR 206 SD1
REQUESTING THAT A WORKING GROUP BE CONVENE TO DEVELOP RECOMMENDATIONS TO FACILITATE HOMESTEAD AGRICULTURAL DEMONSTRATION PROJECTS IN THE STATE.

SR 208
REQUESTING THE BOARD OF EDUCATION TO AUTHORIZE AN E-SPORTS PROGRAM FOR PUBLIC HIGH SCHOOLS IN THE STATE.

SR 217 SD1
URGING THE DEPARTMENT OF AGRICULTURE TO IDENTIFY HOW COFFEE BERRY BORER AND COFFEE LEAF RUST ENTERED INTO HAWAI'I AND MEASURES TO PREVENT THE FLOW OF THESE INVASIVE SPECIES INTO THE STATE TO PROTECT THE ONGOING VIABILITY OF HAWAI'I'S COFFEE INDUSTRY.
ITEM TO BE DISCUSSED IN EXECUTIVE SESSION
May 12, 2021 (Revised)

MEMORANDUM

TO: Benjamin Kudo  
BOR Chair

VIA: David Lassner  
President, UH

VIA: Michael Bruno  
Provost

VIA: Sandy French  
Vice Chancellor for Administration, Finance and Operations

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

SUBJECT: REQUEST SPECIAL SALARY ADJUSTMENT FOR DR. QIMEI CHEN, ASSOCIATE DEAN

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents approve a UH Foundation endowment funded salary supplement in the amount of $50,016 ($4,168 monthly) for Dr. Qimei Chen, Senior Associate Dean for Academic Affairs, Harold and Sandy Noborikawa Endowed Chair of Entrepreneurship, Marketing, and Information Technology. The additional compensation is dependent on the availability of the UH Foundation funding source.

RECOMMENDED EFFECTIVE DATE:

May 21, 2021

ADDITIONAL COST:

No additional costs are associated with this request as this salary supplement is funded by endowment funds through University of Hawaii Foundation.

An Equal Opportunity/Affirmative Action Institution
PURPOSE:

To seek approval for an endowment funded salary supplement for Dr. Qimei Chen to recognize her endowed chair role and for retention purposes in effort to reduce the compensation disparity between Dr. Chen's regular 15 faculty appointment and her Executive/Managerial position appointment. Since August 1, 2020, she has been appointed as the Harold and Sandy Noborikawa Endowed Chair of Entrepreneurship, Marketing, and Information Technology while concurrently serving as the Associate Dean. This is one of Shidler's five endowed Chairs.

BACKGROUND:

Pursuant to Board of Regents' Policy, RP 9.212, Executive and Managerial Personnel Policies, requests for salary adjustments, other than annual salary adjustments, for merit, equity or retention basis that exceed the maximum of the range set forth in the Salary Schedule shall require Board approval.

According to Executive Policy, RP 9.212, University of Hawaii desires to attract and retain competent and experience personnel and to offer compensation that is competitive with the appropriate market. As stated in the Board of Regents approved memo dated April 14, 2015, Dr. Chen had a proven record of excellence in research, teaching and service when she stepped into the position as the Associate Dean. Over the past 7 years, her contribution to the Shidler College of Business is invaluable and her administrative record is impeccable. Beyond the daily operational demands of her position, her involvement, to name a few, has also been vital in Shidler’s AACSB accreditation in 2015 and again in 2020; in all tenure, promotion, contract renewal and post-tenure review processes; in every recruitment and retention of top talent; in transformation of spaces such as faculty lounge, PhD lounge and Dean’s Annex; in materializing new program initiatives, e.g. specialized master programs; in promoting intercollegiate collaboration such as iLab, Better Tomorrow Seminar Series, and Sustainability curriculums; and in welcoming back the School of Travel Industry Management and chaperoning the TIM faculty and curriculum. With her effort, integrating TIM School to Shidler's most recent AACSB accreditation was seamless.

