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

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

Date: Thursday, February 17, 2022

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. See the Board of Regents website to access the live broadcast of the meeting via livestream: www.hawaii.edu/bor. Mahalo for your consideration.

AGENDA

- I. Call Meeting to Order**
- II. Approval of the Minutes of the January 20, 2022 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 at 2444 Dole Street, Bachman 209, Honolulu, HI 96822, 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**
 - A. COVID-19
 - B. Other
 - C. University of Hawai'i Maui College Campus Presentation
- V. Report of the University of Hawai'i Foundation**
- VI. Committee and Affiliate Reports**

For disability accommodations, contact the Board Office at (808) 956-8213 or bor@hawaii.edu.
Advance notice requested five (5) days prior to the meeting.

- A. Report from the Committee on Academic and Student Affairs
- B. Report from the Committee on Intercollegiate Athletics
- C. Report from the Committee on Research and Innovation
- D. Affiliate Reports
 - 1. University of Hawai'i Student Caucus
 - 2. All Campus Council of Faculty Senate Chairs

VII. Agenda Items

- A. Consent Agenda
 - 1. Approval of the Following University of Hawai'i at Mānoa Programs:
 - a. Establishment of a Provisional Bachelor of Arts in Marine Biology
 - b. Change from Provisional to Established Status: Bachelor of Science in Molecular Cell Biology
 - c. Change from Provisional to Established Status: Bachelor of Environmental Design
 - d. Establishment of a Provisional Bachelor of Education in Special Education
 - 2. Approval to Change from Provisional to Established Status: Advanced Professional Certificate in Special Education PK-12, Leeward Community College
 - 3. Approval of Revisions to Regents Policy (RP) 6.208, Board Exemptions to Non-Resident Tuition
- B. Approval to Award Honorary Doctorate of Humane Letters to Chef Tylun Pang
- C. Approval of Exception to RP 5.219, Emeritus/Emerita Title, for Mary Boland, Nancy Atmospera-Walch School of Nursing, University of Hawai'i at Mānoa
- D. Faculty Workload Annual Report
- E. Legislative Update
- F. Discussion and Possible Board Action on Bills in the Legislature:
 - H.B. No. 1849/S.B. No. 2123: Relating to State Boards and Commissions
 - H.B. No. 2024: Relating to Mauna Kea
 - S.B. No. 3155: Relating to the University of Hawai'i Board of Regents
 - S.B. No. 3186: Proposing an Amendment to Article X, Section 6, of the Hawai'i Constitution to Repeal the University of Hawai'i Board of Regents Candidate Advisory Council
 - S.B. No. 3187: Relating to the University of Hawai'i Board of Regents Candidate Advisory Council
 - S.B. No. 3268: Relating to University of Hawai'i Athletics

- S.B. No. 3269: Relating to Academic Tenure at the University of Hawai'i
- S.B. No. 3277: Relating to the President of the University of Hawai'i System
- S.B. No. 3354: Proposing Amendments to the Hawai'i Constitution to Establish a Hawai'i Community College System that is Separate from the University of Hawai'i
- S.B. No. 3355: Relating to the University of Hawai'i Community Colleges
- S.B. No. 3365: Proposing an Amendment to Article X, Section 6, of the Constitution of the State of Hawai'i to Establish a President of Community Colleges of the University of Hawai'i
- S.B. No. 3366: Relating to Higher Education
- G. Approval of an Independent Assessment of University of Hawai'i at Manoa Athletics Department Operations Relating to Student-Athlete Welfare and Communication
- H. Approval of the Comprehensive Plan to Achieve a Reimagined University of Hawai'i
- I. Discussion and Possible Board Action on the Report of the Senate Concurrent Resolution 201 (2021) Task Force and Findings and Recommendations of the Dissolved Tenure Permitted Interaction Group

VIII. Executive Session (closed to the public):

- A. Legal Matters: *(To consult with the board's attorneys on questions and issues pertaining to the board's powers, duties, privileges, immunities, and liabilities, pursuant to Section 92-5(a)(4), Hawai'i Revised Statutes)*
 - 1. Quarterly Status Report on Legal Matters *(deferred from January 20, 2022)*

IX. Agenda Items (continued)

- A. Update on Board of Regents Retreat

X. Announcements

- A. Next Meeting: March 17, 2022, at a location to be determined

XI. Adjournment

ATTACHMENTS

Attachment A – Personnel actions posted for information only, pursuant to Section 89C-4, Hawai'i Revised Statutes. These actions are not subject to approval by the Board of Regents.

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. 1 of 1

Executive/Managerial

Campus	Last Name	First Name & Middle Initial	Proposed Title	Unit	Nature of Action	Monthly Salary	Effective Date
UH Mānoa	Lemus	Judith	Interim Associate Dean	School of Ocean and Earth Science and Technology	Appointment	\$16,250	February 18, 2022 - February 17, 2023
UH Mānoa	Lerner	Darren	Interim Associate Dean	School of Ocean and Earth Science and Technology	Additional Appointment	\$15,917	February 18, 2022 - February 17, 2023

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

MINUTES

BOARD OF REGENTS MEETING

JANUARY 20, 2022

Note: On November 29, 2021, Governor David Y. Ige issued a proclamation related to COVID-19 that temporarily suspended Chapter 92, Hawai'i Revised Statutes (HRS), relating to public meetings and records, "only to the extent necessary to minimize the potential spread of COVID-19 and its variants". A subsequent proclamation related to Sunshine Law in-person meetings was issued on December 29, 2021, that temporarily suspended Section 92-3.7, HRS, "only to the extent necessary to suspend the requirement to have at least one meeting location that is open to the public".

I. CALL TO ORDER

Chair Moore called the meeting to order at 8:36 a.m. on Thursday, January 20, 2022. The meeting was conducted virtually with regents participating from various locations.

Quorum (10): Chair Randy Moore; Vice-Chair Alapaki Nahale-a; Vice-Chair Benjamin Kudo; Regent Simeon Acoba; Regent Kelli Acopan; Regent William Haning; Regent Wayne Higaki; Regent Diane Paloma; Regent Robert Westerman; and Regent Ernest Wilson.

Excused (1): Regent Eugene Bal.

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; VP for Advancement/University of Hawai'i (UH) Foundation (UHF) Chief Executive Officer Tim Dolan; UH Mānoa (UHM) Provost Michael Bruno; UH Hilo (UHH) Chancellor Bonnie Irwin; UH West O'ahu (UHWO) Chancellor Maenette Benham; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Kendra Oishi; and others as noted.

Prior to acting on the minutes, Chair Moore stated that formal motions to approve meeting minutes and adjourn meetings were not required pursuant to Robert's Rules of Order. He noted the new procedures that would be followed moving forward to approve board meeting minutes and adjourn board meetings.

II. APPROVAL OF THE MINUTES

Chair Moore inquired if there were any comments or amendments to the minutes of the November 18, 2021, and December 16, 2021, meetings which had been circulated

to board members for review. Hearing none, the minutes for each meeting were approved.

III. PUBLIC COMMENT PERIOD

Board Secretary Oishi announced that the Board Office received numerous written comments on several issues as noted below.

The Hawai'i Island Chamber of Commerce, Kona-Kohala Chamber of Commerce, and numerous individuals submitted written testimony in support of the proposed Master Plan for the University of Hawai'i Maunakea Lands (Master Plan), the Thirty Meter Telescope (TMT), and/or astronomy on Maunakea.

The Mauna Kea Observatories submitted written testimony and provided oral testimony offering comments on the Master Plan and the impacts on indigenous populations, as well as community partnerships and collaboration.

Numerous individuals submitted written testimony in opposition to the Master Plan and/or TMT.

Late written testimony was received from the National Science Foundation expressing concerns about the Master Plan relative to its two facilities on Maunakea.

Late written testimony was received from Sustainable Energy Hawai'i and several individuals in support of the Master Plan, TMT, and/or astronomy on Maunakea.

Late written testimony was received from Kahea: The Hawaiian-Environmental Alliance, the Graduate Student Organization (GSO) at UHM, Na Kupuna Moku O Keawe, and several individuals in opposition to the Master Plan and/or TMT.

Late written comments were received from several individual coaches in support of UHM Athletics and Athletic Director (AD) David Matlin.

A late written comment was received regarding the university's COVID-19 vaccine policy.

A late written comment was received regarding university hiring practices, particularly with respect to UHH.

Written comments may be viewed at the Board of Regents website as follows:

[Written Testimony Comment Received](#)

[Late Written Testimony Comment Received #1](#)

[Late Written Testimony Comment Received #2](#)

Oral testimony was received from Sara Maaria Saastamoinen, Laulani Teale, Tara Rojas, Liko Martin, Bianca Isaki, Candace Fujikane, Healani Sonoda-Pale, Alison Hufana, Sesame Shim, Kāhala Johnson, Ihilani Lasconia, La'akea Low, Kaleiheana

Stormcrow, S Kaleikoa Ka'eo, E. Kalani Flores, Jordan Hocker, Puanani Brown, Kaylene Sheldon, and Doreen Bird in opposition to the Master Plan and/or TMT.

Wendy Laros on behalf of the Kona-Kohala Chamber of Commerce, John O'Meara, Alan Tokunaga, and Thayne Currie provided oral testimony in support of the Master Plan and TMT.

Laura Beeman provided oral comments in support of UHM Athletics Director (AD) David Matlin.

Regent Acopan left at 10:40 a.m.

Chair Moore stated that agenda item VI.H., relating to UHM athletics, would be taken out-of-order at approximately 1:00 p.m. to accommodate the schedule of AD Matlin.

The meeting recessed at 10:50 a.m.

The meeting reconvened at 10:57 a.m.

IV. REPORT OF THE PRESIDENT

A. 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 rapid spread of the virus' Omicron variant has resulted in increased COVID-19 test positivity rates and case counts throughout the State over the past several weeks, which is reflected by an uptick in case numbers within the university community, particularly within residence halls. The university continues to require all students, faculty, and staff to be fully vaccinated and is currently contemplating the inclusion of booster shots as a condition to be considered "up-to-date with vaccinations". The start of in-person instruction for spring 2022, which was delayed two weeks because of the surge in positive cases, has been deferred for an additional week. It is expected that a return to in-person instruction will begin on January 31st.

President Lassner also reflected on the management of the COVID-19 pandemic across the university system, as well as lessons learned over the past two years, highlighting the collaborative, consensus-based approach used systemwide to contend with very dynamic situations while maintaining the flexibility to address individual campus issues, and the cooperative engagement of all facets of the university community in addressing the numerous challenges related to the pandemic. He noted the positive impacts of federal relief funding on the university and stated that the university is anticipating a more normalized 2022 calendar year with a return to more in-person commencement ceremonies this spring in addition to more in-person instruction in the fall. While expectations are for COVID-19 to become endemic throughout communities and something that will need to be dealt with for the foreseeable future, the adversities faced by the university during the course of the pandemic and the manner in which these challenges have been addressed has transformed it into an institution that will be better at adapting to and dealing with challenges it may face in the future.

B. Draft Report of the State House of Representatives Mauna Kea Working Group (MKWG)

The MKWG, which was formed pursuant to a resolution passed by the State House of Representatives and charged with recommending a new governance and management structure for Maunakea, has completed its work and released a report of its findings and recommendations. The impacts of the recommendations made by the MKWG on the university's management of Maunakea remain unclear as legislation addressing this issue that is based upon the work of the MKWG has not yet been introduced. The university has noted its opposition to the report of the MKWG, will continue to monitor any legislation introduced, and will respond accordingly. President Lassner stated that the university continues to believe that management and stewardship of Maunakea is the university's kuleana under the current lease and will remain so until such time as a firm decision is made otherwise. As such, the university will continue its work to improve management and stewardship, including seeking renewal of a master lease and preparation of a new master plan as well as updating the comprehensive management plan (CMP).

C. Legislative Inquiries

The university continues to receive inquiries from the Senate Committee on Higher Education (HRE) with the most recent questions involving employment of university personnel and telework. It was noted that the university has responded to these inquiries including the provision of information on the numbers of current university personnel who have worked out-of-state or have been teleworking over a set period of time.

President Lassner stated that, in response to pandemic-related guidance issued by the State and counties requesting employees remain at home to the extent possible, the university implemented an interim telework policy in mid-2020. Through this effort, it was discovered that many university employees were able to productively fulfill their employment obligations from home. Hence, the administration, working in collaboration with the labor unions, has developed a non-pandemic-related telework policy that will provide appropriate mechanisms to allow employees to work from home while ensuring that the work of the university is accomplished. The university believes that embracing telework options to meet the needs of its employees is part of being a responsive employer.

The January 7, 2022, informational briefing on UHM Athletics was also mentioned with President Lassner noting that details would be forthcoming during agenda item VI.H.

D. SCR 201 (2021) Task Force Update

The task force created by SCR 201 to, among other things, examine, compare, and contrast the university's policies and procedures regarding tenure in relation to its peer institutions, completed its work and has processed feedback received on a draft report. The report is currently being finalized for submittal to the Legislature and public posting.

A copy of this report will also be transmitted to the board so that consideration can be given to its findings and recommendations in conjunction with the findings and recommendations contained within the report of the board's permitted interaction group on tenure.

E. University of Hawai'i by the Numbers

UHM's School of Ocean and Earth Science and Technology (SOEST) has received a \$50 million gift from Dr. Priscilla Chan and Mr. Mark Zuckerberg to support various research groups within the Hawai'i Institute of Marine Biology (HIMB) including programs that document changing ocean conditions, explore solutions to support healthier ocean ecosystems, enhance coastal resilience, and tackle challenges to marine organisms. President Lassner stated that this was a demonstration of the fundraising success achieved through greater collaboration and partnership between the university and UHF which was an effort spearheaded by the board several years ago. The university is expecting to experience its best year ever in philanthropic donations receiving slightly more than \$125 million to date.

Pre-census overall headcount enrollment for the spring 2022 semester has decreased systemwide by 2.2 percent as compared to spring 2021, although UHM and Windward Community College have witnessed enrollment increases of 4.2 and 2.2 percent respectively. The university remains concerned about the large declines in enrollment being experienced by the neighbor island community colleges and continues work to understand and ameliorate this trend.

The university continues to do well in securing extramural research funding with just over \$321 million being received to date, which is an increase of approximately three percent as compared to the same period last year. UHM currently leads the way in research funding with over \$228.6 million being received to date, which is an increase of just over 10 percent as compared to last year. It is anticipated that a new record in the receipt of extramural research funding will be experienced this academic year.

F. Other

President Lassner stated that there were no other pressing matters at UHM to report on at this time. He encouraged regents to review the news releases and weekly summaries from the university's communications team to keep abreast of all the activities involving the university.

G. UHM Campus Presentation

Provost Bruno articulated four high-level strategic goals which were developed to achieve UHM's mission and vision for the future while enhancing alignment with the strategic direction plans of the university stating that UHM must never lose sight of its primary goal to foster student success and address the needs of the communities it serves.

Provost Bruno provided an overview of enrollment statistics and student population demographics noting that UHM is an ethnically-diverse campus that has achieved

notable success in recruiting and retaining Native Hawaiian students, and has increased overall headcount enrollment, as well as enrollment in a number of other student classifications. He pointed out a number of achievements regarding enrollment metrics, including the sizeable number of first-generation college students, as well as increases in incoming transfer students and freshman, but noted that incoming transfer students from the university's community colleges remains flat and that UHM must work to improve outreach efforts and transition pathways.

Provost Bruno also highlighted the success of UHM's academic programs, noting several academic distinctions and stating that UHM was recently ranked among the top one percent of all public universities in the world and 66th among all public universities in the United States. As a Carnegie R1 designated doctoral university, UHM continues to perform well in achieving research excellence, ranking near the top with respect to extramural funding and expenditures in several scientific fields, and experiencing numerous successes in research and development projects. He also stated that UHM is striving to create a campus that is more efficient, effective, collaborative, and interdisciplinary regarding academic programs and called attention to recent mergers that reduced the number of colleges and schools at UHM from 18 to 15 that helps to achieve this goal.

Data on retention rates, four-year and six-year graduation rates, and average time-to-degree (TTD) was also reviewed with Provost Bruno noting that UHM's overall retention rate remains high despite experiencing a slight dip, and that 4-year graduation rates and average TTD continue to improve. However, UHM experienced a small decline in its 6-year graduation rate which is perplexing given the 4-year graduation rate and is an issue that is currently undergoing further analysis.

An overview of some of the challenges faced by the UHM community during the COVID-19 pandemic was provided with Provost Bruno highlighting efforts undertaken to provide student and academic staff support such as the continued provision of access to computers, the internet, safe study spaces, mental health counseling, physical health services, and professional development.

The Undergraduate Research Opportunities Program (UROP) was also touted as another successful endeavor undertaken by UHM. UROP, which coordinates and promotes opportunities for undergraduate students to engage in faculty-mentored research and creative work as a complement to the classroom learning experience, has been extremely popular among students. Provost Bruno stated that the enrichment of the overall academic experience and development of lifelong academic, professional, and personal skills provided by UROP not only benefits and prepares students to be engaged community members and leaders in their professions, but also helps UHM with recruiting and retaining a wide-range of undergraduate students.

A comparison of overall revenues and expenditures for UHM since fiscal year 2017 was provided with Provost Bruno stating that revenues have exceeded expenses in each of the last four fiscal years and that the trend is expected to continue for the current fiscal year. He also stated that UHM continues to build reserves which will be crucial for the campus over the next several years.

Provost Bruno provided an update on UHM's progress towards obtaining reaffirmation of its accreditation from the Western Association of Schools and Colleges (WASC) noting the completion of a virtual site-visit in November of 2021 which included meetings with students, faculty, and staff. He reviewed issues, commendations, and recommendations noted in the draft accreditation report and stated that the WASC Commission review of the draft report and final decision on reaccreditation is expected to occur by the end of February 2022. UHM expects that it will achieve reaffirmation and receive accreditation for the next 10 years.

Although challenges will undoubtedly be faced in the future, Provost Bruno stated that UHM remains committed to continuing on the path toward sustainability through a collaborative approach that uses data, information, and performance indicators to develop a more viable university that is well-equipped and repositioned to further contribute to the social and economic wellbeing of the people of Hawai'i.

Student Report

Mr. Jungha Kim, President of the Associated Students of the University of Hawai'i at Mānoa (ASUH), gave a presentation on the work and achievements of ASUH over the past year highlighting some of the initiatives undertaken. He also reviewed some of ASUH's 2022 proposals which include beginning the process to develop an American Sign Language degree program at UHM; holding workshops on sustainability and legislative matters to increase student engagement in campus and world affairs; working with the administration on LGBTQ+ initiatives including the development of procedures for the use of pronouns throughout the university system and the placement of preferred names on university diplomas; and supporting a sick leave policy for graduate student employees. Mr. Kim stated that ASUH looks forward to continuing its work on achieving the goals it established for 2022 and engaging with students to ensure that their voices are heard, as well as maintaining a collaborative relationship with the administration.

Mr. Mark Willingham, President of the UHM Graduate Student Organization (GSO), stated that GSO is the official representative body that advocates for and supports over 4,000 graduate students at UHM, and serves as a conduit between graduate students and the university administration which provides opportunities for graduate students to seek resolution to their expressed concerns.

Mr. Willingham stated that, similar to other governance organizations, GSO has been required to adapt to the impacts of the COVID-19 pandemic and conduct the majority of its activities, including meetings, professional development activities, and social events, in an online format. He highlighted the work and accomplishments of GSO over the past year noting that it continues to advocate for graduate students through active engagement with the administration on issues such as the implementation of a sick-leave policy for graduate student employees; post-pandemic planning; and proposed administrative reorganization efforts. GSO also continues to forge ahead with its grants and awards program, as well as its merit-based awards program, both of which offer funding opportunities for graduate students to enhance their education through attendance at conferences in addition to research projects,

increasing the number of awards and grants allocated as well as their monetary amounts over the last two years.

Faculty Report

Brent Sipes, UHM Faculty Senate Chair, reviewed the membership, committee structure, and operational processes of the Mānoa Faculty Senate explaining that it is a governance body contained within the UHM Faculty Congress, the larger faculty-governance body of UHM that represents over 2,300 faculty members, and often serves as the representative for the Faculty Congress.

Dr. Sipes spoke on the Faculty Senate's understanding of its role on the issue of shared governance as contained within Regents Policy (RP) 1.210. He also reviewed some of the major issues being discussed for this academic year including consultation on planning for a post-pandemic Hawai'i; instructional quality; university reorganization; tenure; general education curriculum and core requirement (Gen Ed) redesign efforts; and the use of appropriate forms of instructional modalities.

Staff Report

Jaret K.C. Leong, Chair of the Mānoa Staff Senate (MSS), began by providing background information on the establishment, membership, and work of the MSS. He noted that MSS is an officially-recognized shared governance body that serves as the voice for all staff at UHM and is responsible for collaborating with the UHM administration on university policies and operations that impact staff.

Mr. Leong reviewed the work of MSS over the past year, including the holding of several forums to discuss a number of issues of importance to staff, and reported on some of its top priorities for 2022 which include a safe return to campus for employees, including addressing the physical and mental health needs for both students and employees; telework issues; continued inclusion and consultation in UHM's post-pandemic planning, as well as administrative and academic reorganization plans; and the development of an All Campus Council of Staff Senate Chairs. He also noted that staff senates exist on six of the university campuses and urged these campuses to provide the opportunity for their respective staff senates to deliver a report to the board during their campus presentations. MSS also requested that the board continue to hold virtual meetings as this increases transparency and allows for greater participation by the university community; continue to include staff concerns in its decision-making process; and consider creating a staff liaison to the board to assist the Regents in understanding the effects board decisions have on staff members which may be very different than the impacts realized by university faculty.

Noting a recommendation made by WASC that the board develop a conflicts-of-interest policy relative to the dual role of the president of the university as both the president of the university system and chief executive officer of UHM, Vice-Chair Kudo suggested that this issue be referred to a standing committee of the board so that it can be discussed and addressed through appropriate amendments to the RPs.

Regent Westerman expressed his concurrence with the development of a telework policy for the university but opined that such a policy should be periodically reviewed so that it can be amended to address changing situations, particularly with respect to the provision of online courses. President Lassner explained the distinctions between teleworking and the provision of instruction in an online format and stated that a copy of the university's telework policy will be provided to the regents. He also stated that, while the recently developed telework policy is expected to go through periodic reviews, course modalities are continually reviewed to ensure that they meet student needs.

Given recent community discussions on the mental health needs of athletes at UHM as well as conversations during past board meetings with respect to the provision of mental health services on the various university campuses, Regent Wilson inquired about the university's evaluation of its mental health needs. President Lassner replied that services specific to the mental health needs of student-athletes will be summarized and discussed during agenda item VI.H. but stated that all of the university's student-athletes can avail themselves of private mental health services as well as those provided on their respective campus. Although the university has been fortunate to have received federal funds during the pandemic to assist it in providing mental health services to students, this funding will eventually end. As such, the university continues to evaluate the amount of resources necessary, as well as the types of investments that must be made, to improve mental health services on each of its campuses.

Regent Haning asked whether faculty and staff senates were symmetrically spread throughout the university. Mr. Leong responded that while each campus of the ten-campus university system has a faculty senate, only six campuses currently have staff senates. He stated that staff senates mainly consist of at-large members, although they are seeking to move towards a more representative model of governance similar to the faculty senates. He also noted that some colleges have their own faculty senates which is not the case for the staff senates.

Regent Paloma questioned where she could obtain further information about UHM's strategies related to increasing the number of enrolled students, as well as faculty, who were of Native Hawaiian descent. She also encouraged the various governance groups throughout the university system to continue to engage with the board on issues of importance to their respective constituencies. Provost Bruno cited several university programs that conduct high school outreach to assist students of Native Hawaiian ancestry with onboarding and the transition to life as an undergraduate at UHM although he noted that the administration is evaluating the centralization of these initiatives as they are broadly distributed throughout programs across the campus. He also stated that questions specifically related to strategies being contemplated to increase Native Hawaiian enrollment would best be answered by Dr. Willy Kaua'i, the Director of Native Hawaiian Student Services at UHM.

Citing the numerous accomplishments achieved by UHM over the past couple of years, Vice-Chair Nahale-a requested Provost Bruno to provide one story that encapsulated this success. Provost Bruno replied that, while it is difficult to choose one story that adequately captures the achievements of UHM, he was most proud of the efforts undertaken by the entire UHM 'ohana to assist the community, State, and

counties in addressing the numerous challenges resulting from the COVID-19 pandemic. Vice-Chair Nahale-a praised UHM for its remarkable successes amidst all the challenges and chaos over the past two years and expressed his opinion that UHM should increase efforts to tout its accomplishments.

Regent Westerman offered his thanks to Dr. Phyllis Chang and Mr. Mark Zuckeberg for their \$50 million gift to SOEST.

Regent Acoba commended UHM on their feats, suggested that consideration be given to selecting three to five additional areas in which the university could attain a world-class designation and determine how this can be achieved, commented on the apparent stagnation in the percentage of Filipino students enrolling at UHM, and expressed his hope that the program established to increase ethnic diversity among faculty and staff at UHM would continue.

Noting the drop in the number of students transferring to UHM from the community colleges, Regent Acoba asked if there were any specific reasons for this decline. Provost Bruno stated that one of the impediments to the transfer of students from the community colleges is the restrained presence of UHM on community college campuses which limits engagement with the students on those campuses. UHM must improve upon its efforts to increase the amount of community college students transferring to its campus including the development of articulation pathways that are more visible and provide an easier transition to a four-year university.

Citing remarks made that UHM would be analyzing recent reductions in the six-year graduation rate, Regent Acoba questioned why UHM would investigate this decline as it appeared to be a positive educational outcome. Provost Bruno replied that an increase in the 4-year graduation rate would normally result in a concomitant increase in the 6-year graduation rate. However, this did not occur and UHM will analyze the data to determine the reasons for this disconnect.

Referencing actions taken by UHM to increase revenues and decrease expenses over the past two years as part of an effort to build financial reserves that will be crucial for the campus over the next several years, Regent Acoba asked about the amount of reserves accumulated to date. Sandy French, Chief Business Officer at UHM, replied that UHM is anticipating that it will have approximately \$100 million in reserves by the end of this fiscal year which will be needed should the projected reduction in general fund revenues received from the State Legislature materialize. She also stated that federal relief funds that assisted UHM in supporting the needs of students as well as its own financial needs during the pandemic will not be available next year which adds to the importance of maintaining a large reserve.

Stating that the University of Hawai'i Cancer Center accounts for approximately \$26 million in extramural funding and that research conducted at the facility serves a significant public health purpose, Regent Acoba asked if progress has been made in hiring a new director for the Center. Provost Bruno replied that an international search which has identified three finalists has been completed. The three finalists are scheduled to participate in site visits throughout March 2022 with a final

recommendation on the new director expected to be made at the conclusion of these visits.

Regent Acoba requested clarification from ASUH on the total amount of funds it currently holds, as well as the amount of scholarships awarded from these funds. He also inquired about ASUH's thoughts on the amount of athletic fees paid by UHM students which are some of the lowest among Mountain West Conference (MWC) and Big West Conference schools. Mr. Kim replied that ASUH uses a maximum of five percent of the market value of the ASUH Stadium Stock Fund's (Stadium Stock Fund) portfolio each year to benefit UHM students. In fiscal year 2022, ASUH received approximately \$570,000 in Stadium Stock Fund dividends. In addition, ASUH collected approximately \$120,000 in student fees which is included in its overall budget. Of these amounts, roughly \$350,000 has been allocated towards university programs, services, and support for students and \$112,000 has been distributed towards scholarships and awards. With respect to student athletic fees, he stated that he did not have enough information on this issue to provide an educated answer but that ASUH would be interested in continuing this conversation in the future.

The meeting recessed at 12:58 p.m.

The meeting reconvened at 1:04 p.m.

Chair Moore stated that, as previously noted, agenda item VI.H. would be taken out of order and addressed at this time.

H. Discussion and Possible Action on Issues Raised Regarding UHM Athletics

AD Matlin began by providing an overview of the mission of, and vision for, UHM athletics stating that while UHM athletics strives to bring pride to Hawai'i through championship-caliber competition, its primary role is to serve the student-athlete through an academic degree program and through intercollegiate sports to develop their capabilities to the fullest. He highlighted several issues and concerns that were raised with respect to UHM athletics through various forums and noted that each would be addressed during this presentation.

Jonathan Sladky, M.D., the university's team physician, stressed the importance of ensuring the mental well-being of student-athletes in addition to their physical well-being and underscored UHM athletics' commitment to making the mental health of student athletes its top medical priority over the past three years. He spoke about several initiatives undertaken over the past two years to address this issue including the hiring of a mental health specialist specifically dedicated to assisting student-athletes with their mental healthcare needs; the use of a web-based mental health platform that provided rapid access to licensed psychologists; and the establishment of a partnership with the Counseling and Student Development Center (CSDC) at UHM to offer group therapy sessions to proactively address mental health issues and concerns of student-athletes. He also reviewed the multilayered approach used by UHM athletics to address the mental health needs of its student-athletes highlighting several proactive and preventative mental health measures being taken, such as the initiation of a CSDC

therapists-in-residence program and the planned implementation of standardized mental health screening for all athletes beginning in the 2022-2023 academic year. Reactive measures to treat acute mental health issues are also provided through a number of counseling and crisis hotline services provided by CSDC as well as third parties.

Referencing allegations by several former athletes regarding mental and emotional abuse by the former head football coach, Vice-Chair Kudo inquired whether any of these athletes availed themselves of the mental health services provided by UHM athletics. Dr. Sladky replied that he could not comment on the rendering of mental health services due to medical privacy issues. He explained that student-athletes seeking help are referred to the appropriate resource and that he was unaware of any situations whereby a student-athlete failed to receive, or was denied, proper assistance.

Regent Haning asked about Dr. Sladky's official role with UHM athletics and questioned whether UHM students had the same access to mental health care that was available to UHM student-athletes. Dr. Sladky replied that he serves as the head team physician for UHM Athletics but also works part-time at the UHM Student Health Center. While mental health services are available to all UHM students, he stated that, due to the nature of their situations, student-athletes are, at times, afforded expedited services that might not be readily available to non-student-athletes. President Lassner clarified that student-athletes are able to take advantage of the substantial scope of mental health services afforded to all UHM students and are also able to receive certain customized services through the UHM athletics.

Lois Manin, Associate Athletics Director (AAD), reported on student-athlete nutrition which includes the provision of meals to student-athletes. It was noted that the term "student-athlete meals" refers to supplemental meals, pre- and post-game meals, occasional meals which are paid for through funds from UHF, and food and drinks provided through what is commonly known as "trade" with the weight room. She presented figures on the amount of funds spent on student-athlete meals by Hawai'i's peer institutions in the MWC, as well as average amounts spent by other conferences and institutions, noting that they compare favorably to monies spent by UHM athletics. Although UHM athletics strives to do more to support the nutritional needs of its student-athletes, budget constraints and the impact of COVID-19 on nutrition programs, which were compounded by a \$900,000 decrease in legislative appropriations earmarked for student-athlete nutrition, has made this difficult.

AAD Manin clarified what appears to be a misconception about student-athletes being denied access to meals explaining that student-athlete meals for individuals on an athletic scholarship are in addition to meals already provided through their respective scholarships. Non-scholarship athletes are only provided their allotted student-athlete meals.

Regent Acoba questioned whether it is anticipated that the \$900,000 in appropriations for student-athlete nutrition will be restored in the coming legislative session. AD Matlin replied that the university requested that these funds be restored but that it was uncertain if this would occur. President Lassner concurred with AD

Matlin noting that funding restoration was included in the recent budget request approved by the board and then the Governor and that discussions are ongoing at the Legislature.

Vice-Chair Nahale-a requested further explanation of the impact of COVID-19 on the nutrition programs provided by UHM athletics. AD Matlin responded that the COVID-19 pandemic resulted in a number of athletic events either being severely limited or canceled which resulted in the inability of UHM athletics to provide certain student-athlete meals such as pre- and post-game meals due to National Collegiate Athletic Association (NCAA) restrictions. Additionally, the limited presence of student-athletes on campus hampered the provision of some student-athlete meals, although to-go meal options were made available.

Regent Acoba questioned whether the cost of meals in Hawai'i were higher due to higher food costs which may impact the amount of funds spent on student-athlete meals and asked about if the meals were distributed proportionally. AAD Manin replied that student-athlete meals are made available through a contracted food service provider. The pricing for meals, as well as the amount and types of meals afforded, are contained within the contract with the selected provider and are comparable to the cost-of-living in Hawai'i.

Regent Wilson asked whether student-athlete meals met recommended nutritional requirements. AAD Manin responded that she believed there were nutritional requirements contained within the student-athlete food service contract specifications but would need to verify the exact requirements.

Vice-Chair Kudo inquired as to whether there were limitations placed on the receipt of student-athlete meals based upon the athlete's position or status on a team or if all student-athletes within a given sport were provided equal access to meals. AAD Manin replied that access to student-athlete meals was not limited by an athlete's playing status or position on a team although the timing of meals provided may be dependent on the specific needs of an athlete based upon their particular position on a team. She reiterated that the only differential in the receipt of meals was between scholarship and non-scholarship athletes.

AAD Manin provided an overview of communication channels that are available to all student-athletes to voice any concerns, making clear that concerns can be brought forward by individual athletes or groups of athletes. She reviewed several of the communication options offered including end-of-season program evaluations and exit interviews and noted the existence of a Student-Athlete Advisory Committee (SAAC) which includes representation from each of the 21 UHM athletics' teams. She stated that part of the mission of the SAAC was to support the welfare of student-athletes and promote increased communication between student-athletes, administration, and coaches. AAD Manin also summarized the processes by which student-athletes can raise concerns or file complaints explaining that the Student-Athlete Handbook, which is provided to every student-athlete, contains detailed information on this issue.

Regent Higaki questioned whether student-athletes were well versed in the existence of other avenues they may have outside of UHM athletics to report their issues or concerns such as the university's whistleblower hotline noting that his review of past whistleblower reports provided to the board did not contain information related to this subject matter. AAD Manin stated that she was unaware as to whether student-athletes were fully cognizant of the existence of the whistleblower hotline but that this information could be added to the Student-Athlete Handbook. President Lassner added that an email regarding the whistleblower hotline is sent out to the entire university community systemwide each semester, independent of the UHM athletics. AAD Manin remarked that UHM athletics also employs a Faculty Athletics Representative (FAR) who serves as an additional confidential resource available to student-athletes for reporting any issues or concerns.

Vice-Chair Kudo asked if the FAR served as a de-facto ombudsman for student-athletes and whether UHM athletics had a regimented system to follow-up on complaints or concerns raised to ensure that the issues were addressed by the department. AD Matlin replied that UHM athletics takes every complaint or concern that is brought forward seriously and responds to each one. However, at times the response provided is not agreeable to the position of the complainant and therefore may be misconstrued as UHM athletics not being responsive to their concerns. Additionally, some responses provided on the outcome of a complaint are generic in nature because of the subject matter or privacy and personnel issues. However, he expressed his belief that UHM athletics could improve on the way it communicates its responsive actions to a complainant. President Lassner added that the functions of the FAR are defined by the NCAA and RP 7.208, is a position that reports directly to the chief executive officer of the campus, serves as the eyes and ears of the university administration in UHM athletics, and engages directly with student-athletes. He noted that the UHM FAR was the individual who brought the extent of the morale issues facing the university's football team to his attention at which time AD Matlin was notified and action to address the issues commenced. It was explained that all of this occurred prior to the briefings held on this matter by the State Senate.

Chair Moore inquired about the nature of the exit interviews conducted with student-athletes as well as the percentage of student-athletes interviewed. AAD Manin replied that whenever a student-athlete leaves UHM athletics due to graduation, transfer, completion of eligibility, or any other reason, the student-athlete is requested to take part in an exit interview which includes candid and confidential conversations about their experiences, concerns or issues they may have had with UHM athletics, and areas in which improvements can be made. Although exit interviews are afforded to all student-athletes, approximately 20 percent do not take part in these interviews.

AD Matlin spoke about the athletic facilities at UHM noting their multiple uses, the importance of maintaining them, and the benefits of these facilities to academia, athletics, and the general community. He stated that approximately \$40 million has been invested in facility upgrades over the last five years and summarized several remodeling and improvement projects that are currently being vetted or are in the initial design stages. AD Matlin also talked about an opportunity to develop a high-

performance center within the university's athletic complex that would serve as a multi-purpose facility and would allow for the consolidation of football activities into a single facility thereby freeing up space for reallocation to other sports. Development of a high-performance center would also allow UHM athletics to be on equal footing with the rest of the MWC schools. UHM athletics has worked with the School of Architecture to produce three conceptual designs for this project that can meet the needs of the athletics department while encouraging student integration with UHM athletics.

Regent Wilson asked if UHM has discussed collaboration with other schools or programs, such as the John A. Burns School of Medicine (JABSOM), that would be beneficial to both parties. AD Matlin replied that UHM athletics has worked collaboratively with JABSOM, as well as other schools and programs within the university, and provided examples of some of these efforts. He stated that UHM athletics welcomes any opportunity in which it can team up with a school or program at the university on a project. Dr. Sladky added that the rotation of medical residents at JABSOM that are interested in sports medicine through the athletic department is a program has been mutually beneficial to both parties.

Mentioning recent public statements asserting that there were instances in which concerns raised by student-athletes were not addressed by UHM athletics, AD Matlin reiterated that all complaints or concerns that are brought forward are taken seriously and dealt with accordingly. He stated that all of the claims made in submitted testimony alleging a lack-of-action on the part of UHM athletics are currently being reviewed and assessed to determine whether the department responded appropriately. UHM athletics will be prepared to provide a more detailed report on this matter to the Committee on Intercollegiate Athletics (ICA).

Vice-Chair Kudo opined that, while the system in place to solicit feedback and input from the student-athletes is good, UHM athletics needs to remain cognizant of the human element involved in the process. If an individual does not feel a certain level of trust and comfort with the person or entity serving as the portal for complaints, they will not speak openly about their concerns and the reporting system becomes ineffective. He also expressed his belief that UHM athletics needs to do a better job of communicating actions that they are taking with respect to the concerns of a complainant as long as it does not violate any law, agreement, rule, or policy. AD Matlin replied that UHM athletics provides multiple avenues for complaints to be filed to address this type of situation. However, he also agreed that improvements could be made to the system, particularly with respect to communicating department actions.

Regent Acoba remarked that what transpired over the last two weeks cannot be ignored and he was pleased to hear that an assessment of the issues brought forth in public testimony was occurring. He stated that he was looking forward to receiving a report on the outcome of this assessment, as well as the provision of concrete recommendations by UHM athletics to improve the processing and handling of complaints. He also implored UHM athletics to follow-up on claims related to the mental health of student-athletes. Although RP 7.208 requires that the board be kept aware of the overall state of intercollegiate athletic programs with respect to certain issues, including student-athlete health and welfare, this did not prevent what was apparently

occurring within the football program. Regent Acoba stated that it may be prudent to consider something beyond regular reports to the board or ICA as additional safeguards to prevent this type of situation from occurring again and commented that he was intrigued by the idea of creating an ombudsman or similar position within the department. Athletics often serves as the public's primary gateway and connection to the university and it is imperative to restore public trust and confidence in the program. AD Matlin responded that UHM athletics can focus on these issues and report its findings to ICA at future meetings.

Vice-Chair Kudo echoed the comments of Regent Acoba stating that the establishment of improved procedures and mechanisms for addressing complaints, as well as putting the right individuals in place to deal with these situations, is paramount to restoring the public's trust in UHM athletics and the university. He suggested that ICA continue to monitor the situation, perform a review of the analysis being conducted by UHM athletics with respect to recently raised issues, and examine the response of the department to these issues, including any recommended changes. The committee can then report its findings and recommendations to the board. He stated that, in his opinion, taking these actions will help to allay some of the public concerns raised about the lack of oversight of UHM athletics. Chair Moore stated that this suggestion can be discussed once UHM athletics concluded its presentation.

AD Matlin provided an update on changes to NCAA transfer rules stating that a uniform, one-time transfer rule was adopted on April 28, 2021, to afford all student-athletes with the opportunity to exercise a one-time option to transfer to an athletics program at another institution and become immediately eligible to participate in athletic competition. He stated that the new transfer rules, coupled with rule changes adopted by the NCAA on July 1, 2021, that makes it possible for a student-athlete to receive compensation for use of their name, image, and likeness, has significantly impacted intercollegiate athletics at all program levels. He also reviewed UHM athletics' experience with the transfer portal as compared to its peer institutions in the MWC over the past two years and highlighted several of the issues driving UHM's football players into the transfer portal including the closing of Aloha Stadium, lack of fans due to COVID-19 restrictions, opportunities for increased exposure, and transition to a new coaching staff. AD Matlin noted that he attempts to meet with every departing athlete to understand their reasons for leaving the program so that improvements can be made and that the goal of UHM athletics, moving forward, is to eliminate transfers driven by the kinds of feelings expressed during the legislative briefing.

Some of the financial considerations pondered when developing the budget for UHM athletics were reviewed and given context. While UHM athletics is primarily supported by multiple self-generated revenue streams, it also relies on campus services and internal allocations to meet its fiscal needs. AD Matlin remarked that, despite UHM athletics' efforts to reduce costs and increase revenues, fiscal challenges continue to be an issue, and that a number of factors impacting the budget are beyond the department's control. He further stated the UHM athletics will continue to work with the administration in developing a financial plan that is congruent with the overall campus financial plan and is aimed at eliminating its paper deficit and arriving at an internal

allocation amount that will allow for the consistent balancing of revenues and expenditures.

A comparison of athletic revenues generated by UHM athletics relative to its peer institutions and summary of fundraising efforts, including the receipt of significant long-term commitments for the naming rights of facilities was provided. While fundraising has more than doubled since 2019, AD Matlin cautioned that efforts to generate revenue for the near future will be hindered by the anticipated loss of “seat premium” proceeds due to the lack of a full-sized stadium for football, which is a significant source of income for UHM athletics.

Chair Moore reiterated Vice-Chair Kudo’s suggestion that these matters be referred to ICA for further discussion and asked for input from regents.

Regent Haning stated that he did not have any objections to this suggestion but requested that guidance be provided to ICA on the extent of these discussions. Chair Moore replied that several issues were raised during the presentation into which ICA could delve further.

Regent Wilson concurred with Vice-Chair Kudo’s suggestion stating his belief that it was necessary for ICA to take a deeper dive into this matter, particularly from a public relations perspective, and this action will help to mitigate the situation facing UHM.

Regent Acoba emphasized that the approach taken by the board to address this issue should be from a policy perspective and determining the appropriate policy for the university. He stressed that the board must also respect the privacy and personal rights, as well as personnel rights and considerations, when obtaining information on this matter.

Chair Moore noted that he received a letter from the Chair of the Senate Committee on Ways and Means (WAM) and the Chair of HRE which posed several questions to the board about the situation at UHM athletics. Most of the questions posed were administrative related, which have been answered in the media or at this meeting. However, the WAM and HRE chairs did request information on any correspondence received by regents related to the situation involving the former football coach. He suggested that the administration be directed to respond to the administration-related questions and that inquiries be placed with each regent about correspondence received. Hearing no discussion on this matter, Chair Moore stated that he will draft a response to the Chairs of WAM and HRE, and provide regents with a copy of the response.

V. COMMITTEE AND AFFILIATE REPORTS

A. Report from the Committee on Independent Audit

Committee Chair Kudo summarized the committee report.

B. Report from the Committee on Personnel Affairs and Board Governance

Committee Chair Moore summarized the committee report.

C. Affiliate Reports

Hawai'i P-20 Council: Regent Haning stated that the Hawai'i P-20 Council has, to date, not held a meeting and there was no information to report at this time.

VI. AGENDA ITEMS**A. Consent Agenda****1. Approval of Indemnification Provision in a Grant Agreement between the W.K. Kellogg Foundation and the University of Hawai'i**

Regent Wilson moved to approve the consent agenda, seconded by Vice-Chair Kudo, and noting the excused absences of Regents Acopan and Bal, the motion carried with all members present voting in the affirmative.

B. Approval to exceptions to RP 5.219 to award the following titles:

1. **Title of Dean Emeritus for Dr. Brian Taylor, SOEST, UHM**
2. **Title of Professor Emeritus for Dr. Ronald Cambra, College of Arts, Languages, and Literature, UHM**
3. **Title of Professor Emeritus for Dr. Edward A. Laws, SOEST, UHM**
4. **Title of Associate Professor Emeritus for Dr. Andrew Taylor, College of Natural Sciences, UHM**

Provost Bruno spoke about four former faculty members of the university – Dr. Brian Taylor, Dr. Ronald Cambra, Dr. Edward Laws, and Dr. Andrew Taylor, and provided a brief background of the long, illustrious career of each individual, highlighting a number of their accomplishments and giving a brief synopsis of their contributions to the university. He noted that their positive and valuable contributions to the university, as well as dedicated service, merits approval of exceptions to RP 5.219 which establishes the criteria for the awarding of such titles.

Regent Paloma questioned whether additional benefits beyond the emeritus distinction were bestowed upon individuals awarded this title. Provost Bruno responded in the affirmative citing examples of parking privileges and access to campus facilities.

Vice-Chair Kudo moved to approve the exceptions to RP 5.219 to award the aforementioned individuals with emeritus titles as recommended, seconded by Regent Wilson, and noting the excused absences of Regents Acopan and Bal, the motion carried with all members present voting in the affirmative.

C. Approval of the Establishment and Naming of the UHERO – HMSA Distinguished Endowed Professorship in Health Economics at the University of Hawai'i Economic Research Organization within the University of Hawai'i at Mānoa College of Social Sciences

Provost Bruno provided information on a financial commitment received from the Hawai'i Medical Service Association (HMSA) in the amount of \$1,000,000 to establish and name the UHERO-HMSA Distinguished Endowed Professorship in Health Economics at the UHM College of Social Sciences. The purpose of the professorship and funds will be to recruit and retain faculty of the highest caliber, as well as support UHERO research and activities, in the area of health economics.

Regent Westerman moved to approve the establishment and naming of the UHERO-HMSA Distinguished Endowed Professorship in Health Economics at the UHM College of Social Sciences, seconded by Vice-Chair Kudo, and noting the excused absences of Regents Acopan and Bal, the motion carried with all members present voting in the affirmative.

D. Update and Preview for the 2022 Legislative Session

VP Young furnished a preview of the 2022 legislative session and updated the board on the university's budget requests, highlighting several key elements of each. It was noted that the university's entire operating budget request and the majority of its capital improvement project budget request were included in the budget submitted by the governor. He stated that the governor also requested funding for a number of additional initiatives involving the university including efforts to increase nursing education capacity, expand the medical residency program, address teacher workforce education, and create a university village at UHWO and enlarge its campus. VP Young also discussed non-fiscal items included in the governor's requests, stated that several informational briefings were held regarding the university's budget and UHM football, and reviewed the legislative calendar for January.

Vice-Chair Kudo left at 3:00 p.m.

E. Partial Report of the Maunakea Plan Review Permitted Interaction Group Recommending Consideration of Approval of the Proposed Master Plan for the University of Hawai'i Maunakea Lands (Master Plan) – E Ō I Nā Leo (Listen to the Voices)

Vice-Chair Nahale-a began by acknowledging the hurt and frustration concerning agenda items VI.E. and VI.F. that have been expressed and offered his personal thoughts on the various issues involving Maunakea in relation to social justice matters being experienced by Native Hawaiians. He also thanked the members of the Maunakea Plan Review Permitted Interaction Group (Task Group), staff, and community members for their diligence and engagement, noting the tremendous amount of work that has been undertaken over the last few months.

Vice-Chair Nahale-a summarized the Task Group's findings and specific recommendations, which are contained in its written report to the board, stating that the Master Plan (Master Plan) is one of several policy and guiding documents regarding Maunakea that must align and work together, that the Master Plan alone cannot address all of the interests and concerns expressed by the community, and that the board needs to address how this can best be accomplished given the current situation.

While the Task Group acknowledged past missteps concerning the stewardship of Maunakea and strongly encourages action by the university to correct and address the aforementioned missteps, substantial changes and improvements to management activities involving Maunakea lands is an evolutionary process. He stated that management and stewardship of Maunakea is the university's kuleana and will remain so until such time that a better agency is identified and established to fulfill this obligation. He also expressed the sentiment of the Task Group that the university is currently in the best position to properly manage Maunakea and that a pathway needs to be found to continue to allow astronomy to be a part of Maunakea in an appropriate and responsible manner.

Although the Task Group believes that the Master Plan is ready for approval, Vice Chair Nahale-a remarked that it did not recommend adoption as is normally done. Rather, the Task Group recommended consideration of approving the Master Plan to afford regents the opportunity to digest the document and make suggestions and recommendations as appropriate. He also noted that, while the Task Group has concluded the portion of its task relating to the Master Plan, it has not yet concluded its task relating to the Comprehensive Management Plan (CMP). As such, the Task Group also recommends closing out the Master Plan portion of its charge while keeping open the CMP portion which is anticipated to be completed in the first half of 2022.

Chair Moore clarified that discussions and recommendations under this agenda item are on accepting the Task Group's partial report and recommendation to consider approval of the Master Plan and not on the Master Plan itself.

Regent Westerman concurred with Vice-Chair Nahale-a's assessment, stated that he shared many of his views, and supported acceptance of the Task Group's report.

Regent Paloma asked if the Task Group had any interactions with the MKWG. Vice-Chair Nahale-a replied that the Task Group did not interact with the MKWG due to a variety of factors. However, Chancellor Irwin was a member of the MKWG and kept the Task Group apprised of the MKWG's work.

Referencing a statement made by a testifier that an environmental impact statement (EIS) was needed in order for the Master Plan to move forward, Regent Acoba questioned whether the Task Group took this under consideration. Vice-Chair Nahale-a replied that the need for an EIS was considered and discussed but that the Task Group believed it was unnecessary given that the Master Plan did not authorize any actual projects to proceed on Maunakea.

Regent Westerman moved to accept the partial report of the Task Group and the recommendations contained therein, seconded by Regent Wilson, and noting the excused absences of Vice-Chair Kudo and Regents Acopan and Bal, the motion carried with all members present voting in the affirmative.

F. Adoption of the Master Plan for the University of Hawai'i Maunakea Lands (Master Plan) – E Ō I Nā Leo (Listen to the Voices)

Prior to commencing with discussions, Dr. Greg Chun, Executive Director of Maunakea Stewardship, introduced the recently hired Director of Stewardship Programs at the Center for Maunakea Stewardship (CMS), Nahua Guilloz, who will oversee all stewardship operations relating to university managed lands on Maunakea. Ms. Guilloz spoke about her personal background and professional experience stating that she was humbled by the opportunity to assist in stewardship efforts related to Maunakea and that, as a Native Hawaiian, she did not take this kuleana lightly. She also reviewed some of the projects CMS is currently working on which include updating the CMP, improving educational and public outreach efforts, and expanding community engagement through the establishment of various programs.

Chancellor Irwin, who served as the board representative on the MKWG, stated that a draft report of the findings and recommendations of the MKWG was released in December 2021, and that the final report is expected to be released shortly. She remarked that, while every decision made by the MKWG may not have been favorable to the university, the experience was extremely valuable, provided an extraordinary amount of insight into the community's concerns, and served as a venue for communication among individuals with differing perspectives. She also expressed her praise for the work being conducted by the team of individuals working on the stewardship of Maunakea, which included the drafting of the Master Plan. While a multitude of values and perspectives from numerous stakeholders were given due consideration during the creation of this document, the Master Plan will not be satisfactory to everyone. Nevertheless, Chancellor Irwin opined that the Master Plan was a sound document and believed that it should be adopted by the board.

Dr. Chun provided a brief history of the Master Plan presently before the board for action, from inception to its current iteration; reviewed the purpose for developing the Master Plan; and explained the administration's rationale for requesting approval. He noted that the Master Plan attempts to codify the university's commitment to sustainably stewarding Maunakea for the benefit of multiple communities while recognizing its learning, research, and teaching mission, and reviewed the process used to develop the Master Plan, which included two-years' worth of extensive information-gathering and outreach efforts. A draft of the Master Plan, which took into account public comment received since its release on September 10, 2021, was submitted to the board for review and consideration at a special meeting held on December 16, 2021, at which time additional public comment was received. Based upon this additional public comment, as well as comments made by regents, CMS further modified the Master Plan which has culminated in the document presently before the board.

Dr. Chun summarized the Master Plan and reviewed several key elements including its lack of advocacy for a grand vision of Maunakea development; consideration of scenarios whereby the TMT project does not move forward or the university is replaced in its role of implementing state policy with respect to Maunakea; commitment to a maximum of nine summit astronomy sites after December 31, 2033; and proposal to repurpose facilities located at Hale Pōhaku to support the university's broader educational and research mission. He stressed that there was no indication that any provision within the Master Plan would trigger an environmental review and noted the

vigorous project review process set forth in the Master Plan stating that it created a best practice model on pre-consultation that regulatory bodies desire. Dr. Chun also outlined the next steps that will be taken should the board approve the Master Plan.

Regent Acoba stated that he would not debate whether or not an EIS was necessary for the Master Plan to proceed forward but expressed his concern with the breadth of factors given consideration with respect to statutory interpretation of this issue. He proceeded to question how the consultant used to develop the Master Plan was chosen and inquired about the consultant's engagement in the process. Dr. Chun replied that the university's consultant, Planning Solutions, Inc. (PSI), was chosen partly because of its familiarity with the Master Plan and Maunakea Management Plan. He noted that PSI has previously worked with the administration and is currently engaged in the process through the university's Office of General Counsel as well as external legal counsel.

Regent Acoba asked for clarification about the compendium of comments received on the Master Plan that was provided to the board noting that the materials appeared to be out of order with emails and other correspondence interspersed with notes and remarks. Jim Hayes, President and Principal Environmental Planner at PSI, explained the methodology used to organize and present the comments received noting that each page of the Master Plan was immediately followed by the comments received for that particular page which may cause the materials to appear to be out of order.

Regent Paloma requested a breakdown of comments received that were specific to the Master Plan as opposed to other issues such as the TMT, Native Hawaiian sovereignty, and colonialism which, while not necessarily germane, may influence future decision-making on this issue. Dr. Chun replied that it is common to receive statements and comments on the fundamental issue of injustice whenever outreach is conducted on issues involving Maunakea and stated that more detailed information on the breakdown of comments received could be provided by PSI since they were responsible for reviewing and compiling this input. Mr. Hayes reviewed the process for receiving input on the Master Plan stating that comments received were fairly evenly divided between those applicable to the Plan itself and those related to issues beyond the scope of the Plan, including larger policy matters that are outside of the university's purview.

Vice-Chair Nahale-a espoused the importance of community engagement but stated that this issue is complex. While he lauded the efforts of the administration in this matter, he also noted the inherent difficulty of this activity stating that there is no best practice or road map to follow when trying to determine the sufficiency of community engagement. He also expressed his concerns with respect to the absence of a Master Plan as opposed to having a Plan that was imperfect but could be built upon and amended to increase accountability and improve stewardship efforts. Vice-Chair Nahale-a asked if there would be consequences for delaying action on the Master Plan and whether the university would feel confident in conducting more community engagement if requested to do so. Chancellor Irwin replied that failure to approve a Master Plan in a timely manner will impact the future of astronomy on Maunakea because funding for facilities and research activities is provided on a long horizon. She also stated that the university will continue to struggle with the modality of community

engagement on this issue noting the limitations on this engagement due to the impacts of the COVID-19 pandemic. Chancellor Irwin agreed with Vice-Chair Nahale-a that having a Master Plan in place that could be improved upon was better than not having a Plan in place; reiterated that the university has attempted and continues to try to balance the interests of all parties with respect to the Master Plan; and opined that there is greater interest in the outcome of the work being conducted to update the CMP which, in essence, is a representation of the State's management plan for Maunakea and touches upon previously mentioned policy matters that are of concern to the public.

Discussions occurred on the possibility of eventually incorporating some of the findings of the MKWG into the Master Plan in the future; expanding the membership of the Mauna Kea Management Board to capture a broader range of the community's thoughts and concerns as they relate to Maunakea; and ideas on improving community engagement in the future.

Regent Paloma remarked that the complexity of this issue and the discussions taking place reinforced the notion that the board be allowed to conduct a retreat so that members are afforded the opportunity to further delve into a topic and thus allow for more informed decision-making.

Chair Moore asked about the position of the 2000 Master Plan regarding the addition of another telescope on Maunakea that has since become TMT. Dr. Chun replied that the 2000 Master Plan contemplated the addition of what was then referred to as the next-generation large telescope and identified the location for this telescope which is the present site for the possible location of TMT.

Referencing the current draft of the Master Plan, Chair Moore inquired as to whether his understanding was correct that there will be four fewer telescopes on Maunakea by 2033. Dr. Chun replied that there are currently 13 observatories in existence on Maunakea. The proposed Master Plan calls for the decommissioning of four telescopes, two of which are presently in the process of being decommissioned. If TMT is constructed, decommissioning of an additional telescope will need to occur. He reiterated that the Master Plan commits the university to a maximum of nine observatories on Maunakea by 2033.

Vice-Chair Nahale-a conveyed his belief that the Master Plan will not remedy historical issues or completely address best management practices with respect to Maunakea, expressed his hope that fruitful conversations on these matters will continue to take place, and moved to approve the Master Plan. The motion was seconded by Regent Wilson.

Chair Moore remarked that Maunakea has been the most difficult and challenging topic undertaken by the board throughout his tenure as a regent stating that, in some ways, Maunakea has become a symbol for the injustices that have occurred among the Native Hawaiian community in the past. Neither the Master Plan, nor actions on the telescopes, will truly resolve these issues. They will only be resolved through wholehearted community efforts. He also stated that the issue of the university's role as an indigenous serving institution and its relationship to the Native Hawaiian community

is an issue of importance to regents as it was one of the foremost concerns expressed in the survey conducted about retreat topics.

Regent Haning commented that, during his short tenure on the board, he has come to realize that the board is a contemplative body, takes its charge seriously, and will support the motion.

Regent Westerman expressed his support for the motion underscoring sentiments already expressed that approving an imperfect Master Plan that is subject to change is a better alternative than not having a Plan in place.

There having been a motion that was made and seconded, and noting the no vote of Regent Paloma, and the excused absences of Vice-Chair Kudo, Regent Acopan, and Regent Bal, the motion carried with all other members present voting in the affirmative.

Regent Higaki left at 5:17 p.m.

G. Comprehensive Plan to Achieve a Reimagined University of Hawai'i (Reimagining Plan)

President Lassner provided context to the development of the Reimagining Plan stating that the impetus for this initiative was the COVID-19 pandemic which brought to light many of the fiscal and resource challenges faced by the university while underscoring its role in promoting a vibrant, sustainable, and globally competitive Hawai'i. The Reimagining Plan is intended to work in concert with the university's Strategic Plan to reposition the university and improve its resiliency through an integrated approach that focuses on reshaping the university through structural rebalancing and programmatic changes. The administration believes that this arrangement will allow the university to continue to carry out its core educational mission while confronting long-term fiscal challenges to improve resiliency in the face of economic fluctuations.

President Lassner reviewed several lessons learned during the pandemic; highlighted priorities that are critical to achieving the economic recovery goals of both the State and the university; noted actions that can be taken to achieve these priorities and improve the university's viability; and provided an overview of the concept of UHUnited which conveys the importance of the university working together as a more tightly knit and unified system while maintaining the unique characteristics of each of its units. He also spoke about the overall vision of the university and presented specifics on the administration's preliminary path forward towards meeting its post-pandemic planning goals stating that many of the strategies, ideas, and decisions being contemplated are driven by data analysis. Several key elements of the post-pandemic vision for the university were reviewed including initiatives to improve academic programming so as to engage more Hawai'i residents in post-secondary education; enhance workforce development; advance the economic diversification of the State through strategic investments in high-need academic programming; and strengthen the university's research enterprise as a major economic driver and driver of intellectual innovation. An overview of the fiscal realities and programmatic challenges currently

facing the university was also provided, along with a summary of actions being taken, as well as additional opportunities available, to address these challenges.

While online learning will not replace in-person education in the next decade, it will substantially increase in importance and the university must be prepared to adapt to this change. President Lassner reviewed the benefits of a hybridized environment in which work and learning occur both online and in-person, some of which were experienced during the pandemic, and discussed the administration's strategy and priorities for post-pandemic online learning.

Citing a request made by Regent Nahale-a during the board's initial discussions on the Reimagining Plan, President Lassner shared some of the administration's preliminary ideas for the university to achieve model indigenous serving institution status and embrace its role in improving Hawai'i's relationship with the Native Hawaiian community.

Provost Bruno, Chancellor Irwin, Chancellor Benham, and VP Lacro presented reports on post-pandemic work currently underway at UHM, UHH, UHWO, and the community colleges. Each provided details on the strategic changes, investments, and other actions being undertaken in their respective units that will support a thriving and sustainable future for the university. Some of the activities that have been embarked on include efforts to better align resources to post-pandemic priorities; reorganize and merge programs to reduce silos and foster collaboration; update programs to engage more students who are considering a post-secondary education; revise curricula to meet student needs; develop new programs that increase workforce development in high-demand areas; implement initiatives to better prepare students for careers in Hawai'i through internships and partnerships; centralize some administrative services to enhance efficiency; create indicators to determine achievement of strategic imperatives; and improve resource sharing to better serve the university's students as well as the community. It was noted that the processes used by each unit to develop its strategic goals and priorities included intensive campus conversations, planning meetings, open forums, and numerous discussions involving all university stakeholders.

President Lassner spoke about the future direction of the university, reviewed a timeline for the development of a new strategic plan, and provided examples of what the administration would consider successful attainment of its post-pandemic goals.

Regent Wilson emphasized the need to include educational programming in data analytics as part of the future vision of the university stressing that important decisions on both a global and local level are data driven and having the ability to collect, analyze, and correctly utilize data is an important life skill.

Regent Westerman commended the work of the administration on this issue but expressed his desire to hear a succinct vision for a post-pandemic university. President Lassner stated that, while elements of the post-pandemic vision for the university were laid out throughout the presentation, he has experienced difficulty in boiling this down to a single brief concept but will continue to work on this issue.

Regent Nahale-a stated his appreciation for the tremendous amount of work done on the Reimagining Plan but opined that it still lacked a clearly communicable focus for the university. He cited the Charter of Arizona State University (ASU) as an example of a concise vision that spotlights what ASU wants to accomplish and how this will be achieved.

Regent Wilson echoed the sentiments expressed by Regent Nahale-a stating his belief that having a concise, aspirational vision and expanding upon that vision will allow the university to thrive.

I. Review of Regent Survey of Possible Retreat and Board Education and Development Topics

Chair Moore summarized discussions that took place during a meeting of the Committee on Personnel Affairs and Board Governance on December 2, 2021, with respect to holding a board retreat noting that the consensus of regents was to conduct a retreat as soon as practical. He stated that a list of 30 topics of interest that were identified by regents as possible items for discussion at a retreat was distributed and that each regent was requested to rank the priority of these topics based upon personal preference. A compilation of the results of this survey is contained within the materials packet.

The Board Office is currently seeking the services of a facilitator to conduct the retreat and will be contacting regents to inquire about availability. Chair Moore expressed his hope that an in-person retreat could take place and stated his belief that it should be held at a location outside of the UHM campus.

Regent Acoba stated that it was his understanding that the board had already made a commitment to discuss issues regarding committee structure at a retreat and, as such, opined that this matter should be placed on a retreat agenda regardless of its ranking in the priority list.

Discussions ensued on Regent Acoba's comments in relation to the contents of a retreat agenda.

Chair Moore expressed his belief that a retreat agenda should contain several issues. He suggested that the Board Office be directed to contact regents regarding the inclusion of the matter dealing with committee structure on an agenda, irrespective of ranking, and that board leadership be tasked with drafting a proposed agenda for consideration by regents. Regent Acoba reiterated his belief that the matter of amending the committee structure should be placed on the agenda regardless of ranking because a commitment had already been made.

Regent Higaki returned at 5:48 p.m.

Vice-Chair Nahale-a concurred with Regent Acoba's recollection, supported the suggestion made by Chair Moore to prepare a draft retreat agenda for review by board leadership, and noted his inclination for inclusion of committee restructuring as an

agenda item. Regent Acoba stated that he would entrust this decision to board leadership.

VII. EXECUTIVE SESSION (closed to the public)

Chair Moore announced that it would not be necessary to meet in executive session.

VIII. ANNOUNCEMENTS

Chair Moore announced that the next board meeting was scheduled for February 17, 2022, at a location to be determined.

IX. ADJOURNMENT

There being no further business, Chair Moore adjourned the meeting at 5:50 p.m.

Respectfully Submitted,

Kendra Oishi
Executive Administrator and Secretary
of the Board of Regents

Item IV.

Report of the President
A-C

**NO MATERIALS
ORAL REPORT**

Item IV.D.

Report of the President
UHMC Campus Report

MATERIALS

UNIVERSITY OF HAWAII MAUI COLLEGE

Board of Regents

P R E S E N T A T I O N

February 17, 2022

Bre Rodrigues - *Student Government President*

Rosie Vierra - *Faculty Senate Chair*

Lui Hokoana - *Chancellor*



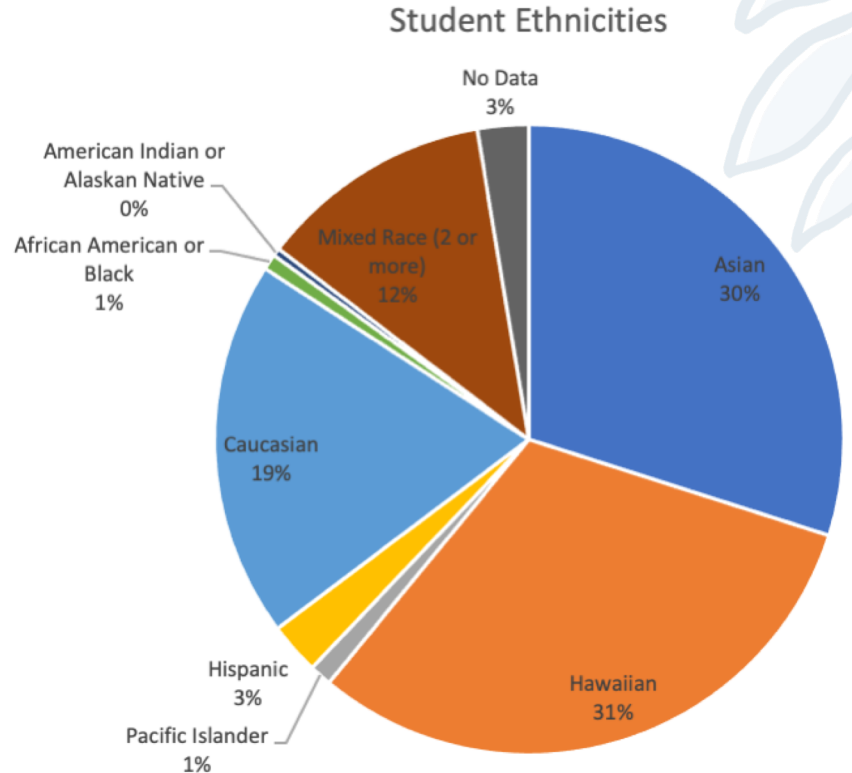
UHMC Student Demographics



About UHMC Students

Fall 2021

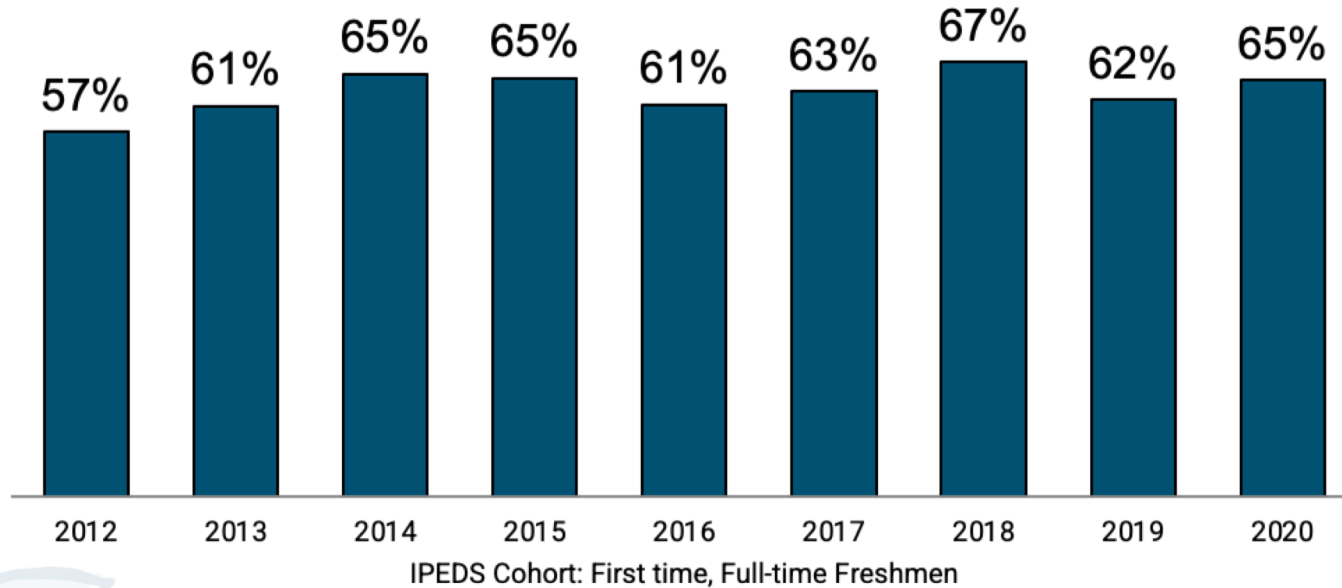
- 60% female; 32% male; 8% no data
- 54% Liberal Arts; 46% CTE
 - 110 in ABIT
 - 92 in Business Administration
 - 75 in Nursing
 - 75 in Culinary
- 66% of our students are below the age of 24
- 35% of UHMC students receive a Pell grant
- In Fall 2021- 435 Maui County public high school graduates enrolled at a UH campus. 300 came to UHMC.



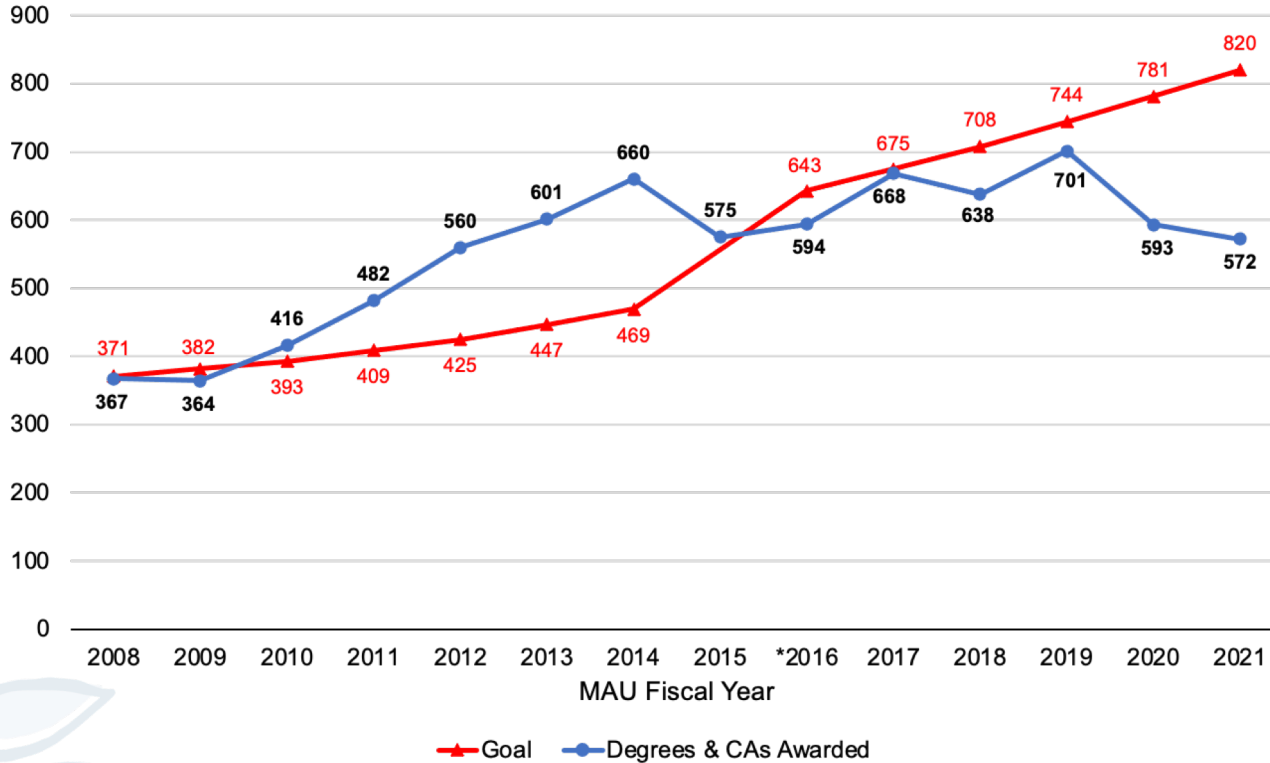
UHMC Performance Measures



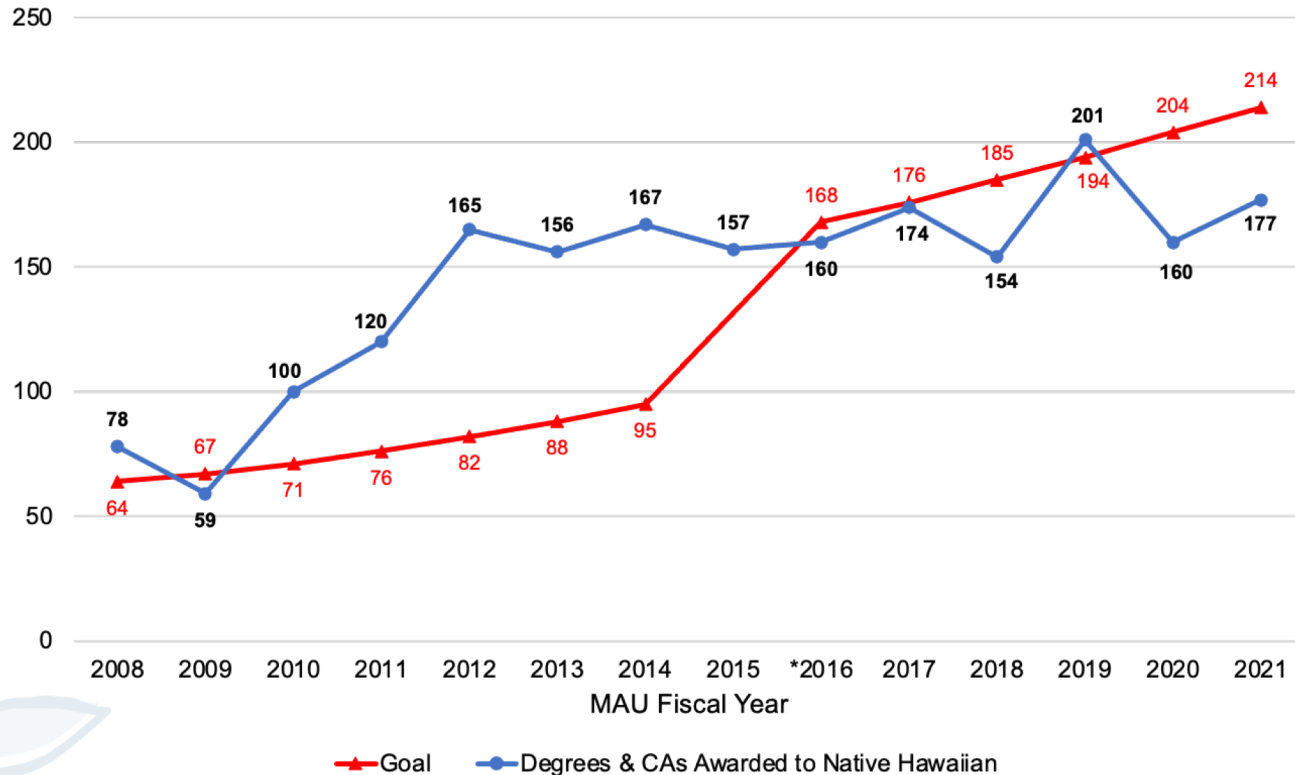
Fall to Fall Retention



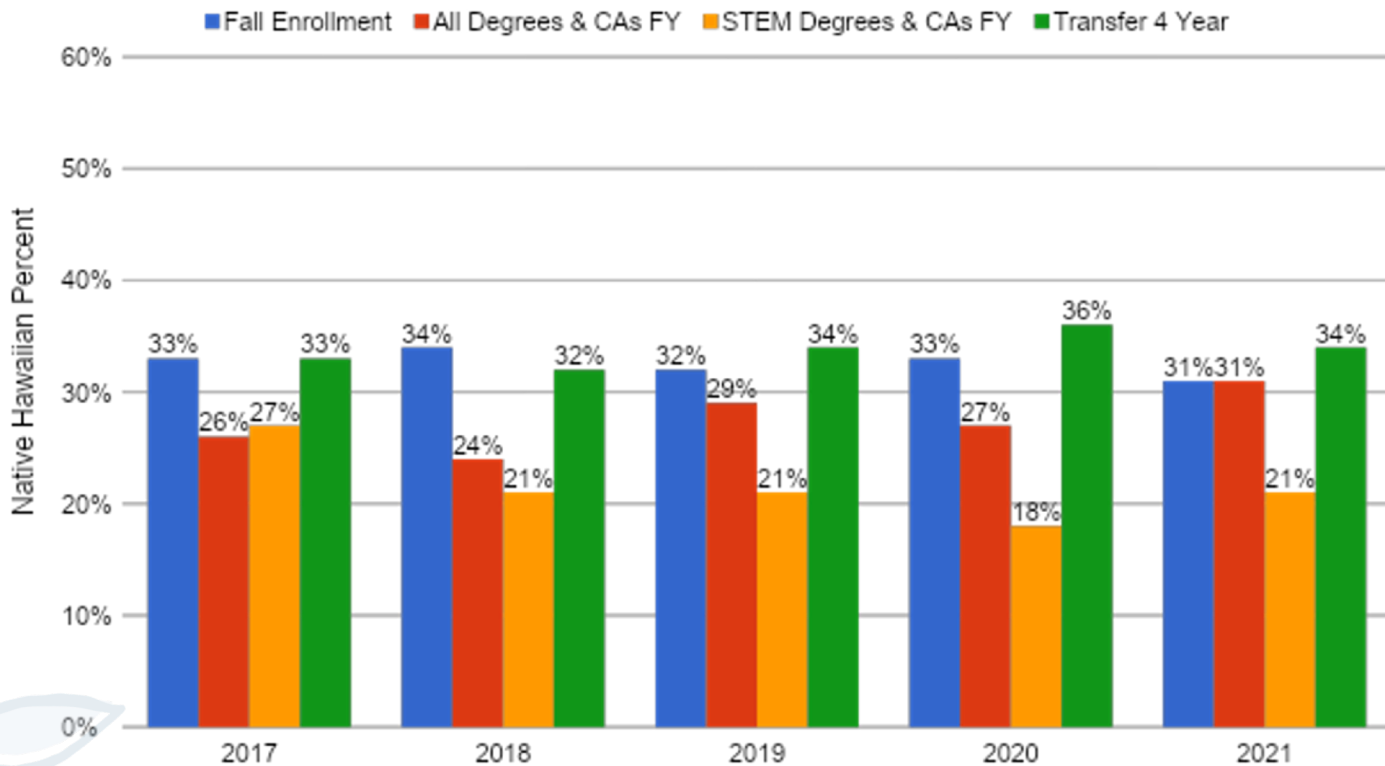
Degrees & Certificates



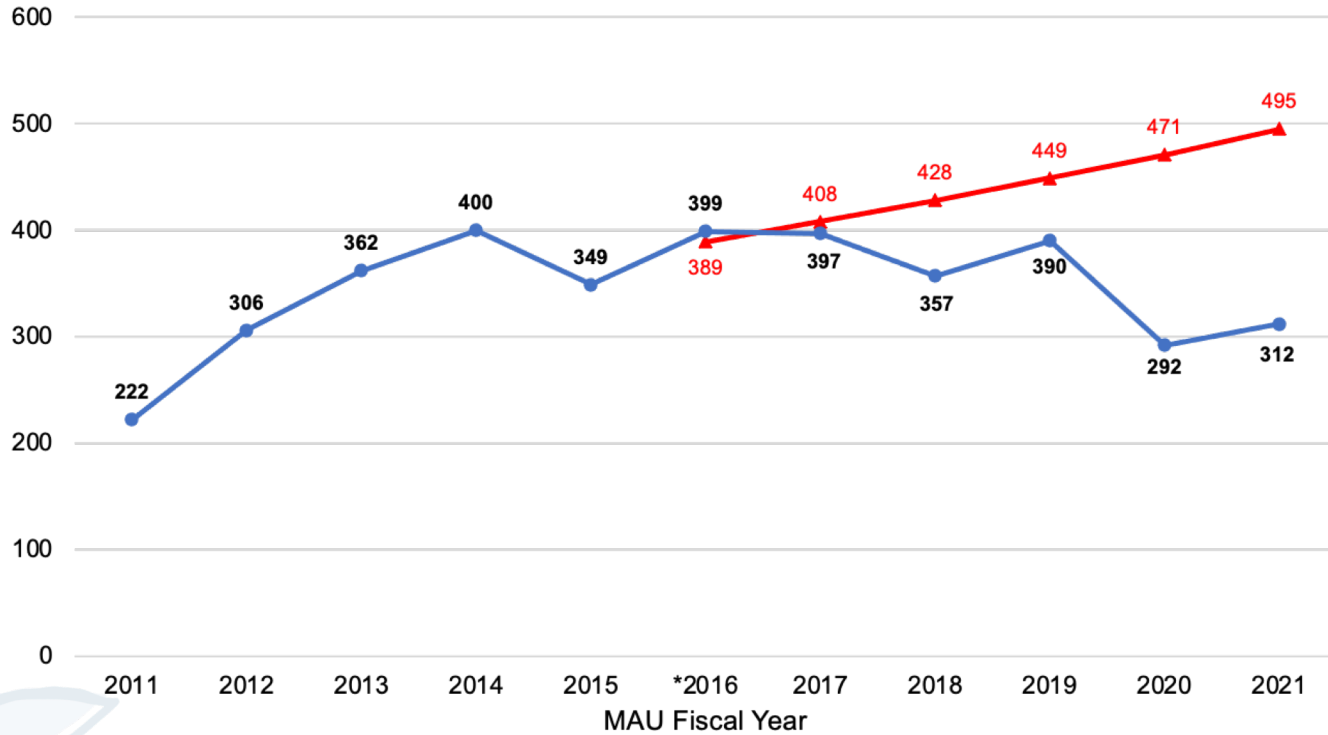
Native Hawaiian Degree Completion



Native Hawaiian Student Success

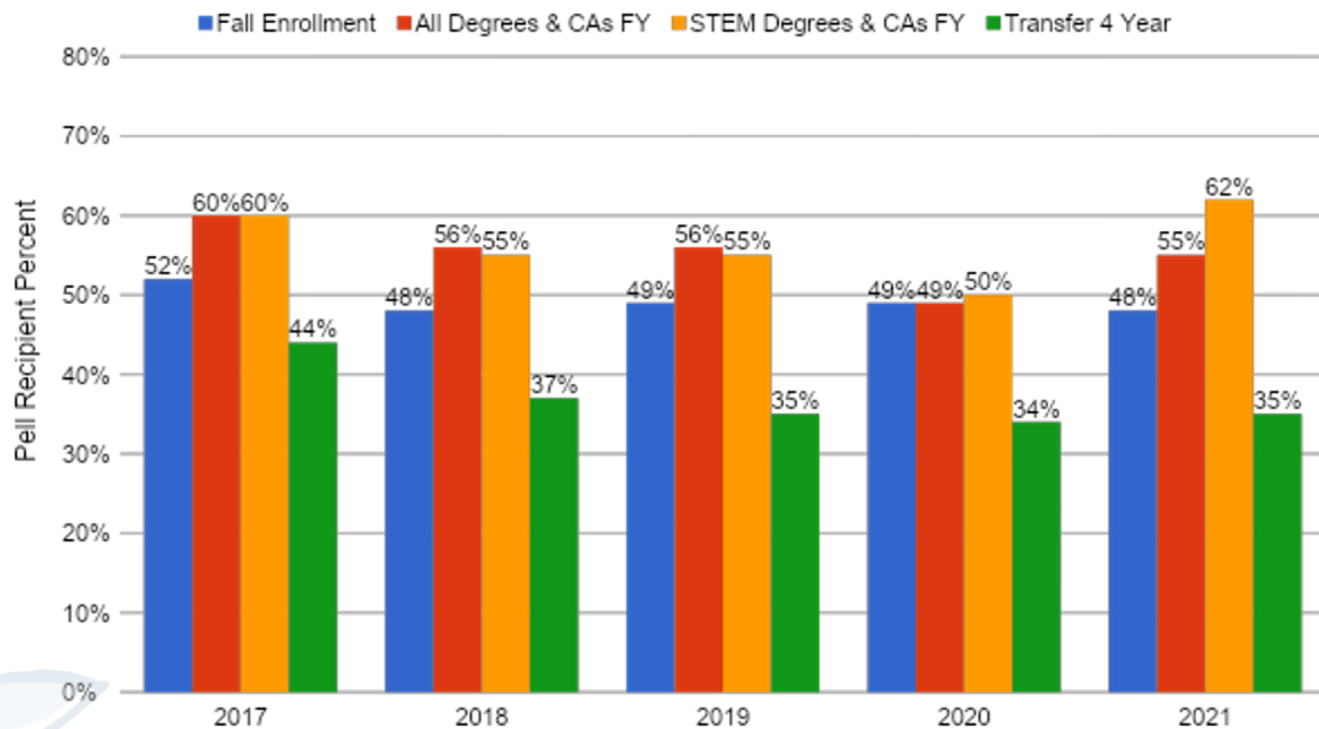


Pell Recipient Degree Completion

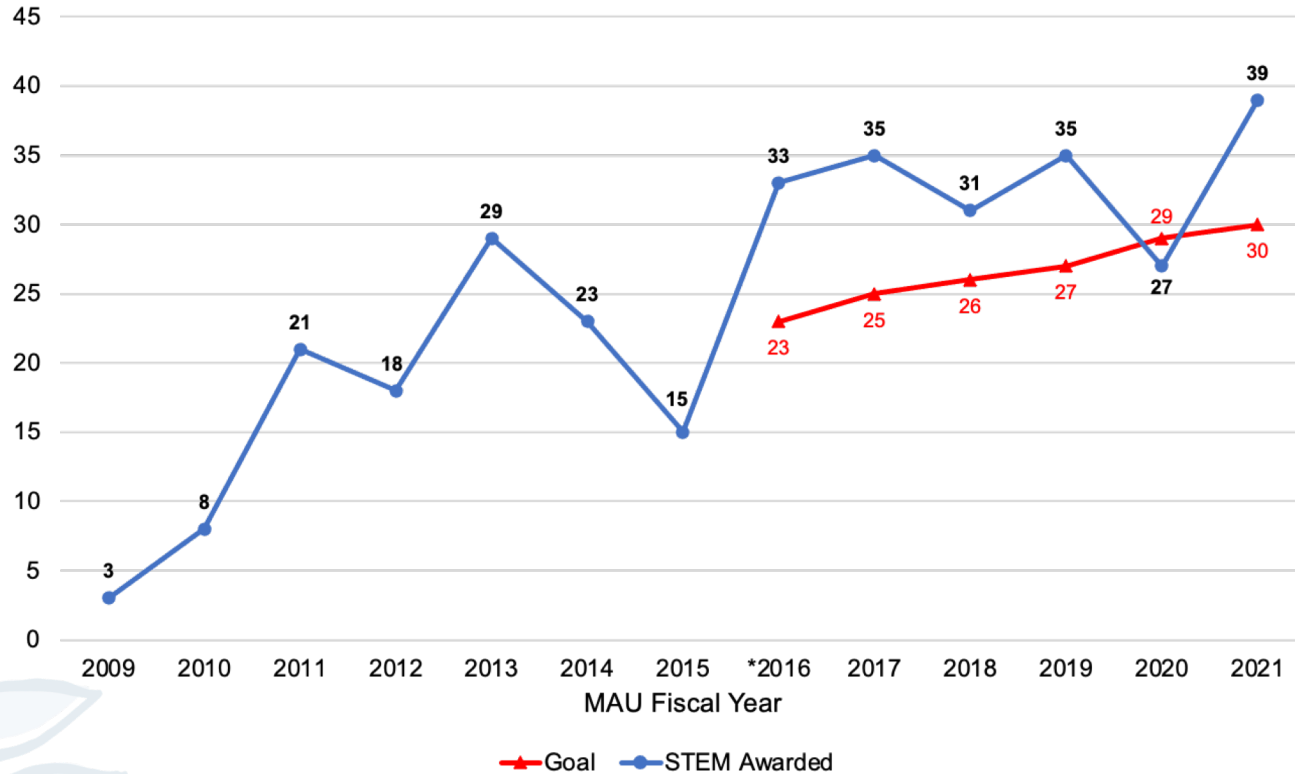


▲ Goal ● Degrees & CAs Awarded to Pell Recipient

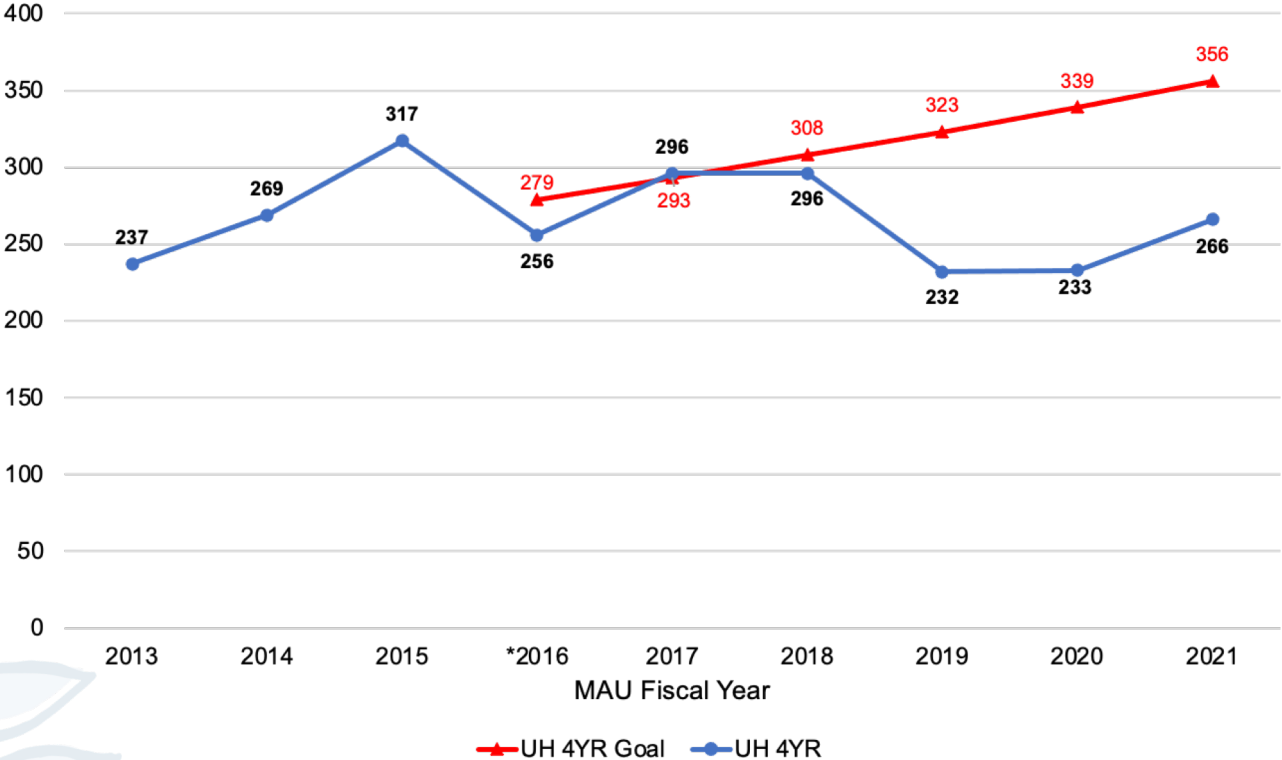
Pell Recipient Student Success



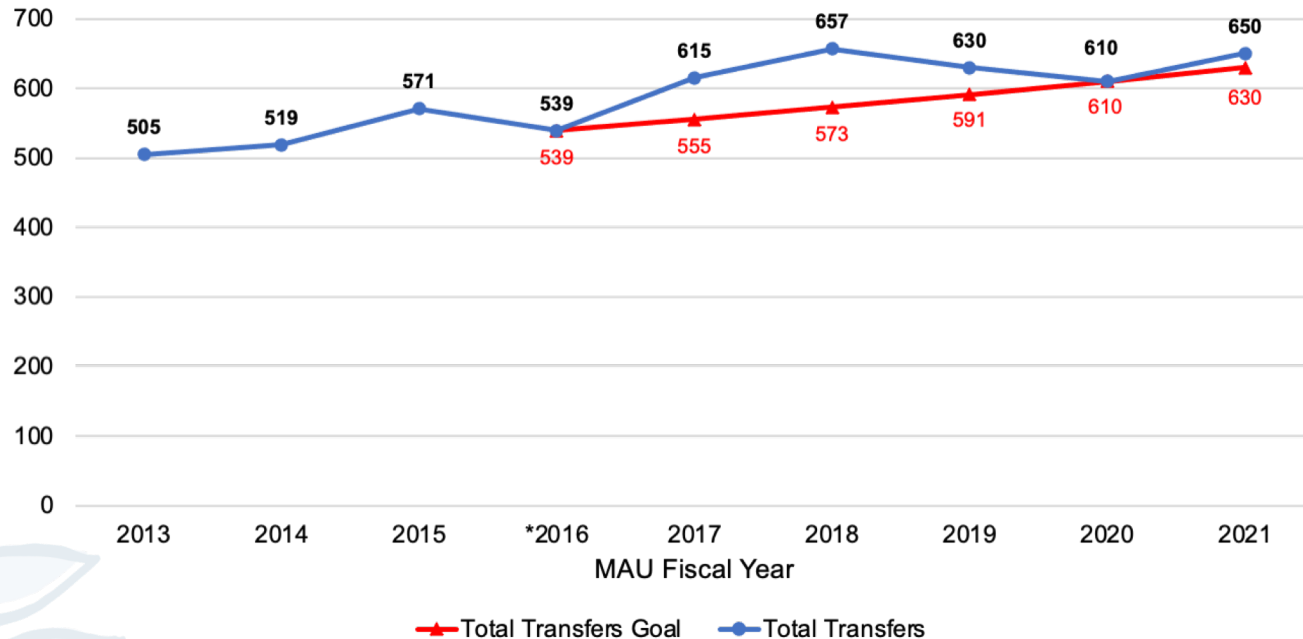
STEM Degrees & Certificates Earned at CC



Transfers to UH 4 Year



Transfers to All Baccalaureate Institutions



Maui College in Service to Maui Nui

Enrollment



UHMC Enrollment has decreased by **17%** over the last 5 years.

Extramural Funds



Extramural funds have increased by **40%** over the last 5 years.

*Excludes CARES funds

Fund Raising



UHMC giving has increased by **173%** over the last 5 years.

Addressing our Enrollment Decline

Address Enrollment Gaps

- ◆ COVID has impacted enrollment.
- ◆ First time student numbers and persistence are down.
- Refocus our efforts on supporting students both face-to-face and electronically.

Syncing to Maui Nui Needs

- ◆ UHMC Conducted a Campus and Community Needs assessment in 2020.
 - A Workforce Needs Assessment is in progress
- Merging of non-credit and credit programs to create pathways to work or a degree.
- Complete strategic planning this year.

Rightsizing the Organization in Line With Our Enrollment

- Significant cuts were made to our budget to align to our declining enrollment
- UHMC has reduced its physical footprint. Shutdown the Lahaina Ed Center and transferring Moloka'i farm to CTAHR.

UHMC in Service to Maui Nui in a Pandemic

We were there!

- UHMC in Partnership with DOH administered thousands of COVID shots on our campus.
 - UHMC Culinary students prepared meals to feed vax clinic volunteers.
- UHMC has administered thousands of Covid tests to our students and the Maui Community
- DOH and National Guard continue to utilize UHMC facilities to perform contact tracing



UHMC in Service to Maui Nui

What's Next?



Maui Food
INNOVATION CENTER

Maui Food Innovation Center (MFIC)

The Maui Food Innovation Center is a business incubator designed to support local food producers through education and training, business incubation services, and research as well as development of food products.

- Provides Training, Coaching, and Mentoring for students
- Provides a Test Kitchen for clients to develop and manufacture their product

MFIC to Date

- 130 clients have completed the MFIC training
- 69 Businesses were created due to MFIC
- These businesses employ more than 200 people
- Generated approximately \$8 million in revenue



UNIVERSITY OF HAWAII MAUI COLLEGE

Student Government

Bre Rodrigues - *Student Government President*





Cultivating Sense of Belonging During a Pandemic

- UHMC Culinary Students produced 1,200 meals to feed the homeless for Thanksgiving.
- We held a campus Christmas Open House with our staff and their families.
- Our graduates asked for a face-to-face graduation ceremony and UHMC provided it.



A collection of fitness equipment including blue dumbbells, a blue resistance band, a white water bottle, and a smartphone with the MauiFit logo, all arranged on a light blue wooden surface. The MauiFit logo features a heart and a person icon with the text 'MAUIFIT find your fitness'.

Student Life's Contribution

- Committed to keeping Maui Fit Gym open throughout the entire pandemic for students and employees to use.
- The Student Lounge remained open throughout the pandemic despite numerous policy changes. It provided a quiet place to study.
- The National Society of Leadership and Success (NSLS) has been our newest shining star in bridging the gap between communication and a virtual campus life.

UNIVERSITY OF HAWAII MAUI COLLEGE

Staff Senate

Rosie Vierra - *Faculty Senate Chair*



Hopeful During a Pandemic

- Faculty, Support staff & APT's remain committed to the education of students
- No denying that we have had many challenges but we are Maui Strong
- We await the coming of the “endemic” or perhaps adapting to a new way of offering a quality education





Committed to Face-to-Face Instruction

- CTE programs have resumed/remained face-to-face
- Surveys support that students have a preference for f2f instruction
 - Benefits of f2f; Health Center & Dental Clinic continue to provide services for the community

How We Address Obstacles

- Our campus provides Covid testing, vaccinations and boosters.
- Adherence to System protocols including the use of LumiSight.
- Preventive dental services offered, no fee for service.





Shared Governance Staying Connected

Aloha Campus Community!

Please find UH Maui College-related news and updates below.



HAWAII GREEN BUSINESS AWARD

We're proud to have been awarded the Hawai'i Green Business Award in the Office and Retail Space category. The awards are part of a free State program that assists and recognizes businesses that strive to operate in an environmentally and socially responsible manner. You can [read about it here](#). Big Mahalo to Sierra Ondo and Stuart Zinner who worked together to



GETTING TO KNOW OUR STUDENTS

This workshop series continues. This month's session – on **Thursday, January 20th from 3:00 to 4:00 p.m.** – features students dealing with mental, physical, emotional, or cognitive challenges. Leeward Disabilities Specialist Allan Nebrija and Licensed Mental Health Professional Lori Lum will also provide insights and tips. Join the Zoom Room at <http://go.hawaii.edu/fx3>

If you have not previously RSVP'd, please do so [here](#).



KEKAULIKE TITLE III PAID INTERNSHIP OPPORTUNITY

This research-based internship opportunity is open to Native Hawaiian undergraduates attending UH Maui College who are interested in transferring to UH Mānoa. It focuses on Maui genealogies and connecting our community to genealogical research resources. It will be at UH Maui College Library between February and June 2022. Students

Chancellor's Weekly Communique

Monthly Campus Open Forum with Chancellor Hokoana

Monthly Wala'au with Deans Kahele & Laura before Academic Senate meetings

Decision-making for rightsizing the campus budget; faculty are given many opportunities to engage in all areas affecting effective & efficient ways of operating our campus.

Mahalo!





UNIVERSITY of HAWAII®

MAUI COLLEGE

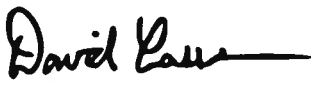
UNIVERSITY OF HAWAII
BOARD OF REGENTS


'22 FEB 11 P 1:47

UNIVERSITY of HAWAII
FOUNDATION

MEMORANDUM

TO: Randy Moore, 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: February 7, 2022

Please find information submitted by the Foundation for the February 17 Board of Regents meeting:

- Development Operations Report as of January 31, 2022 for FY 2022 (preliminary)
- Funds Raised Leadership Report by Campus as of January 31, 2022 for FY 2015 through FY 2022 (preliminary)
- Funds Raised by Source, Gift Type, Account Category and Purpose as of January 31, 2022 for FY 2022 (preliminary)
- Funds Expended by UH Programs as of January 31, 2022 for FY 2019 through FY 2022 (preliminary)
- UH Foundation Statement of Operations for Fiscal Periods Ended December 31, 2021, 2020, 2019 and 2018 (unaudited)
- Endowment Executive Summary as of December 31, 2021

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

Attachments



**UNIVERSITY
of HAWAII
FOUNDATION**

**Development Operations
Fiscal Year 2022**

As of January 31, 2022 (Preliminary)

All dollars in thousands

Fundraising Result (07/01/2021 - 01/31/2022): \$140.6 M

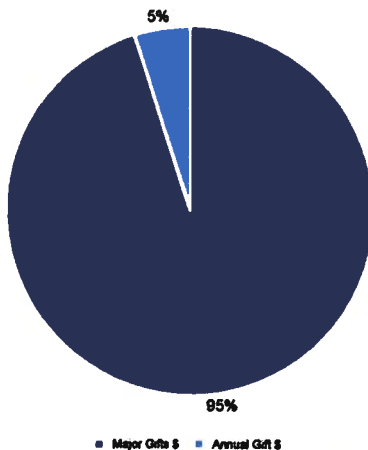
Fundraising Result Summary

Account Type	Gifts & Pledges	Deferred Gifts	Total
Endowment	\$27,594	\$1,410	\$29,004
Expendable	\$84,764	\$1,078	\$85,842
Revocable Deferred Gifts	\$0	\$15,556	\$15,556
Gifts-In-Kind	\$679	\$0	\$679
Grants Directly to UH	\$9,481	\$0	\$9,481
Total	\$122,518	\$18,044	\$140,562

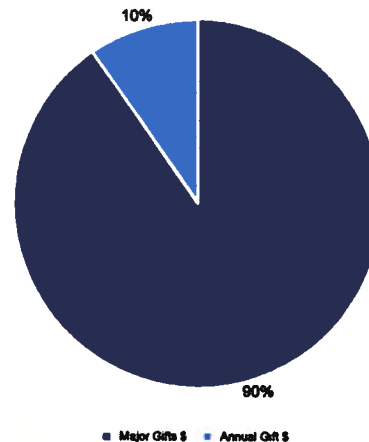
Comparison to Previous Fiscal Year

	Number of Major Gifts \$25k+	Major Gifts Total	Number of Annual Gifts <\$25k	Annual Gifts Total	Gifts Total
Current Fiscal Year	279	\$133,387	14,766	\$7,175	\$140,562
Previous Fiscal Year	229	\$60,577	15,145	\$6,494	\$67,070
Comparison Favorable/(Unfavorable)	50	\$72,811	(379)	\$681	\$73,492

Current Fiscal Year



Previous Fiscal Year



279 major gifts accounted for 95% of the total funds raised

229 major gifts accounted for 90% of the total funds raised

Beginning in FY2020, present value (PV) is used in funds raised calculations for deferred gifts. Prior to FY2020, face value (FV) is used.



**UNIVERSITY
of HAWAII
FOUNDATION**

**Funds Raised Leadership Report
Fiscal Years 2015-2022
As of January 31**

All dollars in thousands
(Gifts, Pledges, Matching Gifts, Gifts in Kind, Grants and Planned Gifts)

Unit	2015	2016	2017	2018	2019	2020	2021	2022 *
Manoa	\$91,284	\$21,830	\$28,098	\$25,387	\$25,876	\$21,525	\$51,975	\$121,780
Hilo	\$1,472	\$2,767	\$1,940	\$2,569	\$1,448	\$2,233	\$1,922	\$4,985
West Oahu	\$63	\$1,009	\$137	\$459	\$320	\$544	\$534	\$127
Hawaii CC	\$65	\$271	\$193	\$829	\$1,144	\$550	\$1,507	\$171
Honolulu CC	\$123	\$301	\$133	\$195	\$1,204	\$251	\$481	\$95
Kapiolani CC	\$1,375	\$906	\$880	\$1,456	\$2,435	\$699	\$1,991	\$2,256
Kauai CC	\$492	\$662	\$341	\$261	\$547	\$521	\$146	\$651
Leeward CC	\$122	\$94	\$195	\$74	\$98	\$180	\$92	\$1,909
Mauli College	\$429	\$831	\$560	\$588	\$321	\$875	\$632	\$919
Windward CC	\$397	\$414	\$369	\$280	\$57	\$1,530	\$306	\$537
Multi-Campuses	\$3,956	\$7,124	\$8,303	\$5,830	\$4,707	\$3,400	\$7,503	\$7,133
Totals	\$99,777	\$36,008	\$40,928	\$37,708	\$38,166	\$32,308	\$67,070	\$140,662

* Preliminary

Beginning in FY2020, present value (PV) is used in funds raised calculations for deferred gifts. Prior to FY2020, face value (FV) is used.



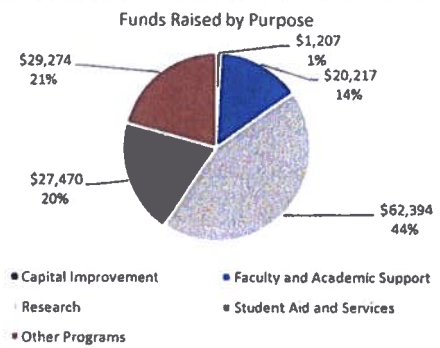
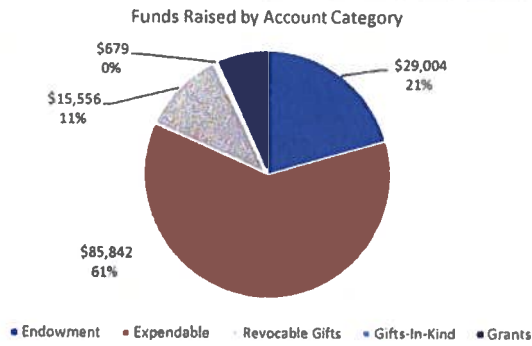
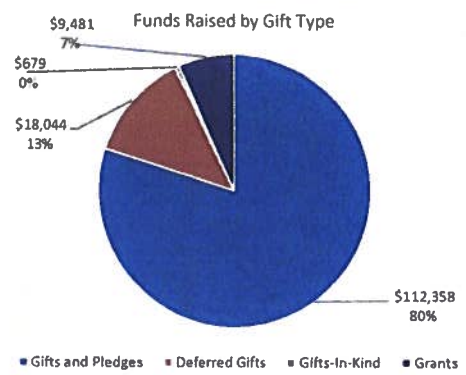
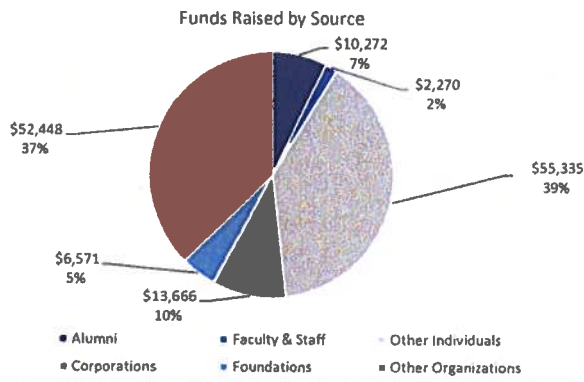
**UNIVERSITY
of HAWAII
FOUNDATION**

Funds Raised By Source, Gift Type, Account Category and Purpose

Fiscal Year 2022

As of January 31, 2022 (Preliminary)

All dollars in thousands





UNIVERSITY of HAWAII'
FOUNDATION

Funds Expended by UH Programs

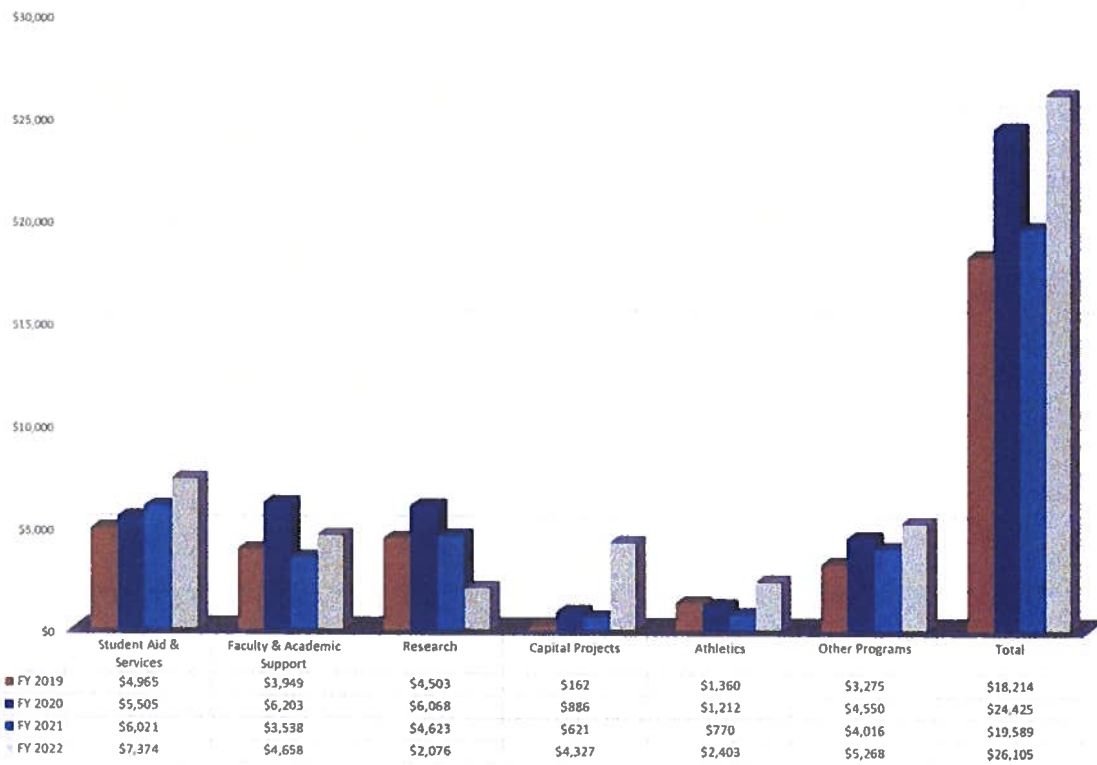
Fiscal Years 2019-2022

As of January 31, 2019, 2020, 2021, 2022*

* January 31, 2022 Preliminary

All dollars in thousands

Funds Expended By Purpose



Funds Expended by UH Programs, continued

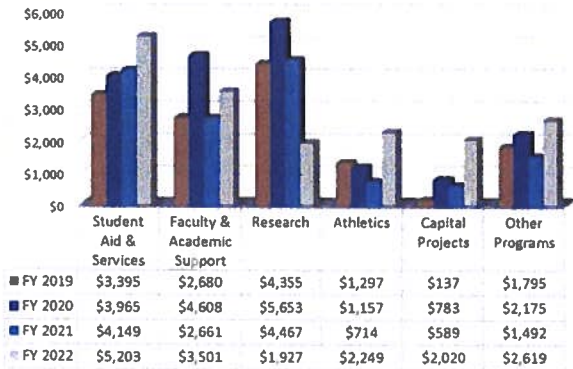
Fiscal Years 2019-2022 *

As of January 31, 2019, 2020, 2021, 2022

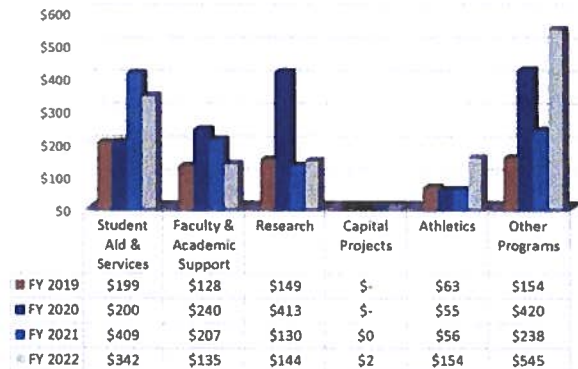
* January 31, 2022 Preliminary

All dollars in thousands

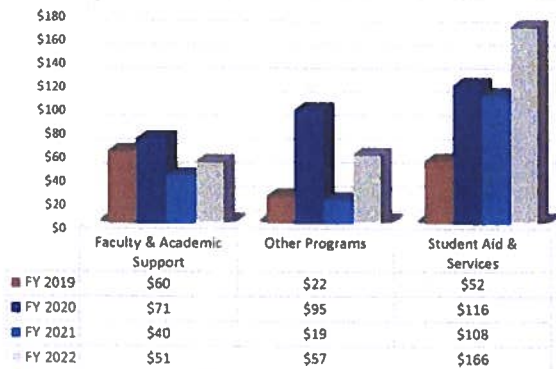
Funds Expended by UH Manoa Programs



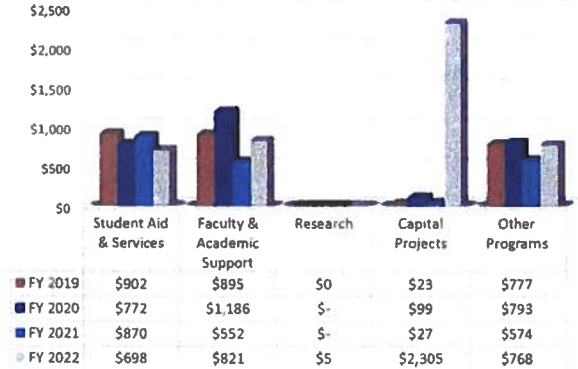
Funds Expended by UH Hilo Programs



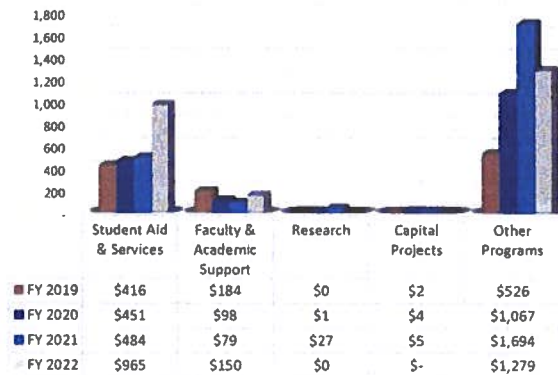
Funds Expended by UH West Oahu Programs



Funds Expended by Community College Programs



Funds Expended by UH System Programs



UNIVERSITY OF HAWAII FOUNDATION
Statement of Operations- Unaudited
For the Fiscal Periods Ending December 31, 2021, 2020, 2019 and 2018

	<u>December 31, 2021</u>	<u>December 31, 2020</u>	<u>December 31, 2019</u>	<u>December 31, 2018</u>
REVENUES:				
Unrestricted gifts	\$ 205,752	\$ 616,203	\$ 520,776	\$ 312,386
Income from expendable accounts	1,359,123	(435,441)	1,955,966	1,706,492
Income from endowment accounts	2,478,114	2,161,856	2,100,730	2,023,005
Service fee on gifts and non-gifts	2,618,341	1,322,157	1,702,245	1,276,832
Alumni Relations revenue	-	-	-	15,786
UH contract for services	1,500,000	1,500,000	1,500,000	1,500,000
Other payments for services from UH & UHAA	223,443	187,397	222,584	179,562
Total Revenues	<u>\$ 8,384,772</u>	<u>\$ 5,352,172</u>	<u>\$ 8,002,300</u>	<u>\$ 7,014,063</u>
EXPENSES				
Development				
Personnel	\$ 2,917,096	\$ 2,900,855	\$ 3,105,636	\$ 3,110,445
Program	869,118	695,997	675,481	616,957
Campaign	-	-	3,200	26,845
Alumni Relations				
Personnel	175,858	241,548	265,334	258,909
Program	48,815	58,542	31,645	44,373
Service & Support				
Personnel	1,425,575	1,415,498	1,396,790	1,710,734
Program	265,062	240,572	297,635	629,765
UH Support Fund	75,000	75,000	75,000	75,000
King Street Office	265,808	271,131	273,770	3,924
Total Expenses	<u>\$ 6,042,332</u>	<u>\$ 5,899,142</u>	<u>\$ 6,124,491</u>	<u>\$ 6,476,953</u>
Net Revenues Over(Under) Expenses	<u>\$ 2,342,440</u>	<u>\$ (546,970)</u>	<u>\$ 1,877,809</u>	<u>\$ 537,109</u>

Endowment Executive Summary

As of December 31, 2021

Total assets in the University of Hawai'i Foundation stood at \$497.4M

Strong economic activity and earnings helped stoke asset prices, overshadowing concerns about rampant inflation, central bank pivots, and the economic impact of the COVID-19 Omicron variant. Global inflation continued accelerating and trounced expectations in fourth quarter; in response, the US Federal Reserve accelerated its asset purchase tapering schedule and forecasted three rate hikes in 2022. Potential limits on activity, coupled with the generally tightening policy environment, prompted analysts to moderately downgrade 2022 global economic growth forecasts.

Risk assets surged in fourth quarter, capping off a year of impressive gains. Global equities advanced as US stocks topped Developed ex US peers, but Emerging Markets shares declined again in fourth quarter. Growth bested value and large caps topped small caps, each for the third consecutive quarter. In light of these conditions, the UH Foundation's Global Equities returned +5.0%, outperforming the MSCI ACWI Index return of +4.0% in December. Hedge Funds delivered more modest returns in comparison, up +0.9% month-to-date.

In December, Global Fixed Income benchmarks generally declined as central banks turned more hawkish and inflation expectations rose. The US Treasury yield curve flattened, and breakeven inflation rates climbed in fourth quarter as TIPS delivered top gains among US Fixed Income assets. December's Fixed Income landscape, as well as evolving macroeconomic conditions, gave rise to a +0.2% month-to-date return for the Portfolio's Fixed Income holdings.

Developed equities and inflation-sensitive assets gained the most in fourth quarter as inflation surged to multi-year highs. US stocks topped broader developed counterparts, while domestic large caps bested small caps. Emerging Markets equities and local currency debt were the only major equity asset classes to decline as investor sentiment toward Emerging Markets has soured. In 2021, the Foundation's Marketable assets were up +14.6% compared to the +21.0% return from the Total Portfolio given lagged reporting from private assets which now comprise almost 23% of the portfolio. Since Inception, the University of Hawaii Foundation's performance of +7.8% has outpaced the +6.4% return of the Total Assets Portfolio Benchmark.

PORTFOLIO PERFORMANCE SUMMARY (%)

<i>As of 12/31/2021</i>	MONTH TO DATE	CUMULATIVE TRAILING 1 YEAR	ANNUALIZED SINCE INCEPTION
Total Assets	2.6	21.0	7.8
<i>Total Assets Portfolio</i>	1.9	11.8	6.4
<i>Benchmark</i>			
<i>Value Add</i>	0.6	9.2	1.3



UNIVERSITY *of* HAWAII®
FOUNDATION

Board of Regents Meeting

02/17/2022

Development Overview

\$140.6M raised as of 1/31/22

- \$62.394M raised for research
- \$27.470M raised for student aid and services
- \$20.217M raised for faculty and academic support



Funds Raised Leadership Report FY15-22

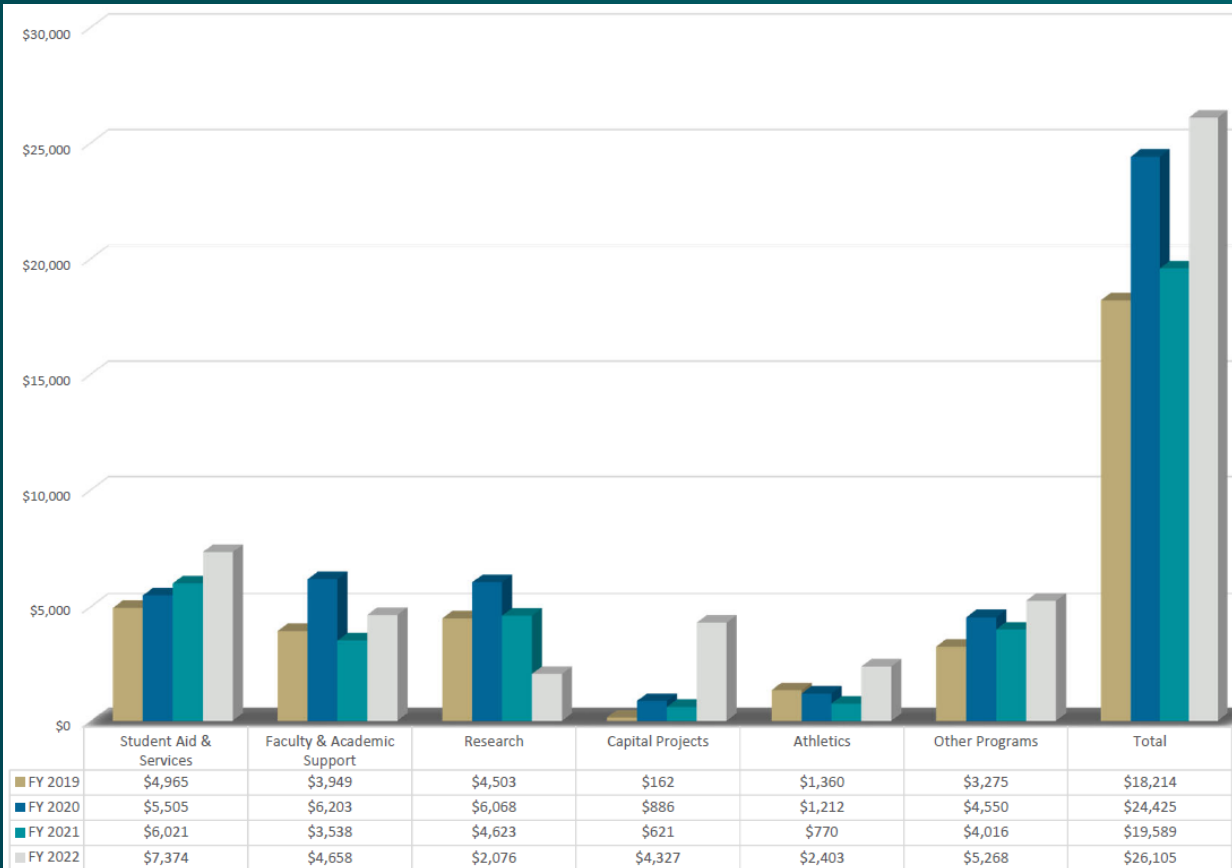
Unit	2015	2016	2017	2018	2019	2020	2021	2022 *
Manoa	\$91,284	\$21,630	\$28,098	\$25,387	\$25,876	\$21,525	\$51,975	\$121,780
Hilo	\$1,472	\$2,767	\$1,940	\$2,569	\$1,448	\$2,233	\$1,922	\$4,985
West Oahu	\$63	\$1,009	\$137	\$459	\$320	\$544	\$534	\$127
Hawaii CC	\$65	\$271	\$193	\$629	\$1,144	\$550	\$1,507	\$171
Honolulu CC	\$123	\$301	\$133	\$195	\$1,204	\$251	\$461	\$95
Kapiolani CC	\$1,375	\$906	\$660	\$1,456	\$2,435	\$699	\$1,991	\$2,256
Kauai CC	\$492	\$662	\$341	\$261	\$547	\$521	\$146	\$651
Leeward CC	\$122	\$94	\$195	\$74	\$98	\$180	\$92	\$1,909
Maui College	\$429	\$831	\$560	\$588	\$321	\$875	\$632	\$919
Windward CC	\$397	\$414	\$369	\$260	\$57	\$1,530	\$306	\$537
Multi-Campuses	\$3,956	\$7,124	\$8,303	\$5,830	\$4,707	\$3,400	\$7,503	\$7,133
Totals	\$99,777	\$36,008	\$40,928	\$37,708	\$38,155	\$32,308	\$67,070	\$140,562

* Preliminary

All dollars in thousands
As of January 31

Funds Expended by UH Programs

Fiscal Years 2019 – 2022
 As of January 31, 2019, 2020, 2021, 2022* (* preliminary)
 All dollars in thousands



UH Foundation Endowment Overview

As of December 31, 2021

- **\$497.4M** as of 12/31/2021

- Strong economic activity and earnings helped stoke asset prices, overshadowing concerns about inflation, central bank pivots, and the economic impact of Omicron.

- Risk assets surged in fourth quarter, capping off a year of impressive gains.

PORTFOLIO PERFORMANCE SUMMARY (%)

AS OF 12/31/2021	MONTH TO DATE	CUMULATIVE TRAILING 1 YEAR	ANNUALIZED SINCE INCEPTION
Total Assets	2.6	21.0	7.8
Total Assets Portfolio Benchmark	1.9	11.8	6.4
Value Add	0.6	9.2	1.3

Agenda Items:

A. Academic Program Actions

- 1. Review and Recommend Board Approval of the Following University of Hawai'i at Mānoa (UHM) Programs:**
 - a. Establishment of a Provisional Bachelor of Arts in Marine Biology**
 - b. Change from Provisional To Established Status: Bachelor of Science in Molecular Cell Biology**
 - c. Change from Provisional to Established Status: Bachelor of Environmental Design**
 - d. Establishment of a Provisional Bachelor of Education in Special Education**

Provost Bruno provided an overview of UHM's four educational program requests, offering background on each of the requests in addition to noting their benefits and impacts. He explained that, UHM continues its effort to provide efficient and effective academic programming at its campus through strategic program investments. In keeping with these efforts, he noted that a total of 12 academic programs have been terminated or stopped out since Spring 2020. While requests were being made to provisionally establish or make permanent four programs, it has been determined that these programs respond to a community need, address student demand, and capitalize on the university's existing strengths.

Discussions ensued on the impacts and benefits of each of UHM's requested academic program actions.

Action: The committee voted to recommend board approval of the aforementioned UHM academic program actions.

- 2. Review and Recommend Board Approval to Change from Provisional to Established Status: Advanced Professional Certificate in Special Education PK-12 (APC SPED), Leeward Community College (LeeCC)**

Chancellor Peñaloza provided an overview of the request to change the APC SPED program at LeeCC from provisional to established status stating that the APC SPED was developed in response to a request by the Hawai'i State Teacher Standards Board to increase pathways leading to SPED licensure in an effort to address the critical need for SPED-licensed instructors and was given provisional status in 2017. He also spoke about the focus of the APC SPED program as well as its successes.

Action: The committee voted to recommend board approval of the request to change the APC SPED program at LeeCC from provisional to established status.

Chair Wilson thanked those faculty and administrators who were involved in both developing and/or delivering the presentations made for the establishment of new provisional programs and/or for the change from provisional to established status for existing programs. The critical need for these programs was made very clear during the

presentations both in writing and verbally. Chair Wilson opined "that if in fact, the program is critical" then its development also needs to have a "sense of urgency".

B. Recommend Board Approval of Revisions to Regents Policy (RP) 6.208, Board Exemptions to Non-Resident Tuition

Hae Okimoto, Associate Vice President (AVP) for Student Affairs, discussed the proposed update to RP 6.208 with respect to exemptions to non-resident tuition as it relates to veterans, Pacific Island students, national and international students, and graduate assistants. She stated that some of these modifications were necessitated by changes to federal policy, especially around the educational benefits for the military connected community, while others were being offered to better align the policy with current university practice. The administration requested a clarifying amendment to address additional situations regarding tuition exemptions for visiting students in the university's national and international exchange programs.

Action: The committee voted to recommend board approval of the amendments to RP 6.208, with inclusion of the additional requested amendment.

C. Hawai'i P-20 Partnerships for Education (Hawai'i P-20) Update

Stephen Schatz, Executive Director of Hawai'i P-20 and State Director for Career and Technical Education, provided background information on Hawai'i P-20, reviewing its mission, role in development of educational policy, and goals. He also reviewed the processes used to create educational pathways that align with college and career outcomes, discussed various strategies being used to promote collaboration and integration with respect to educational pathways to ensure success, and provided an example of an existing educational pathway that leads from a student's senior year in high school through post-high school employment.

D. General Education (GenEd) Redesign Update

Debora Halbert, AVP for Academic Programs and Policy, provided an update on the efforts to examine and revamp the GenEd curriculum stating that the draft GenEd curriculum redesign proposal has been undergoing formal consultation and highlighted a number of activities that have engaged and solicited feedback from the general university community. She outlined the schedule for further revisions, consultation, and development of an implementation plan, and noted that a formal vote is anticipated to occur in spring 2023.

Agenda Items:

A. Coaches Corner: Rich Hill, University of Hawai'i at Mānoa (UHM) Baseball Head Coach

A talk story session was held with UHM Baseball Head Coach Rich Hill who spoke about some of his reasons for pursuing the head coaching position at UHM including his affinity for the culture of Hawai'i, the storied history of the UHM baseball program, the passion and high baseball acumen of Hawai'i's baseball community, UHM Athletic Director (AD) David Matlin's vision for the baseball program, and the notion that the team represented the entire island state. Although his coaching philosophy is multi-dimensional and dynamic, he shared his belief that the most important aspect of his job is to create an impactful environment that supports student-athletes and provides them with the necessary tools to succeed in life. He also expressed his enthusiasm for the game of baseball and his excitement to begin his UHM career.

B. Update on Health and Safety Matters Relating to Student Athletes: UHM and UH Hilo (UHH)

UHH AD Patrick Guillen and Dr. Jonathan Sladky, UHM Team Physician, discussed health and safety matters related to UHH and UHM athletics, with each reviewing actions taken to protect and monitor the health and safety of student-athletes and staff. Vaccination rates among student-athletes were also reviewed with UHH reporting that 99.8 percent of its student-athletes have been fully vaccinated and UHM stating that approximately 97 percent of its student-athletes are fully vaccinated.

Dr. Scott Sinnett, who serves as the UHM Faculty Athletics Representative (FAR), was introduced. Dr. Sinnett provided an overview of functions of a FAR, noting that they were governed by the National Collegiate Athletic Association (NCAA), and explained that the FAR reports directly to the president of the university. He also spoke about his roles as the UHM FAR, as well as several other aspects of the position, stressing that his primary duty was to serve as an advocate for student-athletes.

Discussion occurred on vaccination rates. Chair Acoba asked about the reasons for the 70 percent vaccination rates within certain sports and the criteria used to determine vaccination status. The roles, functions, and oversight responsibility of the FAR; the communication channels between the FAR, university administration, and the student-athlete, including ways in which they could be improved; and whether the FAR's efforts could have prevented the disruptions of the football program that occurred were also discussed.

C. Update on the Athletic Budget and Financial Integrity of the UHM and UHH Athletic Departments

AD Guillen provided a snapshot of revenue and expenditure projections for UHH Athletics stating that an anticipated surplus of approximately \$66,000 is expected for fiscal year (FY) 2022. The reduction in expenditures was largely attributed to reduced travel. He reviewed actions being taken to reduce expenditures and raise revenues but stated that this was not a sustainable fiscal model for UHH Athletics to remain competitive and maintain adequate schedules for athletic competition.

AD Matlin reported on revenue and expenditure projections for UHM Athletics stating that the receipt of federal relief funds due to the COVID-19 pandemic and additional actions taken to reduce expenses were the main drivers behind the UHM Athletics Department experiencing a reduced net deficit of \$1.4 million for FY 2021.

President Lassner provided an overview of the long-term outlook for the financial integrity of UHM Athletics, reviewing some of the factors and challenges that will impact future budgets. Despite successful initiatives to generate revenues and decrease expenditures, UHM athletics continues to experience annual deficits. Possible remedies to address this issue were discussed, including actions to improve institutional and governmental support in addition to developing new opportunities to increase revenues and contain costs.

Discussions took place on the deficit of UHM Athletics, possible solutions to address this deficit, and the restoration of legislative funding.

D. Update on Compliance with NCAA Policies and Conference Requirements Including Policies Related to Student Athlete Compensation for the Use of Name, Image, or Likeness (NIL), and Transfers

AD Guillen explained that UHH Athletics is a NCAA Division II member subject to rules and regulations which differ slightly from those imposed on Division I members. He reviewed the Division II transfer portal process stating that minor modifications were made in January 2022. He also reported on some of the processes, rules, and regulations established by the NCAA with respect to NIL stating that UHH Athletics has adopted the same NCAA policy as UHM Athletics since no laws pertaining to NIL exist in Hawai'i. To date, UHH has not witnessed significant impacts from NIL.

Amanda Paterson, Assistant Athletic Director for Compliance and Eligibility, provided the report on NCAA policies related to NIL and transfers at UHM, presenting background on these policies and reviewing the changes that occurred in 2021. She stated that activity witnessed by UHM with respect to NIL and transfers is on par with what is being experienced by its Division I peer institutions. She also mentioned that NCAA and conference requirements for minimum attendance at football games to maintain Division I status will become an issue without expansion of the Clarence T.C. Ching Athletics Complex.

Discussions ensued on the impacts of the transfer portal on student-athlete scholarships, as well as the enforcement of NIL policies.

E. Report on the Impacts of the COVID-19 Pandemic on Scheduling of Spring and Summer Sports

AD Guillen reported that several athletic contests scheduled to occur in December and early January were canceled or rescheduled due to the COVID-19 related issues revolving around case exposure and positivity rates among visiting teams.

Associate Athletic Director Lois Manin reported that UHM has experienced COVID-related cancellations with some of its sports programs and reviewed several challenges UHM has faced, and continues to face, with respect to the scheduling of athletic events.

F. Recommend Board Approval of an Independent Assessment of UH Athletic Department Operations as they pertain to Student-Athlete Welfare

President Lassner recommended that an independent assessment be conducted on the operations of UHM Athletics as they pertain to student-athlete welfare. He suggested items that should be incorporated in the assessment and recommended that detailed findings and recommendations be included in its final report. The administration proposed that it work with the Board Chair and Chair of the Committee on Intercollegiate Athletics to procure the services of an independent assessor and formulate the parameters for the assessment.

Discussions ensued on the necessity of conducting an assessment of UHM Athletics; the subjects of the assessment; the reasoning behind the request that the assessment be conducted by an independent party; and the selection process for an assessor.

Action: The committee voted to recommend board approval of an independent assessment by a third party of UH athletic department operations as they pertain to student-athlete welfare.

G. Selection and Hiring Process for Head Coaches

AD Matlin provided an overview of the process used to hire head coaches at UHM stating that each situation may have unique circumstances that need to be considered throughout the process. It was noted that the basic process for hiring head coaches is static and has been applied to the hiring of all head coaches since 2015. AD Matlin reviewed some of the key circumstances specific to the recent hiring of the new head football coach and went over the process and timeline for this particular hiring in relation to the typical hiring process.

Noting the lack of opportunity under the sunshine law for the committee to meet, Chair Acoba indicated that he might submit to the board, amendments to Regent Policies to protect the interests and reputation of the university in the hiring process. Discussions ensued on impacts during the hiring process.

Agenda Items:

A. Research Project Briefing: “The Global Impact of Hawai’i Astronomy” Presentation by Doug Simons, Director, Institute for Astronomy (IfA) at UHM

Dr. Simons provided an overview of the role Hawai’i has played in the growth of modern astronomy, noting the global impacts of this work. He discussed some of the accomplishments and ground-breaking discoveries attributable to research and other activity occurring at the astronomy assets located on Maunakea and Haleakalā, as well as the scientific impact of Hawai’i’s telescopes and observatory complexes relative to its counterparts around the world. He also highlighted several unique educational and outreach programs offered by Hawai’i’s observatories. It was noted that Hawai’i continues to be a world leader in this scientific field and there remains tremendous opportunities to advance astronomy in Hawai’i over the course of the next century.

B. Facilities and Administrative Cost Rate (F&A Rate) Primer

VP Symos presented an overview on the university’s F&A Rate, including describing the process for rate negotiations and calculations, specifying the differences between negotiated and effective recovery rates, and clarifying common misconceptions. As of this fiscal year, the F&A rate for the university stood at 46.5 percent which resulted in \$53.1 million in indirect costs being recovered in 2021. He reviewed the university’s F&A Rate proposal for fiscal year 2022 and stated that negotiations with the federal government on the proposal are expected to begin sometime after its submittal in March 2023.

Discussions ensued on the available avenues for researchers at the university to seek reimbursement for indirect costs associated with their projects and the ability of the university to improve its effective recovery rate through better discipline with respect to the waiving or reduction of indirect recovery costs.

C. University of Hawai’i Cancer Center (UHCC) Update – Early Phase Clinical Research Center (EPCRC) Business Plan Report

VP Symos summarized the EPCRC Business Plan Report (EPCRC Report) and highlighted several challenges that the university is anticipated to face with respect to the operations of the EPCRC under the current business plan. He also reported on opportunities to increase the viability of the business plan and the facility, and stated that the report concluded that, in spite of the challenges it faces, the EPCRC was a worthy project. Dr. Joe Ramos, Interim Director of UHCC, presented his assessment of the EPCRC project and enumerated its benefits.

Discussion ensued on the challenges expressed in the EPCRC Report, opportunities to address these challenges, and efforts to improve the EPCRC’s viability.

D. Fiscal Year 2021- 2022 2nd Quarter Extramural Awards Update

Due to time constraints, this matter was deferred.

Item VI.D.

Affiliate Reports

**NO MATERIALS
ORAL REPORT**



UNIVERSITY
of HAWAI'I
MĀNOA

UNIVERSITY OF HAWAII
BOARD OF REGENTS

College of Natural Sciences
Office of the Dean

'22 JAN 27 A9:01

DTS 22137 A1a

November 29, 2021

MEMORANDUM

To: Randolph G. Moore
Chair, Board of Regents

VIA: David Lassner
President *David Lassner*

VIA: Michael Bruno *Michael Bruno*
Provost

VIA: Laura E. Lyons *Laura E. Lyons*
Interim Vice Provost for Academic Excellence

From: Dean Aloysius Helminck
College of Natural Sciences *A. Helminck*

SUBJECT: REQUEST FOR PROVISIONAL STATUS FOR THE BACHELOR OF
ARTS IN MARINE BIOLOGY AT THE UNIVERSITY OF HAWAI'I AT
MĀNOA

SPECIFIC ACTION REQUESTED:

It is respectfully requested that the Board of Regents grant provisional status to the BACHELOR OF ARTS IN MARINE BIOLOGY in the COLLEGE OF NATURAL SCIENCES at the University of Hawai'i at Mānoa.

RECOMMENDED EFFECTIVE TERM/YEAR:

It is respectfully recommended that the Bachelor of Arts in Marine Biology be effective as of the Fall 2022 semester.

2565 McCarthy Mall, Keller Hall Suite 201
Honolulu, Hawai'i 96822
Telephone: (808) 956-6451
Fax: (808) 956-9111
natsci.manoa.hawaii.edu

An Equal Opportunity/Affirmative Action Institution

ADDITIONAL COST:

There are no additional costs associated with the creation of this new degree program. All courses are currently being taught. If laboratory enrollment in the Marine Biology courses grows, the laboratory fees paid by students will offset any additional expenses associated with purchasing supplies.

PURPOSE:

The provisional establishment of a Bachelor of Arts degree in Marine Biology (BA MB) is being requested to complement an existing Bachelor of Science in Marine Biology (BS MB). The proposed BA MB will provide students with an appealing option for a strong degree in marine biology that also allows them to develop skill sets that prepare them for a diverse array of non-research, ocean-related careers. The BA MB will provide a new option for Hawai'i resident students who have a passion for marine biology but want to give back to their communities in various ways through careers in teaching, sustainability, conservation, management, and community outreach, among other career pathways. With the increased flexibility of the proposed BA MB, graduates will have a broad set of skills applicable to diverse professional options. The BA MB is also expected to have a positive impact on overall retention and graduate rates of the marine biology major.

BACKGROUND:

This request is in accordance with Board of Regents policy 5.201 III(A)(1) which states that "The Board shall approve the establishment of all new instructional programs granting academic credit leading to a degree or credential." The ATP was approved by President Lassner on May 6, 2019. Although this proposal was submitted by the college in a timely fashion, the campus review process was unusually lengthy due to a variety of factors that were outside the purview of the program.

Significance/Contribution of this degree:

The Marine Biology major at UH Mānoa exemplifies a degree that "*focuses on programs of excellence that emphasize Hawai'i's many strengths and advantages of location, population and geography.*" Our geographic location, Hawai'i's strong historical, cultural, and economic connection with the ocean, and the University's unique and diverse strengths in marine research, all make UH Mānoa a top choice for students interested in marine biology. The MB curriculum capitalizes on these unique strengths, with numerous field trips to learn first-hand within the Hawaiian waters and many opportunities for students to interact directly with local researchers and representatives from government and non-government organizations.

The BA MB will further provide students the flexibility to combine a marine biology major with complementary studies and training in other fields that are important in our state. This proposal includes courses from departments in the School of Ocean and Earth Science and Technology (OCN, approved), College of Social Sciences (GEO, approved) and the Hawai'i inuiākea School of Hawaiian Knowledge (HWST, approved), which were not originally part of the BS MB.

Demand projections:

We expect that the BA MB will be attractive to a subset of students currently enrolled in the BS MB program, resulting in a slight initial decrease in BS MB enrollment and a corresponding increase in the BA MB.

The proposed BA MB supports UHM's goal to "*become more attractive to the best local high school graduates,*" and to "*attract more top national and international students.*" The existing BS MB is already a popular degree and has the third highest headcount of classified degree-seeking undergraduates. It is anticipated that the BA MB will attract even more top local, national, and international students because it will allow them to pursue other interests and develop skills appropriate for a wide array of career paths in marine biology-related fields.

Similar models from peer institutions:

Only a small number of UHM's peer and benchmark institutions have the appropriate faculty expertise, geographic location, and student interest to offer a degree in marine biology, but many offer both BS and BA degrees in biology or more specialized areas of the natural sciences. There are several major R1 universities outside of our peer and benchmarks that offer a BA in marine biology – or a BA in biology with a marine biology track – including Duke University, the University of North Carolina at Chapel Hill, Florida State University, and the University of Oregon.

Similar programs at other UH campuses:

The existing degree program most similar to the proposed BA MB is the current BS MB at UHM. The BS program was designed to prepare students to pursue research-oriented careers, which is not the purpose of the proposed BA MB. UH Hilo has a BA and BS in Marine Sciences, which have a broader curriculum requiring a number of oceanography courses and containing far fewer marine biology courses than the proposed BA MB. The proposed BA MB is distinctly different from any program currently available in the UH system, filling a void by producing graduates with the necessary skills to fill a number of marine biology-related positions throughout the Hawaiian Islands. Both the current and past chairs of the Marine Science Program at UH Hilo were consulted during the development and approval process for the proposed BA MB, and they expressed their support for moving forward with establishing the BA MB at UHM.

Cost and resource allocation/reallocation implications:

There are no additional costs associated with the creation of this new degree program. All courses are currently being taught. If laboratory enrollment in Marine Biology courses grows, the laboratory fees paid by students will offset any additional expenses associated with purchases supplies. If additional laboratory sections are required, Teaching Assistants will be reallocated from among the existing pool available to the School of Life Sciences, which will house the program.

ACTION RECOMMENDED:

It is respectfully recommended that the Board of Regents grant provisional status to the BACHELOR OF ARTS IN MARINE BIOLOGY in the COLLEGE OF NATURAL SCIENCES at the University of Hawai'i at Mānoa.

Attachment: Proposal for Bachelor of Arts in Marine Biology

cc: Executive Administrator and Secretary of the Board Kendra Oishi

**Provisional Program Proposal: Bachelor of Arts in Marine Biology
School of Life Sciences in the College of Natural Sciences
University of Hawai'i at Mānoa**

SUMMARY

The School of Life Sciences (SoLS) and College of Natural Sciences at UH Mānoa (UHM) are proposing a new degree program, a Bachelor of Arts in Marine Biology (BA MB). The proposed BA MB will enhance marine biology education at UHM and grow Hawaii's workforce in key areas by providing the opportunity for students to pursue a rigorous scientific degree, while also providing flexibility to engage across other units at UHM to develop new and complementary skill sets. Students in the BA MB program will be able to train for jobs in marine-related areas such as sustainability, sustainable tourism, education, marine policy, and Hawaiian Studies, while still following their passion for marine biology. The projected size of the BA MB in five years is ~160 students; some of these will come from redistribution within Biology and Marine Biology, some through increased retention, and some will be new students attracted by the BA MB. All courses needed for the BA MB already exist within the Bachelor of Science in Marine Biology (BS MB) or in other units at UH, so this proposal is low risk and will require no new resources to SoLS.

PROGRAM PURPOSE

We are proposing a new degree program, the BA MB, to complement the existing BS MB at UHM. The BS MB was created in 2002 to meet a growing demand from prospective and current undergraduates for training in marine biology in Hawai'i, as well as the market demand for college graduates in the field, here and abroad. It is currently the third largest major on campus, with almost 400 students. Demand for the program is driven by both Hawai'i's unique situation, surrounded by an ocean filled with spectacular marine life that is closely entwined with human history in the islands, and plays a major sustaining role in traditional and modern societal practices; and its reputation for excellence in marine biology research. As initially envisioned, the BS MB was designed primarily to prepare students for graduate studies in marine biology or for future jobs that required training in quantitative or physical sciences in addition to marine biology. Other stated goals of the BS MB were to prepare students for career opportunities in careers such as:

- K-12 marine biology teachers for public and private schools.
- Marine Biology-savvy workers for government, non-government, and private agencies.
- Marine Biology-trained workers in aquaculture, marine resource management, consulting firms, and analytical laboratories.
- Natural history interpreters for leisure cruises, diving, coastal hikes or related ecotourism.

Preparing students for these other, non-research careers is important for communities and for the State of Hawai'i, and many of our majors are passionate about teaching, management, conservation, science communication, and sustainability. While the BS MB program was designed to be highly rigorous, one unanticipated consequence has been that the degree program limits the ability of MB students to prepare for non-research careers. The current BS MB program sheet only has room for one elective course outside of MB, MB-related, and general education requirements. Without taking extra time to graduate, the vast majority of BS MB students cannot earn a certificate, complete a minor, or even take a cluster of courses in

their other areas of interest. The proposed BA MB contains core introductory Biology and Chemistry courses, along with advanced courses in marine biology that are similar to requirements for the BS MB, but with greater flexibility. By removing some non-marine biology content that is traditionally included in BS degrees to prepare students for graduate school in STEM fields, the BA MB creates space for students to develop other skills and knowledge while still pursuing their passion for marine biology.

Our primary reason for proposing a BA MB is to provide students with the option for a strong degree in marine biology that also allows them to explore other areas and develop new skill sets that will prepare them for a wide diversity of ocean-related careers. Other important goals include improving retention, increasing the attractiveness of the degree program for local students, and building connections across UH and Hawai'i.

PROGRAM OUTCOMES

The Program Learning Outcomes (PLOs) for the BA MB are shared between the BS MB, as well as the BA and BS in Biology, which is offered through the School of Life Sciences (SoLS). Upper-level core courses in the BS MB and proposed BA MB address the PLOs in a marine context.

Table 1. SoLS Undergraduate Program Learning Outcomes

Biological Knowledge: Synthesis and Application

Student will be able to:

1. Explain biological processes from molecules to ecosystems in an evolutionary context, including being able to use examples from Hawai'i.

Critical Thinking and Reasoning Skills

Student will be able to:

2. Demonstrate scientific literacy by critically evaluating scientific evidence, identifying gaps in knowledge, and applying strong evidence-based biological arguments to real-world problems.
3. Apply the scientific method to generate new hypotheses, formulate experimental approaches and outline potential outcomes, applying appropriate logical and quantitative methods.

Values

Student will:

4. Work individually and in teams in an ethical manner, and demonstrate respect for diversity of viewpoints.

Communication skills

Student will:

5. In oral and written forms, be able to communicate biological information clearly and professionally.

Table 2. BA MB Curriculum Map

Key: I - Introduce, R-Reinforce, M-Mastery, A- Assessment Point.

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5 (Written)	PLO 5 (Oral)
BIOL 171	I					
BIOL 171L				I	I	
BIOL 172	I					
BIOL 172L	I			I	I	I
BIOL 220	I	I	I			
BIOL 265	R	I	I			
BIOL 265L	R	I	I	R	R	I
BIOL 275	R	I		R	R	
BIOL 275L	R	I	I	R	R	R
Marine Biology Courses						
OCN 201	I	I				
BIOL 301	R	R	R			
BIOL 301L	R	R	R	R		R
Group I Electives	R/M	R/M	R/M	R/M		
Group II Electives	R/M	R/M	R/M		R/M	R/M
Synthesis Experience	M, A	M, A	M, A	M, A	M, A	M, A

Alignment with System and Campus Mission and Academic Plan

The Marine Biology major at UH Mānoa exemplifies a degree that “*focuses on programs of excellence that emphasize Hawai‘i’s many strengths and advantages of location, population and geography.*” Our geographic location, Hawai‘i’s strong historical, cultural, and economic connection with the ocean, and the University’s unique and diverse strengths in marine research, all make UH Mānoa a top choice for students interested in marine biology. The MB curriculum capitalizes on these unique strengths, with numerous field trips to learn first-hand within the Hawaiian waters and many opportunities for students to interact directly with local researchers and representatives from government and non-government organizations. The BA MB will further provide students the flexibility to combine a marine biology major with complementary studies and training in other fields that are important in our state, such as Hawaiian Studies, Education, and Sustainability.

The proposed BA MB will support UHM’s goal to “*become more attractive to the best local high school graduates,*” and to “*attract more top national and international students.*” The existing BS MB is already a popular degree with close to 400 majors (approximately 30% of all SoLS majors). We feel the BA MB

would attract even more top local, national, and international students because it will allow them to pursue other interests and develop skills appropriate for a wide diversity of career paths in marine-biology-related fields. We list many examples of such career paths throughout this proposal.

Table 3. Alignment of BA Marine Biology Learning Outcomes with UHM Institutional Learning Outcomes

UHM ILOs	Mapped to by BA MB PLOs
1. Know—Breadth and Depth of Knowledge	
<i>a. General education</i>	BA MB PLO 1
<i>b. Specialized study in an academic field</i>	BA MB PLO 1
<i>c. Understand Hawaiian culture and history.</i>	
2. Do—Intellectual and Practical Skills	
<i>Students improve their abilities to</i>	
<i>a. Think critically and creatively</i>	BA MB PLO 2
<i>b. Conduct research</i>	BA MB PLO 3
<i>c. Communicate and report</i>	BA MB PLO 5
3. Value—Personal and Social Responsibility	
<i>Students demonstrate excellence, integrity, and engagement through</i>	
<i>a. Continuous learning and personal growth</i>	BA MB PLO 4
<i>b. Respect for people and cultures, in particular Hawaiian culture</i>	BA MB PLO 4
<i>c. Stewardship of the natural environment</i>	
<i>d. Civic participation in their communities</i>	

STUDENT DEMAND AND PROJECTED ENROLLMENTS

The BS MB was one of the top majors indicated for students applying for Fall 2019 entrance, with a ~32% increase in admitted majors compared to Fall 2018. Particularly in light of the growth in the BS MB, we feel the BA MB is important because it will allow entering students to prepare not just for graduate school and careers directly related to STEM fields, but also to better align themselves with the wide diversity of careers in marine biology-related fields in the state of Hawai‘i and elsewhere.

In the 2013 established-status request for the BS MB, we reported that among graduates who responded to a survey, ~2/3 had continued on to graduate programs and ~1/3 to employed positions, mostly in MB-related fields. Many of these positions (and some of the graduate programs) were in areas such as education, conservation, and sustainability. Having the BA MB as an option will create flexibility in the courses students can choose to take, and allow them to better prepare for the wide diversity of careers that are open to them.

We expect the new BA MB to attract currently enrolled students who desire greater flexibility. Biology BAs that want more flexibility than the Biology BS, but would prefer to focus on MB content, students who want to double major, and some new students who have career interests in MB, but want to pursue careers that do not require graduate research in STEM fields.

Student Interest

We surveyed the BS MB and Biology (BA and BS) majors to determine the level of demand for the proposed new degree and received 124 responses. When asked “*If you were starting college now, would you be interested in a BA degree in Marine Biology?*”, 38% answered “yes” and 41% answered “maybe.” Of the students who answered the question “*What would you view as the strongest reasons to pursue a BA in Marine Biology (as opposed to a BS)?*”, 65% listed increased flexibility, citing their interest in taking courses that would help them prepare for marine biology-related careers in management, sustainability, education, conservation, or humanities. A further 12% responded that a BA would be appealing because it would allow them to complete a double major without extending past four years (currently not possible with the BS MB).

When we asked “*Please share any other insight you have on the proposed BA in Marine Biology,*” students said many positive things, including:

“It allows for more diversity for students pursuing careers in marine bio such as education and public outreach, like myself.”

“I think this would be a great option for those uninterested in becoming a researcher and/or professor in the future. I think other classes, such as those geared towards ocean conservation, sustainability, politics, etc. should be included.”

“Some people want to pursue marine bio for conservation purposes but also enjoy the arts as well with a BA in marine bio students are able to explore both interests they have. Please add this opportunity it would be amazing for so many reasons.”

Projected Enrollment

We expect that the BA MB will be attractive to a subset of students currently enrolled in the BS MB program, resulting in a slight decrease in BS MB enrollment and a corresponding increase in the BA MB. In addition, we expect increased retention within the MB major, which will be reflected in the BA MB enrollment, because there will now be a MB-oriented option for students who decide they want to pursue fields other than traditional MB research-related careers. We also expect a small amount of growth as the BA MB program will be attractive to new students owing to its flexibility in preparing students for future MB-related careers.

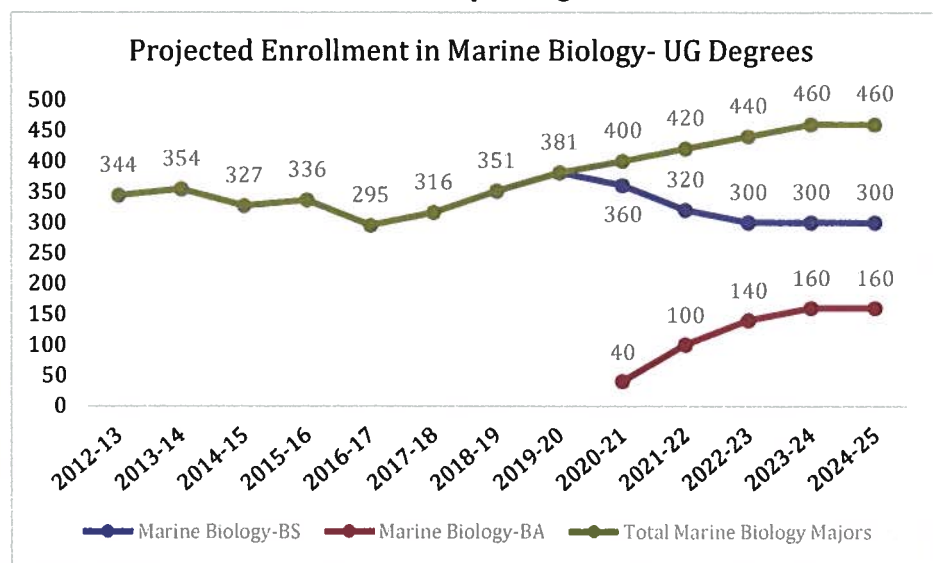


Table 4. Enrollment Projections for the BA in Marine Biology: Provisional Years

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Projected Enrollment	0	40	100	140	160	160

Projected Number of Graduates

We predict the BA MB will initially decrease the number of BS MB majors because some students will choose to move into the BA MB; also in the short term, we expect the total number of MB majors to increase slightly through improved retention. Some students may also redistribute from the BA Biology into the BA MB. Over time, we predict the establishment of the BA MB will result in at least a small overall increase in the number of MB graduates due to improved retention in the MB major (and at UH). If our predictions about additional growth in the new degree are correct (see below in Student Demand, part B), we would eventually expect to graduate ~ 30 BA MB students per year.

Table 5. Program Completion Projection

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Projected Program Completion (annual)	0	5	10	20	30	40

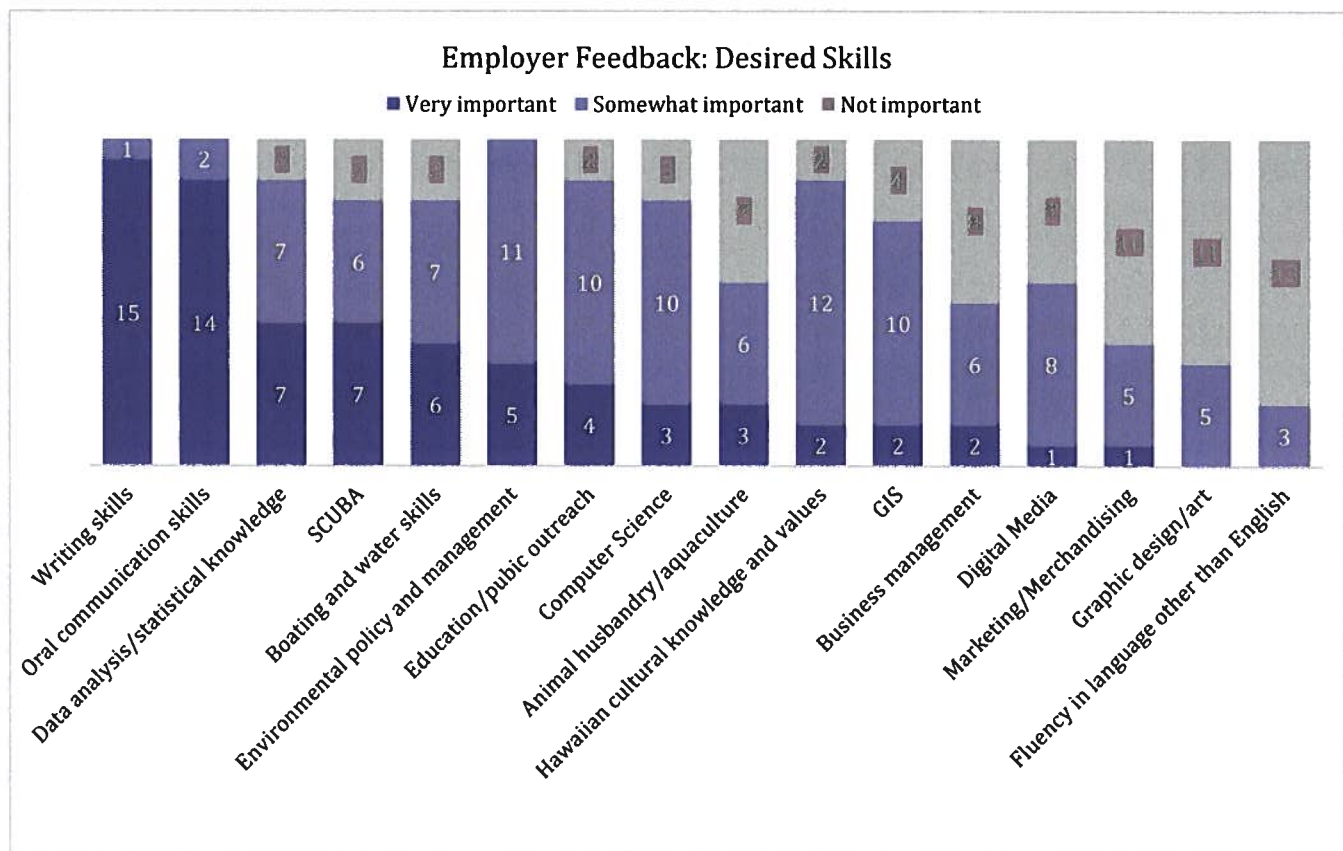
Career and Graduate Education Opportunities

Because students completing the BA MB could have many different skill sets, we predict that their career and graduate education opportunities will be varied as well. For graduate school, students who wished to continue on to e.g. medical, veterinary, law, or other graduate and professional schools would have space in their schedules to take the additional required courses for admittance.

For other career opportunities, we surveyed potential employers for BA MB graduates in the State of Hawai‘i, most of whom had previously employed BS MB graduates, about the skill sets they most value in prospective employees beyond knowledge of marine biology. We received 16 responses from employers at the federal, state, and local level, including private, public, and nonprofit entities. Out of the 14 options we listed (*Employer Feedback: Desired Skills* graph, page 6), the top two most desirable qualities were strong **written** and **oral communication** skills; every employer listed these as either “very important” (15/16 for strong writing skills, 14/16 for strong oral communication skills) or “somewhat important” (the remaining 1 and 2 employers, respectively). Otherwise, not surprisingly, desirable skill sets were as varied as the employers. The overwhelming importance of written and oral communication skills suggests that BA MB graduates will be highly attractive to employers if they choose to further develop these valued skills by taking relevant courses in other fields e.g. English or Communicology. There are already a number of opportunities for BA MB students to develop their writing skills through writing intensive marine-biology-oriented coursework, and we will further emphasize the importance of written and communication skills for BA MB majors through the College of Natural Sciences advising office.

After written and oral communication skills, other skills and expertise valued as “very important” or “somewhat important” by 13 or more employers included **environmental policy and management** (5 “very important”, 11 “somewhat important”), **data analysis and statistical knowledge** (7 very, 7

somewhat), **education and public outreach** (4/10), **Hawaiian cultural knowledge and values** (2/12), **scientific diving** (7/6), **boating and water skills** (6/7), and **computer science** (3/10). The proposed BA MB includes a course in biostatistics, and the other topics and skills are areas that BA MBs could pursue through existing classes, minors and certificates from different units across the University. These include, but are not limited to, minors in Education, Communicology, Hawaiian, English, and Information and Computer Science; and certificates in Sustainability (currently in development), Sustainable Tourism, Mathematical Biology, and the Marine Options Program.



Notably, at least one employer chose “very important” for all but two of the fourteen fields in the survey, including seemingly distantly related areas like **marketing and merchandising** and **digital media**. Every category was listed as “somewhat important” by at least three employers. This highlights the importance of a degree program that allows MB majors to develop skill sets that are outside of the traditional BS route. To reiterate an earlier point, students in the existing BS MB have limited ability to take courses and develop skills outside of their degree program because they do not have free elective credits to use towards completing minors or certificates.

Need for the Program in Hawai‘i

One beneficial outcome of the proposed BA MB is that it will provide a new option for Hawai‘i resident students who have a passion for marine biology but want to give back to their communities in varied ways, through teaching, sustainability, conservation, management, or community outreach. The flexibility in the proposed BA MB, graduates could have a variety of skill sets in different areas. Below we list three examples of complementary subjects BA MB students could pursue that would address the professional, economic, social, and workforce needs of the state of Hawai‘i.

Education

BA MB students could complete a Minor in Education (MIE) if they were considering education as a future profession. The U.S. Department of Education has identified science as a ‘teacher shortage area’ (TSA) for the state of Hawai‘i in every year since 1993 (TSA Nationwide Listing Comprehensive Compendium, May, 2017), and science is listed as one the top three Hawai‘i Department of Education (HIDOE) TSAs for the 2018-2019, 2019-2020, and 2020-2021 school years (<https://tsa.ed.gov/#!/reports>). MIEs can opt to graduate with certification as substitute teachers with HIDOE; a history of employment with HIDOE would give our graduates priority for programs like the Grow Our Own Teachers Initiative, a fast-track program at UHM which offers a post- baccalaureate certificate in secondary education or a Master of Education in teaching with full scholarship stipends, in exchange for a commitment to teach in the Hawai‘i public schools for three or more years. We have also discussed a 3+2 degree program with the College of Education that would allow students to graduate in five years with a BA MB, a Masters degree in teaching, and a State of Hawai‘i teaching credential. If the degree program is approved, we hope to pursue the creation of such a program.

Hawaiian Language and Traditional Knowledge

Future workers in Hawai‘i in any field, including but not limited to resource management, education, and science communication, should have the knowledge to make culturally appropriate recommendations and to interact productively and respectfully with local communities and community leaders. BA MB students could, if they wished, pursue a minor or certificate in Hawaiian. Also, to strengthen this component of the MB degree generally, in the proposed ‘major electives’ course list we have included HWST courses that focus on traditional knowledge and approaches to marine biology. We look forward to the role the BA MB will play in building connections between marine biology instructors and researchers in the SoLS and the Kamakūokalani Center for Hawaiian Studies.

Sustainability and Hawai‘i’s Green Economy

The August 2019 report by the University of Hawai‘i Economic Research Organization (UHERO), “Characterizing Hawai‘i’s Natural Resources Management Sector: Jobs, Education, Salaries, and Expenditures,” highlights ways that the BA MB will contribute to the professional, social, and workforce needs of Hawai‘i. The report shows that in Hawai‘i’s “Green Economy,” jobs in natural resource management (defined as “..activities and employees that support and care for natural lands, air, freshwater and marine systems in Hawai‘i”) grew at an annual rate of 7% between 2014 and 2018. Employers reported that most of these positions required at least a 4-year bachelor’s degree, and one of the key recommendations in the UHERO report was to “Encourage pursuit of the most desirable college majors for natural resource management careers: natural resources management, biology, environmental studies, botany, ecology, Hawaiian studies, communications, **marine biology**, geography, environmental law.” This

fits perfectly with the goals of the BA MB; graduates will have solid training in marine biology and can also gain experience and knowledge in other, complementary fields such as sustainability, Hawaiian studies, communications, and law.

National and International Need

BA MB students could graduate with a variety of skill sets that would prepare them for different types of jobs in ocean-related industries. Jobs in the variously-termed “Blue Economy” or “Ocean Economy” are increasingly important in the United States. According to the NOAA Report on the U.S. Ocean and Great Lakes Economy (2019), “Blue Economy” jobs accounted for 2.3% of total employment in the US in 2016, with a 2.7% increase in positions between 2010 and 2016, compared to 1.7% overall job growth during that time.

The six sectors in NOAA’s Ocean Economy Report (2019) were Living Resources, Tourism and Recreation, Marine Transportation, Marine Construction, Ship and Boat Building, and Offshore Mineral Extraction. The University of Hawai‘i have unique and outstanding resources to support preparation of BA MB graduates in many of these areas. Tourism and Recreation was by far the largest sector in NOAA’s report, accounting for 73% of total employment and 41% of GDP. As a global center for tourism, much of it ocean-based, Hawai‘i and the University of Hawai‘i are uniquely situated to attract and train BA MB students in areas complementary to marine biology, such as Sustainable Tourism. Living Resources is another area of obvious overlap; many of our students’ express interests in resource management or aquaculture, which also fits with the employment needs of the State of Hawai‘i.

PROGRAM ORGANIZATION

The BA MB will require a foundation in chemistry, including General Chemistry I and II plus corresponding laboratories, and Organic Chemistry I with laboratory. This is essential to ensure students have the knowledge to complete molecular-oriented biology and marine biology coursework. They will also need a strong foundation in biology-related statistics, so all BA MB students will complete a Biostatistics course (BIOL 220). The biostatistics skills learned in this course will carry through their MB coursework. The paperwork was submitted in spring 2020 for BIOL 220 to fulfill the foundations in quantitative reasoning (FQ) general education requirement.

All BA MB students will complete Introductory Biology I and II plus corresponding laboratories (BIOL 171+171L, BIOL 172+172L) to ensure a broad exposure to basic biology topics. Building on that foundation, students will complete Ecology and Evolutionary Biology plus laboratory (BIOL 265+265L) and Cell and Molecular Biology plus laboratory (BIOL 275+275L) to learn essential information and skills necessary for upper-division marine biology requirements. Marine Biology specific coursework will start with Science of the Sea (OCN 201) and Marine Ecology and Evolution plus laboratory (BIOL 301+301L) to ensure all BA MB students have a fundamental understanding of ocean processes and ecosystems. The remaining coursework will provide the flexibility for students to customize their BA MB to ensure they complete coursework that prepares them for their future career interests. The MB electives include:

Group 1 Electives (complete 2 courses) - in addition to BIOL 301+301L, students will complete at least two MB-focused courses with labs:

- Fish Diversity Laboratory (BIOL 465L)
- Biology of Invertebrates Lab (BIOL 485L)
- Algal Diversity and Evolution (BOT 480)
- Marine Microbiology Laboratory (MICR 401L)
- Global Environmental Change Laboratory (OCN 310L)

Group 2 Electives (complete 3 courses) - students will take at least three additional MB-focused courses, with or without a lab:

- Marine Mammal Biology (BIOL 331)
- Biology of Marine Organisms (BIOL 406)
- Corals and Coral Reefs (BIOL 411)
- Fish Diversity (BIOL 465)
- The Rise of Fishes: An Evolutionary History (BIOL 468)
- Biology of Invertebrates (BIOL 485)
- Algal Diversity and Evolution (BOT 480)
- Marine Microbiology (MICR 401)
- Global Environmental Change (OCN 310)
- Aquatic Pollution (OCN 320)
- Living Resources of the Sea- Mai ke Kai Mai ke Ola (OCN 331)
- Introduction to Deep-Sea Biology (OCN 430)

Group 3 Electives (complete 2 courses) - students will complete at least two courses that would specifically build towards important MB topics:

- Basic Biochemistry (BIOC 441)
- Ethology (BIOL 306)
- Biology of the Vertebrates (BIOL 325)
- Genetics (BIOL 375)
- Communicating in Biological Sciences (BIOL 390)
- Principles of Biochemistry (BIOL 402)
- Natural History of the Hawaiian Islands (BIOL 454)
- Evolutionary Biology (BIOL 470)
- Plant-Animal Interactions (BOT 456)
- Plant Physiology (BOT/TPSS 470)
- Marine Policy (GEO 423)
- Mālama Loko I‘a (HWST 353)
- Aloha Kanaloa-Marine Resources and Abundance (HWST 356)
- Kia‘i Kanaloa-Guarding Our Ocean Resources (HWST 456)
- ‘Āina Mauliola: Hawaiian Ecosystems (HWST 457)
- Mathematical Modeling: Deterministic Models (MATH 304)
- Mathematical Modeling: Probabilistic Models (MATH 305)
- Microbes and Their Environment (MICR 485)
- Virology (MICR 490)
- Ecology of Infectious Diseases and Symbioses (OCN 340)
- Marine Functional Ecology Biotechnology (OCN 403)
- Aquaculture Production (OCN 450)
- Earth’s Microbiome (OCN 454)
- Ridge to Reef: Coastal Ecosystem Ecology and Connectivity (OCN 457)

Finally, all BA MB students will complete a synthesis experience. They can select which synthesis experience will provide the most appropriate preparation for future career interests. The list of qualifying courses will be regularly evaluated and revised by the Marine Biology Steering Committee within the SoLS at UHM.

- Ocean Internships and Research (BIOL 400)
- Field Problems in Marine Biology (BIOL 403)
- Advanced Topics in Marine Biology (BIOL 404)
- Directed Research (BIOL/BOT/MICR/OCN 499)
- Advanced Quantitative Underwater Ecological Surveying Techniques (QUEST) MARE 364 (UH Hilo)

This proposal includes courses in OCN (approved), GEO (approved) and HWST (approved) that were not originally part of the BS MB. Consultation emails with the respective departments are appended.

Academic Advising

Academic advising is provided by three full-time academic advisors who are overseen by a faculty specialist that serve the SoLS undergraduate students. They work closely with the two College of Natural Sciences academic advisors that help provide advising to the rest of the College of Natural Sciences. Through one-stop-shop advising students have all of their advising needs met while meeting with one advisor. This creates a simple mechanism to ensure holistic advising for all SoLS students, including students in the new BA MB program.

Articulation with UH Community Colleges

The first two years of the proposed BA MB do not include any new courses compared to the existing BS MB. Thus, provisions for articulation with UH Community Colleges are already in place.

PROGRAM RESOURCES AND EFFICIENCY

Initial Implementation

No new resources are needed. All courses are already in place and we have the resources to offer them. If lab enrollment in MB courses grows, the laboratory fees paid by students will offset any additional expenses in purchasing supplies.

In the future, when resources are available, we will advocate for hiring a faculty specialist who will build community partnerships to foster internship opportunities for our BA MB students to enrich the synthesis experience. In addition, we foresee this position will help steer all MB majors towards connecting with engagement opportunities such as internships, directed research, and community outreach. This is a position we do not currently have, but we feel our students would universally benefit from a specialist focused on helping connect students' academic pursuits with real-world experience to ensure they are prepared for the next step in their journey after they complete their MB degree. This will also fit with a recommendation in the UHERO August 2019 report referenced above: "Encourage the continued development of public-private partnerships...to maximize the benefits generated by the effort and resources being invested in the NRM sector by individual organizations."

Expected Source of New Funds

Establishment of this degree will require no new resources.

Costs

In Fall 2019 the majors within the SoLS had an enrollment of 1,272 undergraduate and 78 graduate students and provided approximately 18,385 student semester hours (SSH) of instruction each year. The cost of all teaching assistants, faculty and lecturers totaled to \$6,034,866, equating to \$328.25/SSH. With the introduction of the BA MB degree we expect the cost per SSH to decrease because there is no need for new courses. We anticipate some shifting in enrollment as students move from the BS to the BA MB and plan to reallocate TAs within SoLS to accommodate this change in enrollment. We anticipate approximately 704 SSH of additional instruction within existing courses. We have 45 faculty with a ratio of 408 SSH/faculty member and expect that ratio to grow to 424.2SSH/faculty member with increased enrollment in the BA MB.

Table 6. Anticipated NEW Personnel and Operating Costs

Personnel	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
New Tenured Faculty	0	0	0	0	0	0
New Lecturers	0	0	0	0	0	0
Other (TA Lines)	0	0	0	0	0	0

Table 7. Anticipated NEW Operating Costs

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
New Operating Costs	0	0	0	0	0	0

Table 8. Anticipated Courses, Sections, SSH

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No. New Courses Offered	0	0	0	0	0	0
No. New Sections Offered	0	2	2	2	2	2
Annual SSH	0	224	160	160	160	160

Similar Programs in the UH System

As discussed previously, the program most similar to the proposed BA MB is the current BS MB at UHM. That program was designed to prepare students to pursue research-oriented careers, which is not the purpose of the proposed BA MB. UH Hilo has a BA and BS in Marine Sciences, which have a broader curriculum requiring a number of oceanography courses and containing far fewer marine biology courses than the proposed BA MB. The proposed BA MB is distinctly different from any program currently available in the UH system, filling a void by producing graduates with the necessary skills to fill a number of marine biology-related positions throughout the Hawaiian Islands.

PROGRAM EFFECTIVENESS

The SoLS has an assessment committee, which is overseen by the Associate Director for Curriculum. The assessment committee will be responsible for assessing student learning within the BA MB program. The committee conducts yearly assessment cycles of the student learning outcomes to ensure continuous program improvement. The SoLS assessment committee consults with the Marine Biology steering committee, which is made up of faculty who teach upper-division MB requirements within the BS MB. In addition, all graduating students complete an exit survey that is used to gain feedback from students about their experience in our programs. This information is used to make improvements to our program, such as increasing availability of required courses, addressing course conflicts, creating workshops to help students explore potential career paths and increasing communication about internships and job opportunities.

Program Accreditation

There are no Marine Biology accrediting bodies, so our program will be part of the regular College of Natural Sciences program review cycle.

APPENDIX A:
PROGRAM SHEET

University of Hawai'i at Mānoa
Colleges of Arts & Sciences Program Sheet 2021-2022
Bachelor of Science (BA) in Marine Biology
Admissions: Open Process: Declaration
Min. Total Credits: 120 (95 in core & major + 25 in electives)

UHM General Education Core Requirements	
Foundations	
<input type="checkbox"/>	FW ENG 100, 100A, 190, ESL 100, or AMST 111
<input type="checkbox"/>	FQ* BIOL/BOT 220
<input type="checkbox"/>	FG (A / B / C)
<input type="checkbox"/>	FG (A / B / C)
<i>*Note: This requirement changed in Fall 2018. If you entered the UH System prior to that, please see your college/school advisor.</i>	
Diversification	
<input type="checkbox"/>	DA / DH / DL
<input type="checkbox"/>	DA / DH / DL
<input type="checkbox"/>	DB BIOL 171, 172
<input type="checkbox"/>	DP CHEM 161
<input type="checkbox"/>	DY BIOL 171L, 172L
<input type="checkbox"/>	DS
<input type="checkbox"/>	DS
<i>* See degree, college and major requirements for courses that can also fulfill these.</i>	
UHM Graduation Requirements	
Focus	
<input type="checkbox"/>	H
<input type="checkbox"/>	E (300+)
<input type="checkbox"/>	O (300+)
<input type="checkbox"/>	W
<input type="checkbox"/>	W
<input type="checkbox"/>	W
<input type="checkbox"/>	W (300+)
<input type="checkbox"/>	W (300+)
Hawaiian / Second Language	
<input type="checkbox"/>	101
<input type="checkbox"/>	102
<input type="checkbox"/>	201
<input type="checkbox"/>	202
Credit Minimums	
•	120 total applicable
•	30 in residence at UHM
•	35 major-required lower division/25 upper division (300+ level) credits
Grade Point Average	
•	2.0 cumulative or higher (Note: Other GPAs may be required.)

Credit Maximums	
•	8 KRS activity
•	9 Directed Reading / Research
•	12 Practicum / Internship

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*This program sheet was prepared to provide information and does not constitute a contract. See back for major requirements.
 Meet regularly with your major advisor.*

Major Requirements for BA in Marine Biology	
Admission: Open	
Application: NA	
Min. major credits: 49 (62-66 including all related requirements)	
Min. C grade (not C-) in all courses	
Requirements	
Marine Biology Related Requirements (13 credits)	
<input type="checkbox"/> CHEM 161* ^{DP} / <input type="checkbox"/> 161L* ^{DY}	
<input type="checkbox"/> CHEM 162 / <input type="checkbox"/> 162L	
<input type="checkbox"/> CHEM 272 / <input type="checkbox"/> 272L	
Biology Core Courses (21 credits)	
<input type="checkbox"/> BIOL 171* ^{DB} / <input type="checkbox"/> 171L* ^{DY}	
<input type="checkbox"/> BIOL 172* ^{DB} / <input type="checkbox"/> 172L* ^{DY}	
<input type="checkbox"/> BIOL 220	
<input type="checkbox"/> BIOL 265 / <input type="checkbox"/> 265L (Fall only)	
<input type="checkbox"/> BIOL 275 / <input type="checkbox"/> 275L	
Marine Biology Required Core (25-27 credits)	
<input type="checkbox"/> OCN 201	
<input type="checkbox"/> BIOL 301 / <input type="checkbox"/> 301L (Spring only)	
<input type="checkbox"/> Group 1 Electives (minimum two courses) BIOL 465L, 485L; BOT 480; MICR 401L; OCN 310L	
<input type="checkbox"/> Group 2 Electives (minimum three courses) BIOL 331, 406, 411, 465, 468, 485; BOT 480; MICR 401; OCN 310, 320, 331, 430	
<input type="checkbox"/> Group 3 Electives (minimum two courses) Includes courses in Group 2, plus: BIOC 441; BIOL 306, 325, 375, 390, 402, 470; BOT 456, 470; GEOG 423; HWST 353, 356, 456, 457; MATH 304, 305; MICR 485, 490; OCN 340, 403, 450, 454, 457	
Synthesis Experience (3 credits)	
<input type="checkbox"/> BIOL 400, 403, 404, or 499; MARE 364 (UH Hilo)	
Notes	
Student Academic Success Center: Sinclair 301; (808) 956-5911; cnsadvis@hawaii.edu ; https://natsci.manoa.hawaii.edu/sasc School of Life Sciences: Edmondson 216; (808) 956-8303; lifesci@hawaii.edu ; https://lifesciences.manoa.hawaii.edu	

APPENDIX B:
FOUR-YEAR PLAN

University of Hawai'i at Mānoa – Four-Year Academic Plan 2021-2022

Colleges of Arts and Sciences

Bachelor of Science (BA - draft) in Marine Biology

This is a sample academic plan. Students should meet with an academic advisor prior to registration to formulate their own plan.

Year 1	Year 2	Year 3	Year 4
Fall	Fall	Fall	Fall
BIOL 171 or 172 (DB) 3	BIOL 265 3	BIOL 275 3	Group 2 Elective 3
BIOL 171L or 172L (DY) 1	BIOL 265L 1	BIOL 275L 2	Group 1 Elective 1
CHEM 161 (DP) 3	CHEM 272 3	Group 2 elective 3	Elective 3
CHEM 161L 1	CHEM 272L 2	HSL 201 3	DS 3
OCN 201 (DP) 3	FG (A/B/C) 3	Elective 3	Elective 3
FW 3	HSL 101 3	Elective 3	Elective 3
Credits 14	Credits 15	Credits 17	Credits 16
Spring	Spring	Spring	Spring
BIOL 172 or 171 (DB) 3	BIOL 301 3	Group 2 Elective 3	Synthesis Experience 3
BIOL 172L or 171L (DY) 1	BIOL 301L 2	Group 1 Elective 1	Group 3 Elective 3
CHEM 162 3	DS 3	Group 3 elective 3	DA/DH/DL 3
CHEM 162L 1	HSL 102 3	HSL 202 2	Elective 1
BIOL 220 (statistics) (FQ) 4	DA/DH/DL 3	Elective 3	Elective 3
FG (A/B/C) 3		Elective 3	
Credits 15	Credits 14	Credits 15	Credits 13
Summer	Summer	Summer	Summer
Credits 0	Credits 0	Credits 0	Credits 0
Total Credits 29	Total Credits 58	Total Credits 90	Total Credits 120

Notes:

Students must take placement exams to be able to register for CHEM 161 and MATH 215 or 241

Students must incorporate all focus requirements into this plan. Focus designations (i.e., W, E, O, H) are CRN specific & semester specific

A combination of no fewer than 25 upper division credits and 35 major-required lower division credits are required

Students must complete both BIOL 171/171L and 172/172L, but they may be completed in either order

Marine Biology Electives

Group 1 Choose 2 labs (BIOL 465L, 485L, BOT 480, MICR 401L, OCN 310L)

Group 2 Choose 3 lectures (BIOL 331, 406, 411, 465, 468, 485, BOT 480, MICR 401, OCN 310, 320, 331, 430)

Group 3 Choose 2 lectures (Courses in Group 2, plus BIOC 441, BIOL 306, 325, 375, 390, 402, 470, BOT 456, 470, GEO 423, HWST 353, 356, 456, 457, MATH 304, 305, MICR 485, 490, OCN 340, 403, 450, 454, 457)

APPENDIX C:
LETTERS OF SUPPORT

Amy Moran

From: Kekuewa Kikiloi <kikiloi@hawaii.edu>
Sent: Monday, October 12, 2020 1:02 PM
To: Amy Moran
Cc: Noelani Puniwai
Subject: Hwst approval of MB BA requirement list

Aloha Amy,

I sending this email to notify your department that our Hawaiian studies faculty voted on and approved our courses being listed for your new bachelor of arts requirements. Mahalo for this important opportunity to have Hawaiian knowledge included in your degree program.

Sincerely,
Kekuewa

Amy Moran

From: Margaret McManus <mamc@hawaii.edu>
Sent: Tuesday, April 28, 2020 10:40 AM
To: Michael Guidry
Cc: Amy Moran; Stephanie Kraft-Terry
Subject: Re: BA MB Proposal documents

Aloha Amy,

I think this is wonderful. I don't see any issues with those courses either.

Margaret

Professor Margaret Anne McManus
Chairwoman of the Department of Oceanography
University of Hawaii at Manoa
Honolulu, Hawaii 96822

mamc@hawaii.edu
<https://www.margaretmcmanus.com/>
<http://www.soest.hawaii.edu/oceanography/faculty/mcmanus.html>

On Tue, Apr 28, 2020 at 10:33 AM Michael Guidry <guidry@hawaii.edu> wrote:
My apologies Margaret.

Forgot that reply does not include the attachments -- see attached

Michael Guidry PhD
Undergraduate Chair, Global Environmental Science Program
Department of Oceanography
School of Ocean and Earth Science and Technology
University of Hawaii at Manoa

808.956.9935 (phone)
808.956.9225 (fax)

1000 Pope Road
Marine Sciences Building, Room 205
Honolulu, HI 96822

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

From: Amy Moran <morana@hawaii.edu>
Date: Mon, Apr 27, 2020 at 2:19 PM
Subject: BA MB Proposal documents

To: <guidry@hawaii.edu>

Cc: Stephanie Terry <kraft2@hawaii.edu>

Hi Michael,

The School of Life Sciences is putting in a proposal for a Bachelor of Arts degree in Marine Biology. The list of upper-division courses includes several in OCN and we wanted to check with you to see if you think this will have any negative impacts at your end.

The list of courses is on P 9 of the attached proposal.

Apologies for getting this to you so late in the semester, but we had a number of unforeseen delays. If you could get back to us this week, that would be much appreciated!

Hope you're doing well,
Amy

Amy Moran
School of Life Sciences
University of Hawaii at Manoa
Honolulu, HI 96822

Amy Moran

From: Reece Jones <reecej@hawaii.edu>
Sent: Wednesday, August 12, 2020 1:28 PM
To: morana@hawaii.edu
Subject: Re: Request to add GEOG course to upper-level electives for new degree

Dear Amy,

Yes, please do list GEO 423 Marine Policy for your BA in Marine Biology. Note our alpha changed this fall to GEO from GEOG. If you are looking for other courses, you might also consider GEO 435: Political Geography of the Oceans.

Here is the course catalog listing:

GEO 435 Political Geography of Oceans (3) DS The geopolitics of the oceans and the law of the sea as applied to regions of conflict and cooperation in marine resource development and preservation. Focus on Indo-West Pacific, South China Sea, Arctic Ocean. Pre: junior standing or higher, or consent.

Thanks,
Reece

On Mon, Aug 10, 2020 at 1:57 PM Amy Moran <morana@hawaii.edu> wrote:

Dear Reece,

The School of Life Sciences is proposing a new degree, a BA in Marine Biology. We are planning to submit the full proposal early this fall, and we would like to include a GEOG 423, Marine Policy, on the list of classes that students in the new major can take to meet upper-division elective major requirements. Is that OK with your department? Do you foresee any issues?

Thanks, and please let me know if you have any questions or would like to see the degree proposal.

Best wishes,
Amy

Dr. Amy Moran, Associate Professor

Amy Moran

From: Reece Jones <reecej@hawaii.edu>
Sent: Wednesday, August 12, 2020 1:28 PM
To: morana@hawaii.edu
Subject: Re: Request to add GEOG course to upper-level electives for new degree

Dear Amy,

Yes, please do list GEO 423 Marine Policy for your BA in Marine Biology. Note our alpha changed this fall to GEO from GEOG. If you are looking for other courses, you might also consider GEO 435: Political Geography of the Oceans.

Here is the course catalog listing:

GEO 435 Political Geography of Oceans (3) DS The geopolitics of the oceans and the law of the sea as applied to regions of conflict and cooperation in marine resource development and preservation. Focus on Indo-West Pacific, South China Sea, Arctic Ocean. Pre: junior standing or higher, or consent.

Thanks,
Reece

On Mon, Aug 10, 2020 at 1:57 PM Amy Moran <morana@hawaii.edu> wrote:

Dear Reece,

The School of Life Sciences is proposing a new degree, a BA in Marine Biology. We are planning to submit the full proposal early this fall, and we would like to include a GEOG 423, Marine Policy, on the list of classes that students in the new major can take to meet upper-division elective major requirements. Is that OK with your department? Do you foresee any issues?

Thanks, and please let me know if you have any questions or would like to see the degree proposal.

Best wishes,
Amy

Dr. Amy Moran, Associate Professor

School of Life Sciences

University of Hawaii at Manoa

Edmondson Hall 216, 2538 McCarthy Mall Road

Honolulu, HI 96822

(808) 956-6147

www.moranlab.org

www.polargiants.squarespace.com

--

Reece Jones

Professor and

Chair

Department of Geography and

Environment University of Hawai'i-

Manoa

<http://www2.hawaii.edu/~reecej>

Twitter: @reecejhawaii

Violent Borders: Refugees and the Right to Move (Verso Books, 2016) [more info](#)

APPENDIX D:
SIDE-BY-SIDE
COMPARISON OF BA
AND BS MARINE
BIOLOGY DEGREES

Major Requirements for BA in Marine Biology	Major Requirements for BS in Marine Biology
Admission: Open	Admission: Open
Application: NA	Application: NA
Min. major credits: 49 (62-66 including all related requirements)	Min. major credits: 59 (91-93 including all related requirements)
Min. C grade (not C-) in all courses	Min. C grade (not C-) in all courses
Requirements	Requirements
Marine Biology Related Requirements (13 credits)	Marine Biology Related Requirements (28-30 credits)
	<input type="checkbox"/> MATH 215* ^{FQ} or 241* ^{FQ} or 251A* ^{FQ}
	<input type="checkbox"/> MATH 216 or 242 or 252A
<input type="checkbox"/> CHEM 161* ^{DP} / <input type="checkbox"/> 161L* ^{DY}	<input type="checkbox"/> CHEM 161* ^{DP} / <input type="checkbox"/> 161L* ^{DY}
<input type="checkbox"/> CHEM 162 / <input type="checkbox"/> 162L	<input type="checkbox"/> CHEM 162 / <input type="checkbox"/> 162L
<input type="checkbox"/> CHEM 272 / <input type="checkbox"/> 272L	<input type="checkbox"/> CHEM 272 / <input type="checkbox"/> 272L
	<input type="checkbox"/> PHYS 151* ^{DP} / <input type="checkbox"/> 151L* ^{DY} or <input type="checkbox"/> 170* ^{DP} / <input type="checkbox"/> 170L* ^{DY}
	<input type="checkbox"/> PHYS 152 / <input type="checkbox"/> 152L or <input type="checkbox"/> 272 / <input type="checkbox"/> 272L
Biology Core Courses (21 credits)	Biology Core Courses (27 credits)
<input type="checkbox"/> BIOL 171* ^{DB} / <input type="checkbox"/> 171L* ^{DY}	<input type="checkbox"/> BIOL 171* ^{DB} / <input type="checkbox"/> 171L* ^{DY}
<input type="checkbox"/> BIOL 172* ^{DB} / <input type="checkbox"/> 172L* ^{DY}	<input type="checkbox"/> BIOL 172* ^{DB} / <input type="checkbox"/> 172L* ^{DY}
<input type="checkbox"/> BIOL 220* ^{FQ}	<input type="checkbox"/> BIOL/BOT 220
<input type="checkbox"/> BIOL 265 / <input type="checkbox"/> 265L (Fall only)	<input type="checkbox"/> BIOL 265 / <input type="checkbox"/> 265L
<input type="checkbox"/> BIOL 275 / <input type="checkbox"/> 275L	<input type="checkbox"/> BIOL 275 / <input type="checkbox"/> 275L
	<input type="checkbox"/> BIOL 375 / <input type="checkbox"/> 375L
Marine Biology Required Core (25-27 credits)	Marine Biology Additional Required Core (20 credits)
<input type="checkbox"/> OCN 201	<input type="checkbox"/> OCN 201
<input type="checkbox"/> BIOL 301 / <input type="checkbox"/> 301L	<input type="checkbox"/> BIOL 301 / <input type="checkbox"/> 301L
	<input type="checkbox"/> BOT 480
	<input type="checkbox"/> BIOL 485 / <input type="checkbox"/> 485L
	<input type="checkbox"/> MICR 401 / <input type="checkbox"/> 401L
<input type="checkbox"/> Group 1 Electives (minimum two courses) BIOL 465L, 485L; BOT 480; MICR 401L; OCN 310L	
<input type="checkbox"/> Group 2 Electives (minimum three courses) BIOL 331, 406, 411, 465, 468, 485; BOT 480; MICR 401; OCN 310, 320, 331, 430	
<input type="checkbox"/> Group 3 Electives (minimum two courses) Includes courses in Group 2, plus: BIOC 441; BIOL 306, 325, 375, 390, 402, 454, 470; BOT 456, 470; GEO 423; HWST 353, 356, 456, 457; MATH 304, 305; MICR 485, 490; OCN 340, 403, 450, 454, 457	
Synthesis Experience (3 credits)	<input type="checkbox"/> BIOL 499: Directed Research or BIOL 403 (4 credits)
<input type="checkbox"/> BIOL 400, 403, 404, or 499; MARE 364 (UH Hilo)	
	<input type="checkbox"/> BIOL 404: Capstone Course (3 credits)
	Approved Elective Courses (minimum 9 credits; see department for approved choices)
	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

**APPENDIX E:
ARTICULATION WITH
UH CC'S AND
EXPLANATION OF 300-
LEVEL COURSE
REQUIREMENT IN
YEAR 2**

Transferring into UHM from CCs

Articulation between community college campuses and the proposed BA in Marine Biology at UHM will be similar to existing articulation pathways for the BS MB; the main difference between the first two years of the academic plan for the BS MB and the proposed BA is that the BA program has one fewer semester each of mathematics and physics. Kapi'olani, Leeward, and UH Maui College already have transfer guides for the BS Marine Biology with course equivalencies for the first two years (except BIOL 301/L, explained below), and these could easily be modified to fit the BA Marine Biology. The first two years of the proposed BA MB contain no required courses that are not also in the BS MB.

As with the existing degrees in SoLS, our academic advisors will work with counselors from the Ka'ie'ie program to facilitate articulation.

Requirement of a 300-level course in the second year

Similar to the BS MB, BIOL 301/L (Marine Ecology and Evolution with lab) is recommended to be taken in the 2nd year of the BA MB if possible because it is a prerequisite for two 400-level required courses in the major, and because it allows students an immersive marine biology field experience earlier in their degree progress. However, most upper-division required courses in the BS MB do not have BIOL 301/L as a prerequisite, and many BS MB students take BIOL 301/L in their third year. Due to the additional flexibility built into the BA MB, transfer students will be able to take BIOL 301/L in their third year without impacting their graduation schedule. We would recommend that students planning to join the BA MB through articulation with a CC replace BIOL 301/L with BIOL 275/L in their second year (BIOL 275/L is currently placed in the fall semester of Year 3 in the proposed four-year plan), and take other marine biology courses at UHM in their first semester at UHM while waiting to take BIOL 301/L.

**APPENDIX F:
CONSULTATION
WITH UH HILO
REGARDING
POTENTIAL OVERLAP
WITH BA MARINE
SCIENCE AT UHH**

7 January, 2022

Addendum to “Request Provisional Status for the Bachelor of Arts in Marine Biology at the University of Hawaii”

Consultation with UH Hilo

Similarity of BA in Marine Biology at UH Manoa to BA in Marine Science at UH Hilo

In attendance:

Steven Colbert, Associate Professor and Chair, Marine Science Department (UHH)

Marta deMaintenon, Professor, Marine Science Department (UHH)

Amy Moran, Professor, School of Life Sciences (UHM)

Peter Marko, Professor, School of Life Sciences (UHM)

Cliff Morden, Professor and Interim Director, School of Life Sciences (UHM)

On Tuesday, January 4, 2022, the above faculty from UH Hilo and UH Manoa met to discuss the relations of the BA degree in Marine Science (MS) at UH Hilo (UHH) and the proposed degree in Marine Biology (MB) at UH Manoa (UHM). We discussed how even though some of the coursework appears similar on the surface, the overall intent and content is fundamentally different in that UHH MS degree focus is on the bio-physical interactions in the ocean where the UHM MB degree focus is the ecology and evolution of the organisms within. Because they are BA degrees, both have many electives that are possible for students to build into their curriculum. Although it seems that a consequence of this is students could receive a double major (MS and MB) with only a few additional courses, this would be a very difficult undertaking due to the requirements from each university.

One of the positives that we all drew from our discussions was that we all agree having both programs available to us provides our units an opportunity to potentially interact in the future. This could be in promoting shared curriculum, interning at the sister-university location, or other aspects that will benefit the education of the students. The latter is the key element, the students will reap the benefits from having these additional options open to them. Although the broader integration would require changes to each school's programs, these are certainly discussions we should have in the future.

One of the concerns that we both shared is the impact on the growth of each program. Each of these programs, however, is growing, and it is certainly a necessity to have them available for students at each university. If there was broader overlap among the two degrees AND the degree was on the fringe of the size limit to sustain itself, then such competition would be detrimental to each program. However, with 200 students in Marine Science at UHH and nearly 500 students in Marine Biology at UHM, neither degree is a specialty major that is in jeopardy. Both degree programs are in fact operating beyond their capacities. Like many other core majors, it is important to have them offered at both institutions. Furthermore, the idea of a UHM BA program was motivated and designed to better serve the growing number of students in the UHM BS program with no intention of going to graduate school, not to attract additional students.

We pointed out how one of the differences is the education at UHH is more place-based with hands-on experiences focusing on many aspects of marine science in addition to biology whereas at UHM it is more lab-based and focused on biological principles and concepts with field experiences in marine biology context. This provides exciting opportunities for us both. As we move forward, we are looking forward to the future discussions about how we can jointly serve our students with curricula at both universities to assist both of our students to achieve their goals. As the UH system encourages more collaboration between campuses, we are at the front to take advantage of those opportunities.

Dr. Steven Colbert, Chair of the UHH Marine Science Department stated this was an accurate summary of our discussion and he supports our moving forward with the proposed BA in Marine Biology.



UNIVERSITY
of HAWAII
SYSTEM

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

June 21, 2019

MEMORANDUM

TO: Michael Bruno
Provost
University of Hawai'i at Mānoa

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

SUBJECT: Approval of Authorization to Plan for Bachelor of Arts in Marine Biology

At the UH Officers meeting held on June 17, 2019, the Authorization to Plan for a Bachelor of Arts in Marine Biology was approved.

We will discuss the request with the Council of Chief Academic Officers at their meeting on June 26, 2019, at which time they can provide additional input.

Should you have any questions, please do not hesitate to contact me at 956-6897.

cc: Council of Chief Academic Officers
Wendy Pearson, Program Officer, UHM
Aloysius Helminck, Dean of Natural Science, UHM

Bachman Hall 204
2444 Dole Street
Honolulu, Hawai'i 96822
Telephone: (808) 956-6897
Fax: (808) 956-5286

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UNIVERSITY
of HAWAII
MANOA

RECEIVED

Office of the Provost

19 MAY -6 P2:47

May 6, 2019

MANOA CHANCELLOR'S
OFFICE**MEMORANDUM**

TO: Donald Straney
Vice President for Academic Planning and Policy

VIA: David Lassner
President *David Lassner*

FROM: Michael Bruno
Provost *Michael Bruno*

SUBJECT: Authorization to Plan for Bachelor of Arts in Marine Biology

Attached please find an Authorization to Plan (ATP) for a Bachelor of Arts in Marine Biology from the UHM College of Natural Sciences. I believe that you will find that this proposal is responsive to state need and addresses several strategic goals of the Manoa Campus and the UH System. Per the review procedures:

The ATP is submitted by the Campus Chancellor to the System Vice President for Academic Planning and Policy for review by the UH Officers. The Vice President for Academic Planning and Policy will notify the campus of the results of the review.

I recommend review by the UH Officers. Should you have any questions, please let me know.

Attachment

C: Dean Helminck
Biology Chair DeCouet
Program Officer Pearson

2500 Campus Road, Hawai'i Hall
Honolulu, Hawai'i 96822
Telephone: (808) 956-8447

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**UNIVERSITY
of HAWAII**
MĀNOA

RECEIVED
Colleges of Arts and Sciences
College of Natural Sciences
Office of the Dean


19 APR 22 10:43

UNIVERSITY OF HAWAII
137

MEMORANDUM

April 18, 2019

TO: Michael Bruno
Provost

FROM: Aloysius Helminck
Dean, College of Natural Sciences 

SUBJECT: Authorization to Plan (ATP) for Bachelor of Arts in Marine Biology at the University of Hawaii at Mana

The creation of a Bachelor of Arts degree in Marine Biology has been under discussion by the Marine Biology Steering Committee (made up of members from the departments of Botany, Biology, and Microbiology) for over a year. Drafts of the initial proposal were reviewed and approved by curriculum committees of both the Department of Biology and the College of Natural Sciences. A revised proposal was reviewed and supported by the College of Natural Sciences Program & Curriculum Committee on March 8, 2019.

We provide the attached ATP document, revised in April 2019, for review and comment and request that it be forwarded to the subsequent reviewing entity upon approval.



UNIVERSITY
of HAWAII
MĀNOA

Department of Biology

MEMORANDUM

DATE: 4/18/2019

TO: Aloysius Helminck
Dean, College of Natural Sciences

FROM: Associate Chair, Department of Biology

H. Gert DeCouet
Chair, Department of Biology

SUBJECT: Request for Authorization to Plan an Academic Program: Bachelor of Arts in Marine Biology

Background:

The creation of a Bachelor of Arts degree in Marine Biology has been under discussion by the Marine Biology Steering Committee (made up of members of the departments of Botany, Biology, and Microbiology) for over a year. After receiving permission via email from the OVCAA to prepare an ATP, drafts of the attached ATP request were reviewed and approved by the Curriculum Committees of both the Department of Biology and the College of Natural Sciences. All courses required for the proposed BA in Marine Biology already exist. Depending on enrollment increases, new sections may need to be added to some MB courses, which could require the hiring of lecturers or adjustments in faculty teaching schedules. At the University level, the increase in tuition and lab fees should offset direct costs of running additional lab sections. The College of Natural Sciences is committed to supporting any increase in demand by redistributing resources and by focusing requests for new resources, space, and hiring in this area if needed.

Action requested:

Approval of Authorization to Plan a new degree program: Bachelor of Arts in Marine Biology

Attachments/Enclosures: ATP1

APPROVED/DISAPPROVED:

A handwritten signature in black ink, appearing to read 'A. Helminck', written over a horizontal line.

Aloysius Helminck, Dean

APR 19 2019

Date

Authorization to Plan for New Academic Programs

1. Campus, school/college and department/division proposing the new program

The Department of Biology in the College of Natural Sciences at UH Mānoa is proposing a new degree, a Bachelor of Arts in Marine Biology.

2. Degree proposed and program objectives

The Biology Department at UH Mānoa requests authorization to plan a Bachelor of Arts in Marine Biology (BA MB) degree. The existing Bachelor of Science in marine Biology (BS MB) degree provides a comprehensive range of science and mathematics courses, and is designed to prepare students for a 'traditional' path to graduate school and careers in academia and research. However, the modern "Blue Economy," focused on improved stewardship of ocean resources for a sustainable future, provides opportunities for many new career paths that allow students to combine their passion for marine biology with their other talents and interests. These talents and interests are diverse, reflecting the diversity of the UH student body. Because of our unique geographic location and the University's reputation for excellence in marine research, the BS MB is a very popular and strong degree program that draws many students. The existing BS MB has only one free elective credit, however, giving students almost no opportunity to pursue learning in complementary areas that they are also passionate about. Our vision is that the BA MB will promote learning and career advancement for students who love marine biology and want to combine it with other fields of study. As examples, a BA MB could prepare students for (1) the growing field of science communication, by combining a solid background in marine biology with courses and writing, communication, journalism, graphic design, and/or art; (2) K-12 education, either formal or informal (e.g. outdoor education); or (3) marine environmental policy and management, including coral reef restoration, place-based marine management strategies, and sustainable aquaculture or tourism. Students in the BA MB program would be able to combine their degree with existing programs at UHM such as certificates in Sustainability (newly approved, Institute for Sustainability and Resilience), Law and Society (CAS), and Sustainable Tourism (STIM). They could also choose to minor in many complementary fields such as Communicology, English, or Art (science communication), Secondary Education (education), and Economics, Political Science, or Public Health (marine policy and management). If the ATP is approved, as part of the planning process for a full proposal we will reach out across units at UHM to identify particular groups of courses (as well as certificates, minors, and internships) that will help BA MB students pursue these types of goals.

3. Alignment with the Campus and UH system mission, strategic plan and the Integrated Academic and Facilities Plan

The Marine Biology major at UH Mānoa exemplifies a degree that "*focuses on programs of excellence that emphasize Hawai'i's many strengths and advantages of location, population and geography.*" Our geographic location, Hawai'i's strong historical, cultural, and economic connection with the ocean, and the University's excellent reputation for marine research, all make

UH Mānoa a top choice for students interested in marine biology. The MB curriculum capitalizes on these unique strengths, with numerous field trips to learn first-hand within the Hawaiian waters and many opportunities for students to interact directly with local researchers and representatives from government organizations.

The proposed BA MB will also support UHM's goal to "*become more attractive to the best local high school graduates,*" and to "*attract more top national and international students.*" The existing BS MB is already a popular and attractive degree that averages ~300-350 majors. We feel the BA MB would attract even more top local graduates and national and international students because it would allow students with strong interests in conservation, sustainability, policy, education, or science communication to develop those skills along with their MB degree.

Justification of need

In the 2013 established-status request for the BS MB, we reported that among graduates who responded to a survey, ~ $\frac{2}{3}$ had continued on to graduate programs and ~ $\frac{1}{3}$ to employed positions, mostly in MB-related fields. Many of these positions (and some of the graduate programs) were in areas such as education, conservation, and sustainability. The BA degree, by allowing flexibility in the courses students could choose to take, would allow them to better prepare for this wide range of fields.

If the ATP is approved, during the planning process we will gather information from potential employers in the state of Hawai'i to help align the BA MB with the translational skills that would benefit employers and strengthen the workforce.

4. Demand for the program

We surveyed the BS MB and Biology (BA and BS) majors to determine the level of demand for the proposed new degree and received 124 responses. When asked "*If you were starting college now, would you be interested in a BA degree in Marine Biology?*", 38% answered "yes" and 41% answered "maybe." Of the students who answered the question "*What would you view as the strongest reasons to pursue a BA in Marine Biology (as opposed to a BS)?*", 65% listed increased flexibility, citing their interest in taking courses that would help them prepare for marine biology-related careers in management, sustainability, education, conservation, or humanities. 12% indicated a BA would be appealing because it would make it easier to be a double major.

When we asked "*Please share any other insight you have on the proposed BA in Marine Biology,*" students said many positive things, including:

"It allows for more diversity for students pursuing careers in marine bio such as education and public outreach, like myself."

"I think this would be a great option for those uninterested in becoming a researcher and/or professor in the future. I think other classes, such as those geared towards ocean conservation, sustainability, politics, etc. should be included."

"Some people want to pursue marine bio for conservation purposes but also enjoy the arts as well with a BA in marine bio students are able to explore both interests they have. Please add this"

opportunity it would be amazing for so many reasons."

The BS MB is one of the top majors indicated for students applying for Fall 2019 entrance, with a ~32% increase in admitted majors compared to Fall 2018. Particularly in light of the anticipated growth in the BS MB, we feel the BA MB is important because it will allow students to prepare for a wide diversity of careers in marine biology-related fields in the state of Hawai'i and elsewhere.

5. Non-duplication of programs

UH-Hilo offers BA and BS degrees in Marine Science (MS), and the Department of Oceanography at UHM offers a BS degree in Global Environmental Sciences (GES). Otherwise, there are no potentially overlapping degree programs within the UH system. The focus of the MS degree at UHH is oceanography and ocean science; students take required coursework in biological, chemical, physical, and geological oceanography. The emphasis of the GES degree at UHM is the Earth and Earth's physical, chemical, biological, and human systems. In contrast, the current BS MB degree gives students a strong background in biology as well as the basic principles of the diversity, structure, and function of marine organisms, and the relationships between marine organisms and their environment. The proposed degree will retain the biological focus of the BS degree; thus, this new degree, like the BS MB, will be distinct from MS at UHH and GES at UHM.

6. Potential risks associated with the new program

Potential risks are similar to the risks associated with existing programs, such as changes in overall enrollment. If the BA MB is not popular and very few students choose to enroll, our program costs will remain stable since we are not proposing new required courses beyond what is already part of the BS MB.

7. New Resources


We do not propose to create any new courses for the BA MB, so if overall enrollment in MB remained constant, no new resources would be needed to support the BA. If the proportions of MB BS/BA majors followed the patterns in the Biology BS/BA degrees, then with no growth the BA degree would serve ~180 students (calculated from Fall 2018 data: 357 BS MB majors, adjusted by the ratio BA Biology (271) to BS Biology (541) majors).

If the creation of the BA MB increased overall enrollment in MB, it is likely that new sections would need to be added to some MB courses and laboratories (which are currently near capacity) to maintain the quality and experiential emphasis of these classes. At the University level, the increase in tuition and lab fees should offset direct costs of running additional lab sections. The College of Natural Sciences is committed to supporting any increase in demand by redistributing resources and by focusing requests for new resources, space, and hiring in this area if needed.

Signature Page:

**Signature indicates that the person has reviewed the ATP1 and supports the proposed program.
Signature page is to be completed upon submission to the VPAPP.**

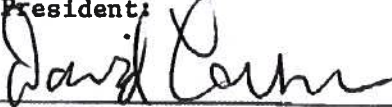
Dean/Department/Division Chair:


Signature _____ Aloysius Helminck APR 25 2019
Print Name Date

Provost:


Signature _____ Laura E. Lynn for Michael Pinner 4/30/19
Print Name Date

President:


Signature _____ David Lassner MAY - 6 2019
Print Name Date

ATP2 (2 page limit)

Upon a positive review of the ATP1 by the ATP1 committee, the campus will complete the ATP2. The following items are to be addressed in the ATP2:

- A. If a similar program exists, consult with other campus(es)
 - a. The VCAA of the other UH campus(es) with relevant program(s) by the VCAA of the campus proposing the degree/certificate
 - a. Colleagues in related disciplines from other campuses
 - b. Identify who (campus, name and title) has been consulted and the date(s) of consultation
- B. Impact on accreditation (program and regional)
- C. Timeline for submission of new program proposal to:
 - a. Council of Chief Academic Officers (CCAO)
 - b. BOR Committee on Academic and Student Affairs
 - c. Board of Regents

After completion of the campus curricular review process, the ATP1 and ATP2 will be submitted to CCAO by the Campus VCAA.

Once the ATP1 and ATP2 are endorsed by CCAO, the campus may proceed with the development of a new program proposal. New program proposals are to be submitted to CCAO within two years of endorsement of ATP1/2 by CCAO.

Process Reviewed by CCAO: 10/27/16
Process Reviewed by UH Officers: 2/8/17

Revised 10/19/17



Presented to the Mānoa Faculty Senate by the Committee on Academic Policy and Planning (CAPP) for a vote of the full Senate on November 17, 2021, a resolution supporting the proposal for a Bachelor of Arts in Marine Biology. Approved by the Mānoa Faculty Senate on November 17, 2021 with 46 votes (95.83%) in support; 2 votes (4.17%) opposed; and 0 abstentions.

**RESOLUTION SUPPORTING THE PROPOSAL FOR A
BACHELOR OF ARTS IN MARINE BIOLOGY**

WHEREAS, the School of Life Sciences currently offers Bachelor of Arts (BA) degrees in Biology, Botany, and Microbiology, as well as Bachelor of Science (BS) degrees in Biology, Botany, Marine Biology, Microbiology, and Molecular Cell Biology; and

WHEREAS, surveys of both students and recent graduates in Marine Biology indicate demand for a degree in Marine Biology with more flexibility than offered by the BS in Marine Biology; and

WHEREAS, this proposed program would retain core elements of the BS in Marine Biology while supporting students in deepening their knowledge of complementary subjects, which may lead to careers and contributions to society that do not require graduate study in Marine Biology; and

WHEREAS, this proposed program would complement the existing BA in Interdisciplinary Studies: Social Sciences of Oceans, by ensuring its graduates are more grounded in Biology and Chemistry; and

WHEREAS, this proposed program would complement the existing BA and BS programs in Marine Sciences at the University of Hawai'i at Hilo, which have greater focus on Oceanography and less emphasis on Marine Biology than the proposed program; and

WHEREAS, this proposed program will be assessed by the existing assessment committee of the School of Life Sciences in consultation with the existing Marine Biology steering committee; and

WHEREAS, no additional resources are needed for this program; therefore,

BE IT RESOLVED, that the Mānoa Faculty Senate recommends approval of the proposal to establish a Bachelor of Arts degree in Marine Biology in the School of Life Sciences at the University of Hawai'i at Mānoa.



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BOARD OF REGENTS
MĀNOA '22 JAN 27 A9:01

College of Natural Sciences
Office of the Dean

DTS 22137A1b.

23 November 2021

MEMORANDUM

TO: Randolph G. Moore
Chair, Board of Regents

VIA: David Lassner
President

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VIA: Michael Bruno
Provost

Handwritten signature of Michael Bruno in black ink.

VIA: Laura E. Lyons
Interim Vice Provost for Academic Excellence

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FROM: Aloysius Helminck
Dean, College of Natural Sciences

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SUBJECT: REQUEST FOR ESTABLISHED STATUS FOR THE BACHELOR OF
SCIENCE IN MOLECULAR CELL BIOLOGY AT THE UNIVERSITY OF
HAWAII AT MĀNOA

SPECIFIC ACTION REQUESTED:

It is respectfully requested that the Board of Regents grant established status to the BACHELOR OF SCIENCE IN MOLECULAR CELL BIOLOGY in the COLLEGE OF NATURAL SCIENCES at the University of Hawaii at Mānoa.

RECOMMENDED EFFECTIVE DATE:

Upon Board approval

ADDITIONAL COST:

There are no additional costs associated with the establishment of this degree program. All courses are currently being taught. No program-specific faculty hires are expected, as the program is supported by the teaching contributions of existing faculty from multiple departments, and future hires in other life sciences programs will add to this pool to enrich the

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program. If laboratory costs associated with the courses for this major grow, the lab fees paid by students will offset any additional expenses associated with the purchase of supplies.

PURPOSE:

The Bachelor of Science in Molecular Cell Biology has completed its provisional cycle, and in accordance with Board of Regents' policy, was reviewed under the procedures of program review at UH Mānoa and recommended for established status.

BACKGROUND:

Board of Regents Policy 5.201 Parts III.B confer upon the Board the authority to grant established status to provisional degree programs, and states that a request must be made to the Board to transition a degree program from provisional to established status, and that the recommendation by the president for approval by the Board shall include the results of a program review. The results of the program review are presented in the attached document.

Summarize the program's role and its evolution since inception

The Bachelor of Science in Molecular Cell Biology (MCB BS) program provides focused training in molecular and cell biology, experimental biology, and foundational knowledge and critical thinking skills necessary for students to competitively pursue careers in human health and biomedical sciences. The program was granted provisional status in 2011. In 2019 the departments of Microbiology, Botany, and Biology merged to form the School of Life Sciences (SoLS), all within the College of Natural Sciences, where the MCB BS program currently resides. At its inception the program involved only UHM faculty from the former departments that now comprise the SoLS but has since grown through the participation of faculty from other UHM schools such as the College of Tropical Agriculture and Human Resources (CTAHR), and from other UH units such as the John A. Burns Schools of Medicine (JABSOM) and the UH Cancer Center (UHCC).

Why will this continue as a priority for the campus/college?

The MCB BS program directly addresses the need to train UHM pre-medical and pre-graduate school students interested in human health sciences. The MCB BS program supports rigorous training in the classroom and actively facilitates students finding mentored research positions to strengthen their competitiveness for top MD and PhD programs. A degree in molecular cell biology is currently the second most-popular undergraduate degree held by first-year medical students at JABSOM. It is anticipated that the demand for the MCB BS degree will continue to grow, especially in response to the COVID-19 pandemic increasing the interest among incoming college students in topics related to immunology and biomedical research. The MCB BS program supports cross-unit collaborative teaching and research between SoLS and JABSOM, and UHCC, and CTAHR, and thus serves as a successful model for leveraging existing UH personnel and resources to further the University's mission of promoting student success and its profile as a world-class research institution.

Will it continue to meet needs and generate demand?

The MCB BS curriculum covers a range of topics and training skills that thoroughly prepares students for success on the Medical College Admissions Test (MCAT), entrance to biomedical MS and PhD programs, and employment in biotechnology fields. Importantly, all the courses have syllabi that deliver topical content that reflects the current state of molecular sciences, immunology, and medical technology. Therefore, the program is well suited to meet current needs of students and is responsive to the teaching of new advancements in the field. Steps have been taken to generate additional demand for the program through advertising the MCB BS degree to life-sciences students in their first year at UHM and through adjustments in SoLS

curricula to introduce students to the MCB gateway course earlier in their undergraduate pathway.

Does the program integrate well with programs on this and other campuses? How will developments at other campuses affect this program in the future?