As the Senior Associate Dean for Academic Affairs, Dr. Chen’s position calls for research leadership. She demonstrates just that not only through mentoring faculty and providing systematic new faculty orientation, but her own record of research excellence. She has published 55 peer-reviewed articles, has close to 15,000 Google Scholar citations and has been consistently ranked among the top ten influential researchers in her field. For example she has been ranked twice as the 9th key influencer in the field of Internet advertising research together with scholars such as David Aaker (ranked No. 16, E.T. Grether Professor of Marketing and Public Policy, Haas School of Business, UC Berkeley); John Deighton (ranked No. 21, Harold M. Brierley Professor of Business Administration at Harvard Business School); and Joe Alba (ranked No. 28, Distinguished Professor, Warrington College of Business Administration, University of Florida), etc. She is also a leading expert in research methods and has years of industry experience working for/with multinational corporations such as Siemens AG, MediaOne Group (Comcast MO Group), Neilson Media Center, General Mills, 3M and DDB Worldwide. She is the recipient of many prestigious international research awards such as the Juran Fellowship from the Joseph M. Juran Center for Research in Supply Chain, Operations, and Quality; the S. Tamer Cavusgil Award from the American Marketing Association and the Best Article Award from the Journal of Consumer Research. Her award-winning JCR paper is ranked as the number one most-cited article in the history of the Journal of Consumer Research, a Financial Times Top 50 Journal.

Her citation record indicates that her research has diffused across all business disciplines and other disciplines including Education, Environmental Research, Food Safety, Language, Medicine,
Neurolmaging, Nursing, Pharmacy, Psychology, STEM and Tourism. Given her research reputation, since 2020, she has been invited by the European Science Foundation to be part of the ESF College of Expert Reviewers to assess proposals and fellowship applications from many global scholarly and business communities in various fields including the European Space Agency, the HERA Consortium, the GRAPHENE flagship, the Research Foundation – Flanders (FWO), the Universities of Bordeaux, Ghent, Lille, Aix-Marseille, Luxembourg, Naples, Piemonte Orientale, and Turin as well as the AXA Research Fund and the Région Grand Est (France). Given her research excellence and contribution to the College, Dr. Chen has been appointed as the Shidler College Distinguished Professor from 2010-2013, the Jean E. Rolles Distinguished Professor from 2013 to 2020 and since August 1, 2020, the Harold and Sandy Noborikawa Endowed Chair of Entrepreneurship, Marketing, and Information Technology while concurrently serving as the Associate Dean.

After serving as Department Chair for 8 years, Dr. Qimei Chen was appointed to serve as the Interim Associate Dean in 2014 and then the Board of Regents approved her appointment as the Associate Dean for Academic Affairs on May 21, 2015 with a 12-month salary of $225,000. She has received the modest EM annual salary increases when eligible, however her current EM salary of $251,964 falls below the equivalent of her faculty salary. Given her EM position, she was not able to receive overload from her endowment in the past six years even though she has devoted many vacation leaves, holiday leaves, nights and weekends to work on research and directing PhD dissertation studies. She has published 17 journal articles since 2015 and her research productivity and impact are in par with nearly all other Chair and Professorship holders. Further, although Dr. Chen has a stellar teaching record, her EM position also keeps her from overload teaching opportunity. By comparison, her appointment as the Associate Dean for Academic Affairs on May 21, 2015 by the Board of Regents carries a 9-month 15 fallback salary of $203,856 effective July 1, 2015 and this amount increases with all UHPA collective bargaining increases per EP 9.215. As of March 1, 2021, her 9-month 15 fallback salary is $241,536.00 and will be at $246,372.00 on August 1, 2021. This translates to a 12-month equivalent faculty compensation of $328,496 with endowment and teaching overload, resulting a compensation shortfall of at least $76,532 in her current Senior Associate Dean position.

The Noborikawa Endowed Chair is one of Shidler’s five endowed Chairs. Income generated from the principal Chair endowments sometimes has been used as supplemental salary for the Chair holders to help offer market-level compensation. Since the University desires to attract and retain competent and experienced personnel and to offer compensation that is competitive with the appropriate market, the best source of comparable salary data is the annual survey done by the College’s accreditation organization, the Association to Advance Collegiate Schools of Business (AACSB) International. Data for the AACSB’s 2020-2021 Salary Survey were collected in the fall of 2020 and reported by academic discipline. The requested salary supplement in the amount of $50,016 will bring Dr. Chen’s total compensation to $301,980, which helps reduce the compensation disparity between Dr. Chen’s regular 15 faculty appointment and her EM appointment. This total compensation is still well below the median total compensation of $367,196 when including only 9-month Associate Dean Appointment data and is similar to $294,205 weighted average median when including both 9-month and 12-month Associate Dean appointments for Associate Deans in all public universities with Ph.D. programs (Attachment B) and far below the median total compensation of $484,559 ($373,335 weighted average median when including both 9-month and 12-month Associate Dean appointments) for Associate Deans in top Public 21 business schools College used for comparison purposes (Attachment C).