The MCB BS degree at UHM is unique; there are no other MCB baccalaureate degrees offered in the UH system. However, the strength of the program comes from its strategy of incorporating the instructional expertise and resources from other departments on the UHM and Kaka‘ako campuses with those of SoLS to leverage the best teaching and laboratory facilities across campuses to train undergraduates. In return, the success that the MCB BS program has in training undergraduates enriches the quality of medical student applicant pools at JABSOM and the preparedness of young scientists who join research groups at UHCC. As this educational pipeline strengthens through future expansion efforts of MCB BS, integration of undergraduate and graduate-level training in molecular cell biology across these units will prominently contribute to the University’s overall educational mission.

Assess how well the program met proposed enrollments, completions, operating and instructional resource and facility needs?

The MCB BS program has held steady enrollment since its inception, with minor fluctuations attributable to external causes. The program has 113 alumni, with 81% of graduates from the past five years successfully matriculating to medical school or graduate school consistent with the training goals of the program. All courses in the MCB BS curriculum are taught by existing faculty, and no additional hires are requested. There are no program-specific costs associated with the MCB BS program since all courses exist as components of other SoLS programs. The program is housed in the new Life Sciences Building which opened in 2020 and provides all necessary equipment and state-of-the-art teaching laboratories for MCB BS instruction.

What unexpected developments enhanced or challenged the program in its evolution?

Preparations to transition the MCB BS program to established status in 2016 were hampered by the loss of the founding faculty members of the program, and this also curtailed promotional activities to attract students to the major. MCB program assessment and expansion were halted in 2018-2019 to accommodate the administrative demands of forming the new School of Life Sciences. Since early 2020, the evolution of the MCB BS program has temporarily slowed due to the COVID-19 pandemic shifting focus away from program development to address the more immediate University-wide needs of sustaining course delivery and maintaining enrollment.

Defend the recommendation to make the program permanent

The MCB BS degree is a zero additional cost program that combines existing faculty and resources to create a unique, highly-demanded, and successful mechanism for supporting student success and expansion of institutional research. Transitioning the MCB BS from provisional to established status at UHM will encourage young future doctors and biomedical researchers to train in the UH system and stay in Hawai‘i for medical school or biomedical graduate programs. The MCB BS program serves as a successful model for integrating cross-unit teaching and facilities to provide top quality pre-medical and biomedical research training with no program-specific expenses. The program functions as a much-needed collaborative bridge between UH Mānoa, the UH Cancer Center, and JABSOM that supports access by undergraduates to world class faculty and facilities across the campuses as part of a formal curriculum instead of relying on students proactively seeking *ad hoc* training opportunities on their own. The program also encourages cross-unit collaborative faculty research proposals that create novel grant-funding opportunities that support the profile of UH as a competitive R1-research institution. The MCB BS program will continue its successful track record of producing quality students in pre-med

and biomedical research career paths who matriculate to JABSOM and UHCC, and complement other UH bioscience programs that do not focus on human health and biomedical technology. Importantly, it will ensure that UH will continue to be viewed as a top choice of schools for local, domestic, and international students interested in Molecular Cell Biology well into the future.

ACTION RECOMMENDED:

It is respectfully recommended that the Board of Regents grant established status to the BACHELOR OF SCIENCE IN MOLECULAR CELL BIOLOGY in the COLLEGE OF NATURAL SCIENCES at the University of Hawai'i at Mānoa.

Attachment: Proposal for BACHELOR OF SCIENCE IN MOLECULAR CELL BIOLOGY

cc: Executive Administrator and Secretary of the Board Kendra Oishi

Provisional to Established Program Proposal

Bachelor of Science (BS) degree in Molecular Cell Biology

School of Life Sciences
College of Natural Sciences
University of Hawai'i at Mānoa

November 20, 2021

Prepared by:

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Michael Muszynski, Ph.D.

Howard Shen, Ph.D. (Committee Chair)

Masato Yoshizawa, Ph.D.

1. Executive Summary

The Bachelor of Science in Molecular Cell Biology program (hereafter, MCB BS) within the former Department of Microbiology at the University of Hawai‘i at Mānoa (UHM) was granted provisional status in 2011. In 2019, the departments of Microbiology, Botany, and Biology merged to form the School of Life Sciences (SoLS) within the College of Natural Sciences (CNS), where the MCB BS program currently resides.

The MCB BS program fulfills an important disciplinary need within the SoLS curricula, offering specialized training to students who plan to matriculate to MD or PhD programs or professional work in biomedical sciences. In addition to the general Biology degree, existing programs within SoLS provide excellent training opportunities in Botany, Microbiology, and Marine Biology, with particular strengths in ecology and evolution. The MCB BS degree expands upon these offerings by providing focused training in molecular and cellular biology, experimental biology, and the foundational knowledge and critical thinking skills necessary for careers in human health and biomedical research. MCB programs are valued across the nation, as evidenced by the over 100 Carnegie Research-Intensive universities that offer baccalaureate degrees including many of our peer and benchmark institutions as well as at top US universities such as University of California at Berkeley, Stanford, University of Michigan, Harvard, Yale, and Princeton.

The University of Hawai‘i at Mānoa’s MCB BS program serves a very talented population of students and creates a cohesive community for cross-unit collaboration. MCB BS majors are bright, dedicated students who have higher retention rates, graduate in less than four years with higher GPAs than their peers in other majors within the SoLS. MCB BS students are active in research and successfully compete for the UROP, Cancer Center Summer Research Internships, and Hawaii Pacific Health research internships, as well as BIOL 499 directed research opportunities. Furthermore, the program serves as a mechanism for cross-unit teaching and research collaboration between SoLS faculty and colleagues at UH Cancer Center (UHCC) and John A. Burns School of Medicine (JABSOM) who value MCB BS graduates as prospective graduate and medical students (see Appendix I - Ramos and Le Saux letters of support), and synergy with colleagues from the College of Tropical Agriculture and Human Resources (CTAHR) Molecular Biosciences and Bioengineering (MBBE) program (see Appendix I - Borthakur / CTAHR letter of support). In this manner, the MCB program represents a successful model for leveraging the existing faculty talents and resources of both the Mānoa and Kaka‘ako campuses to support focused, high-quality undergraduate STEM education, the success of which is vital to the health and future growth of all three units.

From its inception, the MCB BS program was designed to combine the resources of the departments that now comprise the School of Life Sciences to offer **specialized training at no additional cost** to the University. The entire MCB BS core curriculum is comprised of Biology (BIOL) and Microbiology (MICR) courses that **are well-established and would be offered regardless of the existence of the MCB BS program**. At the same time, the existence of the MCB program has encouraged reexamination of our curriculum with a view toward enrichment. For example, the design of the BIOL 472 Biology of Cancer course was motivated by a desire to delve into cell biology topics with direct relevance to human health. The course serves as both a capstone for MCB majors and is popular with other life-science majors including Biology and MBBE. The MCB BS program thus fills an important niche within the menu of life-science majors and promotes synergy between SoLS programs and external departments.

We note that there has been a delay in applying for established status. This is not due to lack of program popularity, but largely due to unfortunate timing: 1) Preparations for transitioning to established status in 2016 were hampered by the loss of faculty members who founded the program (others have since stepped in to lead), 2) an eighteen month period from 2018-2019 during which further program development was put on hold to accommodate the administrative demands of forming the new School of Life Sciences, and 3) the unprecedented shifts in pedagogy brought on by COVID-19 in early 2020 that forced MCB program expansion activities to take a back seat to more immediate University-wide needs of sustaining course delivery during the pandemic. As the campus continues to move beyond the crisis of the last two years and SoLS matures beyond the initial reorganization, it is now time to secure the MCB BS program's established status.

Mānoa's MCB BS program is unique within the UH system and across the state of Hawai'i. There are no other baccalaureate degree programs in Molecular Cell Biology on any of the other UH campuses, nor is MCB offered as a formal bachelor's degree by any other university in Hawai'i. It is noteworthy that HPU, Chaminade, and BYU all advertise a molecular cell biology "track" or "emphasis" which entails a couple of cell biology courses within their general Biology degree programs. The continuation of MCB BS as a specific degree program, as opposed to being a "track" absorbed within a general Biology degree, supports the visibility, strength, and expansion of our curriculum while distinguishing UH from other local universities. The abrupt halting of the MCB BS program would remove the only option for students who wish to obtain an MCB BS with significant research experience to receive their training in the State of Hawai'i.

Transitioning the MCB BS from provisional to established status at UHM will encourage young future doctors and biomedical researchers to train in the UH system and stay in Hawai'i for medical school or biomedical graduate programs. The MCB BS program will continue its successful track record of producing quality students in pre-med and biomedical research career paths, which are relied upon by JABSOM and UHCC, and which complement the MBBE program in CTAHR. Importantly, it will ensure that UH will continue to be viewed as a top choice of schools for local, domestic, and international students interested in earning a formal Molecular Cell Biology degree well into the future.

2. Alignment of program with mission and strategic planning of the Campus and University System

The University's *Mānoa 2025 Strategic Plan* lists high-level Goals adhering to the philosophy that *"the education of students is the core mission of the University; it is the reason we exist. Research and creative work serve to inspire, inform, and support the educational mission and vision of the university."*

The MCB BS program has a strong positive impact on student success as measured by several metrics of student performance in the program as well as their demonstrated preparedness for future career paths in medicine and laboratory science. In addition, the program supports the collaboration of participating faculty from different research units in the University to encourage greater undergraduate research opportunities that benefit both the student as well as the profile of UH as an R1 research-intensive university. Thus, the design and delivery of the MCB BS program strongly aligns with the following Goals and subgoals as stated in the Strategic Plan:

Goal: Enhance Student Success

- *Improve full-time student retention rates*

MCB BS has the highest retention rate (85%) among the five SoLS BS programs.

- *Increase 4-year graduation rates*

The 133 MCB BS alumni over the past ten years had a median time to graduation of 3.67 years.

- *Develop programs that are responsive to careers*

The focused curricular pathway of MCB BS is specifically designed to train students in cutting edge techniques and experimental approaches in biomedical research and advancements in medicine.

The MCB BS program is the only baccalaureate training pathway that directly supports student entry into medical school and biomedical graduate training programs in the State of Hawai'i.

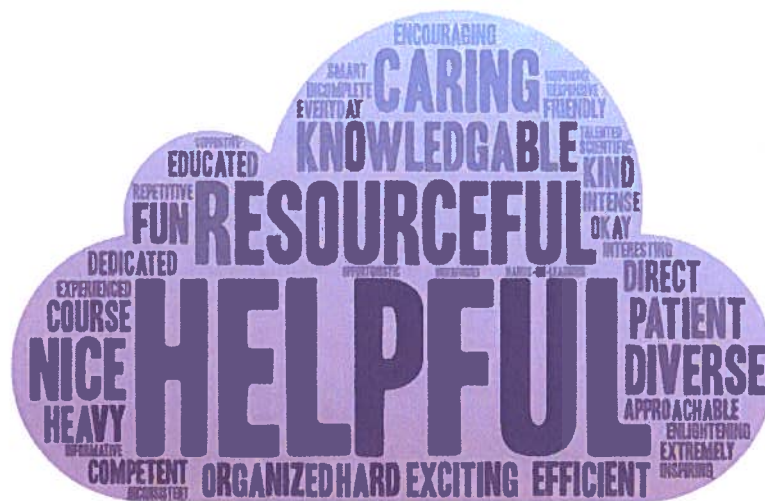


Figure 1. Word cloud generated from an exit survey of graduating seniors asked to describe the faculty and educational resources of the MCB BS program.

- *Prepare students to meet their career goals*

Among the 68 MCB BS graduates from 2017-2021, 81% successfully matriculated to graduate school or medical school.

- *Enhance student success and the overall student experience*

In addition to the 85% retention rate, graduates report that the program was both “flexible” and more “structured” allowing them to achieve their goals. Some examples of student growth via the MCB program included: learning how to read and interpret primary scientific literature; applying critical thinking towards interpreting data; and success in finding meaningful research opportunities. The MCB program matches students with prospective faculty mentors across UH campuses. Please see select student comments (Section 6) and all comments (Appendix II).

- *Utilize assessment to ensure program quality*

The MCB BS program has strong assessment metrics with 80% of students mastering the five programmatic SLOs by graduation (see Section 6).

Goal: Excellence in Research

- *Expansion of faculty-mentored student research and proactive promotion of research at all levels*
 MCB BS students are strong participants in research through the active facilitation of the MCB program. Through various matching and promotional activities, MCB students participate in UROP training opportunities, the Cancer Center Summer Research Internship, Hawaii Pacific Health Summer Internships, the Honors Program, and BIOL 499 Directed Research. MCB BS students frequently present at Tester Symposium, the Undergraduate Showcase, and professional meetings in association with their faculty sponsors. At least half of MCB BS students participate in mentored research, and the MCB BS program will continue to promote increased participation as a critical component of undergraduate training.

Evidence of continuing need for the program

The MCB BS program trains undergraduates with broad interests in medicine and cell biology. A majority of MCB BS students matriculate to medical school or graduate school to continue training in molecular and biomedical sciences. The popularity and effectiveness of the undergraduate MCB pathway for such students is evidenced by the dramatic increase of JABSOM medical students over the past decade who hold an MCB degree (Table 1).

Table 1. Popularity of MCB as major among first-year JABSOM students

Incoming Year	Total Class Size	MCB majors	Popularity of majors (1st, 2nd, 3rd, 4th, 5th)
2021	77	15.6%	Biology, MCB , Biochemistry, Human Biology, Neuroscience
2020	77	15.6%	Biology, MCB , Biochemistry, Bioengineering, Psychology
2019	77	13.0%	Biology, Psychology, MCB , Chemistry, Biochemistry
2018	72	13.9%	Biology, MCB , Biochemistry, Chemistry, Human Biology
2017	70	11.4%	Data not available
2016	70	10.0%	
2015	68	5.9%	
2014	66	4.5%	
2013	66	9.1%	
2012	66	4.5%	

These data, provided by the JABSOM Registrar’s Office, indicate that for three of the past four years of admissions, MCB ranked second only to general Biology among the top 5 popular undergraduate degrees held by first-year medical students. The popularity of the MCB degree among medical students at JABSOM has tripled since 2012, a year after MCB BS graduated its first class. Considering that typically over 3/4 of the entering class at JABSOM are Hawai’i residents, this is clear justification for UHM to continue offering the MCB BS major to meet this growing need.

We anticipate that interest in the MCB BS degree will continue to grow as the program expands. We believe that in response to the COVID-19 pandemic, there is now heightened awareness among the public of topics such as immunology and biomedical research (e.g., vaccine design), and this will undoubtedly influence many incoming college students' choices of major. As previously noted, the MCB BS distinguishes itself from MBBE and other UH bioscience programs by focusing on the human health applications of biotechnology. Among the four universities with campuses on Oahu, only UH offers MCB as a formal baccalaureate degree. Therefore, the uniqueness of the MCB BS catering specifically to these fields at a time of increasing public interest, combined with a strong track record of supporting student success in preparation for medical school and graduate school, positions the program as a valuable mechanism with great longevity for attracting students to UH Mānoa.

3. Program enrollment and graduation of students using anticipated and actual enrollment figures. In other words, did the program meet its proposed targets?

The MCB BS program has seen steady demand since its inception (Table 2) and is subscribed to by high quality students as evidenced by their strong performance. From 2013-present, the MCB BS program has enrolled an average of 65 students per year and has 133 proud graduates. Persistence in the MCB BS program (currently 85%) is higher than for all other SoLS degree programs, which leads to strong graduation rates (Table 3) and average time-to-degree of less than four years (Table 4). The 2020-2021 MCB BS class consisted of 34 women and 16 men, and the composition of racial/ethnic backgrounds was 63.8% Asian, 14.9% White, 12.8% Multi-racial, 6.4% Black or African American, and 2.1% Native Hawaiian.

We note that enrollment dipped after 2018, which we believe was an effect of temporary staffing issues in the College of Natural Sciences advising office and SoLS reorganization. The vast majority of MCB majors begin as general Biology majors. The CNS advising office experienced a severe shortage of qualified advisors in 2018-9 due to campus-wide hiring freezes and was unable to accommodate the numbers of students seeking appointments. Therefore MCB-inclined students were both less aware of the MCB program and were also not able to receive assistance in switching their majors. The fluctuating staffing situation is being addressed at the CNS level, and we expect to soon see a return to pre-2018 numbers and resumption of the program's enrollment trajectory.

Several positive initiatives are also underway to continue growth of this major: (1) We are now advertising the MCB major to students in our large-enrollment BIOL 171 introductory course, and plan to expand this effort to additional lower-division courses. (2) Under discussion is the repositioning of BIOL 275 Cell and Molecular Biology from junior year in the Life Sciences curriculum map to sophomore year, which will encourage more students to enroll in the MCB major and ease time constraints on their completion of upper-division courses. (3) In addition to long-standing cross-unit teaching with CTAHR, a recently signed Memorandum of Understanding (MOU) for cross-unit teaching with the UHCC will support a richer array of courses for our MCB and other SoLS majors, providing a greater diversity of topics. The UHCC has expressed great interest in supporting the MCB BS program (see Appendix I - Ramos letter of support). (4) The establishment of the new SoLS and appointment of Dr. Howard Shen as MCB BS program coordinator has encouraged greater collaboration among life-sciences faculty who were previously in separate departments, broadening participation of faculty in the MCB BS program and expanding the range of cell biology topics taught.

Table 2. Enrollment numbers obtained from STAR semester by semester. As total Fall and Spring enrollments were identical over this time period, we report Fall enrollment by year.

Enrollment	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Projected	25	50	100	150	200						
Actual	18	49	61*	64	72	76	77	70	55†	59	53

*Loss of MCB BS founding faculty reduced promotional efforts for the program.
 † Understaffing of the CNS Advising Office has prevented many students from receiving advising appointments to facilitate switching of majors (e.g., from Biology BS to MCB BS).

Table 3. Actual program completion by year (graduation numbers). The original proposal did not have projected program completion numbers.

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Total
Graduates (annual)	0	3	3	14	11	14	22	14	23	17	12	133

Table 4. Persistence rates by year, median time to degree, and GPA at graduation indicate that MCB BS majors are highly successful. Data sourced from the Mānoa Institutional Research Office (MIRO).

	F11 Cohort	F12 Cohort	F13 Cohort	F14 Cohort	F15 Cohort	F16 Cohort	F17 Cohort	F18 Cohort	F19 Cohort	F20 Cohort
Persistence	88.9	83.7	86.9	79.7	82.7	93.1	91.8	70.7	85.4	
Median Time to Degree	3.67	4.17	3.67	3.67	3.67	3.67	3.67	3.67	3.67	
GPA at Graduation		3.51	3.21	3.5	3.6	3.77	3.56	3.55	3.52	3.55

Service to Non-Majors

We note that the MCB program provides extensive service to non-majors due to its curriculum consisting of courses that are heavily enrolled by students from numerous degree programs. There have never been plans to create new MCB-restricted courses, and courses that have been introduced since the program's inception to strengthen undergraduate training in advanced molecular cell biology topics are open for enrollment by students outside of the MCB major. As examples, BIOL 407 Molecular Cell Biology I and BIOL 472 Biology of Cancer (the capstone course of the MCB program) enjoy substantial enrollment of students from other majors who wish to receive the training that these courses provide (Table 5).

Table 5. Enrollment in 400-level MCB courses by non-majors over the past three years (BIOL, MBB, BIOC, and Other) in relation to MCB majors.

Course		MCB	BIOL	MBB	BIOC	Other	Total
BIOL 407	No. of students	53	35	24	12	8	132
	Percent of class	40.2%	26.5%	18.2%	9.1%	6.1%	100.0%
BIOL 472	No. of students	43	13	8	3	6	73
	Percent of class	58.9%	17.8%	11.0%	4.1%	8.2%	100.0%

BIOL: Biology; MBB: Molecular Biosciences and Biotechnology; BIOC: Biochemistry

4. The instructional resources required for the program and how they were utilized compared with anticipated resources.

The MCB program is unique because of its **zero additional cost** (Table 6), while offering substantial experiential learning opportunities and returns in the form of increased enrollment, and high student success/achievement (Table 7). **No MCB-specific faculty hires are expected for the program;** faculty from multiple units participate at no cost to the MCB program, and we anticipate that future SoLS hires for other programs will likewise contribute to the MCB instruction (Tables 6,8). MCB core courses are taught by faculty and lecturers from SoLS, JABSOM and CTAHR with occasional lecturers from outside the UH system. Starting in Fall 2022, faculty from UHCC will also begin contributing instruction in the program at the Mānoa campus using SoLS facilities. SoLS faculty/lecturers who were formerly within the Biology and Botany departments mainly teach lower-division courses, while formerly MICR faculty as well as JABSOM and CTAHR faculty teach the upper-division courses. A benefit of having faculty from diverse units teaching many of the advanced courses is that these courses are cross-listed with other programs such as MICR and MBBE (e.g., MCB/MICR), which provides programmatic synergy and maintains high enrollment. Our MCB curriculum was designed to scaffold student learning and training from general biology towards specialized courses that emphasize the molecular and cellular basis of human biology and health. This structure leverages our faculty’s expertise in cell and molecular biology, vertebrate physiology, immunology, virology, and pathology that provides disciplinary depth and breadth to the program. An important programmatic value is that the MCB curriculum presents a curated set of courses from the BIOL and MICR curricula as a *focused pathway* for students interested in human health, disease, and advancements in biomedical research and technology. Without this program, a typical BIOL or MICR student with these interests would need to accommodate nearly half of these courses as electives in addition to fulfilling their major’s core requirements. The MCB program treats these courses as the core curriculum, allowing students to take all the molecular and cell biology focused courses in an efficient path that supports graduation in four years or less.

The MCB BS is an attractive major for students with disciplinary interests centered on understanding the cellular and molecular mechanisms that maintain human health and resist disease. In addition to the distinction that the MCB BS degree confers on their undergraduate academic record compared to receiving a general Biology degree, student feedback acknowledges this pathway and the learning achievements gained as important reasons for their successful entry into competitive graduate programs and medical schools (see student comments in Section 6). Graduates of the MCB program have obtained prestigious NSF Graduate Research Fellowships and NIH Graduate Training awards. In addition, our students and recent graduates have received over 40 scholarships, fellowships, and grants from diverse funding sources.

Table 6. Operating Costs (where new costs are projected) *

Operating Costs	2016	2017	2018	2019	2020	2021	Current
Projected	0	0	0	0	0	0	0
Actual	0	0	0	0	0	0	0

*There are no new program-specific operating costs for MCB BS since the program exclusively uses existing established courses and faculty for instruction.

Table 7. Existing Instructional Resources/Funding since 2016*

Instructional Resources	2016	2017	2018	2019	2020	2021
Tuition/Summer/Course Fees	412,713	423,780	446,752	265,718	306,784	295,454
Other Allocation	NA	NA	NA	NA	NA	NA

* See Appendix III for each calculation.

* MCB revenues were calculated based on the enrollment of MCB majors in their required courses for the MCB degree. Therefore it is a very conservative estimate and does not include non-majors enrolled in MCB courses nor non-major courses taken by MCB majors. Resident and non-resident tuition status was accounted for.

Table 8. Personnel

Personnel	2016*	2017	2018	2019	2020	2021
Projected Tenured Faculty	1.5	1.5	1.5	1.5	1.5	1.5
Actual Tenured and Tenure-track Faculty**	8	9	7	9	13	12
Actual Non-tenure Track Faculty**			2	2	3	3
Actual Lecturers	2	2				

*The provisional MCB proposal projection ends in 2015. We extend the 2015 estimate to the current year.

**These faculty are shared among multiple programs with no MCB program-specific costs.

5. How the program is organized to meet its outcomes

The MCB BS curriculum

All the School of Life Sciences BS program pathways begin in the freshman year with introductory courses in general biology and continue through the sophomore year with students focusing on required STEM courses in math, chemistry, and physics. The programs begin to diverge once students have taken BIOL 275 Cell and Molecular Biology, which is the gateway course for MCB that typically attracts students to switch into the major. At this point the 300- and 400-level core classes in the MCB BS pathway represent the selected courses focused on cell biology that would no longer be common core requirements across other majors. Thus, the MCB student continues a focused pathway based on these upper-division courses, whereas students interested in these subjects who are enrolled in other majors would need to accommodate these as electives. Once in the upper-division courses, students are encouraged to build upon this scaffold by using directed research opportunities to refine their laboratory and writing skills in labs across the UH Mānoa and Kaka‘ako campuses, including in SoLS, CTAHR, JABSOM and UHCC.

The required lower-division core courses for MCB students are:

BIOL 171/171L - Introduction to Biology I

BIOL 172/172L - Introduction to Biology II

MCB/BIOL 275/275L - Cell and Molecular Biology / Laboratory

The required upper-division core courses for MCB students are:

BIOL 375/375L - Genetics / Laboratory

MCB/BIOL/MBBE 407 - Molecular Cell Biology I

MCB/BIOL/MBBE 408 - Molecular Cell Biology II

BIOL/MBBE 402 or BIOC 441 - Biochemistry

MCB/MICR 314 - Research Ethics
MCB/MICR 461 - Immunology
MCB/BIOL 472 - Biology of Cancer

The required non-biology STEM courses are:

CHEM 161/161L and 162/162L or 181A/181L - General Chemistry
CHEM 272/272L and 273 - Organic Chemistry
PHYS 151/151L and 152/152L, or 170/170L and 272/272L -Physics
MATH 215 and 216 or 241 and 242 – Calculus I & II

In addition to the above, the MCB BS requires students complete 12 credits of approved major electives, including a minimum of 2 upper division laboratory courses. A maximum of 2 credits from BIOL 499 directed research courses may count towards fulfilling these. The official UHM program sheet for the MCB BS program is included in this report (Appendix IV).

Pathway for UH Community College students into the MCB BS

The majority of students switch to the MCB BS degree path following their completion of the gateway BIOL 275 Cell and Molecular Biology course. This serves as a smooth entry point into the major for students transferring to UH Mānoa from the community college level. To date the MCB BS alumni roster includes 21 students who transferred from a UH Community College, with 13 of them earning their Associate in Science in Natural Sciences Degree (ASNS) before completing their MCB BS. The average time for ASNS students to complete the MCB BS was 2.38 years, with 7/13 earning their BS within 2 years of transferring to UHM.

The MCB BS Program encourages cross-unit collaboration

As the organization of the MCB BS curriculum is predicated on the identification and incorporation of courses traditionally taught by different departments, a desirable effect of the program's success has been the fostering of collaborative faculty teaching that reaches across units at UH. A key component of the program early on was the contribution of Molecular Biosciences and Bioengineering faculty from CTAHR working with SoLS (or at that point the Department of Biology) in the development of the MCB/BIOL/MBBE 407 and 408 Molecular Cell Biology I & II courses to bolster upper-division training in cell biology. It is important to note that the undergraduate MBBE program has a different educational focus than the MCB BS. As quoted from the MBBE departmental website:

*“The Department of Molecular Biosciences and Bioengineering (MBBE) is involved in teaching, innovation, and industrial application of modern technology for **agricultural and industrial development in Hawai‘i.**”*

There is no perception of redundancy or competition between MCB and MBBE for attracting students, as the focus on human health sciences and biomedical research presented by MCB BS distinguishes it from MBBE (see Appendix I – Borthakur / MBBE letter of support.) Therefore, while there is shared faculty expertise in teaching common molecular biology concepts between the two programs, this complementation strengthens the cross-listed courses to the benefit of both MCB and MBBE students who enroll.

More recently, SoLS has strengthened teaching relationships with the UH Cancer Center to leverage its world class research faculty and facilities toward expanding the breadth of cell biology topics taught to MCB BS students. For several years now, UHCC faculty have been hosting MCB BS students' research projects in their laboratories through mechanisms such as UROP and the Cancer Center Summer Research Internship. In Fall 2022, SoLS will introduce a Cancer Biology seminar course that

will involve UHCC faculty presenting their work to life-sciences undergraduates, both at the UHM campus and through formal class field trips to the Kaka‘ako campus. This course will not only broaden the undergraduate’s awareness of the various fields in cancer research that are represented at UHCC but will encourage students to make personal connections with participating UHCC faculty that will undoubtedly influence their interest in seeking meaningful undergraduate research opportunities as they pursue their baccalaureate degree. The MOU signed by SoLS and UHCC to formalize this teaching collaboration is another example of how the program is organized to make use of existing resources that support not only student training at UHM, but creation of opportunities for faculty collaboration that connect different UH campuses (see Appendix I – Ramos / UHCC letter of support.)

SoLS is currently working with JABSOM to develop an educational pipeline that directly connects the undergraduate MCB BS program with the graduate Cell and Molecular Biology (CMB) program. The result will be a new combined 5-year bachelor’s and master’s (BAM) degree pathway that will allow top achieving BS candidates to have their fourth year of study represent both the completion of their BS and the first year of their MS. The involvement of JABSOM faculty in the training of undergraduates during the transition phase will present exciting new opportunities for SoLS students to engage in research projects starting at an earlier time point in their educational path, and that will support greater flexibility in the development of their projects and training. In this manner, MCB BS will directly support the preparedness of students who will contribute to the quality of JABSOM’s educational mission (see Appendix I – Le Saux / CMB letter of support.)

The MCB BS program serves as the bridge upon which these connections between SoLS and CTAHR, and UHCC, and JABSOM, will continue strengthening. In this capacity, the MCB BS exemplifies not only a strong undergraduate training program but serves as a model for bringing together existing UH personnel and resources to stimulate new cross-unit, inter-campus collaborative research and extramural grant-funding possibilities for faculty.

6. Evidence of student learning and student and program success

The programmatic Student Learning Outcomes (SLOs) of MCB BS adhere to the standardized goals shared by all School of Life Sciences programs in developing scientific knowledge, literacy, critical thinking, ethical conduct, and scientific communication skills among our undergraduates (Table 9).

Table 9. MCB BS programmatic SLOs.

SLO 1 - Students will be able to explain the molecular processes that integrate to create a functional eukaryotic cell.
SLO 2 - Students will be able to demonstrate scientific literacy by critically evaluating scientific evidence, identifying gaps in knowledge, and applying strong evidence-based biological arguments to real-world problems.
SLO 3 - Students will be able to apply the scientific method to generate new hypotheses, formulate experimental approaches and outline potential outcomes, applying appropriate logical and quantitative methods.
SLO 4 - Students will work individually and in teams in an ethical manner and demonstrate respect for a diversity of viewpoints.
SLO 5 - Students will, in oral and written forms, be able to communicate biological information clearly and professionally.

The following curriculum map shows how SLOs are supported across the core courses, providing opportunities for the SLOs to be introduced, emphasized, and/or mastered (Table 10).

Table 10. MCB BS Curriculum map.

MCB BS Curriculum Map					
Course	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
	Explain eukaryotic molecular processes.	Demonstrate scientific literacy.	Apply the scientific method.	Work in an ethical manner.	Communicate biod. information.
Intro. to Biol. I (BIOL 171/L)	I		I	I	I
Cell & Molec. Biol. (BIOL 275/L)	I	I	I	I	I
Research Ethics (MCB 314)				E	
Genetics (BIOL 375/L)	E	E	E	E	E
Princ. of Biochem. (BIOL 402/L)	E	E	E	E	E
Immunology (MCB 461/L)	E		E	E	E
Molec. Cell Biol. I (BIOL 407)	M	M	E	E	E
Molec. Cell Biol II (BIOL 408)	M	M	M	M	
Biol. Of Cancer (BIOL 472)	M	M	M	M	M

I = Introduced; E = Emphasized; M = Mastered

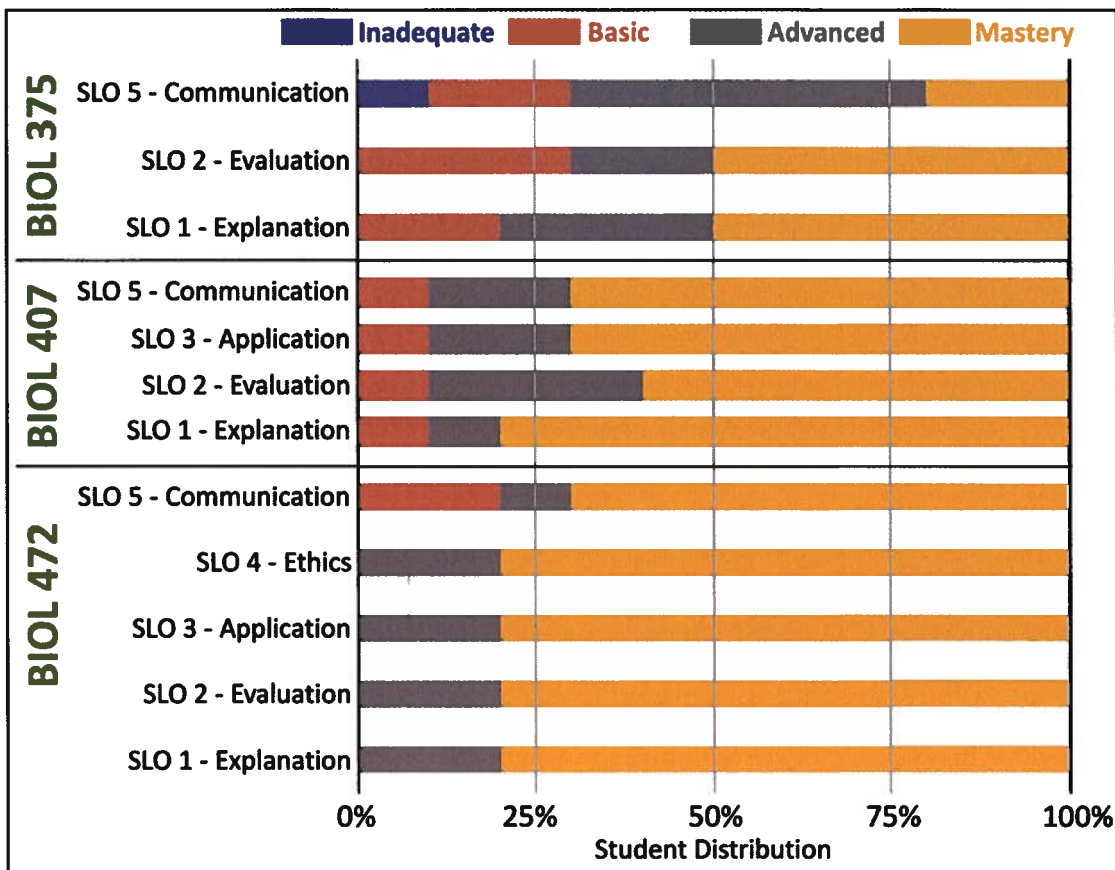
Program-level assessment of SLOs

Assessment data were collected in Fall 2021 to determine how well MCB BS students were meeting SLO benchmarks in three representative upper-division courses: BIOL 375 Genetics, BIOL 407 Molecular Cell Biology I, and BIOL 472 Biology of Cancer. For each course, a written assignment from the syllabus that reflected a minimum of three program SLOs was chosen, and ten randomly selected students had their assignment evaluated by the instructor of record to determine if their work met these SLOs at a level of basic expectation, advanced performance, or mastery.

These course data were arranged below to reflect the typical student journey, i.e., BIOL 375 and BIOL 407 in the junior year, followed by BIOL 472 during the senior year (Fig 2.)

Based on these assessment data, we conclude that most students progressing through the MCB BS program are demonstrating advanced performance or better in meeting SLOs by their junior year, with almost 80% exhibiting mastery of all five program SLOs by graduation.

Figure 2. Program-level assessment of SLOs

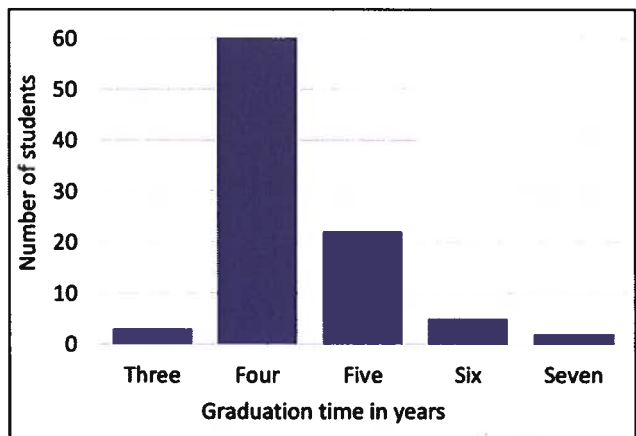


Trends in on-time graduation, retention, and GPA

We obtained data addressing on-time degree trends, retention / persistence, and average grade-point averages across all SoLS programs from the Dean’s Office of the College of Natural Sciences. These raw data have been included in Section 2, Table 4.

On-time graduation

Figure 3. Based on 92 MCB BS graduates from 2011-2019, 95% earned their MCB BS degree within five years of total undergraduate study, and 68% graduated in 3-4 years.



Program retention

The MCB BS program has an average retention rate of 85% per cohort year from 2011 to 2019, which is the highest among the five SoLS BS programs (Table 11). Microbiology is second highest at 80%, with Biology and Botany programs tied for third at 71%. We believe the high persistence in the MCB BS may result from the program offering a focused course of study, appealing to students who have a strong sense of what they want to achieve during their undergraduate training compared to peers who choose broader life-sciences degree paths. This may translate to greater satisfaction in the program’s selection of courses because MCB majors

have a clearer appreciation for how the subject matter applies to their interests.

Table 11. Persistence of MCB BS students compared to other SoLS BS majors.

Cohort Year	2011	2012	2013	2014	2015	2016	2017	2018	2019	Average
MCB	88.9	83.7	86.9	79.7	82.7	93.1	91.8	70.7	85.4	84.8
Microbiology	78.8	84.9	89.1	81.7	74.2	76.8	82.5	72.7	77.4	79.8
Botany	70.6	91.7	64.7	86.7	57.9	64.3	64.7	66.7	74.1	71.3
Biology	68.6	67.3	72	68.3	70.7	69.2	72.9	72.7	78.3	71.1
Marine	72	64.3	64.5	63.6	64.6	62	63.3	66.1	65.6	65.1

Grade point average (GPA)

Students enrolled in the MCB BS program from 2012-2020 held an average GPA of 3.53, which was the highest among the five SoLS BS programs (Table 12; 0.2 points higher than general Biology BS students). As with the high retention rates of students in the MCB BS, we believe the excellent academic performance of MCB students reflects that they are more likely to have stronger motivation for continuing with graduate-level education in medicine or biomedical research than peers who choose the general Biology path, and thus they are more likely to thrive in a more focused degree pathway and be more academically competitive.

Table 12. GPA at graduation for MCB BS compared to other SoLS majors.

Cohort Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	Average
MCB	3.51	3.21	3.5	3.6	3.77	3.56	3.55	3.52	3.55	3.53
Botany	3.33	3.64	N/A	3.99	3.34	N/A	N/A	3.48	2.97	3.46
Microbiology	3.17	3.27	3.34	3.49	3.38	3.43	3.38	3.45	3.35	3.36
Biology	3.21	3.35	3.16	3.26	3.34	3.35	3.35	3.41	3.41	3.32
Marine	3.16	3.27	3.25	3.16	3.19	3.17	3.12	3.28	3.19	3.20

Indicators of program quality

In Fall 2021 we surveyed recent MCB BS graduates to invite reflection on their choice of major and to learn about accomplishments that they attribute to the training they received in the program. This included self-reporting of current employment or student status in an advanced degree program. Sixty-eight graduates from 2017-2021 with active hawaii.edu email addresses were invited to participate, and twenty-seven completed the survey. The survey prompts were:

- 1) Semester of graduation (Spring 2017 - Summer 2021)
- 2) What path have you taken since earning your BS?
- 3) Please cite any publications on which you are listed as an author.
- 4) Please list any awards or special recognition you have received.
- 5) What role did the MCB BS program play in your intellectual and career development?
- 6) Do you feel you could have learned the same in a different degree program?

Note: The complete, non-curated responses are included as Appendix II, and the original Google survey form can be accessed here: <https://forms.gle/wdNW9CJbGkk7wNcDA>

The following are selected, unedited survey responses to the question, “What role did the MCB BS program play in your intellectual and career development?”

- “As a Pre-PA student, the MCB BS program laid the foundation for the studies I hope to complete in PA school. In particular, Immunology, Virology, all 3 MCB classes, and Biology of Cancer, were some of the most important classes I took while at UH.”

- *“I firmly attest that the course requirements for the MCB program was appropriately challenging and taught me the basic knowledge to conduct biomedical research. In my current position as a PhD student at Harvard University, I feel on par with my classmates (ranging from state universities to ivy leagues). I believe my education at UH Manoa and in the MCB program strongly contributed to my success.”*
- *“Before joining the MCB program, I knew that I wanted to pursue a career in medicine. Being a part of this program further solidified my career path as the various courses offered in MCB exposed me to the rigor and content that I would expect in medical school. I became a much more confident student due to the outstanding professors who were so passionate about their lessons that it made the learning environment interactive and fun and facilitated a level of understanding that went beyond memorization.”*

The following are selected, unedited survey responses to the questions, “Do you feel the knowledge you are now using (or plan to use) in your current job or program could have been gained from a different degree program (such as Biology BS)? Why/why not?”

- *“No. MCB is the only program that provides a course study that is fully relevant to the biomedical sciences. It is THE dedicated pre-medical track at UH Manoa.”*
- *“I think the MCB program is irreplaceable in terms of what it offers undergraduate students! Personally, I felt that MCB had more opportunities to delve deeper into human health/disease than other programs like General Biology.”*
- *“Absolutely not. I think that the MCB BS program is the best tailored fit toward those pursuing basic science research in the field or a medical profession. The program is much more specific to the molecular mechanisms that is the foundation for both topics. The classes that were required for the program, while more challenging than those of other degrees, prepared us for the realities and actual difficulties of these vast fields. The curriculum was very in depth and specific toward medicine and research methods. I am very glad that I decided to switch from a BS in Biology to a BS in MCB.”*

Summary of publications

MCB BS students and alumni actively contribute to new knowledge in the field as undergraduates and as recent graduates of the program. Respondents in our alumni survey are listed as authors on:

- 17 papers in peer-reviewed journals (including two in *Nature Communications*.)
- 8 manuscripts currently undergoing peer-review for publication.

Summary of awards and honors

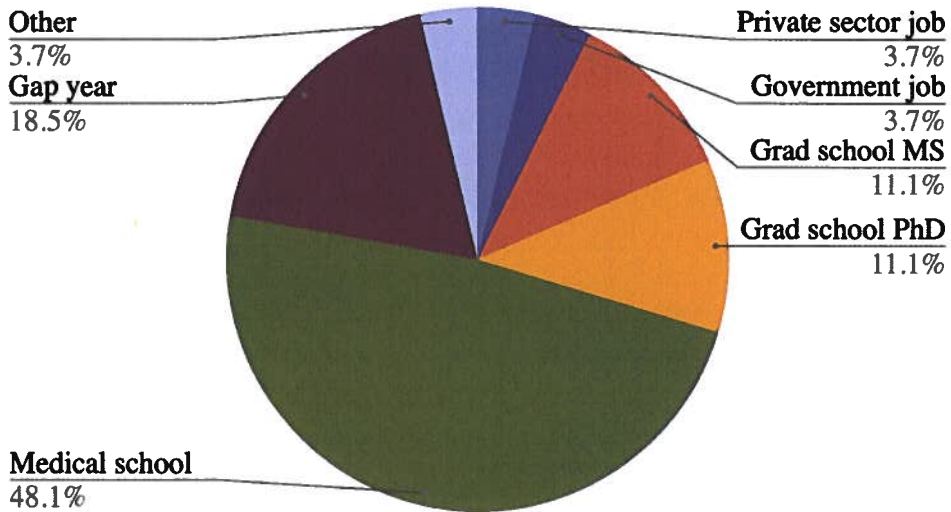
Our alumni have obtained more than 40 diverse scholarships, fellowships, and grants either as undergraduates or since graduating from the program, including prestigious federal competitions. Many MCB students maintain high GPAs earning recognition on the Dean’s list and other academic honors commensurate with their outstanding scholastic achievement. Some examples are

- NSF Graduate Research Fellowships (multiple recipients)
- NIH Graduate Training awards (multiple recipients)
- Best “Undergraduate Presentation” at the 43rd Tester’s symposium
- Chancellor’s Scholarship
- Department of Health STEM fellowship
- UHM OVCR Student Award for Excellence in Research 2021
- Doctor of Medicine Early Acceptance Plan Scholarship (multiple recipients)
- UH Regents Scholarship
- ...and the list goes on.

Current positions of MCB BS alumni

Of the 27 respondents in our alumni survey, **81% have matriculated to the next educational level towards careers consistent with the training goals of the MCB BS program.** Half of them, 48% (13), are currently enrolled in medical school and another one-third, 33%, enrolled in graduate programs (6 currently enrolled, 3 graduated). Because the survey follows graduating classes from 2017-2021, survey participants have not yet completed their MD or PhD degrees.

Current positions of 2017-2021 MCB BS graduates



APPENDICES

APPENDIX I – Letters of Support for the MCB BS Program

1.1	Clifford Morden, Ph.D.	A3
	Professor and Interim Director School of Life Sciences University of Hawai‘i at Mānoa	
1.2	Dulal Borthakur, Ph.D.	A4
	Professor and Chair Department of Molecular Biosciences & Bioengineering College of Tropical Agriculture and Human Resources University of Hawai‘i at Mānoa	
1.3	Olivier Le Saux, Ph.D.	A6
	Professor and Chair Department of Cell and Molecular Biology John A. Burns School of Medicine	
1.4	Joe Ramos, Ph.D.	A7
	Interim Director University of Hawai‘i Cancer Center	
1.5	MCB BS alumni:	A9-A30
	Alyssa Roberts Emily Acoba Tony Head Jessica Chen Austin Corpuz Jasmine-Rae dela Cruz Julia Lee Kelsea Jones Maile Amine Megan Andrada Shantel Pascual Trevor Hirata Tricia Khun Victor Kilonzo Darcy Tokunaga	

APPENDIX II – MCB BS Alumni Survey ResponsesA31-A41

APPENDIX III – Tuition generated by MCB BS enrollmentA42-A44

APPENDIX IV – MCB BS program sheetA45-A48



22 November 2021

MEMORANDUM

TO: Aloysius Helminck
Dean, College of Natural Sciences

FROM: Clifford Morden
Interim Director, School of Life Sciences

SUBJECT: Support for Establish Program Proposal: BS Degree in Molecular Cell Biology

Cliff Morden

Digitally signed by Cliff Morden
DN: cn=Cliff Morden, o=University of
Hawaii, ou=PCSU,
email=cmorden@hawaii.edu, c=US
Date: 2022.01.07 14:20:11 -10'00'

I wish to convey my support to establish the Bachelor of Science Degree in Molecular Cell Biology (MCB). The program was provisionally established in 2011 and has remained as such due to a number of unforeseen occurrences. Throughout this time, however, we have continued to produce exceptionally strong students and have acted on plans to expand the degree resulting in new partnerships across the UH Manoa campus.

The MCB major continually produces exceptional students. This is demonstrated in their high GPA (averaging 3.53, highest among SoLS majors) and their high rate of continuing their education either in medical (48%) or graduate (22%) school. Students also are frequently involved in research projects through UROP, Honors Program or Cancer Center Summer Research Internships, etc. MCB students also receive recognition for their work through a variety of awards (i.e., a recent graduate received the 2021 Student Award for Excellence in Research at UHM).

The MCB major is also well-supported by other programs on campus which puts into practice the call to SoLS from UH Administration to integrate with other colleges. With its focus on human health, we have strong relations with faculty from JABSOM, the UH Cancer Center (UHCC), and CTAHR. With JABSOM, we are working on details to establish a Bachelor's & Master's (BAM) 5-year degree program in conjunction with their graduate program in Cell and Molecular Biology (CMB). With UHCC, we recently developed an MOU that will integrate their faculty into the instruction of MCB courses beginning in 2022. We have cross-listed courses with CTAHR Molecular Biology and Bioengineering (MBBE), and faculty in this college regularly instruct these courses. With the agriculture and biotechnology focus in MBBE, students with human health interests will continue to gravitate toward the MCB program whereas students with agriculture and applied interest will be better served by MBBE. As such, a perceived overlap between the degree programs is not present.

There are no additional costs associated with this degree. Courses being taught are populated by an assortment of students from a wide variety of majors across UH Manoa. Participation in course instruction comes from our faculty, those from other units on campus, and soon from researchers at UHCC.

There is a huge up-side to establishing the MCB degree. Supporting it provides a unique opportunity for training our undergraduate students and preparing them for their future careers.

UNIVERSITY OF HAWAI'I AT MANOA
College of Tropical Agriculture and Human Resources
Department of Molecular Biosciences & Bioengineering

11/4/21

Dr. Clifford Morden
Director, School of Life Sciences
University of Hawaii at Manoa
Honolulu

Subject: Support for MCB undergraduate program

Dear Cliff,

I am writing this letter on behalf of the Department of Molecular Biosciences and Bioengineering (MBBE) to express my strong support to the Molecular Cell Biology (MCB) undergraduate degree program under the School of Life Sciences. The MCB program was established several years ago when Paul Patek was the Chair of the Department of Microbiology. My department offered support to this program at that time and we continue the same level of support now. I would like to reemphasize the following:

1. The MCB program does not overlap with the Molecular Biosciences and Biotechnology (MBB) undergraduate degree program in my department. While the MCB program's major focus is 'Molecular Cell Biology', the major focus of our MBB program is 'Molecular Biotechnology'. There is no competition between MBB and MCB programs because students are attracted by the different focus of studies between the two programs. Those students who are interested in human health and medicine join the MCB program while other students who are interested in biotechnology join the MBB program.
2. MBBE supports MCB through our cross-listed courses such as MCB/MBBE 407 and MCB/MBBE 408.
3. The continued existence of MCB BS allows a mechanism by which School of Life Sciences faculty and CTAHR faculty have opportunities to collaborate both in instructional and research matters, thus encouraging cross-unit use of resources.

I strongly believe that the MCB and MBB programs will continue to work together in training our undergraduates in two distinct but interconnected areas of biology at UH Manoa.

Sincerely,

Dulal Borthakur
Professor and Chair

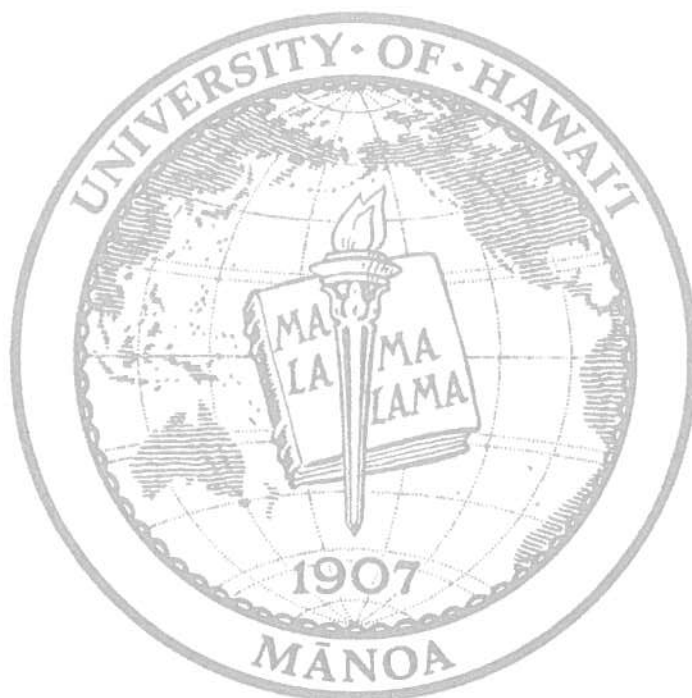
1955 East-West Road, Agricultural Sciences 218, Honolulu, Hawaii 96822
Tel: (808) 956-6600; Fax: (808) 956-3542; E-mail: dulal@hawaii.edu; <http://www.ctahr.hawaii.edu/mbbe/>
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(Continued from page 1)

(2)



Dulal Borthakur, PhD
Professor and Chairman





UNIVERSITY
of HAWAII
MĀNOA

November 12, 2021

To Whom It May Concern:

I am writing this letter as Chair of Department of Cell and Molecular Biology (CMB) at the John A. Burns School of Medicine (JABSOM). I also serve as co-Chair of the CMB graduate program. In that capacity and on behalf of the faculty in the Department of CMB, I offer our full and unconditional support towards the undergraduate Molecular and Cell Biology (MCB) BS program becoming a permanent program at UHM. Indeed, beside the fact that many of our department faculty, including myself, have actively contributed to the teaching of MCB students over the years, the undergraduate MCB BS program also produces strong candidates for our graduate CMB program. This partnership is essential to the vitality of both programs. The awareness of the graduate CMB program begins at the undergraduate level, and is fostered by our faculty participation in teaching MCB courses thus supporting graduate enrollment numbers.

To emphasize further the importance of our program relationship, efforts are already underway to create a 5-year BAM program between the BS and MS programs that will propel talented students in an accelerated path towards a graduate degree. Furthermore, we are developing a post-baccalaureate certificate program in pre-medical studies that will use lectures and lecturers from the MCB program. I consider that a strong continuity between undergraduate and graduate education in molecular cell biology offered by UHM is key to attract bright, motivated local students to stay in Hawaii for their education, mitigating the loss of these young talents to other mainland schools. Retaining JABSOM-educated physicians is a legislature mandated mission for our medical school, but the necessity to educate locally and retained bright graduate students to become the next generation of Hawai'i's researcher, faculty, academicians and others is just as important. As stated above, collaborative lecture teaching and involvement of undergraduate students in research laboratory at JABSOM has been a reality for many years. So, we value strongly the MCB BS program as a permanent mechanism by which we will continue to consolidate and further build collaborative cross-unit teaching and research opportunities between our programs as we are all part of the same mission of UHM.

In summary, the permanence of the MCB BS program is not only essential for a vibrant CMB graduate program but will give students many opportunities to discover and to learn biomedical research and perhaps even become physicians.

Please don't hesitate to contact me, if you have any questions,

Sincerely,

A handwritten signature in blue ink that reads "desaux".

Olivier Le Saux, Ph.D.
Professor and Chair
Department of Cell and Molecular Biology
John A. Burns School of Medicine
University of Hawai'i at Manoa
651 Ilalo St., Biosciences 222G
Honolulu, HI 96813

651 Ilalo Street, Biosciences 222
Honolulu, Hawai'i 96813
Telephone: (808) 692-1509
Fax: (808) 692-1968

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November 4, 2021

Howard C. Shen, Ph.D.
School of Life Sciences
University of Hawai'i at Mānoa
2538 McCarthy Mall, Edmondson 216
Honolulu, HI 96822

Dear Dr. Howard Shen:

I am writing as UH Cancer Center Interim Director, Researcher in the Cancer Biology Program, and co-leader of the Cancer Center Cancer Research Education and Training Core to voice our strong support for advancement of the Molecular Cell Biology (MCB) Bachelor of Science (BS) Program from “Provisional” to “Established” status. We deeply value the connections that the UH Cancer Center has built with the MCB program over the last few years and fully recognize and attest that the BS program has an important role in supporting the success of our programs.

The UH Cancer Center is one of only 71 National Cancer Institute-designated centers in the country and the only one in Hawaii and the Pacific. The Center’s mission is to reduce the burden of cancer through research, education, community outreach, and patient care with an emphasis on the unique ethnic, cultural, and environmental characteristics of Hawaii and the Pacific. Currently, the Center is conducting more than 100 cancer research projects in two large interdisciplinary programs: Cancer Biology and Population Sciences in the Pacific. Moreover, a major component of the Cancer Center is the Cancer Research Education and Training Core led by Drs. Ramos and Maskarinec. As part of the educational mission of the UH Cancer Center we have created several organized research experiences for UH undergraduates. A signature program is our Summer Research Program which is funded by an NIH R25 mechanism and runs every summer hosting up to 20 students doing hands on research with our researchers. We have designated a minimum of 5 of those positions for UH undergraduates. Dr. Shen and the MCB program have been instrumental in helping to find the best students for the program every year. From their success, it is clear that MCB BS trains students in subject matter and laboratory skills relevant to working with research groups at the Cancer Center. More generally we have found that the strong undergraduate training in molecular cell biology supports the development of bright, talented young researchers who are very well trained for next level research here in our various programs and for thesis projects or other research projects at the Cancer Center and Medical School on the Kaka'ako campus.

The undergraduate BS pathway at UHM supports the Cancer Center's broader educational mission. A strong continuity between undergraduate and graduate education in molecular cell biology at UH attracts bright, motivated local students to stay in Hawaii for their

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A National Cancer Institute-designated Cancer Center

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early career development, mitigating the loss of that young talent to other mainland schools and research institutions. We are working with MCB to tighten this pipeline. The BS program is a mechanism by which we can build collaborative cross-unit teaching and research opportunities between UHM and Cancer Center faculty. Our dedication to this collaborative teaching effort is evidenced by the recently signed MOU between UH Cancer Center and Life Sciences as a first step in easier communication and teaching between the two units. We are also working with MCB to create a new seminar course to further help support the BS program.

In summary, the MCB BS program benefits many other programs outside of the School of Life Sciences, and in particular those here at the Cancer Center, by training young scientists who may continue learning and working at the Cancer Center and by creating collaborative research opportunities between units for students as well as faculty. We are thrilled to support the MCB BS for transition to Established program.

Sincerely,



Joe W. Ramos, PhD
Interim Director
University of Hawai'i Cancer Center

Alyssa Roberts

948 Ala Lehua Street, Honolulu, HI 96818 | 808-358-2879 | amrobert@hawaii.edu

October 13, 2021

College of Natural Sciences
University of Hawai'i at Mānoa
2565 McCarthy Mall, Keller 201
Honolulu, HI 96822

To Whom This May Concern,

I am pleased to write a letter of support for the establishment of the Molecular Cell Biology Bachelor of Science (MCB BS) degree program. I originally began my undergraduate education pursuing a Biology BS degree but switched over to the MCB BS degree program in my third year. Since then, I have graduated with an MCB BS degree and am now a medical student at the University of Hawai'i at Mānoa's John A. Burns School of Medicine.

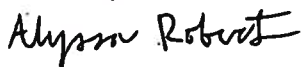
I was mainly attracted to the MCB BS program after discovering that their requirements included courses such as "Immunology" and "Biology of Cancer." I found that these subjects were much more suited to my pre-medical interests compared to subjects required by the Biology BS program such as ecology and zoology. Thus, switching programs allowed me to take better-suited courses as requirements rather than trying to fit them into my schedule as electives. In addition, the MCB BS program has no program-restricted courses, meaning many of the Biology BS courses that I had already taken fulfilled MCB BS course prerequisites as well.

Not only are the MCB BS courses engaging, but they are also extremely practical. Every required MCB BS course covered topics that appeared in the Medical College Admissions Test (MCAT) and again in medical school. Molecular and cell biology can be quite complex, and many medical students have deemed our molecular and cell biology lectures as being some of the most difficult. That being said, taking MCB BS courses as an undergraduate significantly helped me to reduce the struggle that I have seen many of my peers face in learning the subject.

For students not interested in clinical medicine but are instead interested in fields such as basic science research, the MCB BS program can still be of tremendous value. While conducting laboratory research for my undergraduate senior honors project, I found that the MCB BS courses were instrumental to my understanding of key concepts and mechanisms. In addition, the MCB BS laboratory courses introduced me to the same techniques that I later utilized in my research. Thus, the teachings of the MCB BS program extend far beyond just the medical realm.

The MCB BS program offers students the unique opportunity to gain a solid foundation in subjects that will be essential for their future careers in science. If established, I firmly believe that the program will prove to be an invaluable asset to the University of Hawai'i at Mānoa and will continue to benefit countless students.

Sincerely,



Alyssa Roberts

Thursday, November 2, 2021

Aloha,

My name is Emily Erika Acoba, and I am writing this letter to express my ardent support of the Molecular Cell Biology degree program becoming an established degree program at the University of Hawai'i at Mānoa. I am currently a first-year medical student at the John A. Burns School of Medicine and a National Health Service Corp Scholar, and none of these achievements would have been possible had I not received my B.S. in molecular cell biology.

The academic highlights of this program that set it apart from other degrees at the College of Natural Sciences are the specific courses in molecular cell biology and the biology of cancer. While Biology of Cancer is not unique to the molecular cell biology degree, together with Molecular Cell Biology I and II, these courses formed the basis of much of the knowledge I still use in medical school. To be sure, I draw on knowledge from much of my undergraduate training, however these three courses have allowed me to grasp difficult concepts in medical school that would have been much more difficult if I had not taken these courses. Moreover, the relationships I developed with the professors of these three courses are a major reason why I got into medical school and received a full-ride scholarship from the National Health Service Corps. The professors from these courses wrote me letters of recommendation that made achieving my goals possible, and those letters would not have been possible without this degree.

Furthermore, the focus of the molecular cell biology degree aligned more with my interests than other degree programs in the College of Natural Sciences. I was weighing a B.S. in Biology as a freshman, and I decided against it because it covered many topics that I was not necessarily interested in such as ecology or evolutionary biology. When I came across the Molecular Cell Biology major, I was drawn to it because the required courses and electives aligned more with my interests as an aspiring physician. It was clear how the courses I would take for the degree would be applicable in a clinical setting, and as mentioned above, those courses are proving more than valuable in medical school.

Another highlight of the degree program for me was the flexibility it offered. Another major I considered was Microbiology, and I decided against it because the Molecular Cell Biology program was not as rigidly structured as Microbiology, and therefore it allowed me to take more courses outside of my major. This was fruitful because I was able to complete a minor

in Ilokano. I am certain there are many Microbiology majors who complete minors or even second majors, however the Molecular Cell Biology program was more accommodating to my schedule and my interests.

At a glance, the Molecular Cell Biology program is quite similar to other biological sciences degrees, and to be fair, there is significant overlap between them. However, each program remains unique, and what sets Molecular Cell Biology apart is the focus of its courses on topics that are relevant for aspiring physicians or those interested in scientific research with clinical implications. Students in this program can profit from the unique sequence of courses, particularly Molecular Cell Biology I & II and Biology of Cancer, and grow in their knowledge of medically and clinically relevant sciences. Physicians and clinical science researchers are only going to grow in demand, and this degree program will be a crucial training ground for those future professionals that come through this university.

Sincerely,

Emily Erika N. Acoba

Emily Erika Acoba

eeacoba@hawaii.edu

21 October, 2021

To whom it may concern,

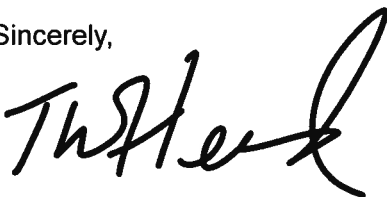
I graduated from University of Hawaii at Manoa (UHM) with a Bachelor of Science degree in Molecular Cell Biology (MCB BS), cum laude and with Honors, in the Fall of 2018. Currently, I am in my second year of the Cell and Molecular Biology Masters (CMB MS) program, also at UHM. After completing the Masters program in the Spring, I plan on applying to medical school, and if accepted, will work towards becoming a physician.

The MCB BS degree was attractive to me because it focused on understanding the makeup and behavior of cells, and culminated in a capstone course on cancer. Cancer was, and is still, a subject that I deeply care about - especially after watching my mother die in a hospital bed in 2000, while undergoing chemotherapy for myelodysplastic syndrome. I was not aware of the degree's provisional status, and am grateful for being able to complete the course of study when I did (2013 - 2018). The MCB program is the main reason I achieved a perfect score - 132 - on the *Biological and Biochemical Foundations of Living Systems* section on the Medical College Admission Test (MCAT). I struggled with the other sections of the MCAT, but am still happy with my overall score. Additionally, the MCB program left me well prepared to tackle the CMB Masters, and potentially medical school and/or the CMB Doctorate.

I would recommend the UHM MCB program to any student working towards a greater understanding of cells and associated processes, whether he intends to move on to medical school, research, or industry. The MCB program taught me as much about my own interests and capabilities as it did about cells - the fundamental units of life. There is still a great deal to discover within cells and systems of cells, and the MCB program both supplies students with a solid foundational understanding and inspires further progression into undiscovered territory.

While pursuing further education, I have spent over 25 years working full time in the IT industry, where my primary function is gathering, condensing, repackaging and redistributing information to help others make decisions. Hopefully in the near future I'll be able to perform this function as a professional researcher and doctor, helping improve the health and wellbeing of people in the community. The MCB BS is a critical component of my progression towards a career in research and medicine; I fervently support the program and thank all the faculty and staff involved.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tony Head', with a large, stylized flourish at the end.

Tony Head
MS Student, Cell and Molecular Biology
University of Hawaii at Manoa

Dear whom it may concern,

My name is Jessica Chen and I graduated from University of Hawai'i at Mānoa (UHM)'s Molecular Cell Biology (MCB) program in the Spring of 2018. I am currently a first year PhD student in the Virology program at Harvard University and have spent the past three years as a postbaccalaureate research fellow at the National Institutes of Health (NIH). I am writing in high support of the BS in MCB program to become an established UHM program.

There are many compelling reasons why the MCB program should become an established program. I can only speak of my own experiences through the MCB program and the results of the training and support I received.

First and foremost, I want to highlight **the phenomenal teaching** I have received through the MCB program. I am currently taking an undergraduate immunology course to fulfill my degree requirement at Harvard. While I am enjoying my course at Harvard, I found the curriculum and academic rigor to be on par with the training I received through Dr. Howard Shen's immunology course (MICR 461) and the MCB program. In terms of my graduate level courses, I feel confident in my ability to express my scientific knowledge and evaluate molecular biology techniques. Many of these, I would like to point out, are **in line with the student learning objectives of the MCB program.**

Second, the **variety of course offerings to fulfill elective requirements allows for specialization and diversification.** In 2014, I initially entered UHM with the intention to complete a BA in Biology. After a few major switching (from BA Biology to BS Biology to BS Microbiology), I decided upon selecting the BS in MCB as the degree I would ultimately receive upon graduation. For each decision I made in switching majors, I was fine-tuning my interests in microbiology and molecular biology. The ultimate reason why I decided to switch from BS in Microbiology (a somewhat similar degree) to BS in MCB was due to the elective offerings. Having worked as a peer advisor for the Department of Biology from 2016 to 2018, I was fully aware of the difficulty of creating a four-year plan with limited course offerings. This was especially the case with the BS in Microbiology degree as I would frequently hear complaints from my fellow classmates about the limited offerings per semester and conflicts with their schedules. While I can go into details about the differences between the two natural sciences degree plans, I think it would be more noteworthy to look at the [program sheets](#) for BS in Microbiology and BS in MCB, in particular the Group 1 and Group 2 elective options (for microbiology see Additional Course and for MCB see Molecular Cell Biology Related Requirements). There are significantly more elective options for the BS in MCB program as well as more diversity in the courses with offerings from ICS, mathematics, and zoology. This not only allows for specialization and diversification of interests but **also contributes to the flexibility of course scheduling (that allows for a four-year graduation) which is heavily in line with UHM's 15 to Finish campaign.**

Third, the range of electives allowed for the completion of the degree (without course overrides or substitutions) provided me with the **freedom and flexibility to pursue extracurricular activities.** I am incredibly guilty of always having too much on my plate. I graduated in Spring 2018 with a 3.78 GPA, BS in MCB with honors, BA in Art, and an undergraduate certificate in Mathematical Biology. Suffice to say, scheduling for courses was a bit of an issue. If this doesn't sound crazy enough, in my senior year, I

was juggling three part-time jobs (peer advisor, grader for physics, and Kaplan student brand ambassador), an ASUH executive position (Senator-at-Large and chair of the Undergraduate Academic Affairs Committee), executive board positions for two clubs (Pre-Medical Association and Mortar Board Senior Honor Society), served as the Ceramics program volunteer coordinator, a board member for SAPFB, and a co-founder of UHM's food pantry, Food Vault Hawai'i. Many of these positions I have held for consecutive years. Thinking back, I honestly don't understand how I managed to do all of this and graduate in four years and sleep but I definitely want to **credit the MCB program for making my life a little easier by having lots of options and opportunities to fulfill my degree requirements.**

Fourth, the **MCB community reinforced in me the desire to empower others.** I have met wonderful professors and students through the MCB program, some of whom I might not have known if I did not choose this program. I am very grateful to have been taught by Dr. Heinz De Couet (BIOL 407) and Dr. Dulal Borthakur (BIOL 408). I most likely would not have taken these courses if I was not in the MCB program. Some fond memories I had was going to Dr. De Couet's office hours and chatting with him about life and about science. I am also extremely grateful for the support and kindness Dr. Borthakur showed me when he attended my research presentation at the Tester Symposium. I also want to highlight my research experience with Dr. Megan Porter. I met Dr. Porter through a required class (BIOL 275) for many of the life sciences majors. She became my mentor for my honors thesis and was incredibly understanding in my desires to pursue multiple degrees (especially a degree in Art). Dr. Porter also trained me in grant writing and prepared me for graduate school. With her support, I was awarded the Kosaki Student Assistance Award, Hokama Award, and Undergraduate Research Opportunities Program (UROP) funding for my research. It was through these instances that led me to apply and be awarded the National Science Foundation Graduate Research Fellowship Program (NSF GRFP). Lastly, I want to mention my interactions with Dr. Howard Shen, who taught two of the MCB required courses (MICR 461 and MCB 472). Prior to completing his PhD, Dr. Shen received training as a postbaccalaureate fellow at the NIH. Upon learning that, I spoke with him on multiple occasions about his experiences. His enthusiasm for the NIH postbaccalaureate program and encouragement led me to apply and receive a position at the NIH. I am truly grateful for all my interactions with the members of the MCB and Natural Sciences community. It takes a village to raise a child. It took the MCB community to raise and teach me the breadth and depth of biological knowledge and instill a passion for the sciences. **The interactions I had with many faculty members and community strengthened my resolve to create an inclusive environment and share resources to enable others to succeed.**

Lastly, I implore you to look at the **success of other graduates of the MCB program.** The MCB program outputs successful candidates in medicine, biomedical research, and many other fields. This not only attests to the necessity for the BS in MCB program to become a permanently established program but also demonstrates the drive and passion of the students who go through the program. Please do not do a disservice to the graduates of this program and future students of this program by removing the BS in MCB program.

In summation, the BS in MCB program is a vital program in the School of Life Sciences. The MCB program draws passionate students in with a rigorous but appropriate curriculum, flexible elective options that offer specialization in molecular biology related fields, and a passionate community of faculty members. I sincerely hope you will consider the BS in MCB program to be a permanent program at

UHM. Should you have any questions, please do not hesitate to contact me at jessicachen@g.harvard.edu.
I am more than happy to share my thoughts and experiences about the MCB program at UHM.

Sincerely,

A handwritten signature in black ink that reads "Jessica Chen". The signature is written in a cursive, flowing style.

Jessica Chen

To Whom It May Concern:

My name is Austin Corpuz and I am an alumnus of the UH Mānoa Molecular Cell Biology program writing in support of its establishment as a permanent degree track.

I received my BS in Molecular Cell Biology in 2017 and have since gone on to attain my MS in Cell and Molecular Biology before matriculating at JABSOM as a current second year medical student. I can confidently say that the focused coursework of UH's MCB program has more than sufficiently equipped me with the foundational knowledge to excel in graduate study, biomedical research, and now medical education. I can specifically cite the Biology of Cancer capstone course as the catalyst which inspired me to pursue opportunities in cancer research at the UH Cancer Center as a graduate student. Today, oncology remains one of my specialties of interest.

Additionally, I continue to benefit from the lasting support of MCB's network of faculty and colleagues who now comprise a community of likeminded biomedical research collaborators, mentors, and classmates in both graduate and medical school.

Simply put, UH Mānoa's MCB program has been *the* premier dedicated pre-medical and/or pre-biomedical research track for as long as it has been offered. I am one of many MCB program alumni actively pursuing dream careers as future physicians and scientists who will undoubtedly bring positive change to the world. To remove this program during our current global health crisis could only be a detriment to society.

Sincerely,

A handwritten signature in black ink, appearing to read 'A Corpuz', written in a cursive style.

Austin Corpuz, M.S.
adcorpuz@hawaii.edu
808-721-7946

Dear UH Faculty Senate, President Lassner, and UH Board of Regents,

The MCB program is a program that deserves to stay. I was originally a biology major, but I switched into the MCB program because the classes and electives only offered in this program felt much more relevant in my pursuit of a career in medicine. As a biology major, I had doubts if medicine was something I still wanted to pursue. I wasn't excited to take any of the classes I was currently taking as a biology major, nor was I thrilled to take any of the other upper division biology electives. Taking molecular biology (BIOL 275) was the first time I was genuinely excited for a class. Shortly after taking this class, I learned there was a program with similar classes. I met with an advisor to discuss changing majors and considered switching into biochemistry, chemistry, or MCB. After discussing my options with my advisor, I decided MCB was the direction I wanted to go. The classes I took in the MCB program such as molecular cell biology I and II (MCB 407 and 408), immunology (MCB 461/MICR 461), virology (MICR 490), and biology of cancer (BIOL 472), were classes that reaffirmed to me that medicine is what I want to pursue. The classes I was projected to take if I switched into biochemistry or chemistry didn't seem relevant to my end career goals, however the classes offered in the MCB program had much more relevant applications for a future healthcare provider and that's how I decided to switch to MCB.

This program heavily emphasized the mechanisms and basis of diseases on the molecular level. Learning about diseases from this perspective allows a prospective pre-medical student, such as myself, to have a better understanding of how existing treatments work and how new treatments may target a different part of a molecular pathway. If I didn't enter the MCB program and if I didn't take immunology, virology, and biology of cancer, I wouldn't have discovered my interest in pathology of diseases.

I am currently working as a medical assistant at Primary Care Clinic of Hawaii in Hilo and shadowing different specialties to gain clinical experience and to discover which areas I would be most interested in pursuing. I plan on applying to medical school next cycle (in 2022). Hawaii is in desperate need of physicians and I hope to one day practice here. I really hope the MCB program sticks around because without this program, I wouldn't be continuing my pursuit of medicine. The MCB program has been such an enjoyable and enriching experience and I hope it's a program future students will be able to partake in. If I can provide any additional information, please feel free to contact me at jrdc24@hawaii.edu.

Mahalo,
Jasmine-Rae dela Cruz

November 4, 2021

To Whom It May Concern:

My name is Julia Lee and I am a UH Mānoa alumni. I graduated with the class of Spring 2020 with a B.S. in Molecular Cell Biology (MCB). I am currently a Medical Assistant at Medicine Pediatrics Associates and plan to apply to Physician Assistant (PA) school. I am writing this letter in the hopes that you will be persuaded by my story and that of the other MCB graduates to make MCB an established program at UH Mānoa.

When I reflect upon my time at UH, I consider myself lucky to have found a degree that fit my personality and educational goals so well. Like many other college students, there was a period when I was unsure of what direction to go and what degree to choose. MCB was introduced to me at an opportune time and presented to me the most useful route to graduating within 4 years in addition to setting the stage for my future.

When I initially switched degrees from Biochemistry to Biology, I had already taken Cell and Molecular Biology (BIOL 275) with Dr. Howard Shen. At the time, I had a lot of uncertainty about majoring in Biology, yet I was still confident in my career path. I had a gut feeling that something wasn't quite right, so I made the decision to switch to MCB. I did this for 3 main reasons. First, I wanted to learn more about MCB instead of taking general biology classes, such as ecology, morphology, or evolutionary biology. Second, I knew MCB was a smaller, more tight-knit community of students, so I would be able to form a study group more easily with other students. Third, I knew Dr. Shen would be my professor for at least 2 future classes, and I was extremely interested in taking Biology of Cancer (MCB 472). I knew his teaching style coordinated well with how I learned best and I wanted to take a class that few students would be able say they took.

Safe to say, my decision to switch to MCB paid off because I found Biology of Cancer one of the most intriguing and useful classes I took at UH. Aside from my interest in the topics covered, it was one of two classes that gave me a proper "how to" when reading scientific research papers. MCB 472 and MCB 407 were the first classes that gave me the opportunity to not only understand research articles, but how to read them, break them down, and summarize them. In other classes, I was rarely afforded the opportunity to analyze an entire article, but after this class, I can now confidently read, understand, and communicate what is presented in the texts. There were a few other classes that touched upon it, but none in the depth necessary to fully understand the writing, leading many students to quickly disregard these articles with no consequences.

Academics aside, I am happy to have made an amazing group of friends in the MCB program. Like many other students, the transition from high school to college was difficult for me. I didn't realize how few new friends I had made in college until I began making friends who were also majoring in MCB. Unfortunately, our time in person was cut short due to the start of the pandemic, but we still managed to keep in touch by having study sessions over Zoom or

Facetime. Due to these stressful circumstances, my mental health declined during lockdown, but I believe the friendships I made and kept with the other MCB students helped to keep alleviate some of the stressors.

As someone aspiring to be a PA, it may seem obvious why I decided to major in a biological discipline. In addition to the reasons above, I chose MCB over Biology to help me stand out from other applicants. As a Medical Assistant at a pediatrics and internist office, taking MCB 472 became surprisingly useful as I assist managing several patients who were unfortunately diagnosed with cancer. Studying the basics about the biology of cancer in MCB 472 provided me with insight into the body's reactions that can be applied to actual patients, opportunities typically only shared by PA and medical students. It is experiences like these that make me grateful I chose MCB.

Thank you for taking the time to take my words into consideration. If you wish to discuss this further with me, I would be more than happy to answer any additional questions you may have. I can be contacted through my email, juliang@hawaii.edu or at my cell, (808)675-8655. I hope this encourages you to support finding the MCB program a permanent home at UH Mānoa.

Sincerely,

A handwritten signature in black ink, appearing to read 'Julia Lee', written in a cursive style.

Julia Lee

November 12, 2021

To the University of Hawaii at Manoa:

My name is Kelsea Jones and I graduated with my MCB BS degree in Spring 2019. After graduation, I started working as a health manager at Honolulu Primary Care Associates at Queen's Medical Center. I worked in primary care for over two years before embarking on my journey to Indianapolis, IN at Marian University's College of Osteopathic Medicine. I'm currently pursuing a Master of Biomedical Sciences in hopes of starting as an OMS-I next fall (2022). My goal is to become a primary care physician and specialize in either family medicine or internal medicine.

I started at UH Manoa as a biology major but changed to a MCB major as soon as I found out that MCB existed! I always knew I wanted to study biology for a pre-medical degree, but MCB offered a more focused and clinically applicable path for my life science studies. I was particularly intrigued by the capstone class – Biology of Cancer (MCB 472). This class was only offered to MCB majors, and I just knew I had to take this class especially because I never had this opportunity before; the opportunity to take an entire class on cancer! Other biology classes would briefly mention cancer, but I wanted to learn the “why, where, what, when, and how’s” of cancer on a cellular level.

I strongly believe that my MCB studies and Dr. Shen's mentorship through the MCB program led me to where I am today. The MCB program helped me realize that I want to use my years of science knowledge and apply it to the medical field.

Sincerely,



Kelsea Jones

Maile Amine
1268 Noelani St.
Pearl City, HI 96782

6 November 2021

University of Hawaii at Mānoa Faculty
2500 Campus Rd
Honolulu, HI 96822

Dear UHM Faculty Senate, Provost Bruno, President Lassner, and UH Board of Regents,

This is my letter of support for the University of Hawaii at Mānoa Bachelor of Science Molecular Cell Biology Program.

My name is Maile Amine and I am a 2018 graduate of the Bachelor of Science Molecular Cell Biology Program. I am planning to apply to medical school next year in 2022. I first started off as a Biology major in my first year, but then ultimately decided that I wanted to pursue a degree that was more specialized to my future career. It wasn't until I stumbled into my academic advising appointment during my second year that I knew I wanted to major in Molecular Cell Biology. I am so glad that I did because I was able to gain a deeper understanding on how Molecular Cell Biology plays a much larger role in the study of cellular processes, human health, disease, and treatment. Molecular Cell Biology also overlaps with other fields, including Genetics, Biochemistry, and Microbiology.

This program was very in depth in comparison to the other Life Sciences program at the university. It helped provide the foundation for understanding the mechanisms in health and disease. For example, I was able to learn from a molecular level standpoint all the way up to a greater scale like genomics. It is quite amazing to see the rapid advances made in biological sciences and medicine today. In addition, I was able to learn about gene therapy methods which can potentially allow physicians to treat defected genes. I was also intrigued by gene editing methods, specifically the CRISPR genome editing system. This has been used in oncology research which interests me since I have been in remission from leukemia for about 18 years now. I aspire to become a physician and I hope to do cancer research as well someday.

I am very pleased from the education I have learned from this program. I believe it has played a vital role in my future career and I hope that future students at the university can continue to take the courses that I did.

Sincerely,



Maile Amine

To whom it may concern,

My name is Megan Andrada, a 2016 UH Mānoa graduate with a Molecular Cell Biology degree. I aspire to become a family physician in Waialua with an interest specifically in rural health. I am currently in my gap year and working as a medical assistant for a gastroenterologist.

When I started at the university, I majored in Biology because of my interest in pursuing medicine. I was unaware that the university offered a MCB degree. Through the pre-medical association, I met upperclassmen who majored in MCB. They talked about their classes, and the biology of cancer class particularly caught my interest. Unlike the general biology major that offered ecology and botany classes I was not interested in, MCB offered classes related to my future career as a physician. Switching to MCB was the best decision I made, and I wish I had known about it sooner.

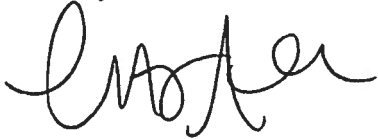
During the summer after junior year, I participated in the Minority Health International Research Training (MHIRT) Program and traveled to Bangkok, Thailand. I participated in research for nine weeks at Mahidol University School Faculty of Tropical Medicine. This was my first research experience, but I felt confident in the lab due to the techniques I learned in my lab classes. I also had background knowledge of Melioidosis, which my research focused on because of what I learned in my bacterial pathogenesis class.

Throughout the pandemic, I have used the knowledge I gained about vaccines in my virology class to help educate those in my family and my community who were hesitant to get vaccinated. We were split into groups and given the semester-long project to create a novel vaccine in class. This challenge helped us understand the parts of a vaccine and different types of viruses. Many people around me used the argument about having a vaccine made quickly but with no cure to cancer, but I realized how complex cancer truly is through my biology of cancer class.

I feel that my classes challenged me but also helped me grow as a person. I became better at reading research papers, presenting in front of others, and collaborating with peers. As a physician, I must keep up with the continuous advancements in medicine, show confidence when

caring for a patient, and help educate patients in a way they will understand. I still keep in close contact with many of those in my major as well. I felt supported by my professors and received feedback in order to continuously improve. Even after graduating, I still feel supported by my past professors, such as Dr. Shen, whom I can still turn to for advice on my journey to medicine. It just goes to show how much people in the program care about us becoming successful and reaching our goals. My only regret is not joining the program sooner, but I am grateful for the students I met along the way, which helped me decide to change my major.

Sincerely,

A handwritten signature in black ink, appearing to read 'Megan Andrada', written in a cursive style.

Megan Andrada

meganva@hawaii.edu

808-255-6855

To Whom It May Concern:

My name is Shantel Pascual, and I am writing to express my full support in establishing the Molecular Cell Biology Bachelors of Science (MCB BS) pathway as an official degree at the University of Hawai'i at Mānoa. I am an alumni who received my BS in molecular cell biology from UH Mānoa back in December 2018, and I am currently a first-year medical student at the John A. Burns School of Medicine (JABSOM).

I was first introduced to the MCB BS degree pathway during my third year of undergraduate studies by a few classmates who were already enrolled in the MCB program. During that time I was on the regular Biology BS pathway and had just completed my required BIOL 265 ecology credit. I decided to make the switch from Biology BS to MCB BS after comparing the degree course requirements and seeing the MCB pathway's focus on molecular biology and its applications to human health. Because I was a student interested in pursuing medicine, I knew it would be much more valuable for me to enroll in courses like immunology and cancer biology, both of which are MCB degree requirements, rather than courses related to botany and zoology. Overall, I believe that switching over to the MCB degree track aligned very well with my long-term career goals and provided me with an enjoyable and worthwhile educational experience.

Prior to my matriculation into medical school, I completed the 'Imi Ho'ōla Post-baccalaureate Program at JABSOM, which is an intensive one year program designed to address the educational needs of disadvantaged pre-medical students. I genuinely believe that the MCB program equipped me with a strong foundation in biomedical sciences, which allowed me to succeed in the highly rigorous program. As a current first-year medical student, I continue to see the utility of the knowledge that I gained through my MCB BS degree. I believe that my strong understanding of molecular biology, immunology and cancer biology from undergrad has made it easier for me to grasp the material in my foundational sciences lectures compared to my classmates who did not take those classes during their undergraduate studies.

I would highly recommend the MCB program to all students who are interested in pursuing careers in medicine or biomedical sciences or any student who is interested in studying molecular biology and its applications to healthcare. I hope to see the MCB BS pathway offered as an official degree for all future UH Mānoa students.

Sincerely,



Shantel Pascual

Email: sspascua@hawaii.edu

Phone number: (808) 754-2649

November 12, 2021

To Whom It May Concern:

I am writing on behalf of the MCB program to detail my experience learning under that curriculum and why I believe it would prove beneficial to become an established program at UH Manoa.

My name is Trevor Hirata and I received my MCB BS degree in the spring of 2020. During my time at UH, I was initially declared as a biology major but switched to MCB. To be frank, the biggest reason was that the prerequisite courses required for biology didn't sound as interesting as the courses required for MCB. For example, biology of cancer sounded much more interesting than ecology, and molecular biology sounded much more interesting than population genetics. This is not to say that those other courses are not interesting or respected in their own right, it's just that the courses outlined under the MCB program better matched my interests, and I feel grateful that that was an option for me.

Much of the motivation for what I am currently doing has come from taking immunology and biology and cancer. I learned so much from these courses and it piqued my interest enough for me to find a lab to work in at the UH Cancer Center. Technique wise, much of what is done in this lab has to do with western blotting, PCR's, and flow cytometry. Had I not already had an introduction to these topics in the lab courses I took under the MCB program, I don't think I would have been able to integrate into the lab as smoothly as I feel I did. In addition, I am also able to take what I learned from the research ethics course to monitor how I go about carrying out my tasks in the lab.

As I continue to work in the lab, as well as pursue my career interest in medicine, I look back at what the MCB program has provided me with and feel as though I am well equipped for my future endeavors. I think that many other students who have the same interests as I do, and are pursuing the same career choices as I am, will benefit greatly from having the MCB program as an option for them. For these reasons aforementioned, I feel strongly that the MCB program should become an established program at UH Manoa.

Sincerely,



Trevor Hirata
808-937-1013
thirata3@hawaii.edu

November 7, 2021

Dear UHM Faculty Senate, Provost Bruno, President Lassner, and UH Board of Regents,

My name is Tricia Khun. I received my Bachelor of Science degree from the University of Hawaii at Manoa's Molecular Cell Biology program and a Chinese minor in May 2019. I am currently in my second semester of the Master's program in Public Health specializing in social and behavioral health sciences at UH Manoa. I am also a current Foreign Language Area Studies (FLAS): Khmer language fellowship recipient. My current research is focused on improving access and health education amongst women as well as specific research throughout Cambodia and the Southeast Asian region. After my Masters program, I plan to apply to medical anthropology PhD programs to further my research. Although I chose to move on to study in a field outside of Molecular Cell Biology, I give my full support to the continuation of the Molecular Cell Biology, B.S. degree program.

In my last year in the B.S. Molecular Cell Biology program, I had the opportunity to pursue research in Cambodia under the Undergraduate Research Opportunities Program (UROP). I created the short documentary film, titled "The Tree of Life: A Khmer Short Film" which explored different ways of Khmer healing, reconnection, and finding identity. I had the privilege to share it with my mentors and the university at the UROP program showcase. I also had the opportunity to collaborate with Assistant Professor of Family and Consumer Sciences, Dr. Sothy Eng to conduct research, write journal articles that were published in the American Journal of Lifestyle Medicine, create the Home Garden Network program, and create a showcase of dance, music, and food that brought the Khmer Hawaii community together at the East West Center's first Khmer New Year cultural celebration event. Initially, during this time, I was a pre-med student and had plans and dreams to go to medical school after. However, all of these opportunities made me fall truly in love with the process of research, its meaning to the communities I was conducting the research alongside, and for the first time, I didn't feel so alone or empty. I was able to re-discover my own identity in the process and found healing in that through my research.

The B.S. Molecular Cell Biology program allowed me to take classes through interdisciplinary fields on the UH Manoa campus. I was able to take women's studies, cultural anthropology, history of human diseases and pandemics, biology of cancer, and Chinese language, to name a few. I was originally a B.S. general biology major, but I felt unsatisfied taking classes that predominantly talked about evolutionary biology and plant biology. I was attracted to the B.S. MCB program because it largely had that human component of illness and disease which ultimately led me to major in it. That is something I believe I wouldn't have gotten if I had stayed in the B.S. general biology program. I also felt fascinated about microbiology and the classes I was in during that time helped me to better understand and almost became, in many ways, a therapy to know how to deal with my dad being diagnosed with cancer. This ultimately inspired me to do cancer research last semester during my Master's degree in Public Health and that brought closure for me to heal from my dad's passing.

I hope that this program can be around for future generations of university undergrad students, especially those who are struggling to heal from a loved ones passing or diagnosis. This program provides the awareness and knowledge about human illness and disease that you wouldn't find in any other department at UH Manoa. This program is fitting for those especially who want to work in any people-centered, healthcare profession-- public health, medicine, medical anthropology, nursing, and beyond. This program is also for dedicated students who want to challenge themselves beyond the boundaries of biology and medicine. My only critique about this program is that there needs to be more faculty and diverse faculty teaching MCB courses, courses need to be available in both spring and fall semesters to reduce the average length of time to complete the degree (average seems to be 5-7 years at this point which is way too long for students), students in this program need to be given more support in terms of career and course advising as well as more research opportunities. I also want to add that the program also needs to teach in a way that allows students to collaborate in the same space such as in a round table and talk to each other about the topics they are learning in the classroom rather than using a lecturing approach. Our students deserve better, especially young women and students of color from underrepresented communities and minority groups. Their needs are different and they need to be supported in a male-dominated field such as biology and medicine. If we want to prioritize health and improve it, we need to start with our educational systems and make getting in and attending programs like these equitable for every student with funding and the right resources to support their learning, research, and education. Additionally, the program needs to continue including a more interdisciplinary approach that includes topics and courses on research ethics, cultural impacts around illness and disease, guest speakers in the field that students can talk with and be inspired by, and to present different career options to students beyond becoming a doctor or a biologist.

Overall, I am truly grateful to have been a part of the B.S. MCB program cohort. It gave me the resilience and tenacity to pursue my goals and dreams and I have also found identity, healing, and closure through the program.

Thank you for taking the time to read and listen. It is greatly appreciated and hopefully, the program can make these improvements as it continues the program!

Sincerely and best wishes,

Tricia Khun

tkhun@hawaii.edu

B.S. MCB program, Class of 2019

Dear Program Review Committee,

The Molecular Cell Biology (MCB) BS program has been essential in establishing within me an interest in biomedical research and medicine. I learned a plethora of insightful and exciting things during my time at UHM, many of which remain extremely relevant for my current and future endeavors. The MCB program has helped me develop critical thinking skills and research techniques that are pertinent to my current position as an NIH IRTA research fellow. The NIH IRTA program provides recent college graduates planning to apply to graduate or professional school the chance to spend one or more years conducting research full-time at the NIH. Additionally, the MCB BS program has given me a strong foundation and confidence to pursue plans to enroll in an MD/PhD program.

I started at UHM as a psychology major. Psychology is great, but as I continued undergrad, I realized that I wanted an education that is more grounded in the biological sciences due to my growing interest in neuroscience. The MCB BS program was exactly what I was looking for, and from then on, I decided to double major in both MCB and psychology. I would love to see the MCB BS program become a permanent degree program at UH Manoa. It provided me an excellent education rooted in the biological sciences. This program can surely aid future students to learn and grow in various ways by majoring in MCB.

Being in the MCB BS program granted me the opportunity to be involved in interesting research projects with Dr. Matthew Pitts at JABSOM, which led me to be a recipient of the 2021 Student Excellence in Research Award provided by the Office of the Vice Chancellor for Research at UHM. Additionally, the MCB BS program enabled me and my mentor Dr. Pitts to apply for and be awarded a 2020 Faculty Mentoring Grant for Summer Undergraduate Research a little over a year ago. The funding provided us a means to continue our research, and being in the MCB BS program in the first place opened the doors for me to have these research experiences and opportunities.

The MCB BS program is uniquely suited for students like me who are interested in the intersection between science and healthcare. The MCB BS program emphasizes molecular biology research methodology, understanding of molecular biology in the context of human health, and the role various eukaryotic systems play in healthcare in the most efficient way possible. No other degree program integrates the basic sciences, molecular biology research techniques, and relevance to healthcare as effectively as the MCB BS program does. I believe that UH Manoa should make the MCB BS program permanent, in order to continue to inspire students to enter fields in biomedical research, medicine, industry/biotechnology, teaching, etc.

Best,



10-8-21

Victor Kilonzo, Spring 2021

Contact Information: vkilonzo@hawaii.edu or vkilonzoo@gmail.com

Aloha,

My name is Darcy Tokunaga, and I am writing in support of the Molecular and Cell Biology (MCB) Bachelor of Science program at the University of Hawai'i at Manoa. I am startled to learn that a program as excellent as MCB is not guaranteed approval following the 2021-2022 school year. Thus, I strongly urge the University to establish the program that has been impactful for so many of us who have completed the program. In order to fully cultivate the significance of the program and its impact on students, I feel that it is vital to share some information about myself.

I received my Bachelors of Science in Molecular and Cell Biology during the spring of 2021. Going into college I was sure that I wanted to pursue a career in medicine; however, I knew little about which programs would help to prepare me for this field. Therefore, I initially signed up for the "blueprint" pre-medicine pathway and majored in Biology. I thought that taking this standard pathway was essential to acceptance in medical school, but began to question my passion in medicine after semesters of generalized biology that did not strongly relate to my interests in medicine. The study of biology and the organisms of life, such as plants, animals, and microbes, and their differences is an essential field. However, this major does not deeply investigate the *mechanisms* behind life, such as in the MCB field, that are essential to all beings such as developmental biology, biochemistry, molecular genetics, DNA technology, and much more. Both disciplines look at similar topics, however, the MCB pathway paints a much more specific picture of the mechanisms of health and disease that is essential for those interested in pursuing a career in medicine or basic science research.

Fortunately, I was introduced to the MCB program entering my junior year at the university and decided to switch to the program despite this major change being considered "late in my academic career". The MCB staff members were dilligent in coordinating a plan to ensure that I was able to successfully complete the program by the end of my four years at the university. I am extremely grateful for the supportive community that I have found in the MCB program, through my classmates and professors. In my previous degree, I always felt like just another grade in a group of hundreds of students in a class. I never felt like I mattered to the professors in my previous program, but learned to accept this as there were hundreds of students for them to balance. This was far from my experience in the MCB program, where I quickly learned about each professors passion to teach and passion to see their students succeed. I still rememeber being so confused when asked to stay back after class by my professor of MCB II, only to find that he was just concerned about my personal wellbeing because I failed an exam when I normally achieved high scores. Besides this, each professor held various learning sessions, or office hours to give each student an opportunity to have the tools that they needed to succeed in each class. This attention to detail and establishment of relationships with students is key to the success of participants in the program. Throughout my years in MCB, there was rarely a student who failed to receive a passing grade, while in my experience in Biology I saw countless students repeating each class needed for graduation. Many of us who have switched from Biology to MCB can agree based on our experiences that the MCB program was much more academically rigorous than the Biology pathway. However, it is because of this

support system provided by the teaching staff that each student was inspired to and given all the tools to diligently work toward passing and even exemplary grades in the curriculum.

With a staff as inspired by science as those in the MCB pathway, it is impossible to not become inspired yourself. Although I only planned on pursuing a career as a physician, I found myself interested in participating in basic science research because of the classes and scientific topics we were introduced to in the MCB program. Therefore, during my senior year I started researching as part of the Diabetes Research Center at John A. Burns School of Medicine and began to investigate the molecular foundations of type-II diabetes. The curriculum of the MCB program such as laboratory procedures, immunology, molecular genetics, and gene regulation helped me to feel prepared for laboratory work and has allowed me to advance in research quickly. Due to this quick advancement, I have been able to produce several manuscripts, abstracts, and conference presentations. These works have been crucial in my pre-medical success and ability to attain internships, such as the Hawai'i Pacific Health Summer Student Research Program, that will aid my success in a career in medicine. If I had not changed to Molecular Cell Biology, I would never realized my passion for bridging a career in medical practice and research. I hope some day to continue my research when I am a practicing physician and to work in conjunction with the medical school to unlock knowledge of various diseases and pathologies.

The MCB program has been pivotal to my continued pursuance and passion for medicine and science. Without the program, I truly do not believe that I would have achieved the academic lengths that I was able to due to the continued support of staff and the knowledge base that they provided us with. Please do not deny future students of the invaluable opportunity to participate in the Molecular and Cell Bachelors of Science program. Thank you for your consideration.

Sincerely,
Darcy Tokunaga
Email: dtoku11@gmail.com



APPENDIX II – MCB BS Alumni Survey Responses

What role did the MCB BS program play in your intellectual or career development?

Allowed me to major in a degree that I was interested in with a focus within general biology rather than taking classes that I felt weren't as pertinent. Taking many of the required courses within the MCB degree were also required by most medical schools so I felt that the program was comprehensive enough to prepare me for professional schooling.

Critical thinking and learning to apply concepts

My exposure to topics in molecular cell biology inspired me to pursue an MS in Cell and Molecular Biology where I participated in research in various fields from neuroscience to cancer biology. The breadth of foundational knowledge acquired from MCB's coursework has provided me a learning advantage as a current second year medical student. Through the dedicated mentorship of department faculty members such as Dr. Shen, I have received ample advice and recommendation letters, which have been instrumental in my journey through research and medicine.

It gave the science foundation I needed to do well in my first unit of medical school. Even after two gap years I still remember and use things I've learned in immunology and biology of cancer.

MCB allowed me to work effectively in multi-disciplinary fields. I researched with biochemists, worked with data scientists, and support physicians at Queens Medical Center. Every skill I have was incorporated in my MCB degree (except anatomy/physiology which was considered an elective).

Helped me stay sharp for the MCAT

Having a molecular cell biology program allowed me to take certain courses such as immunology and biology of cancer that were very helpful foundational course for medical school. I was also able to get a basic understanding of cell biology in my 408 course with Dr. Borthakur that was very helpful.

As a Pre-PA student, the MCB BS program laid the foundation for the studies I hope to complete in PA school. In particular, Immunology, Virology, all 3 MCB classes, and Biology of Cancer, were some of the most important classes I took while at UH. Undoubtedly, the concepts and information I learned in Immunology and Virology (unknowingly then) became extremely helpful to know now, as the world continues to try to find its way through the pandemic. The 3 MCB classes provided a solid foundation for my understanding of cells on a molecular level, aiding me for my future studies. Biology of Cancer was not only the most interesting class in my undergraduate career, but also one of the most useful, as it forced me to read and understand research papers, an opportunity I would not have otherwise sought. As someone who hopes to become a PA-C one day, this skill will become a necessity. I believe the classes in the MCB BS program are not only unique as compared to the Biology BS program, but provides further benefits for students who plan to further their education, go into research, or go into the medical field, than to students who major in Biology.

Pros and Cons of the MCB BS program:

Pros:

- Flexibility with course work and elective options, this allowed me to pursue a double major, honors, and an undergraduate certificate in Mathematical Biology (in my Senior year I also had 3 jobs, sat on the executive board for 2 clubs, was in ASUH as a chair and executive position, member of SAPFB, and ran the Ceramics studio volunteer) - NONE OF THIS COULD HAVE BEEN ACHIEVED WITHOUT FLEXIBILITY
- More structured program and more options than microbiology (at least at the time I was a student)
- Targeted towards my interests in molecular work
- Dr. Shen is running it

Cons:

- Lack of elective options offering (this is more of a UH Manoa issue rather than program issue) either in Fall or Spring (i.e. did not fit my schedule well)

In the Spring of 2018, I graduated with a BS in Molecular Cell Biology with honors, BA in Studio Art, and an undergraduate certificate in Mathematical Biology. The flexibility of the MCB program allowed me to pursue numerous extracurriculars as well as multiple intellectual development opportunities.

I firmly attest that the course requirements for the MCB program was appropriately challenging and taught me the basic knowledge to conduct biomedical research. In my current position as a PhD student at Harvard University, I feel on par with my classmates (ranging from state universities to ivy leagues). I believe my education at UH Manoa and in the MCB program strongly contributed to my success. In addition, I would like to point out that I conducted research for the elective requirements for MCB (I believe 2-3 of my electives were fulfilled by that). By doing so and applying for grants, I was awarded several undergraduate grants to conduct research including the UROP funding and the Hokama award. These were amongst the experiences that were crucial for my application for the NSF GRFP. I attribute the opportunities I was afforded by selecting the BS MCB program to my successful entry into the NIH postbaccalaureate fellowship program and PhD program in Virology at Harvard as well as my being awarded the NSF GRFP.

It gave me a better understanding of the details of human, animal, and bacterial health especially at the cellular level and its' mechanisms.

I first became interested in infectious disease when I took immunology. I liked how the concepts of molecular biology felt more purposeful and applied and I developed an interest in host pathogen interaction. Electives in the MCB program like virology helped strengthen this interest and the advanced MCB courses and capstone cancer biology course gave me a strong molecular background that helped me understand immunology and the molecular pathways that viruses disrupt.

I felt that the MCB BS program played an incredibly significant role in the transition from my undergraduate studies to medical school. The courses that are a part of the MCB BS program such as immunology, microbiology, genetics, and cancer research are all topics that are heavily emphasized in my medical school curriculum. Being introduced to this information at an early stage in my academic career was extremely beneficial for me as it helped me create a foundation that I am able to use in medical school and my future career.

The MCB program was my central education as an aspiring cancer researcher.

The MCB BS program has been essential in establishing within me an interest in biomedical research and medicine. I learned a plethora of insightful and exciting things during my time at UHM, many of which remaining extremely relevant for my current and future endeavors. My current position as an NIH IRTA research fellow involves me using critical thinking skills and research methodology that I learned back in undergrad. Additionally, all that I have learned in the MCB BS program will serve as a strong foundation if I manage to enter into an Md/Phd program in fall of 2022.

I should also mention that when I began at UHM I started out as a psychology major. Psychology is great, but as I continued undergrad I realized that I wanted an education that is more grounded in the biological sciences due to my growing interest in neuroscience. The MCB BS program was exactly what I was looking for, and from then on I decided to double major in both MCB and psychology. I would love to see the MCB BS program become a permanent degree program at UH Manoa. It provided me an excellent education rooted in the biological sciences. This program can surely aid future students to learn and grow in various ways by majoring in MCB.

The MCB BS Program played a huge role in both my intellectual and career development. The courses offered in the MCB BS Program were much more in alignment with my interests compared to the other majors. Not only did I feel that I was learning a lot, but I truly enjoyed what I was learning. Classes that

tied in with medicine (such as immunology and cancer) also helped to solidify my interest in healthcare and decision to attend medical school.

Created the foundations to my medical career

Provided most of the requirements to apply to most medical schools

Provided basic as well as advanced knowledge of molecular cell biology that could later be build upon in various careers

The program and relevant coursework gave me a strong biology foundation that allows me to pursue careers in diverse fields

The MCB BS program enabled me to meet and work with likeminded people that shared the same passions and similar career goals as me. I found it to be unique from other biology or other premed programs in that it focused on the details of molecular biology, which were critical for me in understanding the basic science research I was doing and laid an excellent foundation for medical school.

I learned to manage hefty workload. I also learned to network with peers, graduate students, postdocs and professors.

MCB gave me a great foundation in basic sciences that has helped me in medical school immensely I feel that the MCB BS program helped to prepare a good foundation for my studies in medical school and beyond. I appreciate that the MCB curriculum prepared me for not only the basic science curriculum typical of other degrees, but also allowed me to tailor my educational experience to my interests. I feel that the classes offered, particularly the MCB Bio of Cancer course, contributed to my interest in oncology as a potential specialty. I think it's a testament to the strength and variety of the MCB program's courses and professors that I genuinely feel I had the opportunity to explore my academic/professional interests and am still able to apply knowledge from the curriculum to my current studies in medical school.

I thought the the MCB BS has shaped my interest in medical research in the future even following becoming a medical doctor. The program additionally prepared me for my current research in basic science and has proactively prepared me for medical school curriculum much more than a Biology BS degree would.

A significant one. I was originally a Biology major but after getting some on-hands research experience I decided to make the switch to MCB as it aligned very much with my interests. It was the first time in my life where what I learned in class was actually relevant to what I was doing in real life. The program helped me discover a lot of my scientific/research interests and my love for immunology. My only regret during my time as an MCB undergrad in regards to the coursework was being unable to take immunology with the amazing Dr. Shen himself (took it the year before he started teaching the course). I also think the material I learned, even at the introductory level, like the Biology of Cancer, has helped me be a more effective and informative instructor to my students during my TA & mentor duties. Overall, everything I learned during my upperclassman years as an MCB student remains relevant to my work -- both at the graduate and teaching level -- today.

When I first began at UH Manoa I wasn't aware of all the majors the school had to offer until I met upperclassmen who were part of the MCB program. Once I learned about the classes that the MCB program had to offer, I changed my major. Classes such as Biology of Cancer and Virology sparked my interest because I knew I could apply what I learned to my aspiration to become a physician. Not only did I grow through collaborating with classmates on group projects and presentations in classes such as Virology and Bacterial Pathogenesis, I also became better at reading research papers, writing, and presenting in my Biology of Cancer class. I feel that I was able to mature and grow as an individual while being challenged at the same time. I always felt support from my professors and feel that the

things I learned through the program has helped me and will continue to help me in the future. Throughout my 4 years of undergrad, I never had a teacher like Dr. Shen. I wish I could have taken more classes other than Immunology and Biology of Cancer with him because of his teaching style. He cared about our learning and it really showed, especially the way he kept us engaged and interacted with us during class. I feel that I was able to retain the things I learned in my classes instead of just memorizing for an exam because it applied to real world topics that interests me.

The MCB program had instilled valuable knowledge and skillsets that have helped me throughout graduate school.

Before joining the MCB program, I knew that I wanted to pursue a career in medicine. Being apart of this program further solidified my career path as the various courses offered in MCB exposed me to the rigor and content that I would expect in medical school. I became a much more confident student due to the outstanding professors who were so passionate about their lessons that it made the learning environment interactive and fun and facilitated a level of understanding that went beyond memorization. It was the validation I needed that pursuing medicine was what I wanted and I could do well in medical school.

The MCB BS program has solidified for me to continue pursuing a career in medicine. I was originally a biology major, but a lot of the electives didn't seem relevant to medicine. The classes and electives in the MCB program were a much better fit for me. Instead of taking something like botany, I took immunology, virology, and biology of cancer. These classes have furthered my interests in medicine. I was surprised with how much I really enjoyed these classes and for me this has shown me that I should continue my education in this direction. Dr. Shen is also a great professor and his teaching style has facilitated turning difficult concepts into something much more comprehensible and something I'm excited to learn about.

Do you feel the knowledge you are now using (or plan to use) in your current job or program could have been gained from a different degree program (such as Biology BS)? Why / why not?

Not as much. Biology BS is a lot more general; MCB has more relevance to the genetic make up of our body which is important for studying medicine.

In some ways, yes. General science knowledge can be obtained with BS biology. However, I feel the critical thinking skills and narrowing down/specializing in certain topics could only be gained from MCB.

No. MCB is the only program that provides a course study that is fully relevant to the biomedical sciences. It is THE dedicated pre-medical track at UH Manoa. Perhaps a program that comes close is MBBE, however, its course study is notably more applicable to careers in agriculture and industry.

No. I was originally a BS Biology major and switched to BS MCB in college because the classes were more in line with my career goals (i.e. immunology, biology of cancer). It was one of the best choices I made in undergrad.

I could have gained my MCB knowledge from other majors, but I would have had to pursue multiple majors to do so. MCB is diverse enough to offer me a strong foundation in chemistry, biochemistry, physics, microbiology, biology, and psychology. With a strong foundation and a healthy drive, I am capable of diving deeper into these topics to better acclimate to my work environment.

Yes. It's really detailed knowledge of cell systems

Potentially, I know there is some overlap in courses that can be taken with a biology BS degree but there was certain preference for MCB students to take courses (like those mentioned above) that were important for my career post-graduation.

As briefly mentioned above, I believe some of the things I learned in the MCB BS program went beyond the scope of the Biology BS program. In particular, reading and learning how to read research papers in the Biology of Cancer class not only will help me for my plans in the future for PA school, but at the time, also helped me with other classes I had taken at the simultaneously, such as Research of Ethics. While the basic understands of Biology for my future studies could also be attained through a BS in Biology, I would argue the MCB BS program provides more depth to students like me, who wanted to learn more about the intricacies of cells, and take interesting classes, such as Biology of Cancer.

I entered into UH Manoa with the aim of getting a BA in Biology, I quickly switched to BS Biology then BS Microbiology. It wasn't until my junior year that I switched to BS MCB. As a previous peer advisor in the Department of Biology, I learned and understood how to plan my courses to get the most out of my degrees. I believe the MCB provided me with the best opportunity to pursue additional interests such as art while still providing a strong scientific foundation.

In theory, yes I could have potentially received the same or similar education with another degree offered. The similarity of the Microbiology degree and the MCB degree could have resulted in me gaining the same knowledge; however, I like to point out the degree and elective requirements are quite different. The Microbiology degree was significantly more restrictive with elective requirements (without needing to get an override or approval for substitutions) whereas the MCB degree allows for more flexibility and specialization. Based on the availabilities of courses, I would have struggled to achieved what I was able to do with the BS MCB degree program. In addition, my graduation would have most likely been postponed due to scheduling issues.

To be honest, while I could have received the same education/knowledge from another degree at UH Manoa, there would most likely not be anyway for me to complete all my course work while double majoring, honors, and an undergraduate certificate. I understand that UH Manoa has a priority for students to complete their degrees in 4 years (with branding like 4 to finish, etc.). If you want students to strive and succeed their educational goals (by educational goals, I mean multiple majors + lots of extracurriculars) in 4 years, look no further, the MCB program offers the flexibility for that. Also, if you look at the students the MCB program outputs and their current career trajectory, you can see the quality of education the program provides.

In summation, I strongly recommend the BS MCB program to be a permanent program at UH Manoa. It is a unique and specialized program that allows for students to follow their interests with the variety of electives while receiving thorough education in molecular and cellular biology.

Yes and No. The MCB BS program gave me a better work ethic and discipline to study hard, but it was definitely missing an interdisciplinary and community aspect to the program that could have made it better. It was also longer to get a degree in MCB BS because some classes were only offered in spring or only in fall, but not both. There was also less guidance in terms of close advising. It's a great program, but needs improvement.

Yes and no. I currently study infectious disease and some courses in the microbiology dept would've been beneficial and some of the courses that did help me like immunology overlap with that program. But I also think that the knowledge I got from the MCB program gave me a deeper understanding of the molecular processes that underly the concepts in my studies and research that give me an advantage I wouldn't have otherwise. Retrospectively, I'm glad I chose MCB.

I do not feel that a different degree program such as Biology BS would have given me the same level of foundational knowledge that the MCB BS program was able to provide for me. Although other programs offer many interesting courses, some of these courses that are included in the curriculum are not as relevant to my particular interests and future education. However, the MCB BS program was structured in a way that included foundational courses that would ultimately prove to be very beneficial for someone pursuing a career in the medical field.

Probably. However, I believe that I would have gravitated towards MCB electives even if enrolled in Biology. I chose the MCB program because of its relevance to cancer. The only thing that really

surprised me about the program were the large number of students apparently not interested in cancer research.

It is entirely possible that some of the knowledge I'm using in my current position could have been gained from similar degree programs, like the Biology BS or MBBE BS. However, I'd have to say that the distinct elective and core courses offered by the MCB BS make it unique and not like the aforementioned Biology or MBBE BS programs. The MCB BS program emphasizes molecular biology research methodology, understanding of molecular biology in the context of human health, and the role various eukaryotic systems play in healthcare in the most efficient way possible. No other degree program integrates the basic sciences, molecular biology research techniques, and relevance to healthcare as effectively as the MCB BS program does. I believe that UH Manoa should make the MCB BS program permanent, in order to continue to inspire students to enter fields in biomedical research, medicine, industry/biotechnology, etc. In short, if I were to major in Biology instead of MCB, for example, I'd have gained good knowledge and skills, but I don't think I'd have as integrated of an education that the MCB BS offers.

I was initially in the Biology BS degree program but switched to the MCB BS degree program in my junior year. Having attended classes in both programs, I think switching over to MCB was one of the best decisions I made. The classes required in the MCB program are much more applicable to what I am currently learning in medical school compared to the classes required in the Biology program (i.e. MCB's immunology and cancer classes vs. Biology's zoology and ecology classes). For example, many of my classmates in medical school have expressed that they were struggling with our current immunology unit and that they felt that it has been one of the hardest. However, because I was able to take immunology during my undergraduate program, I felt very prepared for the unit and had an easier time following along. I've noticed that in medical school, many of the classes that discuss things on a molecular level seem to be the ones that students find most challenging, so having a solid background from MCB has helped tremendously!

I feel there is a fair overlap, however some required classes in MCB I truly appreciate. Particularly the molecular classes, immunology, and cancer biology served to be useful for my medical career and I believe most Biology BS students do not have to take these classes.

Possibly. A general Biology BS may have been too broad for me to transfer my skills from one area to another (i.e. medicine to agriculture or vice versa). Or I would have had little direction in what courses to take that would have built a strong biology background.

I feel like the classes and instructors in the upper level MCB courses provided an excellent conceptual framework for the concepts I learned throughout medical school, ranging from genetics, immunology, and the biology of cancer. I do not think the details and underlying conceptual framework could be gained to this level from a different degree program as an undergraduate.

Yes, because medical students enter school with very diverse degrees. However, I really enjoyed the classes offered specifically to molecular cell biology students. I do think I have a pretty good understanding of research thanks to my background. I also thought that the professors in my program were passionate about the material. All in all, I really think this should be a permanent degree. I'm very happy that Dr. Shen will be involved with the program.

No, I feel that MCB offered specific courses (Bio 407 & 408, Cancer Biology, Immunology) that prepared me for an intense medical school curriculum

I think the MCB program is irreplaceable in terms of what it offers undergraduate students! Personally, I felt that MCB had more opportunities to delve deeper into human health/disease than other programs like General Biology. Those opportunities to study more specific topics like Research Ethics, Immunology, and Bio of Cancer not only developed my interests, but also laid a vital groundwork for success in my current program. I'm very thankful that MCB curriculum exposed me to these topics, and am thankful for how well it has prepared me.

Absolutely not. I think that the MCB BS program is the best tailored fit toward those pursuing basic science research in the field or a medical profession. The program is much more specific to the molecular mechanisms that is the foundation for both topics. The classes that were required for the program, while more challenging than those of other degrees, prepared us for the realities and actual difficulties of these vast fields. The curriculum was very in depth and specific toward medicine and research methods. I am very glad that I decided to switch from a BS in Biology to a BS in MCB.

Yes and no. But mostly no. When I was taking MCB a lot of the biology electives overlapped with each other so I probably still would have ended up taking the courses I did anyways as an MCB. BUT because of my switch to MCB and not having to take certain Biology requirements, it freed up my schedule to pursue more molecular biology related electives. That and the fact immunology was a requirement at the time (not sure if it still is) and also allowed me to fit in another elective slot to explore additional courses that aligned with my interests. Overall, I imagine MCB had me more fulfilled than I would have felt had I done a general Biology BS. I don't think I would have gained the same knowledge as a Microbiology major as I probably wouldn't have had the time to take BIOL 407+408. Biology of Cancer was also a high point of my coursework and it would have been more of a coin flip for me taking it also due to schedule constraints if I were a something else like a Microbiology major.

I don't think that I could have gained the knowledge I have now if I was a part of a different degree program. The classes offered/required were all interesting and I enjoyed what I learned. I didn't want to take classes such as Ecology that the Biology degree required because it didn't interest me. During my gap year as a medical assistant I am able to see things I have learned in my classes and how they apply to the real world. In my Bacterial Pathogenesis class we learned about biowarfare and in Virology we learned about different viruses and were given a task to design our own "vaccine". Then the pandemic began and I was able to understand what was going on in the world. I used what I knew and it allowed me to help explain it to those who don't have a background in science or were hesitant to get the vaccine. In Biology of Cancer we learned about the constant evolution of new technology and discoveries. At my current office, with a simple collection of a patients spit, we are able to send the spit to a lab with AmbryGenetics and they are able to test for a variety of cancers.

No, I believe that the course structure was perfect for someone who is interested in pursuing a career in research. The depth of molecular biology and introduction to pathophysiology (i.e., cancer biology) was sufficient to kindle excitement and aspiration to further seek the academic sciences.

As a first year medical student, I rely on everything that I learned during my time as an undergraduate at Manoa. We learn material at such a fast pace so having a strong foundational background has been key to my success thus far, largely attributed to the knowledge I learned during my time in the MCB program. I started out as a Biology BS major but then decided to change to MCB due to the fact that I felt Biology was too general for me as I already knew my end goal was to become a physician. Both majors offer similar foundations however, MCB has key courses that really allow the students to gauge their ability to do well in a graduate/professional school setting and solidifies their career calling. I feel that a more general biology degree does not provide that kind of specificity that I appreciated from MCB.

Without the MCB program I don't think I'd be as excited or interested in continuing my pursuit into a medical career. I was originally a biology major, but I switched into the MCB program because the classes and electives in this program were so much more relevant to what I want to do.

Please cite any publications on which you were listed as an author starting from when you were still an undergrad

Corpuz, A.D., Ramos, J.W. & Matter, M.L. PTRH2: an adhesion regulated molecular switch at the nexus of life, death, and differentiation. *Cell Death Discov.* 6, 124 (2020).
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Undergrad:

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Chen JW, Yang L, Santos C, Hassan SA, Martens C, Collins PL, Buchholz UJ, Le Nouën C. An improved codon-pair deoptimized human respiratory syncytial virus vaccine candidate by the introduction of non-synonymous mutations into the viral polymerase cofactor P. (Under Review)
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Manoa Horizons, Volume 3, Issue 1 (2018) Creative Works Co-author: "Exposure to Herbicide is Linked to Elevated Homocysteine and Folic Acid Deficiency."

Seale, AP, Malintha, GHT, Celino-Brady, FT, et al. Transcriptional regulation of prolactin in a euryhaline teleost: Characterisation of gene promoters through in silico and transcriptome analyses. *J Neuroendocrinol.* 2020; 32:e12905. <https://doi.org/10.1111/jne.12905>

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"Payment Transformation: Not the Panacea of Paradise?" Young et al. (in review)

"Hawaii Physician Workforce Assessment 2020" Withy et al. (in review)

"Hawaii Registered Dietitian Nutritionist 2019-2020 Workforce Assessment" Joo et al. (in review)

"Utilizing CRISPR-Cas in tropical crop improvement: A decision process for fitting genome engineering to your species" Joo et al. (pending submission)

Ashton M, Patel S, Patwardhan V, Takaki J, Kimata C. COVID-19 Antibody Testing – Is There Value Beyond the Result? *New England Journal of Medicine Catalyst*. June 2020

The Role of the Fibroblast in Structuring the Cardiac Microenvironment

Diagnosis of Systemic Lupus Erythematosus in a Polynesian Male with a History of Rheumatic Fever: A Case Report and Literature Review (Published)

Improved Productivity in Pediatric Resident Publications Associated with a Research Mentorship Program (Submitted to Journal)

Nontuberculous Mycobacterial Skin and Soft Tissue Infection Cases at Hawai'i Pacific Health (Manuscript in Preparation and Poster Presentation Hawai'i Health Workforce Summit)

Use of extracorporeal membrane oxygenation, multiple bedside bronchoscopies, and prone positioning in a patient with life threatening pulmonary hemorrhage from p-ANCA related disease (Manuscript in Preparation)

The Role of the Exorcist in Signal-Induced CD36 Membrane Trafficking in Skeletal Muscle Cells (Manuscript in Preparation)

N/A

Yimthin T, Cliff JM, Phunpang R, Ekcharyawat P, Kaewarpai T, Lee JS, Eckold C, Andrada M, Thiansukhon E, Tanwisaid K, Chuananont S, Morakot C, Sangsa N, Silakun W, Chayangsu S, Buasi N, Day N, Lertmemongkolchai G, Chantratita W, Eoin West T, Chantratita N. Blood transcriptomics to characterize key biological pathways and identify biomarkers for predicting mortality in melioidosis. *Emerg Microbes Infect*. 2021 Dec;10(1):8-18. doi: 10.1080/22221751.2020.1858176. PMID: 33256556; PMCID: PMC7832033.

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10.1038/s41467-019-09878-4. PMID: 31086186; PMCID: PMC6513865.

Furuya H, Hayashi K, Shimizu Y, Kim N, Tsukikawa Y, Chen R, Sun Y, Chan OTM, Pagano I, Peres R, Hokutan K, Igari F, Chan KS, Rosser CJ. Plasminogen activator inhibitor-2 (PAI-2) overexpression supports bladder cancer development in PAI-1 knockout mice in N-butyl-N-(4-hydroxybutyl)-nitrosamine- induced bladder cancer mouse model. *J Transl Med.* 2020 Feb 5;18(1):57. doi: 10.1186/s12967-020-02239-6. PMID: 32024545; PMCID: PMC7003426.

Hayashi, K., Nikolos, F., Lee, Y.C. et al. Tipping the immunostimulatory and inhibitory DAMP balance to harness immunogenic cell death. *Nat Commun* 11, 6299 (2020). <https://doi.org/10.1038/s41467-020-19970-9>

Hayashi K, Nikolos F, Chan KS. Inhibitory DAMPs in immunogenic cell death and its clinical implications. *Cell Stress.* 2021 Mar 22;5(4):52-54. doi: 10.15698/cst2021.04.247. PMID: 33821233; PMCID: PMC8012883.

Species characterization and hybrid investigation in juvenile spiny lizards (*Sceloporus* spp.) by genetic sequencing

Manoa Horizons Journal

Please list any Awards or Special Recognition you've received starting from when you were still an undergrad to present.

"Best Undergraduate Presentation" at the 43rd Albert L. Tester's Symposium

Dean's list. Sophomore honor's award

Phi Beta Kappa

Golden Key Honor Society

Numerous graduate school and medical school scholarships

Phi Beta Kappa, Magna Cum Laude, NHSC Scholarship, Donovan K.I. Ching scholarship

Undergrad:

2014: Chancellor's Scholarship

2015: Department of Health - STEM Fellowship,

2016: Undergraduate Achievement Scholarship, Honors Program Achievement Scholarship

2017: Richard and Mildred Kosaki Student Assistance Award, Undergraduate Achievement Scholarship, Honors Program Achievement Scholarship (2x), CASAA Scholarship Fund, Jhamandas Watumull Arts and Sciences Scholarship, Rodney P. Santos Scholarship Fund, Undergraduate Research Opportunities Program (UROP) Funding, Yoshitsugi Hokama Research Award, Phi Beta Kappa induction

2018: Honors Program Achievement Scholarship, Postbaccalaureate Intramural Research Training Award, 1st Place Poster - Spring 2018 Undergraduate Showcase

2021: National Science Foundation Graduate Research Fellowship (NSF GRFP)

Undergraduate Research Opportunities Program (UROP)

Foreign Language Area Studies: Southeast Asia, Khmer (FLAS)

Deans List

DMEAP scholar recipient

Leeward Community College, UH System: AA Liberal Arts, with Honors

University of Hawaii: B.S., Molecular Cell Biology, cum laude and with Honors

UHM Undergraduate Research Opportunities Program (UROP):

An in silico Model for the Osmotic Control of Prolactin Transcription in *Oreochromis mossambicus*. Mentors: Dr. Andre Seale, Dr. Zoia Stoytcheva

2021 Honors Senior Project Prize Awardee (Spring 2021)

2021 UHM OVCR Student Award for Excellence in Research (Spring 2021)

2020 Faculty Mentoring Grant for Summer Undergraduate Research (Summer 2020)

UROF Research Project Grant Funding (Summer 2019)
Golden Key International Honor Society Member (Fall 2018 - Present)
Sophomore Merit Scholarship Recipient (Summer 2018)
Doctor of Medicine Early Acceptance Program Scholarship
Graduation with Distinction (Summa Cum Laude)
Phi Beta Kappa Honor Society
University of Hawaii at Manoa Honors Program
University of Hawaii at Manoa Dean's List
Hawaiian Electric Industries Scholarship
Regents Scholars
Virginia & Barry Weinman/Queen's Scholarship receipt
College of Natural Sciences Student Marshal Spring 2018
Dean's List
USDA NIFA Grant Graduate Assistantship
2015-2019 University of Hawai'i Regent's Scholarship Award
2015-2019 University of Hawai'i at Manoa Dean's List
2015 Sunshine Brooks Foundation Scholarship Award
2015 Ke'ehi Memorial Organization Scholarship Award
2016 Sunshine Brooks Foundation Scholarship Award
2016 University of Hawai'i at Manoa Achievement Award (Microbiology)
2016 Honors Program – Sophomore Highest Honors
2016 Ke'ehi Memorial Organization Scholarship Award
2017 Ke'ehi Memorial Organization Scholarship Award
2018 Rodney P. Santos Scholarship Award
2018 Ke'ehi Memorial Organization Scholarship Award
2018, 2019 Jhamandas Watumull Arts & Sciences Scholarship Award
2019 Seniors Honors Project Award
2019 Territorial Savings Bank Scholarship Award
2020 Dr. Hans and Clara Zimmerman Foundation Health Scholarship
2020 Ke'ehi Memorial Organization Scholarship Award

I received a research presentation award during a medical conference.

PBK Honor Society, Mortar Board Honor Society
Regents Scholarship (2015-2019)
UH Manoa, Magna Cum Laude (2019)
JABSOM MD Alumni Scholarship (2021-2022)
Summer Student Research Program Scholar
Honors Program Graduate
Hawaii Healthcare Workforce Summit-3rd Place Poster Presentation
INBRE Recipient, MHIRT 2017 Cohort Recipient, 3rd Place at Biomed Symposium (Spring 2018),
NISBRE Attendee

Golden Key International Honour Society
National Society of Collegiate Scholars
Phi Beta Kappa
Dean's List (University of Hawaii, Manoa)
Leadership and educational outreach award (Baylor College of Medicine)
T32GM088129 (T32 training award)
F31CA247257 (NCI graduate fellowship)
Dean's award for excellence (Baylor College of Medicine)
Deans list

APPENDIX III – Tuition generated from MCB BS enrollment

*: MCB revenues were calculated based on the enrollment of MCB majors in their required courses for the MCB degree. Therefore it is a conservative estimate and does not include non-majors enrolled in MCB courses nor non-major courses taken by MCB majors. Resident and non-resident tuition status was accounted for.

Overall Enrollment	Number of students	Percent of students
Hawaii	290	77.5%
US mainland	74	16.2%
US national	1	0.3%
International	9	2.3%
Total	374	

Enrollment	2016	2017	2018	2019	2020	2021
Hawaii	54	55	56	39	42	44
US mainland	17	18	18	7	8	6
US national	1	0	0	0	0	0
International	0	0	1	2	3	3
Total	72	73	75	48	53	53

Tuition for the graduation in MCB program (estimation)

2015-2016 based on <http://www.catalog.hawaii.edu/15-16/tuitionfees/regtuition.htm>

Undergrad	Full-time per semester	Part-time per credit hour
Resident	\$ 5,172.00	\$ 432.00
non-resident	\$ 15,348.00	\$ 1,279.00
150% resident	\$ 7,758.00	\$ 646.50

2020-2021 based on <https://manoa.hawaii.edu/catalog-2020-21/tuition-fees-expenses/reg-tuition-schedule/>

Undergrad	Full-time per semester	Part-time per credit hour	Yearly increase (2015-2020)	
Resident	\$ 5,652.00	\$ 471.00	\$ 96.00	\$ 7.80
non-resident	\$ 16,668.00	\$ 1,389.00	\$ 264.00	\$ 22.00
150% resident	\$ 8,478.00	\$ 706.50	\$ 144.00	\$ 12.00

Required Credits for graduation in MCB

	Credit lecture	lab	total	
BIOL171/L	3		1	4
BIOL172/L	3		1	4
BIOL 275/L	3		2	5
BIOL 375/L	3		2	5
BIOL 407	3			3
BIOL 408	3			3
BIOL 402	4			4
MICR 314	1			1
MICR 461	3			3
BIOL 472	3			3

Total

35 credits for graduation in MCB

8.75 credits per year by assuming 4 years graduation time

Estimated revenue

	2016	2017	2018	2019	2020	2021
Resident	\$ 207,805.50	\$ 215,407.50	\$ 223,146.00	\$ 158,067.00	\$ 173,092.50	\$ 184,338.00
non-resident	\$ 204,907.50	\$ 208,372.50	\$ 223,606.25	\$ 107,651.25	\$ 133,691.25	\$ 111,116.25
Total	\$ 412,713.00	\$ 423,780.00	\$ 446,752.25	\$ 265,718.25	\$ 306,783.75	\$ 295,454.25

APPENDIX IV – MCB BS Program Sheet

University of Hawai'i at Mānoa
College of Natural Sciences/School of Life Sciences Program Sheet 2021-2022
Bachelor of Science (BS) in Molecular Cell Biology
Admissions: Open Process: Declaration
Min. Total Credits: 120 (111 in core & major + 9 in electives)

UHM General Education Core Requirements	
Foundations	
<input type="checkbox"/>	FW ENG 100, 100A, 190, ESL 100, or AMST 111
<input type="checkbox"/>	FQ* MATH 215, 241, or 251A
<input type="checkbox"/>	FG (A / B / C)
<input type="checkbox"/>	FG (A / B / C)
<i>*Note: This requirement changed in Fall 2018. If you entered the UH System prior to that, please see your college/school advisor.</i>	
Diversification	
<input type="checkbox"/>	DA / DH / DL
<input type="checkbox"/>	DA / DH / DL
<input type="checkbox"/>	DB BIOL 171, 172
<input type="checkbox"/>	DP CHEM 161
<input type="checkbox"/>	DY BIOL 171L, 172L, CHEM 161L
<input type="checkbox"/>	DS
<input type="checkbox"/>	DS
<i>* See degree, college and major requirements for courses that can also fulfill these.</i>	
UHM Graduation Requirements	
Focus	
<input type="checkbox"/>	H
<input type="checkbox"/>	E (300+)
<input type="checkbox"/>	O (300+)
<input type="checkbox"/>	W
<input type="checkbox"/>	W
<input type="checkbox"/>	W
<input type="checkbox"/>	W (300+)
<input type="checkbox"/>	W (300+)
Hawaiian / Second Language	
<input type="checkbox"/>	101
<input type="checkbox"/>	102
<input type="checkbox"/>	201
<input type="checkbox"/>	202
Credit Minimums	
●	120 total applicable
●	30 in residence at UHM
●	35 major-required lower division/25 upper division (300+ level) credits
Grade Point Average	
●	2.0 cumulative or higher (Note: Other GPAs may be required.)
●	Good academic standing

Degree Requirements	
<input type="checkbox"/>	Calculus I
<input type="checkbox"/>	Calculus II
<input type="checkbox"/>	Chemistry I with lab
<input type="checkbox"/>	Chemistry II with lab
<input type="checkbox"/>	Physics I with lab
<input type="checkbox"/>	Physics II with lab
<i>Refer to major requirements for the specific courses that satisfy these requirements.</i>	
College Requirements	
●	8 KRS activity
●	9 Directed Reading / Research
●	12 Practicum / Internship

*This program sheet was prepared to provide information and does not constitute a contract. See back for major requirements.
Meet regularly with your major advisor.*

Major Requirements for BS in Molecular Cell Biology

Admission: Open

Application: NA

Min. major credits: BS = 47 (78-80 with related requirements)

Min. C grade (not C-) in all prerequisite courses

Molecular Cell Biology Core Requirements (35 credits) BIOL 171*^{DB} / 171L*^{DY} BIOL 172*^{DB} / 172L*^{DY} BIOL 275 / 275L BIOL 375 / 375L BIOL 407 (Fall only) BIOL 408 (Spring only) BIOL 402/MBBE 402 or BIOC 441 MICR 314 (Spring only) MICR 461 BIOL 472 (Spring only)**Molecular Cell Biology Related Requirements (12 credits total from Group 1 and 2)****Group 1 Courses**

ICS 475, MATH 304, 305, MICR 351, 431, 463, 470, 475, 490, PHYL 301, ZOOL 420, 442, BIOL/MICR/BOT/ZOOL 499

 _____ _____ _____**Group 2 Courses (2 courses)**

BIOL 408L, MICR 351L, 461L, 463L, 470L, 475L, 490L, PHYL 301L, ZOOL 420L

 _____ _____**Related Major Courses (31-33 credits)** MATH 215*^{FQ}, 241*^{FQ}, or 251A*^{FQ} MATH 216, 242, or 252A CHEM 161*^{DP} / 161L*^{DY} CHEM 162/ 162L CHEM 272/ 272L CHEM 273 PHYS 151/151L or 170/ 170L PHYS 152/152L or 272/ 272L

Notes

University of Hawai'i at Mānoa
College of Natural Sciences/School of Life Sciences Program Sheet 2021-2022
Bachelor of Science (BS) in Molecular Cell Biology
Admissions: Open Process: Declaration
Min. Total Credits: 120 (111 in core & major + 9 in electives)

Student Academic Success Center; Sinclair 301; (808) 956-5911; cnsadvis@hawaii.edu; natsci.manoa.hawaii.edu/sasc
School of Life Sciences; Edmondson 216; (808) 956-8303; lifesci@hawaii.edu; lifesciences.manoa.hawaii.edu

Rev RK 7/2021



UNIVERSITY
of HAWAII*
MĀNOA

UNIVERSITY OF HAWAII
BOARD OF REGENTS

School of Architecture
Office of the Dean

'22 JAN 27 A9:09

DTS 22137 A1c

December 29, 2021

MEMORANDUM

TO: Randolph G. Moore
Chair, Board of Regents

VIA: David Lassner
President

VIA: Michael Bruno
Provost

VIA: Laura E. Lyons
Interim Vice Provost for Academic Excellence

FROM: William Chapman
Interim Dean, School of Architecture

SUBJECT: REQUEST FOR ESTABLISHED STATUS FOR THE BACHELOR OF ENVIRONMENTAL DESIGN (BEnvD) AT THE UNIVERSITY OF HAWAII AT MĀNOA

SPECIFIC ACTION REQUESTED:

It is respectfully requested that the Board of Regents grant established status to the Bachelor of Environmental Design (BEnvD) in the School of Architecture at the University of Hawai'i at Mānoa.

RECOMMENDED EFFECTIVE DATE: Upon approval.

ADDITIONAL COST: No additional costs anticipated.

PURPOSE:

As detailed in the attached request, we believe that the Bachelor of Environmental Design (BEnvD) should become a permanent program at UH Mānoa. Without this program, many students from Hawai'i would have no place to locally study architecture and would be forced to travel to the mainland for college. For students of limited financial means or those who wish to remain in Hawai'i, study at a mainland college or university is a practical impossibility. As a local and indigenous-serving program - joined by mainland and international students who are interested in tropically-focused design and sustainability - the program's ethnic and cultural diversity plays a critical role in challenging architectural discourse by emphasizing inclusivity and socially and environmentally-responsible design. The program also reaches many students who would not otherwise be able to study Environmental Design and **architecture**.

Because of their holistic training in **architecture**, landscape architecture, and urban design, BEnvD graduates will not only lead the State of Hawai'i in developing responses to climate change, housing problems, and urban development as we move into the challenging years of the middle 21st century, but its reach will extend globally. The BEnvD is a critical source of creative capital for Hawai'i's professional architecture firms and others across the world. The BEnvD provides the required pre-professional training that students may enroll in professional architecture programs, such as our Doctor of Architecture (DArch) and Master of Landscape Architecture (MLA) programs. The BEnvD is thus perhaps the most important program at the School of Architecture, providing a necessary pipeline through which our students may achieve graduate degrees, which allow them to become licensed professionals.

BACKGROUND:

This request is being submitted in accordance with Board of Regents Policy 5.201, Section III.B.3., which states that the request for "established" program shall be submitted to the board for approval. The School of Architecture (SoA) implemented its university-approved Bachelor of Environmental Design in Spring 2014. The BEnvD serves as a pre-professional undergraduate degree, either as a terminal degree to enter the work force or as the foundation for graduate study in any number of fields notably, architecture, planning, landscape architecture, or construction management. The BEnvD emphasizes the study of built and natural environments and provides a solid foundation for graduate education and/or careers in the design and building professions, including architecture, landscape architecture, urban design, and construction management. For those students who go on to study architecture and landscape architecture at the graduate level, our NAAB-recognized pre-professional degree allows them to enter two-year MArch (Master of Architecture proposal pending at UHM) and MLA programs either at UHM or at other institutions, versus three-year programs reserved for those students without a pre-professional degree.

Honolulu, the rest of O'ahu, and the neighbor islands provide a critical locus of design discourse, linking research and creative activity. Through our undergraduate studios, which explore urban, architectural, landscape, and ecological design at multiple scales, the school provides training in a range of disciplines, covering multiple perspectives and interests. The BEnvD curriculum is structured to expose students to increasing levels of complexity in design work as they progress through the studio sequence. Students also engage with questions related to design at the urban scale and design of the landscape, with a concentrated focus on design for sustainability and resilience. This pedagogy coalesces with faculty-led research projects at the Environmental Research and Design Lab (ERDL).

The BEnvD will continue as a priority for the campus/college because the program's principal objective has been to increase the number of trained architecture professionals for the state of Hawai'i and the world. It is also formulated to meet the needs of local students, many of them first-generation college students, from a wide range of ethnic and cultural backgrounds. The four-year pre-professional degree prepares students for a career in architecture, landscape architecture, planning and related fields. Students receive

training in design, history, studio practice, computer-aided design as well as satisfying all General Education courses for their degree. Some students will move directly from their degree to the work force, obtaining qualification for licensing through a longstanding apprenticeship program with architectural or other firms. About one-third will transition directly to our existing three-year professional DArch program; others will apply in the last year to programs in other states or countries and/or enroll in the SOA's MLA program or other graduate programs in the university.

The program continues to meet its enrollment goals. Because the BEnvD was created partly to break up the 7-year Doctor of Architecture into two separate programs, we expected to maintain our levels of enrollment and have found in the past two years that our enrollment is increasing, despite an overall decline in enrollment across UHM. Our graduation rates have remained solid, and we have met (and sometimes exceeded) our students needs through instructional and facilities resources.

The program integrates well with programs on this and other campuses and there are significant opportunities for future collaborative developments that will increase interest and enrollment in the BEnvD program. Currently, we accept transfer students from both Hawai'i and mainland community college systems. We are working actively towards developing a curriculum with Honolulu Community College (HCC) in order that transfer students from their architectural drafting program to be able to meet more of their BEnvD requirements before transfer to UHM. We have also instituted a 2+2 program with Hoa Sen University in Vietnam, so that Hoa Sen students will be able to graduate in two years with a UH Mānoa BEnvD degree. We continue to seek out potential collaborations with other campuses and programs.

The BEnvD will continue to meet needs and generate demand because it responds to genuine needs in the community, including work in architectural and planning firms, government offices, and non-profit organizations. It is the only pre-professional architecture degree in Hawai'i. For many local students who are limited in their means, it is their only opportunity to study architecture. BEnvD graduates, especially those who go on to a higher professional degree, contribute to the state's expertise in areas of environmental design, urban design and housing. Students find employment in Hawai'i, on the continent and abroad.

BOR Chair Randolph G. Moore
December 29, 2021
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ACTION RECOMMENDED:

It is respectfully recommended that the Board of Regents grant established status to the Bachelor of Environmental Design in the School of Architecture at the University of Hawai'i at Mānoa .

Attachment: **Established Status Request for the BEnvD**

cc: Executive Administrator and Secretary of the Board **Kendra Oishi**
William Chapman, Interim **Dean**
Karla Sierralta, Associate Professor & Director of Undergraduate Studies

Bachelor of Environmental Design (BEnvD), School of Architecture

Request for Established Status

March 2021 (Revised November 2021)

1. Overview

The School of Architecture (SoA) implemented its university-approved Bachelor of Environmental Design (BEnvD) degree in a new four-year configuration in Spring 2014. The BEnvD serves as a pre-professional undergraduate degree, either as a terminal degree to enter the workforce or as the foundation for graduate study in any number of fields: architecture, planning, landscape architecture, or construction management. In 2020 the school initiated the process of moving the program from “provisional” to “established” status. A committee, consisting of Daniel Harris-McCoy, Associate Professor of Classics at UHM, Brennon Morioka, Dean of the College of Engineering, and David Miller, Principal and Lead Architect, Architects Hawaii International (AHI) convened in March 2020, undertaking their review of the program between then and October 2020.

The review committee’s final report, issued on October 2, 2020 stated the team’s recommendation for the change in status, noting that: “The program is already performing well both in term of its metrics (# of majors, SSH, etc.), curricular excellence, the employability of BEnvD alumni post-graduation, preparedness to succeed in related advanced degree programs, and the quality of their contributions to the broad field of design.” It further concluded that “based on the clear commitment of the School of Architecture faculty, staff, students, community stakeholders, and University administrators to the BEnvD program and the future need for well-trained design professionals in Hawai’i, all signs suggest that the BEnvD program will continue to grow in both size and quality.”

The program’s principal objective has been to increase the number of trained professionals for the state of Hawai’i and the world. Some students move directly from their degree to the workforce, obtaining qualification for licensing through a longstanding apprenticeship program with architectural or other firms. About one-third transition directly to our existing three-year professional DArch program; others apply in the last year to programs in other states or countries and/or enroll in the SOA’s MLA program or other graduate programs in the university.

The BEnvD answers to genuine needs in the community, including work in architectural and planning firms, government offices, and non-profit organizations. Significantly, BEnvD graduates, especially those who go on to a higher professional degree, contribute to the state’s expertise in areas of environmental design, urban design and housing. Students find employment in Hawai’i, on the continent and abroad. Those entering the DArch Global Track (GT) program have an opportunity to earn a MArch at Tongji University—one of the top architectural and design schools in China—while simultaneously completing their UH professional degree. This and other study abroad opportunities allow our students to enter into the global workplace with knowledge and tools for improving the world as well as pursuing their own careers.

The enrollment has been within the parameters anticipated at the onset of the program. Enrollment has increased proportionally each year since the beginning of the program, with a slight fall in numbers of entering students and enrolled upper-level students in the academic years beginning in 2018 and 2019. This slight dip reflects an overall decrease in enrollment at UHM at the same time. The numbers of students completing the program are complicated by the fact that it is a four-year program, not a two-year major, and that the program attracts transfer students and students

graduating from the community colleges' pre-architecture programs as well. In addition, students tend to stagger their graduations, some completing in the summer term and some in the fall and some the following spring. As a result, the graduation rate is in fact higher than records might suggest. Enrollments remain strong, and the 2020-2021 school year has a total undergraduate enrollment of 204, exceeding the projected number by two percent.

Resources applied to the program align with the original BEnvD proposal. Unlike most new programs, the BEnvD was essentially "carved out" of an existing seven-year professional program. Courses were designed and adapted to meet the needs of this broader pre-professional degree. When the program started, the SOA had 18 FTE. Currently, the school has 15.75 FTE due to retirements. As with other architecture schools in the country the SOA depends heavily on outside lecturers, both to support the curriculum and to bring current ideas and an understanding of contemporary practice into teaching.

The school's operations are paid for through General Funds and allocated Tuition Funds. In addition, the SOA receives Special Funds from Outreach College for programs taught in the summer and through our dual-degree Global Track program (in addition to other special courses, including the DArch Praxis internship). Both the IT lab and the 3D Fabrication Lab are paid for in large part through an approved Professional Fee that all SOA students pay.

The original proposal estimated 8 FTE for the program, based on the balance of undergraduate teaching among the faculty members. Some faculty teach primarily in the BEnvD program. Others teach in the MLA and DArch programs. The 8 FTE is an estimated average. Projected instructional costs for the proposal were based on the assignment of 8 FTE to the program, and the employment of three lecturers. Salaries, excluding fringe benefits, were estimated at \$502,730 for the initial year (2013-2014), ending with a total of \$705,105 for the final year of provisional status (2018-2019). (These costs included the costs of three lecturers annually as well). Actual instructional costs \$589,445 for year 1, \$576,148 for year 2 and \$584,647 for year 6. Overall, then, the BEnvD costs significantly less than originally projected.

The BEnvD applies the UHM SLOs and ILOs and incorporates NAAB (National Architecture Accrediting Board) standards for programs leading to professional degrees. In addition to required Mānoa General Education courses and studio work, students complete a wide variety of other coursework, including classes in the history of world architecture and urbanism, environmental systems, professional ethics, and urban ecological analysis and design. Students in the BEnvD program also have a chance for international experience through workshops in Korea and Japan as well as study-abroad experiences through the university's Study Abroad Center (SAC).

Since 2016, when the first BEnvD cohort graduated, the school has awarded 161 students with BEnvD degrees, with an annual average of 32.2 degrees. The BEnvD's enrollment was at its maximum of 225 majors in 2016-17 but declined to 182 in 2019-20. Enrollment is now increasing again, with 204 presently in the program. The average time to degree was an average of 4.34 years during the provisional period, due to the structured character of the program and the necessary studio sequence. Enrollment numbers roughly match those of the university as a whole, rising in high enrollment years and dropping in years 5 and 6 (2018-19 and 2019-20). The actual enrollment increased to 204 in 2020-21, 2 percent above the originally projected number.

Students have benefited from a number of awards, recognitions and scholarships. These are provided by architecture and landscape architecture professional organizations, by firms, and by individuals, largely through the UH Foundation. These awards strongly link the school to the professional community, as do opportunities for student engagement through the two student

organizations, AIAS and SCASLA.

2. Alignment with Strategic Plans

The University of Hawai'i's Strategic Directions for 2015-2021 emphasize two key objectives: to bring greater visibility to the university becoming an indigenous-serving institution and to advance sustainability efforts. In addition, the Strategic Objectives call for improving efficiencies and leveraging resources.

The University of Hawai'i is one of the most culturally diverse universities in the United States, making the SOA, perhaps, the most ethnically diverse architecture schools in the nation. With its student body of Native Hawaiians, Pacific Islanders, Japanese, Korean and Chinese locals, as well as Filipinos, Vietnamese, Thai and Laotian students, the School of Architecture reflects the ethnic makeup of the State of Hawai'i. In addition, the school has underwritten several initiatives to recruit Native Hawaiian students and also is introducing aspects of Hawaiian culture into school events and pedagogy. The School of Architecture's student body shows a healthy gender balance. Student leadership in the school is synonymous with AIAS (the American Institute of Architecture Students) organization, which comprises a diverse group of BEnvD and DArch students and encourages the exchange of ideas between undergraduate and graduate students

One of the School of Architecture's BEnvD's particular strengths lies in the SOA faculty's expertise in sustainability, a key component of both the university's and UHM's strategic plans. SOA offers more landscape-focused courses than other BEnvD programs, and the school's curriculum focuses on issues of sustainability and resilience in environmental design. The school's Environmental Research and Design Lab (ERDL) is designed to advance sustainable design and higher education through research and outreach. The facilities not only benefit the university and its Bachelor of Environmental Design students, but also act as a resource for the professional community outside of campus.

Although the BEnvD is a pre-professional degree, it is an important first step toward a career in architecture and allied arts. According to the U.S. Bureau of Labor Statistics Employment of architects is projected to grow one percent from 2019 to 2029, slower than the average for all occupations but still significant. Improved building information modeling (BIM) software and measuring technology are expected to increase architects' productivity, thereby limiting employment growth for these workers. The average annual salary for architects from the same source is \$83,430; for landscape architects, \$76,730. Most of the graduates of the BEnvD program either enter the field working directly in an architectural, planning or landscape architecture firm or continue their education to complete a professional degree in architecture planning or landscape architecture. A review of recent offerings for experienced architects in Hawai'i lists positions for the U.S. Department of the Navy, ranging from \$73,901 to \$103,875 a year and jobs with the Hawai'i State Government ranging from \$55,200 to \$64,620 a year. A private sector position as a Principal Architect with twelve years' experience ranges from \$95,000 to \$150,000.

3. Program Enrollment

The estimated program enrollment was set at the time of the program's initiation based on the numbers of students enrolled at that time. Year 1 (2014-15) was projected at 229. This number was increased to 236 for the next two years; and then 242 for two years and 248 for year 6. Enrollment in the current year (2020-21) was estimated at 200, based on the then actual enrollment. Actual numbers were lower than projected, in large part, to an overall decrease in the number of UHM students. This has been attributed to a number of factors—high levels of employment that directed students into the workforce; a fall-off in the number of high school graduates as part of broader demographic patterns—but none of this was unique to the School of Architecture. Actual enrollment

in year 1 was 165; year 2, 190; year 3, 194; year 4, 205. Two subsequent years witnessed a decrease in students. In the current year enrollment has jumped to 204, or over the estimate.

Specific numbers of graduates for each year were not projected in the original proposal—it was estimated that 50 to 60 would graduate annually—but in fact the graduation rate, while never reaching these numbers, has remained steady over the provisional period. The first four years’ students transferred from the DArch professional program, resulting in the fact that there were graduates even in the first year of the four-year degree program. The first year’s graduating class had ten students; the second year had 45; the third year 38; the fourth dropped to 31. Year 6, 2019-20 had only 27 graduates; but the current year (2020-21) has a projected graduating class of 36. The retention rate has been surprisingly strong, hovering between 83.9 and 88 percent over the five years measured as part of the provisional period.

Graduation rates have also been relatively consistent. In 2014-15 the average time to completion of the BEnvD was 3.66, a figure skewed by the fact that students had previously completed credit hours in the original seven-year DArch professional track. The time to degree shifted to 4.5 for the first full graduating class. In 2019-20 the time to degree is 4.34 years. Students earned an average of around 150 credits throughout that time.

Enrollment

	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19	Year 6 2019-20	Current Year 2020-21
Projected Enrollment	229	236	236	242	242	248	200
Actual Enrollment	165	190	194	205	187	182	204

Program Completion Projection

	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19	Year 6 2019-20	Current Year 2020-21
Projected Completion	50	50	50	50	50	50	50
Actual Completion	10	45	38	31	30	27	36

4. Instructional Resources and Revenue

Resources

The original proposal estimated 8 FTE for the program. This was based on the balance of undergraduate teaching among the faculty members. Some faculty teach nearly exclusively in the

BEnvD program. Others teach in the MLA and DArch programs. The 8 FTE is an estimated average. During the seven years in provisional status, the BEnvD FTE remained at 8, except in Year 6, when one exclusively undergraduate faculty member retired. That position was swept by the administration though we gained a new position shared with the College of Engineering which also has an undergraduate-BEnvD focus, bringing the number back to 8. Costs for the program are estimated on the basis of the salaries of these core 8 faculty members.

In addition to regular faculty the program depends on part-time lecturers. The proposal estimated an annual average of three lecturers, at an unidentified cost. Actual costs for other instructional personnel were far lower than estimated, beginning at \$3,302 and only once exceeding \$30,000. The other personnel cost is a portion of the salary of the Director of Student and Academic Services, which was originally estimated proportionally at \$30,000 (year 1) and \$35,000 (year 6).

Most faculty teach approximately half of their time in the undergraduate program and the other half in one of the two graduate programs. Projected instructional costs for the proposal were based on the assignment of 8 FTE to the program, and the employment of 3 lecturers. Salaries, excluding fringe benefits, were projected at \$502,730 for the initial year (2013-2014), ending with a total of \$705,105 for the final year of provisional status (2018- 2019). (These costs included the costs of three lecturers annually as well). The actual costs of salaries are roughly in line with projections, beginning slightly higher with \$586,143 devoted to the program and ending with \$684,792 in 2020-21. Year 6, 2017-18, was originally projected at \$754,462, including full-time faculty and lecturers; the actual instructional costs assigned to the program for that year were only \$584,647. In 2014-15 (year 1) the school used only one lecturer for the BEnvD program. In 2015-16 (year 2), 3 lecturers. In the final year of provisional status (year 6), we employed 2 lecturers. Other Personnel Costs were based primarily on the cost of the Director of Student and Academic Service's salary and the cost of student assistants.

Between 2013 and 2020 the school expended \$134,927 on new equipment purchases and rentals. These included costs of laser printers, copying machines, monitors for classroom use, classroom equipment, projectors and screens, an informational monitor, and new tools in the 3D Fabrication Lab and IT Lab (Digital Technology & Information Laboratory). Facilities and equipment are used by all students in the school, not only those in the BEnvD program. Therefore, Unique Program Costs are not recorded. The costs for equipment for the IT Lab and the 3D Fabrication Lab are covered by the annual student fees. Costs of actually printing and materials is paid directly by students on a cost-only basis.

Key services for students in the BEnvD program are the IT Laboratory and the 3D Fabrication Lab. The IT Lab is located on the second floor of the architecture building and houses the School's IT Services. It is equipped with computer workstations, scanners, large- scale plotters, servers, a duplicating machine, and other highly advanced technology. The IT Lab's director continuously monitors and upgrades the digital and audiovisual infrastructure of the school, including classrooms projection equipment, smart boards, faculty computers, school servers, and software. Well-trained and knowledgeable student assistants are also available to assist students and faculty members.

Costs and Revenue

The BEnvD program has been able to meet its costs and generate a modest amount of revenue while continuing to increase enrollments at a desirable rate. As demonstrated in the table below, the overall actual instructional costs were below the projected costs by year 6 of the program.

Lecturer costs, as a part of overall Instructional Costs, were far less than originally projected. Originally, lecturers were budgeted at approximately \$20,000 per annum rising to \$30,000 by the end of the probationary period. In fact, Year 1 (2014-15) only required a single lecturer at \$3,302. The lecturer costs rose in Year 2 (2015-16) to \$18,646 and Year 3, to \$16,860. Year 5 (2018-19) were the highest, at \$38,329; Year 6 (2019-20) saw lecturer costs fall to \$12,504.

Unique program costs were estimated at \$20,000 rising to \$37,500 over the course of six years. Equipment purchases and rentals were far less than originally estimated. Also, many of the costs were covered through donations, the Professional Fee and the separate budgets of the two lab directors. Total costs for equipment, rentals, repairs and other equipment needs were \$134,927. The undergraduate program accounts for only a portion of these amounts. They are not broken out as "unique" costs in the accompanying table.

The revenue for the program was projected at \$576,050 considering all sources, including tuition in year 1 (2013-2014), rising to \$720,954 in year 6 (2018-2019). The projected "Other Revenue" including money from grants and programs other than Tuition funds and not including in-kind contributions, was estimated at \$229,000 in 2014-15 (year 1) rising to \$242,000 in 2019-20 (year 6). In fact, the program brings in very little additional revenue other than tuition; the students' Professional Fee of \$500 per semester (originally embedded in the annual tuition number) contributes largely to the overall revenue of the program, but this was not included in the original projections. The BEnvD program has little opportunity of attracting or obtaining grants, other than scholarships for students from a variety of sources; the lab fees are in fact the single important additional revenue source.

The school's income comes in the form of General Funds (G Funds), Tuition, awarded by formula and tradition not on the basis of SSH, returns on research (RTRF), and Outreach Funds (the latter of which apply only to the school's graduate programs). Additional funds come through the annual Professional Fee (Lab Fee), instituted in 2018-19. A fair estimate for the BEnvD program is 70 percent of tuition funds for the years 2014 to 2018, with a combined tuition and Professional Fee for years 2018-19 and subsequent years. (The Professional Fee was embedded in tuition revenue until the 2018-19 academic year.) It is important to note that faculty salaries are paid from G Funds and Tuition; as a result, the Net Cost (Revenue) basis for determining the overall cost of the program is not fully applicable. However, using the base salaries of the eight, primarily undergraduate-teaching faculty members as a guide the cost over six years are as follows: Year 1 (2014-15), \$586,143; Year 2 (2015-16), \$500,961; Year 3 (2016-17), \$558,288; Year 4 (2017-18), \$642,381; Year 5 (2018-19), \$612,930; Year 6 (2019-20), \$572,143. Faculty salary costs followed a relatively constant projection until Year 6, when the total faculty salary costs dropped. This was due to the retirement of one of the key undergraduate faculty members, a circumstance that required the hiring of additional lecturers.

Overall, the costs of the program came close to that projected over the six-year provisional period. The estimate was \$552,730 for the first year, \$635,575 for the third year, and \$775,105 for the sixth year. The actual costs were \$624,029 for the first year, \$613,024 for the third year, and \$624,865 for the sixth year. ***If we use the AY 2019-2020 data as a snapshot, the total revenue generated through fees and tuition was (\$669,762) minus the total costs (\$648,471) shows a modest yet positive net revenue of \$21,291. For many reasons, this type of calculus is not an ideal way to gauge the health of an academic program, but it is one metric among many that could be considered.***

Existing Instructional Resources/Funding

Instructional Resources	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19	Year 6 2019-20	Current Year 2020-21
Combined Tuition/Summer/ Course Fees	535,305	579,330	623,133	669,762	669,762	669,762	---
Actual Tuition Fees	673,976	653,307	688,280	632,947	577,646	456,155	433,759
Actual Fees	**	**	**	**	221,000	194,548	195,500

** Professional fee embedded in tuition amount.

Personnel

Personnel	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19	Year 6 2019-20	Current Year 2020-21
Projected Full-time Faculty	8	8	8	8	8	8	8
Actual Full-time Faculty	8	8	8	8	7.5	7	8
Projected Lecturers	3	3	3	3	3	3	---
Actual Lecturers	1	3	2	4	7	2	1
Projected Instructional Costs	537,921	575,575	615,866	658,977	705,105	754,462	---
Actual Instructional Costs	589,445	519,607	576,148	673,230	651,259	584,647	696,349
Projected Other Personnel Costs	30,000	30,000	35,000	35,000	35,000	35,000	---
Actual Other Personnel Costs	34,584	35,712	36,876	37,476	39,822	40,218	---
TOTAL PERSONNEL COSTS	\$624,029	\$555,319	\$613,024	\$710,706	\$691,081	\$624,865	---

Actual Full-time Faculty Costs	586,143	500,961	558,288	642,381	612,930	572,143	684,792
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Actual Lecturer Costs	3,302	18,646	17,860	30,849	38,329	12,504	11,557
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Operating Costs

	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19	Year 6 2019-20	Current Year 2020-21
Unique Projected Operating Costs (from Provisional proposal)	20,000	20,000	25,000	35,000	35,000	35,000	---
Actual Unique Program Costs*	---	---	---	---	---	---	---
Actual Non-Unique Program Costs**	---	49,750	4,759	21,786	35,026	23,606	---

* There are no unique equipment and purchases or other program costs for the BEnvD program.

** Equipment purchases are paid for using RCUH funds.

5. Organization of Program

The BEnvD consists of a single major. SSH is a factor of the number of students in the BEnvD program in any given year over the six years covered by the review. Approximately two-thirds of faculty teaching time was applied to the undergraduate BEnvD; the number of 8 FTE out of then 15.75, reduced to an effective FTE of 13.75, meant that two-thirds of the faculty were “assigned” to the BEnvD program (when in fact nearly all 13 faculty members actually teach in the program in any given year). The number of undergraduate classes offered ranged from 16 in 2014- 15 to 18 for the year 2016-17 and 2017-18 and peaking at 19 in year 6 (2019-20). The average class size was 24 in 2014-15, 30 in 2017-18 and 38 in 2020-21 (current year).

As the review report indicated, the SOA has a healthy SSH and robust FTE to SSH record. Our SSH have been steadily increasing even though our yearly course offerings have remained steady between 16–19 courses and between 19 and 24 sections respectively. In the first year of the program, FTE by credits resulted in an SSH of 1376. By 2017, our total SSH grew to 1868. In the fall 2020, the total SSH was 1978, representing an 43.75% increase in total SSH between AY 2014-15 and AY 2020-21. This growth demonstrates the continued growth of the program and an efficient use of resources for the courses and sections offered yearly.

The overall ratio of FTE to SSH for AY 17-19 for the entire School of Architecture was 1:275.05, which reviewers found, was “impressive, especially considering the personalized instruction and contact time required for its courses.”

Courses, Sections, SSH

	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19	Year 6 2019-20	Current Year 2020-21
Projected No. Courses	16	16	18	18	16	19	19
No. Actual Courses Offered	16	16	18	18	16	19	19
Projected No. Sections	<i>N/A: No. of sections were not projected in the BEnvD proposal or in subsequent years</i>	N/A	N/A	N/A	N/A	N/A	N/A
No. Actual Sections Offered	22	22	23	23	19	24	24
Projected Annual SSH	<i>N/A: SSH Projections were not made in the original BEnvD proposal and in subsequent years</i>	N/A	N/A	N/A	N/A	N/A	N/A
	1376	1577	1695	1868	1695	1888	1978

The school's BEnvD Self-Study document states, the BEnvD curriculum is "holistic" and "futures focused" and prepares its students to "re-envision the built environment as an interdisciplinary problem of building technology, materials, cultural and natural landscapes, urban design, anthropology, socioeconomics, sustainability, and resilience in a rapidly changing world." This commitment is evidenced in both the courses offered in the BEnvD curriculum and by opportunities available to BEnvD students such as the UH Community Design Center (UHCDC) and UH Environmental and Research Design Lab (ERDL). The review committee recognized that: "Both qualitatively and quantitatively, the BEnvD program has been strong."

The BENV D curriculum is credit-intensive and highly structured. Completion of the program requires that students take 102 credits of coursework, including core coursework, architecture and university electives, and related prerequisite coursework in Physics, Math, and History. Courses are highly sequenced from the first through fourth years, although students are required to take 12 credits of Architecture electives and 6 credits of University-wide electives, which allows for some flexibility. The University-wide electives are not specified on the program sheet but are chosen by the students in collaboration with the advisor and tend to relate to planning, sustainability, geography, business, American Studies, and/or engineering. The original program proposal called for six areas of concentration that students began to select in their third year. The concentrations were landscape architecture, architecture, historic preservation, construction management, planning and interior design. These were phased out beginning in Spring 2017 following agreement from the Interim Vice Chancellor for Academic Affairs, Michael S. Bruno (dated March 3, 2017). A series of landscape architecture courses replaced several of the required concentration courses, strengthening the course offerings in the areas of sustainability and environmental design.

The undergraduate curriculum features both major course requirements and general education courses alongside each of the first three years, ending with all major architecture and landscape architecture requirements (studios) in the fourth year. The program now follows roughly three "strands" (instead of the earlier six). These are design studios, design/practice/technology

courses, and courses on history and theory. In addition to its courses and studios the school also offers many extracurricular learning opportunities for BEnvD students. The annual lecture series brings international design leaders who engage both the academic and professional audience, allowing students to network with the lecturers and local built environment professionals at post-lecture receptions. Numerous design exhibitions at the Shen Architecture Gallery feature studios and projects covering a range of design-oriented topics. Further, students in the BEnvD program have a chance for international experience through studios in Korea and Japan as well as study-abroad experiences through the university's Study Abroad Center (SAC). The SOA has memoranda of understanding and agreement with Chulalongkorn University in Thailand, several Vietnamese colleges and universities, as well as numerous programs sponsored by SAC. Beginning in 2020 the school also has an MOU with the Istituto Universitario di Architettura di Venezia (IUAV) Italy's leading college of architecture and planning. An anticipated summer program for BEnvD students was postponed in 2021 due to the Covid-19 pandemic.

Following their interviews, the review committee stated that "students appear highly satisfied with the BEnvD curriculum. They feel as though they are receiving a valuable education and emphasized the breadth of their education as one of the hallmarks of this value." The committee found further that "the students felt well-prepared to enter the workforce and, conversely, architects in the Honolulu community said they like to hire BEnvD students, and that students who joined their firms." Firms found, in fact, that BEnvD degree holders were "curious and teachable, and served as assets to their firms."

Overall, the BEnvD program offers cost effective training in architecture and allied disciplines. More importantly, the BEnvD offers a well-rounded program of learning for future architects, planners, landscape architects and members of other design fields and expands their opportunities for future employment. Architecture, far more than many disciplines, has been affected by the rise in technology in terms of computer-aided applications both for "designing" buildings and later construction. This has expanded the scope of what architects and others in design field do but it has also cutbacks on the opportunities for entry-level positions and repetitive work, such as drafting (much of which is now outsourced to cheaper labor markets). The design field today requires practitioners familiar with broader human issues and a knowledge of history, context and the environment, not merely the technical aspects of design. The BEnvD clearly supports this endeavor and prepares students for eventual careers in the built environment.

6. Student Learning and Success

Learning Objectives

The Student Learning Outcomes for the BEnvD were revised and finalized in Spring 2019 under the direction of the Assessment Office. Each syllabus lists the SLOs, as well as the NAAB Student Performance Criteria relevant to that particular class. Because the BEnvD is a pre-professional program, it focuses less on the broad SLOs and more on whether the students meet what were once the NAAB SPC [Student Performance Criteria], as they are a more precise measure of student achievement in particular NAAB-identified areas. The school continues to adhere to the NAAB SPCs. However, NAAB has now revised its conditions, and the SPC is now reformulated as Performance Criteria. The school will be making further adjustments in the future to address this change. Additionally, the BEnvD curriculum was formulated specifically to address all of the 2012 UHM ILOs. Adherence to NAAB SPCs also directly supports all UHM ILOs.

Graduations and Time to Degree

Since 2016, when the first BEnvD cohort graduated, the school has awarded 161 students with BEnvD degrees, with an annual average of 32.2 degrees. The BEnvD's enrollment was at its maximum of 225 majors in 2016-17 but declined to 182 in 2019-20. Enrollment is now increasing again, with 204 presently in the program.

The average time to degree was an average of 4.34 years during the provisional period, primarily due to the fact that there is a very structured program of required classes, taken in a specific sequence, in which the content of design studios and other courses build upon each other progressively. For students who declare a BEnvD major in the first semester of their freshman year, the degree can be easily completed in four years. However, if a student declares the BEnvD major later in their college career, or transfers in from a community college, their time in the BEnvD can extend beyond four years in order for them to complete the required sequence of courses.

In order to complete their degree in a timely manner, students must closely follow the program chart and its specific sequence of classes and prerequisites. The information is available in STAR; however, every attempt is made to meet with each student to review program requirements and to be in line with UH Manoa's requirement for mandatory advising for students in their freshman and sophomore years. An additional effort is made to provide academic plans for transfer students to map out the best degree path using existing transfer credits that apply to our degree program.

Overall, the BEnvD enjoys academic strength; the mean GPA from 2014-2019 was a healthy average of 3.17. However, as enrollment across the University has declined in recent years, so too has the school's enrollment. The enrollment decline is directly in line with the yearly drops in enrollment across the University. The school is currently undertaking efforts to increase BEnvD enrollment, such as increased high school recruitment through the Recruitment Committee and holding an annual Open House.

Awards

A measure of student success is recognition through the many awards given to students in both the undergraduate and graduate programs in the School of Architecture. These range from a few hundred to several thousand dollars and help fund student education and give recognition to outstanding performance. The awards program also brings students and the professional community into close contact, largely through the several awards ceremonies, as well as opportunities for follow-up internships and employment.

Post-Graduation Employment

As emphasized above, the BEnvD program is a pre-professional degree program, leading ideally to a graduate degree in architecture, landscape architecture, planning or another related field. About one third of our students follow this track, enrolling in the DArch program, the MLA program or another professional degree either at UHM or elsewhere. Other students take time off before they undertake a professional degree or begin work in an architecture, planning or landscape architecture firm, intending to gain their professional credentials through apprenticeship. (Hawaii is one of the few states that still allows architects to gain a professional license through experience and completion of the licensing exams).

Firms have expressed overall satisfaction with students and their knowledge and abilities. Many architecture firms lament the end of the school's older BArch program—a five-year professional degree to prepare architects for careers in the field and for licensure. However, some firms have expressed satisfaction with BEnvD graduates in that they are quick learners and open to instruction. However, most firms hire graduates of professional programs—including the school's DArch program—in which case they gain fully trained students ready to become licensed architects.

Future Directions

The BEnvD program has successfully completed its sixth year of provisional status. The School of Architecture is pleased with student progress and the success of the program's graduates. As the program moves into established status, the SOA Curriculum Committee is examining ways that more "technical" architecture courses might be infused into the BEnvD curriculum. Moving the present ARCH 415 studio to the spring term—discussed among faculty and program directors—would provide for greater "closure" if this were to become a true capstone project. This curricular change would help relieve the problem of students graduating in the fall term or having a light academic load in the spring prior to receiving their degree. The Architecture Faculty Senate has also passed a resolution that students complete a term abroad as part of their degree requirements. This step would strengthen the students' exposure to architecture elsewhere in the world and provide a hallmark for the program as a whole.

The SOA is confident that the reintroduction of a MArch degree, the paperwork for which is nearly complete, will strengthen students' professional options. Anecdotal evidence and discussions with individual students suggest that more graduating BEnvD students will be inclined to sign up for the MArch professional track than currently enroll in the longer DArch program. The architecture community, including our advisory organizations, have universally backed this proposal as well. The hope is that as many as half to two-thirds of the students will opt for the MArch degree (along with the MLA and other professional degrees) following completion of the BEnvD. This new option will strengthen the architectural and landscape architectural training of students and provide a growing professional workforce for Hawaii's future—and that of the rest of the world as well.



UNIVERSITY
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MĀNOA

UNIVERSITY OF HAWAII
BOARD OF REGENTS

College of Education
Office of the Dean

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MEMORANDUM

January 12, 2022

TO: Randolph G. Moore
Chair, Board of Regents

VIA: David Lassner
President *David Lassner*

VIA: Michael Bruno
Provost *Michael Bruno*

VIA: Laura E. Lyons
Interim Vice Provost for Academic Excellence *Laura E. Lyons*

FROM: Nathan M. Murata
Dean, College of Education *Nathan M. Murata*

SUBJECT: Request Approval of the Proposal for New Academic Program:
Bachelor's of Education (BEd) in Special Education

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents approve the attached proposal for a New Academic Program: the BEd in Special Education will have two tracks leading to teacher licensure: (a) Mild/Moderate Disabilities – Secondary Education, and (b) Severe Disabilities/Autism – PreK – 12.

RECOMMENDED EFFECTIVE DATE:

Fall 2022.

ADDITIONAL COST:

There are no additional costs associated with this request.

PURPOSE:

The BEd in Special Education is a priority for the UHM Department of Special Education because it will fill a gap in avenues for teacher licensure by creating an undergraduate option for the areas of Mild/Moderate Disabilities – Secondary Education and Severe Disabilities/Autism – PreK-12. Currently, licensure in these areas is only at the Post-Baccalaureate or MEd levels.

BACKGROUND:

In accordance with RP 5.201, Section III.A.1.a., this request is being submitted to the Board of Regents for approval. The statewide BEd in Special Education will have two tracks leading to teacher licensure: (a) Mild/Moderate Disabilities – Secondary Education, and (b) Severe Disabilities/Autism – PreK – 12. The UH System does not currently offer a teacher-licensure program at the bachelor's degree level in these two specialty areas. This new program will fill that gap in avenues for special education teacher licensure. Providing this new opportunity for licensure is critical because there is a chronic and persistent shortage of licensed special education teachers in Hawaii and throughout the U.S. The shortage of licensed special education teachers is particularly problematic for the Hawaii Department of Education because the federal special education law (Individuals with Disabilities Education Act) requires licensed special education teachers for students with disabilities.

ACTION RECOMMENDED:

It is recommended that the Board of Regents approve the attached proposal for a New Academic Program: BEd in Special Education will have two tracks leading to teacher licensure: (a) Mild/Moderate Disabilities – Secondary Education, and (b) Severe Disabilities/Autism – PreK – 12.

ATTACHMENTS:

1. Proposal
2. Approved ATP for BEd in SPED

**Proposal for New Academic Program:
Bachelors of Education (BEd) in Special Education
Department of Special Education, College of Education
Revised 01-12-2022**

I. Executive Summary

The statewide BEd in Special Education will have two tracks leading to teacher licensure: (a) Mild/Moderate Disabilities – Secondary Education, and (b) Severe Disabilities/Autism – PreK – 12. The UH System does not currently offer a teacher-licensure program at the bachelor’s degree level in these two specialty areas. This new program will fill that gap in avenues for special education teacher licensure. Providing this new opportunity for licensure is critical because there is a chronic and persistent shortage of licensed special education teachers in Hawaii and throughout the U.S. The shortage of licensed special education teachers is particularly problematic for the Hawaii Department of Education because the federal special education law (Individuals with Disabilities Education Act) requires licensed special education teachers for students with disabilities. The 63-credit 2-year program will provide the 3rd and 4th year of an undergraduate degree program. It is a field-based program that will be offered statewide through UH Outreach College using distance learning coursework. Each year of the program, two cohorts (Mild/Moderate Disabilities – Secondary Education track, and Severe Disabilities/Autism – PreK–12 track) of 24 students each will begin the program. In year 2+, with two cohorts running concurrently, a total of 96 students will be enrolled in the program. At the end of year 2, and in all subsequent years, 46 students will graduate the program and be recommended for licensure as special education teachers (anticipating attrition of one student/cohort). There will be no resources needed. The program will be self-sustaining, funded by revenues generated by offering the entire program through Outreach College.

II. Program Purpose and Outcomes

II. A. Meeting Needs of Students, Local Community, State, and Nation

The BEd in Special Education is a **priority for the UHM Department of Special Education** because it will fill a gap in avenues for teacher licensure by creating an undergraduate option for the areas of Mild/Moderate Disabilities – Secondary Education and Severe Disabilities/Autism – PreK-12. Currently, licensure in these areas is only at the Post-Baccalaureate or MEd levels.

The US and Hawai’i have experienced a shortage of licensed special education teachers for decades. In 1994 a federal court approved the *Felix Consent Decree* requiring Hawai’i to take several measures to improve special education services. A major factor in this class action lawsuit was Hawai’i’s failure to meet the federal requirement of providing qualified and licensed special education teachers for all students with disabilities. In the last several years, Hawai’i has had to fill 1200-1300 teacher vacancies annually, with approximately half of those vacancies in special education. In the 2017-18 school year, the Hawai’i Department of Education was unable to find licensed teachers for 27% (377) of its vacancies. In November 2018, Corey Rosenlee, President of the Hawai’i State Teachers Union, presented data to the Hawai’i Board of Education showing that the teacher shortage in Hawai’i was getting worse:

- The number of teachers leaving Hawaii rose 71% in the five years prior to 2018.
- 5-year teacher retention dropped in 2018: 51 percent of teachers hired in the 2013-2014 school year were still in Hawaii classrooms five years later, down 54 percent from 2017-2018.

- Special education teacher vacancies rose to 352 in 2018; there were 311 vacancies in 2017.
- The number of unqualified teachers who had not gone through a teacher preparation program increased from 473 in 2017 to 508 in 2018

In November 2019, the Hawai'i DOE reported that there were more than 2200 special education teacher positions in the state, and about 500 were filled with unlicensed special education teachers. In December 2019, the Hawai'i Board of Education approved a pay differential of \$10,000 annually to aid in the recruitment and retention of special education teachers. The need for licensed special education teachers in Hawai'i is significant and persistent.

Given the serious teacher shortage in Hawai'i and the Felix Consent Decree (described above), the Hawaii DOE has contracted with the UHM Department of Special Education to prepare special education teachers for the state. The contract has been ongoing since 1998, with the current contract for just over \$2M to fund student stipends and faculty positions. Students enrolled in the BEd in Special Education will be eligible for DOE stipends to cover their tuition costs. Stipend recipients have a *pay-back* requirement of teaching special education in the Hawaii DOE for three years once they are licensed.

II. B. Alignment with UH Academic Master Plan and Strategic Priorities

The goals of the BEd in Special Education are to

1. **Provide an undergraduate special education teacher licensure program for two specialty areas that are not currently available at the undergraduate level in the UH System.** Note that the BEd Program in the UHM College of Education includes two dual-licensure tracks (general education and special education) for PreK-3 and elementary grade levels in mild/moderate disabilities.

Establishing the BEd in Special Education addresses UHM ILO 1b. Specialized study in an academic field. The field of special education is an academic field grounded on the value-based policy that all students are entitled to an appropriate education. In 2020, appropriate education is defined by a breadth of research-based and evidence-based practices which are essential competencies throughout the specialized courses and fieldwork of the BEd in Special Education Program.

2. **Establish a high-quality undergraduate special education program that meets the Personnel Standards of the Council for Exceptional Children (CEC) and those of the Council of Chief State School Officer's Interstate Teacher Assessment and Support Consortium (InTASC).**

As noted in Goal 1, the BEd in Special Education addresses ILO 1b. Specialized study in an academic field. Addressing the Personnel Standards of the Council for Exceptional Children (CEC) and those of the Council of Chief State School Officer's Interstate Teacher Assessment and Support Consortium (InTASC) operationalizes the specialized field of study, Special Education. It provides a reference to ensure that the program is defined by best practices of the field. This second program goal also addresses ILO 2a. Think critically and creatively, and ILO 2b. Communicate and report. Throughout the BEd in Special Education, teacher

candidates are taught to engage in critical and creative thinking as they assess student learning, design instructional programs, and plan classroom management and organizational strategies. They learn and demonstrate effective written and oral communication, individually and in collaborative groups throughout their coursework. Educational technology as a teaching tool, assistive technology, and instructional delivery mode are embedded in the BEd in Special Education curriculum. Additionally, this program goal addresses ILO 3a. Continuous learning and personal growth, by including substantial attention to the Model Code of Ethics for Educators (MCEE). The MCEE has been adopted by the Hawai'i Teachers' Standards Board and is explicitly taught and discussed in the field experiences/seminars of the BEd in Special Education.

3. Assist the State of Hawai'i in addressing the severe and persistent shortage of special education teachers by providing a new entry point for prospective teachers to obtain licensure.

This program will increase the numbers of special education teachers throughout the state (a minimum of 40 new teachers each year) and will emphasize preparing special education teachers who are culturally respectful and competent (ILO 3b.). Cultural respect and competence are crucial to establishing effective relationships with Hawai'i's diverse student population and their families. In turn, these effective relationships will increase the retention rate of program graduates in the teaching force because program graduates will experience a positive impact on the children and families in their communities. A respect for culture and cultural competence is achieved by increasing awareness and knowledge of Hawai'i's cultures through course content and field-based assignments. The BEd in Special Education also ensures that teacher candidates have four semesters of field experiences across school settings that represent Hawai'i's diversity in cultures and economic status.

The overwhelming majority of UHM students enrolled in this program will be residents of Hawai'i. As such, the BEd in Special Education addresses ILO 3d. Civic participation in their communities: Teaching is civic participation.

4. Deliver the BEd in Special Education statewide to allow students on Oahu as well as the neighbor islands to enroll in the program.

Delivering the BEd in Special Education statewide models ILO 3b. Respect for people and cultures, in particular Hawaiian culture, because the statewide program will be delivered in all communities of the state. Program faculty will establish relationships with schools statewide, and thereby, have the network to provide field experience and civic participation opportunities (ILO 3d.) for teacher candidates across Hawai'i's diverse communities.

II. C. Enrollment Projections, Profiles, Graduation Estimates, and Career Opportunities

As delineated in Table 1 below, a cohort of 24 students will be admitted each academic year to each track (Mild/Moderate Disabilities—Secondary Education track; and Severe Disabilities/Autism track); admissions will only be in the Fall. Beginning Year 2, there will always be two cohorts of 24 students

running in each track (48 students per track; total of 96 students). The UHM Department of Special Education employs a recruitment specialist who will actively recruit for the BEd in Special Education once it is approved. The Special Education recruiter recruits statewide for all departmental programs, and attends UHM, COE, and Special Education recruitment events. Additionally, the recruiter regularly provides on-line recruitment events which are publicized through the COE website and by direct contact with prospective students in a recruitment data base.

Although the UHM Department of Special Education does not currently offer a BEd in Special Education, the recruitment specialist has had 92 inquiries for a BEd in Special Education over the last six years. The rapid enrollment increase in the new Blended Early Childhood Education and Early Childhood Special Education track of the BEd in Elementary Education Program also suggests that there will be strong interest in a BEd in Special Education: In 2018, the first cohort of the Blended Early Childhood Program began with 24 students, and in Fall 2020 we admitted 38 new students, requiring two cohorts. The BEd in Special Education will be particularly attractive to neighbor island students because it will be the only option for special education teacher licensure at the bachelors degree-level, other than the Blended Early Childhood Program.

Based on the profiles of students enrolled in the Blended Early Childhood Program and recruitment inquiries, about half of the students will be traditional undergraduate students, and half will be non-traditional students who have an Associates degree and have been working as educational assistants for five or more years with the Hawaii Department of Education. Many of the nontraditional students will be married and/or parents of young children. About half of the students will be residents of Oahu, and half will be residents of the neighbor islands.

Most program graduates will seek employment with the Hawaii DOE (see “Placement of Graduates” in the **V. Program Effectiveness** below). As noted below, if students have received a stipend from the Hawaii DOE for their tuition, they will be required to *pay back* the tuition by accepting employment with the DOE for three years. Students will often have experiences across multiple schools during their fieldwork and student teaching, and thus will build a network with potential employment opportunities. Furthermore, each spring, the Hawaii DOE Office of Talent Management (personnel office) meets with graduating teacher licensure students to explain the employment process with DOE. UHM COE and other teacher preparation programs also host an employment fair each spring which is attended by a large number of school principals from throughout the state who interview the graduating students. Private schools in Hawaii are also potential employers for program graduates. And finally, given that the shortage of special education teachers in nationwide, there are many career opportunities available for program graduates outside of Hawaii.

Table 1. Enrollment Projections: Provisional Years

BEd in Special Education	Year 1 ¹	Year 2 ²	Year 3	Year 4	Year 5	Year 6	Current Year
Projected Enrollment: a. Mild/Moderate, Secondary Track	24	48	48	48	48	48	

b. Severe Disabilities/Autism, PreK-12	24	48	48	48	48	48	
TOTAL BEd in SPED ENROLLMENT:	48	96	96	96	96	96	

Notes: ¹In Year 1, one cohort of 24 students will be admitted in each track; ²In Year 2, a second cohort of 24 students will be admitted. Two cohorts of 24 students will run concurrently in Year 2 and forward.

Table 2. Program Completion Projections

BEd in Special Education	Year 1 ¹	Year 2 ²	Year 3	Year 4	Year 5	Year 6	Current Year
Projected Completions:							
c. Mild/Moderate, Secondary Track	0	23	23	23	23	23	
d. Severe Disabilities/Autism, PreK-12	0	23	23	23	23	23	
Total BEd in SPED Program Completions	0	46	46	46	46	46	

Notes: ¹The BEd in SPED is a two-year program and will not have any graduates at the end of Year 1;

²Beginning in Year 2, one cohort in each track will graduate every year. An attrition rate of 1 student/cohort/track is anticipated based on current experiences in undergraduate teacher licensure programs.

III. Program Organization

III.A. Curriculum Organization Linked to Program Goals

Goal 1. Provide an undergraduate special education teacher licensure program for two specialty areas that are not currently available at the undergraduate level in the UH System.

The BEd in Special Education Program is a four-semester program (i.e., years 3 and 4 of an undergraduate degree program). It includes a 24-credit set of core courses taken by all students in the program. The core covers foundational and general special education concepts and skills. All students will be in a field course (field experience or student teaching) each semester of the program. The setting for field courses will be aligned with the student's selected program track, Secondary Mild/Moderate Disabilities Track, or Severe Disabilities/Autism Track. And finally, the BEd in Special Education will have two tracks of specialized coursework, Secondary Mild/Moderate Disabilities Track, or Severe Disabilities/Autism Track. Students will complete the 18-credits of coursework associated with their licensure track. The specialization tracks address knowledge and skill competencies specific to the needs of students with mild/moderate disabilities at the secondary level, or students who have severe disabilities/autism.

The BEd in Special Education Core Courses, Field Courses, and Specialization Courses (Tracks) are:

(New courses/new course alphas are in italics; New course proposals are attached)

Before applying to the BEd in Special Education Program (for both tracks):

General Education Courses:

Required:

- HWST 107 Hawaii Center of the Pacific
- Math 100 or higher

Highly recommended courses but not required:

- Math 111 Math for Elementary Teachers I
- Math 112 Math for Elementary Teachers II

Note that Math 111 and Math 112 are highly recommended for both tracks for the Bed in Special Education because all special education teachers need to know the foundations of math education, even those teaching at the secondary level (they are not required, however, because these courses can be very difficult for the students to access in some parts of the state).

Licensure Tracks Prerequisite:

- SPED 304 Foundations of Inclusive Education
(The COE will either provide a 200 level sped prerequisite course or have agreements with the CCs to develop a course to substitute for the 304 as do the current MOAs with LCC and KCC.)

CORE Courses (24 credits):

- 425 Partnerships with Families and Professionals
- 480 Instructional and Assistive Technology
- 485 Classroom Organization and Management
- ITE 320 Instructional and Assessment Methods for Multilingual Learners
- 306 *Special Education Law and Policy*
- 310 *Introduction to Special Education Assessment*
- 311 *Introduction to Specialized Instruction*
- 489 *Intensive Behavioral Interventions*

FIELD Courses (21 credits)

- 400 Field Training in Special Education (3 semesters @ 3 cr each)
- 390 Student Teaching in Special Education (10 cr)
- 391 Seminar in Student Teaching in Special Education (2 cr)

Secondary Special Education – Mild/Moderate Disabilities Track (18 credits):

- 421(e) *Strategies for Reading Difficulties – Mild/Moderate Disabilities* (3 cr)
- 422 *Literacy (Writing) for Secondary Students – Mild/Moderate Disabilities WI* (3 cr)
- 461(e) *Assessment, Planning, and Instruction for Students with Mild/Moderate Disabilities* (3 cr)
- 463 *Inclusive Practices Across the Curriculum - Mild/Moderate Disabilities* (3 cr)
- 455 *Secondary Transition – Mild/Moderate Disabilities* (3 cr)
- 487 *Characteristics/Strategies for Teaching At-Risk Students* (3 cr)

Severe Disabilities/Autism Track (18 credits)

- 332 *Children with Communication Needs* (3 cr)

- 412 Individuals with Severe Disabilities/Autism (3 cr)
- 453 *Physical and Medical Needs – Severe Disabilities/Autism* (3 cr)
- 454 *Serving Non-School-Age Individuals with Severe Disabilities/Autism* (3 cr)
- 460 *Introduction to Assessment and Instruction – Severe Disabilities/Autism* (3 cr)
- 462 Assessment and Instruction – Severe Disabilities/Autism (3 cr)

Program Credits

- CORE 24
- Track 18
- Field 21
- TOTAL *63

***Total major credits = 66; includes SPED 304 prerequisite**

Goal 2. Establish a high-quality undergraduate special education program that meets the Personnel Standards of the Council for Exceptional Children (CEC) and those of the Council of Chief State School Officer’s Interstate Teacher Assessment and Support Consortium (InTASC). The Personnel Standards of CEC are the most recognized specialty standards for the preparation of special education teachers in the nation. They align closely with the personnel standards of InTASC. UHM Special Education programs demonstrate that these standards are addressed in our accreditation process through the Association for Advancing Quality in Educator Preparation (AAQEP). The matrix in Appendix A shows the alignment of the BEd in Special Education coursework and fieldwork with the CEC and InTASC personnel standards.

Goal 3. Assist the State of Hawai’i in addressing the severe and persistent shortage of special education teachers by providing a new entry point for prospective teachers to obtain licensure.

As noted earlier in this proposal, the University of Hawai’i at Mānoa, the BEd in Special Education will fill the current gap in undergraduate special education teacher licensure options at UHM and the COE by giving prospective students the choice of teacher licensure programs across the range of disabilities (mild/moderate and severe) and grade levels (PreK-3, elementary, and secondary) at the undergraduate level. Currently, the only undergraduate special education licensure programs are combined general education and special education for mild/moderate disabilities at the PreK-3 and elementary grade levels. Expanding special education licensure options at the bachelor’s degree level is especially important on the neighbor islands and rural areas of Oahu where prospective students have less access to higher education and are thus less likely to already hold a bachelor’s degree (as required for obtaining special education licensure through a post-baccalaureate program).

Goal 4. Deliver the BEd in Special Education statewide to allow students on Oahu as well as the neighbor islands to enroll in the program.

The UHM Department of Special Education has been using distance technologies and hybrid teaching formats (primarily on-line coursework with periodic synchronous class sessions, and two face-to-face weekend class meetings at UHM) to deliver a post-baccalaureate special education (PB SPED) licensure program statewide for over a decade. Thus, our faculty are very experienced in delivering a program that reaches students on Oahu in areas distant from UHM, and those on Kaua’i, Mau’i, Moloka’i, Lana’i, and the Island of Hawai’i. The BEd in Special Education will use the same hybrid format as the PB SPED program, with evening classes to allow students to work, and two face-to-face weekends each semester

for highly interactive class activities. Note that students who work will need to arrange their work schedule to allow for field experiences and student teaching.

The BEd in Special Education two-year sequence of courses is presented in Appendix B. All course and field grades must be C or better to be included in the degree program. Students will enroll in 15 credits in semester 1 and 15 credits in semester 2 (three lecture courses and one field experience each semester); 6 credits in the summer between years 1 and 2; 12 credits in the first semester of Year 2 (three lecture courses and one field experience), and 15 credits in their final semester. The final semester is one lecture course, student teaching (10 credits), and student teaching seminar (2 credits). This program schedule is a similar balance of lecture classes and fieldwork as the existing BEd in Elementary Education.

III.B. Admission Policies

The admissions requirements for the BEd in Special Education are consistent with those of other BEd degree programs in the UHM COE:

1. 2.75 GPA or higher
2. Complete 57 credits prior to beginning the program. The 57 credits can be from UHM and/or approved transfer credits from another institution.
3. Complete UHM General Education Core and Licensure Track Prerequisite Requirements prior to the start of program. Applicants who have completed an articulated associates degree from a UH Community College are considered to have met the UHM General Education Core Requirements with possible exceptions (determined by an academic advisor in the COE Office of Student Academic Services [OSAS]).
4. 40 hours of documented current group leadership involvement with elementary- or secondary-aged youth, or 40 hours of volunteer/work experiences with youth with disabilities.
5. Complete a web-based recorded interview
6. Write a personal statement
7. Provide three (3) professional references

New cohorts start only in Fall semesters. Application deadlines are as follows:

- International Students: January 5 (refer to the [International Admission Process](#) for detailed information)
- February 1: General Priority Deadline
- March 1: General Final Deadline

Applications are submitted to the College of Education online *Makalei* system. The COE student services office (OSAS) manages all applications. Once all components of the applications are received, they are forwarded to the Department of Special Education for review and recommendations for admissions. OSAS makes the final decision on admissions (in collaboration with the chair of Special Education).

III.C. Advising and Counseling

OSAS is the advising office for all undergraduate teacher licensure programs in the College of Education and will provide advising and counseling services for the BEd in Special Education. The OSAS staff includes four academic advisors, and provide advising in-person, on the phone, and on-line via Zoom or Skype. Additionally, they provide different types of opportunities for advising, including (a) advising by appointment, (b) express advising for “quick” questions/information, and (c) walk-in

advising for peak times, such as registration periods. OSAS also provides a supportive program for Native Hawaiian students who are enrolled in the College of Education (Pu'uhonua Program), as well as, a special program to assist new students as they transition into the COE (Puahia Program).

III.D. Articulation Agreements with UH Community Colleges

Currently, there are applicable articulation agreements between the UHM COE and all UH Community Colleges, except for Windward Community College. The UHM COE, Department of Special Education, and OSAS have plans to immediately engage in discussions on articulation agreements with all of the community colleges to modify the existing agreements to articulate with the BEd in Special Education, and/or to develop new pathway options and agreements. These discussions will continue until articulation issues are resolved and multiple pathways become seamless transfer options for CC students. The articulation agreements allow students who desire the BEd in Special Education to complete their first two years of general education requirements at a community college at a lower tuition rate, and in many cases, in their home communities. Given that the BEd in Special Education is an on-line statewide program, it will be fully accessible to students on all islands. The Community College degree programs that articulate with the UHM COE BEd programs will also serve as a recruitment source for the BEd in Special Education (as evidenced by the Blended Early Childhood Program – BEd in Elementary Education Program).

Table 3. Anticipated Courses, Sections, SSH

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Current Year
Number of new courses offered ¹	15	25	25	25	25	25	
Number of new sections offered	24 (36 cr)	54 (63 cr)	54 (63 cr)	54 (63 cr)	54 (63 cr)	54 (63 cr)	
Annual SSH*	1728	3024	3024	3024	3024	3024	

¹Year 1 each track takes 12 courses (7 core courses required of both tracks only counted once; a field course required by both tracks each semester is counted as two courses); 7 core courses + 2 field courses + 6 track courses (3 for each track) = 15 new courses in Year 1.

Year 2 the first cohort (each track) takes 7 courses (1 core course required of both tracks only counted once; 3 field courses required of both tracks is counted as 3 courses); 1 core course + 3 field courses + 6 track courses (3 for each track) = 10 new courses. In Year 2, a new cohort begins and we offer the 15 new Year 1 courses. Total # of new courses offered in Year 2 and each subsequent year = 25 (10 for 2nd year cohort students & 15 for 1st year cohort students)

2 Yr 1, 48 students x 36 cr = 1728 SSH;

Yr 2 and all subsequent years, (48 students x 36 cr = 1728 SSH) + (48 students x 27 cr = 1296 SSH) = 3024 SSH

IV. Program Resources and Efficiency

IV.A. Program Costs

There will be no resources needed. The program will be self-sustaining, funded by revenues generated by offering the entire program through Outreach College (see Appendix C). There is a possibility that some additional personnel resources will be provided by the Hawaii DOE MOA with the COE.

Other program costs: Instructional and office supplies are minimal and can be absorbed by the Department of Special Education. There will not be new **library** costs associated with the BEd in Special Education because the UHM COE currently offers a number of special education programs for which there are adequate library resources. Most of these resources are electronic and can be used by multiple students concurrently. Because the BEd in Special Education is delivered primarily on-line, **classroom space** is not required.

IV.B. Program Revenues

Each track (Mild/Moderate Disabilities—Secondary Education and Severe Disabilities/Autism) will admit one cohort of 24 students in Year 1 of the program. Across the first year (Fall, Spring, and Summer semesters) the students will enroll in a total of 36 credits. With an Outreach College undergraduate tuition rate of \$471/credit and a total of 48 students, this will generate **\$813,888 in tuition in Year 1**. In Year 2, a second cohort will begin for each track, yielding 48 new students. Students in the new cohorts will enroll in 36 credits for Year 1 of their program. The 48 students in the first cohorts will enroll in 27 credits during Year 2 of their program. With two cohorts running for the two program tracks, a total of 96 students will be enrolled, and **\$1,424,304 will be generated as tuition revenues in Year 2 and subsequent years**. At present, Outreach College retains 27% of the revenues, returning 73% to the College of Education. This would result in revenue of over \$1,000,000 for the College of Education. These program revenues will fund this new program.

IV.C. Program Risks

As illustrated by personnel and operating costs, the BEd in Special Education is a resource-intensive program. If enrollment numbers are not as anticipated, there is a risk that personnel costs will exceed revenue. No additional risks are anticipated. Given the severe and persistent shortage of special education teachers in Hawaii, and the low retention rate of teachers in the state, there is little to no risk that there will be employment difficulties for program graduates.

IV.C. Impact of BEd in Special Education on Resources Within the Unit

There will be minimal impact of the BEd in Special Education on resources within the Department of Special Education because the program will be self-sufficient with revenues generated from the program offered statewide through Outreach College (see Appendix C). Faculty from other Special Education licensure programs may be available to assist with field experience/student teaching supervision during years when cohort enrollments are not at their maximum.

IV.D. Comparison of BEd in Special Education to Similar Programs

Currently, the status of special education licensure programs in the UH System is as follows:

- Many of the UH Community Colleges have Associate degrees in education, but no licensure.

- LCC offers an Advanced Professional Certificate in Special Education (PK-12) for those with a bachelors degree and no teaching license.
- UH Hilo offers graduate-level licensure programs in general education, not special education.
- UH Manoa currently offers a BEd in Elementary Education with an Exceptional Students and Elementary Education track that leads to dual licensure in elementary education and elementary special education, mild/moderate disabilities (UHM day school, Oahu only) and a Blended Early Childhood track that leads to dual licensure in early childhood education and early childhood special education, PreK – grade 3, mild/moderate disabilities (statewide Outreach Program).
- UH Manoa offers a statewide Outreach Post-Baccalaureate Certificate in Special Education, Mild/Moderate Disabilities, PreK-3, K-6, 7-12, and Severe Disabilities/Autism, PreK-3, K-6, 7-12. The Post-Baccalaureate Programs require that students have a bachelor's degree.
- UH Manoa offers a statewide Outreach Masters of Education in Teaching in Secondary Education with a track that leads to dual licensure in general education and special education. This program also requires that students have a bachelor's degree.

Like the proposed BEd in Special Education, the existing UHM licensure programs are two years in length and include four semesters of clinical field work. They are also aligned with national personnel preparation standards (CEC and InTASC). The Masters in Teaching Program is a dual-licensure program (General Education and Special Education at the Secondary Level), whereas the BEd in Special Education leads to licensure in Special Education only. The UHM Post-Baccalaureate in Certificate in Severe Disabilities/Autism is currently the only program in the state for preparing special education teachers for this specialty area.

IV.E. Consultation at Program Level Between Campuses and Within Originating Campus

In December 2016 and January 2017, UHM Special Education faculty (Mary Jo Noonan and Patricia Sheehey) and Special Education Department Chair Amelia Jenkins met with LCC faculty (Bobbie Martel, Christina Keaulana, and colleagues) to discuss the possibility of partnering for a 3+1 BEd Program with a specialization in teaching students with severe disabilities. The discussions did not go beyond a second meeting because LCC lacked faculty expertise to develop and deliver coursework in the specialization. Furthermore, UHM did not offer a bachelor's degree in special education, so a partnership for the 3 + 1 program was not feasible. In December 2019, UHM COE Dean Nathan Murata, Associate Dean Amelia Jenkins, and Special Education Chair Mary Jo Noonan met with LCC (Christina Keaulana and colleagues) to discuss the 3 + 1 program again. Because UHM did not offer a bachelor's degree in Special Education, the 3 + 1 partnership was not feasible. In the December 2019 meeting, UHM faculty discussed their plan to develop a BEd in Special Education with licensure tracks in mild/moderate disabilities – secondary level and severe disabilities/autism. Rather than a 3 + 1 partnership, the UHM faculty proposed an articulation agreement (a 2 + 2 MOA) similar to other MOAs that the UHM COE has with the UH Community Colleges. The UHM Special Education Faculty recommended the two-year UHM course sequence to support continuity across course and clinical

experience expectations and meeting national personnel preparation standards. The special education teacher preparation programs are two-year cohorted programs addressing the national and state standards for initial teacher licensure, and include college-wide shared assessments for accreditation over the two years of the program. Research supports the strengths of the cohort model; to admit students into the second year of a cohort without the same experiences of the first year cohort students, is contrary to best practices in teacher education. We support a 2+2 agreement with the CCs to provide a seamless transition of students from their AAT or AS degree into the BEd in SPED.

Table 4. Existing Resources and Funding

Existing Resources	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Current Year
Combined Tuition/Summer/Course Fees	48 students x 36 cr \$813,888	48 students x 36 cr + 48 students x 27 cr \$1,424,304	48 students x 36 cr + 48 students x 27 cr \$1,424,304	48 students x 36 cr + 48 students x 27 cr \$1,424,304	48 students x 36 cr + 48 students x 27 cr \$1,424,304	48 students x 36 cr + 48 students x 27 cr \$1,424,304	
Other Allocation (Grants)							

Table 5. Anticipated NEW Personnel and Ongoing Operating Costs (covered by funds generated through Outreach College)

Personnel	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Current Year
New Limited-Track Faculty (1-3)	2 new hires \$146,000	2 new hires + 2 continuing faculty \$292,000	\$292,000	\$292,000	\$292,000	\$292,000	

V. Program Effectiveness

The UHM COE teacher licensure programs are accredited through AAQEP and have a self-study/assessment system based on **measures of program quality** as part of the accreditation process. Additionally, Special Education Teacher-Licensure Programs are aligned with the Personnel Standards of CEC and InTASC. Using AAQEP program quality indicators and the personnel standards, The BEd in Special Education will be included in the AAQEP accreditation process and will use the assessment products listed in Appendix D and E to assess program quality. The assessment products include the successful completion of 30 credits of special education coursework (requirement of the Hawaii Teacher Standards Board); content measures (*signature assignments* from a range of coursework); application of content measures (associated with field experiences and student teaching); and professional dispositions (rated by field supervisors during the second semester of field experience). Furthermore, the four goals of the BEd in Special Education (described above in this proposal) will be evaluated using data collected for AAQEP accreditation. The data will be collected, analyzed, and reviewed annually.

The UHM COE conducts an annual Survey of Student Teachers (see Appendix F) and periodically, an Alumni Survey (see Appendix G) for all teacher preparation programs. The surveys address the graduates' judgment of their preparedness to teach, career satisfaction, and their satisfaction with their teacher preparation program. The survey data are reviewed each year by Departmental curriculum

committees for program improvement and are analyzed and reported as part of the AAQEP accreditation process. Additionally, the COE periodically conducts consumer focus groups to assess employer satisfaction with a cross-section of Hawaii DOE school principals and district-level personnel (see Appendix H). The BEd in Special Education program will be included in the annual surveys and focus group discussions for program assessment purposes.

Measures for each program goal are:

Goal 1. Provide an undergraduate special education teacher licensure program for two specialty areas that are not currently available at the undergraduate level in the UH System. There will be one measure of program effectiveness in producing new teachers in the two specialty areas that are not currently available at the undergraduate level:

- a. The enrollment target of 24 students per cohort (48 new students annually) in each BEd in Special Education track.

Goal 2. Establish a high-quality undergraduate special education program that meets the Personnel Standards of the Council for Exceptional Children (CEC) and those of the Council of Chief State School Officer's Interstate Teacher Assessment and Support Consortium (InTASC). The quality of the BEd in Special Education program will be measured using the AAQEP assessment system aligned with CEC and InTASC personnel standards and outlined in Appendix A. Each track will be assessed with seven measures:

- a. Successful completion of 30 credits of Special Education coursework (30 credits of *content knowledge* coursework is required in lieu of the Praxis exam for state licensure)
- b. Signature assignments that demonstrate content knowledge:
 - Mild/Moderate-Secondary Education track:
 - i. SPED 463 Effective practices synthesis paper
 - ii. SPED 489 Intervention project
 - iii. SPED 480 Technology project
 - Severe Disabilities/Autism track:
 - i. SPED 453 Case study
 - ii. SPED 489 Intervention project
 - iii. SPED 462 Instructional programs
- c. Clinical practice assessments (both program tracks)
 - i. SPED 400 Lesson planning
 - ii. SPED 390 Clinical practice rubric (student teaching evaluation)
 - iii. SPED 400 Dispositions rating

Goal 3. Assist the State of Hawai'i in addressing the severe and persistent shortage of special education teachers by providing a new entry point for prospective teachers to obtain licensure. Goal 3 will be assessed by four measures:

- i. Enrollment data (target of 24 students per track and cohort; 48 new students annually);
- ii. School placement data reported in the UHM COE annual alumni survey;
- iii. Hawaii DOE placement, retention, and vacancy data.

Goal 4. Deliver the BEd in Special Education statewide to allow students on Oahu as well as the neighbor islands to enroll in the program. Goal 4 will be measured by:

- i. The number and percent of students enrolled in the BEd in Special Education by school district and island.

University of Hawai'i at Mānoa
College of Education Program Sheet 2022-2023
Bachelor of Education (BEd) in Special Education

Specialization: Severe Disabilities/Autism
Admissions: Selective Process: Application

Min. Total Credits: 120 (94 (or 95) in core & major + 26 (or 25) in electives)

UHM General Education Core Requirements
Foundations
<input type="checkbox"/> FW ENG 100, 100A, 190, ESL 100, or AMST 111
<input type="checkbox"/> FQ* MATH 100 or higher MATH course
<input type="checkbox"/> FG (A / B / C)
<input type="checkbox"/> FG (A / B / C)
<i>*Note: This requirement changed in Fall 2018. If you entered the UH System prior to that, please see your college/school advisor.</i>
Diversification
<input type="checkbox"/> DA / DL
<input type="checkbox"/> DH HWST 107
<input type="checkbox"/> DB
<input type="checkbox"/> DP
<input type="checkbox"/> DY
<input type="checkbox"/> DS SPED 304
<input type="checkbox"/> DS
<i>* See degree, college and major requirements for courses that can also fulfill these.</i>
UHM Graduation Requirements
Focus
<input type="checkbox"/> H
<input type="checkbox"/> E (300+)
<input type="checkbox"/> O (300+)
<input type="checkbox"/> W
<input type="checkbox"/> W
<input type="checkbox"/> W
<input type="checkbox"/> W (300+)
<input type="checkbox"/> W (300+)
Hawaiian / Second Language
<ul style="list-style-type: none"> The Hawaiian or Second Language requirement is not required for students admitted to the College of Education.
Credit Minimums
<ul style="list-style-type: none"> 120 total applicable 30 in residence at UHM 45 upper division (300+ level) credits
Grade Point Average
<ul style="list-style-type: none"> 2.0 cumulative or higher (<i>Note: Other GPAs may be required</i>) To graduate from COE, students must meet the College's higher GPA requirement(s). Good academic standing

College Requirements
Licensure Track Admission Requirements
<ul style="list-style-type: none"> Fall admission only. Submit an application no later than the following: <ul style="list-style-type: none"> March 1 for fall semester (Feb 1 priority deadline) Apply: https://Makalei.coe.hawaii.edu 2.75 cumulative GPA in all post-secondary institutions 57 credits Completion of all UHM General Education Core courses and licensure track prerequisite. Applicants who have completed an articulated A.A. degree from a UH Community College are considered to have met the UHM General Education Core Requirements with possible exceptions (see an academic advisor). 40 hours of documented current group leadership involvement with elementary-aged or secondary-aged youth or 40 hours of volunteer/work experience with youth with disabilities. Personal admissions interview. Completion of two (2) Writing Intensive (W) courses with a grade of C (not C-) or better prior to the start of the Licensure Track courses. <ul style="list-style-type: none"> Non-UH System transfer students must complete two (2) English Composition or Literature courses with a grade of C (not C-) or better prior to the start of the Licensure Track courses.
General Education Core
Required course: <input type="checkbox"/> HWST 107* ^{DH}
Highly recommended courses:
<input type="checkbox"/> MATH 111 <input type="checkbox"/> MATH 112* ^{FQ}
Licensure Track Prerequisite
<input type="checkbox"/> SPED 304* ^{DS}
Required Graduation Grade Point Averages
<ul style="list-style-type: none"> 2.75 cumulative GPA or higher

This program sheet was prepared to provide information and does not constitute a contract. Meet regularly with your department's undergraduate advisor to ensure you are on track with your major requirements.

Major Requirements for BED in Special Education

Specialization: Severe Disabilities/Autism

Admission to Licensure Track: Complete all General Education courses and Licensure Track Prerequisite.

Application: Deadline = Fall entrance only. February 1-priority; March 1-final.

Min. major credits: 66, includes SPED 304 pre-requisite

Min. C grade (not C-) in all ITE and SPED courses

Licensure Track Prerequisite (3 credits) SPED 304* ^{DS}*Students must take SPED 304 prior to the start of the licensure track courses.***Licensure Track Requirements****Special Education Core Courses (24 credits)**

Required Core Courses	<input type="checkbox"/> ITE 320	<input type="checkbox"/> SPED 306	<input type="checkbox"/> SPED 310	<input type="checkbox"/> SPED 311
	<input type="checkbox"/> SPED 425	<input type="checkbox"/> SPED 480	<input type="checkbox"/> SPED 485	<input type="checkbox"/> SPED 489

Severe Disabilities/Autism Track Courses (18 credits)

Required Courses	<input type="checkbox"/> SPED 332	<input type="checkbox"/> SPED 412	<input type="checkbox"/> SPED 453	<input type="checkbox"/> SPED 454
	<input type="checkbox"/> SPED 460	<input type="checkbox"/> SPED 462		

Severe Disabilities/Autism Field Courses (21 credits)

Required Field Courses	<input type="checkbox"/> SPED 400	<input type="checkbox"/> SPED 400	<input type="checkbox"/> SPED 400	<input type="checkbox"/> SPED 390
	<input type="checkbox"/> SPED 391			

*SPED 400 (taken three times) is two full days of field experience (7:30 am – 2:30 pm) each week in PK-12 classrooms.**SPED 390 & 391: concurrent registration required. Content knowledge verification must meet one of the HTSB-approved options in order to submit a Student Teaching Application.***Notes**

College of Education, Office of Student Academic Services: Everly 126; (808) 956-7915; osas@hawaii.edu; coe.hawaii.edu
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 Jolene Muneno; Everly 126; (808) 956-4268; jsmuneno@hawaii.edu

Pu'uhonua: Hale for Native Hawaiian Student Support, puuhonua@hawaii.edu
 Puahia: First Year & Transfer Student Support, puahia@hawaii.edu
 Tinalak: Filipino Student Support, tinalak@hawaii.edu

University of Hawai‘i at Mānoa – Four-Year Academic Plan 2022-2023

College of Education

Bachelor of Education (BEd) in Special Education

Specialization: Severe Disabilities/Autism

This is a sample academic plan. Students should meet with an academic advisor prior to registration to formulate their own plan.

Year 1		Year 2		Year 3		Year 4	
Fall		Fall		Fall		Fall	
FW	3	DB (or DP)	3	SPED 306	3	SPED 332	3
FG (A/B/C)	3	DY	1	SPED 310	3	SPED 400	3
DA/DL	3	Elective	3	SPED 311	3	SPED 453	3
MATH 100 or higher	3	Elective	3	SPED 400	3	SPED 460	3
MATH course** (FQ)	3	Elective	3	SPED 485	3		
Elective	3						
Credits	15	Credits	13	Credits	15	Credits	12
Spring		Spring		Spring		Spring	
DP (or DB)	3	Submit Application in January		SPED 400	3	SPED 390	10
HWST 107 (DH)	3	SPED 304 (DS)	3	SPED 412	3	SPED 391	2
FG (A/B/C)	3	Elective	3	SPED 425	3	SPED 489	3
DS	3	Elective	3	SPED 454	3		
Elective	3	Elective	3	SPED 462	3		
		Elective*	2				
Credits	15	Credits	14	Credits	15	Credits	15
Summer		Summer		Summer		Summer	
				ITE 320	3		
				SPED 480	3		
Credits	0	Credits	0	Credits	6	Credits	0
Total Credits	30	Total Credits	57	Total Credits	93	Total Credits	120

Notes:

Additional Admission Requirements: 40 hours of documented experience; interview; a minimum of 55 credits

Summer course work is required for the cohort program.

Students must incorporate all focus requirements into this plan. Focus designations (i.e., W, E, O, H) are CRN specific & semester specific.

Please see a COE OSAS advisor for the latest information.

Minimum 45 upper division (300+ course) credits are required.

* May be taken to meet the 120 credit minimum for graduation

** Some MATH (FQ) courses may be 4 credits. This will affect the total credit requirements shown on this plan. MATH 111 and 112 are highly recommended.

University of Hawai'i at Mānoa – Four-Year Academic Plan 2022-2023

College of Education

Bachelor of Education (BEd) in Special Education

Specialization: Secondary Special Education - Mild/Moderate Disabilities

This is a sample academic plan. Students should meet with an academic advisor prior to registration to formulate their own plan.

Year 1	Year 2	Year 3	Year 4
Fall	Fall	Fall	Fall
FW 3	DB (or DP) 3	SPED 306 3	SPED 400 3
FG (A/B/C) 3	DY 1	SPED 310 3	SPED 422 3
DA/DL 3	Elective 3	SPED 311 3	SPED 463 3
MATH 100 or higher 3	Elective 3	SPED 400 3	SPED 487 (e) 3
MATH course** (FQ) 3	Elective 3	SPED 485 3	
Elective 3			
Credits 15	Credits 13	Credits 15	Credits 12
Spring	Spring	Spring	Spring
DP (or DB) 3	Submit Application in January	SPED 400 3	SPED 390 10
HWST 107 (DH) 3	SPED 304 (DS) 3	SPED 421 (e) 3	SPED 391 2
FG (A/B/C) 3	Elective 3	SPED 425 3	SPED 489 3
DS 3	Elective 3	SPED 455 3	
Elective 3	Elective 3	SPED 461 (e) 3	
	Elective* 2		
Credits 15	Credits 14	Credits 15	Credits 15
Summer	Summer	Summer	Summer
		ITE 320 3	
		SPED 480 3	
Credits 0	Credits 0	Credits 6	Credits 0
Total Credits 30	Total Credits 57	Total Credits 93	Total Credits 120

Notes:

Additional Admission Requirements: 40 hours of documented experience; interview; a minimum of 55 credits.

Summer course work is required for the cohort program

Students must incorporate all focus requirements into this plan. Focus designations (i.e., W, E, O, H) are CRN specific & semester specific

Please see a COE OSAS advisor for the latest information

Minimum 45 upper division (300+ course) credits are required.

* May be taken to meet the 120 credit minimum for graduation

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University of Hawai'i at Mānoa
College of Education Program Sheet 2022-2023
Bachelor of Education (BEd) in Special Education
Specialization: Secondary Special Education Mild/Moderate Disabilities
Admissions: Selective Process: Application
Min. Total Credits: 120 (94 (or 95) in core & major + 26 (or 25) in electives)

UHM General Education Core Requirements
Foundations
<input type="checkbox"/> FW ENG 100, 100A, 190, ESL 100, or AMST 111
<input type="checkbox"/> FQ* MATH 100 or higher MATH course
<input type="checkbox"/> FG (A / B / C)
<input type="checkbox"/> FG (A / B / C)
<i>*Note: This requirement changed in Fall 2018. If you entered the UH System prior to that, please see your college/school advisor.</i>
Diversification
<input type="checkbox"/> DA / DL
<input type="checkbox"/> DH HWST 107
<input type="checkbox"/> DB
<input type="checkbox"/> DP
<input type="checkbox"/> DY
<input type="checkbox"/> DS SPED 304
<input type="checkbox"/> DS
<i>* See degree, college and major requirements for courses that can also fulfill these.</i>
UHM Graduation Requirements
Focus
<input type="checkbox"/> H
<input type="checkbox"/> E (300+)
<input type="checkbox"/> O (300+)
<input type="checkbox"/> W
<input type="checkbox"/> W
<input type="checkbox"/> W
<input type="checkbox"/> W (300+)
<input type="checkbox"/> W (300+)
Hawaiian / Second Language
<ul style="list-style-type: none"> The Hawaiian or Second Language requirement is not required for students admitted to the College of Education.
Credit Minimums
<ul style="list-style-type: none"> 120 total applicable 30 in residence at UHM 45 upper division (300+ level) credits
Grade Point Average
<ul style="list-style-type: none"> 2.0 cumulative or higher (<i>Note: Other GPAs may be required</i>) To graduate from COE, students must meet the College's higher GPA requirement(s). Good academic standing

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Licensure Track Admission Requirements
<ul style="list-style-type: none"> Fall admission only. Submit an application no later than the following: <ul style="list-style-type: none"> March 1 for fall semester (Feb 1 priority deadline) Apply: https://makalei.coe.hawaii.edu 2.75 cumulative GPA in all post-secondary institutions 57 credits Completion of all UHM General Education Core courses and licensure track prerequisite. Applicants who have completed an articulated A.A. degree from a UH Community College are considered to have met the UHM General Education Core Requirements with possible exceptions (see an academic advisor). 40 hours of documented current group leadership involvement with elementary-aged or secondary-aged youth, or 40 hours of volunteer/work experience with youth with disabilities. Personal admissions interview. Completion of two (2) Writing Intensive (W) courses with a grade of C (not C-) or better prior to the start of the Licensure Track courses. <ul style="list-style-type: none"> Non-UH System transfer students must complete two (2) English Composition or Literature courses with a grade of C (not C-) or better prior to the start of the Licensure Track courses.
General Education Core
Required course: <input type="checkbox"/> HWST 107 ^{*DH}
Highly recommended courses:
<input type="checkbox"/> MATH 111 <input type="checkbox"/> MATH 112 ^{*FQ}
Licensure Track Prerequisite
<input type="checkbox"/> SPED 304 ^{*DS}
Required Graduation Grade Point Averages
<ul style="list-style-type: none"> 2.75 cumulative GPA or higher

This program sheet was prepared to provide information and does not constitute a contract. Meet regularly with your department's undergraduate advisor to ensure you are on track with your major requirements.