Since the 9-month Associate Dean appointment is more in line with the Academic Affairs and research nature of Dr. Chen’s appointment, we further examined those appointments’ percentile information. The proposed total compensation of $301,980 for Dr. Chen falls just below the 30th percentile of $302,116 (shown as $228,400 base as 75.6% of total compensation) for all public universities with Ph.D. programs;
and far below even the 10th percentile of $345,588 (shown as $235,000 base as 68% of total compensation) for top Public 21 business schools. Dr. Chen’s international reputation, as demonstrated by her Google Scholar research citations and several prestigious research awards she has received nationally and internationally, as well as her administrative service record, rank her among the highly sought after faculty members and administrative talent the Shidler College of Business strives to recruit and retain.

Dr. Chen’s administrative leadership has helped college to further advance and achieve its goals, and her continued dedication to research has resulted in her recognition as the Harold and Sandy Noborikawa Endowed Chair of Entrepreneurship, Marketing, and Information Technology while as Associate Dean. She has been able to be successful in both aspects and it is justified to provide the supplemental salary which is dependent on the availability of the UH Foundation funding source. Retaining Dr. Chen will enable our college to continue our overall initiatives as well as strengthen the research portfolio of the college faculty.

A separate request has been made to President to allow her to retain her faculty fallback rights to her IS tenured position as long as she remains in an EM appointment.

ACTION RECOMMENDED:

It is recommended that the Board of Regents approve an endowment funded salary supplement in the amount of $50,016 ($4,168 monthly) for Dr. Qimei Chen, Senior Associate Dean for Academic Affairs, Harold and Sandy Noborikawa Endowed Chair of Entrepreneurship, Marketing, and Information. The additional compensation is dependent on the availability of the UH Foundation funding source.

Attachments: Chen CV
AACSBSalary Survey Report – All accredited business schools with Ph.D. programs
AACSBSalary Survey Report – 21 top business schools at U.S. public universities
CURRICULUM VITAE

QIMEI CHEN
Harold and Sandy Noborikawa Endowed Chair
of Entrepreneurship, Marketing, and Information Technology
Professor of Marketing
Senior Associate Dean for Academic Affairs
Shidler College of Business
University of Hawaii at Manoa
2404 Maile Way, C303
Honolulu, HI 96822
Phone: 808-956-7446
Fax: 808-956-9886
Email: gimei@hawaii.edu

EDUCATION
Ph. D.  University of Minnesota (Twin Cities) 2001
M.A.  University of Minnesota (Twin Cities) 1999
B.A.  Nanjing Normal University (China) 1994

ACADEMIC POSITIONS
University of Hawaii at Manoa, Shidler College of Business, Honolulu, Hawai‘i
Since 2020, Harold and Sandy Noborikawa Endowed Chair in Entrepreneurship, Marketing and
Information Technology
2013-2020, Jean E. Rolles Distinguished Professor
2010-2013, Shidler College Distinguished Professor
Since 2010, Professor of Marketing
2006-2009, Shidler College Distinguished Associate Professor
2006-2009, Associate Professor of Marketing
2001-2005, Assistant Professor of Marketing

Japan-America Institute of Management Science, Honolulu, Hawai‘i
2002-03 Summer, 2006-07 Summer, Affiliated MBA faculty

University of Minnesota at Twin Cities, Carlson School of Management, Dept. of IDSc
2000-2001, Teaching Specialist

University of Minnesota at Twin Cities, Carlson School of Management, Dept. of IDSc
1998-2001, Research Associate

University of Minnesota at Twin Cities, Mithun Office of Advertising, SJMC
1997-2000, Research Assistant

INDUSTRY EXPERIENCE
MediaOne Group, Minneapolis, MN
1998, Market Analyst

Sino Field Trading Limited, Hong Kong
1995–1997, Project Manager

_Siemens AG, Erlangen, Germany_

1994–1995, Assistant to the SPPA Deputy General Manager

**TEACHING EXPERIENCE**

IDSC 3001: Management of Information Systems  
MKT 321: Marketing Research  
MKT 362: Internet Marketing  
MKT 363: Customer Relationship Management  
EMBA, VEMBA, NIMBA Distance Education, DLEMBA BUS 623: Marketing Management  
CHEMBA MKT 690: Advanced Seminar in Marketing: Chinese Marketing Systems  
USIMBA, VEMBA, NIMBA, Day MBA, Night MBA  
MKT 658: Advanced Seminar in Marketing: US Marketing in the Information Age  
MKT 702: Cross-Cultural Consumer Behavior Ph.D. Seminar