Major Requirements for BEd in Special Education

Specialization: Secondary Special Education – Mild/Moderate Disabilities

Admission to Licensure Track: Complete all General Education courses and Licensure Track Prerequisite.

Application: Deadline = Fall entrance only. February 1-priority; March 1-final.

Min. major credits: 66, includes SPED 304 pre-requisite

Min. C grade (not C-) in all ITE and SPED courses

Licensure Track Prerequisite (3 credits) SPED 304* DS*Students must take SPED 304 prior to the start of the licensure track courses.***Licensure Track Requirements****Special Education Core Courses (24 credits)**

Required Core Courses	<input type="checkbox"/> ITE 320	<input type="checkbox"/> SPED 306	<input type="checkbox"/> SPED 310	<input type="checkbox"/> SPED 311
	<input type="checkbox"/> SPED 425	<input type="checkbox"/> SPED 480	<input type="checkbox"/> SPED 485	<input type="checkbox"/> SPED 489

Secondary Special Education – Mild/Moderate Disabilities Track Courses (18 credits)

Required Courses	<input type="checkbox"/> SPED 421 (e)	<input type="checkbox"/> SPED 422	<input type="checkbox"/> SPED 455	<input type="checkbox"/> SPED 461 (e)
	<input type="checkbox"/> SPED 463	<input type="checkbox"/> SPED 487		

Secondary Special Education - Mild/Moderate Disabilities Field Courses (21 credits)

Required Field Courses	<input type="checkbox"/> SPED 400	<input type="checkbox"/> SPED 400	<input type="checkbox"/> SPED 400	<input type="checkbox"/> SPED 390
	<input type="checkbox"/> SPED 391			

*SPED 400 (taken three times) is two full days of field experience (7:30 am – 2:30 pm) each week in 6-12 classrooms.**SPED 390 & 391: concurrent registration required. Content knowledge verification must meet one of the HTSB-approved options in order to submit a Student Teaching Application.***Notes**

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Jolene Muneno; Everly 126; (808) 956-4268; jsmuneno@hawaii.edu

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Puahia: First Year & Transfer Student Support, puahia@hawaii.edu

Tinalak: Filipino Student Support, tinalak@hawaii.edu



Presented to the Mānoa Faculty Senate by the Committee on Academic Policy and Planning (CAPP) for a vote of the full Senate on November 17, 2021, a resolution supporting the proposal for a Bachelor of Education in Special Education. Approved by the Mānoa Faculty Senate on November 17, 2021 with 43 votes (95.56%) in support; 2 votes (4.44%) opposed; and 0 abstentions.

**RESOLUTION SUPPORTING THE PROPOSAL FOR A
BACHELOR OF EDUCATION IN SPECIAL EDUCATION:**

(a) Mild/Moderate Disabilities – Secondary Education, and (b) Severe Disabilities/Autism – PreK – 12:

WHEREAS, the College of Education currently offers Bachelor's of Education Special Education focused degree tracks at the Elementary Undergraduate level; and

WHEREAS, licensure for the areas of Mild/Moderate Disabilities – Secondary Education and Severe Disabilities/Autism – PreK-12 is currently offered only at the Post Baccalaureate or MEd levels in the UHM College of Education; and

WHEREAS, the BEd in Special Education is a priority for the UHM Department of Special Education because this will fill a gap in avenues for teacher licensure by creating an undergraduate option for the areas of Mild/Moderate Disabilities – Secondary Education and Severe Disabilities/Autism – PreK-12; and

WHEREAS, the U.S. and Hawai'i have experienced a shortage of licensed special education teachers for decades; and

WHEREAS, most program graduates will seek employment with the Hawai'i Department of Education (or be placed as part of a pay back tuition program), and may also seek employment elsewhere due to the nationwide shortage of licensed special education teachers ; and

WHEREAS, the UH System does not currently offer a teacher-licensure program at the Bachelor's degree level in these two specialty areas; and

WHEREAS, it is requested that a New Academic Program: BEd in Special Education with two tracks leading to teacher licensure: (a) Mild/Moderate Disabilities – Secondary Education, and (b) Severe Disabilities/Autism – PreK – 12 be established; and

WHEREAS, the UHM College of Education Department of Special Education and Office of Student Academic Services will work with the community colleges to modify existing Memorandum of Agreements to articulate with the BEd in Special Education; and



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MĀNOA

MĀNOA FACULTY SENATE

WHEREAS, this proposed program will be assessed by the existing assessment committee of the UHM College of Education; and

WHEREAS, the UHM College of Education will leverage existing resources, thus requiring minimal additional resources to be needed for this program; therefore,

BE IT RESOLVED, that the Mānoa Faculty Senate recommends approval of the proposal to establish a new academic program: BEd in Special Education with two tracks leading to teacher licensure: (a) Mild/Moderate Disabilities – Secondary Education, and (b) Severe Disabilities/Autism – PreK – 12 at the University of Hawai'i at Mānoa.



UNIVERSITY
of HAWAII
MĀNOA

October 20, 2020

MEMORANDUM

TO: David Lassner
President

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

VIA: Michael Bruno *Michael Bruno*
Provost

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

FROM: Nathan M. Murata *Nathan M. Murata*
Dean, College of Education

SUBJECT: Request Approval of Revised Authorization to Plan for the BEd
in Special Education

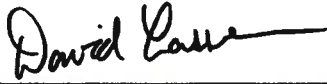
At the request of the President and the Provost, we have updated the ATP for the BEd in Special Education to remove the request for additional resources. The action memo and ATP were submitted on November 20, 2019, and were approved by the Officers and CCAO. Since that time, much has changed in relation to the budget position of the University, and the College has been asked to make revisions to this, and other program proposals currently in the pipeline.

Early in the Fall 2020 semester, the President and Provost asked about the status of the ATPs and proposals from the COE, and whether they would be going forward given the COVID-19 situation. We were advised to proceed with the program proposals for the Doctorate of Physical Therapy and the ATP for the MEd in School Counseling, with the caveat that the start dates be pushed out to 2024. In a subsequent email (dated October 9, 2020), we were asked to revise the ATP for the BEd in SPED to remove any reference to a request for additional resources (item eight in the ATP). This revision is reflected in the attached revised ATP. We determined that this proposal could proceed on a more rapid timeline than the DPT and MEd, as it leverages existing resources and can be more quickly implemented once approved by the Board of Regents, but we nonetheless revised the effective date to 2022, to provide ample time for implementation.

Lassner
October 20, 2020
Page 2

Having made the requested revisions to the ATP for the BEd in Special Education, we look forward to receiving the President's approval so we may proceed with submission of the degree proposal, which is in the final stages of College-level review. Please feel free to contact me if you have any questions.

APPROVED / ~~DISAPPROVED~~:



David Lassner
President

10/22/2020

Date



**UNIVERSITY
of HAWAII**
SYSTEM

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

CORRECTED

January 13, 2020

MEMORANDUM

TO: Michael Bruno
Provost, UH Mānoa

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

SUBJECT: Approval of Authorization to Plan for Bachelor of Education in Special Education

At the UH Officers meeting held on January 6, 2020, the Authorization to Plan for a new Bachelor of Education in Special Education was approved with no comments. We look forward to receiving a proposal to authorize a provisional program in Special Education.

Should you have any questions, please do not hesitate to contact me.

cc: Council of Chief Academic Officers
David Lassner, CEO, UH Mānoa
Dean Nathan Murata, UH Mānoa
Laura Lyons, UH Mānoa
April Goodwin, UH Mā

Bachman Hall 204
2444 Dole Street
Honolulu, Hawai'i 96822
Telephone: (808) 956-6897
Fax: (808) 956-5286

An Equal Opportunity/Affirmative Action Institution



December 13, 2019

MEMORANDUM

TO: Donald Straney
Vice President for Academic Planning and Policy

FROM: Michael Bruno *Michael E. Bruno for M.P.*
Provost

SUBJECT: AUTHORIZATION TO PLAN FOR THE BED IN SPECIAL EDUCATION

Attached for your review and approval is the Authorization to Plan (ATP) for BEd in Special Education proposed by the Department of Special Education in the College of Education. I believe you will find that this proposal is responsive to the needs of the state and addresses several strategic goals of the Manoa Campus and the UH System. Per the review procedures:

The ATP1 is submitted by the Campus Chancellor to the System Vice President for Academic Planning and Policy for review by the UH Officers. The Vice President for Academic Planning and Policy will notify the campus of the results of the review.

I recommend review by the UH Officers. Please feel free to contact me should you have any questions or concerns.

Attachment

c: Dean Murata
Program Officer Goodwin



**UNIVERSITY
of HAWAI'I**
MĀNOA

November 20, 2019

MEMORANDUM

TO: David Lassner
President

VIA: Michael Bruno
Provost

Handwritten signature of Michael Bruno in black ink.

VIA: Laura Lyons 
Interim Associate Vice Chancellor for Academic Affairs

FROM: Nathan M. Murata 
Dean

SUBJECT: Request Approval of ATP-1 for a BEd in Special Education

SPECIFIC ACTION REQUESTED:

It is requested that the President approve the Authorization to Plan (ATP-1) for a BEd in Special Education, with two tracks, in the Department of Special Education, College of Education, University of Hawai'i at Mānoa.

RECOMMENDED EFFECTIVE DATE:

Upon approval

ADDITIONAL COST:

There are no additional costs associated with this request.

PURPOSE:

The College of Education proposes to offer a bachelor's degree in special education for initial teacher licensure with two tracks (specialty areas) that are not currently available at the undergraduate level in the UH System. The tracks are (1) Mild/Moderate Disabilities – Secondary Education (6-12) and (2) Severe Disabilities/Autism (PreK – 12). This BEd in Special Education degree program addresses the severe and persistent shortage of special education teachers in the State by providing a new entry point for prospective teachers to obtain licensure.

BACKGROUND:

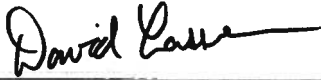
Special education is the largest teacher shortage area in the State. The severe and persistent lack of licensed special education teachers has existed in the Hawaii Department of Education (DOE) for

decades. Special education is also one of the federal teacher shortage areas. Further, the State of Hawai'i was the recipient of a federal consent decree (Felix) to address the provision of services to students with disabilities. Since that decree, the DOE has partnered with UHM College of Education, Department of Special Education, to support teacher candidates pursuing special education teacher licensure. At present, no program exists at the bachelor's level in Secondary Mild/Moderate Disabilities or in Severe Disabilities/Autism. We propose this program to fill this gap and, therefore, provide special education teacher licensure programs at all levels.

ACTION RECOMMENDED:

It is recommended that the President approve the Authorization to Plan (ATP-1) for a BEd in Special Education, with two tracks, in the Department of Special Education, College of Education, University of Hawai'i at Mānoa.

APPROVED / ~~DISAPPROVED~~



David Lassner
President

10/22/2020

Date

Attachments:

1. ATP 1 – BEd in Special Education

Authorization to Plan – BEd in Special Education

1. **Campus, school/college and department/division:** The University of Hawai'i at Mānoa, College of Education, Department of Special Education is proposing the new program.
2. **Degree proposed and program objectives:** We are proposing a BEd in Special Education, with two tracks: (a) Mild/Moderate Disabilities – Secondary Education, and (b) Severe Disabilities/Autism – PreK – 12. The objectives of the BEd in Special Education are to
 1. Provide an undergraduate special education teacher licensure program for two specialty areas that are not currently available at the undergraduate level in the UH System. (Note that a Dual BEd in Elementary Education & Special Education [mild/moderate disabilities] is currently available at UHM.)
 2. Establish a high-quality undergraduate special education program that meets the Personnel Standards of the Council for Exceptional Children (CEC) and those of the Council of Chief State School Officer's (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC).
 3. Assist the State of Hawaii in addressing the severe and persistent shortage of special education teachers by providing a new entry point for prospective teachers to obtain licensure.
 4. Deliver the BEd in Special Education statewide to allow students on Oahu as well as the neighbor islands to enroll in the program.
3. **Alignment with the Campus and UH system mission, strategic plan and the Integrated Academic and Facilities Plan**

The proposed BEd in Special Education aligns with several of the UH Strategic Directions (2015-2021):

 1. *HGI Action Strategy 1: Strengthen the pipeline from K-12 to the university to improve college readiness and increase college attendance.* As in the BEd in Elementary Education programs, the proposed BEd in Special Education Program will enter into articulation agreements with the UH Community Colleges. These agreements allow students to enter directly into the BEd Program (junior and senior years) following the completion of specific programs at the UH Community Colleges.
 2. *HGI Action Strategy 3: Anticipate and align curricula with community and workforce needs.* Hawai'i has struggled with a severe and persistent shortage of licensed special education teachers for decades (data presented below); special education is the largest teacher shortage area in the State. The shortages are most severe in low income and rural areas of the state. This shortage results in unlicensed teachers assigned to teach students who are among the most challenging to teach. The situation also places the state out of compliance with the Individuals with Disabilities Education Act (IDEA), a federal law requiring special education services for all students with disabilities. A statewide BEd in Special Education program will directly address this well-documented and urgent community and workforce need.
 3. *HGI Strategy 4: Increase delivery of online courses and degrees, while maintaining other distance delivery modes.* The proposed BEd in Special Education will be an online program targeting undergraduate students

throughout the state.

4. **HPS Action Strategy 1: Employ best practices in management, administration and operations.** This proposal is for an undergraduate program that does not exist at any other campus in the UH System. Furthermore, the undergraduate track in severe disabilities/autism does not exist at any other college/university in Hawaii.

4. **Justification of need/Demand for the program.** The state has experienced a shortage of licensed special education teachers for decades. In 1994, for example, a federal court approved the *Felix Consent Decree* requiring Hawaii to improve special education services and ensure that all students with disabilities were taught by a licensed special education teacher. A major factor in this class action lawsuit was the lack of qualified and licensed special education teachers. In the last several years, Hawaii has had to fill 1200-1300 vacancies annually, and approximately half of those vacancies were in Special Education. In the 2017-18 school year, the Hawaii Department of Education was unable to find licensed teacher for 27% (377) of its vacancies. In November 2019, the Hawaii DOE reported that there were more than 2200 special education teacher positions in the state, and about 500 were filled with unlicensed special education teachers. The need for licensed special education teachers in Hawaii is significant and compelling.

Currently, the status of special education licensure programs in the UH System is as follows:

- Many of the UH Community Colleges have an Associate's degree in education, but no licensure.
- Leeward Community College offers a Post-Baccalaureate Certificate Program in Special Education, Mild/Moderate Disabilities, Elementary and Secondary levels.
- UH Hilo offers graduate-level licensure programs in general education, not special education.
- UH Manoa currently offers a BEd in Elementary Education with a track (Exceptional Students and Elementary Education) that leads to dual licensure in elementary education and elementary special education (mild/moderate disabilities).
- UH Manoa offers a Post-Baccalaureate Certificate in Special Education, Mild/Moderate Disabilities (PreK-3, K-6, 7-12), and Severe Disabilities/Autism (PreK-3, K-6, 7-12).
- UH Manoa offers a Masters of Education in Teaching in Secondary Education with a track that leads to dual licensure in general education and special education.

The BEd in Special Education will fill a gap in avenues for teacher licensure by creating an undergraduate option in the areas of Mild/Moderate Disabilities – Secondary Education (6-12), and Severe Disabilities/Autism – PreK-12. Currently, licensure in these areas is only at the Post-Baccalaureate or MEd levels.

5. **Demand for services.** Given the serious teacher shortage in Hawaii and the Felix Consent Decree (described above), the Hawaii Department of Education has contracted with the UHM Department of Special Education to prepare special education teachers for the state. The current contract is for just over \$2M and funds student stipends and faculty positions.


6. **Non-duplication of programs.** See #4 above.

7. **List potential risks.** The College of Education has been implementing teacher preparation programs for many years. Risk management is routine, and includes practices such as requiring field experience students and student teachers to have liability insurance and requiring that all faculty who supervise teacher candidates be fingerprinted and screened.



8. **New Resources.** There will be no new resources needed. Four new faculty will be required to implement this proposed program (two faculty per track). The Department of Special Education will be able to fund two non-tenure track faculty positions from their internal account. There is a possibility that some additional personnel resources will be provided by the Hawaii Department of Education MOA with the COE. However, there is no guarantee of external funding. If sufficient external funds are not available, the College plans to make available the necessary faculty resources through reallocation.

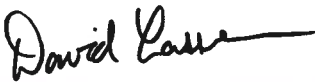
Signature Page

Signature indicates that the person has reviewed the ATP and supports the proposed program. Signature page is to be completed prior to submission to the VPAPP.

	NATHAN M. MURATA	NOV 19 2019
<i>Dean/Department/Division Chair</i>	Print Name	Date

<i>Dean, Graduate Division (grad only)</i>	Print Name	Date
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<i>Provost</i>	Print Name	Date

	David Lassner	10/22/2020
<i>President</i>	Print Name	Date

Appendix A. InTASC & CEC Standards to be Addressed by the BEA in SPED (updated 7/7/2020)

*Key Content & Skills informed by CEC Initial Common Specialty Items, Individualized Independence Curriculum Specialty Set, and the Developmental Disabilities and Autism Spectrum Specialty Set

InTASC Standard	CEC Standards	Key Content & Skills	CORE	S/A	SEC
<p>1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and <u>challenging learning experiences</u>.</p> <p>2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>1: Learner Development and Individual Learning Differences</p>	<ul style="list-style-type: none"> ● Child development & culture ● Family systems, development, & culture ● Disability characteristics, co-existing conditions, & implications ● Medications & implications ● Culture, language, & interactions ● Diagnoses, etiology, & theoretical approaches ● Medical & neurological aspects ● Speech/language & augmentative communication ● Self-regulation implications 	<p>(Pre-req Pre-req 304), 310, 425, 320, 485, 489</p>	<p>332, 412, 453, 454, 460</p>	<p>455, 487</p>
<p>3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>2: Learning Environments</p>	<ul style="list-style-type: none"> ● Environmental effects on learning ● Behavior management & daily routines ● Social skills ● Crisis prevention & intervention ● Environments supportive of diversity ● Healthcare interventions & universal precautions ● Accessibility ● 1-1, small group & large group strategies ● LRE Placement options & inclusion ● Self-advocacy & increased independence ● Data-based modifications to learning environment ● Direct/support paraeducators, volunteers, etc. ● Community based instruction ● AT ● Student use of feedback ● Facilitating active participation ● Motor supports (positioning, lifting, transfer, seating) 	<p>Pre-req 304, 311, 480, 485</p>	<p>332, 400, 453, 454, 460, 462</p>	<p>455, 461, 463, 487</p>

		<ul style="list-style-type: none"> ● Instruction for independent life skills & adaptive behavior ● Age- & ability-appropriate instruction & related services ● Plan systematic instruction based on learner characteristics & ongoing assessment 			
<p>4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	3: Curricular Content Knowledge	<ul style="list-style-type: none"> ● Scope & sequence of gen ed and special ed curricula ● National, state, & local curriculum standards ● Technology for planning & managing learning environment ● Address/accommodate gen ed curriculum for students with disabilities ● Integrate functional curriculum w/academic curriculum ● Evidence-based career & VQR transition programs ● Language instruction that facilitates social skills ● Instruction for independent life skills & adaptive behavior ● Age- & ability-appropriate instruction & related services ● Social participation across environments ● Plan systematic instruction based on learner characteristics & ongoing assessment 	Pre-req 304, 311, 480	332, 412, 453, 454, 460, 462	421, 422, 461, 463, 455
<p>6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	4: Assessment	<ul style="list-style-type: none"> ● Basics of assessment & specialized terminology ● National, state, local accommodations/modifications ● Formal & informal assessments ● Use technology to conduct assessments ● Individualized assessment strategies & progress monitoring ● Apply assessment data to decision making, including CLD students ● Report assessment results ● Create & maintain records ● Assessment of social skills & behavioral problems ● Use exceptionality-specific assessments 	306, 310, 480, 485, 489	332, 460, 462	461, 463, 487

		<ul style="list-style-type: none"> ● AT assessment and planning based on assessment results ● Assessment of students with communication limitations ● Assessment of environmental conditions that promote maximal performance of individuals with disabilities ● Core areas of assessment for individuals with DD and autism ● Individual strengths, skills, and learning preferences ● Assessment of problem behavior & its communicative intent ● Conduct functional behavior assessments 			
<p>7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>5: Instructional Planning and Strategies</p>	<ul style="list-style-type: none"> ● Sources of curricula ● Student-initiated learning experiences ● Transition & career-voc curricula ● Research-supported & evidence-based instructional approaches ● Adaptations and special procedures ● Non-aversive behavior supports ● Age- and ability-appropriate instruction ● Oral and written language, communication curricula ● Related services integrated into curriculum ● Medical info/resources for students with communication limitations; augmentative communication ● Impact of sensory and physical issues in instruction ● Medical self-management ● Social skills curriculum ● Working with paraeducators ● Longitudinal, individualized instruction; sequence learning objectives ● Collaboration with student and their family in setting goals and monitoring progress ● Functional assessment for instructional planning 	<p>Pre-req 304, 311, 435, 480, 485, 489</p>	<p>332, 412, 453, 454, 460, 462</p>	<p>421, 422, 461, 463, 455, 487</p>

		<ul style="list-style-type: none"> ● Lesson planning & materials selection ● Responsive teaching ● Community integration ● Cognitive strategies & <u>self-management</u> ● Data-based instructional modification 			
<p>9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>6: Professional Learning and Ethical Practice</p>	<ul style="list-style-type: none"> ● Identification of individuals with disabilities, including CLD issues ● Historical foundations of special education ● Legal issues, LRE ● Models, theories, philosophies, research methods in special education ● Resources and professional organizations ● Advocacy ● Procedures and guidelines for school and community participation ● Laws, policies, principles for behavior management ● Family systems and role of families in special education ● Lifelong PD ● CEC Code of Ethics ● Use verbal and nonverbal language effectively ● Reflect on one's practice 	Pre-req 304, 306, 311, 400, 425, 390, 391	460, 462	461, 463, 487
<p>10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>7: Collaboration</p>	<ul style="list-style-type: none"> ● Parent ed for severe behavior problems and communication needs ● Collaboration and consultation roles of special education teachers for inclusion ● Roles of professional groups in supporting individuals with disabilities ● Collaborate in augmentative communication planning and intervention ● Use local resources ● Collaborate with related service providers ● Collaborate for transition ● Collaborate with families and service providers for students who are chronically or terminally ill ● Models of collaboration ● Family concerns 	306, 425, 489, 400, 390, 391		

		<ul style="list-style-type: none"> ● Culturally responsive factors for collaboration with families and others ● Confidentiality ● Collaborate with families for assessment ● Plan and conduct collaborative conferences with students and families ● Model and coach others to use instructional methods & accommodations ● Communicate effectively with paraeducators 			
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HTSB Required Content

- * Hawaiian language, history, and culture ITE 320, ITE 360
- * Reading difficulties SPED 310
- * Students with limited English proficiency ITE 320, SPED 487
- * Gifted & talented SPED Pre-req 304
- * Integrating technology into instruction SPED 480
- * MCEE (field seminars, complete NEA modules in 2nd semester)

Appendix B. BEd in Special Education: Schedule of Courses (2/4/2021)

Severe Disabilities/Autism Track
(BEd Core is in Blue; fieldwork is in Red)

Fall I	Spring I	Summer I	Fall II	Spring II
SPED 310 SPED 311 SPED 485 SPED 400 12 credits	SPED 425 SPED 412 SPED 462 SPED 454 SPED 400 15 credits	ITE 320 SPED 306 SPED 480 9 credits	SPED 332 SPED 453 SPED 460 SPED 400 12 credits	SPED 489 SPED 390 (10 cr) SPED 391 (2 cr) 15 credits

Secondary Mild/Moderate Disabilities Track
(CORE is in Blue; fieldwork is in Red)

Fall I	Spring I	Summer I	Fall II	Spring II
SPED 310 SPED 311 SPED 485 SPED 400 12 credits	SPED 425 SPED 461 (e) SPED 421 (e) SPED 455 SPED 400 15 credits	ITE 320 SPED 306 SPED 480 9 credits	SPED 422 SPED 487 (e) SPED 463 SPED 400 12 credits	SPED 489 SPED 390 (10 cr) SPED 391 (2 cr) 15 credits

Appendix C. BEd in SPED Program Costs and Revenue

(One cohort of each track running in Year 1; Two cohorts of each track running in Year 2)
 (Assuming 1/2 of student enrollment from Oahu & 1/2 from Neighbor Islands)

Program Costs

	Year 1	Year 2 +
Personnel		
Tenure Track I-3 Faculty (1.0 FTE in Yr 1; 2.0 FTE in subsequent yrs)	73,000	146,000
Limited-Term I-2 Faculty (3.0 FTE in Yr 1; 6.0 FTE in subsequent yrs)	189,000	378,000
Clinical Supervision I-2 Faculty (4.0 FTE Yr 2+)	-	252,000
Admin Support (APT. .25 FTE)	10,750	10,750
Total Personnel Cost	272,750	786,750
Travel		
Oahu Field Experience Supervision Mileage		
Yr 1: 24 students X 10 trips X 30 miles X .575/mi	4,140	
Yr 2+: 48 students X 10 trips X 30 miles X .575/mi		8,280
Neighbor Island Field Experience Supervision		
Yr 1: 24 students X 6 trips X \$275/trip	39,600	
Yr 2+: 48 students X 6 trips X \$275/trip		79,200
Total Travel	43,740	87,480
Total Program Costs	316,490	874,230

Program Revenue

Outreach College Tuition (66 credits over 2 years)		
Yr 1: 48 students X 36 credits X \$471/cr	813,888	
Yr 2+: 96 students		1,424,304
48 students X 38 credits X \$471/cr	813,888	
48 students X 27 credits X \$471/cr	610,416	

Appendix D. BEd in SPED, Mild/Moderate Disabilities-Secondary Education Assessment Plan

		Praxis I	Content 2	Planning 3	Student Teach 4	Impact on Learning 5	Other 6	Other 7
CEC Standards	Course Product	Successful Completion of 30 credits of SPED Coursework	SPED 463 Effective Practices Synthesis Paper 3 rd semester	SPED 400 Lesson Planning 2 nd semester	SPED 390 Clinical Practice Rubric 4 th semester	SPED 489 Intervention Project 4 th semester	SPED 480 Tech. Project - Yr 1 Summer semester	SPED 400 Dispositions Rating 2 nd semester
	InTASC Standards							
1. Learner Development & Individual Learning Differences	1. Learner Development	X	X	X		X		
	2. Learner Differences	X	X	X		X		
2. Learning Environments	3. Learning Environments	X		X	X	X		
3. Curricular Knowledge	4. Content Knowledge	X		X				
	5. Application of Content	X		X				
4. Assessment	6. Assessment	X		X	X	X		
5. Instructional Planning & Strategies	7. Planning for Instruction	X	X	X	X		X	
	8. Instructional Strategies	X	X	X	X	X	X	
6. Professional Learning & Ethical Practice	9. Prof Learning & Ethical Practice	X			X	X		X
7. Collaboration	10. Leadership & Collaboration	x			X			X

Appendix. BEd in SPED, Severe Disabilities/Autism Assessment Plan

Course Product		Praxis 1	Content 2	Planning 3	Student Teach 4	Impact on Learning 5	Other 6	Other 7
CEC Standards	InTASC Standards	Successful Completion of 30 credits of SPED Coursework	SPED 453 Case Study 2 nd semester	SPED 400 Lesson Planning 2 nd semester	SPED 390 Clinical Practice Rubric 4 th semester	SPED 489 Intervention Project 1 st semester	SPED 462 Instructional Programs 3 rd semester	SPED 400 Dispositions Rating 2 nd semester
1. Learner Development & Individual Learning Differences	1. Learner Development	X	X	X		X		
	2. Learner Differences	X	X	X		X		
2. Learning Environments	3. Learning Environments	X	X	X	X	X	X	
3. Curricular Knowledge	4. Content Knowledge	X		X			X	
	5. Application of Content	X		X			X	
4. Assessment	6. Assessment	X		X	X	X		
5. Instructional Planning & Strategies	7. Planning for Instruction	X	X	X	X		X	
	8. Instructional Strategies	X		X	X	X	X	
6. Professional Learning & Ethical Practice	9. Prof Learning & Ethical Practice	X			X	X		X
7. Collaboration	10. Leadership & Collaboration	x	X		X			X



Survey for Student Teachers, 2019-20

**Office of the Dean
College of Education
University of Hawai'i at Mānoa**

Please complete this end-of-program questionnaire to tell us how your teacher education program contributed to your development as a new teacher. Your responses are completely confidential, and your name will not be associated with your responses. We will use the data to make improvements in the components of the program you identify. Thank you very much for your assistance!

Please provide the following background information:

1. Program in which you are enrolled (select one):

- Elementary Education, Bachelor of Education
- Kinesiology and Rehabilitation Science, Bachelor of Science
- Master of Education in Teaching
- Secondary Education, Bachelor of Education
- Secondary Education, Post-baccalaureate Certificate
- Special Education, Post-baccalaureate Certificate

2. Academic Major (select one):

- Early Childhood and Special Education (Dual Preparation)
- Elementary Education
- Elementary Education and Early Childhood Education (Dual Preparation)
- Elementary Education and Multilingual Learners/TESOL (Dual Preparation)
- Elementary Education and Special Education (Dual Preparation)
- Hawaiian Immersion
- Hawaiian Language
- Health and Physical Education
- Secondary and Special Education (Dual Preparation)
- Secondary Dance
- Secondary Drama/Theater
- Secondary English for Speakers of Other Languages (TESOL)
- Secondary English Language Arts
- Secondary Mathematics
- Secondary Music Education
- Secondary Science(s)
- Secondary Social Studies
- Secondary Visual Arts
- Secondary World Languages
- Special Education: Mild/Moderate Disabilities
- Special Education: Severe Disabilities/Autism

3. If you have a second major, please select your second academic major:

- Hawaiian Immersion
- Hawaiian Language
- Health and Physical Education
- Secondary Dance
- Secondary Drama/Theater
- Secondary English for Speakers of Other Languages (TESOL)
- Secondary English Language Arts
- Secondary Mathematics
- Secondary Music Education
- Secondary Science(s)
- Secondary Social Studies
- Secondary Visual Arts
- Secondary World Languages
- Special Education: Mild/Moderate Disabilities
- Special Education: Severe Disabilities/Autism

4. Student Teaching/Internship/OJT Placements (select all that apply):

- Preschool level
- Elementary level (K-6)
- Middle level (5-9)
- Secondary level (6-12)
- Multi-level (K-12)

Other (please specify)

**5. Special Education Student Teaching/Internship/OJT Placement, if applicable
(select all that apply):**

- Not applicable
- Special Education: Inclusion
- Special Education: Resource
- Special Education: Self-contained

Other (please specify)

6. Primary delivery method of the program that you completed (method):

- On campus
- Distance education (e.g., online, statewide/hybrid)
- Off campus (e.g., American Samoa)

7. Were you a full-time teacher (i.e. Emergency Hire/OJT) while enrolled in your teacher preparation program?

- Yes
- No



Survey for Student Teachers, 2019-20

The Learner and Learning

Please respond to the following questions about your teacher education program.

DIRECTIONS: Indicate the extent of your preparedness in the following areas by using the scale below:

- Very prepared
- Mostly prepared
- Somewhat prepared
- Slightly prepared
- Not at all prepared

8. At the end of your COE teacher education program, to what extent are you prepared to...

	Very prepared	Mostly prepared	Somewhat prepared	Slightly prepared	Not at all prepared
Create developmentally/age appropriate learning experiences?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapt to learner diversity and individual differences?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure inclusive learning environments that enable each learner to meet high standards?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create learning environments that support individual learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create learning environments that support collaborative learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Survey for Student Teachers, 2019-20

9. At the end of your COE teacher education program, to what extent are you prepared to...

	Mostly Very prepared	Somewhat prepared	Slightly prepared	Not at all prepared
Demonstrate knowledge of the content in your field?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach the concepts, knowledge, and skills of your field in ways that enable students to learn?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connect concepts to engage students in learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use differing perspectives to engage students in learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate student standards, such as the Common Core Standards, into your teaching practice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate Hawaiian language, history, and culture into your teaching practice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Survey for Student Teachers, 2019-20

10. At the end of your COE teacher education program, to what extent are you prepared to...

	Very prepared	Mostly prepared	Somewhat prepared	Slightly prepared	Not at all prepared
Plan instruction that supports every student in meeting learning goals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a variety of instructional strategies to engage all learners?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate technology effectively into curricula and instruction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach reading, including working with students who have reading difficulties?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate reading strategies across your curriculum?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate writing strategies across your curriculum?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Survey for Student Teachers, 2019-20

11. At the end of your COE teacher education program, to what extent are you prepared to...

	Mostly Very prepared	Somewhat prepared	Slightly prepared	Not at all prepared
Use assessment strategies appropriate to your students' needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records) to determine students' strengths and instructional needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design assessments that match student learning objectives?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate the effects of your teaching and modify plans accordingly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Survey for Student Teachers, 2019-20

12. At the end of your COE teacher education program, to what extent are you prepared to teach students who...

	Very prepared	Mostly prepared	Somewhat prepared	Slightly prepared	Not at all prepared
Have disabilities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do not speak English as their first language?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are gifted and talented?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are from different cultures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Survey for Student Teachers, 2019-20

13. At the end of your COE teacher education program, to what extent are you prepared to...

	Mostly Very prepared	Somewhat prepared	Slightly prepared	Not at all prepared
Demonstrate professionalism as a new teacher?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take responsibility for student learning and success?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with parents and families to better support student learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in professional reflection to become a stronger teacher?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand your specific strengths as a new teacher?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Target areas of need for your own professional growth?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Survey for Student Teachers, 2019-20

14. Overall, how prepared do you feel as a result of your teacher education program?

- Very prepared
- Mostly prepared
- Somewhat prepared
- Slightly prepared
- Not at all prepared

15. Overall, how satisfied are you with the teacher education program you completed at the College of Education?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

16. How likely would you be to recommend this program to someone who wants to study in this field?

- Very likely
- Likely
- Neither likely nor unlikely
- Unlikely
- Very unlikely



Survey for Student Teachers, 2019-20

DIRECTIONS: Please indicate the extent of your agreement or disagreement with the following statements by using the following scale:

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

17. My teacher education program helped me . . .

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Become a more knowledgeable teacher (developed my knowledge) in my field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Become a more effective teacher (developed my skills).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Become a more caring teacher (developed my professional dispositions).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Overall, the following helped me develop the knowledge, skills, and dispositions I need as a new teacher. . .

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Field placements (observation/participation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student teaching/internship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field supervisor(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentor teacher(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course instructors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Survey for Student Teachers, 2019-20

Your written comments are especially helpful. Please respond to these statements in an open and direct way to help us improve our programs.

When you are finished, click "Done" at the bottom of the page.

19. The most helpful aspects of my teacher education program were . . .

20. The least helpful aspects of my teacher education program were . . .

21. I recommend these specific changes for improvement . . .

22. My overall evaluation of my teacher education program is . . .

23. Please provide an alternate email address (other than @hawaii.edu address) for the COE to get feedback from you about our programs in the future:



UHM COE Alumni Survey - Initial Licensure Programs, 2020

**Office of the Dean
College of Education
University of Hawai'i at Mānoa**

Aloha and thank you for helping us to learn about your experience with your most recently completed teacher preparation program at the College of Education, University of Hawai'i at Mānoa. We value your feedback and will use it to improve our programs to meet the needs of today's educators.

The College asks you to complete this brief questionnaire about your satisfaction and experience with our program. Your answers are completely confidential, and your name will not be associated with your responses. The survey will take approximately 5-10 minutes to complete. Thank you very much for your assistance.

Please provide the following background information:

1. Which academic year did you graduate? (Most recent COE licensure program)

- 2015-16 (*Fall 2015, Spring 2016, & Summer 2016*)
- 2016-17 (*Fall 2016, Spring 2017, & Summer 2017*)
- 2017-18 (*Fall 2017, Spring 2018, & Summer 2018*)
- 2018-19 (*Fall 2018, Spring 2019, & Summer 2019*)
- 2019-20 (*Fall 2019, Spring 2020, & Summer 2020*)

2. Please select your most recently completed COE licensure program:

- BEd (Bachelor of Education) in Elementary Education
- BEd (Bachelor of Education) in Secondary Education
- BS (Bachelor of Science) In Kinesiology & Rehabilitation Science
- PBCTE (Post-baccalaureate Certificate) in Secondary Education
- PBSPED (Post-baccalaureate Certificate) in Special Education
- MEdT (Master of Education in Teaching)

3. Please select your academic major(s)/specialization(s):

- Elementary Education
- Elementary Education and Early Childhood Education (Dual Preparation)
- Elementary Education and Early Childhood Special Education (Dual Preparation)
- Elementary Education and Multilingual Learning/TESOL (Dual Preparation)
- Elementary Education and Special Education (Dual Preparation)
- Early Childhood Education and Early Childhood Special Education (Dual Preparation)
- Hawaiian Language Immersion Education
- Hawaiian Language
- Music Education
- Physical Education
- Secondary Education: Art
- Secondary Education: Dance
- Secondary Education: Drama/Theater Arts
- Secondary Education: English Language Arts
- Secondary Education: English as a Second Language
- Secondary Education: Mathematics
- Secondary Education: Science
- Secondary Education: Social Studies
- Secondary Education: World Languages
- Secondary Education and Special Education (Dual Preparation)
- Special Education: Mild/Moderate Disabilities
- Special Education: Severe Disabilities/Autism



UHM COE Alumni Survey - Initial Licensure Programs, 2020

4. Are you currently working within the field of education?

- Yes
- No, but I plan to work within education in the future
- No, I have left, and/or do not plan to work within, the field of education

5. What is the primary role in which you are currently working?

- Administrator
- Counselor
- Educational Assistant
- Librarian
- Student Services Coordinator
- Teacher
- Not currently working*

Other (please specify):



UHM COE Alumni Survey - Initial Licensure Programs, 2020

Completer Preparedness, Competence, and Growth

DIRECTIONS: Please indicate the extent of your agreement or disagreement with the following statements by using the following scale:

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

N/A (Not applicable)

6. My (most recent) COE program helped me . . .

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
Become a more knowledgeable teacher (develop my knowledge).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Become a more effective teacher (develop my skills).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Become a more caring teacher (develop my professional dispositions).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand local school and cultural communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand learners and the application of learning theory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand assessment of and for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use data to inform practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create productive learning environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support students' growth in international and global perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapt to learner diversity and individual differences (develop culturally responsive practices).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate and foster relationships with families/guardians/caregivers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate with colleagues to support professional learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish goals for my own professional growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be able to apply my knowledge and skills in diverse school and community contexts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



UHM COE Alumni Survey - Initial Licensure Programs, 2020

Recommendations & Feedback

Your written comments are especially helpful. Please respond to these statements in an open and direct way to help us improve our programs.

7. What specific recommendations can you give us to improve our program?

8. Please provide any additional feedback/comments that you have for the COE:

Please click "Done" at the bottom of the page to complete the survey.

Appendix H. Consumer Focus Group Questions

Advisory Group Feedback: Group Discussion or Direct Contact – Template

Name of Advisory Group: _____

Program/Content Area: _____

Describe the representation of individuals in your advisory group (Include P-12/P-20 partners):

Describe the process you used to gather advisory group feedback using the prompts:
(Ex: Did you discuss the prompts in an advisory group meeting? Was it in person or online? How many people were present? Who led the discussion?; Did you send out an email with the feedback prompts to advisory group members? Who sent the email? Did you send out reminder emails? How many people responded with answers to the prompts? Etc.)

AAQEP Standard 3: Quality of Program Practices

Preparation programs ensure that candidates, upon completion, are ready to engage in professional practice, to adapt to a variety of professional settings, and to grow throughout their careers.

Feedback Prompts:

- 1. What do you think are the strengths of the COE's programs?**
- 2. What are the needs and/or areas for improvement in our programs?**
- 3. What recommendations do you have to help us ensure that our candidates are well prepared for professional practice and to grow throughout their careers?**



UNIVERSITY of HAWAII
LEEWARD
 COMMUNITY COLLEGE

UNIVERSITY OF HAWAII
 BOARD OF REGENTS Office of the Chancellor


'22 JAN 27 A9:09

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January 19, 2022


MEMORANDUM

To: Randolph G. Moore
 Chair, Board of Regents

VIA: David Lassner 
 President

VIA: David Lassner 
 Vice President for Academic Strategy

VIA: Erika Lacro 
 Vice President for Community Colleges

From: Carlos Peñaloza 
 Chancellor

SUBJECT: REQUEST APPROVAL FOR CHANGE FROM PROVISIONAL TO
 ESTABLISHED STATUS, ADVANCED PROFESSIONAL CERTIFICATE IN
 SPECIAL EDUCATION PK-12

SPECIFIC ACTION REQUESTED:

Request approval to change from provisional to established status, Advanced Professional Certificate in Special Education PK-12

RECOMMENDED EFFECTIVE DATE:

Fall 2022

ADDITIONAL COST:

None

PURPOSE:

The purpose of the Advanced Professional Certificate in Special Education (SPED) is to address the critical need for licensed Special Educators in the state by increasing the pathways leading to special education training and licensure through the only multi-track, self-paced, fully online program available statewide.

BACKGROUND INFORMATION:

This request is being submitted in accordance with Board of Regents Policy 5.201, Section III.B.3., which states that the request for "established" program shall be submitted to the board for approval.

The Advanced Professional Certificate (APC) in SPED was designed as a response to the Hawai'i Teacher Standards Board's request in 2016 for Educator Preparation Programs statewide to increase pathways leading to special education licensure. In Fall 2017, the UH Board of Regents approved Leeward CC's APC as the State's first and only multi-track, self-paced, and fully online option with 100% tuition stipend coverage through the Hawai'i Department of Education. The program focuses on individuals who are currently employed in a school setting as substitute teachers, emergency hire teachers, or educational assistants.

The APC in SPED was designed with two tracks. Track I provides an alternative route to teacher licensure for those who have already earned a bachelor-level degree in any field with curriculum consisting of five 300-level, 3 credit education courses, one 3 credit Student Teaching Portfolio course, and a 1 credit field practicum course. Track II is a 3+1 program, where students complete 3 years at the community college and 1 year at a 4-year college. This track requires 15 credit hours beyond associate's degree coursework which includes general education, education coursework, specialized SPED courses, and five 300-level education courses and allows for students to transfer for an additional year at a partner baccalaureate-granting institution which awards the bachelor's degree.

The projected enrollment of 190 over 5 years for this program was surpassed with 342 students enrolled with only partial reporting for the 2021-2022 academic year. The expected number of graduates over five years was 140 students, and the actual number of graduates to date with partial reporting for 2021-2022 is 133 students. Total operating expenses ranged from \$77,863 to \$263,256 over five years. Leeward CC has received a permanent allocation of \$60,000 towards an operational budget through State legislative funding. In addition, a permanent Academic Advisor, tenure-track Field Coordinator, and tenure-track instructional faculty are assigned to support the APC. Enrollment and retention has remained steady since 2017 with approximately 14-20 new student admissions each semester.

The APC in SPED is Leeward CC's only program offered at the 300-level tuition rate (\$306/credit). The success of the program has resulted in consistent funding of approximately \$425,000 annually from the Hawai'i Department of Education for full tuition stipends for candidates who commit to teach special education in any Hawai'i Department of Education school upon graduation. Additionally, Leeward CC's Teacher Education Program's is the only community college in the country to receive national accreditation by the Association for Advancing Quality in Educator Preparation for the CTE and SPED licensure programs.

The Special Education field and Leeward district schools consistently rank in the highest need areas for new teacher hires year after year. Even if the state closed the gap in the need to hire 1,000+ new teachers annually, there will still be an average loss of about 400 teachers to retirement as part of the natural employment cycle. Leeward CC's APC is the state's most affordable teacher licensure pathway at just \$5,814 for the 19 credit certificate. Comparable teacher licensure pathways are \$21,450 at UH Mānoa and \$19,800 at Chaminade University of Hawai'i.

Randolph G. Moore
January 19, 2022
Page 3

A partnership with the Kūlia and Kalama Education Academy has enhanced Wai'anae Coast program recruitment, wrap around services for non-traditional students, and supplemental scholarship support for non-tuition expenses. In addition, a 2021-2022 Governor's Emergency Education Relief Fund Grant award to Leeward CC will enable faculty to complete a UH Online Innovation Center online training to deliver courses in 5-week accelerated formats thereby reducing time to completion for the degree.

The APC in SPED delivers an essential pathway to special education teacher licensure that caters to a specific population of candidates who require a highly flexible and affordable program. The program is fully endorsed by the Hawai'i Department of Education and the Hawai'i State Teachers Association, and has already obtained full program approval by the State licensing body, the Hawai'i Teacher Standards Board.

ACTION RECOMMENDED:

Recommend approval to change from provisional to established status, Advanced Professional Certificate in Special Education PK-12

Attachments:

1. Provisional to Established Program Proposal, Advanced Professional Certificate in Special Education (P-12)
2. Hawai'i State Teachers Association Letter of Support
3. Hawai'i Department of Education Letter of Support

cc: Kendra Oishi, Executive Administrator and Secretary of the Board of Regents
Debora Halbert, UH Associate Vice President of Academic Programs and Policy
Tammi Oyadomari-Chun, UHCC Interim Associate Vice President for Academic Affairs
Keala Chock, Vice Chancellor for Academic Affairs, Leeward Community College
James Goodman, Dean of Arts and Sciences, Leeward Community College
Eiko Kosasa, Division Chair, Social Sciences
Michael Cawdery, Teacher Training, Program Coordinator
Christina Keaulana, Assistant Professor, Teacher Training

Provisional to Established Program Proposal

Advanced Professional Certificate in Special Education (PK-12)

Proposed date of implementation: Fall 2022

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Executive Summary

Introduction

Leeward Community College's Advanced Professional Certificate in Special Education (APC in SPED) is a professional certificate designed to prepare individuals with a bachelor-level degree in any field for employment as a licensed Special Education teacher, in grades Pre-Kindergarten to 12 (P-12). The development of an APC in SPED was created to meet the State of Hawai'i's long-standing educational workforce shortage of licensed, highly qualified special education (SPED) teachers. The program provides a previously unavailable multi-track, instructional delivery model in the form of a flexible, fully-online option focused on individuals who are currently employed in a school setting as a substitute teacher, emergency hire teacher, or educational assistant (EA). The APC in SPED is part of the Leeward CC's Teacher Education Program (TEP), which also houses the Associate of Science of Teaching (AST) and the Alternative Certification for Career and Technical Education (CTE) licensure track.

The APC in SPED has two tracks:

- *Track I* (alternative licensure) - 19 credit hours; provides an alternative route to teacher licensure for those who have already earned a bachelor-level degree in any field; curriculum consists of five 300-level, three-credit education courses, one three-credit Student Teaching Portfolio course, and a one-credit field practicum course.
- *Track II* (3 + 1) - 15 credit hours beyond Associate's degree coursework; "3 years" of general education, education coursework, specialized SPED courses, and five 300-level education courses; allows for students to transfer for an additional "1 year" at a partner baccalaureate-granting institution where students complete their bachelor's in Special Education.

Approvals and National Accreditation

On March 23, 2017, the University of Hawai'i Board of Regents approved Leeward Community College's Advanced Professional Certificate in Special Education (APC in SPED) PK-12 as a provisional program.

On September 8, 2017, the Hawai'i Teacher Standards Board (HTSB) approved the APC in SPED - Track I as a provisional State Approved Teacher Licensure Program (SATEP). In doing so, Leeward was authorized to recommend candidates as "highly qualified" Special Education Teachers in the following fields:

- Special Education for grades K-6

- Special Education for grades 6-12

On September 17, 2021 the HTSB granted Leeward Community College full state approval as a SATEP for the SPED K-6 and SPED 6-12. Furthermore, Leeward's "Letter of Intent to Plan" a SPED PK-3 Initial Licensure Program ([NBI 21-10](#)) was approved.

On May 21, 2021, Leeward's Teacher Education Program licensure pathways in SPED and Career and Technical Education (CTE) were "fully approved" for seven years from the national accreditation body Association for Advancing Quality in Educator Preparation (AAQEP).

Program Outcomes and Alignment with University of Hawai'i Community College System and College Strategic Plans

The APC in SPED was designed in alignment with the Leeward Community College's Mission, Core Values, and Institutional Learning Outcomes as well as the [University of Hawai'i Community Colleges \(UHCC\) System's Strategic Directions](#).

APC in SPED PK-12 Program Outcomes	Leeward CC's Mission, Core Values, and Strategic Plan	UHCC's Strategic Directions
<p><i>Improve access to teaching for nontraditional and underrepresented students from local communities.</i></p>	<p>Mission statement - To advance the educational goals of all students with a special commitment to Native Hawaiians.</p> <p>Strategic Objective - Continue to serve populations in geographic regions with large Native Hawaiian populations.</p>	<p>Hawai'i Graduation Initiative - Increase the number of graduates and transfers and on the momentum to get students through to graduation and transfer more quickly.</p> <p>Enrollment - The identification and goals for targeted currently underserved populations.</p>

APC in SPED PK-12 Program Outcomes	Leeward CC's Mission, Core Values, and Strategic Plan	UHCC's Strategic Directions
<p><i>Improve access to teaching by offering streamlined pathways leading to SPED teacher licensure through multiple modes of delivery.</i></p>	<p>Core Value: Open Access We seek to meet students' needs, as well as those of the community, by offering a diversity of courses, degree and certificate programs, and training opportunities, through traditional and distance education modes of delivery.</p>	<p>Modern Teaching and Learning Environments - Ensure that students and faculty have the learning and teaching environments appropriate for the 21st century and the sustainability practices to maintain those environments.</p> <p>High-Performance Mission-Driven System - Practices and policies that capitalize on the University of Hawai'i being a single system of higher education in the state that can provide students with smooth transitions from K-12 through the community colleges to baccalaureate institutions in the most productive, cost-effective, and results-oriented manner possible.</p> <p>Hawai'i Innovation Initiative - Create structured pathways to a credential and employment opportunities with earnings potential. Credential can be terminal or leads to further education and further advancement through ladder programs and career advancement thereby meeting identified workforce development needs in existing employment sectors in Hawai'i's high-demand fields.</p>

APC in SPED PK-12 Program Outcomes	Leeward CC's Mission, Core Values, and Strategic Plan	UHCC's Strategic Directions
<p><i>Prepare and support students with the knowledge, skills, and dispositions as a prerequisite for teaching special education.</i></p>	<p>Values, Citizenship, and Community - Graduates are able to interact responsibly and ethically through their respect for others using collaboration and leadership.</p> <p>Critical Thinking and Problem-Solving - Graduates are able to examine, integrate, and evaluate the quality and appropriateness of ideas and information sources to solve problems and make decisions in real-world situations.</p>	
<p><i>Promote inclusive and culturally responsive teaching practices as a means to address the critical special education teacher shortage in Hawai'i.</i></p>	<p>Diversity and respect - We value individual differences and the contributions they bring to the learning process. We believe that our students are enriched through a diverse intellectual and social environment, where learning occurs through exposure to world cultures, and through interaction with people of diverse experiences, beliefs, and perspectives.</p>	<p>Enrollment - Develop growth oriented supportive, latticed, terminal and transfer pathways for recent high school graduates and working adults. The program strives to be inclusive and supportive of Native Hawaiians and all Pacific Islander students.</p>
<p><i>Create responsive community partnerships and partner with local schools to provide a service-learning experience.</i></p>		<p>Implementing the Plan - The policy, practice, and communication models needed to ensure the overall success of this strategic plan.</p>

Hawai'i Graduation Initiative

In an effort to support the Hawai'i Graduation Initiative goal to increase the number of graduates and transfers as well as improve time to completion and transfer, the SPED program is designed to maximize access and flexibility. Having two tracks takes into account the diverse student populations we serve and ensures that individuals' prior educational experience contributes to reducing the time it takes for program completion, graduation, and entering the workforce as highly qualified teachers. Track I (alternative licensure) supports individuals with existing baccalaureate degrees whose goal is to teach in Special Education classrooms. Track II (3+1) accelerates the opportunity for completion of a baccalaureate in SPED through a partnering institution. These tracks attract individuals that would not otherwise likely enter the SPED workforce if they had to restart the process. Program design and delivery supports students' unique circumstances by offering online, asynchronous, accelerated and continuous offering of the curriculum, thereby reducing the likelihood of stop-outs or delays in completion.

Track I Outcomes - Since the first cohort enrolled in Fall 2018, 232 students with bachelor's degrees have enrolled in the alternative pathway to teacher licensure and 108 have completed the program in 12-18 months. All graduates have become fully licensed Special Education teachers as of Fall 2021. Out of the 108 graduates, 104 are currently employed as HIDOE SPED Teachers. There are currently 97 active students in the Track I APC pathway.

Track II Outcomes - Since its inception in Fall 2018, 101 students without bachelor's degrees have enrolled in the 3+1 BS in SPED, 14 of whom are from the Nānākuli Educational Assistant-to-Teacher Pilot Program. As of Fall 2021, seven students have completed the entire 3+1 BS in SPED and all 7 are currently employed as HIDOE SPED Teachers. The 3+1 model is the state's only pathway to SPED teacher licensure where candidates have the option to complete a state-approved teacher education program at their own pace with the option to enroll in online, hybrid, or face-to-face courses. Students complete the 62 credit AST, the five core courses of the APC in SPED (15 credits), and the final approximately 30 credits are completed at a 4-year degree-granting institution which will provide specialized content instruction, conduct the field practicum component, and recommend them for licensure.

As a result of the approval, Track II of the APC's enrollment dramatically increased with 101 students enrolled at various stages of their 3+1 bachelor's degree leading to initial licensure as a special education teacher. The two APC in SPED pathways have produced 115 highly qualified special education teachers, most who have been placed in Hawai'i's public schools over the last four years.

Enrollment of Targeted Underserved Populations

Working Adults - The APC program serves a diverse range of working adults throughout the State of Hawai'i: 35% Emergency Hire Teachers, 25% Paraeducators, and 20% Substitute Teachers.

Diversity & Underrepresented Groups - Program candidates include individuals from populations typically underrepresented in the Special Education teaching profession, including 26% Male and 25% Native Hawaiian. Overrepresentation of Native Hawaiian students in special education can result from biased assessment, lack of culturally-relevant instruction or behavior management, among others, especially with families of students with disabilities.

Broad representation in special education teacher preparation programs can help address overrepresentation of populations, like Native Hawaiian SPED students, provide relevant support, and develop best practices to address SPED student needs. Leeward CC's coursework leading to special education teacher licensure embeds assignments on cultural competence and responsiveness to promote a more inclusive school culture; in addition to providing flexibility to support underserved population enrollment, including Native Hawaiian.

Geographic Intentionality - The top three residential areas of the applicants, Wai'anae (17%) is the highest, followed by Mililani (13%), and Wahiawa and Kapolei tie at 11%. Retaining highly qualified educators is a statewide problem that is particularly acute in these Hawaiian communities, putting Native Hawaiian children at risk for educational failure or underachievement. There is a disproportionate number of Native Hawaiians in the P-12 SPED student population. Native Hawaiian students represent 27.1% of the total student population, while they make up a 43.9% of the SPED student population.

Modern Teaching and Learning Environments

High Quality Online Instruction - In Summer 2018, Teacher Education Program faculty, who support the APC in SPED tracks, completed Quality Matters (QM) online instruction training. QM is a nationally-recognized quality assurance program requiring instructors to complete a rigorous review process to improve course design and student navigation, reduce well-known barriers to student achievement, and improve student learning outcomes for online learning.

Diverse Modes of Delivery - The student population and communities Leeward CC serves and recruits from warrant diverse models of education delivery. Program flexibility, accessibility, and cost, are among the barriers identified to cause the teacher shortages in Hawai'i. The 3+1 Bachelor's in SPED and the Nānākuli Educational Assistant-to Teacher Pilot Program were developed to address these barriers. Both

provide accelerated and flexible courses to get students on the pathway to teacher licensure. In Fall 2018, 37 ambitious Educational Assistants (EA) residing in Wai'anāe enrolled in the Nānākuli Educational Assistant-to-Teacher Pilot Program (NPP); 14 are currently on track to become fully licensed SPED teachers by May 2022.

Locally Positioned Faculty and Lecturers - Many APC program faculty and lecturers are current HIDOE teachers and administrators who are familiar with the unique culture of the community they are serving in.

Hawai'i Centric Curriculum - Leeward CC's Teacher Education Program is the only teacher training program in the state that requires students to complete Kamehameha Schools' A'o Kumu Curriculum. The A'o Kumu courses provide educators with the tools and skills to seamlessly integrate culture-based education (CBE) with 21st-century skills and relevant standards, such as the Common Core State Standards (CCSS). The curriculum addresses the Hawai'i Teacher Standards Board (HTSB) requirement for inclusion—a key aspect of special education instruction—and provides training in Hawaiian language, culture, and history. Leeward CC's partnership with Kamehameha Schools to offer this distance education learning platform to our students is invaluable.

Grow Our Own Teachers Initiative

Nationwide, “Grow Our Own Teachers” initiatives have proven effective at recruiting, mentoring, placing, and retaining community-rooted diverse educators. Such programs also dismantle institutional racism, work towards educational equity, and improve academic outcomes for all students (adapted from the national [GYOC](#)). Leeward CC's APC in SPED has significantly increased the availability of qualified educators in hard-to-staff areas and reflects the racial and ethnic diversity of the student population.

Since the APC in SPED targets locally sourced paraeducators, emergency hires, and substitute teachers, the program has helped reduce the state's significant financial investment in new teacher mentoring, introductory cultural orientations, and increased funds allocated to out-of-state travel for administrators to recruit SPED teachers to work in hard-to-staff schools. The APC in SPED has aided in alleviating the chronic shortage of special education teachers statewide by recruiting candidates rooted in communities serving large culturally and linguistically diverse populations who have demonstrated experience and commitment to working with students with special needs. The accessibility and affordability of the program attract a non-transient teacher workforce with job-related experience, thereby reducing the heavy dependency on continuous external recruitment of unqualified, inexperienced, and short-lived teachers.

HIDOE Teacher Academies - Since the approval of the APC in SPED, Leeward CC has collaborated with six high school teacher academies associated with the CTE Education

pathway, delivered information sessions at seven UH campuses, and presented at 14 schools and two district offices statewide.

Diversification of Teacher Workforce

The ethnicity of the public school teachers in Hawai'i differs from the demographic makeup of the Hawai'i public school student population in several key areas. Public school teachers who identify as Native Hawaiian comprise 10.1% of the public school teachers while the student population is 32%. Additionally, 24.5% of the public school teachers are White compared to only 13.7% of the public school student population. Lastly, 9.7% of the public school students are Hispanic with only 2.5% of the public school teachers identifying as Hispanic.

Other demographic data points include that females comprise 74.6% of the total teacher population, and 13% of the public school student population are English Language Learners. 56% of the total Hawai'i public school population qualify for free or reduced meals. Incidentally, Native Hawaiian males make up the majority of students represented in special education, juvenile corrections centers, and our state prison system.

The percentage of teachers who have earned out-of-state degrees fluctuates between 45%-55% which results in a substantial percentage of teachers with minimal to no exposure or knowledge of working with Hawai'i's culturally and linguistically diverse students, their families, and their communities.

The APC in SPED offers the state's only 100% online asynchronous pathway to SPED teacher licensure. The flexible and accessible delivery model has attracted diverse candidates statewide from the rural communities of Moloka'i and West Hawai'i to the urban diaspora of Honolulu on O'ahu thereby addressing the cultural mismatch between Hawai'i's teachers and students. Research shows that teacher quality and cultural competence make a big difference in student education outcomes, and this is especially true in indigenous populations and communities of color. The APC in SPED has partnered with HIDOE Complex Area Superintendents and Administrators as well as INPEACE to focus on recruiting, supporting, and retaining Native Hawaiian educators to build diversity in the teaching profession and address disparities associated with the cultural mismatch between teachers and students.

Program Objectives and Organization

To meet the state's needs for more qualified special education teachers, the APC in SPED PK-12 program was developed to provide a flexible, affordable, and accessible pathway to teacher licensure for Hawai'i residents to pursue a teaching career in their own communities. Surveys of more than 400 Associate in Science in Teaching (AST)

students and non-licensed staff at HIDOE schools statewide in 2016 revealed that the largest barriers to pursuing teacher licensure were lack of affordability and limited programming, as most SATEPs required full-time enrollment, face-to-face courses, and restrictive unpaid teaching internships. All of these barriers have made licensure achievement more difficult as nearly 60% of AST students are employed either full-time or have a combination of work and family obligations such as caring for aging parents, grandparents, and/or children.

The APC in SPED sought to address the chronic teacher shortage in hard-to-fill placements in Hawai'i public schools. Key data metrics include:

- Over the last five years, Hawai'i Department of Education (HIDOE) hired an average of 1,251 of teachers annually with 23.2% of new hires being assigned to Leeward District schools. In 2020-21, HIDOE assigned 22.6% of new hires for special education positions to Leeward District; Leeward students make up 22.0% of student enrollment statewide.
- In 2020-21, the Hawai'i Department of Education (HIDOE) hired 1,057 new teachers. Among the new hires in 2020-21, 25.5% were hired as special education teachers.
- Among newly employed hires, 83.3% of SPED teaching positions are filled by highly qualified teachers, while 94.56% of non-SPED teaching positions are filled by highly qualified teachers.
- Furthermore, those who did not complete a SATEP program, including Teach for America teachers, made up 22.0% of new hires.

References [Hawai'i Public Schools Employment Report, 2020-21](#); [Hawai'i Public Schools Official \(Student\) Enrollment Count, 2020-21](#).

For the past two decades, the majority of emergency hire teaching positions and new vacancies continue to be for special education teachers in hard-to-staff rural and/or high poverty schools. As a result, in January 2016, the HIDOE and HSTA released a solicitation for an alternate route certification of teachers with priority for candidates employed in high poverty, low-performing schools.

According to the Hawai'i State Department of Education, [Special Education Task Force Executive Summary](#) (2018), for at least the past seven years, vacancies of special education teaching positions have been largely filled by teachers who were new, unqualified, or inexperienced. In fact, 51% of beginning SPED teachers are not "Hawai'i qualified."

The APC in SPED was designed to allow working professionals and/or those with family commitments to enroll in a 100% online self-paced program that would meet their unique scheduling needs at the state's most affordable tuition rate. Student enrollment

in Leeward CC's Teacher Education Program would increase significantly by allowing AST graduates to seamlessly transition into one additional year of SPED coursework and a final year of clinical practice at one of our partner institutions, and allowing candidates with bachelor's degrees to complete an accelerated licensure program with the flexibility of customized academic plans.

It was also intended that the accessibility and affordability of Leeward CC's APC in SPED would attract a locally sourced teacher workforce with job-related experience, reducing the heavy dependency on continuous recruitment of unqualified, inexperienced, and transient teachers. Initial recruitment for the APC was targeted towards current emergency hires and paraeducators with a demonstrated long-term commitment to working with culturally and linguistically diverse student populations with special needs in historically underserved and underperforming public schools.

Seven courses (or 19 credits) were created to comprise the APC in SPED for candidates who hold a minimum of a bachelor's level degree.

- ED 330: SPED Law and Individual Education Program Development (3 credits)
- ED 331: SPED Assessment (3 cr.)
- ED 332: English Language Arts Instruction and Interventions (3 cr.)
- ED 334: Participating in a Professional Community (3 cr.)
- ED 335: Educational Technology for Students with Exceptionalities (3 cr.)
- ED 336: Student Teaching Portfolio (3 cr.)
- ED 393S: Field Practicum II (1 cr.)

The following are curriculum pathways for the APC in SPED tracks. Track I is the Teacher Licensure track and includes 19 credits for candidates with a bachelor's level degree: 15 credits of core coursework, 4 credits of student teaching and a portfolio course.

Track I - Teacher Licensure Academic Plan - Alternative route to licensure for those with a bachelor-level degree	
Year 1	<p>Fall Semester (9 cr.)</p> <ul style="list-style-type: none"> ED 330: SPED Law and IEP Development (3 cr.) ED 331: SPED Assessment (3 cr.) ED 332: ELA Interventions (3 cr.) <p>Spring Semester (6 cr.)</p> <ul style="list-style-type: none"> ED 334: ED Tech for Inclusive Classroom (3 cr.) ED 335: Participating in a Professional Community (3 cr.)

Year 2	<p>Fall Semester (4 cr.)</p> <p>ED 336: Student Teaching Portfolio (3 cr.) ED 393S: Field Practicum (1 cr.) Full-time student teaching-15 weeks</p>
Total	19 credits

Track II is the 3+1 track and includes the five core courses (15 credits) as students then transfer to a 4-year degree-granting institution to earn their Bachelor's in Education. An official Memorandum of Agreement for a 3+1 pathway for Track II was established in August 2017 with Chaminade University of Honolulu, and Leeward CC continues to pursue discussions with both UH Mānoa and UH West O'ahu regarding a comparable 3+1 pathway.

Track II - 3+1 Academic Plan - Bachelor degree leading to licensure, granted by a partner institution	
Year 1	Leeward CC Associate in Science in Teaching (31 cr.)
Year 2	Leeward CC Associate in Science in Teaching (31 cr.)
Year 3	<p>Fall Semester</p> <ul style="list-style-type: none"> • Elective and general ed coursework required by a partner institution • Recommended ED electives from Leeward CC: ED 100, 279, 282, 283, 284, 289, 277 <p>Spring Semester (15 cr.)</p> <p>Leeward CC APC courses, upper-division credits:</p> <p>ED 330: SPED Law and IEP Development (3 cr.) ED 331: SPED Assessment (3 cr.) ED 332: ELA Interventions (3 cr.) ED 334: ED Tech for Students with Exceptionalities (3 cr.) ED 335: Participating in a Professional Community (3 cr.)</p>

Track II - 3+1 Academic Plan - Bachelor degree leading to licensure, granted by a partner institution	
Year 4	Bachelor-degree granting university (30 cr.; upper div) Student teaching (9 cr.) Seminar/portfolio (3 cr.) Coursework (PK-3, K-6, 6-12) (18 cr.)
Total	122 credits

Program Learning Outcomes

The APC in SPED Program Learning Outcomes are aligned with Council for Exceptional Children (CEC) Initial Level Special Educator Preparation Standards.

- Students will be able to understand and practice the special education policies, procedures, and legal requirements regarding students with disabilities.
- Students will be able to understand the range and multiple manifestations of disabilities and their effects on social and emotional development, communication skills and oral language development, motor skills, functional and independent living skills, employment-related skills, and self-advocacy skills.
- Students will be able to design and implement individualized educational programs and will have a repertoire of instructional strategies, accommodations, assessment techniques, and procedures that are appropriate for students with disabilities.
- Students will be able to collaborate with families and other professionals to further student learning.
- Students will be able to access resources and assistive technologies to support student learning and to provide transition support to help students maintain continuous progress toward their educational goals.

The Council for Exceptional Children (CEC)'s performance-based Initial Preparation Standards

Program Effectiveness

When the College proposed to establish the provisional program in 2016, enrollment management strategies for the APC in Special Education targeted 190 students over a five-year period and 140 graduates who will be 100% employed in this field of

study. The College has surpassed the proposed student enrollment goals and enrolled 342 students to date. Student completion continues to reflect positive gains and while the College fell short of the projected goal by seven graduates, a total of 108 certificates were awarded. The tables below provide program completion, student enrollment, and transfer data.

Enrollment/Majors APC - Special Education						
Academic Year	2018	2019	2020	2021	Current Year	Total
<i>Projected</i>	25	25	40	50	50	190
<i>Actual</i>	32	67	74	92	77	342

Program Completion, APC - Special Education						
Year	2018	2019	2020	2021	Current Year	Total Enrollment
<i>Projected Program Completion</i>		25	25	40	50	140
<i>Actual Program Completion</i>	-	27	23	46	12 *FA21 only*	108

Program Transfer (UHM, UHWO, Chaminade, and other 4-year Schools)						
Year	2018	2019	2020	2021	Current Year	Total Transfer
<i>Number of Students</i>	2	3	5	16	10	36

The APC in SPED directly addresses the substantial trends emerging within the education field. For over three decades, special education has been identified as the highest need teacher preparation area in Hawai'i and nationwide.

The Program:

- Has produced 40 highly qualified licensed SPED teachers to serve in HIDOE schools;
- Offers the state's most accelerated SPED program;
- Has a high percentage of enrollees who are currently underrepresented in the education sector such as 26% Male, 25% Native Hawaiian, and 17% Wai'anae residents;
- Includes Kamehameha Schools' A'o Kumu Curriculum, which provides educators with the tools and skills to integrate culture-based education (CBE) with 21st century skills and relevant standards;
- Includes IRIS (Innovative Resources for Instructional Success) Center modules developed in collaboration with nationally recognized researchers and education experts. The IRIS resources address instructional and classroom issues of critical importance to today's educators such as classroom behavior management, secondary transition, early childhood, Universal Design for Learning, and many other skills sets;
- Serves as an articulation model that allows students to begin their degree in teaching with the flexibility of enrolling online, face-to-face, or hybrid courses at their own pace.

There have been 170 students with bachelor's degrees who had have enrolled in the alternative pathway to teacher licensure (Track I) and of those, 108 graduates have become fully licensed Special Education teachers with 100% of candidates earning the certificate in 12 months to 18 months. There have been 99 students without bachelor's degrees (Track II) enrolled in the 3+1 BS in SPED – 14 of whom are from our Nānākuli Educational Assistant to Teacher Pilot Program.

Exit Survey results indicated that 99% of students reported that the course assignments prepared them well or extremely well for the classroom and 97% of students reported that the field practicum prepared them well or extremely well.

The unique flexibility of the APC in SPED has attracted locally sourced applicants to ensure a sustainable workforce for our Hawai'i public schools. In fact, as noted above, the APC in SPED demographics boast high diversity compared to other Educator Preparation Programs in the state.

Most recently, the program underwent the development of a self-study for accreditation through AAQEP, demonstrating appropriateness in training and systematic assessment to ensure effectiveness of the program.

Evidence of Student Learning and Program Success

Student Learning is measured in multiple ways, some of the more objective means of evaluating student learning is through the knowledge, skills, and dispositions required by HTSB's 10 teaching standards which directly align to the Program Learning Outcomes. A measure of success is set at 70% Proficiency in HTSB PLOs; 70% Course Completion Rate; 50% Persistence Fall-to-Fall; and 10 SPED teacher graduates. The 2020-2021 Special Education Program had 100% Proficiency in HTSB PLOs; 41 SPED teacher graduates and 100% of the students passed the Praxis II SPED exam (CEC PLOs).

The Teacher Education Program's mission is to produce caring, collaborative, and effective educators. This mission is represented by six program goals, which are designed to align with and support Leeward Community College's mission and values and the University of Hawai'i Community College's current Strategic Plan. Evidence examined in this report based on data from the UHCC system and internal program sources indicates that the Teacher Education Program (TEP) is meeting its six pre-program mission goals (thus, supporting Leeward CC's mission and UHCC's strategic plan) and is realizing its vision of producing caring, collaborative, and effective teachers.

Supporting Students

The APC in SPED program benefits from all student and academic service resources provided college-wide, in addition to dedicated resources for the education programs, which include dedicated advising in addition to other support services provided by partners like INPEACE (Institute for Native Pacific Education and Culture). Internal program survey responses from APC in SPED students indicated that 100% of them have needed and benefited from the services of the academic advisor. The SPED licensure degrees require much more intensive counseling since teacher certification programs involve numerous detailed steps in order to be successful both academically and personally.

Evidence of Program Quality

The following areas represent evidence of program quality throughout the provisional planning process: Program Accreditation, External Grants Awarded, APC Program Advisory Council Membership, Student Testimonials, and Occupational Analysis.

Program Accreditation

The APC in SPED is nationally accredited by the Association for Advancing Quality in Educator Preparation. Leeward CC is the only community college in the nation to receive national accreditation for an Educator Preparation Program.

External Grant Awards

Over \$2.2M external grants have been awarded to support the SPED program, in the way of positions, tuition support and additional resources from Health Resources and Services Administration (HRSA); UH-HIDOE; Institute for Native Pacific Education and Culture; Carl D. Perkins; Grant-in-Aid, Hawai'i State Legislature; and James and Abigail Campbell Family Foundation Grant.

APC Program Advisory Council Membership

The APC Program Advisory Council composition includes experts and leaders representing Hawai'i Department of Education, Kamehameha Schools, Higher Ed Leaders, field experts, and SPED representatives. Their role is to systematically review the program and make recommendations for improvement and to ensure that the program is meeting its mission and objectives.

APC in SPED Student Testimonials

Student testimonials remain a critical component to not only celebrate success, but also inform programmatic change. Some gratifying testimonials are suggestive of the life changing qualities of the SPED Program.

Having a knowledgeable cooperating teacher and professor. I felt supported. I felt like my professor and the cooperating teacher had confidence in me. ~Briana Bennett

Loved that it was a short program and the professors are awesome! Very nurturing and always rooting for us to succeed. They gave immediate feedback and constructive criticism that is helpful in creating a teaching style that best fit me. Oh! and the stipend helped A LOT (insert two thumbs up emoji here)
~Desiree Morris

The school stipend is a huge factor! Thank you for that. Reducing the contract time from 3 years to 1 year in the special education field, gives educators the ability to advance to other positions. To be able to complete student teaching while working. Instructors are flexible and easy to talk to. Emails are answered promptly. Everyone shows effort and care. Completing the program in a lesser timeframe than other schools. Allowing college students to complete classes online and relate learning to hands-on work in real life. ~Natasha Skaltsas

Knowledgeable and supportive faculty, student forums for discussing and modeling work, accomplishing instruction entirely online without having to leave my job or my home school. ~Tiffany Brown

Occupational Analysis

Reflecting on the workforce trends presented above, the Leeward CC SPED completers are beginning to satisfy the previously presented need for highly qualified special education teachers. As is noted in the table below, completers are being hired across the state, including rural and hard-to-staff geographic regions. Of the completers, 97% are employed in HIDOE schools, with 100% in SPED placements and 52% in hard-to-staff regions, which the program set as program goal. In coordination with HIDOE’s Office of Talent Management, Leeward CC tracks and reports school placements as well as the contract obligation of 1-3 years of employment. Currently 100% of APC in SPED candidates are stipend recipients (See UH-HIDOE SPED Stipend MOA).

Job Placement of APC in SPED Completers*

District	2018-2019	2019-2020	2020-2021	2021-2022 (partial)
<i>Leeward</i>	11	3	15	4
<i>Central</i>	10	11	17	2
<i>Honolulu</i>	3	2	5	2
<i>Hawai'i</i>		4	4	2
<i>Maui</i>	1	1		2
<i>Windward</i>	2	2	5	1
TOTAL	27	23	36	13

*Source Data: HIDOE Office of Talent Management & Leeward Community College

Program Resources and Efficiency

During this provisional period, the APC in SPED education courses were taught by one full-time faculty member and lecturers who taught SPED content-specific courses in which they had expertise. With funding from the state legislature for additional positions, travel, and professional development activities, the program has sufficient resources to support the growing student demand for this program on O’ahu and state-wide.

The APC in SPED has the capacity to accept cohorts of approximately 20 candidates per semester with admission in Fall, Spring, and Summer. All five core courses are offered 100% online and offered each semester, which enables students highly flexible

enrollment options. The program has also used existing media equipment (Swivel, camcorders, tripods) acquired during the Trade Adjustment Assistance Community College to Career Training (TAACCCT) grant to video at least 1-2 of the 4 required lesson observations for our neighbor island candidates to drastically reduce travel expenses. In addition, the Teacher Education Program (TEP) Coordinator, TEP Counselor, TEP Office Clerk, and Social Science Division Secretary all assist in administrative duties to support the additional courses and programmatic needs (i.e. processing travel, processing Cooperating Teacher stipends, supporting student intake and graduation).

At the May 2017 Board of Regents Committee on Budget and Finance Meeting, former UHCC Vice President John Morton requested to have tuition rates for upper-division courses offered at all community colleges to align with four-year degree-granting UH institution rates. The Board approved a higher tuition rate as standard for the APC in SPED upper-division coursework. Effective Fall 2017, the APC in SPED's 300-level coursework was offered at the upper-division tuition rate (as of Spring 2022, the rate is \$306/credit) making it a highly sustainable program for the College while still providing our students the state's most affordable pathway to teacher licensure.

The costs and revenue for the provisional period and projections for the next three academic years are below:

Cost/Revenue Template

	Provisional Years (w/Actual)				Projected
YEAR	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22
General Fund Allocation	\$77,863	\$136,792	\$176,570	\$258,353	\$243,603
Faculty FTE	1.00	1.00	1.00	1.00	2.00
Lecturers		5	4	9	10
TFSF Allocation*	\$140,059	\$140,059	\$140,059	\$140,059	\$140,059
Number of Credits	168	272	309	405	244
Student Semester Hours	504	760	879	1,093	699

Total Revenue from Tuition	\$152,712	\$232,560	\$268,974	\$334,458	\$203,796
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*Program operating budget supports LCC Teacher Education Program (A.S. Teaching, CTE, SPED)

Future Goals

Listed below are specific action items that are currently underway and slated for completion during the upcoming academic year.

1. Increase statewide reach of the APC in SPED through outreach to rural and hard-to-staff geographic regions on neighbor islands with special focus on the areas identified by the HIDOE as critical shortage areas.
2. Expand the Educational Assistant-to-Teacher Pipeline in Nānākuli-Wai'anae Complex Area through 3+1 delivery model.
3. Expand articulation agreements with UH Mānoa and UH West O'ahu to provide students with enhanced pathways within the University System.
4. Develop articulation agreement with UH-Hilo to deliver a Pathway to Dual Licensure in SPED-Kaia 'ōlelo-Kaiapuni Hawai'i using Leeward CC's AST and APC in SPED coursework as the first three years of the degree.

Approval of Leeward Community College's Advanced Professional Certificate in Special Education K-12, from provisional to established status, will ensure that the College remains a positive force in providing the state's only fully online and self-paced pathway to teacher licensure.



HAWAII STATE TEACHERS ASSOCIATION

Teaching Today for Hawaii's Tomorrow

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January 29, 2020

Corey Rosenlee
President

Osa Tui, Jr.
Vice President

Logan Okita
Secretary-Treasurer

Wilbert Holck
Executive Director

To Whom It May Concern:

I am writing this letter of support for Leeward Community College's (CC) Advanced Professional Certificate in Special Education K-12. In Hawai'i, a staggering 51% of beginning special education teachers are not highly qualified (Hawai'i Teacher Induction Center, May 2018) and there has been a critical shortage of special education teachers for at least the last three decades. The Hawai'i State Teachers Association (HSTA) advocates for alternative licensure programs that are designed to attract locally sourced candidates who have already exhibited a commitment to the field of special education such as paraprofessionals, substitutes and Emergency Hire teachers. Nearly 100% of Leeward CC's APC in SPED candidates are already currently employed in HIDOE schools with substantial work experience in special education.

As outlined in the May 2018 Special Education Task Force Summative Report, there is a significant gap in being able to fill our special education classrooms with effective and Hawai'i Qualified (HQ) teachers. The shortage impacts the capacity of schools to close the opportunity and achievement gap and promote student growth for our students with disabilities. In response to the chronic shortage of special educators and persistent retention challenges, the Hawai'i Special Education Task Force recommended to expand partnerships to support licensing and certification for special education teachers through the following action items that are both addressed by the APC in SPED pathway at Leeward CC:

- Attracting high school graduates to become special education teachers in partnership with higher education, legislature, and HIDOE. Recruitment could be promoted through academies and career pathways, marketing and outreach, loan forgiveness, and free college tuition in return for service.
- Offering courses through partnerships with institutes of higher education to increase the pool of qualified teachers to assist: - Secondary special education teachers who require content certification; - Current employees working towards HQ status; - Educational assistants aspiring to pursue a teaching career; and - Teacher candidates in accessing the University of Hawai'i's current free certification program

Track I of the APC in SPED has provided a highly flexible and affordable delivery model that enables candidates to complete a 3+1 bachelor's degree in education leading to teacher licensure while remaining employed full-time. In addition, Track II of the APC in SPED for those

Support for Leeward CC's Advanced Professional Certificate in Special Education
January 29, 2020
Page 2

with a bachelor-level degree has provided candidates statewide with the only self-paced licensure program that allows students to develop their own academic plans based on their unique work and family needs. The APC in SPED candidates has produced 40 special education teachers in some of the state's highest teacher shortage areas including Wai'anae, Hilo, Kea'au, and Haiku.

Sincerely,

A handwritten signature in black ink, appearing to read 'Corey Rosenlee', written in a cursive style.

Corey Rosenlee
President



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

March 4, 2020

Mr. James Goodman
Office of the Dean of Arts & Sciences
Leeward Community College
96-045 Ala Ike Street
Pearl City, HI 96782

Dear Mr. Goodman:

This is a letter in support of Leeward Community College's (Leeward CC) Advanced Professional Certificate (APC) in Special Education (SPED) K-12. The Hawaii Department of Education (HIDOE) advocates for alternative pathways to teacher licensure that are designed to attract locally sourced candidates who have already exhibited a commitment to the field of SPED such as paraprofessionals, substitutes, and emergency hire teachers. Nearly all of Leeward CC's APC in SPED candidates are already currently employed in HIDOE schools with substantial work experience in SPED.

As outlined in the May 2018 SPED Task Force Summative Report to the Hawaii Board of Education, there is a significant challenge in being able to fill our SPED classrooms with effective and Hawaii Qualified teachers. SPED has been designated as a Federal Teacher Shortage Area in Hawaii since the 1990-1991 school year and the need for qualified SPED teachers continues to rise. The shortage impacts the capacity of schools to close the opportunity and achievement gap and promote growth for our students with disabilities. In response to the chronic shortage of SPED teachers and persistent retention challenges, the Hawaii SPED Task Force recommended to expand partnerships to support licensing and certification for SPED teachers.

The HIDOE looks forward to continued collaboration with your institution and providing insight into the qualifications and skill set that would be required for individuals who go through and complete this program. Thank you for your commitment in helping the HIDOE achieve its goal of student success.

Sincerely,

A handwritten signature in blue ink, appearing to read "Christina M. Kishimoto".

Dr. Christina M. Kishimoto
Superintendent

CMK:khk

c: Office of Talent Management, Management Support Services Section



UNIVERSITY
of HAWAII
SYSTEM

UNIVERSITY OF HAWAII
BOARD OF REGENTS

22 JAN 28 P1:23

January 28, 2022

MEMORANDUM

TO: Randolph G. Moore
Chair, Board of Regents

Ernest Wilson
Chair, Committee on Academic and Student Affairs
Board of Regents

VIA: David Lassner *David Lassner*
President

FROM: Pearl Iboshi *Pearl Iboshi*
Director, Institutional Research, Analysis and Planning Office

Hae Okimoto *Hae Okimoto*
Associate Vice President for Student Affairs

SUBJECT: REQUEST FOR REVISIONS TO BOARD OF REGENTS POLICY (RP) 6.208
BOARD EXEMPTIONS TO NON-RESIDENT TUITION

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents approve the revision of RP 6.208 Board exemptions to non-resident tuition to reflect the administration's proposed policy changes.

RECOMMENDED EFFECTIVE DATE:

Upon Board of Regents approval.

ADDITIONAL COST:

There are no additional costs associated with this request.

PURPOSE:

To update the Board of Regents policy on Board exemptions to non-resident tuition as related to veterans, Pacific Island students, national and international students, and graduate assistants.

BACKGROUND:

Executive Policy EP 2.201, Section III.C., states that Regents policies shall be reviewed every three years and amended policies may be drafted, vetted and adopted at any time as may be needed. RP 6.208 was last amended on September 26, 2019. The proposed policy revisions attached have been prepared in consultation with the UH Officers, Chancellors/Provost, Council of Chief Academic Officers, Council of Senior Student Affairs Officers, Faculty Senates, UH Student Caucus and the University of Hawai'i Professional Assembly and has been reviewed by the Office of the General Counsel.

RP 6.208 defines when students may be granted waivers of the non-resident tuition differential (NRTD). This policy is being updated to make clear that only the Board of Regents can establish categories of exemptions from non-resident tuition differential. In addition, updates are being proposed to reflect recent legislation and federal policies related to educational benefits for veterans and their families.

Proposed revisions also include adding an exemption for visiting students participating in national or international exchange programs with the University, to be charged 150 percent of the resident tuition rate as specified in the applicable tuition agreement.

Graduate assistants have also been included as a group that is eligible. We are moving to requiring tuition to be paid for GAs rather than waiving it as we do now. For internally funded GAs (TAs), it is intended that scholarships will be provided with institutional funds that return to the institution. For extramurally funded GAs (mostly RAs), the funding agency will be charged for tuition at the resident rate.

Finally, revisions include expansion of eligibility for citizens of Pacific Island jurisdictions which have a public higher education institution that does not offer specified programs of interest available at a UH campus. In this case, if a student citizen of a Pacific Island jurisdiction which does have a public higher education institution, like Guam, but that institution does not have desired programming, pursuant to a tuition agreement between UH and that institution, the student will pay 150 percent of the resident rate tuition.

ACTION RECOMMENDED:

It is recommended that the Board of Regents approve the revision of RP 6.208 Board exemptions to non-resident tuition to reflect the administration's proposed policy changes.

Attachments:
RP 6.208 original
RP 6.208 redline
RP 6.208 clean

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



Regents Policy Chapter 6, Tuition, Financial Assistance, and Fees
Regents Policy RP 6.208, Board Exemptions to Non-Resident Tuition
Effective Date: March 1, 2019
Prior Dates Amended: June 16, 2006; Nov. 16, 2006; Oct. 31, 2014 (recodified);
September 26, 2019
Review Date: August 2022

I. Purpose:

To set forth policy regarding exemptions to non-resident tuition.

II. Definitions:

No policy specific or unique definitions apply.

III. Policy:

- A. The students affected by the following guidelines are classified as non-residents for admission and tuition purposes. In accordance with board policy, non-resident students are admitted on a space available basis with the understanding that priority for admission is given to qualified residents.
- B. The following categories of students will receive a waiver of the non-resident tuition differential:
1. East-West Center student grantees pursuing baccalaureate or advanced degrees;
 2. United States military personnel stationed in Hawai'i on active duty, and their authorized dependents during the period that the personnel are stationed in Hawai'i;
 3. Members of the Hawai'i National Guard and the Hawai'i Reserves;
 4. Native Hawaiians whose domicile is outside of Hawai'i;
 5. Employees of the university, their spouses, and their dependents;
 6. Veterans eligible to use Post 9/11 GI Bill or Montgomery GI Bill Active Duty Program education benefits, who live in Hawai'i, and enroll at the university

- within three years of discharge or release from a period of active duty service of 90 days or more.
7. Individuals eligible to use *transferred* Post 9/11 GI Bill education benefits, who live in Hawai'i, and enroll at the university within three years of the transferor's discharge or release from a period of active duty service of 90 days or more.
 8. Individuals eligible to use education benefits under the *Marine Gunnery Sergeant John David Fry Scholarship*, who live in Hawai'i.
 9. Individuals eligible to use transferred Post 9/11 GI Bill education benefits, who live in Hawai'i, and whose transferor is a member of the uniformed service who is serving on active duty.
 10. Veterans living in the State of Hawai'i with service-connected disabilities who are eligible for benefits provided for in Title 38, U.S. Code, Chapter 31, otherwise known as the Vocational Rehabilitation and Employment program.
- C. With the written approval of the chancellor, campuses may, for those nonresident students whose special talents and/or unique skills will make a significant contribution to campus life, exempt the nonresident portion of tuition. If instituted, the total number of exemptions granted in any given year should be established in accordance with the campus's strategic enrollment management goals, not exceed two percent of campus enrollment in any given year and be reviewed/promulgated on a biennial basis.
- D. Citizens from an eligible Pacific Island district, commonwealth, territory, or insular jurisdiction, state or nation which provides no public higher education institution granting baccalaureate degrees are charged 150 percent of the resident tuition rate. The Office of the President updates and distributes the list of eligible Pacific Island jurisdictions.

IV. Delegation of Authority:

There is no policy specific delegation of authority.

V. Contact Information:

Office of the Associate Vice President for Student Affairs, 956-3504,
avpsa@hawaii.edu.

VI. References:

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



Regents Policy Chapter 6, Tuition, Financial Assistance, and Fees
Regents Policy RP 6.208, Board Exemptions to Non-Resident Tuition

Effective Date: ~~March 1, 2019~~ ~~XXX XX, 2022~~

Prior Dates Amended: June 16, 2006; Nov. 16, 2006; Oct. 31, 2014 (recodified); May 21, 2015; June 1, 2017; September 26, 2019

Review Date: August ~~2025~~2022

I. Purpose:

To set forth policy regarding exemptions to non-resident tuition.

II. Definitions:

No policy specific or unique definitions apply.

III. Policy:

A. The students affected by the following guidelines are classified as non-residents for admission and tuition purposes. In accordance with board policy, non-resident students are admitted on a space available basis with the understanding that priority for admission is given to qualified residents. Only the board may determine categories of non-resident students that will receive exemptions from the non-resident tuition differential.

B. The following categories of non-resident students are eligible to~~will~~ receive an exemption-waiver ~~from~~ the non-resident tuition differential:

1. East-West Center student grantees pursuing baccalaureate or advanced degrees;
2. United States military personnel stationed in Hawai'i on active duty, and their authorized dependents during the period that the personnel are stationed in Hawai'i;
3. Members of the Hawai'i National Guard and the Hawai'i Reserves;
4. Native Hawaiians whose domicile is outside of Hawai'i;
5. Employees of the university, their spouses, and their dependents. The faculty or staff member must be employed on a half-time basis or more; those

- excluded from collective bargaining must have an appointment exceeding three (3) months.;
6. Veterans eligible to use Post 9/11 GI Bill or Montgomery GI Bill Active Duty Program educational benefits per the Isakson and Roe Veterans Health Care and Benefits Improvement Act of 2020 (P.L. 116-315), who live in Hawai'i, and those who subsequently move but maintain continuous enrollment and enroll at the university within three years of discharge or release from a period of active duty service of 90 days or more.
 7. Individuals eligible to use ~~transferred~~ transferred Post 9/11 GI Bill educational benefits per the Isakson and Roe Veterans Health Care and Benefits Improvement Act of 2020 (P.L. 116-315), who live in Hawai'i, and those who subsequently move but maintain continuous enrollment~~enroll at the university within three years of the transferor's discharge or release from a period of active duty service of 90 days or more.~~
 8. Individuals eligible to use educational benefits under the ~~Marine Gunnery Sergeant John David Fry Scholarship~~ Marine Gunnery Sergeant John David Fry Scholarship, who live in Hawai'i and those who subsequently move but maintain continuous enrollment.
 - ~~8-9.~~ Individuals eligible to use educational assistance under the Survivors' or Dependents' Educational Assistance (Chapter 35) program, who live in Hawai'i and those who subsequently move but maintain continuous enrollment.
 - ~~9.~~ Individuals eligible to use transferred Post 9/11 GI Bill education benefits, who live in Hawai'i, and whose transferor is a member of the uniformed service who is serving on active duty.
 10. Veterans ~~living in the State of Hawai'i~~ with service-connected disabilities who are eligible for benefits provided for in Title 38, U.S. Code, Chapter 31, otherwise known as the Veteran Readiness and Employment or VR&E (formerly called Vocational Rehabilitation and Employment) program, who live in Hawai'i and those who subsequently move but maintain continuous enrollment.
 11. Graduate (GA), teaching (TA), and research assistants (RA), as a function of their appointment to an assistantship.
 - ~~10-12.~~ Ph.D. students registering for only one credit hour of a dissertation course.

- C. With the written approval of the chancellor/provost, campuses may, for those non-resident students whose special talents and/or unique skills will make a significant contribution to campus life, exempt the non-resident portion of tuition. If instituted, the total number of exemptions granted in any given year should be established in accordance with the campus's strategic enrollment management goals, not to exceed two percent of campus enrollment in any given year and shall be reviewed/promulgated on a biennial basis.
- D. Citizens from an eligible Pacific Island district, commonwealth, territory, or insular jurisdiction, state or nation (collectively, "Pacific Island jurisdictions") which provides no public higher education institution granting baccalaureate degrees, are charged 150 percent of the resident tuition rate. For citizens from Pacific Island jurisdictions that have a public higher education institution but it does not offer a program that is desired by the student and is offered at the University of Hawai'i, the 150 percent of the resident rate may be applied for participation in the specified program at a specified campus upon written agreement by that institution and the university. The ~~Office of the President~~ president or designee updates and distributes the list of eligible Pacific Island jurisdictions.
- E. Visiting students on national and international exchange programs pursuant to consortium requirements, or institutional exchange agreements signed by the president that may charge 150 percent of the resident tuition rate as specified by the agreement.
- F. Only exemptions from non-resident tuition differential delineated in this policy are permitted.

IV. Delegation of Authority:

There is no policy specific delegation of authority.

V. Contact Information:

Office of the Associate Vice President for Student Affairs, (808) 956-35048753,
avpsa@hawaii.edu.

VI. References:

- <http://www.hawaii.edu/offices/bor/>
- EP 6.207
- RP 6.209

Approved as to Form:

~~IS/~~

Kendra Oishi
Executive Administrator and
Secretary of the Board of Regents

09/26/19

Date



Regents Policy Chapter 6, Tuition, Financial Assistance, and Fees
Regents Policy RP 6.208, Board Exemptions to Non-Resident Tuition
Effective Date: XXX XX, 2022

Prior Dates Amended: June 16, 2006; Nov. 16, 2006; Oct. 31, 2014 (recodified); May 21, 2015; June 1, 2017; September 26, 2019

Review Date: August 2025

I. Purpose:

To set forth policy regarding exemptions to non-resident tuition.

II. Definitions:

No policy specific or unique definitions apply.

III. Policy:

- A. The students affected by the following guidelines are classified as non-residents for admission and tuition purposes. In accordance with board policy, non-resident students are admitted on a space available basis with the understanding that priority for admission is given to qualified residents. Only the board may determine categories of non-resident students that will receive exemptions from the non-resident tuition differential.
- B. The following categories of non-resident students are eligible to receive an exemption from the non-resident tuition differential:
1. East-West Center student grantees pursuing baccalaureate or advanced degrees.
 2. United States military personnel stationed in Hawai'i on active duty, and their authorized dependents during the period that the personnel are stationed in Hawai'i.
 3. Members of the Hawai'i National Guard and the Hawai'i Reserves.
 4. Native Hawaiians whose domicile is outside of Hawai'i.
 5. Employees of the university, their spouses, and their dependents. The faculty or staff member must be employed on a half-time basis or more; those

- excluded from collective bargaining must have an appointment exceeding three (3) months.
6. Veterans eligible to use Post 9/11 GI Bill or Montgomery GI Bill Active Duty Program educational benefits per the Isakson and Roe Veterans Health Care and Benefits Improvement Act of 2020 (P.L.116-315), who live in Hawai'i and those who subsequently move but maintain continuous enrollment.
 7. Individuals eligible to use transferred Post 9/11 GI Bill educational benefits per the Isakson and Roe Veterans Health Care and Benefits Improvement Act of 2020 (P.L.116-315), who live in Hawai'i and those who subsequently move but maintain continuous enrollment.
 8. Individuals eligible to use educational benefits under the Marine Gunnery Sergeant John David Fry Scholarship, who live in Hawai'i and those who subsequently move but maintain continuous enrollment.
 9. Individuals eligible to use educational assistance under the Survivors' or Dependents' Educational Assistance (Chapter 35) program, who live in Hawai'i and those who subsequently move but maintain continuous enrollment.
 10. Veterans with service-connected disabilities who are eligible for benefits provided for in Title 38, U.S. Code, Chapter 31, otherwise known as the Veteran Readiness and Employment or VR&E (formerly called Vocational Rehabilitation and Employment) program, who live in Hawai'i and those who subsequently move but maintain continuous enrollment.
 11. Graduate (GA), teaching (TA), and research assistants (RA), as a function of their appointment to an assistantship.
 12. Ph.D. students registering for only one credit hour of a dissertation course.
- C. With the written approval of the chancellor/provost, campuses may, for those non-resident students whose special talents and/or unique skills will make a significant contribution to campus life, exempt the non-resident portion of tuition. If instituted, the total number of exemptions granted in any given year should be established in accordance with the campus's strategic enrollment management goals, not to exceed two percent of campus enrollment in any given year and shall be reviewed/promulgated on a biennial basis.
- D. Citizens from an eligible Pacific Island district, commonwealth, territory, or insular jurisdiction, state or nation (collectively, "Pacific Island jurisdictions") which provides no public higher education institution granting baccalaureate degrees,

are charged 150 percent of the resident tuition rate. For citizens from Pacific Island jurisdictions that have a public higher education institution but it does not offer a program that is desired by the student and is offered at the University of Hawai'i, the 150 percent of the resident rate may be applied for participation in the specified program at a specified campus upon written agreement by that institution and the university. The president or designee updates and distributes the list of eligible Pacific Island jurisdictions.

- E. Visiting students on national and international exchange programs pursuant to consortium requirements, or institutional exchange agreements signed by the president that may charge 150 percent of the resident tuition rate as specified by the agreement.
- F. Only exemptions from non-resident tuition differential delineated in this policy are permitted.

IV. Delegation of Authority:

There is no policy specific delegation of authority.

V. Contact Information:

Office of the Associate Vice President for Student Affairs, (808) 956-8753,
avpsa@hawaii.edu.

VI. References:

- <http://www.hawaii.edu/offices/bor/>
- EP 6.207
- RP 6.209

Approved as to Form:

Kendra Oishi
Executive Administrator and
Secretary of the Board of Regents

_____ Date



UNIVERSITY of HAWAII*
MAUI COLLEGE

UNIVERSITY OF HAWAII
BOARD OF REGENTS

Office of the Chancellor

'22 FEB 11 A 8:00

DTS 22204

January 24, 2022

MEMORANDUM

TO: Randolph G. Moore
Chair, Board of Regents

VIA: David Lassner
President

VIA: Erika Lacro
Vice President for Community Colleges

FROM: Lui K. Hokoana
Chancellor

SUBJECT: REQUEST TO AWARD HONORARY DOCTORATE OF HUMANE LETTERS
TO CHEF TYLUN PANG

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents award the Honorary Doctorate of Humane Letters upon Chef Tylun Pang to honor his work in the culinary arts and to recognize his contributions to food and culture in the State of Hawai'i.

RECOMMENDED EFFECTIVE DATE:

To be effective upon Board approval. Chef Pang will be expected to accept the degree at a commencement ceremony at University of Hawai'i Maui College (UHMC).

ADDITIONAL COST:

None.

PURPOSE:

Board of Regents Policy RP 5.209 states that the Board may confer honorary degrees to individuals with distinguished accomplishments. Officers for the University of Hawai'i System support this request for conferral of an honorary degree.

BACKGROUND:

Born on O'ahu, Chef Pang inherited a love for cooking and fresh ingredients from his father, mother, and grandmothers, who often shopped in Honolulu's Chinatown and shared meals with family and friends. After graduating from high school, he completed a Westin Hotels Culinary Apprenticeship Program in Waikīkī and moved to Los Angeles as an opening team member for the Bonaventure Hotel, where he honed his abilities in classic European cuisine.

Upon returning to Hawai'i, Chef Pang served as Executive Chef at the Ilikai Hotel before being transferred to Kaua'i. In November 1996, he settled on Maui, where he became Executive Chef and Director of Food and Beverage at The Fairmont Kea Lani, overseeing the resort's restaurants, bars, bakery, and deli.

It was on Maui where Chef Pang gained a worldwide reputation for developing a plantation-inspired cuisine that combined elements from many different cultures – Hawaiian, Chinese, Japanese, Portuguese, Filipino, Korean, Puerto Rican, and others. He helped preserve knowledge of traditional cooking methods and recipes while experimenting with new combinations and flavors to create a unique local fusion cuisine. He also fostered a community of like-minded chefs, whom he befriended and whose talents he often highlighted.

Chef Pang was an early and consistent proponent of the "Buy Local" and farm-to-table movements, which emphasize the support of local farms and farmers; serving of fresh, locally-sourced food in homes and restaurants; and the promotion of sustainable and environmentally responsible agricultural practices. Chef Pang has always believed, and taught, that using local, sustainably grown ingredients not only makes good economic and environmental sense, it also just tastes better. He especially admired Hawai'i's fishermen and the preparation of dishes that showcase island seafood.

Over the years, Chef Pang's career and reputation has taken him to Asia, South America, and numerous cities in the United States. He participated in the Best Hotel Chefs of America Series at the James Beard House in New York City, which honors and celebrates chefs who have made America's food culture more delicious, diverse, and sustainable. He also garnered many awards for his talent and contributions to the food and hospitality industry and community. These awards include: 2013 Local Hero Award from Edible

Randolph G. Moore
January 24, 2022
Page 3

Hawaiian Islands magazine; 2014 'Aipono Award for Lifetime Achievement from Maui Nō Ka 'Oi magazine; 2018 Best Chef designation from The Maui News; 2019 Na Po'e Pa'ahana Award for Chef/Restauranteur of the Year from the Hawai'i Lodging & Tourism Association; and 2019 Mike Lyons Award from the Maui County Farm Bureau.

Chef Pang has also long supported youth and young adults in the culinary arts, serving as a mentor to people in various stages of their career. He has been a member of the Advisory Committee for the Maui Culinary Academy and supported the training of many local chefs who now work throughout Hawai'i and the world.

Chef Pang created the Noble Chef program as a fundraiser for the UHMC Culinary Arts Program in 2002. The event has been held annually since then and has raised over a million dollars for the UHMC Culinary Arts Program. Since 2012, proceeds have helped fund the Future Culinarian Scholarship and the Tylun Pang Aspiring Chef Scholarship programs. Each year through these programs Chef Pang awarded one student a \$5,000 academic scholarship and mentored the student in a semester internship, which culminated in an original student-created dish that was then served at one of the Fairmont Kea Lani, Maui, restaurants. To date, eleven students have received such scholarships for a total of \$55,000 in awards.

Chef Pang's contributions to the Hawai'i food industry are significant and have had national implications – buy and grow local. But his most significant contribution has been to the Maui community through innovative fund raising for UHMC and mentoring experiences that are one of a kind and unique.

ACTION RECOMMENDED:

It is recommended that the Board of Regents award the Honorary Doctorate of Humane Letters degree upon Chef Tylun Pang, to be effective upon Board approval.

Attachments

1. Letter of support from Martin Yan
2. Letter of support from Michael Pye
3. Letter of support from Keoni Wilhelm
4. Letter of support from Warren Watanabe
5. Letter of support from Diane Woodburn

c: Executive Administrator and Secretary of the Board Oishi



October 8, 2021

Chancellor Lui Hokoana
University of Hawaii Maui College
310 W. Kaahumanu Avenue
Kahului, HI 96732

Re: Letter of support – Chef Tylun Pang

Dear Chancellor Hokoana:

It is with great pride and pleasure that I offer my support for the bestowing of an honorary doctorate degree to my friend, Chef Tylun Pang.

Chef Pang has been a dear friend and colleague of mine for years, and we have worked side-by-side on many food and wine festivals and events in Maui and other islands. As tourism and hospitality are vital industries for Hawaii, these culinary events did much to promote the wonderful culinary traditions and offerings of the Aloha State.

And Chef Pang's contributions throughout the years have been enormous.

For four plus decades, my series on PBS – The Yan Can Cook Show – has been my instrument to educate and entertain the public on Asian cooking. Teaching and grooming the new generation of chefs has been a primary mission for me. Chef Pang has been a legend in inspiring and nurturing professional culinary talents over the years. His career at the Fairmont has provided him a highly visible platform to cultivate and fine tune young talents.

With all that he has accomplished professionally, and for all the contributions that he has made to Maui and the state of Hawaii, I think an Honorary Degree from your College is most befitting.

Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read 'Martin Yan', written in a cursive style.

Chef (Dr.) Martin Yan,
(Honorary Doctorate in Culinary Arts, Johnson & Wales University)
Host – Yan Can Cook Show on public television
Chef-Founder, M.Y. China Restaurant and Martin Yan's SensAsian Chinese Bistro



MICHAEL PYE

AREA GENERAL MANAGER, HAWAII AND GENERAL MANAGER, FAIRMONT KEA LANI

Fairmont Kea Lani
4100 Waiea Alanui
Waiea, Maui
Hawaii 96753
T + 1 808 875 2256
F + 1 800 875 2247

Aloha,

It is my great pleasure to offer my unwavering support of bestowing Executive Chef Tylun Pang with an Honorary Doctorate Degree from University of Hawai'i Maui Culinary Arts. Chef Pang is a widely respected culinarian and leader within our community. He is also keenly recognized as an outstanding champion of young talent and rising chefs. Furthermore, Chef Pang is a true friend to the agricultural community: farmers, ranchers and fishermen alike.

Over his decades-long career, Tylun has been the recipient of innumerable awards recognizing his contributions to the culinary and hospitality industries. A few of the most notable include the Maui County Farm Bureau's *2019 Mike Lyon's Award*; Hawai'i Lodging & Tourism Association | Na Po'e Pa'ahana Award's *Restaurateur of the Year*; and Maui No Ka Oi's *'Aipono Lifetime Achievement Award*.

In addition to his contributions on behalf of Fairmont Kea Lani, Tylun personally supports countless charities across the island of Maui as well as the island chain. As a local Hawai'i boy growing up on the island of O'ahu and making his adult home on Maui, throughout his career, Chef Pang has been an incredible ambassador of the culinary cross section of Hawai'i both locally and on the US mainland. In 1998, he represented the State as a participant in the *'Best Hotel Chef Series'* at the prestigious James Beard House in New York City.

Perhaps one of Tylun's most heartfelt legacies surrounds his steadfast contributions in support of the next generation of Hawai'i's chefs, restaurateurs and culinarians. For decades Chef Pang has made it his mission to mentor students entering or continuing in the field of Culinary Arts through the University of Hawai'i, Maui College program. In 2014 the *Tylun Pang Aspiring Chef Scholarship* program was established as a vehicle to support 1x1 mentoring for these young chefs. Through this program, the top performing students are awarded a paid internship to work with Chef Pang and his extraordinary team at the Fairmont Kea Lani resort, featuring Kō restaurant, over the course of a summer. Nearly all of the interns have been hired on to his team following the culmination of the program. Chef Pang teaches the students everything needed to excel in this industry including how to excel in a zero-waste environment. By cultivating a special mentor relationship with these young professionals, Tylun helps them to continue to grow and evolve even beyond the mentees' days working with him in the kitchen.

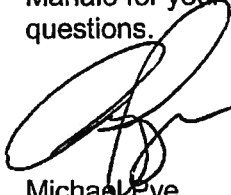
The positive influence Chef Pang has had on students and young culinary talent across the island is none other than extraordinary. The service he provides to our industry by mentoring young professionals and his devotion to sharing with them the depths of knowledge he has learned over decades of service is impressive. Tylun's personal

Fairmont

passion for this mission is evident in everything he does including donating all the proceeds from the sale of his self-published cookbook, "What Maui likes to Eat", to further support the college. Additionally, he has created a sustainable funding source through public sales of student-crafted menu items (from the *Aspiring Chef* scholarship recipients working alongside Chef Pang) included on Kō restaurant's menu. Furthermore, in 2014, he helped support the pursuit of a Fairmont community grant to further ensure the continued support of this priority.

Perhaps it goes without saying with all the tremendous accomplishments above but add the fact he runs a tight and efficient kitchen AND he can cook – oh my, can he cook – I can think of no better recipient for such honor. Chef Pang's exceptional dedication to the culinary arts, his noteworthy contributions to Hawai'i's food culture, as well as his philanthropic activities prominently positions him to be recognized by an honorary doctorate degree from University of Hawai'i Maui College.

Mahalo for your consideration. Please reach out to me directly should you have any questions.



Michael Pye
Area General Manager, Hawai'i
General Manager, Fairmont Kea Lani



STATE OF HAWAII
Baldwin High School
1650 W Kaahumanu Avenue
Wailuku, HI 96793

May 17, 2021

Chancellor Lui Hokoana
UH Maui College
310 W. Kaahumanu Ave.
Kahului, HI 96732

RE: Chef Tylun Pang

Dear Chancellor Hokoana,

I am happy to nominate Chef Tylun Pang for an Honorary Doctorate Degree for his philanthropic work for our school. He has generously donated his time and resources to support our school for many years.

2007 - 2017 BHS Athletic Department
Fundraise approximately \$165,000 for team travel, uniforms, etc.

2009 - 2018 Project Grad
Fundraise approximately \$170,000 for senior scholarships selling Fettuccine Alfredo at the Maui County Fair

2016 - 2018 Hawaii Culinary Education Foundation (HCEF) Chef Mentor
Guest Speak in Culinary classes - donated signed cookbooks
Community Judge for CTE Performance Based Assessment
Work Based Learning Program Contact at Fairmont Kealani Hotel

Chef Pang has been a steadfast supporter of our school. Although Covid shut down our schools, his legacy still lives on through his generous contributions.

If I can provide any additional information, please do not hesitate to contact me at (808) 727-3200.

Sincerely,

A handwritten signature in black ink, appearing to read "Keoni Wilhem".

Keoni Wilhem
H.P. Baldwin High School Principal



March 26, 2021

Mr. Lui Hokoana
Chancellor
University of Hawai'i Maui College
310 Ka'ahumanu Ave.
Kahului, HI 96732

RE: Letter of Support – Executive Chef Tylun Pang

PO Box 148, Kula, HI 96790
mauicountyfarmbureau.org

Executive Director
Warren K. Watanabe

Board of Directors:

President
Kyle Caires

Vice President
Joshua Shyloh Stafford-Jones

Secretary
Heidi Watanabe

Treasurer
Tim Stevens

Directors:

Rodrigo Balala

Brendan Balthazar

James "Kimo" Falconer

Mario Gaggero

Teena Rasmussen

Carver Wilson

On behalf of Maui County Farm Bureau, I am pleased to voice my support of University of Hawai'i Maui College conferring an Honorary Doctorate degree to Executive Chef Tylun Pang. Chef Pang has long been a leader in the farm-to-table movement in Hawai'i and a friend of agriculture in Maui County—in fact, I would call him one of the most important friends we have!

In the last 30 years in the culinary industry here on Maui, Chef Pang has always given freely of himself: his culinary knowledge, his time, his support and his kindness. He understands the challenges that Maui farmers and ranchers face in getting our products to market, so he does everything he can from a chef's standpoint to help out.

As executive chef at The Fairmont Kea Lani, Maui, he was tasked in about 2010 with developing the concept for the resort's signature restaurant Kō. His priority? Sourcing locally. In 2012, Pang's farm-to-table values are reflected in Kō's Plantation menu, which sources more than 90% local fish, beef and produce. The resulting innovative cuisine highlights local food traditions and has garnered multiple awards over the years—most recently, the 2020 Maui 'Aipono Awards for Best Hawai'i Regional Cuisine and Best Local Flavor. This notoriety continuously shines the spotlight on the importance of sustainable Maui agriculture.

In 2012, Chef Pang wrote a cookbook called "What Maui Likes to Eat" that showcased many farmers and ranchers on the island. He donated all the profits to Maui Culinary Academy, selflessly putting his talents to work to service both community groups with one project.

It was also in 2012 that the Maui County Farm Bureau partnered with **Maui No Ka 'O'i** Magazine to officially recognize Chef Pang as the year's "Friend of Agriculture". Over the years, he has pitched in to help MCFB on many different programs, including Maui AgFest & 4-H Livestock Fair and as a founding member of Localicious Maui, a dining initiative that raised money for a grant program called Growing Future Farmers. Pang rallied other chefs to work with him to grow Maui's next generation farmers and ranchers. This was another example of Pang's commitment to mentor and support a stronger community on Maui. In his everyday work, Chef Pang has always been supportive of MCFB's work connecting people to eating Grown on Maui produce and proteins. One of the top local buyers for Maui Cattle Company beef products, Chef Pang frequently enters the Maui Fair Chili Cook-Off using his favorite MCC ground beef.

Chef Pang has been a consistent participant (and multiple winner of “Best Dish”!) in MCFB’s Grand Taste at AgFest, representing The Fairmont Kea Lani, Maui. Most recently he and The Fairmont Kea Lani have sponsored breakfast (food, buffet and service) for MCFB’s annual “Maui Legacy Farmers Pancake Breakfast,” which is presented to honor men and women who have made lifetime contributions to improving and preserving Maui agriculture. He has also worked directly with MCFB on the American Heart Association, Go Red for Women campaign, with The Fairmont Kea Lani serving as host location for the annual luncheon.

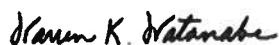
Always looking ahead, Chef Pang is a tireless advocate for recruiting and training the next generation of both chefs and farmers. Young chefs in his tutelage are quickly shown the importance of farm-to-table thinking, and many go on to reflect these values in their own culinary careers.

Chef Pang always says that sourcing locally and supporting Maui farmers, ranchers and fishermen is not only the right thing to do—it tastes better too!

Chef Pang also embodies all things *pono* (what’s correct or right). He embraces many Hawaiian values in his daily life and as a leader in the workplace and in our community. Among his many core values, *kōkua* (help), *laulima* (many hands working together), *ha‘aha‘a* (humility), *‘ohana* (family), and *aloha* (many meanings in Chef Pang’s case to give freely, a state of being respectful to others), are a few we admire. Chef Pang is someone you can count on to help and he works well with others. He strives for excellence and works with others through hardwork and humility. He treats everyone like family and sees our community as an extension of his family. As a true son of Hawai‘i, Chef Pang gives of himself, his time and his resources freely not expecting anything in return.

We at MCFB are pleased and proud to recommend Chef Pang for an Honorary Doctorate degree at UHMC. If you have any questions, or if I may share any further insight, please do not hesitate to contact me.

With aloha,



Warren K. Watanabe, Executive Director
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HAYNES
PUBLISHING
GROUP, INC.

January 4, 2022

Chancellor Lui Hokoana
University of Hawai'i Maui College

Dear Chancellor Hokoana;

I am writing in support of UH Maui College conferring an Honorary Doctorate in the Culinary Arts to chef Tylun Pang.

Over the last 40 years, chef Pang has been instrumental in advancing the culinary arts on Maui. He has demonstrated extraordinary career accomplishments as well as personal leadership in the education, mentoring and support of our students. He has earned numerous awards, including the first 'Aipono Chef of the Year, the 'Aipono Friend of Agriculture awarded in partnership with the Maui Farm Bureau, and the 'Aipono Lifetime Achievement Award, all of which were voted on by readers and bestowed upon chef Pang by *Maui Nō Ka 'Oi Magazine*.

Regardless of his renown, chef Pang has remained a "local boy" at heart. He embraces traditional Hawaiian values and looks forward with equanimity and dedication to our future generations. At Kō, the Fairmont Kea Lani's signature restaurant, chef Pang has elevated the art of plantation-style cooking to award-winning status. His dishes please the palate while also telling the stories of Hawai'i and celebrating our varied traditions and culture — a combination which has earned his food the designation of "Best Hawai'i Regional Cuisine" for 20 years running.

Chef Pang also has been instrumental in supporting small agriculture on Maui, promoting locally grown products and encouraging the careers of farmers and students alike. His cookbook is a mainstay of Hawaiian cuisine, and all the proceeds it has earned since its publication in 2012 have gone to fund scholarships for Maui's culinary students.

Chef Pang exemplifies aloha in all he does, giving selflessly of himself and his time, and embracing all things *pono* in his everyday actions. Confering this honorary degree would appropriately recognize chef Pang and bestow upon him the honor he so deserves for his contributions to our community here on Maui and the *āina* at large.

Respectfully yours,

Diane Woodburn
Publisher
Maui Nō Ka 'Oi Magazine

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NŌ KA 'ŌI

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UNIVERSITY
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MĀNOA

UNIVERSITY OF HAWAII
BOARD OF REGENTS

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22 FEB 11 A8:40

January 12, 2022

MEMORANDUM

TO: Randolph G. Moore
Chair, University of Hawai'i Board of Regents

VIA: David Lassner *David Lassner*
President, University of Hawai'i

VIA: Michael Bruno *Michael Bruno*
Provost, University of Hawai'i at Mānoa

VIA: Laura Lyons *Laura Lyons*
Interim Vice Provost for Academic Excellence

FROM: Clementina D. Ceria-Ulep *Clementina D. Ceria-Ulep*
Interim Dean, Nancy Atmospera-Walch School of Nursing

SUBJECT: Request for Exception to the Regents Policy RP 5.219, Emeritus/Emerita Title,
for Mary Boland, Nancy Atmospera-Walch School of Nursing, University of
Hawai'i at Mānoa

SPECIFIC ACTION REQUESTED:

We respectfully request that the Board of Regents approve an exception to Regents Policy RP 5.219 for retired Dean and Professor Mary Boland, Nancy Atmospera-Walch School of Nursing, University of Hawai'i at Mānoa, to be awarded the title of Dean emerita.

RECOMMENDED EFFECTIVE DATE:

The recommended effective date is upon approval by the Board of Regents.

ADDITIONAL COST:

There are no additional costs associated with this request.

PURPOSE:

The purpose of this exception request is to seek approval of emerita status as Dean for retired Dean Mary Boland in recognition of her contributions to the Nancy Atmospera-Walch School of Nursing (NAWSON) and for her continued dedication to the University of Hawai'i at Mānoa.

BACKGROUND:

Board of Regents Policy RP 5.219, Emeritus/Emerita Title, governs the awarding of the emeritus title and further explains that the title is an honor bestowed upon retiring faculty in recognition of dedicated and honorable academic service rendered to the University, and to vice presidents and chancellors who have made exceptional contributions to the university and who are recognized as distinguished leaders in their field. Service to the University of five or more years in the rank of full professor or the position is required. Section IV. B., notes additionally that the President may recommend to the Board for consideration, individuals deserving of honor with designations that do not meet the stated criteria, such as Dean emerita and those at full professor who do not meet the five years of service in the rank of professor.

Dr. Mary Boland was appointed as Dean of the School of Nursing and Dental Hygiene, now the Nancy Atmospera-Walch School of Nursing (NAWSON), on August 22, 2005. She was tenured as full professor on January 11, 2007 while currently serving in her Dean role. Dean Boland retired on November 1, 2021 with 16 years of honorable service to the University of Hawai'i with the entirety of her service in an executive/managerial (E/M) position classification. Thus, while she has held the academic rank of professor for nearly 15 years, none of this time was served in Bargaining Unit 07 (BU07). Due to her significant accomplishments, sustained contributions and ongoing commitment to the University, Dr. Boland deserves recognition as Dean emerita.

Dr. Boland's contributions include outstanding achievements in education, innovation, research/scholarship, community service and academic administration. Dr. Boland is the longest-serving dean of the School and has led NAWSON to become a lever for local and global social change. She is credited with building academic partnerships for education, research and service while transforming nursing education to meet the needs of the community. Her efforts led to statewide nursing education initiatives from the baccalaureate through doctoral levels; development of a statewide partnership for a simulation center available to statewide practice settings; and spearheaded the inter-professional initiatives with the Council of Health Sciences (medicine, nursing, social work, pharmacy, public health).

Dr. Boland is highly respected across the state and has provided a voice for Hawai'i on a national level while committed locally to mentor emerging leaders in our community. Through her advocacy with the legislature and leadership she assisted the Hawai'i State Center for Nursing activities that brought about legislative change to ensure safe, quality patient care that includes a continuing competency program for nurses, full-scope-of-practice authority for advanced practice registered nurses (APRNs), and a statewide tax credit for clinician volunteers (preceptors) that educate primary care nursing, medicine, and pharmacy students.

One of the most visual contributions of Dr. Boland's innovation and leadership is the funding, construction, and operation of the nationally accredited UH Translational Health Sciences Simulation Center (THSSC) at UH Mānoa Webster Hall. She spearheaded the collaborative visioning, fund raising and support from major healthcare community partners as well as grants and other funding sources. Since 2010, this 8,000 sq. ft. state-of-the-art Center has served as a shared community resource that educates teams of students across all the health disciplines. It provides a safe space for organizations to simulate updates to their procedures to improve patient safety.

Another major contribution is the Hawai'i Keiki: Healthy and Ready to Learn program (HK), a partnership between UH Mānoa and the Hawai'i Department of Education that was co-developed and co-led by Dr. Boland. In 2014, the program was born out of a DOE goal to improve academic success for keiki in the public schools through addressing unmet health needs in the school setting. Rather than using a school as a location to provide health services, HK nurse practitioners (APRN) and nurses (RN) are embedded in schools statewide working with students, teachers, and parents to address the needs they identify in their school. Undergraduate and graduate students have learning experiences to identify health priorities and challenges, develop clinical assessment skills, conduct population health projects, and conduct evidence-based programs. The HK program is recognized by the state as an innovative practice model addressing the impacts of social determinants of health on educational access and health.

Through Dr. Boland's leadership and successful development efforts, a transformational gift from nursing alumna, Dr. Nancy Atmospera-Walch, was bestowed to the University of Hawai'i for the benefit of the school of nursing that will have an enduring impact on the quality of nursing education, service, student opportunities, and scholarship at the school and for the state of Hawai'i. Specifically, the endowments will support areas of school health, nursing workforce needs, advanced population health nursing, and scholarships for nursing undergraduate and graduate students. Overall during Dean Boland's tenure, the school added five endowed professorships that reflect NAWSON's areas of excellence and innovation, and 10 endowed nursing scholarships to support students including the Damsker, Helene Fuld Health Trust, and the Dr. & Mrs. Lawrence K.W. (BoHing Chan) Tseu Endowed Scholarships in Nursing. The NAWSON endowment is the largest gift ever to the school.

Dr. Boland's personal research program is health care delivery focusing on vulnerable families and reducing health disparities, in the context of chronic illness, particular in the area of HIV/AIDS. Dr. Boland has published extensively on the development of multidisciplinary community-based care systems that serve families and children with HIV infection. Her prior research and grant funding allowed her to effectively build nursing research capacity at NAWSON and to establish research partnerships with The Queen's Medical Center and the Pacific Regional Medical Command, and develop approaches for educational and practice initiatives including the Hawai'i Keiki Program. Her most recent publications during her tenure at UH have focused on academic-practice partnerships and removing barriers to nursing practice. As Principal Investigator, Dr. Boland's funded contracts, grants and research during her tenure at UHM totals \$20 million. She was also co-investigator of a \$1.5 million research grant funded by the National Institutes of Health, National Institute of Nursing Research.

In addition, during her Deanship and supported by her leadership:

- Led three nursing and two dental hygiene successful national accreditations, expanded research and partnerships, and improved access to education and care.
- Introduced the Graduate Entry to Nursing Program (GEPN) followed by the Doctor of Nursing Practice (DNP) degree. Since launching, these programs rose to and maintain national rankings and continue to attract students from all over the world.
- Development of the expanded function dental hygienist certificate program to address oral health needs of young children.
- Growth of the Hawaii State Center for Nursing, which serves as a collaborative partner in developing a quality health care workforce for Hawaii.

- Advancement of school strategic plans that promoted the UH commitment to diversity, equity, inclusion, and cultural values by developing a spirit of faculty collaboration, building a professional staff, and engaging with employers, alumni, and community organizations.
- With the support of the IKE AO PONO program and faculty, the school expanded the enrollment and graduation of Native Hawaiian students and those from indigenous and underrepresented populations. These alumni have moved on to provide culturally responsive care to the diverse Hawaii population, completed doctoral degrees, and joined the School as faculty members.
- Contributed to the state and UH System in planning the COVID-19 response during the first one and half years of the pandemic delaying her initial plans of retirement
- Created tremendous opportunities for students at undergraduate and graduate levels, giving students as enriching experiences as they could get through new academic programs, simulation, support services, and community-based experiences.

These remarkable efforts are a hallmark of Dean Boland's legacy that have placed the school at the forefront of nursing in the state and among the nation's highly ranked nursing programs. As Interim Dean, I strongly recommend Dr. Boland for emerita status as Dean. A majority vote of Department of Nursing faculty conducted from December 6-8, 2021 also resulted in a recommendation to award the emerita title to Dr. Boland.

In an emerita role, Dr. Boland will continue to contribute to the nursing discipline at NAWSON and the University including facilitating linkages to support fundraising and partnerships; providing guest lectures; potential service on DNP committees; providing expertise and advice in inter-professional education and practice school health nursing; and promoting the overall academic reputation of the university through her past accomplishments and scholarly work.

ACTION RECOMMENDED:

It is recommended that the Board of Regents approve an exception to Regents Policy RP 5.219 for retired Dean and Professor Mary Boland, Nancy Atmospera-Walch School of Nursing, University of Hawai'i at Mānoa, to be awarded the title of Dean emerita.

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

Attachments:

1. Dr. Mary Boland's Curriculum Vitae
2. Request for President's Confirmation of Emeritus/Emerita Awards Spreadsheet

Mary G. Boland, DrPH, FAAN

mgboland@hawaii.edu

EDUCATION

- DrPH Mailman School of Public Health, Columbia University, New York, NY. 2000
Major: Public Health
- Certificate Seton Hall University, South Orange, NJ. 1978
Major: Pediatric Nurse Practitioner
- MS Seton Hall University, South Orange, NJ. 1978
Major: Nursing Care of Children
- BS University of Pennsylvania, Philadelphia, PA. 1975
Major: Nursing

GRADUATE AND POST-GRADUATE TRAINING

- 2013 Leadership Program
AACN-Wharton Executive Leadership Program for Nursing
Wharton School, University of Pennsylvania; Philadelphia, PA
- 2007 Leadership Program
Leadership for Academic Nursing Program
American Association of Colleges of Nursing; Washington, DC
- 1997 Executive Program
Management Development for Executives Program
Wharton School, University of Pennsylvania; Philadelphia, PA

ACADEMIC APPOINTMENTS

- 2005-2021 *Dean and Professor*
University of Hawai'i at Mānoa
Nancy Atmospera-Walch School of Nursing (formerly known as School of Nursing & Dental Hygiene); Honolulu, HI
- 2005-2021 *Professor*
Nancy Atmospera-Walch School of Nursing (formerly known as School of Nursing & Dental Hygiene); Honolulu, HI
- 2003-2005 *Associate Dean for Community Programs*
Rutgers College of Nursing (formerly known as School of Nursing, The University of Medicine & Dentistry of New Jersey); Newark, NJ

- 1997-2005 ***Co-Founder and Director, François-Xavier Bagnoud Center***
Rutgers College of Nursing (formerly known as School of Nursing, The University of Medicine & Dentistry of New Jersey); Newark, NJ
- 1996-2005 ***François-Xavier Bagnoud Endowed Professor of Community Nursing***
Rutgers College of Nursing (formerly known as School of Nursing, The University of Medicine & Dentistry of New Jersey); Newark, NJ
- 1995-1996 ***Professor of Pediatric Nursing (with tenure)***
Rutgers College of Nursing (formerly known as School of Nursing, The University of Medicine & Dentistry of New Jersey); Newark, NJ
- 1989-2005 ***Associate Professor in Pediatrics***
Rutgers New Jersey Medical School (formerly known as The University of Medicine & Dentistry of New Jersey); Newark, NJ
- 1979-1981 **Fairleigh Dickinson University**
 Department of Nursing; Teaneck, NJ
Instructor

LICENSURE

2005 – 2023 Hawaii RN-57567

TEACHING

COURSES TAUGHT – University of Hawaii

Term	Course # & Title	Credits	Enrollment
Fall 2017	NURS 776: DNP Project	1	1
Summer 2017	NURS 776: DNP Project	1	1
Spring 2017	NURS 776: DNP Project	1	2
Fall 2016	NURS 776: DNP Project	1	2
Summer 2016	NURS 776: DNP Project	1	2
Spring 2016	NURS 776: DNP Project	1	2
Fall 2015	NURS 699: Directed Study or Research	1	2
Fall 2015	NURS 776: DNP Scholarly Inquiry Project	1	2
Summer 2015	NURS 776: DNP Scholarly Inquiry Project	1	1
Spring 2015	NURS 776: DNP Scholarly Inquiry Project	1	2
Fall 2014	NURS 776: DNP Scholarly Inquiry Project	1	3

Summer 2014	NURS 776: DNP Capstone	1	2
Spring 2014	NURS 776: DNP Capstone	1	1
Fall 2013	NURS 776: DNP Capstone	1	1

STUDENT SCHOLARLY COMMITTEES

DNP PROJECT COMMITTEES

School of Nursing & Dental Hygiene DNP Project Committee

Name	Dissertation Title	Role	Status
Dukes, Ivrys	Increasing Patient Satisfaction Scores on the Pain Management Section of the Hospital Consumer Assessment of Healthcare, Providers, and Systems Survey	Chair	Graduated
Friedman, Brendon	The Sustainable School Health Initiative	Chair	Graduated
McKale, Brigitte	Reduce Hospital Readmissions	Chair	Graduated
Torres, Audrey	Capturing Functional Independence Measure (FIM) Ratings	Chair	Graduated

RESEARCH & SCHOLARLY ENDEAVORS

PUBLICATIONS

Books

Boland, M., Epstein, S., & Taylor, A. (1994). In *Building Quality: Indicators for Family-Centered Care in HIV Health Services for Children, Youth and Families*. Newark, NJ, US: The National Pediatric and Family HIV Resource Center.

Book Chapters

Boland, M., & Storm, D. (2009). Children and HIV Prevention and Management. In *Person with HIV/AIDS: Nursing Perspectives, 4th Edition*. New York, NY, US: Springer Publishing Co.

Czarniecki, L., & Boland, M. (1999). The Child with HIV/AIDS. In *Pediatric Rehabilitation Nursing* (pp. 440–451). Philadelphia, PA, US: W.B. Saunders Co.

Boland, M., Oleske, J., & Rothpletz-Puglia, P. (1998). HIV Infection in Infants and Children. In *HIV/AIDS A Guide to Primary Care Management*. Orlando, FL, US: W.B. Saunders.

Boyd-Franklin, N., & Boland, M. (1995). A Multisystems Approach to Service Delivery for HIV/AIDS Families. In *Children, Families, and HIV/AIDS--Psychosocial and Therapeutic Issues* (pp. 199–215). New York, NY, US: Guilford Publications, Inc.

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- Boland, M., & Conviser, R. (1991). The Child with HIV Infection. In *HIV/AIDS A Guide to Nursing Care, 2nd Edition* (pp. 199–238). Philadelphia, PA, US: W.B. Saunders.
- Boland, M. (1991). The Child with HIV Infection. In *The Person with AIDS: Nursing Perspectives* (pp. 316–347). New York, NY, US: Springer Publishing Co.
- Boland, M. (1990). Supporting Families Caring for Children with HIV Infection. In *Courage to Care Responding to the Crisis of Children with AIDS*. Washington, DC, US: Child Welfare League of America.
- Boland, M. (1989). Pediatric AIDS and the Hospice Philosophy in Practice at an Inner City Hospital. In *Perspectives on the AIDS Crisis: Thanatologic Aspects* (pp. 54–63). New York, NY, US: Thanatologic Aspect.
- Boland, M., Rudolph, P., & Evans, P. (1989). Special Issues in the Care of the Child with HIV Infection/AIDS. In *Pediatric Hospice Care: What Helps* (pp. 116–144). Los Angeles, CA, US: Los Angeles Children's Hospital.
- Boland, M. (1988). Practical Aspects of Caring for Children with AIDS. In *AIDS In Children, Adolescents, & Heterosexual Adults, An Interdisciplinary Approach to Prevention* (pp. 282–285). New York, NY, US: Elsevier.
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- Davis, K. F., Loos, J., & Boland, M. G. (2021). Five Years and Moving Forward: A Successful Joint Academic-Practice Public Partnership to Improve the Health of Hawaii's Schoolchildren. *Journal of School Health, 91*(7), 584–591. <https://doi.org/https://doi.org/10.1111/josh.13034>
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- Nigg, C. R., Qureshi, K., Inouye, J., Sy, A., Sullivan, K., & Boland, M. (2012). Evaluation of an emerging research center: Lessons learned. *International Journal of Research in Nursing*, 3(1), 1–7.
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- Boland, M. (1983). Mobile health services in an urban community. *Pediatric Nursing*, (July/August), 1264–1266.***
- Allbritten, D., Boland, M., Hubert, P., & Kiernan, B. (1982). Peer review: a practical guide. *Pediatric Nursing*, (January/February), 31–33.

Articles in Other Publications (* Invited, ^International)

Conference Proceeding

- Boland, M. (1998). Developing programs for addressing family and community issues. In *Conference on Global Strategies for the Prevention of HIV transmission from mothers to infants* (pp. 172–174).
- Boland, M. (1994). The spectrum of HIV/AIDS in children: Perspective of a care provider. In *HIV/AIDS Nursing Care Summit Proceedings* (pp. 162–166). Washington, DC, U.S.

Magazine/Trade Publication

- Boland, M. (1994). From the front line. *Children's Hospitals Today*, 28. Published.

Newsletter

Boland, M. (1983). Pediatric asthma: improving the quality of emergency room care. *Allergy Nurses Network*.

Other

Boland, M. (1996). Perinatally Transmitted HIV Infection. In *Nursing Clinics of North America*. Philadelphia, PA, US: W.B. Saunders Co.^

Boyd-Franklin, N., Steiner, G., & Boland, M. (1995). In *Children, Families, and HIV/AIDS--Psychosocial and Therapeutic Issues*. New York, NY, US: Guilford Publications Inc.

Miramontes, H., Boland, M., & Corless, I. (1988). Nursing and the human immunodeficiency virus: a guide for nursing's response to AIDS. In *Task force to develop guidelines for the care of people with AIDS*. American Nurses Association.

Boland, M. (1987). Management of the child with HIV infection: implications for service delivery. In *Report of the Surgeon General's Workshop on Children with HIV Infection and their Families* (pp. 41–43). U.S. Surgeon General.

PRESENTATIONS GIVEN (*Invited, **Peer Reviewed, ^International)

Keynote/Plenary Address

Boland, M., "Ho'omau Persistence Perseverance and Resilience in Nursing," Hawaii Chapter, American Nurses Association; Honolulu, HI (2021).*

Boland, M., Resilience During Pandemics, American Association of Nurse Leaders Hawaii," Honolulu, HI. (2021).*

Boland, M., 2015 Annual Veterans Conference, "Veterans to Nurses," University of Hawaii at Manoa, Honolulu, HI, United States. (2015).*

Boland, M., Gamma Psi Chapter Sigma Theta Tau International, "The Power of Quiet Leadership," Sigma Theta Tau International, Honolulu, HI, United States. (2012).*

Boland, M., Moving Nursing Towards Evidence-Based Practice: First Asia Pacific Conference on Nursing Research, "Building Capacity for Nursing Research Through Regional Linkages," Manila, Philippines. (2008).*

Boland, M., Carousel of Care 2007: A Caregiver's Conference, "As We Age, Who Will Care for Us?" Hawai'i Community Caregiver Network, Kailua-Kona, HI, United States. (2007).*

Boland, M., A Rainbow of Health Care Strategies: Tools for Delivering Excellent Health Care, Filipino Nurses Organization of Hawai'i Conference, "Hawai'i Leads the Way: Global Trends Impacting Healthcare Delivery," Filipino Nurses Organization of Hawai'i, Honolulu, HI, United States. (2006).*

Lecture

Boland, M., Inaugural Class of Students in the Department of Nursing, Seitoku University, "Nursing Education, Then, Now & Tomorrow," Seitoku University, Tokyo, Japan. (2014).*

Oral

Boland, M., Hawaii Island Early Childhood Conference - Building Blocks to STEM: Hawaii Island Style, "Hawaii Keiki: Healthy and Ready to Learn," Hawaii Island Early Childhood Consortium, Kamuela, HI, United States. (2016).*

Boland, M., PNAAC Convention, "Future of Nursing: Leading Change and Advancing Health," Philippine Nurses Association of America, Inc., Honolulu, HI, United States. (2015).*

Boland, M., He Huliau: Building Diversity and Capacity in the Healthcare Workforce: An Integrated Community-Based Approach, "Community Collaborative Resources," John A. Burns School of Medicine Department of Native Hawaiian Health, Center for Native and Pacific Health Disparities Research, and Native Hawaiian Center of Excellence, University of Hawaii at Manoa, Honolulu, HI, United States. (2011).*

Boland, M., 2009 Annual Membership Conference, "Oncology Care: MD and Nurse Practitioner," Hawai'i Society of Clinical Oncology, Honolulu, HI, United States. (2009).*

Oral Panel

Boland, M., 2018 Department of Education, Education Leadership Institute, "Hawaii Keiki," Hawaii Department of Education, Honolulu, HI, United States. (2018).*

Hedges, J., Braun, K., Boland, M., Benham, M., Mokuau, N., 5th Cross-Cultural Health Care Conference, "Updates and Challenges to Interdisciplinary Collaborations in Culture/Diversity at UH," UH John A. Burns School of Medicine, Honolulu, HI, United States. (2017).*

Boland, M., Matayoshi, K., Mohr-Peterson, J., Wong-Tomiyasu, D., Hawaii Public Health Conference, "Hawaii Keiki: Healthy & Ready to Learn - Health, School Attendance & Learning," Honolulu, HI, United States. (2016).*

Benham, M., Boland, M., Braun, K., Hedges, J., Mokuau, N., Cross-Cultural Health Care Conference, "College of Health Sciences and Social Welfare: Working Together for Cross Cultural Health Care," UH John A. Burns School of Medicine, Honolulu, HI, United States. (2015).*

Boland, M., Health Care Summit on Access to Healthcare in Hawai'i, "Nursing Workforce and Access to Care," Faith Action for Community Equity, Honolulu, HI, United States. (2008).*

Boland, M., LeVasseur, S., Wakatsuki, J., Courage to Care: Hawai'i Chapter of the Healthcare Financial Management Association's 2007 Annual Conference, "Nursing Workforce and Quality of Care," Hawai'i Chapter of the Healthcare Financial Management Association, Honolulu, HI, United States. (2007).*

Boland, M., Education and Practice Summit, Hawai'i State Center for Nursing,, "Nursing Education," Hawaii State Center for Nursing, Honolulu, HI, United States. (2006).*

Other

Woods-Francis, B., Romaguera, R., Fleming, W.O., Goldman, T.M, Podhurst, L.S., Learner-Weiss, N., Boland, M., XIV International AIDS Conference, "Availability of Pediatric HIV Care and Treatment Services in Selected Sub-Saharan African Countries," Barcelona, Spain. (2002).

Boland, M., Burr, C.K., Oleske, J.M., Podhurst, L.S., Lerner-Weiss, N., Woods-Francis, B., Goldman, T.M., XIV International AIDS Conference, "Pediatric HIV Treatment Guidelines for Low Resource Settings," Barcelona, Spain. (2002).

Colabelli, N., Boland, M., Barrett, T., Davison, D., D'Orlando, D., Storm, D., Oleske, J., XIII International AIDS Conference, "Managing Infants at Risk of HIV in a Border Baby Unit," Durban, South Africa. (2000).

Paper

Gross, E., Burr, C., Lewis, S., Boland, M., Ryan White CARE Act All-Title National Meeting, "Medication Adherence in Pediatric HIV: A Provider Survey of Difficulties & Strategies," Washington, DC, United States. (2000).

Podium

- Boland, M., *Joining Hands: Facing Tomorrow Together -14th Biennial Conference of the Hawai'i Pacific Gerontological Society, "As We Age, Who Will Care for Us?," Hawai'i Pacific Gerontological Society, Honolulu, HI, United States. (2006).**
- Storm, D.S., Boland, M., Howland, L.C., 16th Annual Conference of the Association of Nurses in AIDS Care, "A Model of Quality of Life in Pediatric HIV infection: Implications for Research and Practice," Association of Nurses in AIDS Care, New York, NY, United States. (2003).
- Howland, L., Storm, D., Boland, M., 15th Annual Scientific Sessions of the Eastern Nursing Research Society, "Sociodemographic and Stress-related Factors Associated with Quality of Life in Children with Human Immunodeficiency Type-1 Infection," Eastern Nursing Research Society, Atlanta, GA, United States. (2003).

Poster

- Podhurst, L., Allread, V., Mayo, C., Sint, T., Shaffer, N., Corry, M., Storm, D., Boland, M., The President's Emergency Plan for AIDS Relief, the 2006 HIV/AIDS Implementers' Annual Meeting, "Preparing Resource-Constrained Countries for the Process of Adaptation of the Prevent of Mother-to-Child HIV Transmission (PMTCT) Generic Training Package (GTP)," Durban, South Africa. (2006).
- Storm, D., Skurnick, J., He, Y., Boland, M., Howland, L., Oleske, J., Proceedings of the 16th Annual Scientific Sessions of the Eastern Nursing Research Society, "Age, Symptom Assessment and Reporting in Children and Youth with HIV Infection," Eastern Nursing Research Society, Quincy, MA, United States. (2004).
- Boland, M., Storm, D., American Public Health Association Annual Meeting, "Antiretroviral Therapy and Quality of Life in Children with Perinatally Acquired HIV Infection," American Public Health Association, Atlanta, GA, United States. (2001).

CONTRACTS, GRANTS, AND SPONSORED RESEARCH

FUNDED ENDEAVORS

Contracts

Hawaii Keiki: Healthy & Ready to Learn

Sponsoring Agency: Hawaii Department of Education

Date: 2014 – 2021

Funding: approximately \$2,902,784. annually

Role on Project: PI

Project Objective: In partnership with the DOE, develop and coordinate an academic practice model for school based health services to improve student academic success by improving the access and quality of health services available to public school children

Veterans Administration Nursing Academy

Sponsoring Agency: US Department of Veterans Affairs, Pacific Islands Health Care System

Date: 2010 - 2013

Funding: \$1,617,930.

Role on Project: PI

Partnership to Promote the Efficiency and Effectiveness of the State of Hawai'i's Medicaid Program through Quality Assurance

Sponsoring Agency: Department of Human Services, State of Hawaii

Date: 2007 - 2008

Funding: \$293,442.

Role on Project: PI

Promoting the Efficiency and Effectiveness of the State of Hawai'i's Medicaid Program

Sponsoring Agency: Department of Human Services, State of Hawaii

Date: 2006 - 2007

Funding: \$172,630.

Role on Project: PI

Child Health Program

Sponsoring Agency: Department of Human Services, State of New Jersey

Date: 2001 - 2005

Funding: \$3,500,000.

Role on Project: PI

Grant Objective: Community pediatric nursing program to provide nursing management to clients of the Division of Youth and Family Services (DYFS). Contract funded annually.

Foundation Grants

Hawaii Keiki: Healthy and Ready to Learn

Sponsoring Agency: Rita & Alex Hillman Foundation

Date: 2016 - 2018

Funding: \$50,000.

Role on Project: PI

Grant Objective: Conduct formative review of the Hawaii Keiki program over its first three years including program activities and its outputs

Hawaii Keiki: Healthy and Ready to Learn for Castle/Kahuku Complex Area

Sponsoring Agency: Harold K. L. Castle Foundation

Date: 2016 - 2018

Funding: \$100,000.

Role on Project: PI

Grant Objective: Support better student achievement by strengthening school based health services in the Castle/Kahuku Complex Area on Oahu

Hawaii Keiki Project

Sponsoring Agency: Hawaii Community Foundation, 15HCF-76881

Date: 2015 - 2017

Funding: \$45,000.

Role on Project: PI

Grant Objective: Support school health nursing in DOE public schools including establishing greater alignment, integration, and collaboration between health and education sectors and developing a statewide model that maximizes resources for sustainability.

Hawaii Keiki: Healthy and Ready to Learn

Sponsoring Agency: Hawaii Medical Service Association Foundation
Date: 2015 - 2017
Funding: \$42,368.00
Role on Project: PI

Grant Objective: Acquire and implement a pilot of the School Health Office Anywhere system in ten public school Hawaii Keiki sites

Hawaii Keiki: Healthy and Ready to Learn for Castle/Kahuku Complex Area

Sponsoring Agency: Harold K. L. Castle Foundation
Date: 2015 - 2016
Funding: \$105,000.
Role on Project: PI

Grant Objective: Support better student achievement by strengthening school based health services in the Castle/Kahuku Complex Area on Oahu

Hawaii Keiki: Healthy and Ready to Learn

Sponsoring Agency: Kaiser Permanente Hawaii Region
Date: 2014 - 2016
Funding: \$50,000.
Role on Project: PI

Grant Objective: Educate, influence and build relationships with community, media, healthcare industry and decision makers about the value of school nursing services.

Pill Pals – A Program to Evaluate Treatment Adherence for Children Living with HIV Infection

Sponsoring Agency: Children Affected by AIDS Foundation
Date: 1989
Funding: \$25,000.
Role on Project: PI

Pill Pals – A Program to Facilitate Treatment Adherence for Children Living with HIV Infection

Sponsoring Agency: Prudential Foundation
Date: 1988
Funding: \$50,000.
Role on Project: PI

Research Grants

Center for 'Ohana Self-Management of Chronic Illnesses Hawai'i

Sponsoring Agency: National Institutes of Health, National Institute of Nursing Research
Date: 2007 - 2013
Funding: \$1,459,920.
Role on Project: Co-Investigator

Quality of Life in Children with HIV Infection

Sponsoring Agency: National Institute of Nursing Research, NIH
Date: 2001 - 2004
Funding: \$1,000,000.
Role on Project: Co-Investigator

Specialized Nursing Intervention for Drug-Exposed Infants

Sponsoring Agency: Healthcare Foundation of New Jersey

Date: 2002

Funding: \$85,000.

Role on Project: PI

Training Grants

Increasing Advanced Nursing Education and Practice in Hawai'i

Sponsoring Agency: Health Resources and Services Administration, DHHS

Date: 2010 - 2011

Funding: \$198,000.

Role on Project: PI

Dual MS/MBA for Nurse Administrators

Sponsoring Agency: Health Resources and Services Administration, DHHS

Date: 2009 - 2010

Funding: \$260,263.

Role on Project: PI

International Training Initiative for the Pediatric AIDS Clinical Trials Group (PACTG)

Sponsoring Agency: Social and Scientific Systems

Date: 2003 - 2005

Funding: \$600,000.

Role on Project: PI

University Technical Assistance Program. Global AIDS Program

Sponsoring Agency: Centers for Disease Control and Prevention

Date: 2002 - 2008

Funding: \$3,391,911.

François-Xavier Bagnoud International Training Program. International Training Project on Care of Children with HIV infection. (Funded annually)

Sponsoring Agency: Association François-Xavier Bagnoud, Geneva, Switzerland

Date: 1990 - 2003

Funding: \$120,000.

Role on Project: PI

National Pediatric and Family HIV Resource Center (annual funding ranged from \$500,000-\$1.5 Million)

Sponsoring Agency: Health Resources Services Administration, US Public Health Services

Date: 1989 - 2002

Funding: \$500,000.

Role on Project: PI

SERVICE

UH OPERATIONAL COMMITTEES AND PROJECTS

UH SERVICE

UH Mānoa Committees/Subcommittees/Task Forces

2020-2021	COVID-19 Working Group Co-lead
2017-2020	Budget Committee Member
2007-2021	Cancer Research Center of Hawai'i Internal Advisory Committee for the Minority Institution Partnership Program Member
2006-2021	Advisory Council of Hospital CEOs, John A. Burns School of Medicine Member
2005-2021	Mānoa Executive Team Member
2017	College of Engineering Dean Search Chair
2011-2013	Strategic Plan Implementation Committee Member
2009	Cancer Research Center of Hawai'i Director Search Member
2009	Prioritization and Budget/Prioritization Work Group Member
2008-2009	Vice Chancellor for Academic Affairs Search Chair
2007-2008	Vice Chancellor for Academic Affairs Search Member
2006-2007	School of Architecture Dean Search Chair
2006	John A. Burns School of Medicine Dean Search Member

UH System Committees/Subcommittees/Task Forces

2005-2021	Statewide Nursing Education Consortium Member
2014-2017	Council of Health Sciences Chair
2014	Executive Vice President for Academics Search Co-Chair

PROFESSIONAL ACTIVITIES

Committees & Task Forces

2007-2021	American Association of Colleges of Nursing Government Affairs Committee State Grassroots Liaison
2005-2019	Quality Expert Panel, American Academy of Nursing Member
2000-2005	Maternal Child Health Nursing Leadership Group, Health Resources Services Administration, Region II Member
1996-2005	Expert Panel on the Spectrum of HIV Infection, American Academy of Nursing Member
1989-2000	Health Advisory Board, Elizabeth Glaser Pediatric AIDS Foundation Member
1995-1998	Presidential AIDS Advisory Council, White House Member
1994-1997	AIDS Advisory Committee, Health Resources Services Administration, U. S. Public Health Service Chair
1994-1997	Board of Directors, AIDS Policy Center for Children, Youth and Families Member
1992-1994	Board of Directors, AIDS Action Council Member
1990-1993	AIDS Advisory Committee, Health Resources Services Administration, U.S. Public Health Service Member
1987-1989	Committee on Children with HIV Infection, National Association of Children's Hospitals and Related Institutions, Inc Member
1988	Task Force to Develop Guidelines for the Care of People with AIDS. American Nurses Association Member

Significant Endeavors

1998	World AIDS Campaign 1998, UNAIDS Member
1989	World Health Organization, Care of HIV Infected Children in the USSR Advisor

Government Consultations

2009	National Institute of Nursing Research. Scientific Consultant, National Institute of Nursing Research on Advancing Nursing Science through Comparative Effectiveness Research
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1989 National Institute of Mental Health on educating health care providers regarding neuropsychiatric aspects of pediatric AIDS.

Visiting Nurse Professor

1988 March of Dimes.

COMMUNITY & PUBLIC SERVICE

2017-2019 Hawaii Chamber of Commerce Health Workforce Sector Committee
Member

2014-2021 Hawaii Action Coalition (HAC)
Co-Lead

2010-2021 University Clinical, Education & Research Associates (UCERA) dba University Health Partners (UHP)
Board Member

2005-2021 Advisory Board, Hawai'i State Center for Nursing, State of Hawai'i
Ex Officio Member

2005-2021 Hawaii Medical Education Council, State of Hawai'i
Member

2014-2015 Hawaii Healthcare Project Steering Committee
Committee Member

2010-2013 Pacific Health Research and Education Institute
Board of Directors

2010-2012 Nursing Skills Committee, Hawai'i Healthcare Industry Skill Panel, Workforce Development Council, The Chamber of Commerce of Hawai'i, and Department of Labor and Industrial Relations
Committee Member

2008-2012 Hawaii Long-term Care Commission
Member

2010 Executive Women International Honolulu Chapter's Scholarship Program
Judge

2009-2010 Women's Center Health Advisory Group, The Queen's Medical Center
Member

2007-2010 Collaborative on Rural Mental Health Providers Taskforce
Member

2004-2005 Advisory Board, New Jersey Institute for Nursing
Member

1995-1997 Governor's AIDS Advisory Council, State of New Jersey
Member

1987-1995 New Jersey AIDS Fund Advisory Committee, Community Foundation of New Jersey.
Member

AWARDS/HONORS

Leadership

- 2017 Executive Award, Health Care Association of Hawaii.
- 2015 Finalist for Inaugural Healthcare Hero - Administrative Excellence, Pacific Business News.
- 2012 Hall of Honor, Seton Hall University College of Nursing.
- 2011 Duane D. Walker Award for Leadership, Hawaii Chapter of the American Organization of Nurse Executives.
- 1995 Fellow, American Academy of Nursing (FAAN), American Academy of Nursing.
- 1988 Certificate of Commendation for Leadership in the Care of Persons with AIDS, Assistant Secretary of Health, US.

Patient Care

- 1993 Finalist, University Excellence Award in the Patient Care Category, University of Medicine & Dentistry of New Jersey.

Scholarship/Research

- 2000 Research Recognition Award, Rutgers New Jersey Medical School (formerly known as The University of Medicine & Dentistry of New Jersey)
- 1998 Governor's Nursing Merit Award for Excellence in Research, New Jersey State Department of Health & Senior Services.

Service, Community

- 1991 New Jersey Pride Award for Outstanding Contribution to the State of New Jersey in the area of Health, New Jersey Monthly Magazine.
- 1989 Certificate of Commendation for Service to Individuals and Families with HIV and AIDS, Office of Human Development Services, Department of Health and Human Services.

Service, Professional

- 2008 Na Kuponon Award, Sigma Theta Tau Gamma Psi Chapter for Distinguished Excellence in the Profession.
- 2002 Diva for Outstanding Contribution to Nursing, New Jersey Institute for Nursing.
- 2001 Recognition for Women's History Month, Centenary College.
- 1996 President's Award, New Jersey State Nurses Association.
- 1994 Distinguished Service Award, American Association of Health Care Executives, New Jersey Chapter.
- 1991 State Award for Excellence, American Academy of Nurse Practitioners.
- 1990 Loretta C. Ford Award for Excellence as a Nurse Practitioner, University of Colorado.
- 1988 National AIDS Nursing Recognition Award, Nursing Transitions.
- 1988 Parent-Child Nurse of the Year, New Jersey State Nurses Association.

PROFESSIONAL MEMBERSHIPS

American Academy of Nursing

American Organization of Nurse Executives Hawaii

Sigma Theta Tau International Nursing Honor Society



Faculty Workload: Annual Report to UH Board of Regents

Pearl Iboshi, Director, Institutional Research, Analysis and Planning Office

Michael Bruno, Provost, UH Mānoa

Bonnie Irwin, Chancellor, UH Hilo

Maenette Benham, Chancellor, UH West O‘ahu

Erika Lacro, Vice President, UH Community Colleges

February 17, 2022



Overview

This report is the second annual report showing faculty workload by college/division/department for UH campuses.

The goal of the report is to:

- Improve our ability to generate timely and accurate reports of faculty workload.
- Create a mechanism to assist campus leadership to more easily track and manage faculty workload.
- Provide aggregated information annually to the Board.

Changes from last year's initial report and process

1. A new on-line form was created for input and to allow individual faculty to view their own data.
2. Data for non-instructional faculty are included.

Categories of workload for 4-year university campuses

Besides credit classes taught, five categories of workload are included:

- Research: Credit equivalencies for research as part of regular workload
- Service: Credit equivalencies for activities, outreach, student support, etc.
- Extension (for Agriculture only): Credit equivalencies for outreach as part of regular duties
- Administrative: Credit equivalencies for administrative duties that reduce teaching load
- Buyout: Credit equivalencies for which extramural funding is used to “buy out” part of teaching load

Categories of workload for community college campuses

CC faculty workload is recorded using TEs. Five categories of workload, aggregating 15 types of non-instructional TEs in Banner, are included:

- Research: Teaching equivalencies for research as part of regular workload
- Administrative: Teaching equivalencies for activities that reduce teaching load such as Admin assignment, College Committee Chair, Curriculum Committee, Curriculum or Program Development, Division/Department Chair, Faculty Senate Chair, Grant/Contract Admin, Grant/Contract Development, Institutional Service, Program Director/Coordinator
- Service: Teaching equivalencies for activities, outreach, student support, etc.
- Buyout: Teaching equivalencies for which extramural funding is used to “buy out” part of teaching load
- Professional Development: Teaching equivalencies provided when faculty are on sabbatical

Faculty workload report definitions

- Instructional Faculty are faculty members whose primary duties are instructional. They may perform a variety of teaching, research and service duties in support of the university's mission. Includes faculty classifications: C, I , J, and M.
- Non-Instructional Faculty are faculty members whose primary duties are non-instructional. They may perform a variety of research and service duties in support of the university's mission, but may also include instructional duties as part of their regular workload. Includes faculty classifications: A, B ,C , R and S. Job titles include but are not limited to: Extension Agents, Librarians, Coordinators, Counselors, Researchers, Specialists.
- The N/A category includes non-standard load faculty, typically those who have left their position, had at least one semester of sabbatical, or took leave resulting in reduced credit assignment. These faculty are included in the N/A category in the campus headcount, but are excluded from the Teaching Equivalency (TE) charts.
- Data provided in these slides are from Fall 2020 and Spring 2021 semesters.

Unit Faculty Workload Data

UH Mānoa Faculty Workload Policies

From UH Mānoa workload summary, July 2015

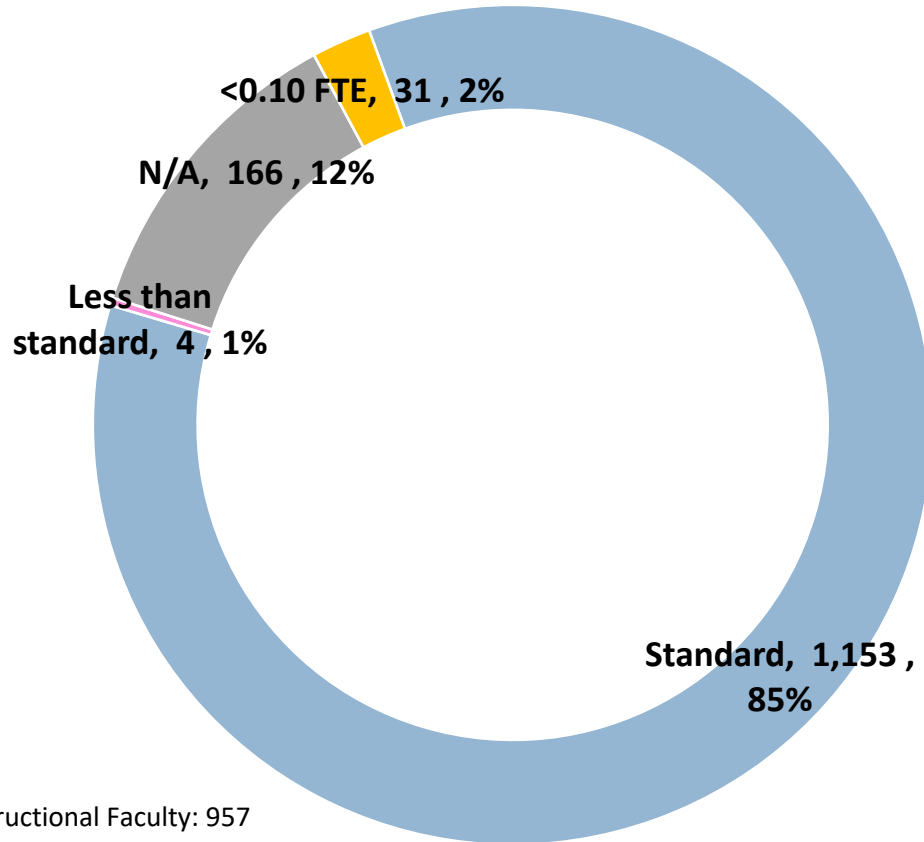
For tenure-track faculty, ranks I3 and above, workload is not solely fulfilled by teaching regular classes. In addition to classroom teaching, all tenured and tenure-track faculty are required to do significant research and professional/administrative service, as well as instructional activity that is not measured in credit hours. As a result, these faculty members seldom teach more than 18 credit hours per year (more than three 3-credit classes a semester).

Commonly, one-third to two-thirds of a faculty member's time will be spent on research, service, and instructional activities not measured by credit hours. So, for example, a faculty member might be teaching the equivalent of 15 credit hours per year and spending the equivalent of 9 credit hours per year fulfilling such other responsibilities.

[https://hawaii.edu/offices/bor/regular/materials/201507161000/Item VI.C.1. Progress Report on Faculty Workload and Teaching Equivalencies Policies and Procedures.pdf](https://hawaii.edu/offices/bor/regular/materials/201507161000/Item_VI.C.1_Progress_Report_on_Faculty_Workload_and_Teaching_Equivalencies_Policies_and_Procedures.pdf)

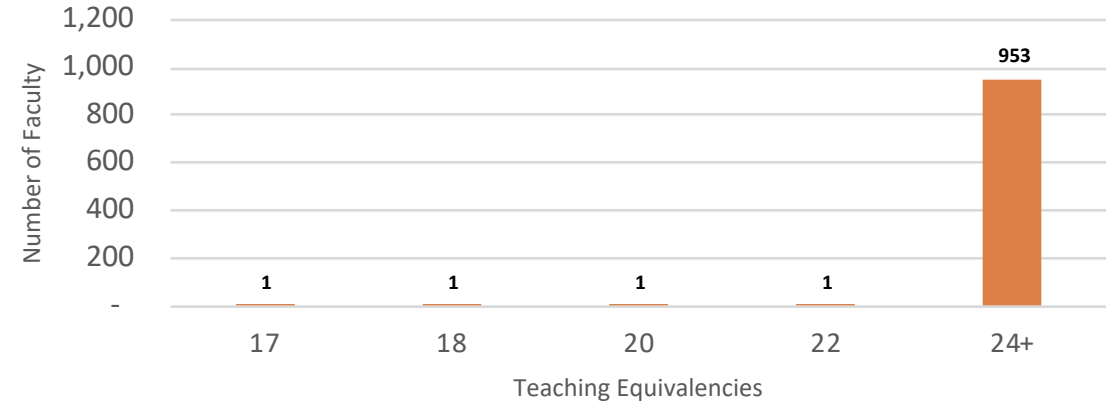
UH Mānoa Faculty Assignment - Instructional

UH Mānoa Instructional Faculty Load (Headcount)



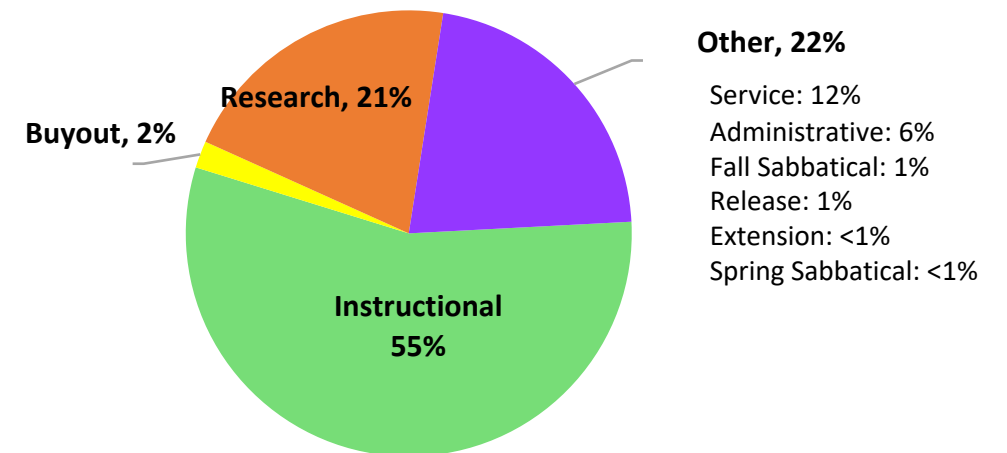
FT Instructional Faculty: 957
 PT Instructional Faculty: 200
 N/A Faculty: 166
 <= 0.10 FTE Faculty: 31
 Total Instructional Faculty: 1,354

UH Mānoa Full-time, Instructional Faculty Headcount by Total Workload (by Teaching Equivalencies)*



* Includes only Full-time Instr. faculty, except those in "N/A" category of campus headcount.

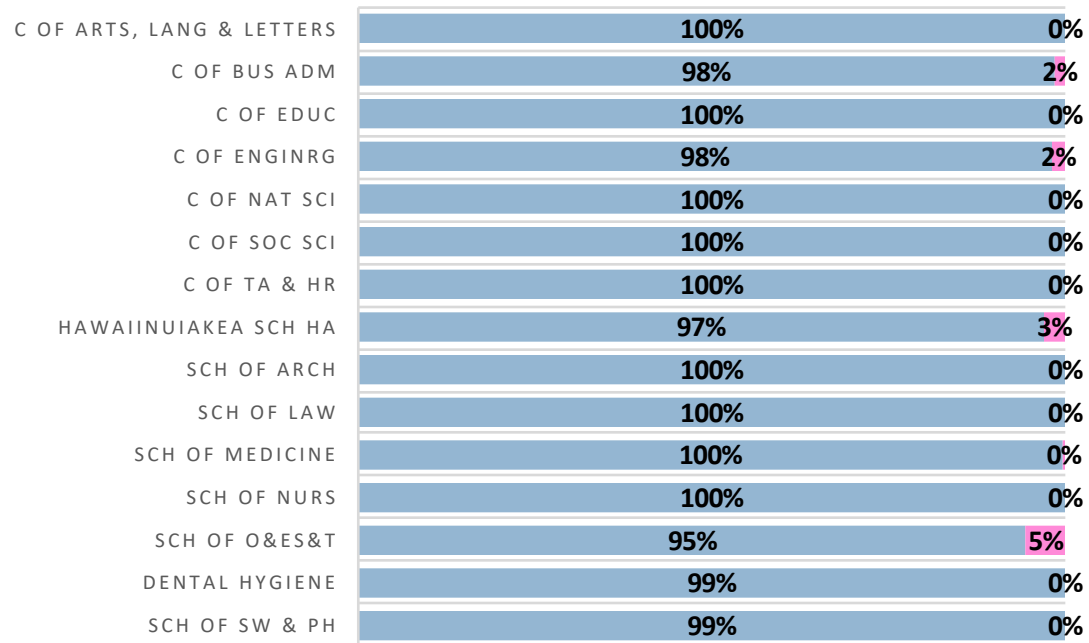
UH Mānoa Instructional Faculty Load by Type (by Teaching Equivalencies)**



** Excludes faculty in "N/A" and "<= 0.10 FTE" categories of the campus headcount.

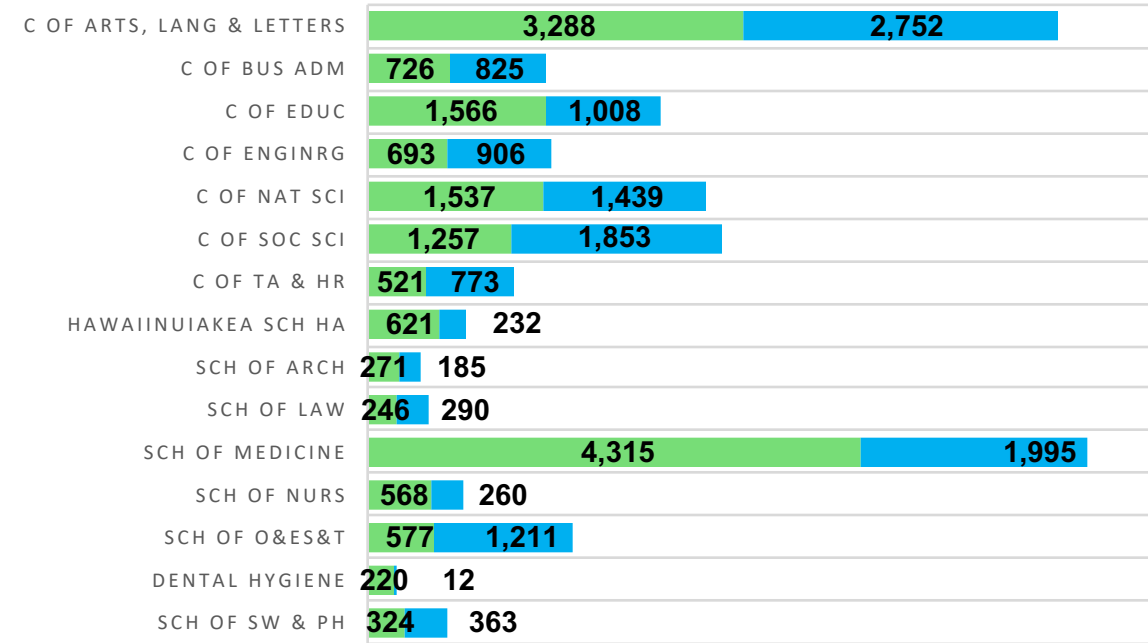
UH Mānoa Faculty Assignment – Instructional (2)

UH Mānoa Instructional Faculty Load by Colleges/Schools/ORUs (by Percent of Headcount)*



■ Standard ■ Less than standard

UH Mānoa Instructional Faculty Load by Colleges/Schools/ORUs & Type (by Teaching Equivalencies)*



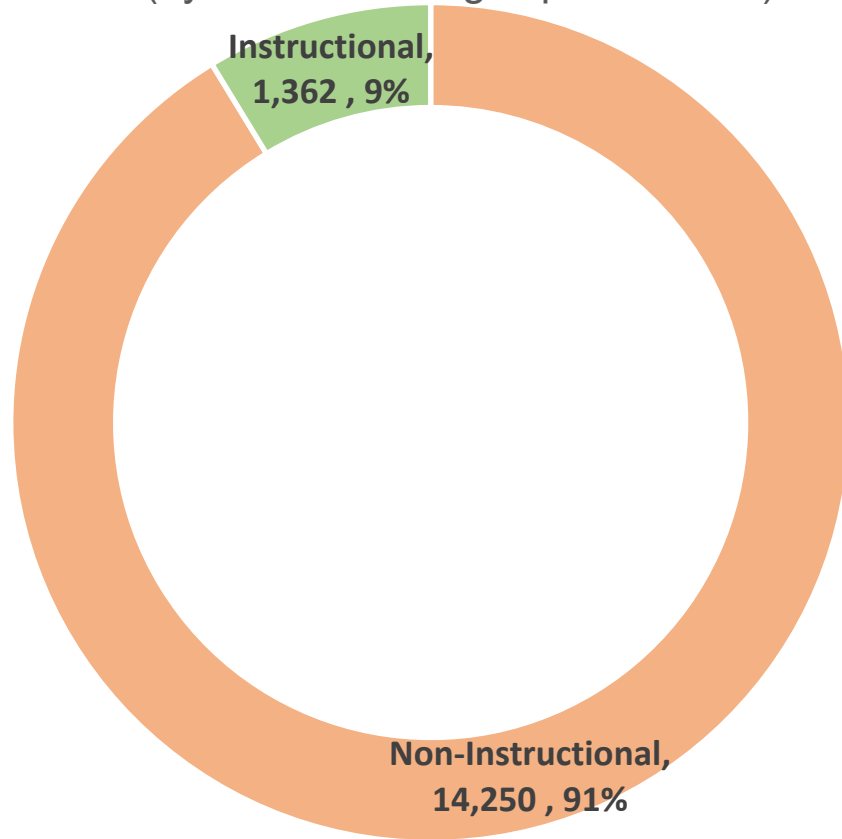
■ Instructional ■ Non-Instructional

* Excludes faculty in "N/A" and "<= 0.10 FTE" categories of the campus headcount.

UH Mānoa Faculty Assignment – Non-Instructional

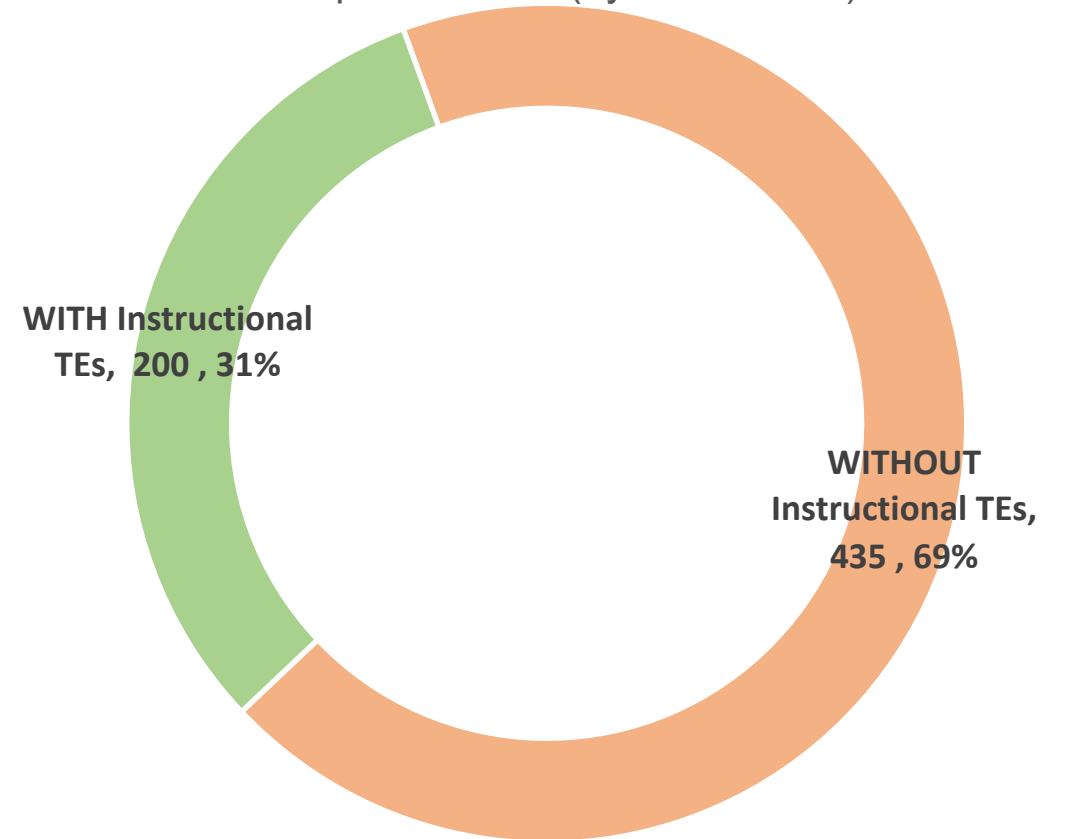
What percentage of non-instructional faculty teach?

UH Mānoa Distribution of Non-Instructional Faculty
(by Total Teaching Equivalencies)



■ Non-Instructional ■ Instructional

UH Mānoa Distribution of Non-Instructional Faculty with Teaching
Equivalencies (by Headcount)

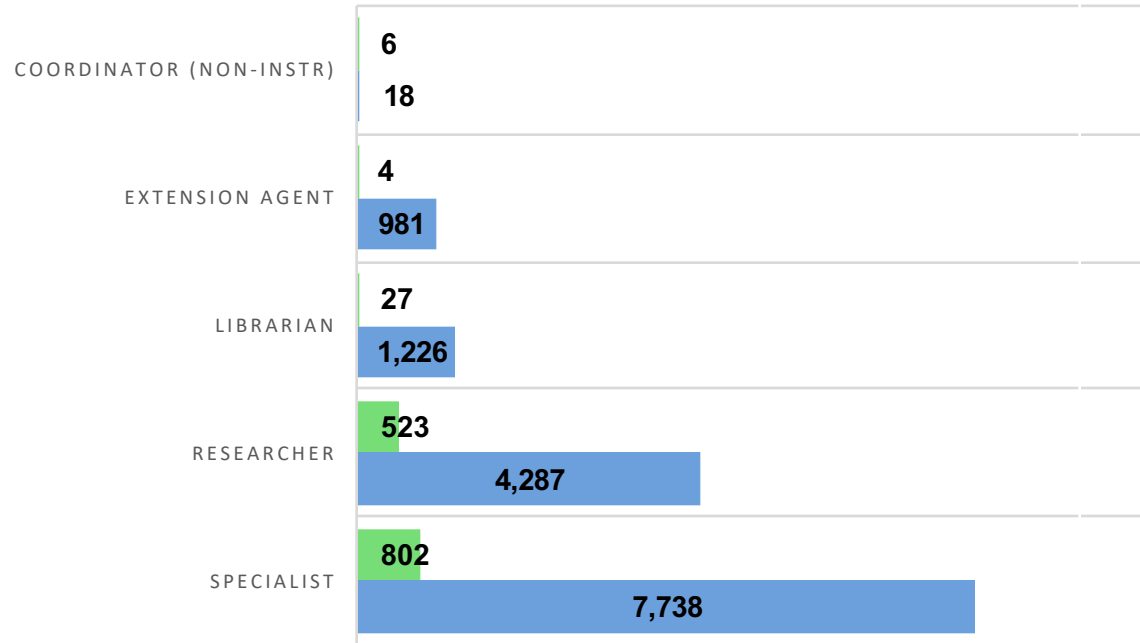


■ WITHOUT Instructional TEs ■ WITH Instructional TEs

UH Mānoa Faculty Assignment – Non-Instructional (2)

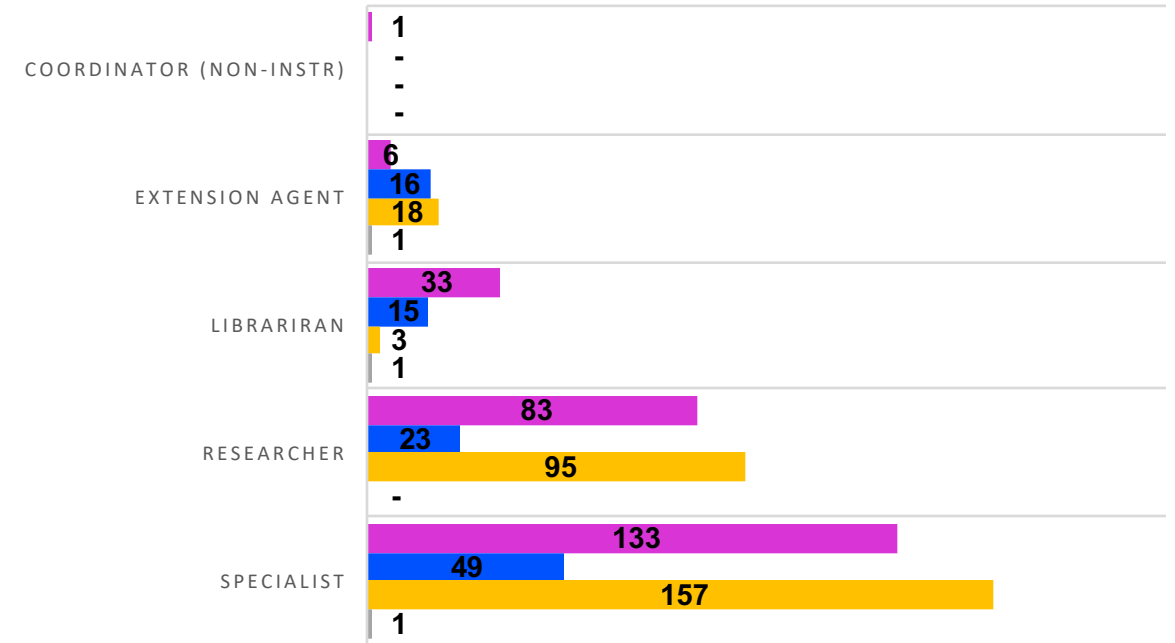
What are the types of non-instructional faculty and their tenure status?

UH Mānoa Non-Instructional Faculty Load by Job Type
(by Teaching Equivalencies)



■ Instructional ■ Non-Instructional

UH Mānoa Non-Instructional Faculty Load by Job Type
And Tenure-Status (by Headcount)



■ Tenured ■ Tenure-track ■ Non-Tenure track ■ N/A

UH Hilo and West O'ahu Workload Policy

UH Hilo

From Teaching Workload Assignments and Equivalencies

Tenure track faculty typically teach 18 credit hours (WCH) per year and are typically granted 6 WCH per academic year to conduct an equivalent amount of research and service.

<https://hilo.hawaii.edu/policies/teaching-workload.php>

UH West O'ahu

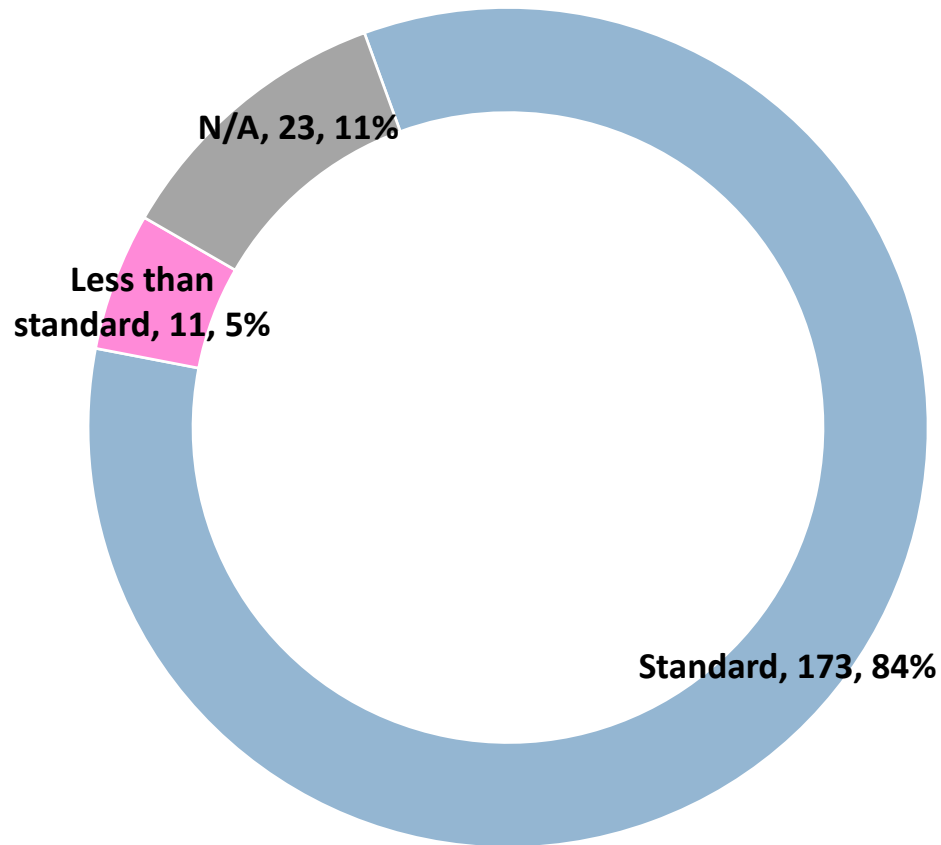
From Overload FAQs

The standard teaching assignment for full-time instructional faculty at UH West O'ahu is 24 credits per year (CBA III.F). Each tenured and tenure-track faculty member is typically assigned 3 credits of release time per semester for scholarship and service.

https://westoahu.hawaii.edu/wp-content/uploads/docs/general_info/2018-2019_Faculty_Workload_Policies.pdf

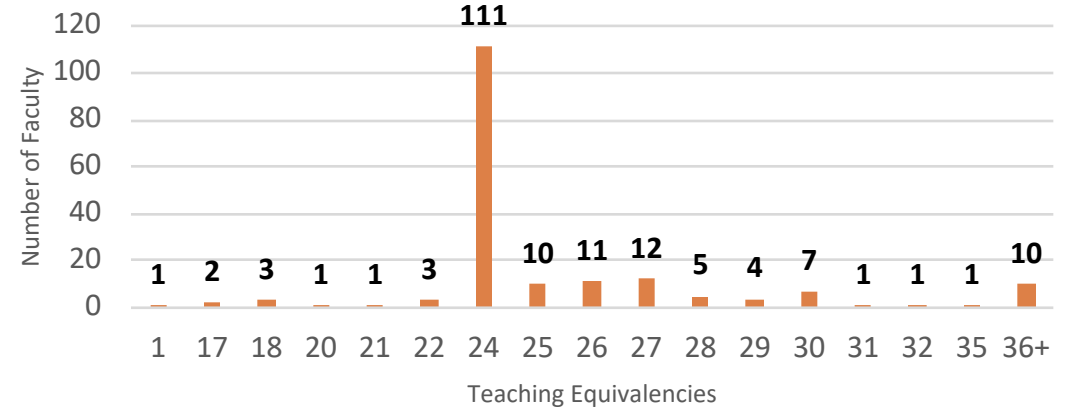
UH Hilo Faculty Assignment - Instructional

UH Hilo Instructional Faculty Load (Headcount)



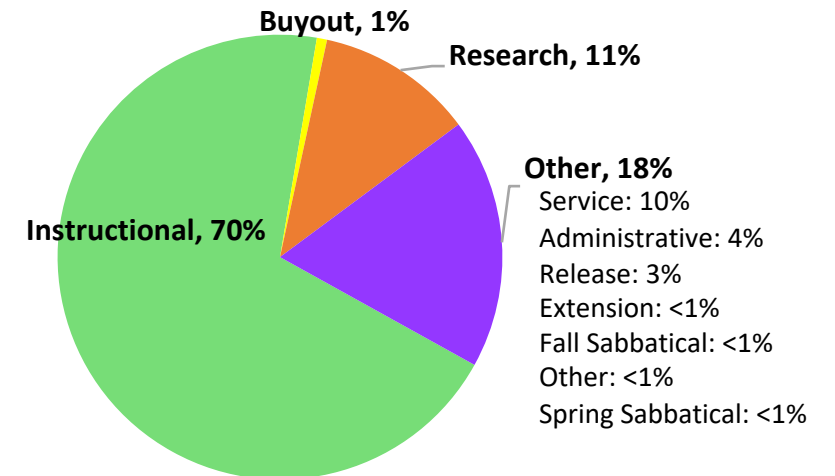
FT Instructional Faculty: 184
 Total N/A Faculty: 23
 Total Instructional Faculty: 207

UH Hilo Full-time, Instructional Faculty Headcount by Total Workload (by Teaching Equivalencies)*



* Includes only Full-time Instr. faculty, except those in "N/A" category of campus headcount.

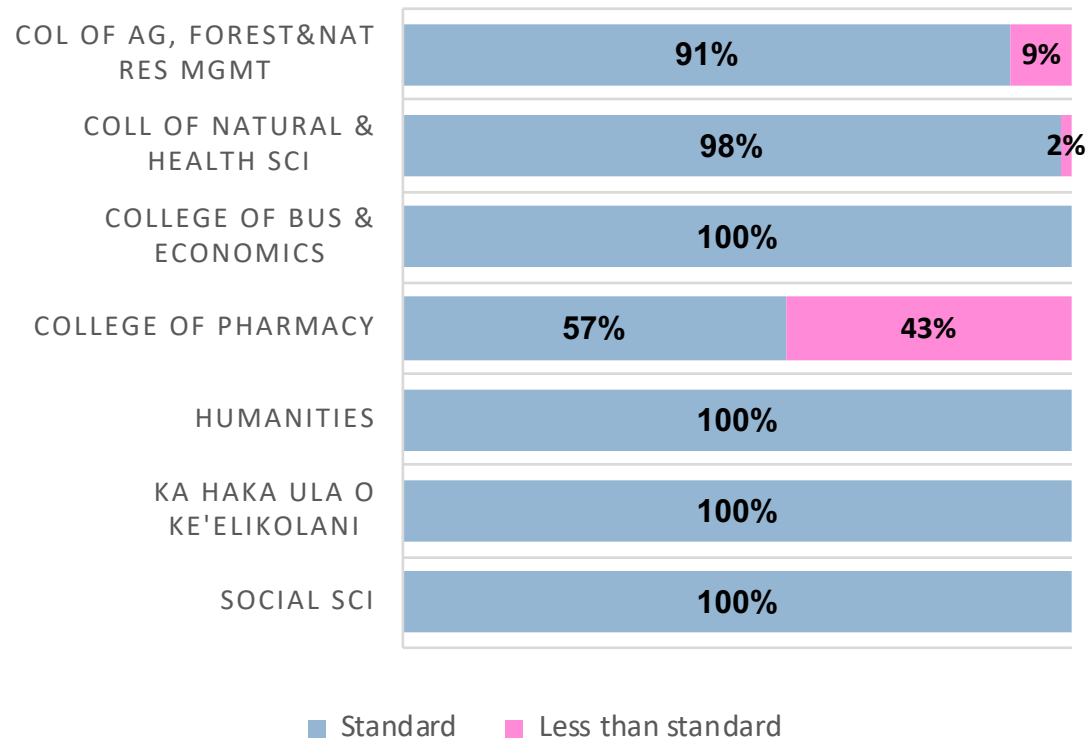
UH Hilo Instructional Faculty Load by Type (by Teaching Equivalencies)**



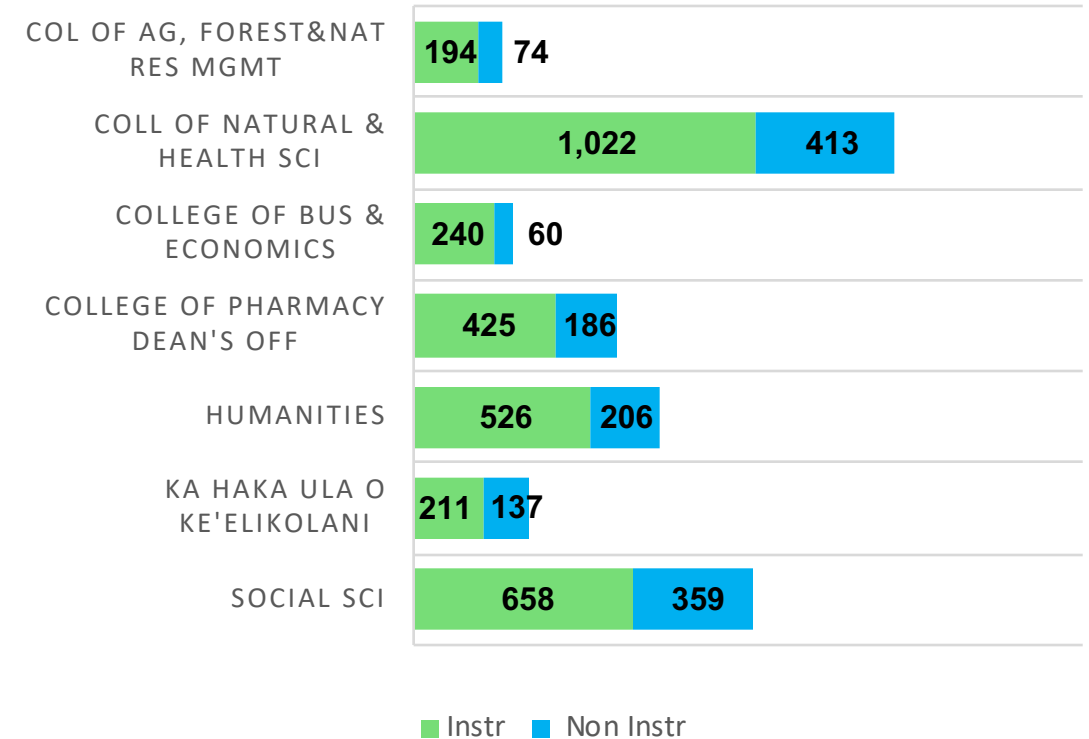
** Excludes faculty in "N/A" category of the campus headcount.

UH Hilo Faculty Assignment – Instructional (2)

UH Hilo Instructional Faculty Load by Division/Department (by Headcount)*



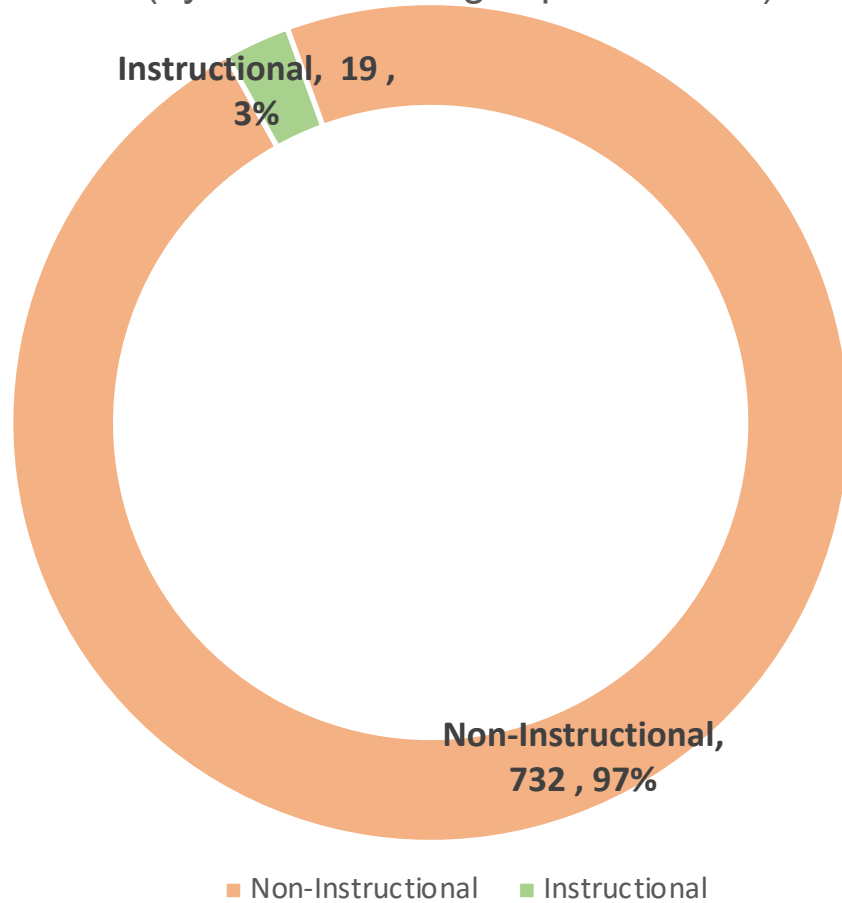
UH Hilo Instructional Faculty Load by Division/Department & Type (by Teaching Equivalencies)*



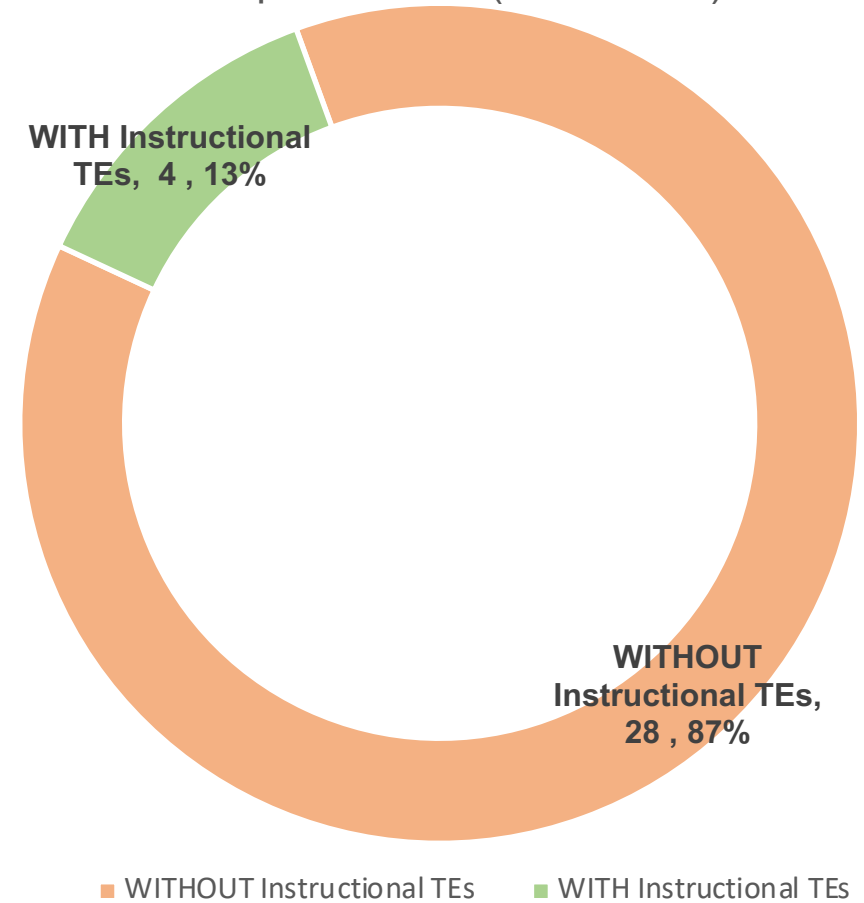
* Excludes faculty in "N/A" category of the campus headcount.

UH Hilo Faculty Assignment – Non-Instructional

UH Hilo Distribution of Non-Instructional Faculty
(by Total Teaching Equivalencies)

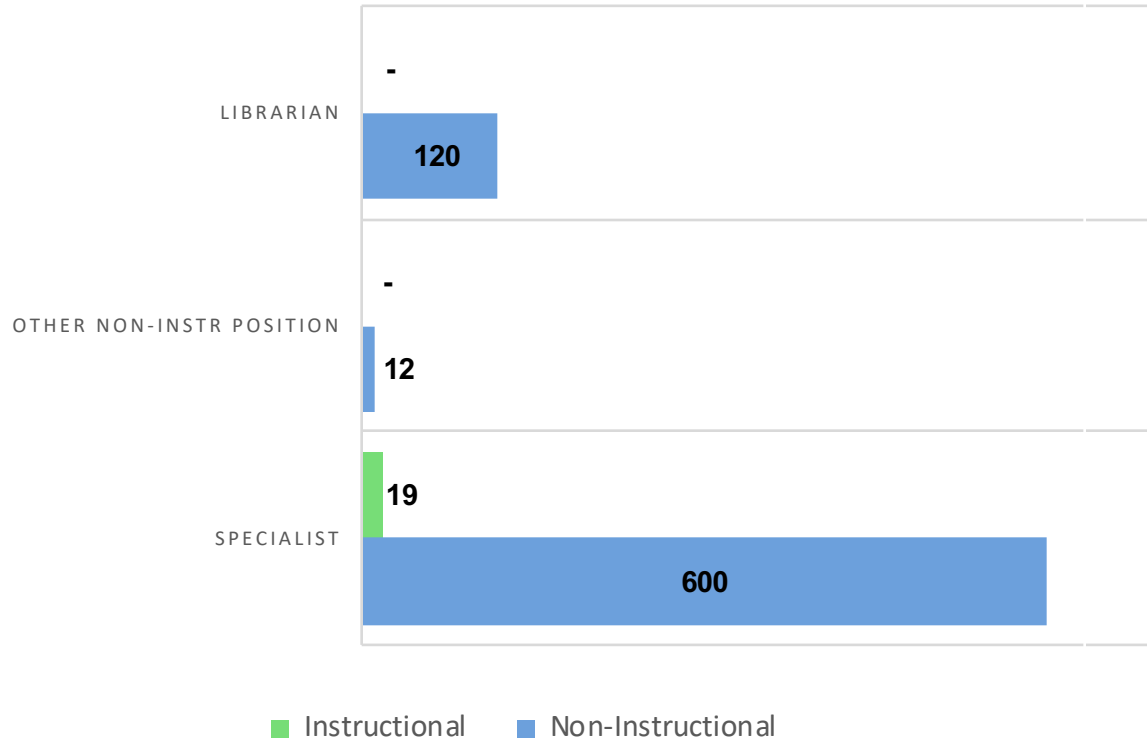


UH Hilo Distribution of Non-Instructional Faculty with Teaching
Equivalencies (Headcount)

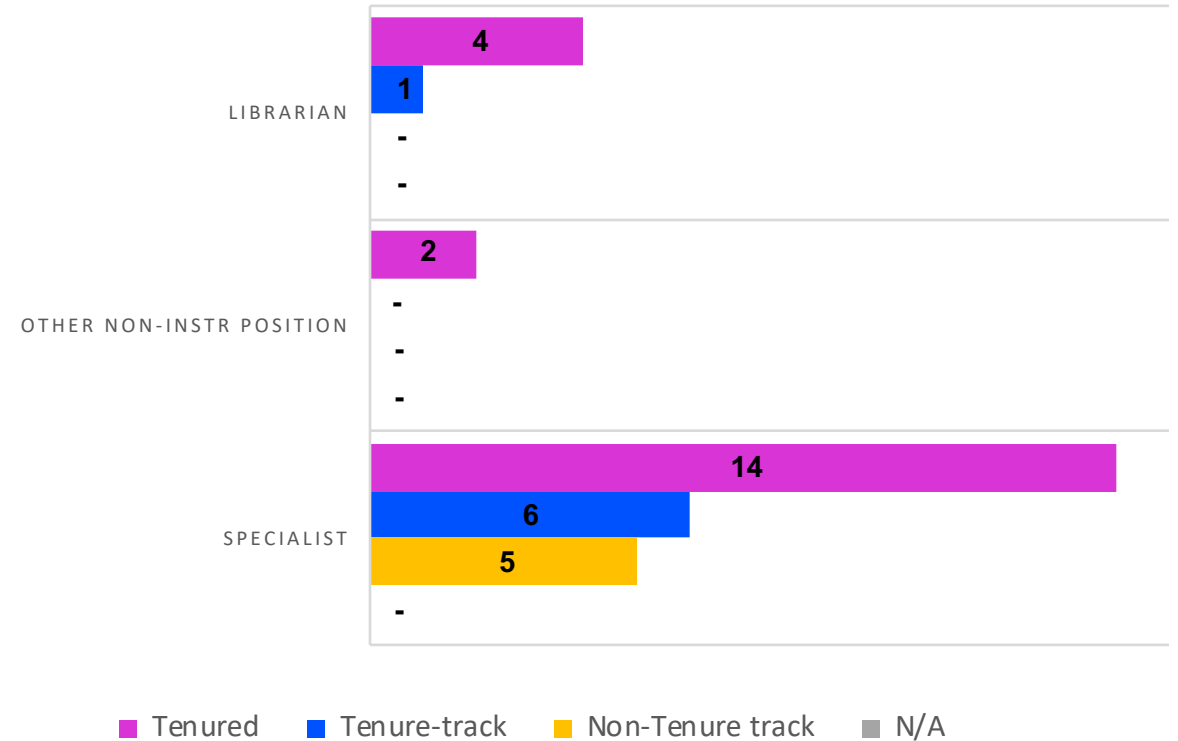


UH Hilo Faculty Assignment – Non-Instructional (2)

UH Hilo Non-Instructional Faculty by Job Type
(by Teaching Equivalencies)

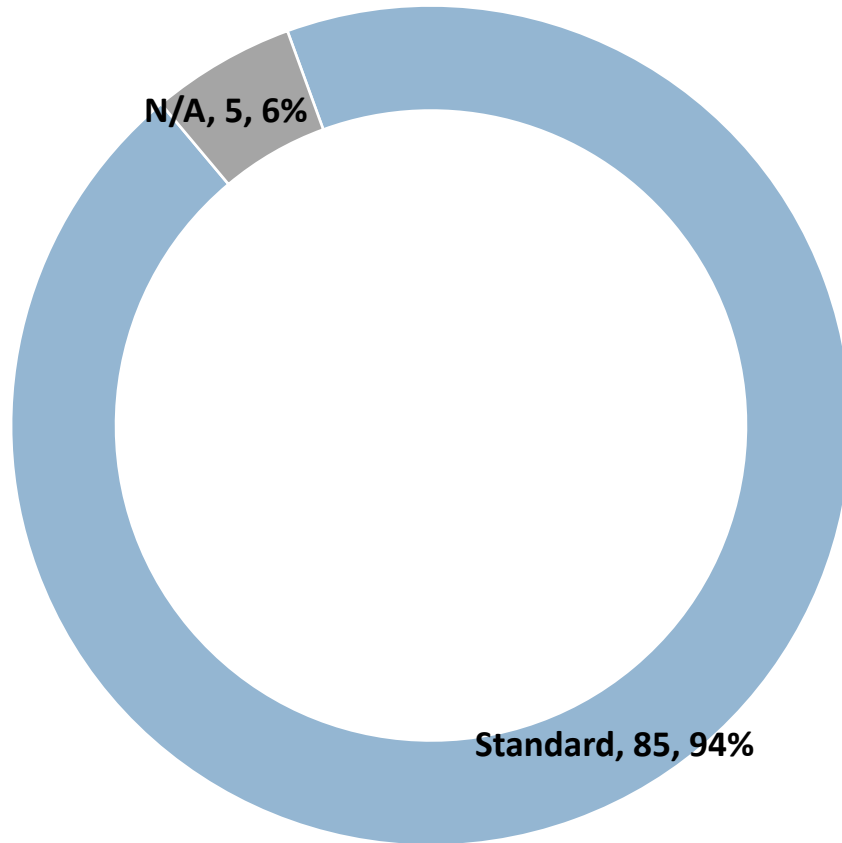


UH Hilo Non-Instructional Faculty by Job Type
And Tenure-Status (by Headcount)



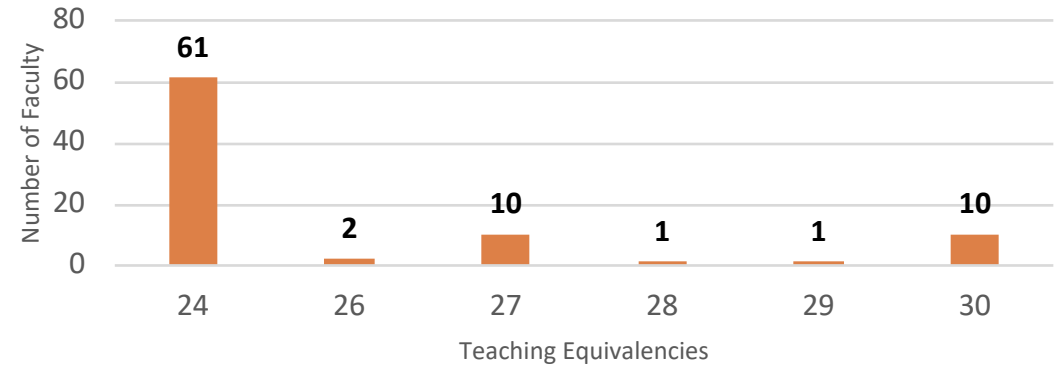
UH West O'ahu Faculty Assignment - Instructional

UH West O'ahu Instructional Faculty Load (Headcount)



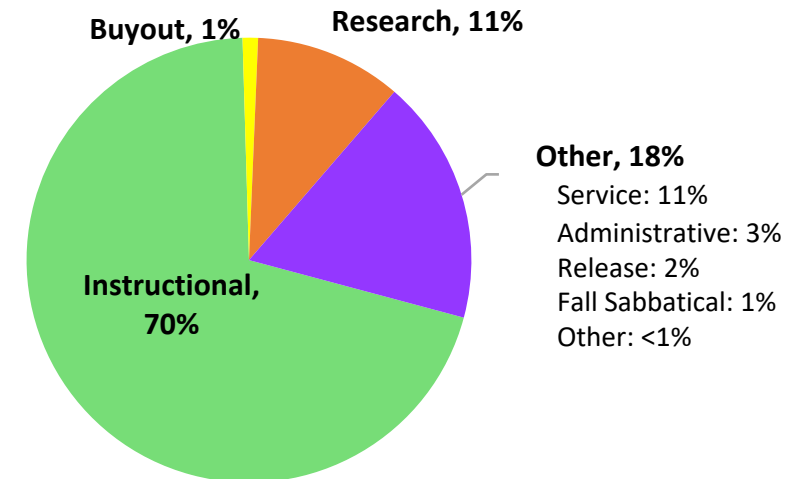
FT Instructional Faculty: 85
 Total N/A Faculty: 5
 Total Instructional Faculty: 90

UH West O'ahu Full-time, Instructional Faculty Headcount by Total Workload (by Teaching Equivalencies)*



* Includes only Full-time Instr. faculty, except those in "N/A" category of campus headcount.

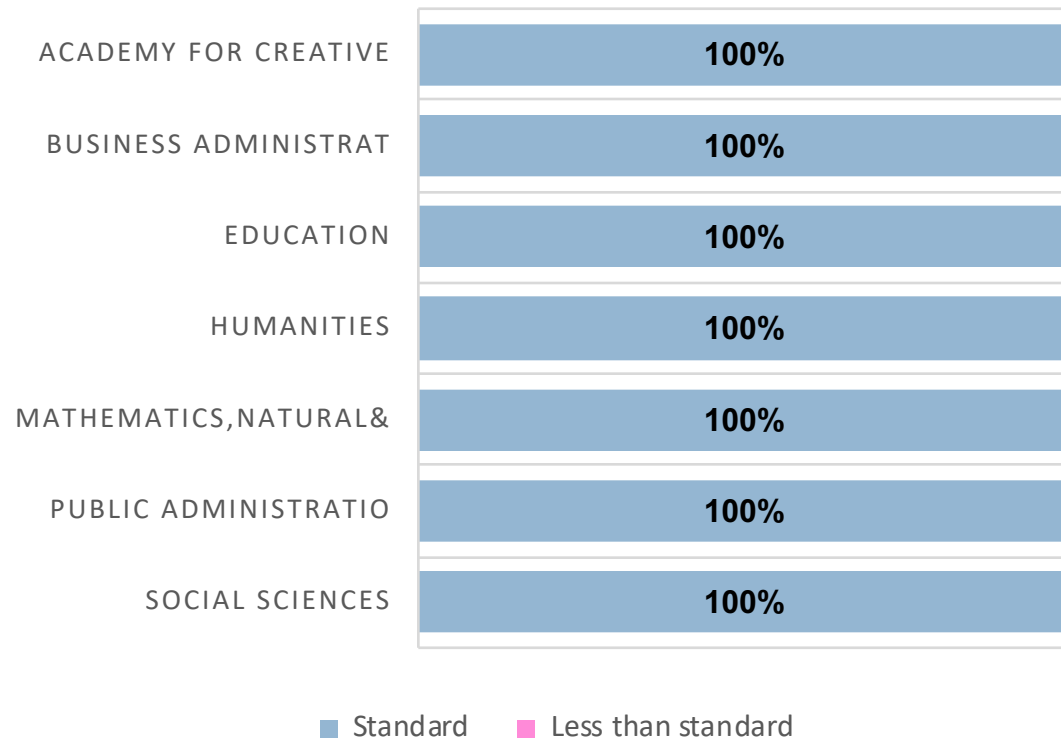
UH West O'ahu Instructional Faculty Load by Type (by Teaching Equivalencies)**



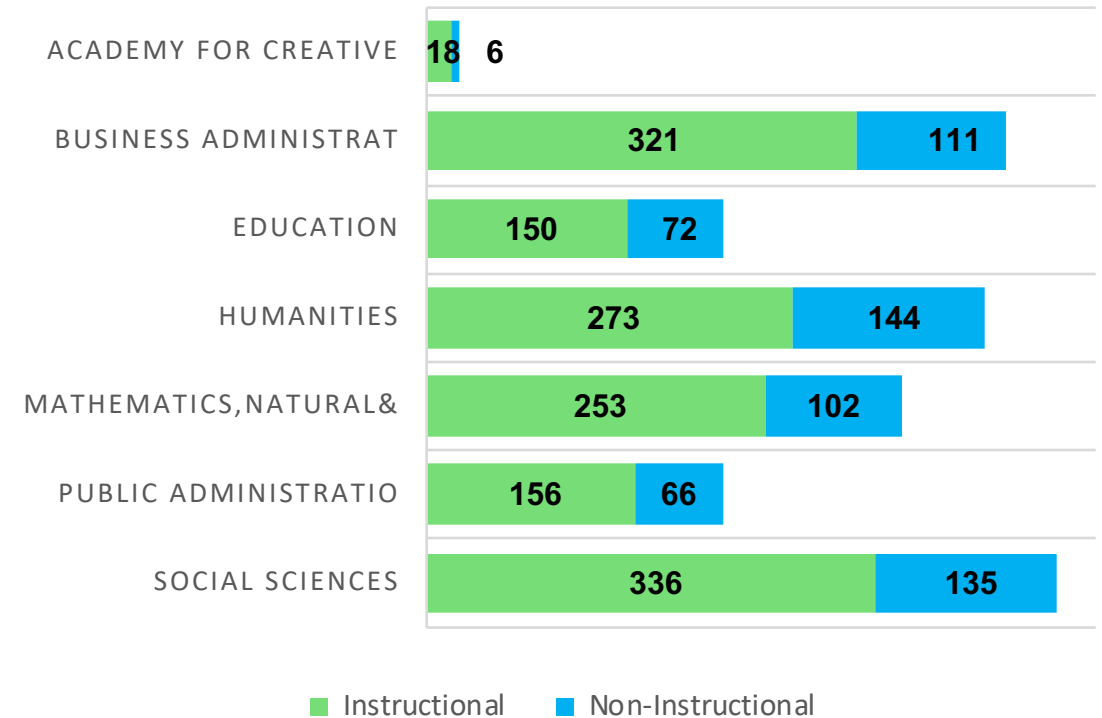
** Excludes faculty in "N/A" category of the campus headcount.

UH West O'ahu Faculty Assignment – Instructional (2)

UH West O'ahu Instructional Faculty Load by Division/Department (by Headcount)*



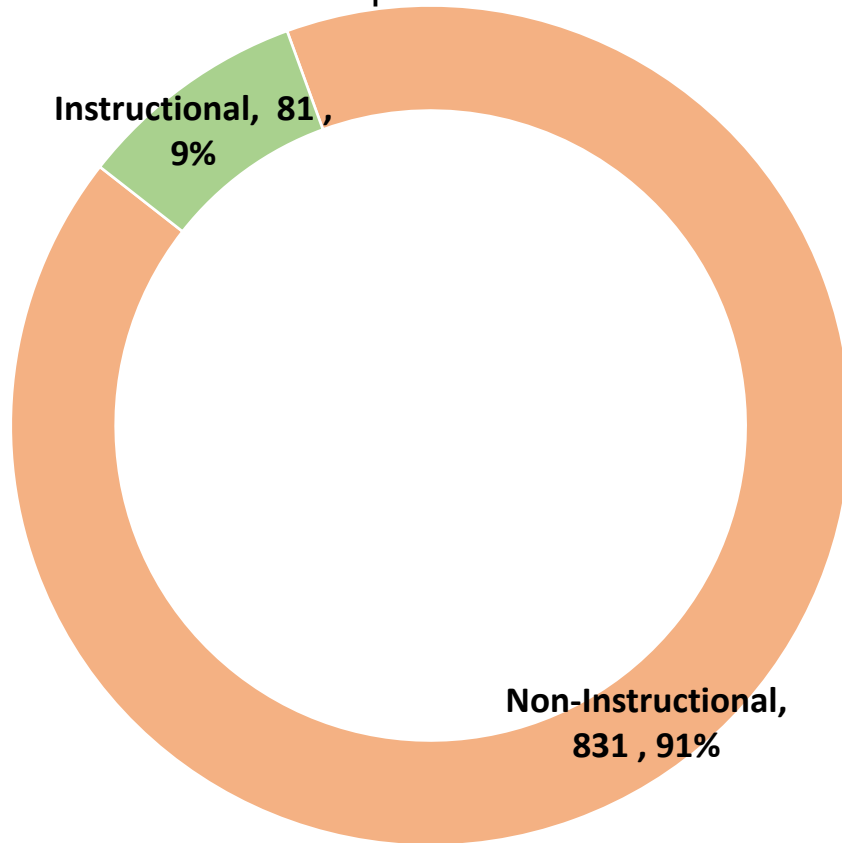
UH West O'ahu Instructional Faculty Load by Division/Department & Type (by Teaching Equivalencies)*



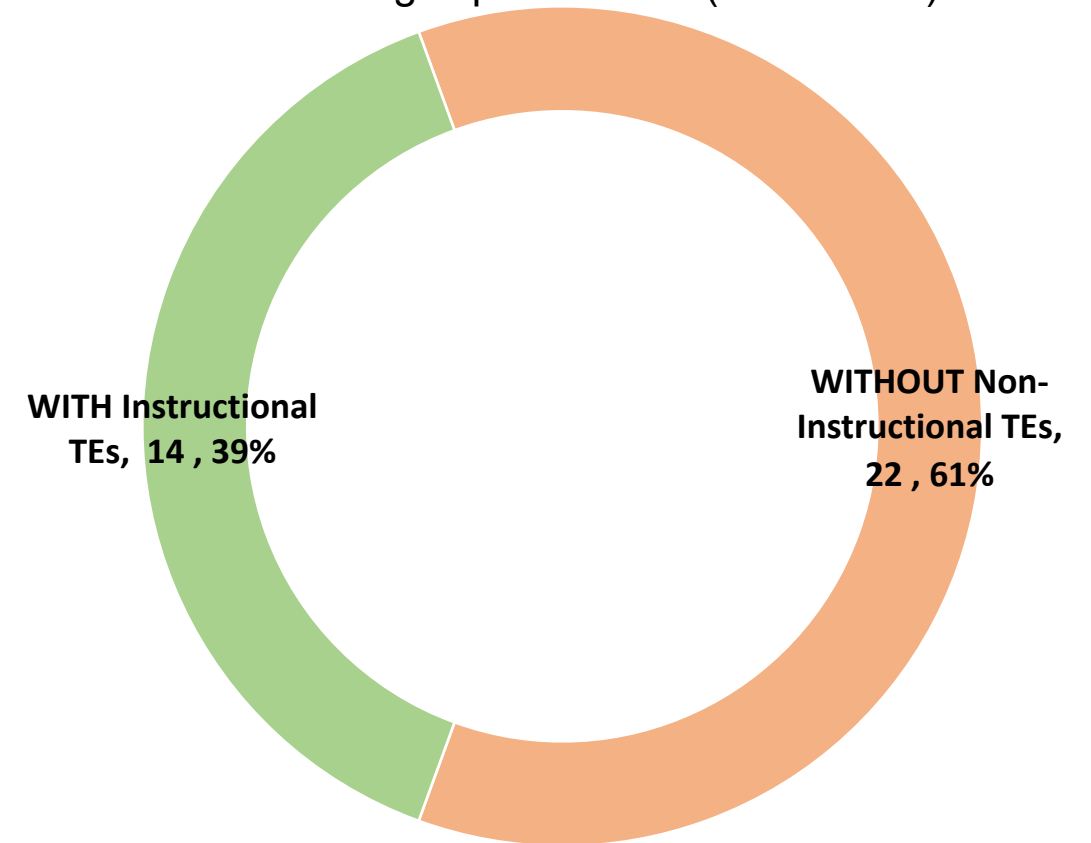
* Excludes faculty in "N/A" category of the campus headcount.