**GRANTS/AWARDS/HONORS**

2020  College of Expert Reviewers appointed by European Science Foundation  
2017  Distance Learning--EMBA Professor of the Spring 2017 Semester  
2016  Shirley M. Lee Research Award, Shidler College of Business  
2014  Shirley M. Lee Research Award, Shidler College of Business  
2014  Best Short Course Instructor Award for Society for Medical Decision Making Conference  
2013  Winner of the *Journal of Consumer Research* Best Article Award  
2013  Co-Investigator, NIH/FDA Grant ($500,000) with P. Pokhrel, T. Herzog, P. Fagan and I Pagano from University of Hawaii Cancer Center  
2009  University Fellow, Hong Kong Baptist University  
2008  S. Tamer Cavusgil Award, American Marketing Association  
2007  Shirley M. Lee Research Award, Shidler College of Business  
2006  University Research Council Excellence in Research Award (top-two runner-up)  
2005  Advisory Professor, *Fudan University*, Shanghai, China  
2004–2005  UH CBA Distinguished Research Award  
2005  UH CBA Faculty Productivity Grant  
2005  UH CBA Faculty Research Grant  
2005  CIBER Research Grant, CBA, UH at Manoa  
2004  CIBER Research Grant, CBA, UH at Manoa  
2004  University Research Council Faculty Travel Fund, UH at Manoa  
2003  MSI (Marketing Science Institute) Research Award  
2002  CIBER Research Grant, CBA, UH at Manoa  
2002  CIBER Research Grant, CBA, UH at Manoa  
2000–2001  Elliston Scholarship, College of Liberal Arts, U of Minnesota  
2000–2001  Graduate School Fellowship, U of Minnesota  
2000  Joseph M. Juran Fellowship Award, Joseph M. Juran Center for Leadership in Quality  
2000  Ralph D. Casey Dissertation Research Award, U of Minnesota
2000 Mark Kriss Graduate Research Award, U of Minnesota
2000 Distinguished service award from Management of Information Science Research Center, Carlson School of Management, U of Minnesota

PUBLICATIONS

1\textsuperscript{st} Most Cited Marketing Paper across all top 20 Marketing Journals in the past 4 years (www.marketingscience.org, Spring 2014)
#1 Most Cited Paper\textsuperscript{*} in Journal of Consumer Research (http://www.jstor.org/action/showMostCitedArticles?journalCode=jconsrese&)
\textsuperscript{*}“Most Cited” lists the articles in this journal that have been cited most frequently within the past three years. The number of citations is calculated using data from CrossRef and JSTOR. This list is updated monthly.
2\textsuperscript{nd} Most Cited Contributor in Internet-related Research in advertising journals. (Journal of Advertising, Fall 2006)
9\textsuperscript{th} Most Cited Contributor in Internet-related Research in all leading journals in marketing, advertising and communication combined among 1,045 scholars. (Journal of Advertising, Fall 2006)
9\textsuperscript{th} Key Influencer in the field of Internet advertising research (Journal of Advertising, Spring 2008)

Journal Publications


3. You Ya, Yi He and Qimei Chen and Miao Hu, “The interplay between brand relationship norms and ease of sharing on electronic word-of-mouth and willingness to pay,” forthcoming, Information & Management (A* in ABDC list)

4. Miao Hu, Jie Chen, Qimei Chen and Wei He “It Pays Off to be Authentic: An Examination of Direct versus Indirect Brand Mentions on Social Media”, forthcoming, Journal of Business Research (B in Shidler List)


11. Nariswari, Angeline and Qimei Chen (2016) “Siding with the underdog: is your customer voting effort a sweet deal for your competitors?” *Marketing Letters*. 27(4, December), 701-713. (B in Shidler List)


**Winner of the Journal of Consumer Research 2013 Best Article Award**
**Most cited paper published in marketing journals 2010 to 2014.**
(Featured in Decision Science News “Navigate the Bermuda Triangle of Mediation Analysis” by Dan Goldstein, Principal Research Scientist in Microeconomics and Social Systems, Yahoo Research; http://seanmullen.com/, and has been adopted into the research methodology Ph.D. seminars in universities such as Penn State U and University of Missouri)


**Winner of the 2008 S. Tamer Cavusgil Award.** The S. Tamer Cavusgil Award is for the paper published in *Journal of International Marketing* during 2008 making the greatest contribution to marketing practice. In addition, this article is also featured in a *Marketing News* cutting edge article entitled “The Ties That Bind” on June 15, 2008


51-62.