UH West O'ahu Faculty Assignment – Non-Instructional

UH West O'ahu Distribution of Non-Instructional Faculty Teaching Equivalencies

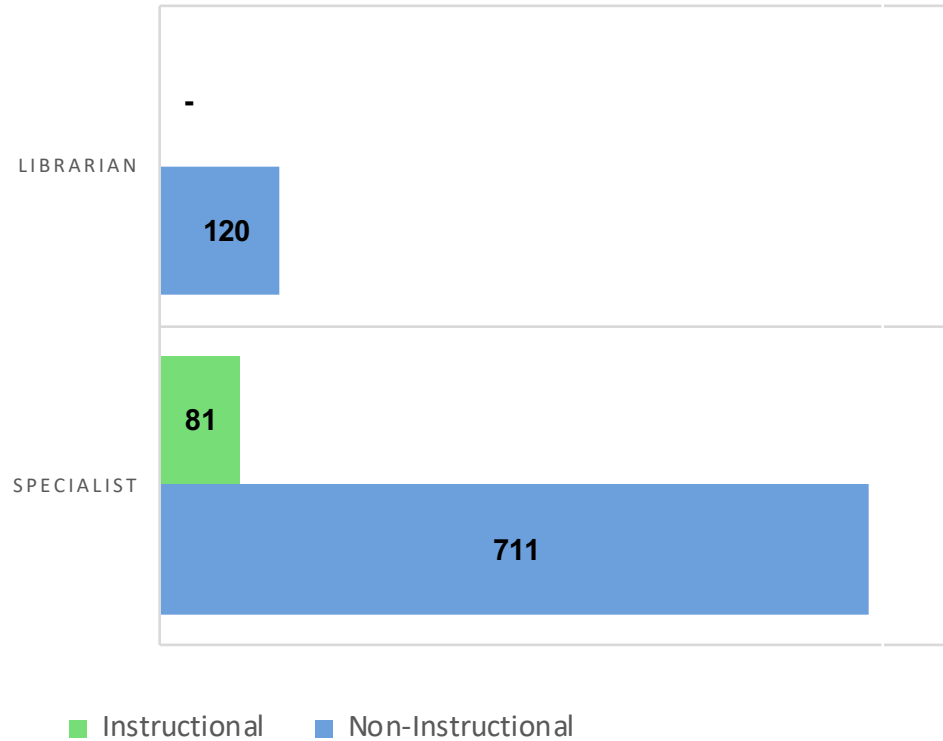


UH West O'ahu Distribution of Non-Instructional Faculty with Teaching Equivalencies (Headcount)

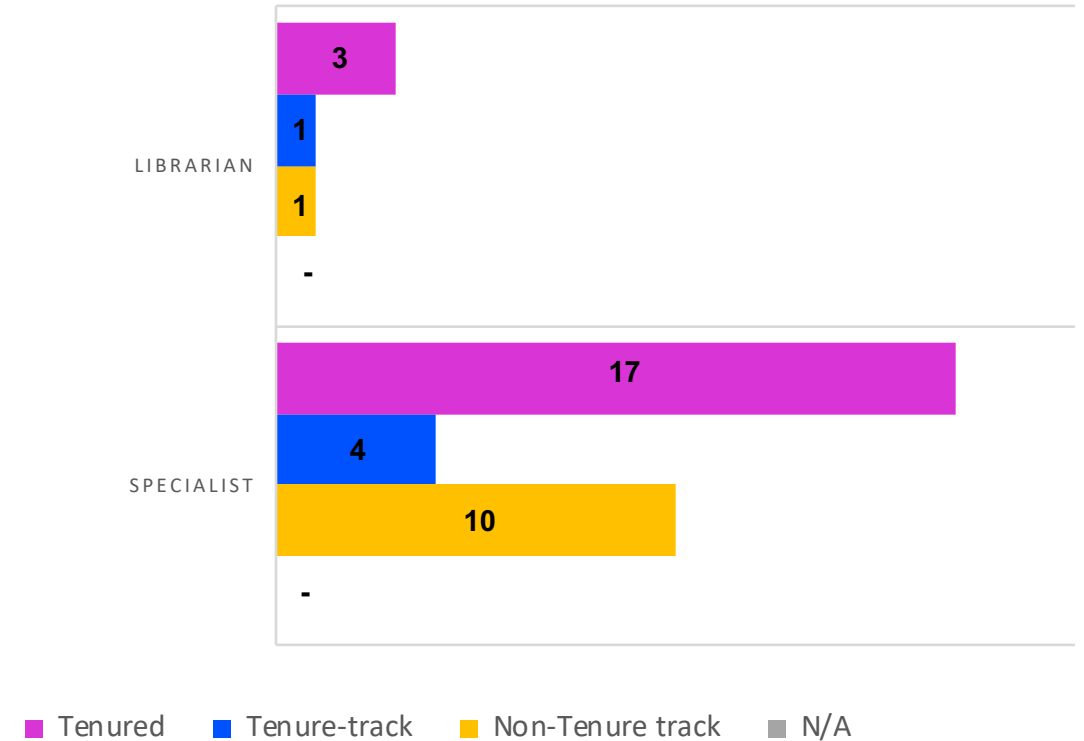


UH West O'ahu Faculty Assignment – Non-Instructional (2)

UH West O'ahu Non-Instructional Faculty by Job Type
(by Teaching Equivalencies)



UH West O'ahu Non-Instructional Faculty by Job Type
And Tenure-Status (by Headcount)



Community Colleges Workload Data Collection

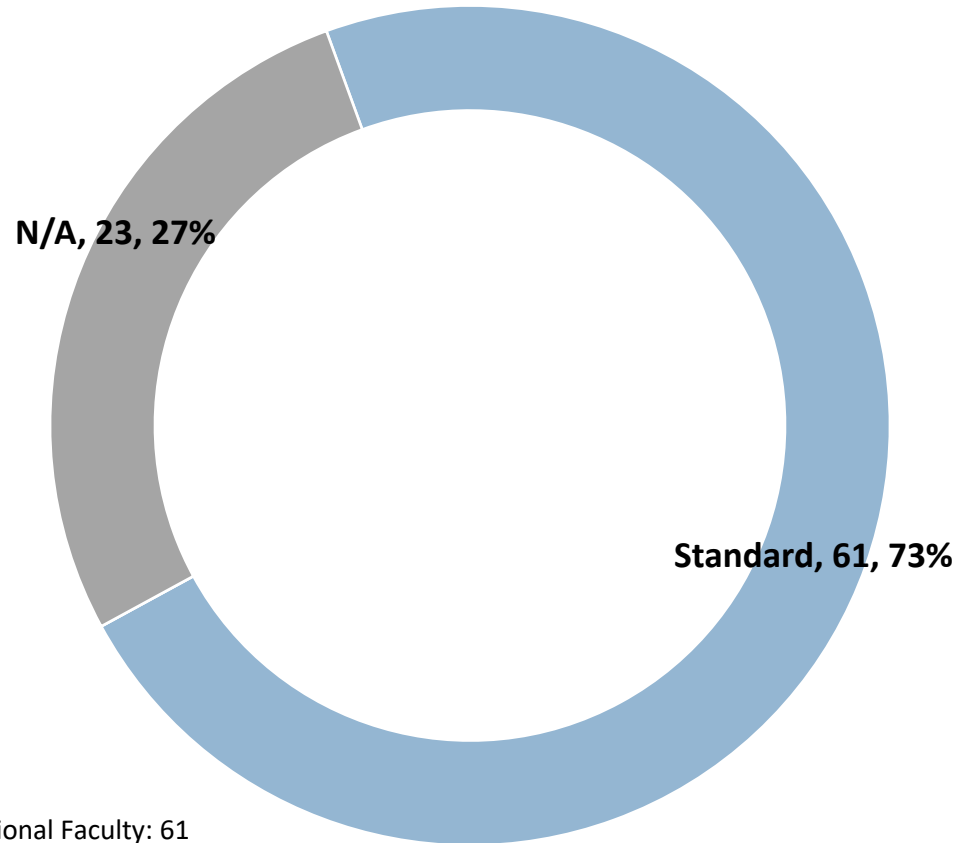
UHCC Policy 9.237 establishes the standard teaching assignment for full-time instructional faculty as 27 TEs. The policy:

- Defines Common Teaching Equivalencies for each type of class (by schedule type).
- Establishes responsibilities for implementation of the policy.
- Based on UHPA contract, describes common non-instructional activities that are assigned Teaching Equivalencies.

http://uhcc.hawaii.edu/ovpcc/policies/UHCCP_9.237

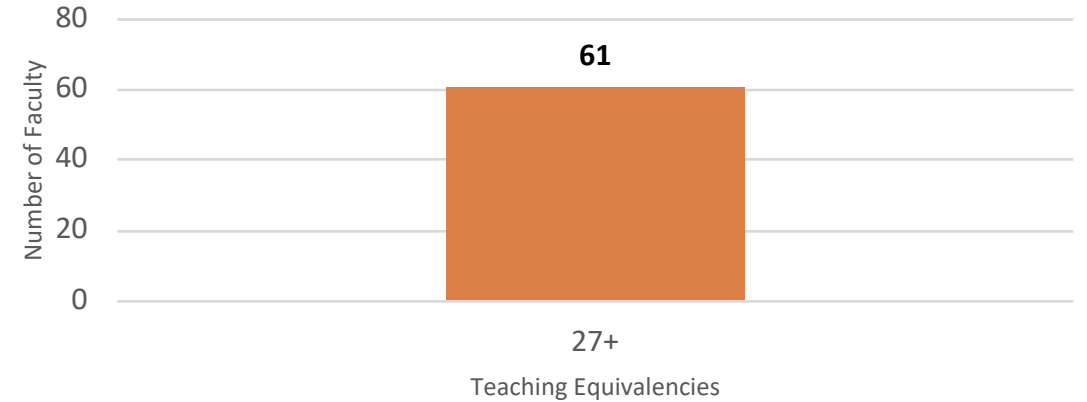
Hawai'i CC Faculty Assignment - Instructional

Hawai'i CC Instructional Faculty Load (Headcount)



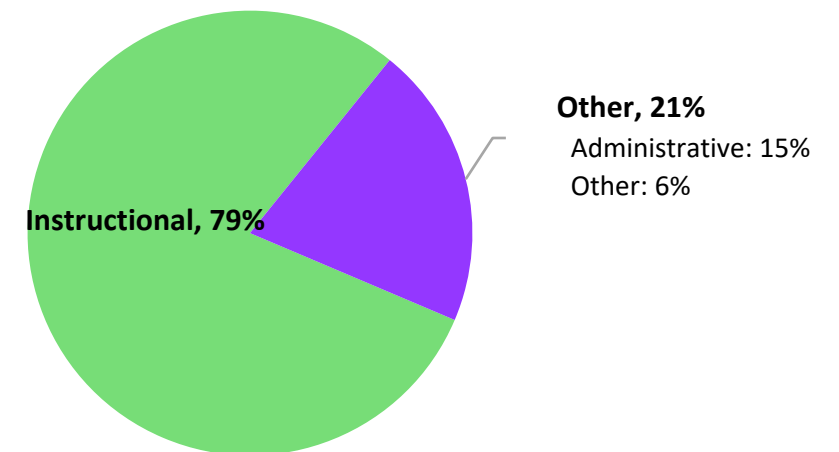
FT Instructional Faculty: 61
 N/A Faculty: 23
 Total Instructional Faculty: 84

Hawai'i CC Full-time, Instructional Faculty Headcount by Total Workload (by Teaching Equivalencies)*



* Includes only Full-time Instr. faculty, except those in "N/A" category of campus headcount.

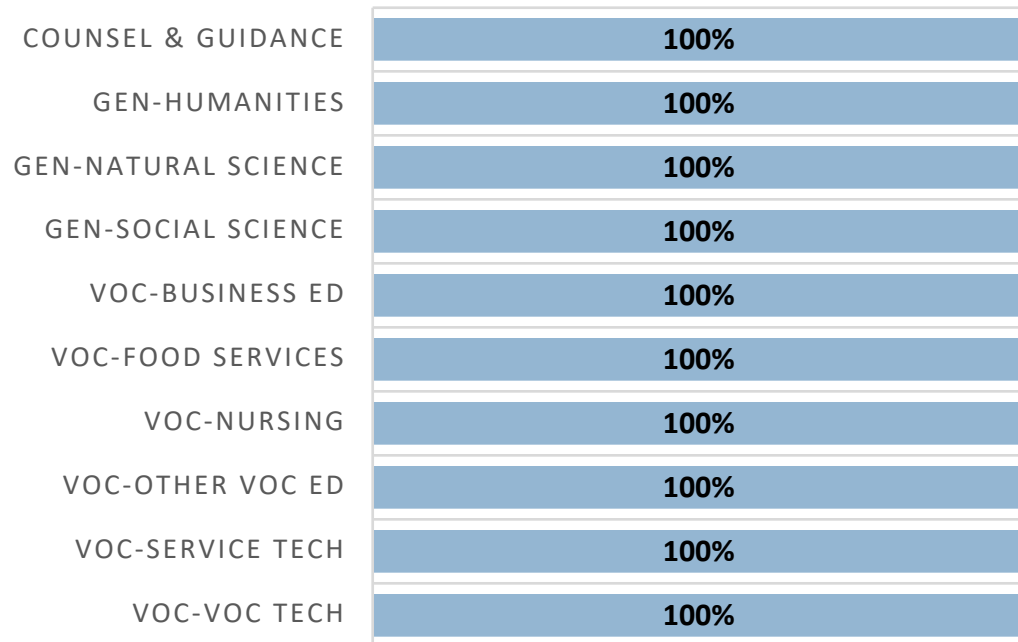
Hawai'i CC Instructional Faculty Load by Type (by Teaching Equivalencies)**



** Excludes faculty in "N/A" category of the campus headcount.

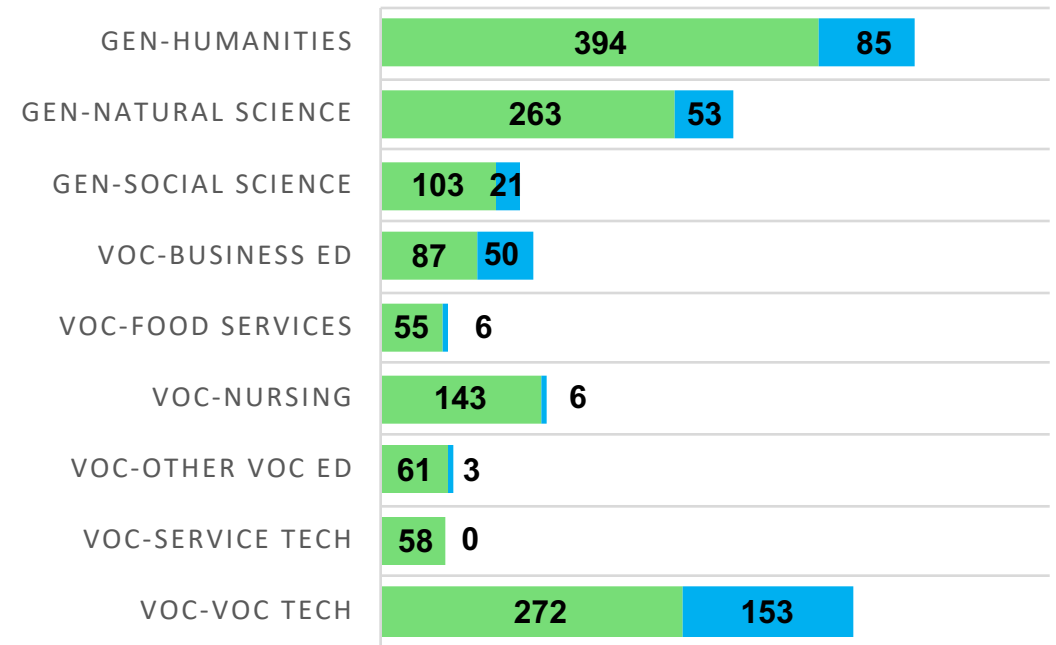
Hawai'i CC Faculty Assignment – Instructional (2)

Hawai'i CC Instructional Faculty Load by Department (by Headcount)*



■ Standard ■ Less than standard

Hawai'i CC Instructional Faculty Load by Department & Type (by Teaching Equivalencies)*

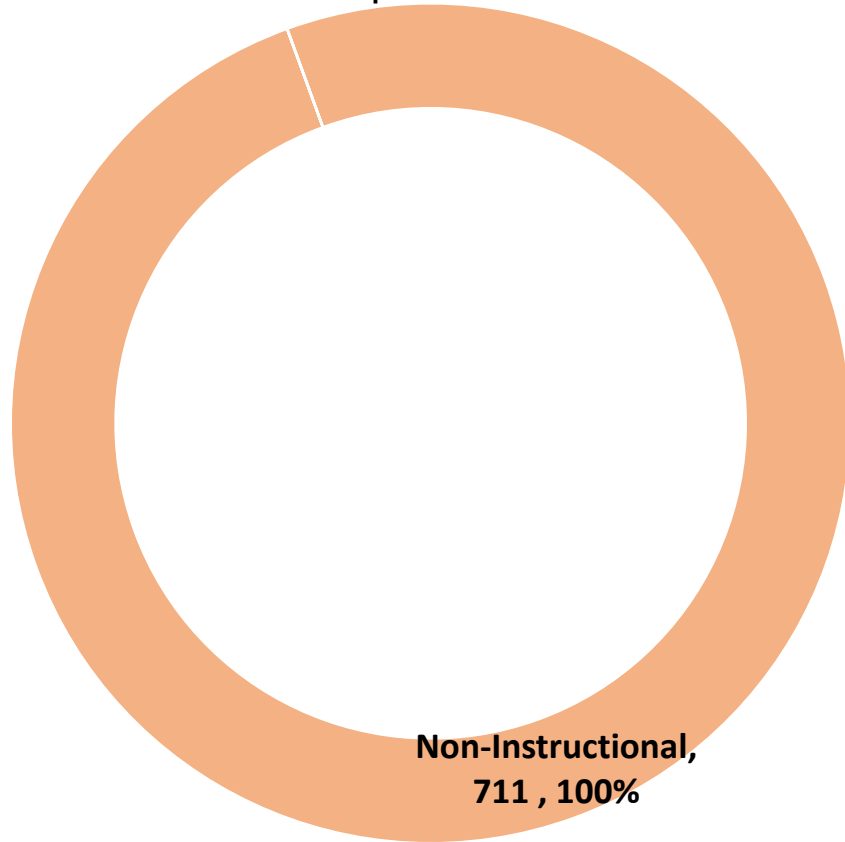


■ Instructional ■ Non-Instructional

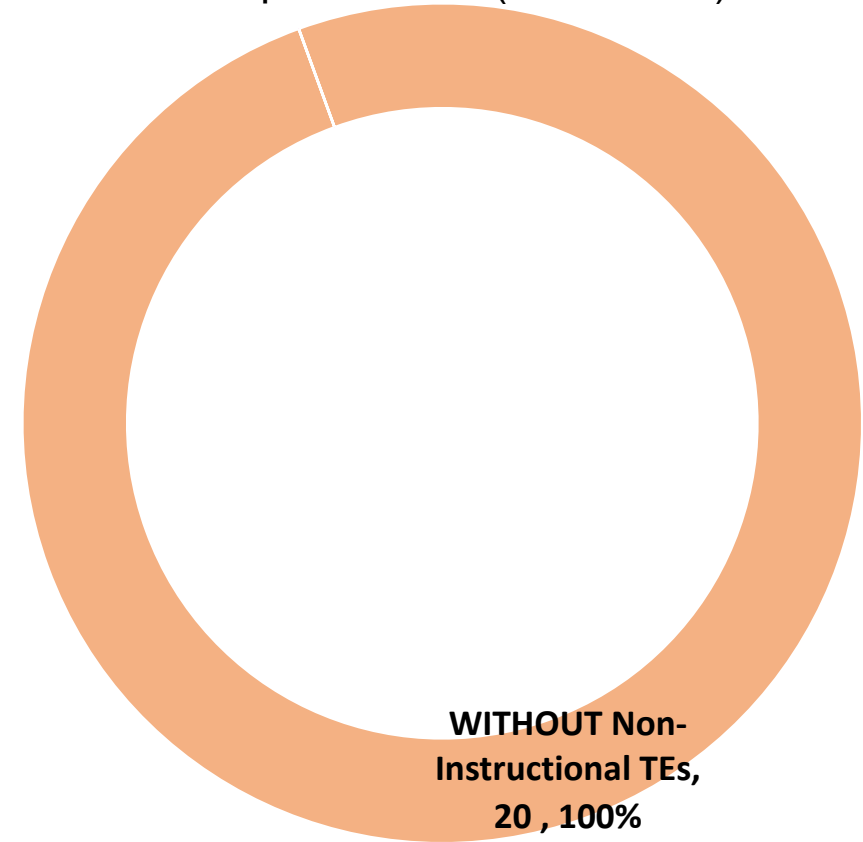
* Excludes faculty in "N/A" category of the campus headcount.

Hawai'i CC Faculty Assignment – Non-Instructional

Hawai'i CC Distribution of Non-Instructional Faculty Teaching Equivalencies

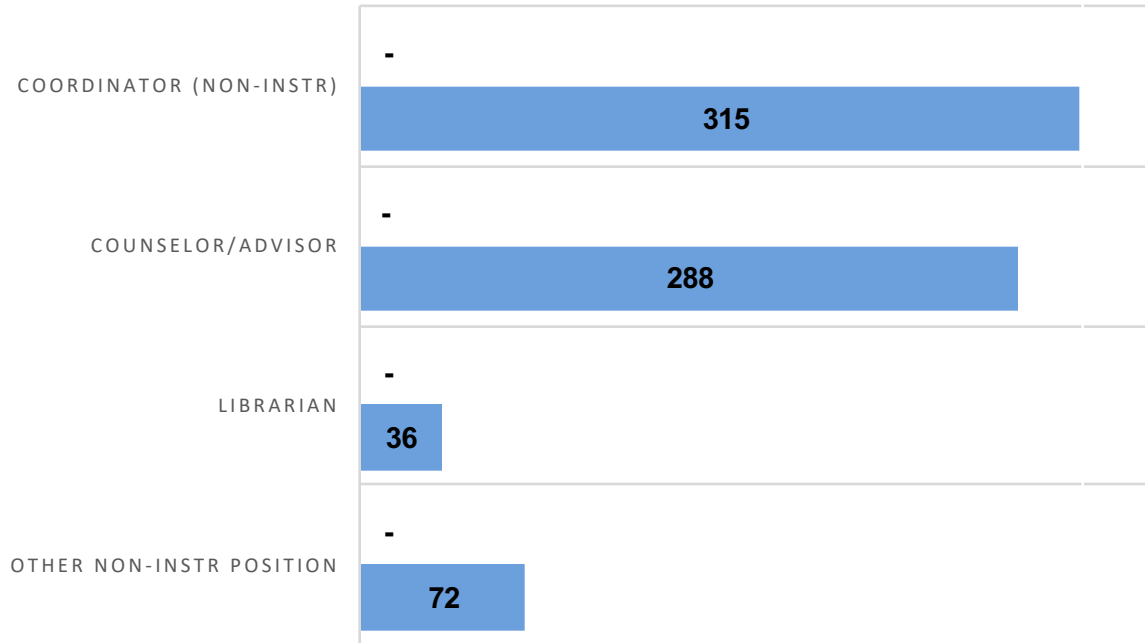


Hawai'i CC Distribution of Non-Instructional Faculty with Teaching Equivalencies (Headcount)



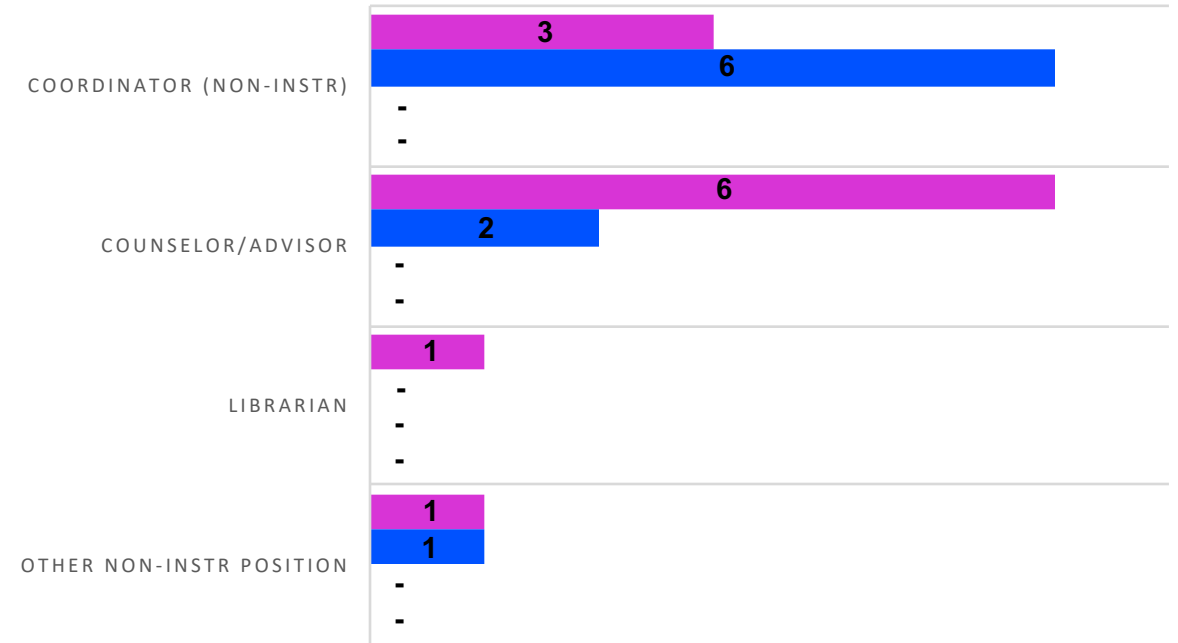
Hawai'i CC Faculty Assignment – Non-Instructional (2)

Hawai'i CC Non-Instructional Faculty by Job Type
(by Teaching Equivalencies)



■ Instructional ■ Non-Instructional

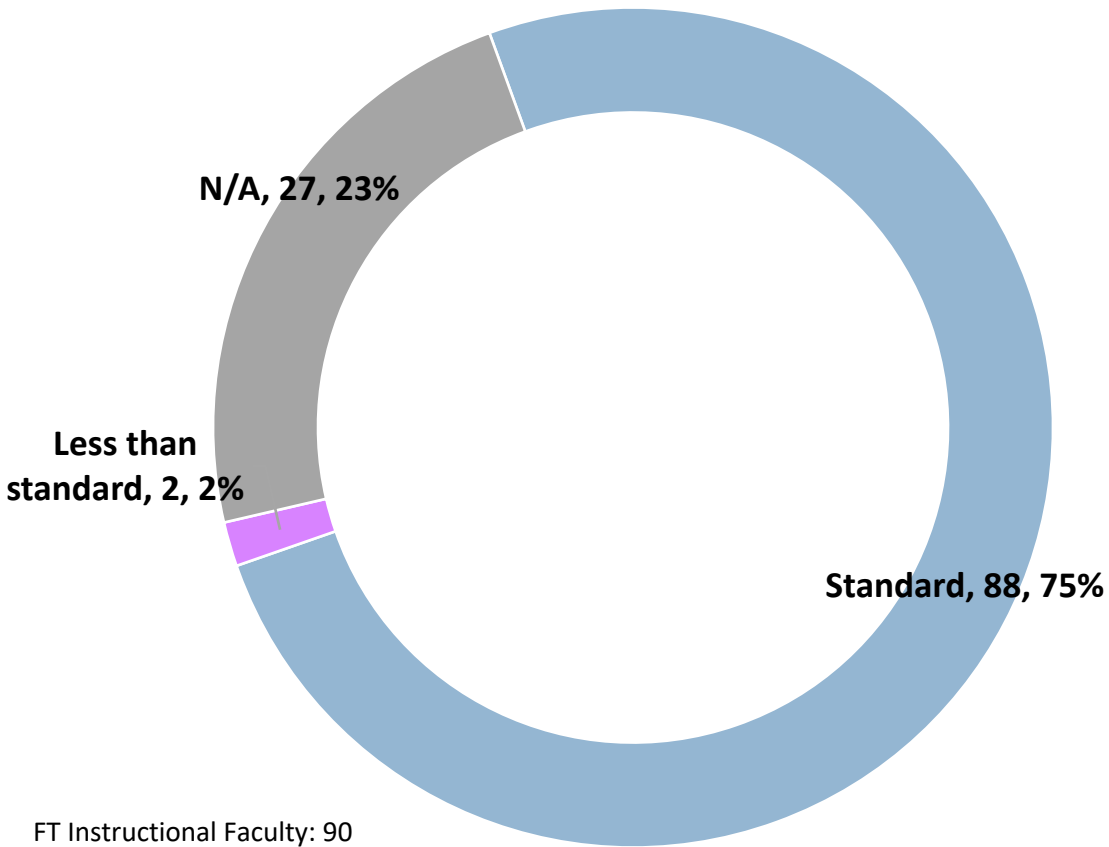
Hawai'i CC Non-Instructional Faculty by Job Type
And Tenure-Status (by Headcount)



■ Tenured ■ Tenure-track ■ Non-Tenure track ■ N/A

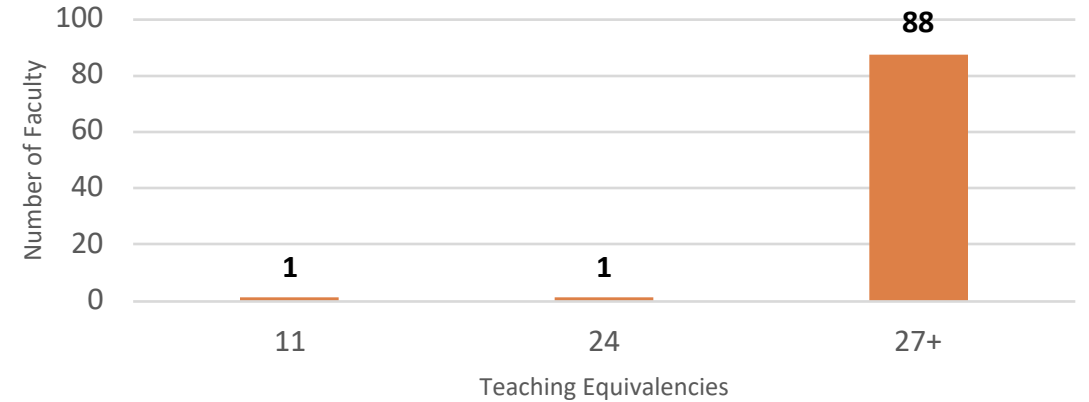
Honolulu CC Faculty Assignment - Instructional

Honolulu CC Instructional Faculty Load (Headcount)



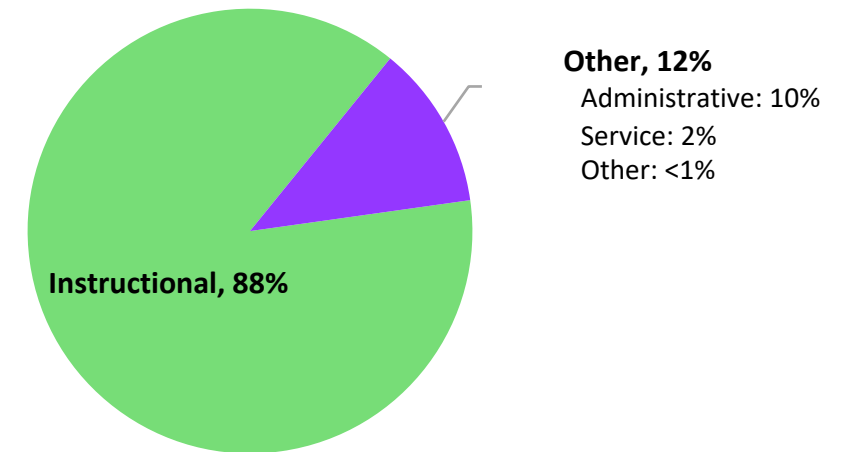
FT Instructional Faculty: 90
 N/A Faculty: 27
 Total Instructional Faculty: 117

Honolulu CC Full-time, Instructional Faculty Headcount by Total Workload (by Teaching Equivalencies)*



* Includes only Full-time Instr. faculty, except those in "N/A" category of campus headcount.

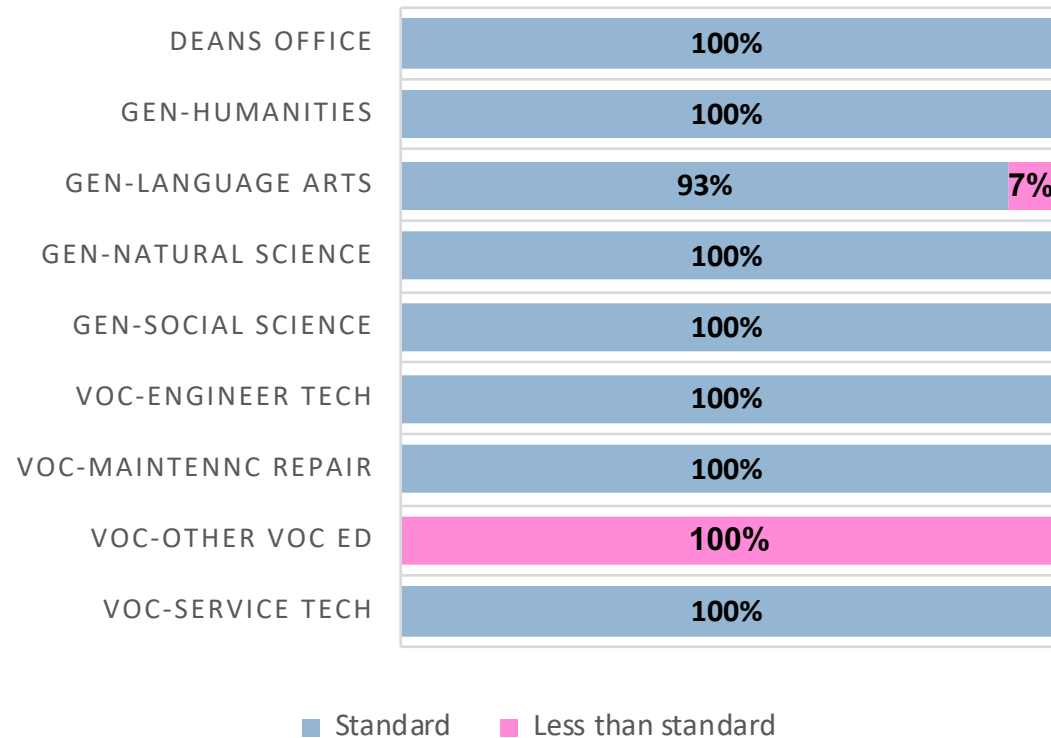
Honolulu CC Instructional Faculty Load by Type (by Teaching Equivalencies)*



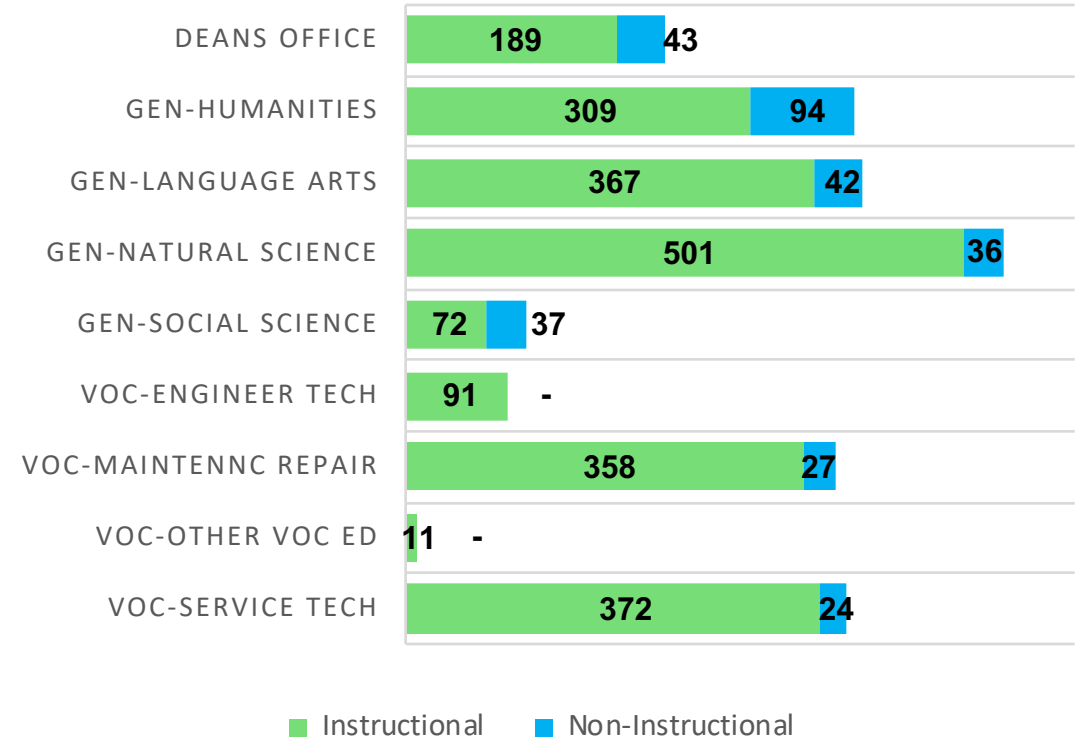
* Excludes faculty in "N/A" category of the campus headcount.

Honolulu CC Faculty Assignment – Instructional (2)

Honolulu CC Instructional Faculty Load by Department (by Headcount)*



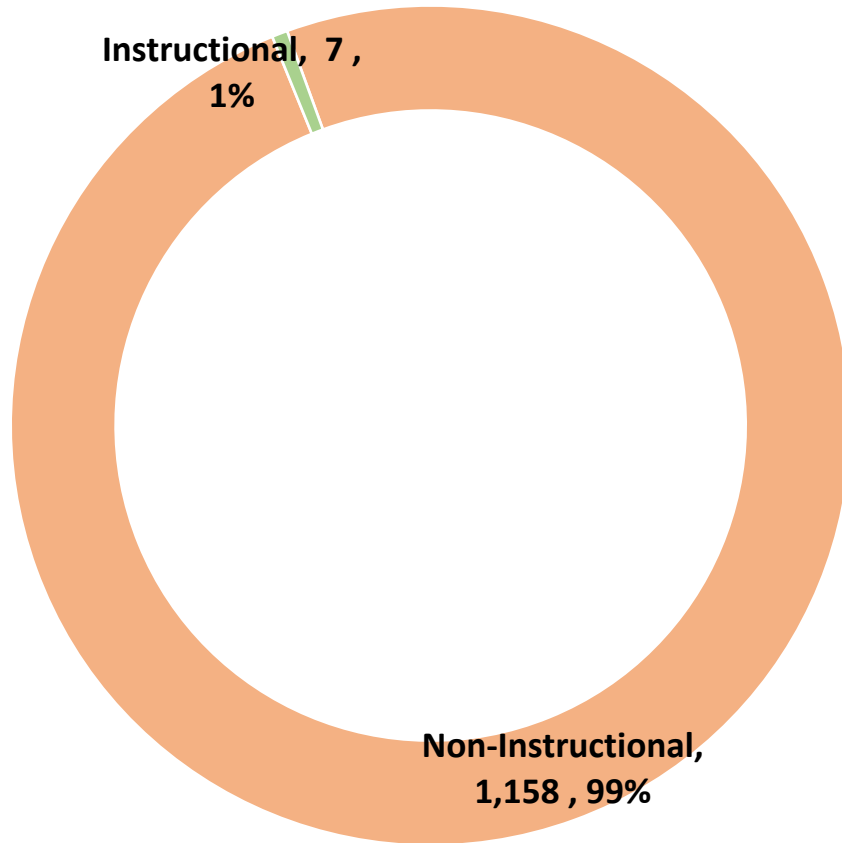
Honolulu CC Instructional Faculty Load by Department & Type (by Teaching Equivalencies)*



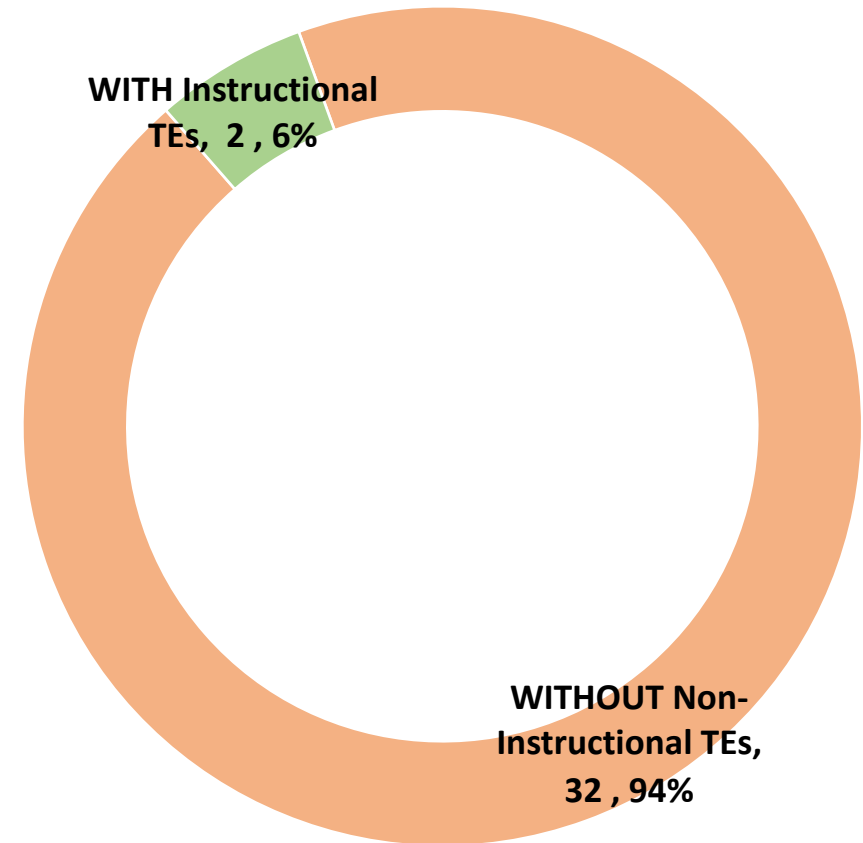
* Excludes faculty in "N/A" category of the campus headcount.

Honolulu CC Faculty Assignment – Non-Instructional

Honolulu CC Distribution of Non-Instructional Faculty Teaching Equivalencies

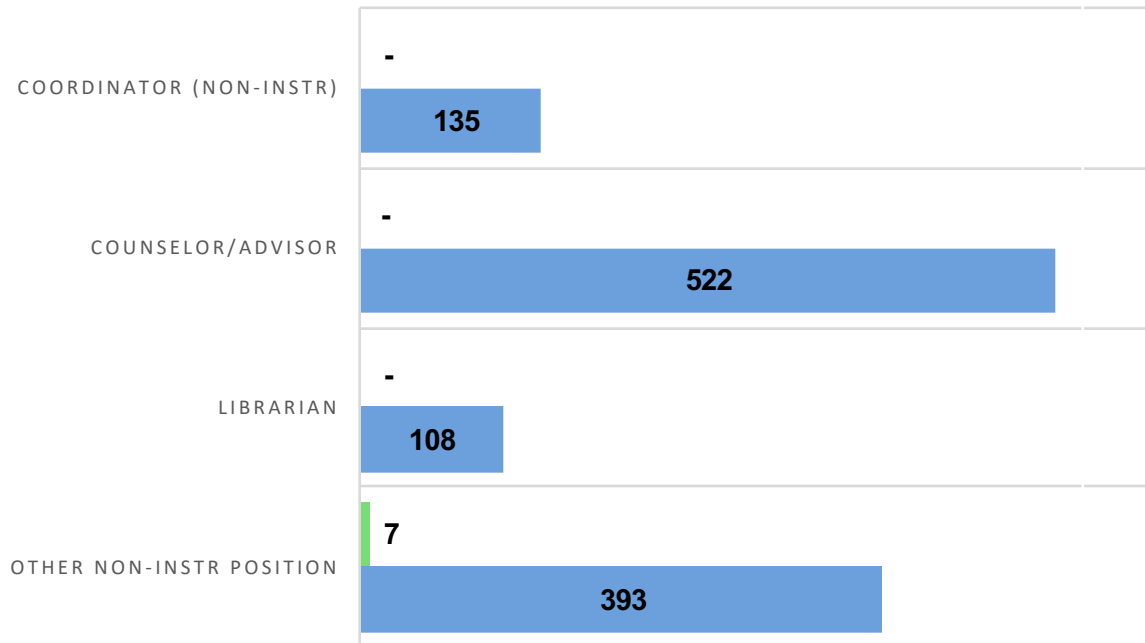


Honolulu CC Distribution of Non-Instructional Faculty with Teaching Equivalencies (Headcount)

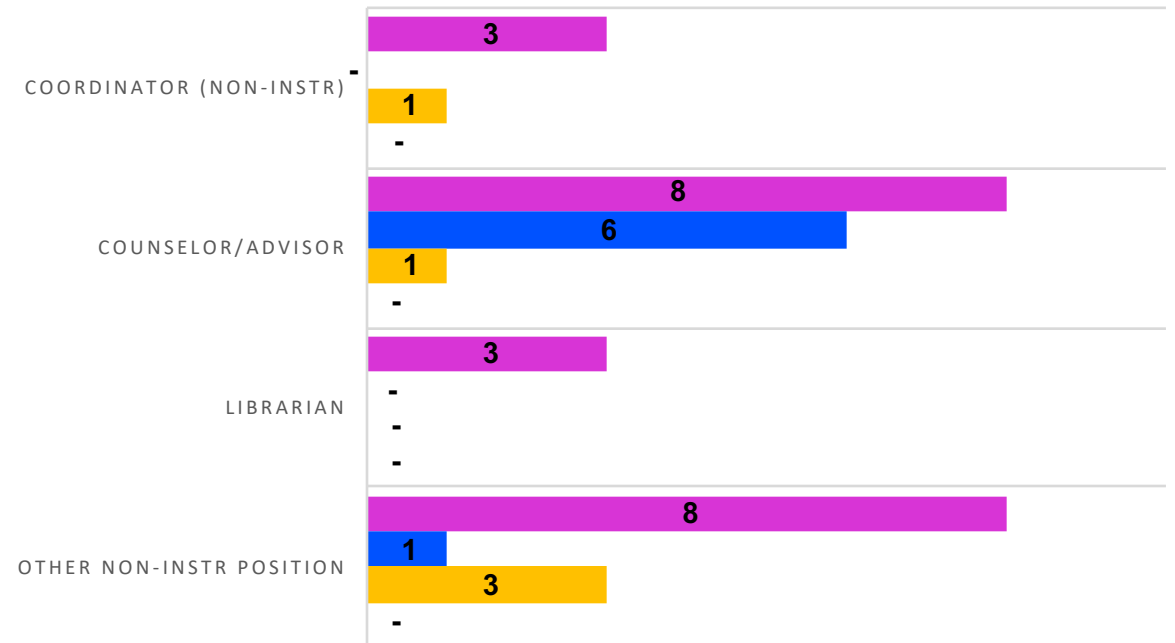


Honolulu CC Faculty Assignment – Non-Instructional (2)

Honolulu CC Non-Instructional Faculty by Job Type
(by Teaching Equivalencies)

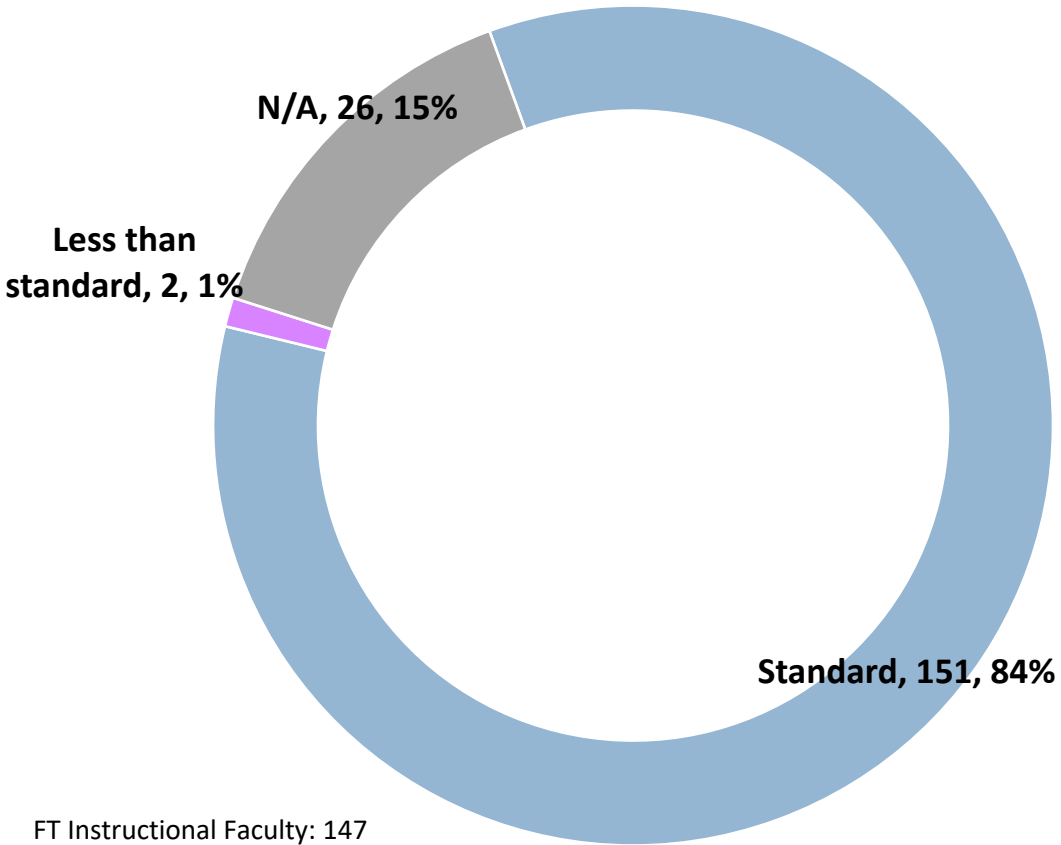


Honolulu CC Non-Instructional Faculty by Job Type
And Tenure-Status (by Headcount)



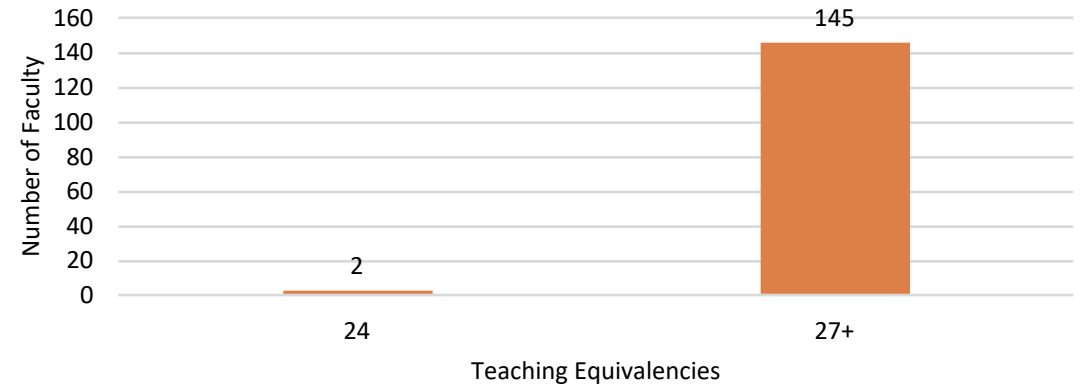
Kapi'olani CC Faculty Assignment - Instructional

Kapi'olani CC Instructional Faculty Load (Headcount)



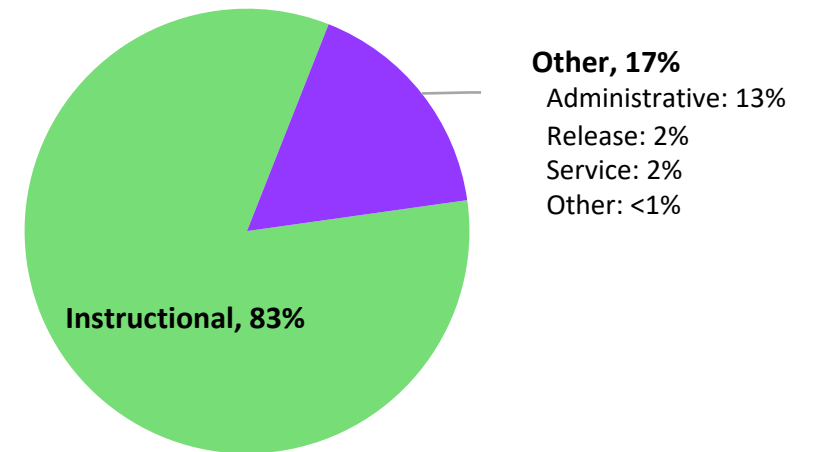
FT Instructional Faculty: 147
 PT Instructional Faculty: 6
 N/A Faculty: 26
 Total Instructional Faculty: 179

Kapi'olani CC Full-time, Instructional Faculty Headcount by Total Workload (by Teaching Equivalencies)*



* Includes only Full-time Instr. faculty, except those in "N/A" category of campus headcount.

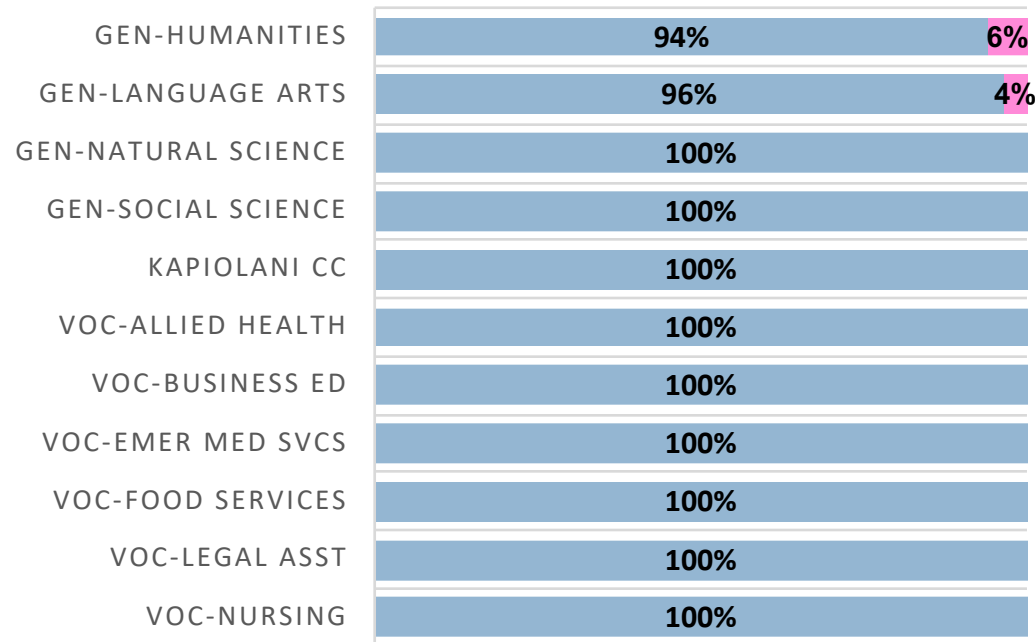
Kapi'olani CC Instructional Faculty Load by Type (by Teaching Equivalencies)*



* Excludes faculty in "N/A" category of the campus headcount.

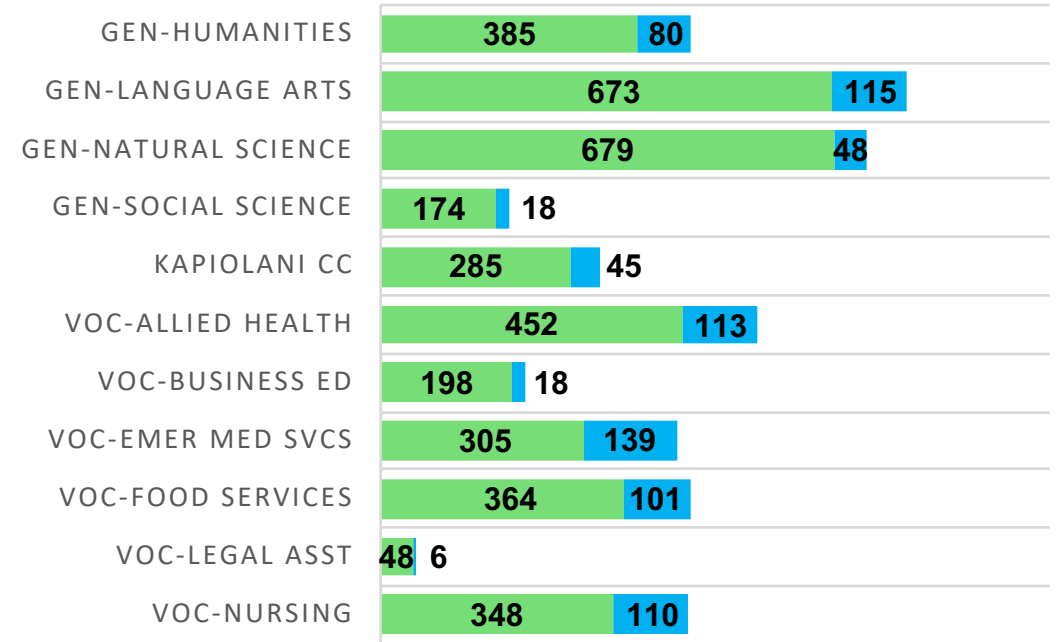
Kapi'olani CC Faculty Assignment – Instructional (2)

Kapi'olani CC Instructional Faculty Load by Department (by Headcount)*



■ Standard ■ Less than standard

Kapi'olani CC Instructional Faculty Load by Department & Type (by Teaching Equivalencies)*

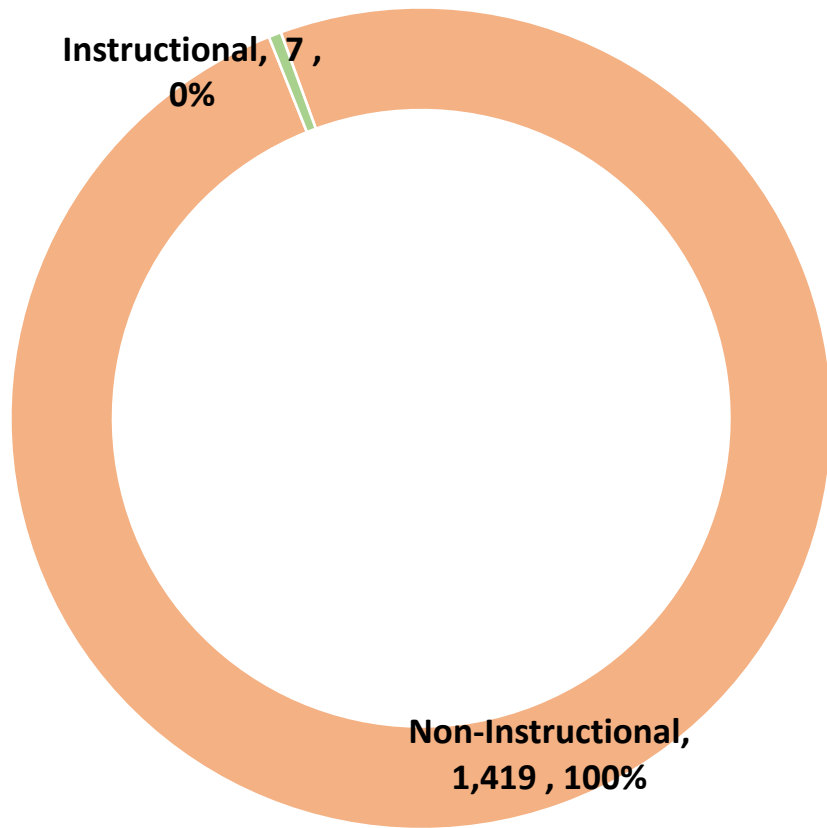


■ Instructional ■ Non-Instructional

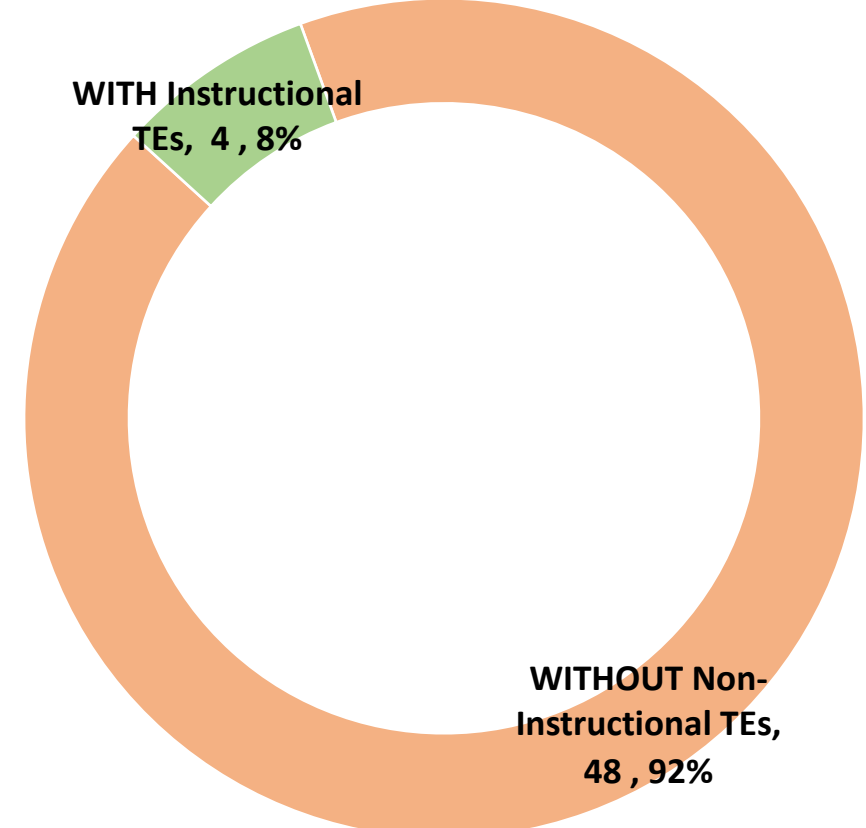
* Excludes faculty in "N/A" category of the campus headcount.

Kapi'olani CC Faculty Assignment – Non-Instructional

Kapi'olani CC Distribution of Non-Instructional Faculty Teaching Equivalencies

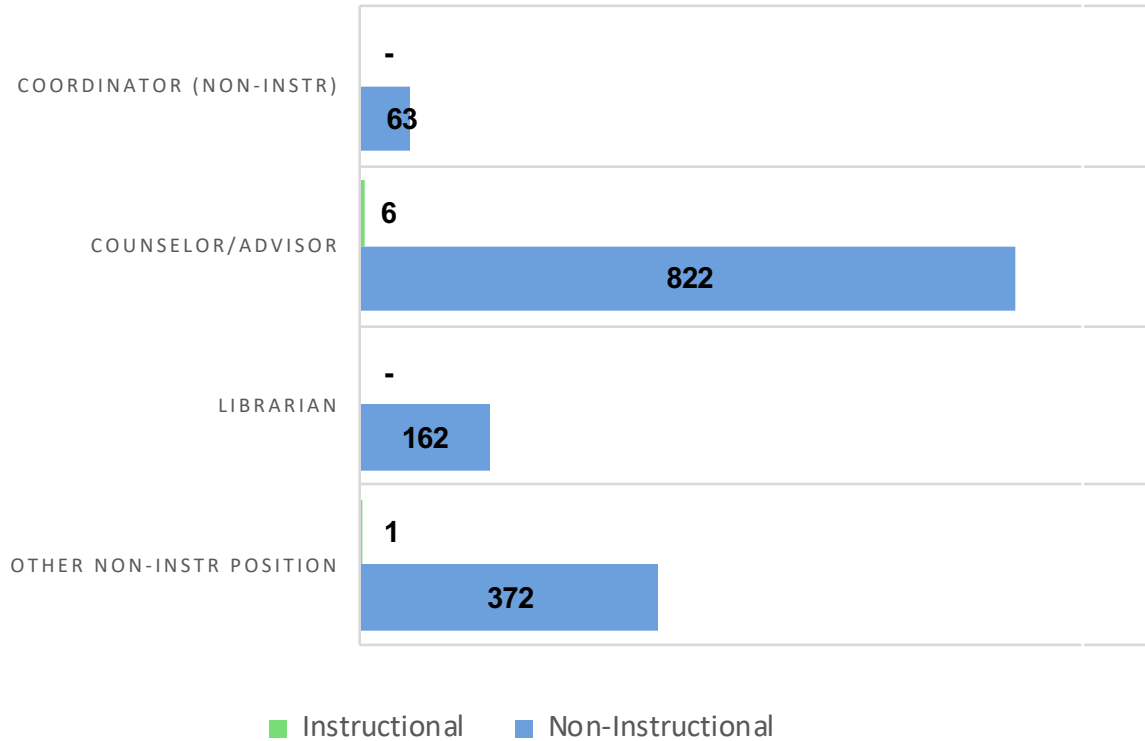


Kapi'olani CC Distribution of Non-Instructional Faculty with Teaching Equivalencies (Headcount)

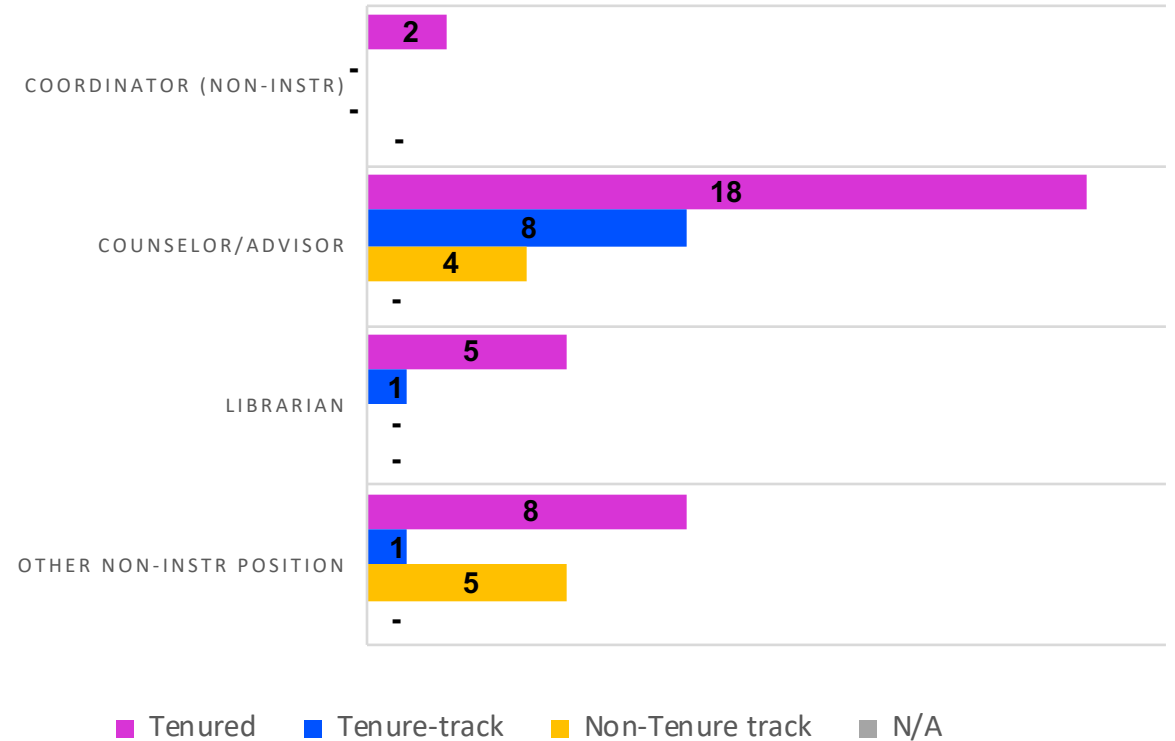


Kapi'olani CC Faculty Assignment – Non-Instructional (2)

**Kapi'olani CC Non-Instructional Faculty by Job Type
(by Teaching Equivalencies)**

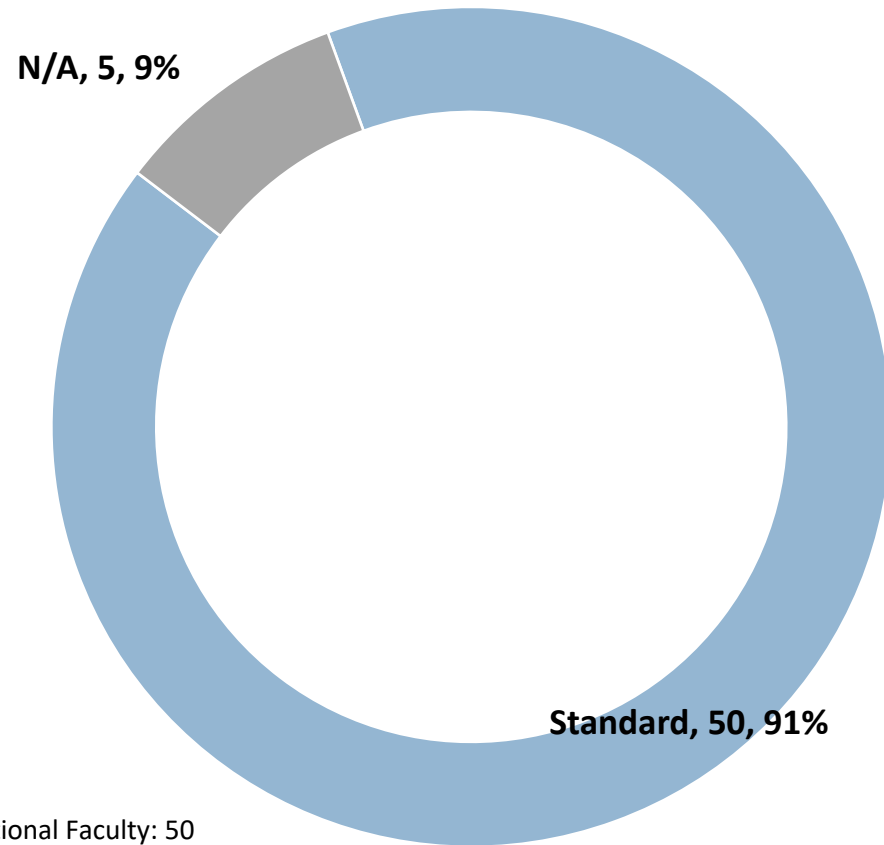


**Kapi'olani CC Non-Instructional Faculty by Job Type
And Tenure-Status (by Headcount)**



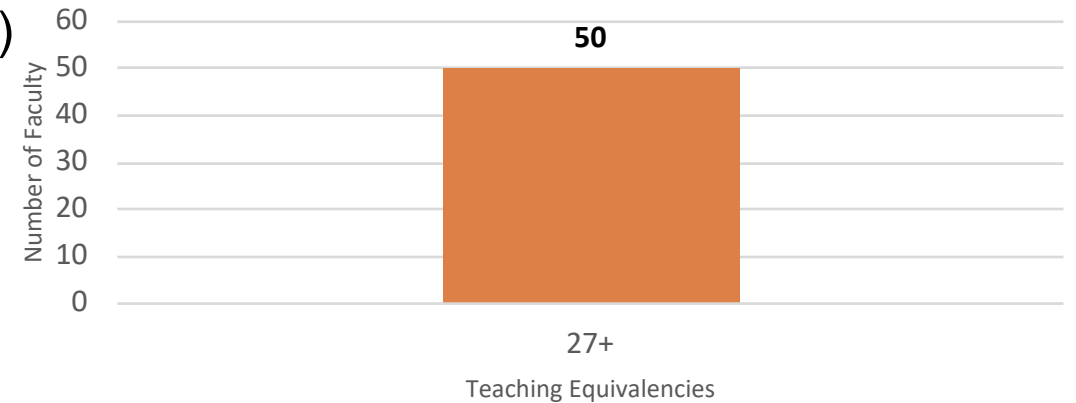
Kaua'i CC Faculty Assignment - Instructional

Kaua'i CC Instructional Faculty Load (Headcount)



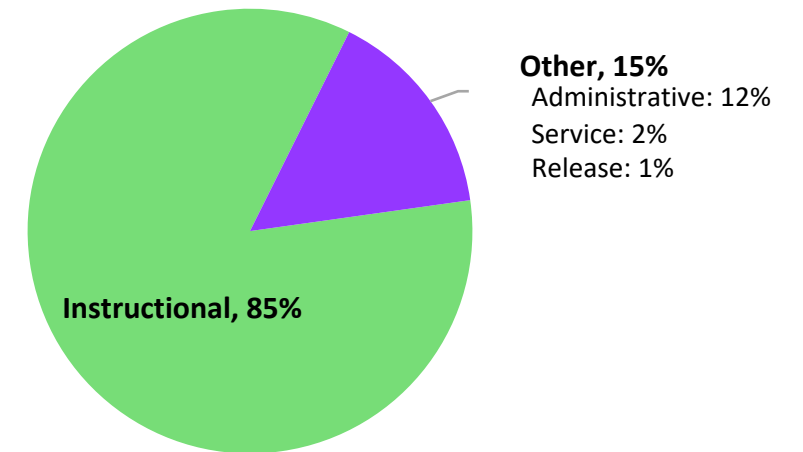
FT Instructional Faculty: 50
 N/A Faculty: 5
 Total Instructional Faculty: 55

Kaua'i CC Full-time, Instructional Faculty Headcount by Total Workload (by Teaching Equivalencies)*



* Includes only Full-time Instr. faculty, except those in "N/A" category of campus headcount.

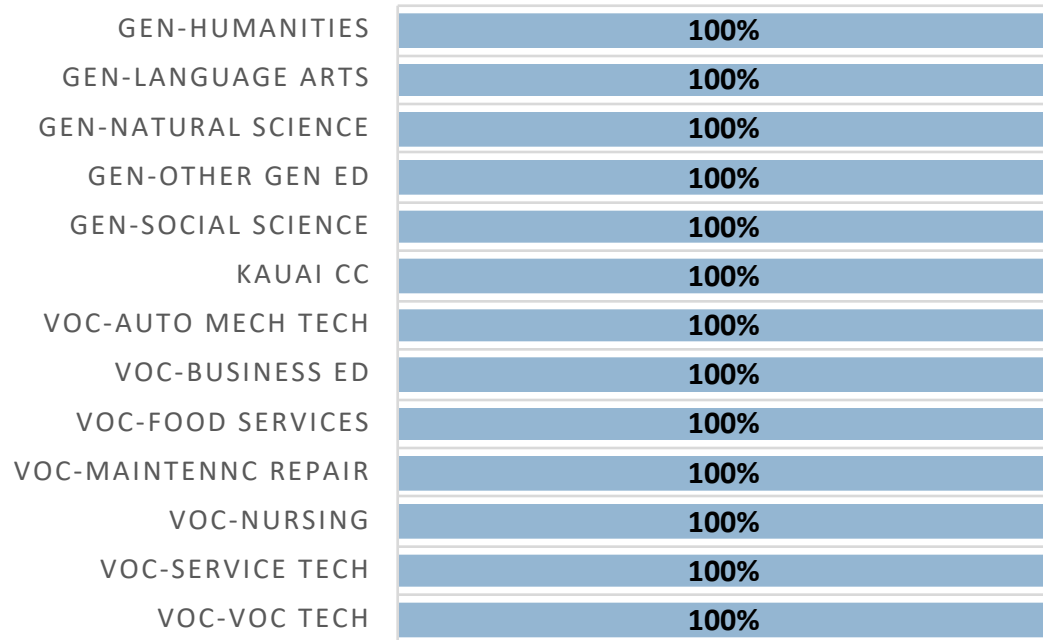
Kaua'i CC Instructional Faculty Load by Type (by Teaching Equivalencies)*



* Excludes faculty in "N/A" category of the campus headcount.

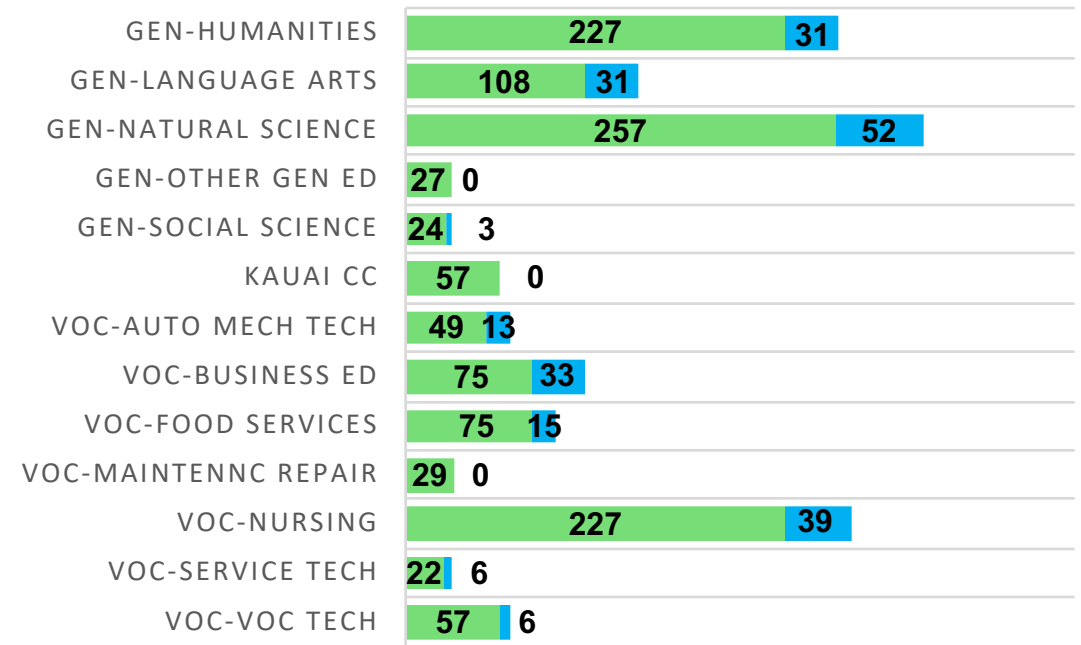
Kaua'i CC Faculty Assignment – Instructional (2)

Kaua'i CC Instructional Faculty Load by Department (by Headcount)*



■ Standard

Kaua'i CC Instructional Faculty Load by Department & Type (by Teaching Equivalencies)*

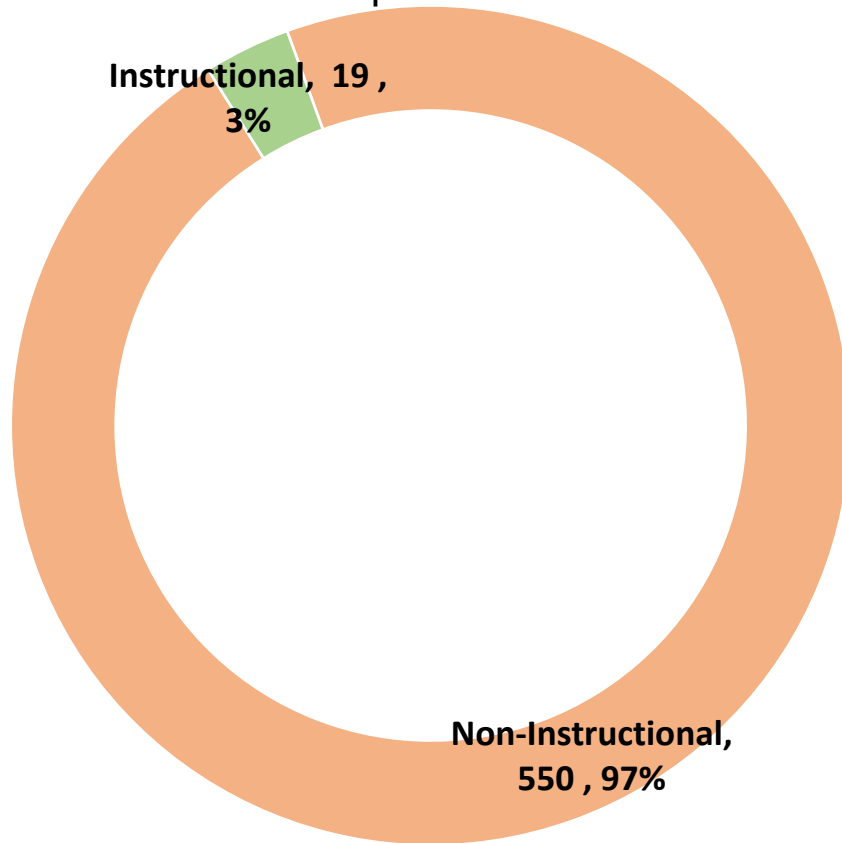


■ Instructional ■ Non-Instructional

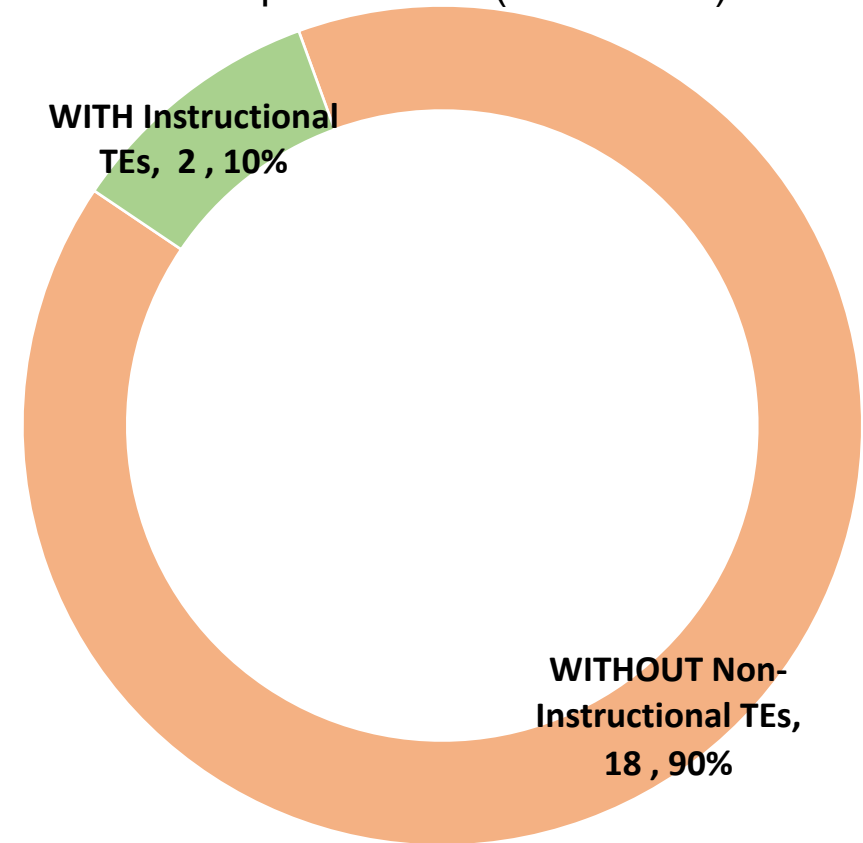
* Excludes faculty in "N/A" category of the campus headcount.

Kaua'i CC Faculty Assignment – Non-Instructional

Kaua'i CC Distribution of Non-Instructional Faculty Teaching Equivalencies

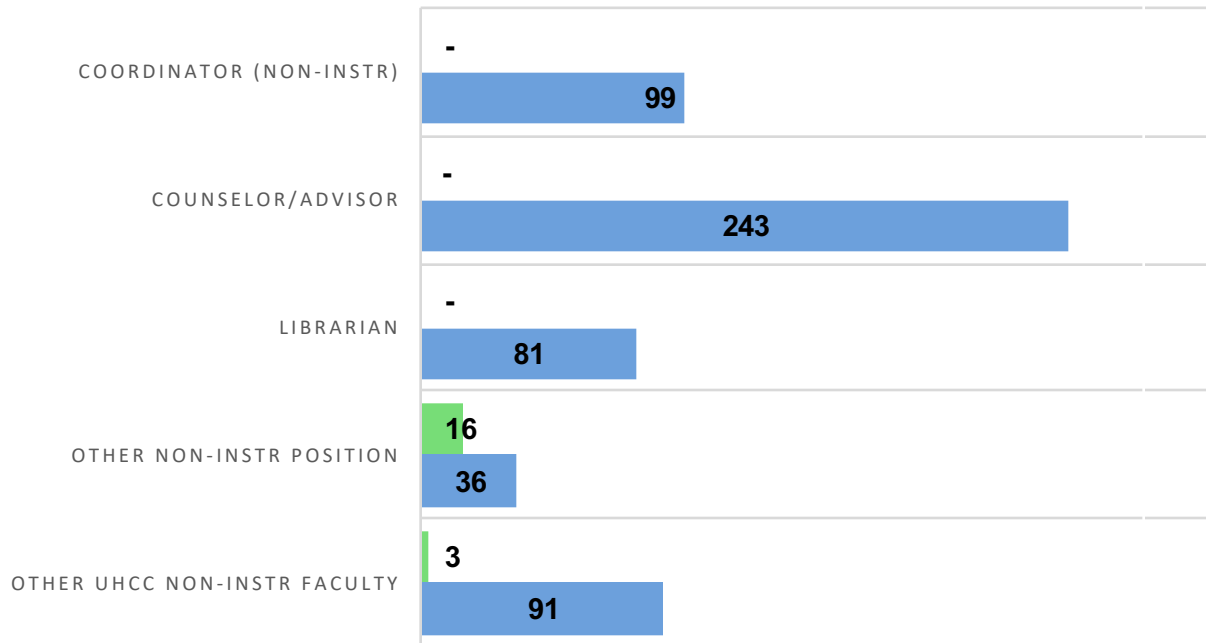


Kaua'i CC Distribution of Non-Instructional Faculty with Teaching Equivalencies (Headcount)



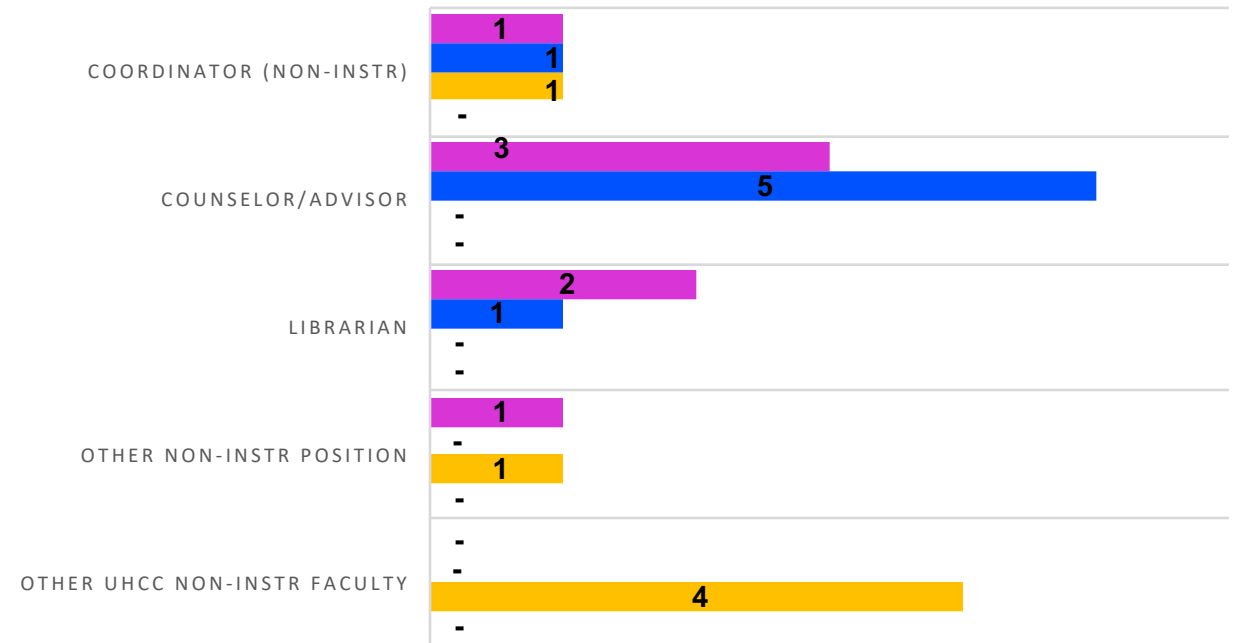
Kaua'i CC Faculty Assignment – Non-Instructional (2)

**Kaua'i CC Non-Instructional Faculty by Job Type
(by Teaching Equivalencies)**



■ Instructional ■ Non-Instructional

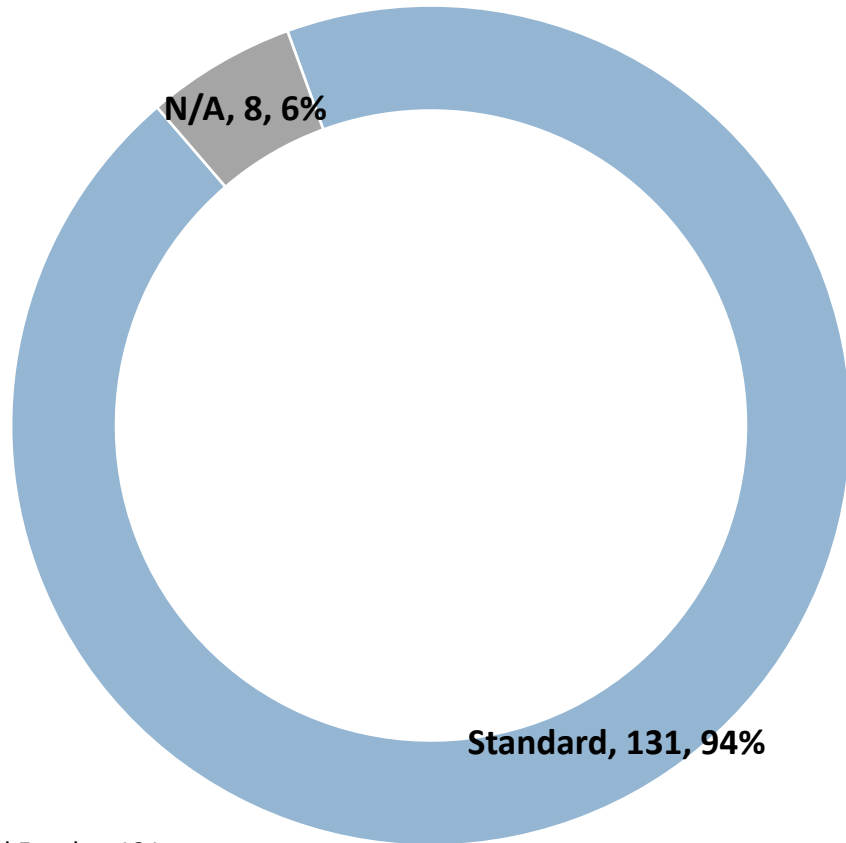
**Kaua'i CC Non-Instructional Faculty by Job Type
And Tenure-Status (by Headcount)**



■ Tenured ■ Tenure-track ■ Non-Tenure track ■ N/A

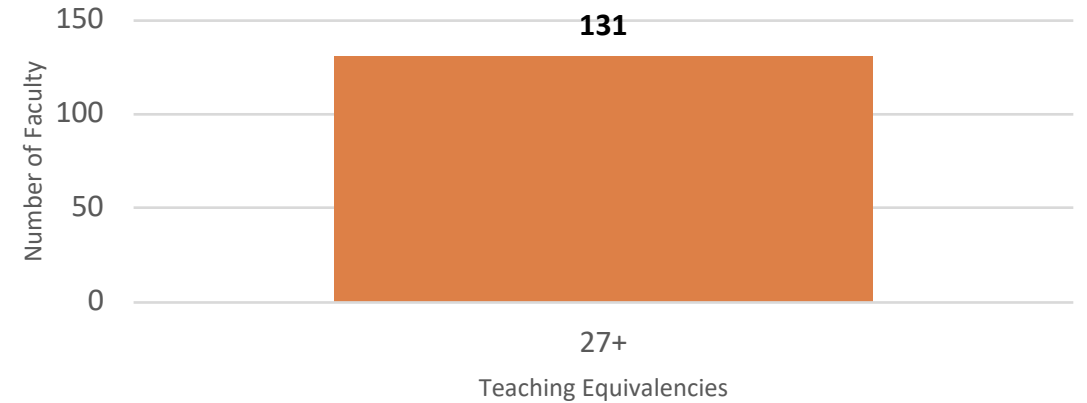
Leeward CC Faculty Assignment - Instructional

Leeward CC Instructional Faculty Load (Headcount)



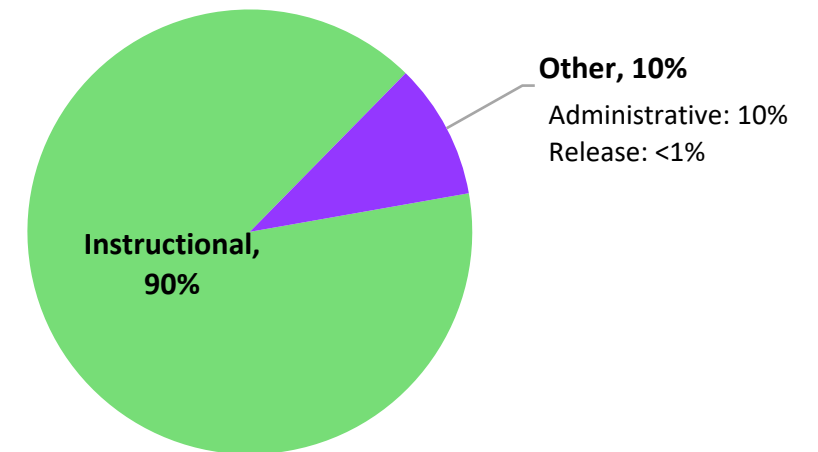
FT Instructional Faculty: 131
 Total N/A Faculty: 8
 Total Instructional Faculty: 139

Leeward CC Full-time, Instructional Faculty Headcount by Total Workload (by Teaching Equivalencies)*



* Includes only Full-time Instr. faculty, except those in "N/A" category of campus headcount.

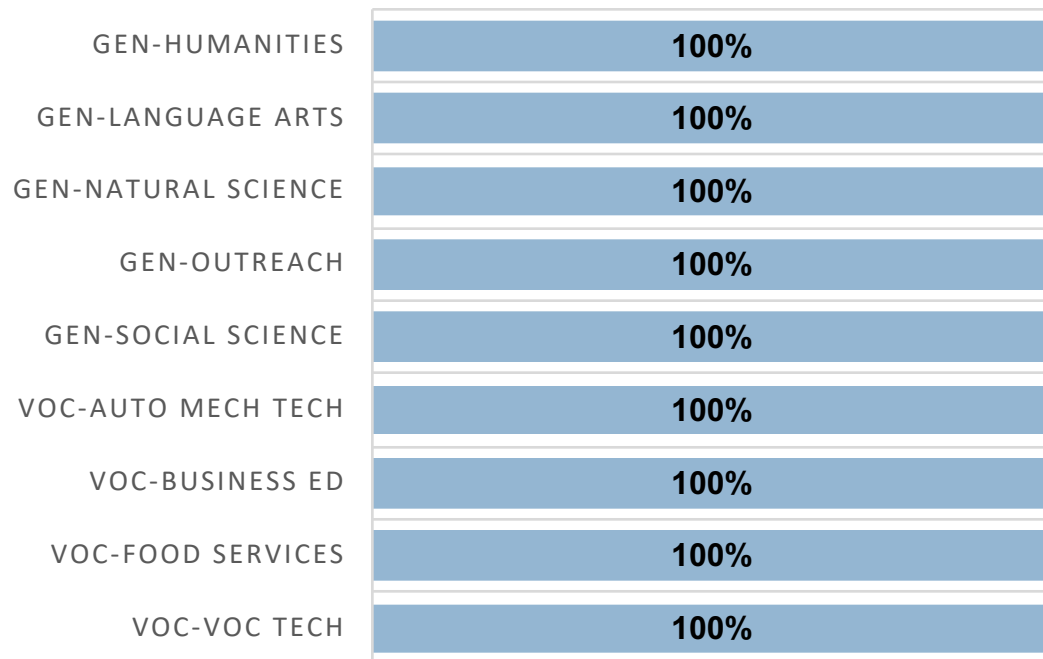
Leeward CC Faculty Load by Type (by Teaching Equivalencies)*



* Excludes faculty in "N/A" category of the campus headcount.

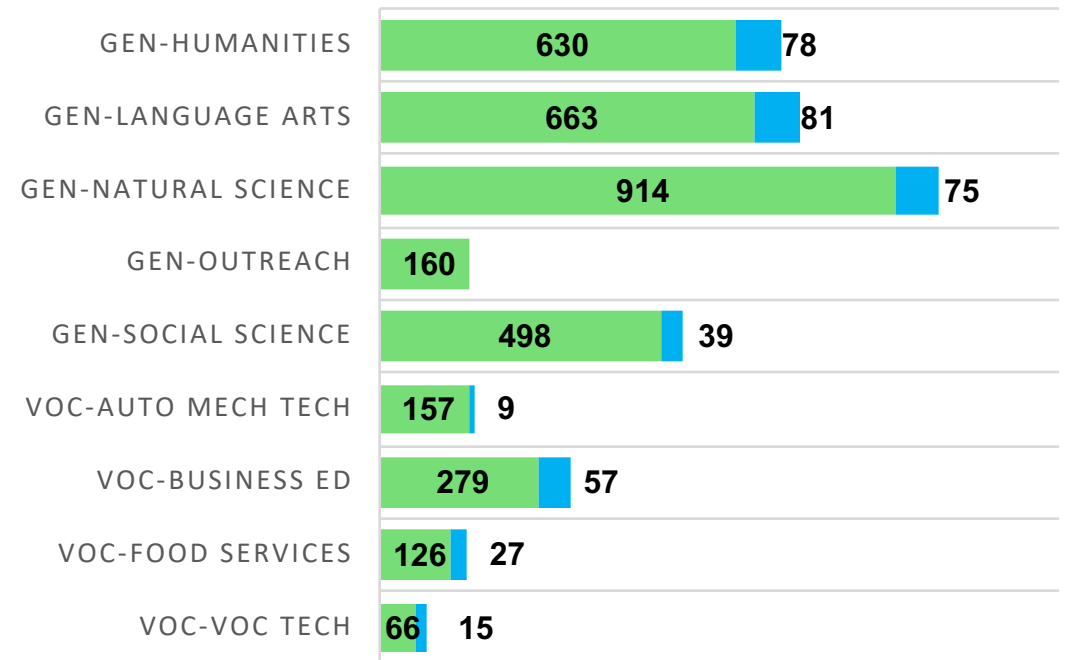
Leeward CC Faculty Assignment - Instructional (2)

Leeward CC Instructional Faculty Load by Department (by Headcount)*



■ Standard ■ Less than standard

Leeward CC Instructional Faculty Load by Department & Type (by Teaching Equivalencies)*

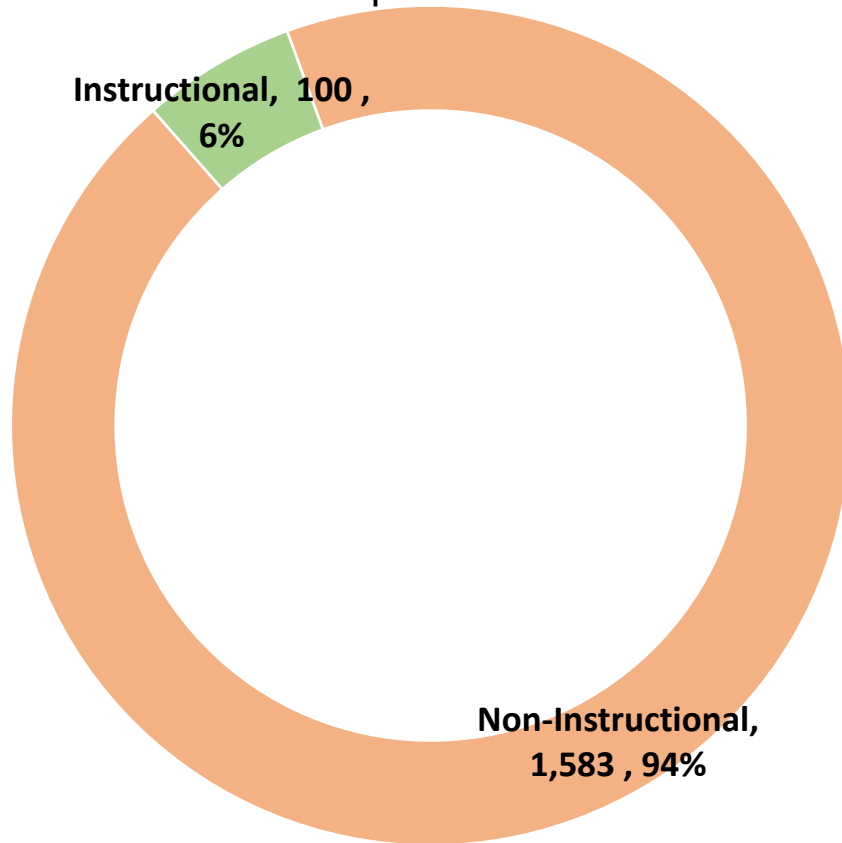


■ Instructional ■ Non-Instructional

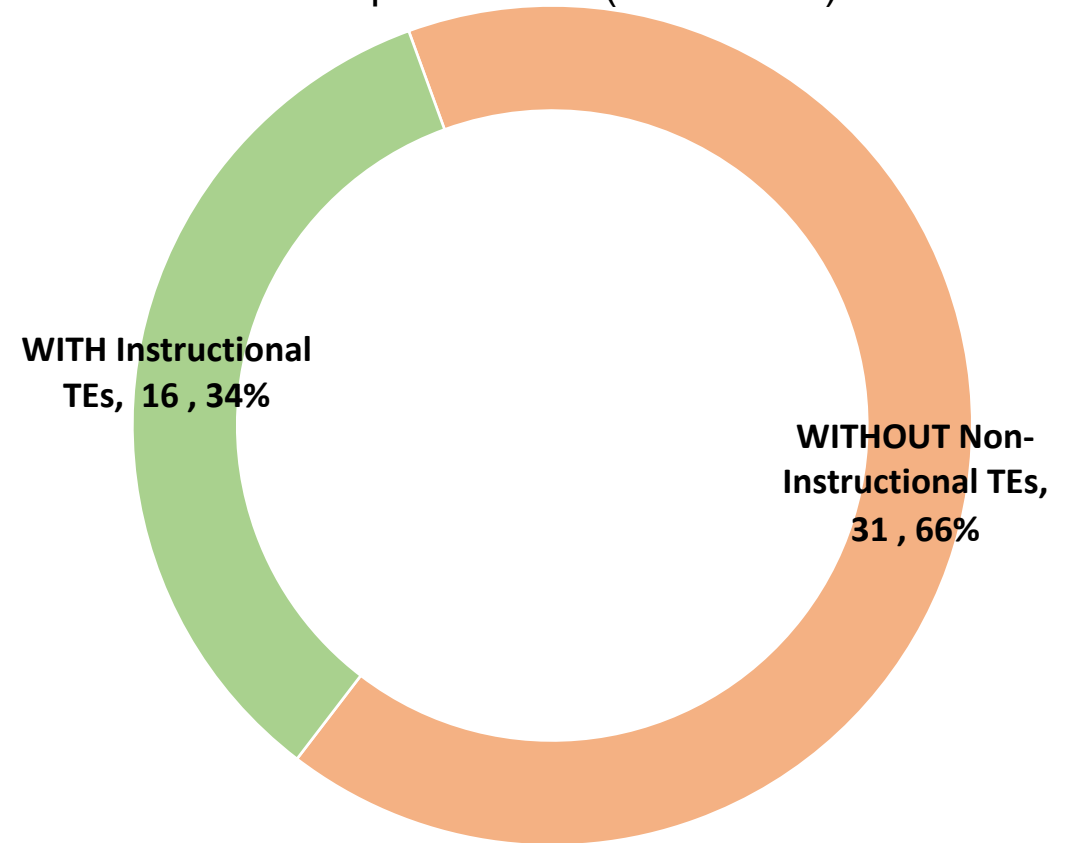
* Excludes faculty in "N/A" category of the campus headcount.