44. Rodgers, Shelly, and Qimei Chen (2005) “Internet Community Group Participation: Psychosocial Benefits for Women with Breast Cancer” Journal of Computer-Mediated Communication, Special Issue on Online Communities: Design, theory and practice, 10(4). (Because of its innovativeness and potential value of helping this special online consumer segment, this article has attracted much media attention. Some of its press releases were featured at: http://www.research.missouri.edu/news/stories/050216_cancer.htm http://www.nurseweek.com/news/ShowNews.asp?251822) (Google Scholar Citation=303)


48. Griffith, David and Qimei Chen (2004) “The Influence of Virtual Direct Experience on Online Ads Message Effectiveness,” Journal of Advertising, 33(1), 55-69. (This publication has already been utilized by firms such as Easy2 Technologies to promote their rich retail solutions. More information about this utilization could be found in http://www.easy2.com/rich-retail-increases-value.asp)


53. Wells, William D. and Qimei Chen (2000) "The Dimensions of Commercial Cyberspace," *Journal of Interactive Advertising*, 1(1) Fall. (This research has been quoted by a leading strategic communication agency—Devine & Pearson Inc.)


**Book Chapters**


**Book Edited/Translated**


**Refereed Conferences/Conference Proceedings**


3. Zhao, Xinshu, Qimei Chen, and Bing Tong (2011) “Does c’ Test Help, Anytime?—On Communication Fallacy of ‘Effect to Mediate,’” Top Three Faculty Paper Award, Communication Theory & Methodology Division, Association for Education in Journalism and Mass Communication, St. Louis, MO August 10-13, 2011.


15. He, Yi, Qimei Chen and Dana L. Alden (2007) "Bystanders Don't Just Stand By: The Influence of Social Presence on Service Experience" extended abstract to be published in Advances in Consumer Research, vol. 34.


27. Rodgers, Shelly, Qimei Chen, Ken Fleming, Margaret Duffy, Jiyang Bae, and Crystal Lumpkins (2005) "Multiple Health Information Sources and Arthritis: A Segmentation Analysis of Midwesterners," *The 55th Annual Conference of the International Communication Association, New York, NY*. (Paper was selected as one of three top paper awards in the interactive paper session)


11


**Newspaper/Other Article**


**ACADEMIC SERVICE**

Keynote Speeches:
- 2020 Invited as the Featured Speaker by Penn State U for Shenzhen University Workshop on Advertising Research (cancelled due to Covid-19)
- 2019 Invited as the Featured Speaker by Penn State U for Shenzhen University Workshop on Advertising Research (didn’t go due to schedule conflict)
- 2014 Hawaii Society for Business Professionals on Social Media and Internet.
- 2006 Intergroup (Iranian Marketing Enterprise) 3rd International Marketing conference on The Modern Advertising Techniques *(Dubai, United Arab Emirates)* *(featured together with professor Gerard J. Tellis, Neely Chair Professor of American Enterprise, and Director of the Center for Global Innovation, at the Marshall School of Business, the University of Southern California; and Dr Patrick Dixon, Chairman of Global Change Ltd who was described as a “Global Change Guru” by the Wall Street Journal and has been ranked as one of the world’s 20 most influential business thinkers alive today)*
- 2003 ICSS *(Mexico)* International Conference on Computer Sciences and Systems
- 2002 SSGRR-2002 *(L’Aquila, Italy)* International Conference on Advances in Infrastructure for Electronic Business, Science, and Education on the Internet *(featuring together with Jerome Friedman—Nobel Laureate in Physics 1990 from Massachusetts Institute of*
Technology Laboratory for Nuclear Science, and Travor Gruen-Kennedy from CITRIX who is Listed among TOP-25 Internet contributors)

2000 Associate Seminar, Management of Information Science Research Center, Carlson School of Management, U of Minnesota, Findings from NSF e-Commerce Research Project

Editorial Review Boards:
Journal of Current Issues & Research in Advertising (2009 to present)
Journal of Advertising (2020 to present)

Board of Reviewers:
Consumer Needs and Solutions (2013 to present)

Advisory Board
Innovative Marketing (2010 to present)
Blue Hawaiian Lifestyle (2010 to present)
Travel2Change (2015 to present)

Ad-Hoc Reviewing:
Journal of Business Research (since 2016)
Journal of Consumer Research (since 2003)
Journal of Advertising (since 2000)
Journal of Interactive Marketing (since 2006)
Journal of International Marketing (since 2009)
International Journal of Human Computer Studies (since 2002)
Journal of Computer-Mediated Communication (since 2006)
American Marketing Association Winter/Summer Educators Conference (since 2002)
American Academy of Advertising Conference (since 2002)
Society for Consumer Psychology Winter Conference (2001)
Association of Education in Journalism and Mass Communication Conference, New Media Technology Division (1999)

International Service:
Commentator, Inter-disciplinary Approach to the Successful Aging Society: Medical health management, sustainable economic growth and humanity society, Kobe University
Special Session Chair in Cause/Sustainability Marketing, China Marketing International Conference, 2021 GuangZhou, China
Special Session Chair in Cause/Sustainability Marketing, China Marketing International Conference, 2020 online due to Covid-19. (scheduled).
Advisory Professor, School of Journalism (joint appointment with School of Management), Fudan University, Shanghai, China (2005)
University Fellow, HongKong Baptist University, Hong Kong, China (2008-2009)

National Service:
Program Committee, Association for Consumer Research, 2021
Instructor, Short Course for Society for Medical Decision Making Conference, October 2020 Virtual.
Consultant, Obama Presidential Center Proposal at Hawaii
Consultant, Alan Wang’s Restaurants’ Global Operation
Session Chair/Moderator, 2016 American Academy of Advertising Conference, March 2016, Seattle, WA.
Instructor, Short Course for Society for Medical Decision Making Conference, June 2014 at Antwerp, Belgium; October 2014, Miami FL, USA.
Session Chair, 2008 Academy of Marketing Science Annual Conference, Vancouver, BC, Canada.
Track Co-Chair, 2008 Academy of Marketing Science Annual Conference, Vancouver, BC, Canada.
Research Committee Member, American Academy of Advertising (2003 to present)
International Advertising Education Committee Member, American Academy of Advertising (2001)
Industry Relations Committee Member, American Academy of Advertising (2001)
Session Chair, 2006 AMA Summer Educators’ Conference, Chicago, IL. (2006)
Session Chair, 2006 AMA Winter Educators’ Conference, St. Petersburg, FL. (2006)
Panelist, Midwest Communication Research Conference (1999)
Radio Show Appearance, THINKTECHHAWAII, Hawaii Public Radio, Guest Commentary 2002
Honolulu Advertiser interview, “Costco’s Iwilei Store Top Outlet in Chain” (July 29, 2007)

University Service:
UH Manoa Better Tomorrow Speaker Series (2017 to now)
Sustainable Cities Initiative Panelist, School of Architecture (2018)
iLab Committee (2015-2016)
Teacher Education Committee for Business and Marketing Education, College of Education
Executive Board Member, Center for Chinese Studies, University of Hawaii at Manoa (2006 to 2008)
Chair, Chung-Fong & Grace Ning Fund in Chinese Studies Award Committee, CCS, UH (2006 to 2008)
Faculty Member, Center for Chinese Studies, University of Hawaii at Manoa (2002 to present)
Member, the UHM SONDH MS/MBA Advisory Council, School of Nursing & Dental Hygiene (2007 to now)

Shidler College of Business Service:
- Senior Associate Dean for Academic Affairs (since 2020)
- Associate Dean for Academic Affairs (since 2014)
- Chair, Department of Marketing (2006 to 2014)
- Member, UH TPRC (2011)
- Member, Ph.D. Program Committee (2003-2006)
- Faculty Adviser, American Marketing Association UH Chapter (2002 to 2006)
- Member, UH Marketing Department Recruiting Committee (2004, 2006)
- Member, UH Shidler, Research Fund Development and Award Committee, (2005)
- Judge, China International MBA Chinese Language Event (2007-2008)
- Member, UH Shidler Curriculum Program Committee (2006 to 2014)
- Member, UH Shidler Dean's Advisory Committee (2006 to present)
- Member, UH Shidler Scholarship Task Force (2006 to 2014)

Thesis Committees:
- Adviser, Honor Project, Jeremy Uota, Highest Honor earned, December 2004
- Member, Master Thesis Committee (Communication), Sarah Reeves
- Member, Master Thesis Committee (TIM), Takayuki Katsura, graduated, July 2006
- Member, Dissertation Committee, Charles Chen, graduated December 2010
- Member, Dissertation Committee, Rod Ruggiero
- Member, Dissertation Committee, Naveen Amblee, graduated, May 2008
- Member, Dissertation Committee, Kevin D. Lo, graduated, May 2007
- Member, Dissertation Committee, Eugene Kim, graduated, July 2004
- Member, Dissertation Committee, Kawpong Poloyorot, graduated, May 2003
- Co-Chair, Dissertation Committee, Yi He, graduated, May 2008
- Co-Chair, Dissertation Committee, Michael Merz, graduated, May 2008
- Member, Dissertation Committee, Hyekyung Hwang, graduated, May 2012
- Member, Honor Project, Vanessa Henao
- Member, Doctorate of Architecture Dissertation Committee, Maryam Abhari, May 2014
- Chair, Dissertation Committee, Attila Pohlmann, graduated, May 2014
- Member, Dissertation Committee, Hoang Do, December 2018
- Member, Dissertation Committee, Stacia Garlach, proposal defended, ongoing
- Co-Chair, Dissertation Committee, Sakawrat Kitkuakul, proposal defended, ongoing
- Co-Chair, Dissertation Committee, Jaisang Kim, proposal defended, ongoing
Staff Compensation & Demographics Survey (SCDS): Salaries:
Administrative

Report Parameters

Focus School: University of Hawaii at Manoa, Shidler College of Business
Comparison Group: PublicPhd109
Group Size: 109 Schools
Year: 2020-21
Currency: USD

Key
NI = Number of Incumbents.
NS = Number of Schools. Statistics will not display if Number of Schools is less than 5.
- More than 150% of the group median
- Less than 75% of the group median

Only positions reporting data are displayed.

DataDirect data are to be treated as CONFIDENTIAL

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<th>Code/Title</th>
<th>A. Focus Values</th>
<th>B. Comparison Group Statistics</th>
<th>A's Avg. as % of B's</th>
<th>Additional Percentiles</th>
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<td>Avg Base Sal</td>
<td>Avg Base Sal as % of Total Comp</td>
<td>Base Sal Average</td>
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### Report Parameters

- **Focus School**: University of Hawaii at Manoa, Shidler College of Business
- **Comparison Group**: Public 21
- **Group Size**: 21 Schools
- **Year**: 2020-21
- **Currency**: USD

### Key
- NI = Number of Incumbents.
- NS = Number of Schools. Statistics will not display if Number of Schools is less than 5.
- 🌟 - More than 150% of the group median
- 🌡️ - Less than 75% of the group median
- Only positions reporting data are displayed.

DataDirect data are to be treated as CONFIDENTIAL.

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<tbody>
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<tr>
<td>12 Months</td>
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<td>Average</td>
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</tbody>
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WHEREAS, Michelle Tagorda was born in Hilo, Hawai‘i, and exemplifies the quality of Hawai‘i’s public education system as a graduate of Keaau High School and the University of Hawai‘i at Mānoa where she earned a bachelor of arts degree in biology, bachelor of science degree in psychology, and a master’s degree of public health in social and behavioral health sciences; and

WHEREAS, while a student at the University of Hawai‘i at Mānoa, Michelle Tagorda engaged in numerous campus and student activities, including serving on the Campus Center Board where she worked to ensure that Campus Center Complex renovations, including the establishment and construction of the Warrior Recreation Center, provided students with an experience to gather, collaborate, and enjoy student life; and

WHEREAS, Michelle Tagorda has been the consummate student advocate, dedicating herself to the service of both undergraduate and graduate students through academic advising and inspiring students to pursue rewarding careers in public health and beyond; and

WHEREAS, driven by a passion for public health, Michelle Tagorda worked collaboratively with the university and various health care organizations on a broad range of matters including the measuring and understanding of cultural characteristics related to health; bringing to light issues surrounding the social determinants of health; and supporting high school seniors in facilitating classroom programs on physical activity and healthy nutrition as preventative measures for obesity, as well as assisting in the development of a new bachelor of arts in public health degrees in her capacity as the Office of Public Health Studies undergraduate academic advisor; and

WHEREAS, Michelle Tagorda has served as an officer on the board for the public health student organization, Hui Ola Pono, and remains active in the Hawai‘i Public Health Association; and

WHEREAS, in 2014, Governor Neil Abercrombie appointed Michelle Tagorda as the student member of the University of Hawai‘i Board of Regents, and in 2016 she was appointed by Governor David Ige to the Board of Regents, representing the island of O‘ahu; and

WHEREAS, during her tenure on the Board, Regent Tagorda served on many committees including the committees on Academic and Student Affairs, for which she served as both Chair and Vice-Chair; Budget and Finance; Intercollegiate Athletics, for which she served as Vice-Chair; Personnel Affairs and Board Governance, for which she served as Chair; Planning and Facilities, for which she served as both Chair and Vice-Chair; and Research and Innovation; as well as affiliated organizations; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Regents of the University of Hawai‘i extends its heartfelt gratitude and appreciation to Regent Michelle Tagorda for her
dedicated service, guidance, and invaluable contributions to the University of Hawai‘i and the State of Hawai‘i; and

BE IT FURTHER RESOLVED that the Board of Regents wishes Michelle a warm mahalo, extends to her its aloha and best wishes for continued success and happiness, and expresses its hope that she continue to enjoy life outside of the Board of Regents through her extracurricular activities as well as continued service to the University as an advisor.

Adopted by the Board of Regents
University of Hawai‘i
______________________, 2021
Honoring University of Hawai‘i Regent
Jan Naoe Sullivan

WHEREAS, Jan Naoe Sullivan was born in Honolulu, Hawai‘i, graduated from the University Lab School, and attended the University of Colorado, earning a bachelor of arts degree in sociology; after returning home, she attended the William S. Richardson School of Law at the University of Hawai‘i at Mānoa, where she earned a juris doctorate; and

WHEREAS, Jan Naoe Sullivan has enjoyed an illustrious career practicing land use law with her late-father Roy Takeyama; serving as Director of the City and County of Honolulu Department of Land Utilization where she oversaw its complete reorganization into the current Department of Planning and Permitting; and culminating in her current role as the Chief Operating Officer of Oceanit, an internationally recognized company dedicated to blending interdisciplinary science, technology, engineering, and innovative thinking to benefit our global community; and

WHEREAS, Jan Naoe Sullivan has held key leadership positions in a variety of organizations; chaired the Hawai‘i Community Development Authority; served on numerous boards and commissions including the boards of the Hawai‘i Nature Center and Enterprise Honolulu and the Honolulu Charter Commission; and was a founding member of the Mutual Housing Association of Hawai‘i; and

WHEREAS, in 2011, Governor Neil Abercrombie appointed Jan Naoe Sullivan to the University of Hawai‘i Board of Regents, representing the island of O‘ahu, and in 2016 was reappointed by Governor David Ige; and

WHEREAS, during her tenure on the Board, Regent Sullivan served on a number of committees including the committees on Academic and Student Affairs; Budget and Finance, for which she served as Chair; Planning and Facilities, for which she served as Vice-Chair; Research and Innovation, for which she served as both Chair and Vice-Chair; and University Audits (now known as Independent Audit); as well as numerous task groups and affiliated organizations; and

WHEREAS, while serving on the Board, Regent Sullivan also spearheaded a number of policy changes resulting in positive long-term impacts on the University, particularly in the areas of budget and finance, and research and innovation; and

WHEREAS, Regent Sullivan notably followed in her father’s footsteps by serving as Chair of the Board of Regents from July 2016 through June 2018, and also served in the capacity of Vice-Chair for several terms; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Regents of the University of Hawai‘i extends its heartfelt gratitude and appreciation to Regent Jan Naoe Sullivan for her dedicated service, guidance, and invaluable contributions to the University of Hawai‘i and the State of Hawai‘i; and
BE IT FURTHER RESOLVED that the Board of Regents wishes Jan a warm mahalo, and extends to her its aloha and best wishes for continued success and happiness with her husband Patrick, and their children Matthew and Tarah.

Adopted by the Board of Regents
University of Hawai‘i
_______________, 2021