Leeward CC Faculty Assignment – Non-Instructional

Leeward CC Distribution of Non-Instructional Faculty Teaching Equivalencies

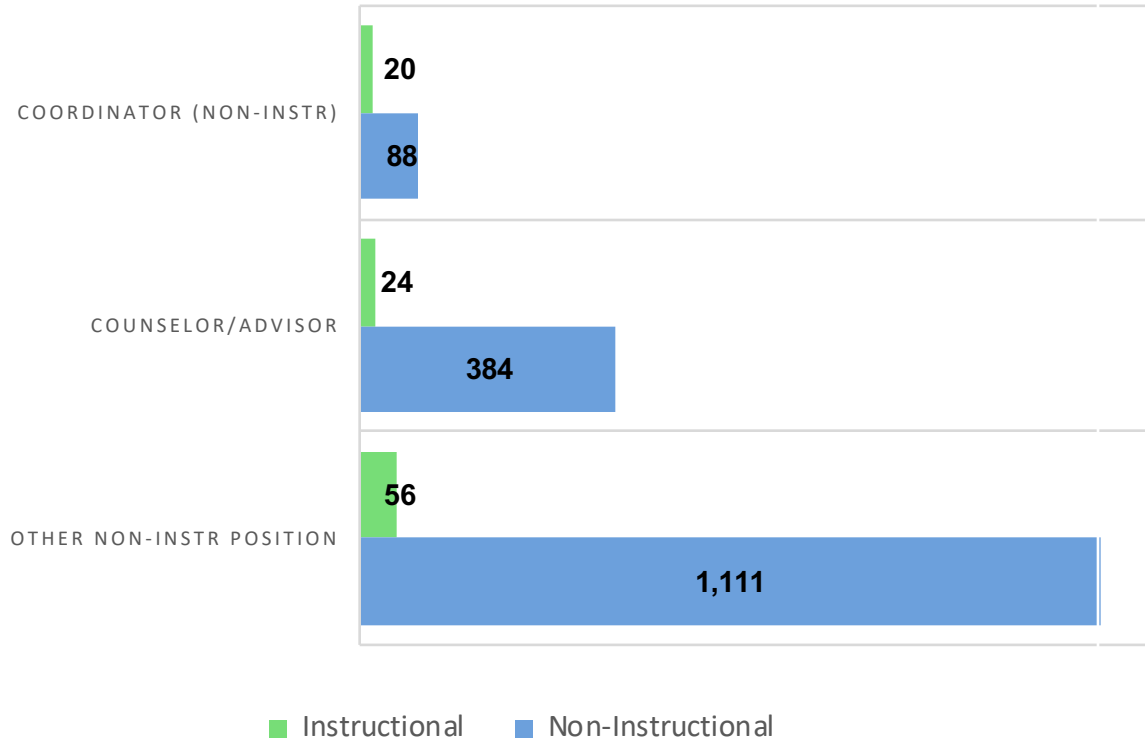


Leeward CC Distribution of Non-Instructional Faculty with Teaching Equivalencies (Headcount)

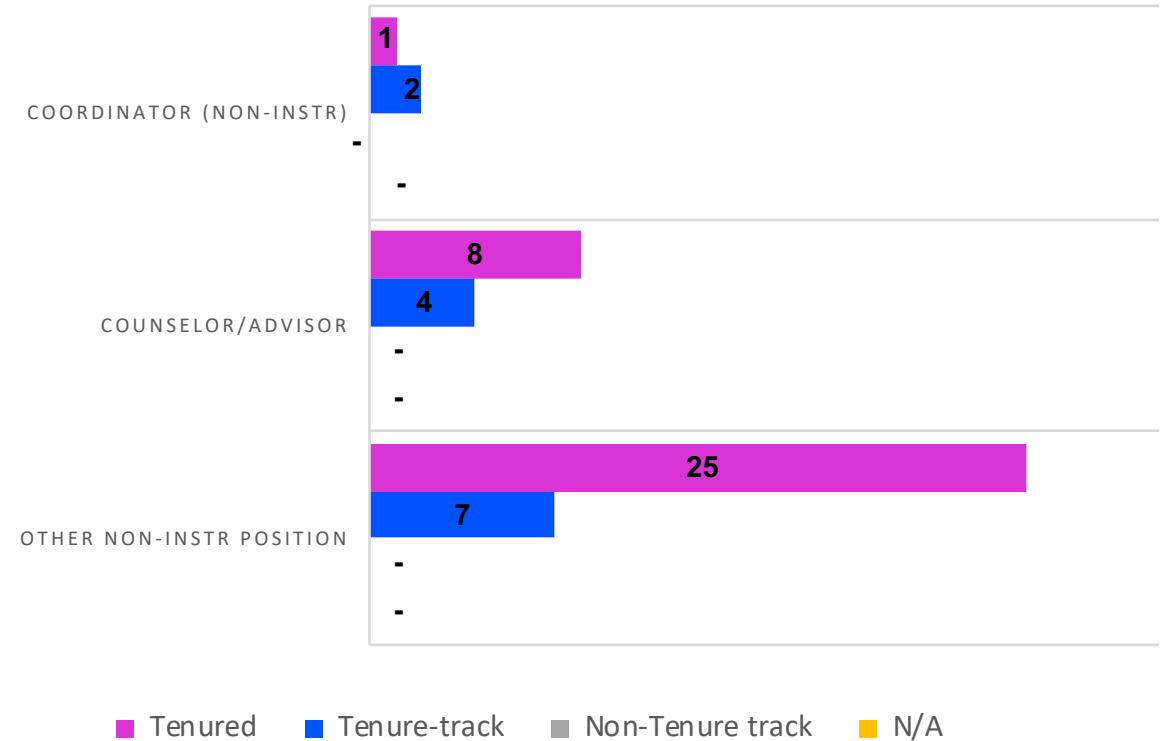


Leeward CC Faculty Assignment – Non-Instructional (2)

Leeward CC Non-Instructional Faculty by Job Type
(by Teaching Equivalencies)

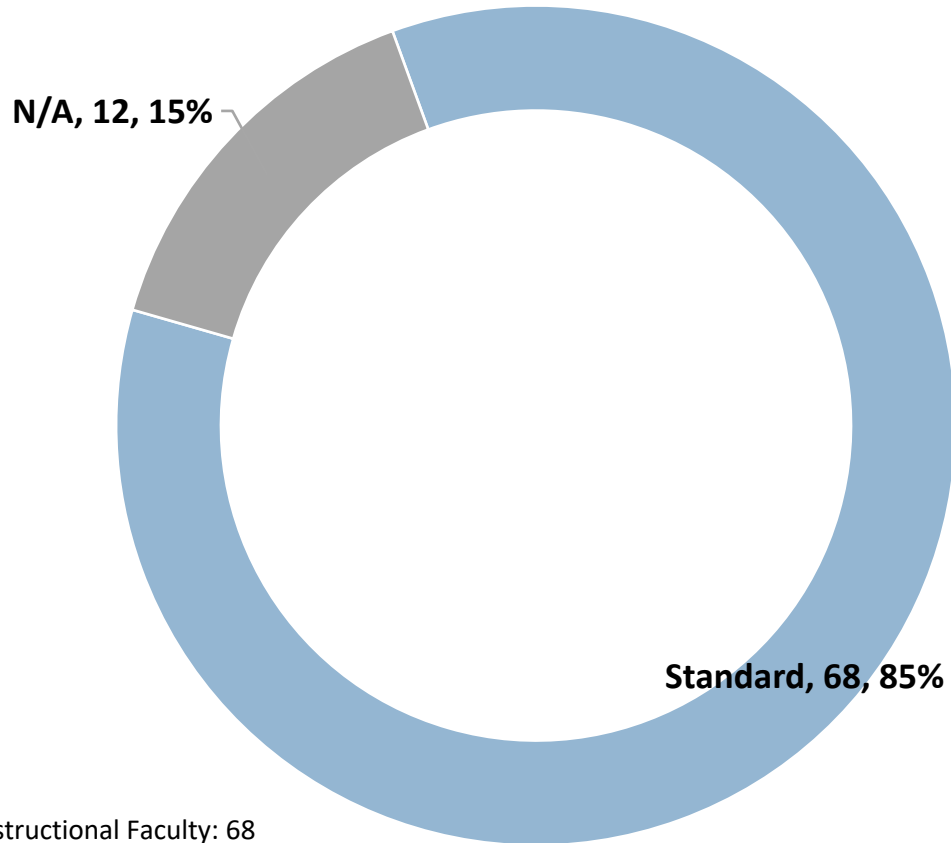


Leeward CC Non-Instructional Faculty by Job Type
And Tenure-Status (by Headcount)



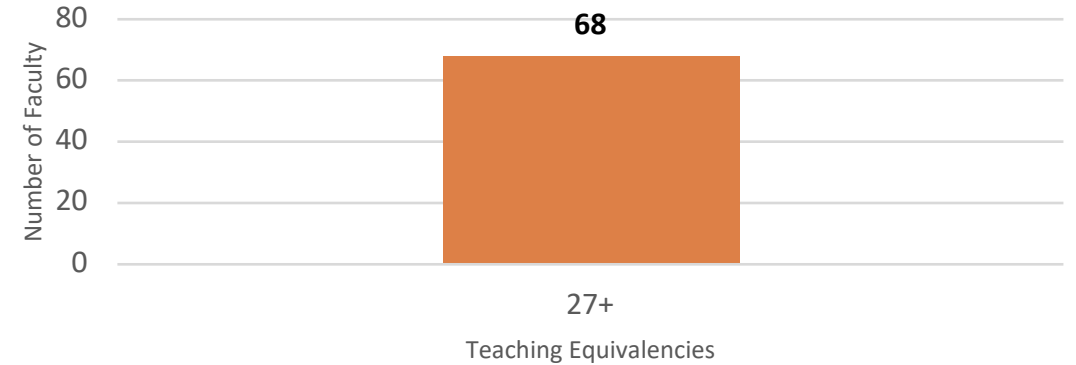
UH Maui College Faculty Assignment - Instructional

UH Maui College Instructional Faculty Load (Headcount)



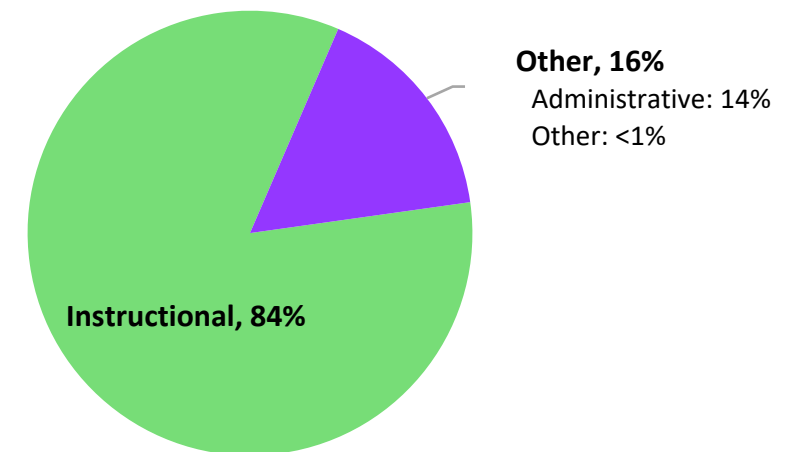
FT Instructional Faculty: 68
 N/A Faculty: 12
 Total Instructional Faculty: 80

UH Maui College Full-time, Instructional Faculty Headcount by Total Workload (by Teaching Equivalencies)*



* Includes only Full-time Instr. faculty, except those in "N/A" category of campus headcount.

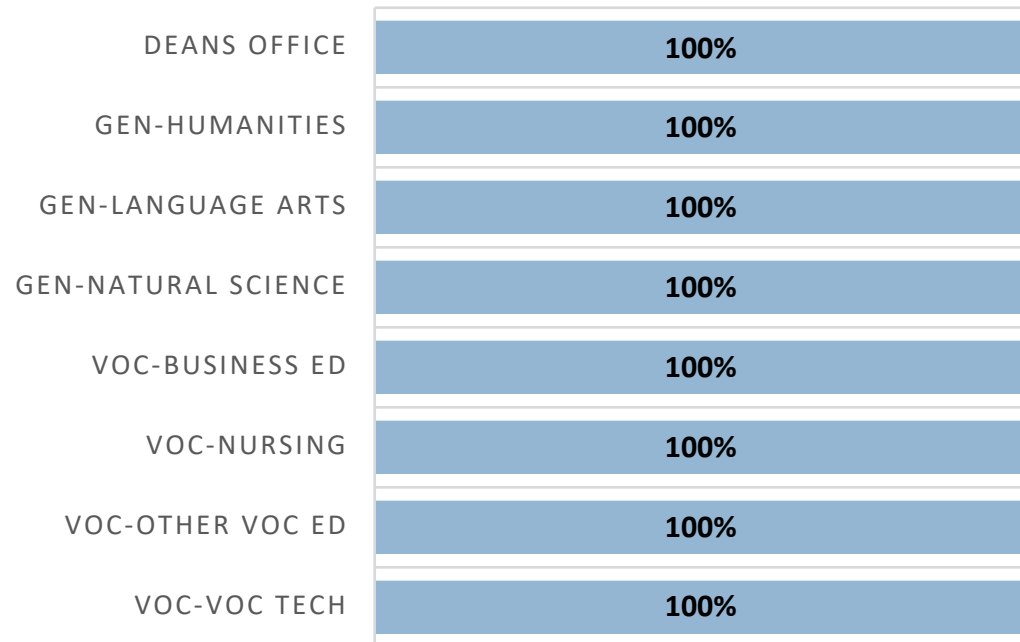
UH Maui College Instructional Faculty Load by Type (by Teaching



* Excludes faculty in "N/A" category of the campus headcount.

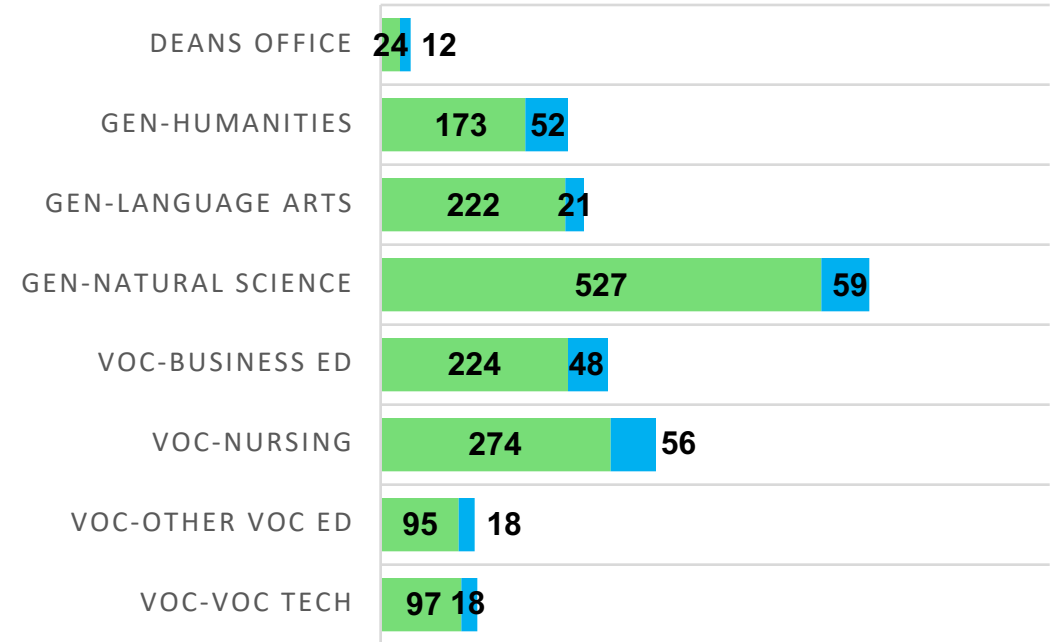
UH Maui College Faculty Assignment – Instructional (2)

UH Maui College Instructional Faculty Load by Department (by Headcount)*



■ Standard

UH Maui College Instructional Faculty Load by Department & Type (by Teaching Equivalencies)*

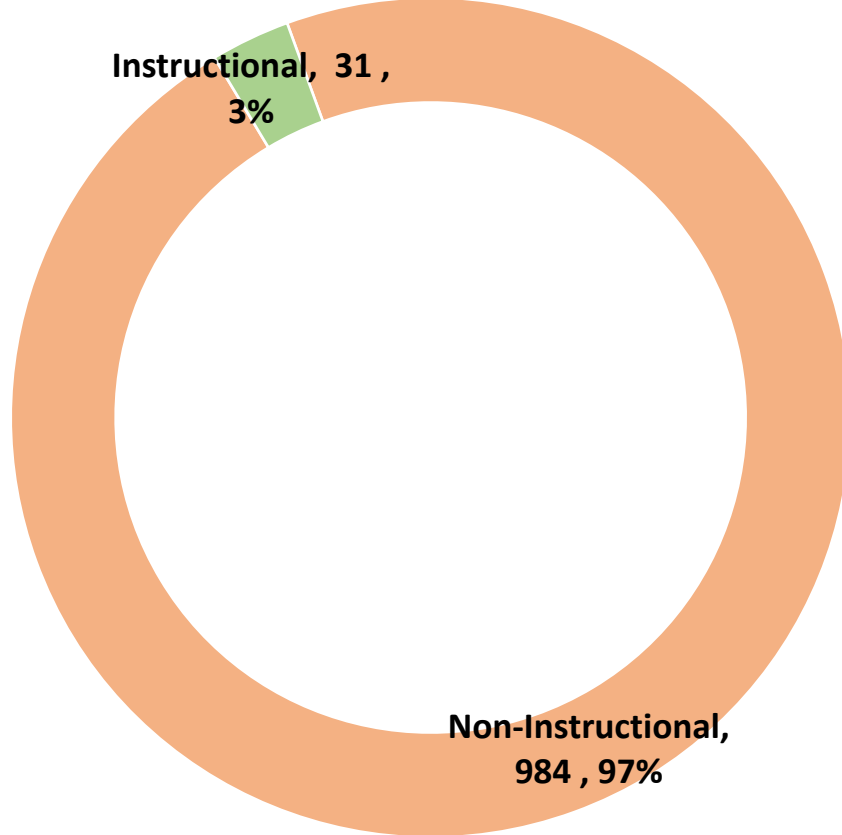


■ Instructional ■ Non-Instructional

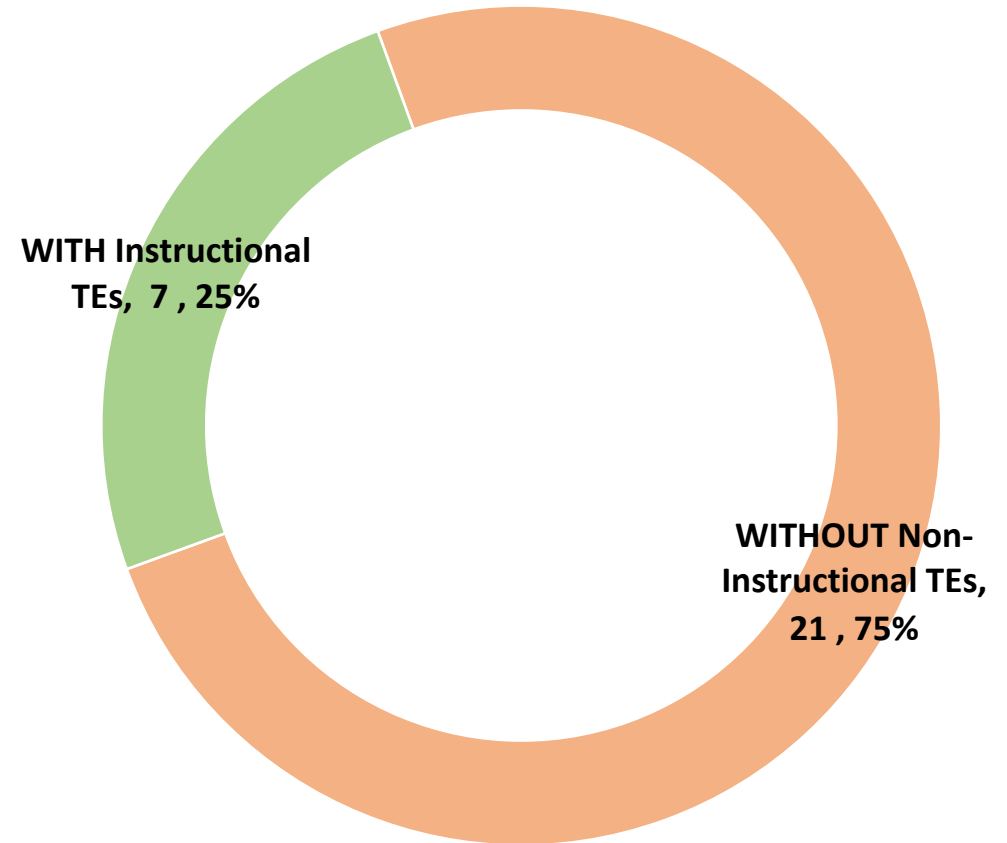
* Excludes faculty in "N/A" category of the campus headcount.

UH Maui College Faculty Assignment – Non-Instructional

UH Maui College Distribution of Non-Instructional Faculty Teaching Equivalencies

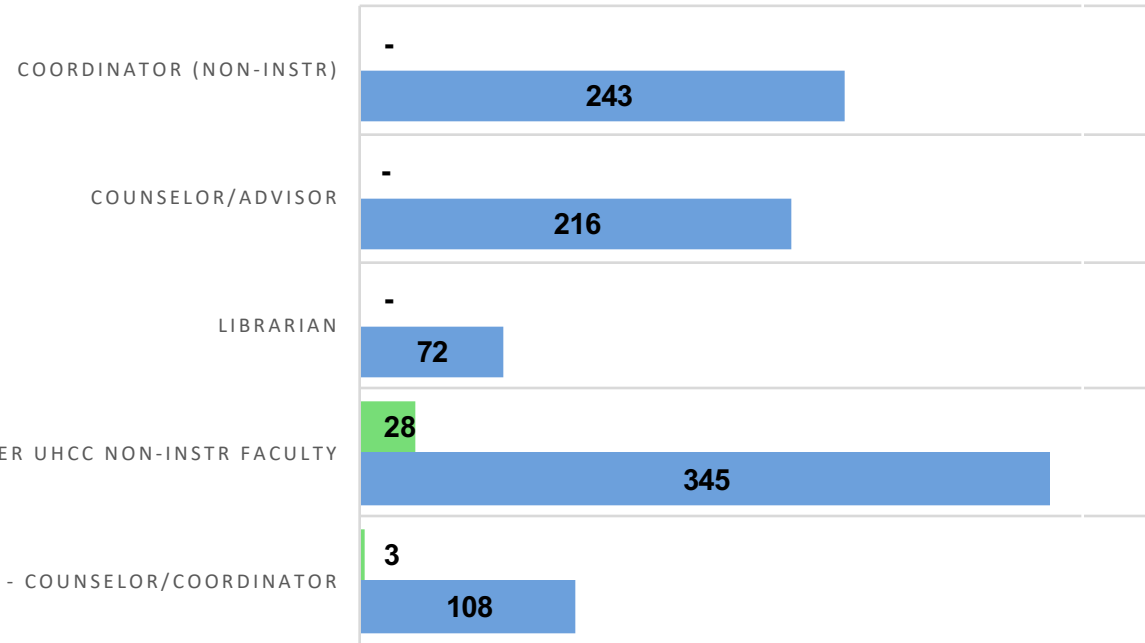


UH Maui College Distribution of Non-Instructional Faculty with Teaching Equivalencies (Headcount)



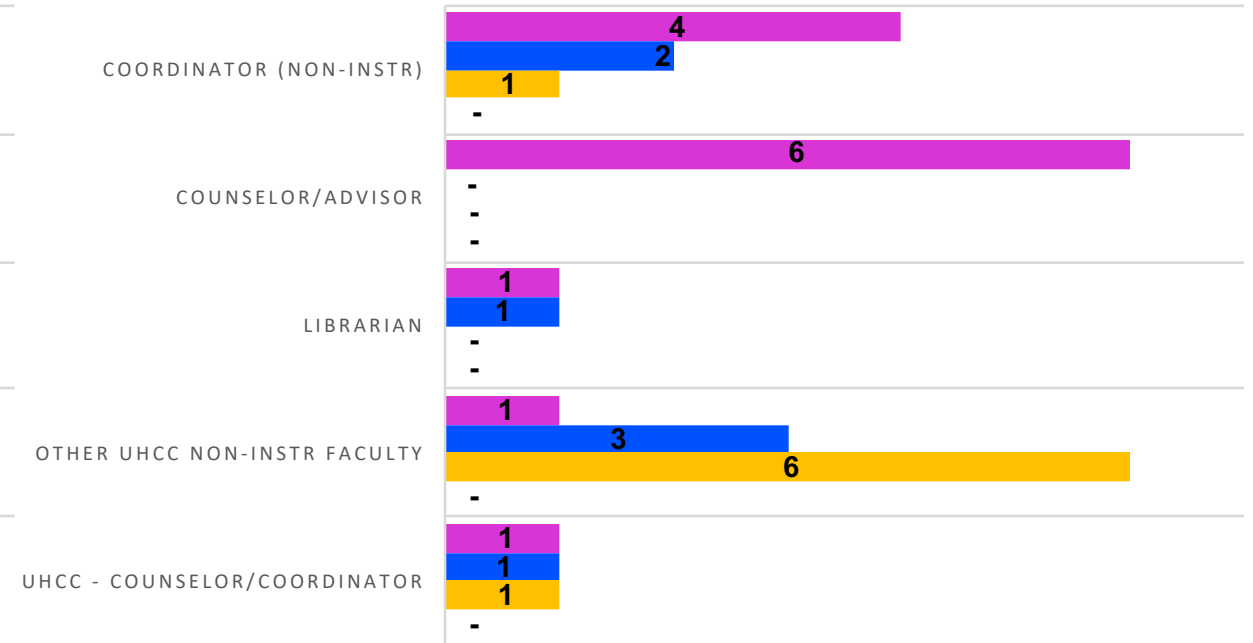
UH Maui College Faculty Assignment – Non-Instructional (2)

UH Maui College Non-Instructional Faculty by Job Type
(by Teaching Equivalencies)



■ Instructional ■ Non-Instructional

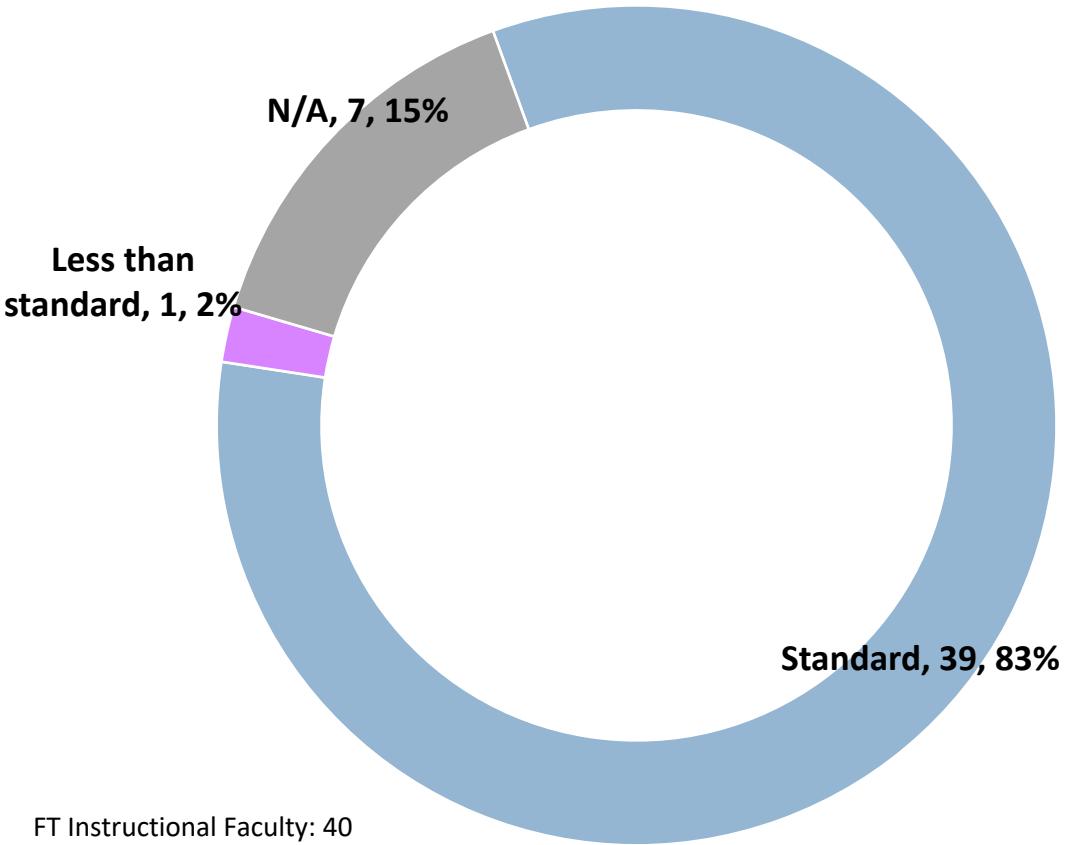
UH Maui College Non-Instructional Faculty by Job Type
And Tenure-Status (by Headcount)



■ Tenured ■ Tenure-track ■ Non-Tenure track ■ N/A

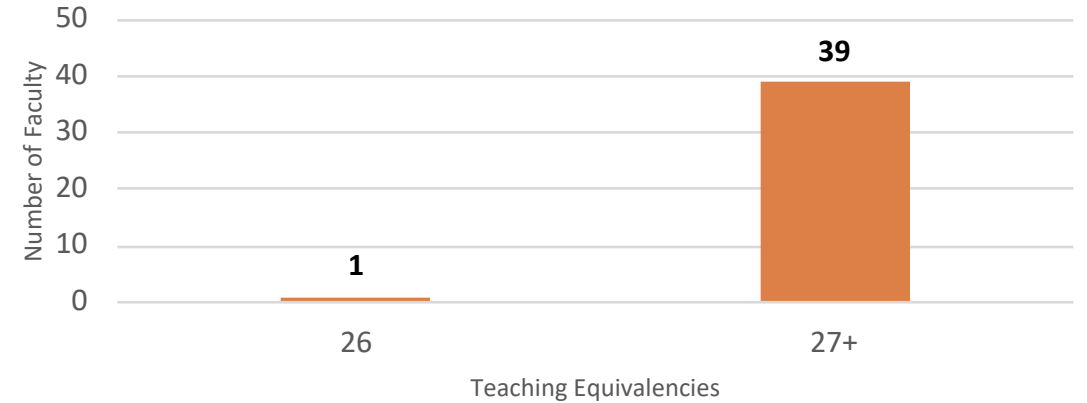
Windward CC Faculty Assignment - Instructional

Windward CC Instructional Faculty Load (Headcount)



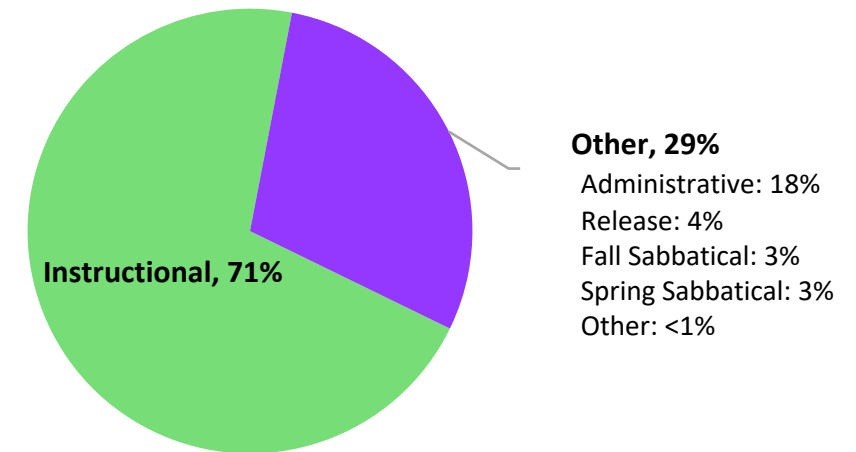
FT Instructional Faculty: 40
 N/A Faculty: 7
 Total Instructional Faculty: 47

Windward CC Full-time, Instructional Faculty Headcount by Total Workload (by Teaching Equivalencies)*



* Includes only Full-time Instr. faculty, except those in "N/A" category of campus headcount.

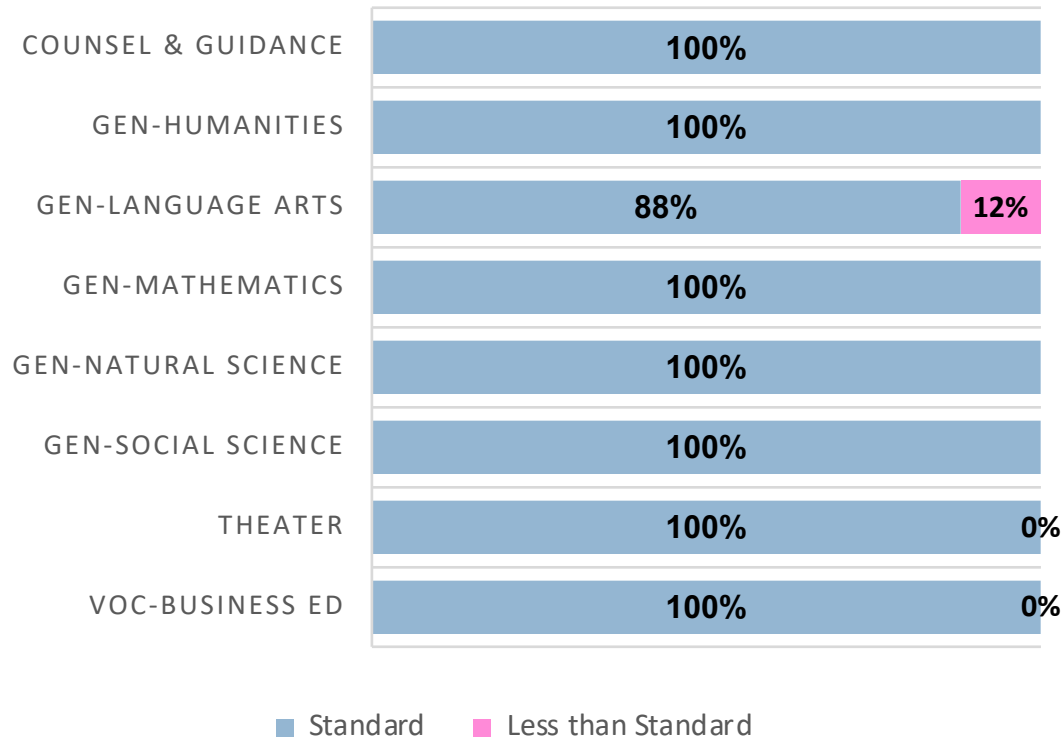
Windward CC Instructional Faculty Load by Type (by Teaching Equivalencies)*



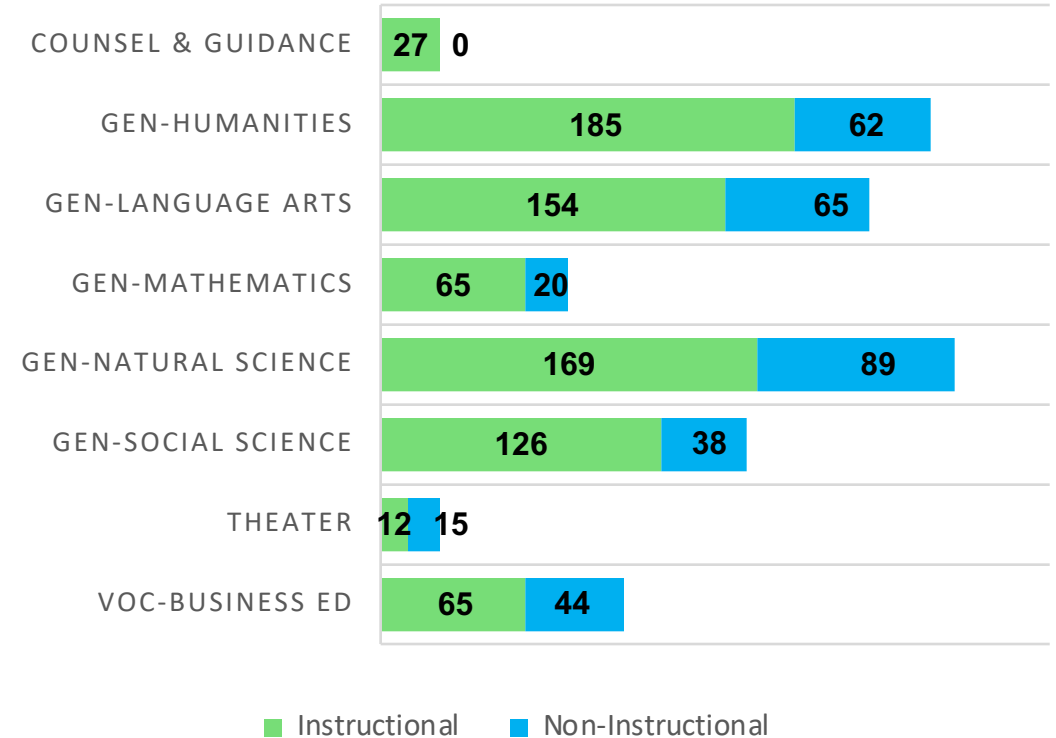
* Excludes faculty in "N/A" category of the campus headcount.

Windward CC Faculty Assignment - Instructional (2)

Windward CC Instructional Faculty Load by Division/Department (by Headcount)*



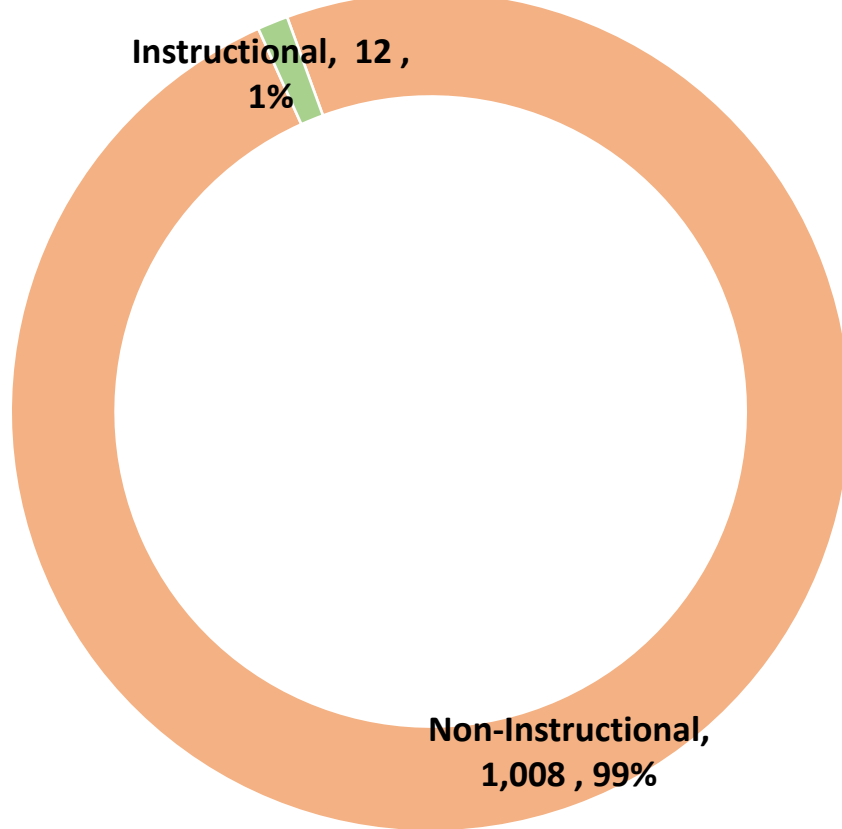
Windward CC Instructional Faculty Load by Department & Type (by Teaching Equivalencies)*



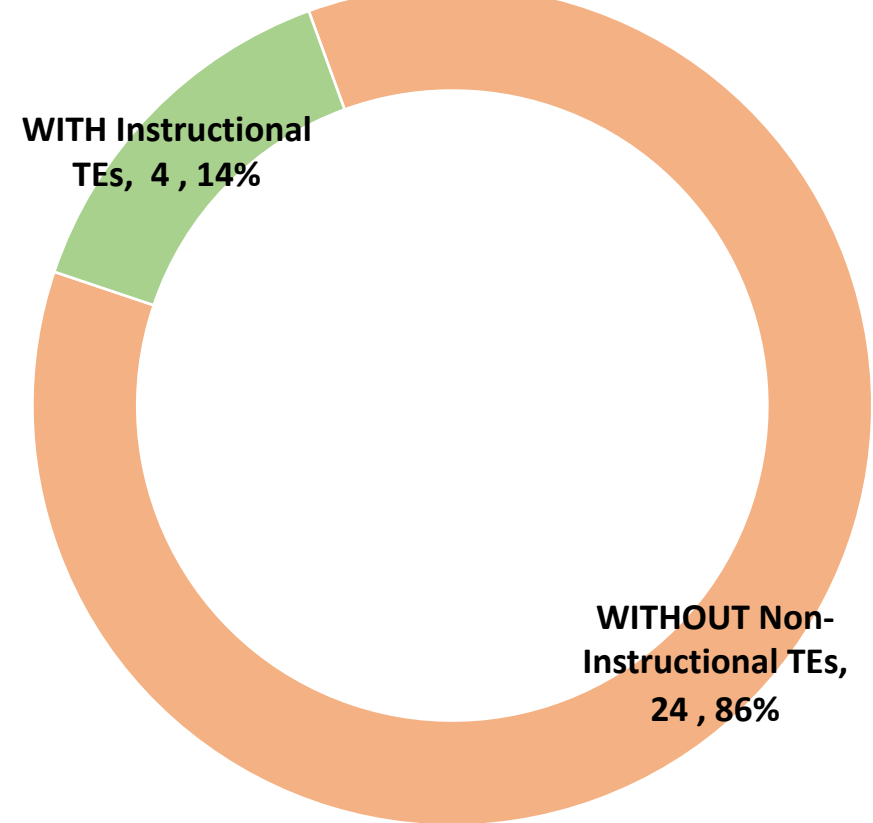
* Excludes faculty in "N/A" category of the campus headcount.

Windward CC Faculty Assignment – Non-Instructional

Windward CC Distribution of Non-Instructional Faculty Teaching Equivalencies

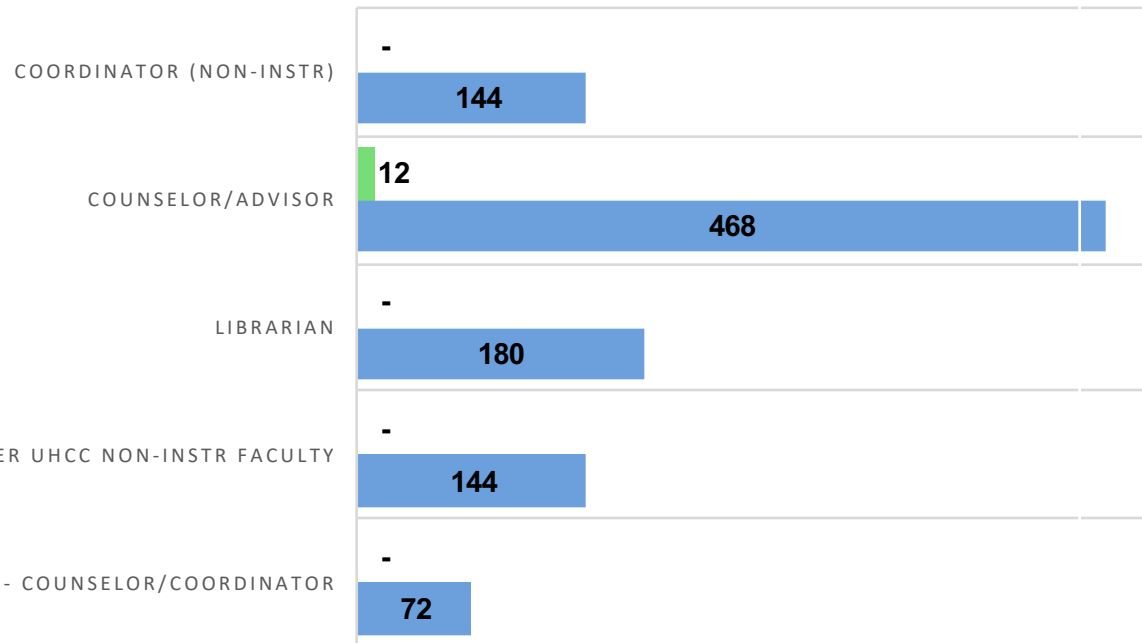


Windward CC Distribution of Non-Instructional Faculty with Teaching Equivalencies (Headcount)

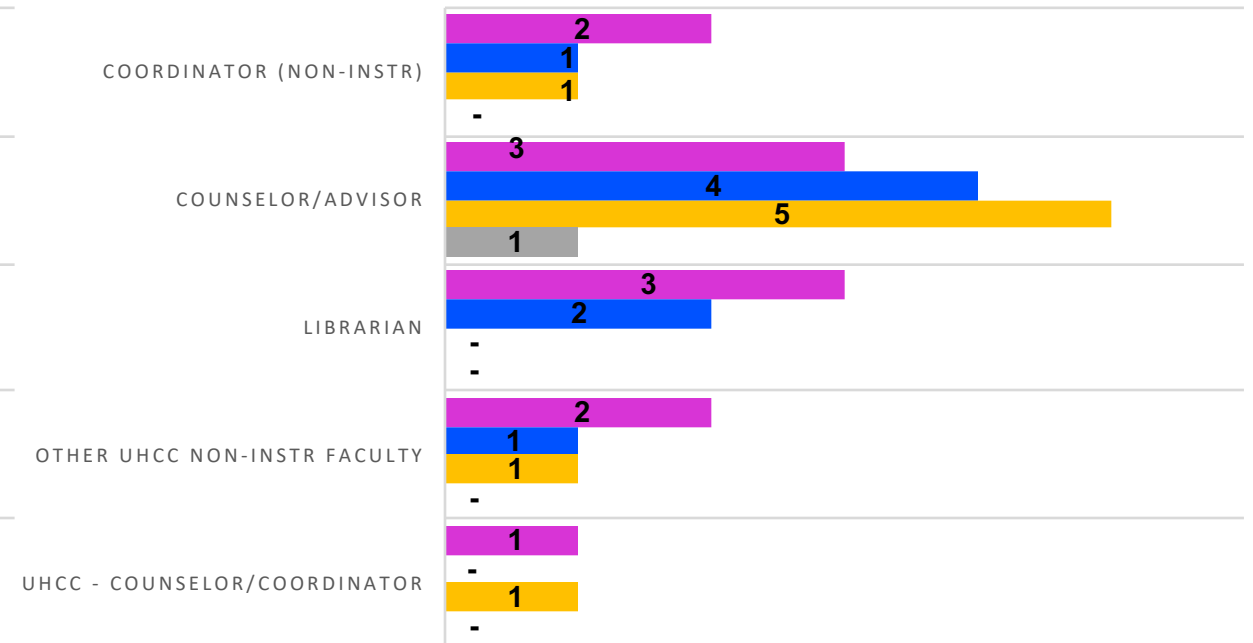


Windward CC Faculty Assignment – Non-Instructional (2)

Windward CC Non-Instructional Faculty by Job Type
(by Teaching Equivalencies)



Windward CC Non-Instructional Faculty by Job Type
And Tenure-Status (by Headcount)



Concluding Remarks

Current Issues and Next Steps

- Many data quality issues have been addressed and the collection process has been improved to allow individual faculty to view their own data. We will continue to improve both the data quality and collection process.
- While UHCC Policy 9.237 establishes a common framework for teaching equivalencies for the community colleges, there is no consistent framework used for determining non-instructional teaching equivalencies across the four-year campuses and often across departments. UH EP 9.214 is being revised to begin this process.
- Operational equivalencies appropriate for each four-year unit regarding what specifically constitutes the teaching equivalencies assigned for different types of instruction, as well as research, service, extension (outreach), and administrative duties, will be developed.

Appendix

Faculty Assignment template

WORK ASSIGNMENT TEMPLATE
ANNUAL UNIVERSITY OF HAWAII FACULTY SURVEY

Home Summary Reports **Work Assignment Templates** Reference

[← All Faculty](#)

Status: Draft Save

785B73, Test Faculty
MAN, C OF NAT SCI
Sec. 0493DD, Job 172B90

2020-2021 WORK ASSIGNMENT
14 TOTAL Teaching Equivalencies
14 Instr [14 Classroom, 0 Indiv Instr], 0 Non-inst
Status: NOT COMPLETE WORKLOAD BASIS
This record is still in progress. [DRAFT]

Section I - GENERAL INFORMATION

BASIS: 24 TEACHING EQUIVALENCIES

Job Type:	Instructional
Departmental Full-Time Equivalent:	1
Expected Teaching Equivalent:	24

FACULTY STATUS
(Check all that apply)
*Selecting at least one will indicate that the faculty was not able to make their workload and will be marked as N/A in the final report

- Entire Year Leave (Non-Sabbatical) ?
- Partial Leave (Non-Sabbatical) ?
- New Hire (without release credits) ?
- No Longer Employed ?

Section II - INSTRUCTIONAL

2020-2021 Academic Year

Estimated Classroom Instruction ?	14
Actual Classroom Instruction ?	14
Individual Instruction ?	
Overload Instruction ?	

Classroom TE Adjustment Justification ?

2022 University of Hawai'i Legislative Update

For Presentation

UH Board of Regents
February 17, 2022



UNIVERSITY OF HAWAII

2022 Legislative Session

- 2022 Legislative Tracking Statistics
- 2022 Budget/Funding Bills
- 2022 UH Legislative Package (Admin Bills)
- 2022 Select Bills of Interest
 - Board of Regents
 - UH Operations
- Legislative Calendar



2022 Legislative Tracking Statistics

Number of Bills Introduced in 2022: 2505

- House Bill range: 1398 – 2516
- Senate Bill range: 2001 – 3386

Number of Bills Tracked by UH: 625

- House Bills: 270
- Senate Bills: 355

Number of Testimonies Submitted (as of 2/16/22): 171

Number of Bills with an Appropriation to UH: 49



2022 Legislative Package

UH REVENUE BONDS

HB 2185 HD1 (Saiki)

RELATING TO UNIVERSITY OF HAWAII REVENUE BONDS

Authorizes the University of Hawaii to issue \$100,000,000 in revenue bonds for the purpose of financing the construction, maintenance, and modernization of qualifying capital improvement projects. Effective 7/1/2050.

Position: Support

Update: House HET passed as an HD1; referred to FIN

SB 3153 (Kouchi)

RELATING TO UNIVERSITY OF HAWAII REVENUE BONDS

Authorizes the University of Hawaii to issue \$100,000,000 in revenue bonds for the purpose of financing the construction, maintenance, and modernization of qualifying capital improvement projects.

Position: Support

Update: Referred to Senate HRE, WAM



2022 Legislative Package

UNIVERSITY DISTRICTS

HB 2186 (Saiki)

RELATING TO UNIVERSITY DISTRICTS

Provides a framework that supports consistent land use planning and development across the University of Hawaii system through designation of university districts that may include the voluntary addition of real property held by a qualified person adjacent to campuses for development consistent with university district plans and rules.

Position: Support

Update: House HET deferred

SB 3154 (Kouchi)

RELATING TO UNIVERSITY DISTRICTS

Provides a framework that supports consistent land use planning and development across the University of Hawaii system through designation of university districts that may include the voluntary addition of real property held by a qualified person adjacent to campuses for development consistent with university district plans and rules.

Position: Support

Update: Referred to Senate HRE/WTL, WAM



2022 Legislative Package

BOARD OF REGENTS

HB 2187 HD1 (Saiki)

RELATING TO THE UNIVERSITY OF HAWAII BOARD OF REGENTS

Changes the number of terms of University of Hawaii Board of Regent members that should expire each year from three to two. Adjusts the terms of members appointed between 2022-2026 to realign the number of terms scheduled to expire each year.

Effective 7/1/2050. (HD1)

Position: Support

Update: House JHA passed unamended; referred to FIN

SB 3155 (Kouchi)

RELATING TO THE UNIVERSITY OF HAWAII BOARD OF REGENTS

Changes the number of terms that should expire each year from three to two. Adjusts the terms of Board of Regents members appointed between 2022-2026 to realign the number of terms scheduled to expire each year.

Position: Support

Update: Senate HRE passed as an SD1; pending referral to JDC



2022 Legislative Package

FRINGE BENEFITS

HB 2188 (Saiki)

RELATING TO THE UNIVERSITY OF HAWAII TUITION AND FEES SPECIAL FUND

To recognize the cost-sharing agreement for overall personnel expenses between State general funds and funds in the University of Hawaii Tuition and Fees Special Fund for appropriated general fund positions as beneficial to both the University of Hawaii and the State. Specifies conditions for exemptions for the University of Hawaii from sections 87A-39(a) and 88-125(a), Hawaii Revised Statutes.

Position: Support

Update: House HET passed unamended; referred to FIN

SB 3156 (Kouchi)

RELATING TO THE UNIVERSITY OF HAWAII TUITION AND FEES SPECIAL FUND

To recognize the cost-sharing agreement for overall personnel expenses between State general funds and funds in the University of Hawaii Tuition and Fees Special Fund for appropriated general fund positions as beneficial to both the University of Hawaii and the State. Specifies conditions for exemptions for the University of Hawaii from sections 87A-39(a) and 88-125(a), Hawaii Revised Statutes.

Position: Support

Update: Senate HRE deferred



2022 Select Bills of Interest

Board of Regents

HB 1849 (Saiki)

RELATING TO STATE BOARDS AND COMMISSIONS

Requires certain information on the financial disclosure statements deemed to be public records for non-paid volunteer members of state boards and commissions to be redacted.

Position:

Update: House GVR deferred

SB 2123 (Kouchi)

RELATING TO STATE BOARDS AND COMMISSIONS

Requires certain information on the financial disclosure statements deemed to be public records for non-paid volunteer members of state boards and commissions to be redacted.

Position:

Update: Senate GVO passed as a SD1; pending referral to JDC/WAM



2022 Select Bills of Interest

Board of Regents

SB 2143 (Dela Cruz)

RELATING TO BOARD MEETINGS

Requires each state board to make its board packets publicly available prior to the board's meeting.

Position:

Update: Senate GVO passed as an SD1; pending referral to JDC/WAM

SB 2403 (Acasio)

RELATING TO OPEN MEETINGS

Requires boards to provide interactive conference technology for all meetings under the State's open meetings law to permit remote participation and testimony. Requires boards to send board packets to those who have requested notification of meetings either by mail or electronic access.

Position:

Update: Re-Referred to Senate GVO, JDC/WAM



2022 Select Bills of Interest

Board of Regents

HB 1897 (Wildberger)

RELATING TO THE SUNSHINE LAW

Requires all boards to livestream meetings and archive the recordings online. Requires a board to identify each item on its meeting agenda as an item for action or an item for discussion and allow for oral testimony after each agenda item. Amends time frame requirements for the posting of board meeting minutes and board packets. Requires board meeting minutes and board packets to be posted online.

Position:

Update: House GVR passed as an HD1; pending referral to JHA

HB 2025 (Nakashima)

RELATING TO THE SUNSHINE LAW

Requires that the mandatory disclosure of the names of persons who are physically with a board member attending a public meeting by an online method shall apply only to the disclosure of the names of adults, and not minors, who are physically with the board member.

Position:

Update: House GVR passed as an HD1; pending referral to JHA



2022 Select Bills of Interest

Board of Regents

HB 1874 (Nakashima)

RELATING TO BOARDS

Allows a board to conduct up to one retreat in private per calendar year; provided that the board does not vote on any matter, make decisions, or deliberate toward a decision on any matter currently pending before the board or likely to arise before the board.

Position:

Update: House GVR deferred

SB 3200 (Moriwaki)

RELATING TO BOARDS AND COMMISSIONS

Allows a board to conduct one private retreat per calendar year, provided that the board does not vote on any matter nor make decisions or deliberate on matters currently pending before the board or likely to arise before the board.

Position:

Update: Referred to Senate JDC



2022 Select Bills of Interest

Board of Regents

HB 2026 (Nakashima)

RELATING TO CHAPTER 92, HAWAII REVISED STATUTES

Adds definitions for "board business" and "informal gatherings." Specifies that a board may prepare and circulate amongst members a statement on a position previously adopted for purposes of submission to the legislature when notice by the legislature is insufficient to interact in any other permitted manner. Outlines when board packets must be available to interested persons. Requires the application of the sunshine law to all adjudicatory functions concerning land use.

Position:

Update: House GVR passed as an HD1; pending referral to JHA

SB 2477 (Dela Cruz)

RELATING TO BOARDS AND COMMISSIONS

Provides for the term expiration of a holdover member of a board or commission at the end of the first regular legislative session following the expiration of the member's term. Provides that the provisions of section 26-34, HRS, shall prevail over other inconsistent laws. If a holdover member's term is set to expire and the Governor fails to nominate a successor, authorizes the President of the Senate to nominate a successor for that board or commission.

Position:

Update: Senate GVO deferred the measure



2022 Select Bills of Interest

Board of Regents

SB 3186 SD1 (Kim)

PROPOSING AN AMENDMENT TO ARTICLE X, SECTION 6, OF THE HAWAII CONSTITUTION TO REPEAL THE UNIVERSITY OF HAWAII BOARD OF REGENTS CANDIDATE ADVISORY COUNCIL

Repeals the Candidate Advisory Council for the Board of Regents of the University of Hawaii. Authorizes the governor to appoint members to the board of regents of the University of Hawaii without being limited to selecting a candidate deemed qualified by the Council. Clarifies the jurisdiction of the Board of Regents over the internal structure, management, and operations of the university. (SD1)

Position:

Update: Senate HRE passed as an SD1; referred to JDC/WAM

SB 3187 SD1 (Kim)

RELATING TO THE UNIVERSITY OF HAWAII BOARD OF REGENTS CANDIDATE ADVISORY COUNCIL

Eliminates the University of Hawaii Board of Regents Candidate Advisory Council. Authorizes the governor to directly appoint members to the University of Hawaii Board of Regents. Effective upon ratification of a Constitutional amendment. (SD1)

Position:

Update: Senate HRE passed as an SD1; referred to JDC/WAM



2022 Select Bills of Interest

Administration

SB 3354 (Dela Cruz)

PROPOSING AMENDMENTS TO THE HAWAII CONSTITUTION TO ESTABLISH A HAWAII COMMUNITY COLLEGE SYSTEM THAT IS SEPARATE FROM THE UNIVERSITY OF HAWAII

Proposes an amendment to the State Constitution to create a Hawaii Community College System to administer the State's community colleges. Provides for the Hawaii Community College System to be independent from the University of Hawaii and to be governed by an independent board of regents.

Position: Oppose

Update: Senate HRE deferred

SB 3355 SD1 (Dela Cruz)

RELATING TO THE UNIVERSITY OF HAWAII COMMUNITY COLLEGE

Requires the Board of Regents of the University of Hawaii to establish a Standing Committee on Community Colleges. Requires the Vice President of Community Colleges to report directly to the Board of Regents Standing Committee. (SD1)

Position:

Update: Senate WAM decision making on 2/18/22 at 10:10am



2022 Select Bills of Interest

Administration

SB 3365 (Moriwaki)

PROPOSING AN AMENDMENT TO ARTICLE X, SECTION 6, OF THE CONSTITUTION OF THE STATE OF HAWAII TO ESTABLISH A PRESIDENT OF COMMUNITY COLLEGES OF THE UNIVERSITY OF HAWAII

Proposes a constitutional amendment to establish a President of Community Colleges who shall be appointed by the Board of Regents of the University of Hawaii.

Position:

Update: Referred to Senate HRE, JDC/WAM

SB 3366 (Moriwaki)

RELATING TO HIGHER EDUCATION

Establishes a Hawaii Community College System, to be governed independently from the University of Hawaii. Transfers jurisdiction over the State's community colleges from the University of Hawaii to the Hawaii Community College System. Effective upon ratification of a constitutional amendment providing for the establishment of a Hawaii Community College System.

Position:

Update: Referred to Senate HRE, JDC/WAM



2022 Select Bills of Interest Administration

SB 3277 SD1 (Fevela)

RELATING TO THE PRESIDENT OF THE UNIVERSITY OF HAWAII SYSTEM

Prohibits the president of the University of Hawaii from serving concurrently as a campus chancellor. Prohibits the president of the University of Hawaii from serving concurrently as chief procurement officer. (SD1)

Position: [Oppose](#)

Update: Senate HRE passed as an SD1; referred to JDC



2022 Select Bills of Interest

Athletics

SB 3268 (Kim)

RELATING TO UNIVERSITY OF HAWAII ATHLETICS

Authorizes the University of Hawaii Board of Regents to terminate the Athletic Director and head coaches at four-year campuses for cause. Requires the Board of Regents to approve all coaching contracts at four-year campuses with salaries greater than \$200,000, including additional private funding and bonuses.

Position:

Update: Senate HRE passed unamended; pending referral to WAM



2022 Select Bills of Interest

Budget Bills

HB 1600 (Saiki)

RELATING TO THE STATE BUDGET

Adjusts and requests appropriations for fiscal biennium 2021-2023 funding requirements for operations and capital improvement projects of Executive Branch agencies and programs.

Position:

Update: Referred to House FIN

SB 2176 (Kouchi)

RELATING TO THE STATE BUDGET

Adjusts and requests appropriations for fiscal biennium 2021-2023 funding requirements for operations and capital improvement projects of Executive Branch agencies and programs.

Position:

Update: Referred to Senate WAM



2022 Select Bills of Interest

Budget Bills – Non-General Funds

SB 91 SD1 (English)

RELATING TO THE UNIVERSITY OF HAWAII

Removes the Special Funds of the University of Hawaii and the Hawaii Cancer Research Special Fund from the list of special funds that are exempt from the requirement to reimburse the Department of Budget and Finance for expenses incurred from administering the funds. (SD1)

Position: Oppose

Update: Senate HRE passed as an SD2; pending referral to WAM

SB 118 SD1 (English)

RELATING TO THE STATE BUDGET

Repeals exemptions provided to certain special funds from the requirement that all special funds pay a pro rata share of administrative expenses incurred by the department responsible for the operations supported by the special fund. (SD1)

Position:

Update: Recommitted to WAM



2022 Select Bills of Interest

Collective Bargaining

HB 1531 (Perruso)

RELATING TO COLLECTIVE BARGAINING

Establishes a collective bargaining unit for graduate assistants employed by the University of Hawaii.

Position:

Update: House HET passed unamended; referred to LAT

SB 2552 (Acasio)

RELATING TO COLLECTIVE BARGAINING

Establishes a collective bargaining unit for graduate assistants employed by the University of Hawaii.

Position:

Update: Referred to Senate LCA/HRE, WAM

SB 2832 (Acasio)

RELATING TO COLLECTIVE BARGAINING

Establishes a collective bargaining unit for graduate assistants employed by the University of Hawaii. Repeals the mandatory arbitration requirement for collective bargaining units (2), (3), (4), (6), (8), (9), (13), (14), and (15). Appropriates moneys.

Position:

Update: Referred to Senate LCA/HRE, WAM



2022 Select Bills of Interest

Faculty/Personnel

SB 3185 (Kim)

RELATING TO THE UNIVERSITY OF HAWAII OPTIONAL RETIREMENT SYSTEM

Expands members of the University of Hawaii Optional Retirement System to include members of bargaining unit (8).

Position:

Update: Referred to Senate LCA/HRE, WAM

SB 3269 (Kim)

RELATING TO ACADEMIC TENURE AT THE UNIVERSITY OF HAWAII

Outlines tenure requirements and criteria for tenure-track faculty. Requires a minimum of at least one performance review every five years for tenured and tenure-track faculty. Requires a minimum of at least one performance review every three years for administrative, professional, and technical and non-tenurable employees. Establishes minimum faculty categories for all campuses. Prohibits librarians from eligibility for tenure.

Position: Oppose

Update: Senate HRE passed as an SD1; pending referral to WAM



2022 Select Bills of Interest

Healthcare

SB 2597 (Keohokalole)

RELATING TO LOAN REPAYMENT FOR HEALTH CARE PROFESSIONALS

Appropriates funds for the Hawaii state loan repayment program administered through the John A. Burns school of medicine, subject to a matching funds requirement.

Position: Support

Update: Senate HTH/HRE passed as an SD1; pending referral to WAM

SB 2657 (Keohokalole)

RELATING TO MEDICAL EDUCATION AND TRAINING

Appropriates funds to create more residencies and training opportunities on the neighbor islands for medical students at the University of Hawaii John A. Burns School of Medicine.

Position: Support

Update: Senate HTH/HRE passed as an SD1; pending referral to WAM



2022 Select Bills of Interest

Healthcare

HB 2220 HD1 (Takayama)

RELATING TO NURSING

Appropriates funds to the University of Hawaii to increase the State's capacity to train new nurses and project future nursing workforce needs. Effective 7/1/2050. (HD1)

Position: Support

Update: House HET passed as an HD1; referred to FIN

SB 3352 (Baker)

RELATING TO NURSING

Appropriates funds to the University of Hawaii to increase the State's capacity to train new nurses and project future nursing workforce needs.

Position: Support

Update: Referred to Senate HTH/HRE, WAM



2022 Select Bills of Interest

Mauna Kea

HB 2024 (Nakashima)

RELATING TO MAUNA KEA

Establishes the Mauna Kea stewardship authority as the sole authority for management of state-managed lands on Mauna Kea. Requires the authority to develop a single plan that dictates the management of land uses; human activities, uses, and access; stewardship, education; research, disposition; and overall operations. Requires the authority to develop a framework to limit astronomy development on Mauna Kea. Prohibits certain commercial use and activities on Mauna Kea. Requires an application and fee for all recreational users of Mauna Kea. Establishes Mauna Kea management special fund. Repeals Mauna Kea lands management special fund. Appropriates funds.

Position:

Update: House WAL/JHA/FIN hearing on 2/19/22 at 9:00am



2022 Select Bills of Interest

Procurement

SB 2302 (Kim)

RELATING TO CHIEF PROCUREMENT OFFICERS

Designates the state procurement officer as the chief procurement officer for both the University of Hawaii and the department of education.

Position: [Comments](#)

Update: Senate HRE passed as an SD1; pending Second Reading

SB 2384 SD1 (Moriwaki)

RELATING TO HAWAII PRODUCTS PREFERENCE

Amends the procurement preference for Hawaii products to only apply to agricultural goods, value-added products, and commodities. (SD1)

Position: [Support](#)

Update: Senate GVO passed as an SD1; referred to JDC/WAM

SB 2385 SD1 (Moriwaki)

RELATING TO PROCUREMENT

Allows agencies to seek alternative procurement approval for the procurement of professional services when fewer than three qualified persons submit bids or proposals. (SD1)

Position: [Support](#)

Update: Senate WAM decision making on 2/18/22 at 10:00am



2022 Select Bills of Interest

Procurement

SB 2386 (Moriwaki)

RELATING TO PROCUREMENT

Exempts certain small purchase construction projects from the procurement code.

Position: Support

Update: Senate GVO passed unamended; referred to WAM

HB 1568 HD1 (Matayoshi)

RELATING TO AGRICULTURE

Changes the law requiring all state departments to ensure that a certain percentage of food purchased consists of fresh, local agricultural products or local value-added, processed, agricultural, or food products to apply only to the DOE, DOH, PSD, DOD, and UH System. Requires each of those departments and the UH System to report to the legislature on its progress toward meeting these benchmarks and clarifies the information to be reported. Effective 7/1/2112. (HD1)

Position: Support

Update: House CPC passed as an HD2; pending referral to FIN



2022 Select Bills of Interest

RCUH

SB 2304 (Kim)

RELATING TO THE RESEARCH CORPORATION OF THE UNIVERSITY OF HAWAII

Clarifies that the purpose of the Research Corporation of the University of Hawaii is to promote educational, scientific, and literary pursuits through research, training of research personnel, and dissemination of knowledge by publication of research findings; and its undertakings shall be limited to acts that are reasonably necessary to carry out this purpose.

Position: [Oppose](#)

Update: [Senate HRE passed as an SD1; pending referral to WAM](#)

SB 3267 SD1 (Kim)

RELATING TO THE RESEARCH CORPORATION OF THE UNIVERSITY OF HAWAII

Allows the University of Hawaii to enter into contracts with the Research Corporation of the University of Hawaii for the purposes of supporting or facilitating sponsored research and training activities, or for advancing innovation and entrepreneurship in the State using funds appropriated by the Legislature. Requires the university to consult with employee unions to review conformance positions with exceptions to collective bargaining for the purpose of employment of personnel only in the event a state program or employee is affected. Retains the Research Corporation of the University of Hawaii's ability to maintain contracts related to invasive species control or eradication. Takes effect 7/1/2050. (SD1)

Position: [Comments](#)

Update: [Senate HRE/LCA passed as an SD1; referred to WAM](#)



2022 Select Bills of Interest

Residency/Tuition Waivers/Scholarships

HB 1488 HD1 (Ilagan)

RELATING TO RESIDENCE FOR TUITION PURPOSES

Requires the tuition residency rules for the University of Hawaii to grant the resident tuition fee for enrollment at any University of Hawaii campus, including any community college, to individuals who have obtained a Hawaii high school diploma or equivalent credential and are working toward an undergraduate degree, under certain conditions. Effective 7/1/2050. (HD1)

Position: Support

Update: House HET passed as an HD1; referred to FIN

HB 1770 (Takayama)

RELATING TO THE UNIVERSITY OF HAWAII RESIDENT TUITION FEE

Expands the criteria to qualify for resident tuition fees to include high school seniors and recent high school graduates.

Position: Support

Update: House HET deferred

SB 3184 SD1 (Kim)

RELATING TO THE UNIVERSITY OF HAWAII RESIDENT TUITION FEE

Expands the criteria to qualify for resident tuition fees to include high school seniors and recent high school graduates. Requires the adult or minor student to receive their high school or diploma within twelve months of the first day of official instruction. (SD1)

Position: Support

Update: Senate HRE passed as an SD1; referred to WAM



2022 Select Bills of Interest

Residency/Tuition Waivers/Scholarships

HB 1731 HD1 (Takayama)

RELATING TO THE UNIVERSITY OF HAWAII PROMISE PROGRAM

Provides scholarships for the unmet direct cost needs of qualified students at any four-year University of Hawaii campus who meet certain eligibility criteria. Makes an appropriation for the Hawaii Promise Program. Effective 7/1/2050. (HD1)

Position: Support

Update: House HET passed as an HD1; referred to FIN

SB 2321 (Chang)

RELATING TO FREE COMMUNITY COLLEGES

Prohibits the University of Hawaii Board of Regents from charging qualified residents for community college tuition for regular courses of instruction. Authorizes the Board to charge certain students nonresident tuition community college fees for regular courses of instruction.

Position:

Update: Referred to Senate HRE, WAM

SB 2586 (Chang)

RELATING TO COMMUNITY COLLEGES

Grants tuition waivers to University of Hawaii community college students who meet certain criteria.

Position:

Update: Referred to Senate HRE, WAM



2022 Select Bills of Interest

Residency/Tuition Waivers/Scholarships

HB 2269 (Tokioka)

RELATING TO POST-SECONDARY EDUCATION

Establishes a pilot program to offer tuition waivers for certain community college students starting in fall 2023. Requires the Board of Regents of the University of Hawaii to submit a report.

Position:

Update: Referred to House HET, FIN

SB 2890 (Kanuha)

RELATING TO EARLY CHILDHOOD EDUCATION SCHOLARSHIPS

Establishes the early childhood education scholarship program within the University of Hawaii to assist students with school tuition in return for a service commitment to teach in a preschool classroom of the executive office on early learning public prekindergarten program. Appropriates funds.

Position:

Update: Referred to Senate HMS/HRE, WAM



2022 Select Bills of Interest

UH Assets

HB 1579 HD2 (Yamane)

RELATING TO THE DEPARTMENT OF HEALTH

Sets the manner by which the Oahu regional health care system should request operational funding during the transitional period of the Oahu regional health care system from the Hawaii health systems corporation to the department of health. Extends the deadline by which the transfer shall take place. Requires a report to the legislature prior to the regular session of 2023. Clarifies the procedure for the working group to discuss matters concerning patient privacy and prospective bidders. Appropriates funds. Effective 7/1/2060. (HD2)

Position: Support

Update: House CPC passed as an HD2; referred to FIN

SB 2595 (Keohokalole)

RELATING TO THE DEPARTMENT OF HEALTH

Extends the deadline by which the transfer of the Oahu regional health care system from the Hawaii Health Systems Corporation to the Department of Health shall take place. Sets the manner by which the Oahu Regional Health Care System should request operational funding during the transitional period. Exempts the working group from Chapter 92, HRS. Appropriates moneys.

Position: Support

Update: Senate HTH passed as an SD1; pending referral to WAM



2022 Select Bills of Interest

UH Assets

SB 3122 (Kouchi)

RELATING TO ACT 212, SESSION LAWS OF HAWAII 2021

Extends the deadline to complete the transfer of the Oahu regional health care system from the Hawaii Health Systems Corporation to the Department of Health. Appropriates moneys.

Position:

Update: Referred to Senate HTH, WAM

HB 2288 HD2 (Branco)

RELATING TO LAND

Transfers certain land to the department of Hawaiian home lands. Effective 7/1/2050.
(HD2)

Position: Oppose

Update: House JHA passed as an HD2; referred to FIN



Legislative Calendar

February 17: First Lateral Filing (Bills)

February 18: First Lateral (Bills)

February 24 to March 2: 5-Day Mandatory Recess

March 4: First Decking (Bills)

March 10: First Crossover (Bills)



Conclusion





February 11, 2022

DTS-1265

MEMORANDUM

TO: Randolph G. Moore
Chair, University of Hawai'i Board of Regents

FROM: Kendra T. Oishi *KTO*
Executive Administrator and Secretary of the Board of Regents

SUBJECT: Discussion and Possible Board Action on Bills in the Legislature

PURPOSE:

This memorandum provides the Board of Regents ("Board") with information on certain measures before the Legislature that relate to the Board for the purposes of providing the opportunity for discussion and determination on whether the Board should take a position on these measures.

BACKGROUND:

During the November 18, 2021, Board meeting, the Board was presented with concepts for several legislative proposals for possible introduction in the 2022 legislative session. Discussions occurred on these proposals with consensus being reached on affirming Board support for two measures that: (1) realigns the terms of members of the Board; and (2) allows boards to conduct an annual retreat. Both proposals were introduced and are currently going through the legislative process.

In addition to the abovementioned matters, measures pertaining to the Board or concerning issues recently considered by the Board have been introduced this session, some of which have already received a hearing.

LEGISLATION:

Information on legislation that has been introduced during the Regular Session of 2022 which pertains to, or has an impact on, the Board or Board operations, including a description of their contents is contained within the attached table. Please note that the information provided reflects the status of measures as of 2:00 p.m. on Friday, February 11, 2022, and may have changed since the submittal of this memorandum.

ACTION RECOMMENDED:

The Board Office recommends discussions be held on the measures contained in the attached list to determine whether the Board desires to take a position on any of these matters.

Note: the bill numbers are hyperlinked to the legislative bill status webpage.

Bill	Title and Description	Committee Referral	Status
HB 1849	RELATING TO STATE BOARDS AND COMMISSIONS. Requires certain information on the financial disclosure statements deemed to be public records for non-paid volunteer members of state boards and commissions to be redacted.	GVR, JHA, CPC	The committee on GVR recommends that the measure be deferred.
SB 2123	RELATING TO STATE BOARDS AND COMMISSIONS. Requires certain information on the financial disclosure statements deemed to be public records for non-paid volunteer members of state boards and commissions to be redacted.	GVO, JDC/WAM	GVO scheduled hearing on 2/15/22, 3:10 p.m.
HB 2024	RELATING TO MAUNA KEA. Establishes the Mauna Kea stewardship authority as the sole authority for management of state-managed lands on Mauna Kea. Establishes certain requirements and prohibitions.	WAL/JHA/FIN	WAL/JHA/FIN scheduled hearing on 2/19/22, 9:00 a.m.
SB 3155	RELATING TO THE UNIVERSITY OF HAWAII BOARD OF REGENTS. Changes the number of terms that should expire each year from three to two. Adjusts the terms of Board of Regents members appointed between 2022-2026 to realign the number of terms scheduled to expire each year.	HRE, JDC	HRE passed with amendments.
SB 3186	PROPOSING AN AMENDMENT TO ARTICLE X, SECTION 6, OF THE HAWAII CONSTITUTION TO REPEAL THE UNIVERSITY OF HAWAII BOARD OF REGENTS CANDIDATE ADVISORY COUNCIL. Repeals the Candidate Advisory Council for the board of regents of the University of Hawaii. Authorizes the governor to appoint members to the board of regents of the University of Hawaii without being limited to selecting a candidate deemed qualified by the Council.	HRE, JDC/WAM	HRE passed with amendments.
SB 3187	RELATING TO THE UNIVERSITY OF HAWAII BOARD OF REGENTS CANDIDATE ADVISORY COUNCIL.	HRE, JDC/WAM	HRE passed with amendments.

	Eliminates the University of Hawaii Board of Regents Candidate Advisory Council. Authorizes the governor to directly appoint members to the University of Hawaii Board of Regents. Effective upon ratification of a Constitutional amendment.		
SB 3268	RELATING TO UNIVERSITY OF HAWAII ATHLETICS. Authorizes the University of Hawaii Board of Regents to terminate the Athletic Director and head coaches at four-year campuses for cause. Requires the Board of Regents to approve all coaching contracts at four-year campuses with salaries greater than \$200,000, including additional private funding and bonuses.	HRE, WAM	HRE passed unamended.
SB 3269	RELATING TO ACADEMIC TENURE AT THE UNIVERSITY OF HAWAII. Outlines tenure requirements and criteria for tenure-track faculty. Requires a minimum of at least one performance review every five years for tenured and tenure-track faculty. Requires a minimum of at least one performance review every three years for administrative, professional, and technical and non-tenurable employees. Establishes minimum faculty categories for all campuses. Prohibits librarians from eligibility for tenure.	HRE, WAM	HRE passed with amendments.
SB 3277	RELATING TO THE PRESIDENT OF THE UNIVERSITY OF HAWAII SYSTEM. Prohibits the president of the University of Hawaii from serving concurrently as a campus chancellor.	HRE, JDC	HRE passed with amendments.
SB 3354	PROPOSING AMENDMENTS TO THE HAWAII CONSTITUTION TO ESTABLISH A HAWAII COMMUNITY COLLEGE SYSTEM THAT IS SEPARATE FROM THE UNIVERSITY OF HAWAII. Proposes an amendment to the State Constitution to create a Hawaii Community College System to administer the State's community colleges. Provides for the Hawaii Community College System to be independent from the University of Hawaii and to be governed by an independent board of regents.	HRE, JDC/WAM	HRE deferred the measure.
SB 3355	RELATING TO THE UNIVERSITY OF HAWAII COMMUNITY COLLEGES. Requires the Board of Regents of the University of Hawaii to submit proposed legislation to establish a president of community colleges who shall be the head of the University of Hawaii community colleges and who	HRE, WAM	HRE passed with amendments.

	shall report directly to the Board of Regents of the University of Hawaii.		
SB 3365	<p>PROPOSING AN AMENDMENT TO ARTICLE X, SECTION 6, OF THE CONSTITUTION OF THE STATE OF HAWAII TO ESTABLISH A PRESIDENT OF COMMUNITY COLLEGES OF THE UNIVERSITY OF HAWAII.</p> <p>Proposes a constitutional amendment to establish a President of Community Colleges who shall be appointed by the Board of Regents of the University of Hawaii.</p>	HRE, JDC/WAM	No hearing presently scheduled.
SB 3366	<p>RELATING TO HIGHER EDUCATION.</p> <p>Establishes a Hawaii Community College System, to be governed independently from the University of Hawaii. Transfers jurisdiction over the State's community colleges from the University of Hawaii to the Hawaii Community College System. Effective upon ratification of a constitutional amendment providing for the establishment of a Hawaii Community College System.</p>	HRE, JDC/WAM	No hearing presently scheduled.



February 10, 2022

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MEMORANDUM

TO: Randolph G. Moore
Chair, Board of Regents

Simeon Acoba
Chair, Committee on Intercollegiate Athletics
Board of Regents

FROM: David Lassner
President

A handwritten signature in black ink that reads 'David Lassner'.

SUBJECT: RECOMMENDATION FOR INDEPENDENT ASSESSMENT OF
UNIVERSITY OF HAWAII AT MĀNOA ATHLETICS DEPARTMENT
OPERATIONS RELATING TO STUDENT-ATHLETE WELFARE AND
COMMUNICATION

SPECIFIC ACTION REQUESTED:

It is recommended that the Board of Regents (BOR) direct an independent assessment of University of Hawai'i at Manoa (UHM) Athletics Department operations relating to student-athlete welfare and communication. This independent assessment was recommended by the Committee on Intercollegiate Athletics at its meeting conducted on February 3, 2022.

RECOMMENDED EFFECTIVE DATE:

Upon Board of Regents approval.

ADDITIONAL COST:

It is intended that the cost be no greater than \$75,000, but cost will be one factor considered in the process described below.

PURPOSE:

To provide the BOR with an independent assessment of UHM Athletics Department operations relating to student-athlete welfare and communication.

BACKGROUND:

Given all that has transpired over the past two months, with continuous improvement as a goal, it is recommended by the Committee on Intercollegiate Athletics (ICA) and the University of Hawai'i (UH) administration that the BOR approve and direct an independent assessment of UHM Athletic Department operations relating to student-athlete welfare and communication.

The assessment will consider the testimony regarding student-athlete welfare that was received and/or solicited by the Senate Committees on Ways and Means and Higher Education and forwarded to the BOR following their Senate informational briefing on Friday, January 7, 2022. And as discussed at the ICA meeting on February 7, 2022, the assessment will also cover UHM Athletics Department communication with student-athletes once the Department was aware of complaints being made.

The assessment shall include: review of the aforementioned testimony, including claims made, and any follow-up communications between claimants and the UHM Athletic Department; review of relevant policies and procedures pertaining to student complaints; and identification of any specific matters directly relating to student-athlete welfare and communication arising during the assessment. The assessment should include interviews of available parties and any available documentation.

Conducting this assessment shall be considered a necessary part of the business of the UH and shall include any necessary data privacy agreements to ensure that students' privacy rights are honored in accord with the Family Educational Rights and Privacy Act and other applicable laws, rules and regulations.

A final report shall be submitted to the BOR summarizing the findings of the assessment, including recount of claims by category with any recommendations for improvement. While the assessment will be of UHM Athletics, some of the recommendations may also be useful to UH Hilo Athletics. The report should be redacted as necessary to allow for public disclosure in whole or part.

If the Regents approve this independent assessment, Regent recommendations for an appropriate party to conduct the assessment should be submitted by close of business on February 21, 2022, to the BOR Secretary, who will forward the names to the BOR Chair and ICA Chair. The UH President may provide additional names as needed. The

Board Chair Moore
Committee Chair Acoba
February 10, 2022
Page 3

BOR Chair and ICA Chair will determine the appropriate party to conduct the independent assessment.

ACTION RECOMMENDED:

It is recommended that the BOR direct an independent assessment of UHM Athletic Department operations as they pertain to student-athlete welfare and communication.

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

Reimagining and Repositioning the University of Hawai'i: Navigating together to a Sustainable Future for UH and Hawai'i



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Context

As discussed in November:

- This “Reimagining and repositioning” initiative is a direct response to the pandemic crisis, which focused us more strongly on resource challenges and mission imperatives associated with the impacts and lessons of COVID-19 including their short- and long-term implications
- Strategic Planning is the UH practice of systematically developing strategic directions, typically for a 6 year period
- This presentation focuses on “Reimagining and repositioning,” relevant work done and underway, and how the pandemic will influence the new Strategic Planning process now being initiated



Lessons of the Pandemic for Hawai'i and UH

- Hawai'i needs a stronger and more diversified economy with less reliance on conventional tourism
- Hawai'i needs more high-quality jobs that our residents can fill
- UH needs more diversified revenue streams than General Funds and conventional tuition
- Everyone has now seen that online learning, working and services can be effective, which improves our flexibility and responsiveness moving forward
- UH is quite agile and we can do even more with investment in our people to advance Hawai'i priorities
- UH can do even better to utilize data to inform decision-making across the institution and the state



WHAT Hawai'i Needs Most from UH, Now More than Ever

- UH must engage more Hawai'i residents in post-secondary education and training
- UH must prepare more Hawai'i residents to fill the jobs Hawai'i needs
- UH must seed new economic sectors and develop new approaches to old ones
- UH must strengthen the research enterprise as a major economic and intellectual for the state



HOW UH Must Change the Way We Work

- UH must streamline administration, including academic administration, where possible
- UH must prioritize academic programming that advances the most pressing needs of our students and the State
- UH must diversify operating revenue sources and rely proportionately less on State General Funds
- UH must operate within the most modest physical plant feasible
- UH must work together as a more tightly knit system: UHUnited



University of Hawai'i Vision

The University of Hawai'i system is the single most important contributor to the future of Hawai'i. The people of Hawai'i appreciate the excellence throughout UH, understand its value to the state and show their pride in their university system. UH campuses are recognized for their quality and value and are destinations of choice within Hawai'i and beyond. The UH System is the premier integrated higher education system in the country.

*UH Board of Regents
April, 2017*



Vision for Post-Pandemic “Reimagining and Repositioning”

- **Prioritize Academic Offerings:** UH works together to offer a robust portfolio of student-responsive academic programs that meet the highest priority needs of the state and strengthen UH areas of excellence
- **Expand Online Programming:** UH collectively offers more market-responsive online programs across our islands and beyond
- **Pursue Strategic Research Initiatives:** The UH research and innovation enterprise advances opportunities for economic development and job creation while addressing the challenges facing Hawai‘i
- **Improve Relations:** UH initiatives help improve Hawai‘i’s relationship with the Native Hawaiian community
- **Enhance Efficiencies:** From reorganizations and online transactions to faculty workload templates and small program/course review, UH is committed to action
- **Reduce Footprint:** UH functions within an efficiently used and operated physical plant
- **Achieve Financial Sustainability:** UH operating revenues and expenditures are in full balance by FY25 (per 6-year Financial Plan)



Responding to State Needs: Academic Programming Imperatives

- Pandemic learning loss in our K12 student is one of the greatest challenges we face. UH must leave no one behind as we commit to educate more of our citizenry
 - Hawaii needs UH to bring more public high school graduates into post-secondary education and training
 - Pathways beginning with early college and CTE are powerful tools
 - Emphasis is required on equity for underrepresented populations
- UH must prepare more of our residents, from throughout our islands, to fill Hawai'i jobs
 - Institutionalize increased systemwide collaboration with employers through the proven sector convening strategy
 - More training, retraining and upskilling adults the way they need it: online, non-credit, industry-recognized certifications, stackable micro-credentials

These initiatives also represent opportunities for philanthropic and extramural funding



Responding to State Needs: Research, Innovation & Economic Development Imperatives

- Hawai'i needs UH to help grow healthy new economic sectors and develop new approaches to existing sectors
 - Stronger UH-wide educational emphasis on innovation and entrepreneurship
 - Recognize faculty excellence and achievement through T&P process
- Hawai'i needs the UH research and innovation enterprise to be an even more substantial economic and intellectual driver across the islands
 - Address Hawai'i challenges and opportunities,
 - Strengthen programs that support creation of new companies and jobs
 - Prioritize strategic and opportunistic faculty hires in areas of current and needed strengths

Excellent opportunities for extramural and philanthropic funding



Areas of Hawai'i Need, Research Excellence and Economic Opportunity Overlap Significantly

- Education – Teacher shortage areas, Education leaders for Hawai'i
- Health Sciences - Doctors, nurses, allied health, social workers, public health, psychologists, counselors, physical therapists...
 - Understand and address Hawai'i health disparities
- Built Environment - Skilled labor, architects & engineers focused on sustainable and resilient structures for Hawai'i
- IT & Computer Science – Technicians, Cybersecurity, Data Science, Machine Learning, Software Engineering
 - Hawai'i residents with these skills can telework for employers anywhere
- Creative Media - Film / Music / Video / Arts, Production, Animation, Gaming, Esports
- Ocean, earth & atmospheric sciences; Environmental microbiology
- Climate Change, Energy, & Conservation
 - Sea level rise, coral reef health, renewable energy generation & microgrids, disaster management, ecosystem protection
 - RESILIENCE
- Food, Agriculture, Aquaculture
- Sustainable Tourism
- Astronomy & space sciences
- Civic engagement / Civil Society
- Study of Asia and the Pacific, Hawai'i and our peoples



Post-Pandemic Online Learning Strategy

- While online learning will not replace in-person education in the next decade...
 - Data is clear that many traditional 18-year old learners do not thrive when too much of their learning is online
 - There are competencies and content best provided through in-person instruction
 - Online learning will **substantially** increase in importance
 - Asynchronous online learning frees working adults and others from barriers of time and place
 - Online learning can be individualized, self-paced, competency based and scalable
 - Even "traditional" campus-based students want choice and benefit from online learning opportunities
- 1) Address statewide needs for education & training across our islands
 - Online Associate degrees with prior learning assessment, Baccalaureate completions, Professional post-grad certificates and degrees
 - Hybrid programs, e.g., weekends or summers in person, interactive video
 - UHunited – Create opportunities throughout the state including through University Centers
 - 2) Identify opportunities for entrepreneurial signature online programs for global audiences in areas of UH expertise and excellence: Hawaiian language/studies, Asia-Pacific studies, Environment, Climate and resilience...
 - 3) Continue to support individual online courses as part of traditional curricula



Research Hubs

Ocean & Climate Sciences	Astronomy	Health & Wellness	Digital Economy & Civil Infrastructure Security	Sustainable Ecosystems & Energy
<ul style="list-style-type: none"> Continue study of microbes and their important role in the ecosystem process Advance conservation biology utilizing inter-disciplinary collaboration and indigenous knowledge Continue efforts in management-driven research and outreach to tackle various marine issues Expand climate change research efforts 	<ul style="list-style-type: none"> Utilize solar astronomy research to help manage disruptions to power grids and communications by solar flares Panoramic surveying of near-earth objects and space debris Instrumentation/adaptive optics applications outside of astronomy where remote monitoring and image stabilization/corrections are required Stewardship of the mountain summits through relationship building with key stakeholders to protect and maintain cultural, educational, environmental and recreational uses 	<ul style="list-style-type: none"> Utilize knowledge of ethnic/racial differences in phenomena such as cancer incidence to open avenues for Hawai'i's multi-ethnic population to gain benefits from clinical research or socio-cultural factors that promote well-being Expand and strengthen research into heart disease, diabetes and other health problems prevalent in Hawai'i and the Pacific Region Advance natural product research Advance knowledge of infectious diseases to mitigate spread and develop vaccines 	<ul style="list-style-type: none"> Data visualization Cybersecurity research, training and workforce development High performance computing Engage in research to improve the strength and resiliency of digital networks to prevent disruption Expand programs in digital and creative media production Continue training and research in disaster preparedness 	<ul style="list-style-type: none"> Utilize Hawai'i's location and natural resources to conduct renewable energy, grid optimization and energy storage research, which are vital due to our distance from alternate power grids Utilize inter-disciplinary research and indigenous knowledge to identify sustainable agriculture products to aid local food production Conduct research to fill critical gaps knowledge about water supply Continue efforts to protect natural and managed ecosystems and create sustainable urban environments



Workforce Development and Innovation

Workforce Development

- Vision: Citizens well-educated, “work ready” and equipped to solve problems
 - Obtain information on workforce needs of employers and skills needed by graduates
 - Coordinate STEM and vocational educational offerings to meet needs
 - Develop and offer programs to address work-life balance and adaptation to rapid change in workplace
 - Expand and strengthen programs to address underrepresented groups
 - Target areas of immediate need (e.g. teachers, MDs, etc.)

Innovation & Entrepreneurship

- Actively promote innovation culture and improve commercialization in Hawai'i
 - Integrate innovation & entrepreneurship throughout UH educational experience
 - Expand proof-of-concept/accelerator programs
 - Engage local community and identify collaboration opportunities



Initial Ideas for UH Role in Improving Hawai'i's Relationship with the Native Hawaiian Community: Journey to Become a Model Indigenous-Serving Institution

- Embrace Aloha – For ourselves, each other, and the environment
- Educational Disparities – Continue to reduce and eliminate equity gaps between Native Hawaiians and the general population in higher education access and attainment
- 'Ōlelo Hawai'i – Educate more teachers for immersion schools, Train translators for public boards, commissions and the Judiciary; Model bi-lingual signage and behaviors
- Health Disparities – Continue research with and in communities to understand health disparities including their causes and remedies
- Explore opportunities to collaborate with DHHL to create greater economic opportunity for homesteaders
- Maunakea – Continue to improve stewardship of Maunakea with stronger focus on culture and education, and ensure decommissioning of existing telescopes to honor commitments
- Identify and utilize measures and metrics of success



Current UH Financial Realities

- Operating Revenue – UH currently relies on General Funds and traditional student tuition
 - While State tax revenues are unexpectedly strong, there are many calls on them in addition to public higher education
 - Tuition rates cannot be increased substantially (beyond inflation) without harming access and competitiveness
- Operating Expenses – Reductions are possible but mostly not immediate
 - Relative to peers, UH has robust faculty/student ratios and weak staff/student ratios
 - Administrative consolidations are helpful although challenging to units' and stakeholders' sense of importance and authority; Savings not immediate
 - UH has not tightly managed our statewide academic program portfolio; Financial impacts of most academic decisions are not immediate
 - Some UH facilities are in desperate need of renewal, improvement and modernization; Some are under-utilized
- Timing - We are in neither a sprint nor a marathon
 - Prudent management and federal relief funds have enabled adequate reserves
 - We must achieve balanced operational finances with operating revenues covering operating expenses by FY24-25



Principles for the UH Academic Program Portfolio

- Prioritize areas of state need
 - Workforce
 - Economy
 - Student demand / sustainability
- Address small programs and low-enrollment courses
 - Stop-Out, Termination, Merger
 - UHunited: Opportunities to share across system



Review Opportunities for Savings Around Organization and Personnel Practices

- Reorganizations and consolidations on and among campuses to provide effective and efficient shared support services for students and faculty
- Leverage and accelerate the current work on:
 - Faculty Workload Assignment Template
 - Faculty Classification initiative to engage more qualified faculty in direct instruction
- Faculty buyout policies can increase percentage funding of faculty salaries from extramural funds in some units
- Charge tuition for extramurally funded GAs to grants



Rightsize Physical Plant Through Diligent Management

- Create flexible spaces that meet current and future needs, e.g.
 - Modern appropriately-sized classrooms
 - Shared space for teleworkers when on campus (frees up offices)
 - Better supported shared core research facilities and equipment
- Create and apply standard usage metrics
 - Office space standards
 - Classroom scheduling and utilization standards –
Evening/weekend classes may attract more non-traditional students
- Review and divest from external leases where possible
- Identify, repurpose and/or decommission under/unutilized campus spaces
- Actively manage research space for Indirect Cost Recovery (IDC)
- Monetize or divest UH real estate with high costs and/or low academic value
- Downsize physical plants to match current and anticipated future needs



Revenue Measures Can Also Enhance Achievement of Mission

- Increased Campus Enrollment Generates More Tuition
 - More opportunity in public high school going rates, private school recruitment, internal transfers, retention, non-resident domestic and international recruiting

Serving more students; leaving fewer behind
- New Programs Can Attract New Students and Revenue
 - Build and market unique programs of excellence
 - More online and adult-learner focused programs
 - More non-credit workforce training: micro-credentials and industry certifications

Preparing more Hawai'i residents for Hawai'i jobs
- Strategic Research Initiatives Support Continued Growth in Extramural Funding

Research can address Hawai'i challenges and opportunities, enhances job creation
- Philanthropic funding on multi-year upswing

Donors primarily support scholarships and research; strengthens town—gown relations
- Multiple real estate projects nearing fruition
 - Some opportunities complement our missions, some purely financial
 - Where possible, increase community use of UH facilities and resources

Revenue beyond costs CAN support operations; Community engagement helps UH



UH United – Working Together as a System

- A seamless web of educational opportunity must ensure
 - Closing of equity gaps with entry points for everyone
 - Diverse curricular pathways from K12 and early college into and through the UH system
 - Seamless curricular pathways from UH CCs into UH universities
 - Sharing and collaborating on courses and programs to maximize opportunity across the islands
 - Maximize access, Leverage capacity and expertise, Extend Hub & Spoke approach across units
 - Common modernized general education
- Operating Efficiencies; Shared centralized high-quality services
- Shared physical facilities where possible
- Continue to engage in and monitor opportunities and ideas from “The Power of Systems”



High-Level Summary of Work Underway

- Intense and inclusive post-pandemic planning in every academic unit
 - Public web pages document processes and work products
- Program review underway throughout UH
- New lens on organizational structures
 - Much has been done; More proposals being designed and changes underway
- Development of approaches to shared services
 - Community Colleges leading the way
- Human resource practices in transition
 - Faculty Workload Assignment Template & Classification Review
- Campus space utilization studies complete or underway;
Will provide basis for planning



Post-Pandemic Work Underway at UH-Mānoa



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UH Mānoa Actions Taken: Spring 2020 - Present

PROGRAMS TERMINATED	APPROVED
BA in Zoology	F2021
BS in Ethnobotany	F2021
Master of Geosciences	F2021
MS in Biological Engineering	SP2020
Doctor of Public Health	SP2021
Executive Accounting Certificate	SP2021



UH Mānoa Actions Taken: Spring 2020 - Present

PROGRAMS STOPPED OUT	APPROVED
PhD in Nursing	F2020
BA in Russian	SP2020
MA in French	SP2020
MA in Religion*	SP2021
Doctor of Juridical Science	SP2021
PhD in Biomedical Sciences, Clinical Research track	SU2021
Technologies for Teachers Graduate Certificate	SP2021

**Stop-out removed after program modified.*



UH Mānoa Actions Taken: Spring 2020 - Present

REORGANIZATIONS AND PROGRAM MERGERS UNDERWAY

(Proposals Developed & Under Review)

- School of Communications and Matsunaga Institute for Peace (Social Sciences), Department of Communicology (Arts, Languages & Letters), Library & Information Science Program (Natural Sciences) to form the School of Communication & Information (Social Sciences).
- Classics Program (Department of LLEA) with the Department of Religion to form the Department of Religions & Ancient Civilizations (undergraduate degree mergers underway).
- Consolidation of bachelor's degrees in French, German and Spanish into one BA (with concentrations) to realize administrative efficiencies and to make the new BA more robust with interdisciplinary and cross-cultural connections for a more flexible curriculum.
- Center on the Family (CTAHR) to the Social Science Research Institute (Social Sciences) to strengthen capacity and effectiveness. Both organizations work at the intersection of research and outreach to address emerging issues and offer evidence-based solutions for policy and practice.



UH Mānoa Actions Taken: Spring 2020 - Present

REORGANIZATIONS COMPLETED

- **Phase II Reorganization** (effective July 1, 2021): Reduced siloes to foster collaborative initiatives and work, ensured financial savings, and reduced executive/managerial and support positions.
- **College of Arts, Languages and Letters** (effective July 1, 2020): Merged three stand-alone schools/colleges (College of Arts & Humanities, College of Languages, Linguistics & Literature, and the School of Pacific & Asian Studies) into one college to address declining enrollments, to reduce the number of executive/managerial positions, to facilitate stronger interdisciplinary collaboration, and to reinvigorate the liberal arts with our unique Asia-Pacific strength and focus at the core.
- **Library Services** (effective December 3, 2020): Designed to achieve greater operational effectiveness and efficiency with current staffing levels through the consolidation of Sinclair Library functions, strategic dissemination of select collection responsibilities, and reconfiguration of the Access Services Department.



UH Mānoa Actions Taken: Spring 2020 - Present

ALIGNING RESOURCES TO POST-PANDEMIC PRIORITIES

- **Performance Indicators for Prioritization developed** as a tool to support the ongoing identification of, and investment in our priorities. Collaborative working group of faculty, students, staff and administrators developed the indicators and metrics to guide resource allocations.
- **Indicators aligned with the UH Mānoa strategic plan goals and Post-Pandemic Hawai'i** priority areas, including Native Hawaiian Place of Learning; Student Success; Research & Creative Work; Responsiveness to the Needs of Hawai'i; and Outreach/Engagement with the Community.
- **FY 2022 Hiring Decisions Utilized Performance Indicators.** Academic units and the Mānoa Budget Team utilized the indicators to prioritize faculty hiring requests for the first time.
- **The Indicators will facilitate a regular assessment** of our performance in living our values and achieving our goals. It is expected that the campus will revisit our priorities, indicators, and metrics regularly to ensure that we are agile, innovative, and responsive to the needs of Hawai'i.



Post-Pandemic Work Underway at UH Hilo



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UH Hilo: Engage more students in post-secondary education

- Shore up transfer services and create more transfer pathways from UHCCs that prepare students for careers that allow them to stay in state.
- Create an intentional online portfolio to better serve our island and state.
- Create summer academies and low-residency degree programs to attract more students from off-island.
- Maintain focus on equity and student success.



UH Hilo - Preparing students for careers in Hawai'i: Curriculum

Update curriculum and develop new programs to better align with employer needs and student demand

- Pharm D curricular transformation project
- Drone technology embedded in STEM programs
- Data science and data visualization
- Fisheries and Wildlife
- Bachelor's level education programs and STEM Ed.



UH Hilo - Preparing students for careers in Hawai'i: Partnerships

- Agencies on campus
 - USGS
 - SHPD
- Nascent partnership projects
 - BBB grant for food and ag
 - NELHA and 'Iole



UH Hilo - Preparing students for careers in Hawai'i: Experiences

- Shore up support and expand opportunities for internships
 - Akamai internships
 - PIPES internships
 - Legislative internships
 - COBE internships
- Bonner Leadership Program
- Kuleana and Community course
- Kawili Kine Cultures
- Peer mentoring



Re-imagining UH Hilo – Institutional Culture

- Data-informed decision-making.
 - AASCU Transformation Accelerator Project.
 - CSU Student Success Analytics Certificate Program.
- Beyond diversity: Focus on equity.
 - AAC&U Truth Racial Healing and Transformation Center.
- Organizational investments on priority needs.
 - Student Mental Health
 - Employee resource groups
 - Professional development
 - Research support



Post-Pandemic Work Underway at UH West O'ahu



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UH West O'ahu: Engage more students in post-secondary education

- Early College pathways with our regional high schools academies
- Strong 2+2 articulation agreements with community colleges
- Expanded online degree and certificate programs
- Dedicated space for VA & active duty military students and family members
- Strengthened student support in behavioral health and counseling, tutoring, financial literacy, academic advising and life coaching
- Emphasize grants, contracts, philanthropic opportunities to support student scholarships, student internships/mentoring, student transfer, student on-campus and on-line support, faculty scholarship and teaching, and academic programs
- Growth-oriented action goals across signature programs



UH West O'ahu: Preparing students for careers in Hawai'i

- Placement of students in capstone practica with area businesses and industries
- Partnership with Kapolei Chamber of Commerce and Complex Area schools to prepare students for careers in our region
- Joint efforts with DOE and KS to prepare teachers. 228 alumni of BEd program teaching in the Hawai'i DOE; 88% of alumni teaching at schools in Leeward or Central O'ahu
- Expanded Allied Health professions with 7 new concentrations
- Career pathways merging 'ike and 'ōlelo Hawai'i with science, applied mathematics, business, hospitality, and creative media



UH West O'ahu: Innovating to grow new and existing economic sectors

- New degrees and certificates targeting needs of an increasingly digital economy
- Hybrid, blended learning opportunities that leverage our use of developing technology for jobs in a future-oriented economy
- Extramural funding endeavors to grow innovative technologies by bringing faculty, students, and external partners together to address future challenges
- Leveraging academic programs across UH System, talent of faculty, students, and graduates, and the new ACM building to advance innovative technologies



Post-Pandemic Work Underway Across Our Seven UH Community Colleges



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Repositioning and Reimagining the UHCCs

- UHCC will:
 - Better shared resources to serve our students and local communities.
 - Greater collaboration will leverage strengths of different campuses.
 - Allow UHCC to take advantage of distance learning to extend new opportunities statewide.



Repositioning and Reimagining the UHCCs

- Objectives and Priorities:
 - Provide statewide access for quality education and training to meet the state's workforce needs and to serve community needs and provide employment opportunities for all residents (CC's open door legacy). Hawaii's residents should have access to a diversity of programs through the UHCC as a group; each campus will have areas of emphasis and contribute to the range of options provided statewide.
 - Focus on workforce needs and transfer opportunities that lead to living-wage jobs.
 - Identify campus strengths and reduce duplication of programs and services.
 - Maintain a focus on student success and equitable outcomes.



UHCC Operational Units

- Centralizing operations for better consistency and service to students
 - Now in pilot – 3 campuses taking part in centralized financial aid awarding
 - Moving toward beginning centralized approaches to Admissions
- Right-sizing for consistent levels of staffing
 - Human Resources
 - Institutional Research
 - Financial Management



UHCC Non-Credit

- Administration of non-credit programs will be centralized for consistent and aligned approach to:
 - Responding to workforce development needs
 - Consistent quality of course offerings
 - Consistent pricing and financial management for course offerings
 - Leverage campus level academic programs to deliver meaningful training
 - Centralized approach to building non-credit credential programs
- Short term non-credit programs will be aligned so that workforce training will be “stacked” to allow for advancement in a career pathway.



UHCC Academic Programs

- Academic programs are being evaluated for:
 - Continuous improvement and alignment with current or future workforce needs
 - Opportunities to collaborate among campuses to increase students' access and provide opportunities for efficiency
 - Program health and efficiency
- Since 2020, 52 community college credentials have been stopped out or terminated based on evaluation: 1 Bachelor of Applied Science, 10 Associates degrees, and 41 other credentials (i.e., certificates, concentrations).



UHCC Academic Programs

- Among other options, faculty and administrators are considering:
 - “Hub and spoke” models:
 - Work with academic programs still underway
 - Assessments ongoing of courses to be shared to avoid multiple sections of small class sizes
 - Evaluation of needed new programs to respond to workforce development to be shared cross-campus
 - Program investments
 - Program consolidations
 - Program stop outs for curriculum redesign
 - Program terminations



Program stop outs and terminations

Hawai'i Community College

Credential	Program Name	Stop Out Date	Termination Date
AAS	Architectural, Engineering & Construction Technology	Spring 2022	
CA	Architectural, Engineering & Construction Technology	Spring 2022	
CO	Business Essentials	Fall 2020	Spring 2023
CO	Business Foundations	Fall 2020	Spring 2023
CO	Culinary Arts	Fall 2020	Spring 2022
AAS	Electronics Technology	Fall 2022	
CA	Electronics Technology	Fall 2022	
CO	Entrepreneurship	Fall 2020	Spring 2023
CO	Network Certificate	Fall 2022	

Honolulu Community College

Credential	Program Name	Stop Out Date	Termination Date
CA	Auto Body Repair and Painting	Fall 2021	
AS	Communication Arts	Fall 2021	
CA	Communication Arts	Fall 2021	
AAS	Small Vessel Fabrication and Repair	Fall 2015	Fall 2021

BAS: Bachelor of Applied Science; AA/AS/AAS: Associate of Arts/Science/Applied Science; CA: Certificate of Achievement;
CO: Certificate of Competence; ASC: Academic Subject Certificate



Program stop outs and terminations

Kapi'olani Community College

Credential	Program Name	Stop Out Date	Termination Date
ASC	Asian Studies		Spring 2022
CO	Customer Service		Fall 2020
CO	Database Administration	Fall 2021	Fall 2023
Concentration	Liberal Arts concentration in Deaf Studies and Deaf Education	Fall 2019	Spring 2022
Concentration	Liberal Arts concentration in Pacific Island Studies concentration	Spring 2022	Spring 2025
CO	Nurse Aide		Fall 2020
CA	Retail Management		Fall 2020
CO	Retailing		Fall 2020
CO	School Health Aide	Spring 2022	

BAS: Bachelor of Applied Science; AA/AS/AAS: Associate of Arts/Science/Applied Science; CA: Certificate of Achievement;
CO: Certificate of Competence; ASC: Academic Subject Certificate



Program stop outs and terminations

Kaua'i Community College

Credential	Program Name	Stop Out Date	Termination Date
CO	Accounting Office Assistant		Fall 2022
CO	Administrative Medical Assisting		Fall 2020
CO	Adult Residential Care Home Operator	Fall 2020	Spring 2021
CO	Advanced Geographic Information Systems	Fall 2021	Fall 2022
CO	Beekeeping	Fall 2021	Spring 2022
AAS	Business Technology	Fall 2018	Fall 2020
CA	Business Technology	Fall 2018	Fall 2020
CO	Community Health Worker		Spring 2021
ASC	Fitness Professional	Spring 2021	Fall 2022
CO	Geographic Information Systems		Fall 2021
ASC	Plant Biology & Tropical Agriculture	Fall 2021	
AS	Plant Biology & Tropical Agriculture		Spring 2021
CA	Plant Biology & Tropical Agriculture		Spring 2021
CO	Plant Biology & Tropical Agriculture	Fall 2021	
CO	School Health Aide		Spring 2021
CA	Sustainability Science Management		Spring 2021



Program stop outs and terminations

Leeward Community College

Credential	Program Name	Stop Out Date	Termination Date
Concentration	Digital Media concentration in Internet Publishing		Fall 2021
Concentration	Information and Computer Science concentration in Database Support Specialist		Fall 2021
Concentration	Information and Computer Science concentration in Mobile Developer Specialist		Fall 2021
Concentration	Digital Media concentration in Internet Publishing		Fall 2021

Maui College

Credential	Program Name	Stop Out Date	Termination Date
AAS	Auto Body Repair and Painting	Spring 2020	
AAS	Business Technology: Information Processing	Spring 2022	
AAS	Business Technology: Medical Office	Spring 2022	
BAS	Engineering Technology	Fall 2021	Fall 2021
AAS	Fashion Technology	Spring 2022	
CO	Marine Option Program-Marine Naturalist I	Spring 2022	
CO	Marine Option Program-Marine Naturalist II	Spring 2022	

BAS: Bachelor of Applied Science; AA/AS/AAS: Associate of Arts/Science/Applied Science; CA: Certificate of Achievement;
CO: Certificate of Competence; ASC: Academic Subject Certificate



Program stop outs and terminations

Windward Community College

Credential	Program Name	Stop Out Date	Termination Date
CO	Agricultural Technology	Fall 2019	Fall 2019
CO	Plant Landscaping	Fall 2019	Fall 2019
CO	Subtropical Urban Tree Care	Fall 2019	Fall 2019

BAS: Bachelor of Applied Science; AA/AS/AAS: Associate of Arts/Science/Applied Science; CA: Certificate of Achievement;
CO: Certificate of Competence; ASC: Academic Subject Certificate



UHCC Consolidations and Hub and Spoke Models

- Work with academic programs still underway
- Assessments ongoing of courses to be shared to avoid multiple sections of small class sizes
- Evaluation of needed new programs to respond to workforce development to be shared cross-campus
- Create opportunities at University Centers



Looking Forward



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Examples of What Success Looks Like

- Increasing number of online programs underway
- Portfolio of academic programs across the UH system meet the highest priorities of the state
 - Reduce number of out-of-state teachers / Eliminate shortage
 - Reduce Healthcare worker shortage
 - Increased numbers of enrollments in IT/CS/Cyber/Engineering
 - Plan for early childhood ed workforce
 - Institutionalized engagement with employers to meet needs
- UH driving job creation across the islands in multiple sectors
 - Research enterprise growing and hiring
 - UH initiatives leading to new companies with new jobs
- Efficiently used physical plant – lower operating costs
- Revenues and expenditures in full balance by FY25



UH Strategic Directions 2022 - 2028

Timeline: Implementation in 2022

Establish steering committee

Phase I outreach:

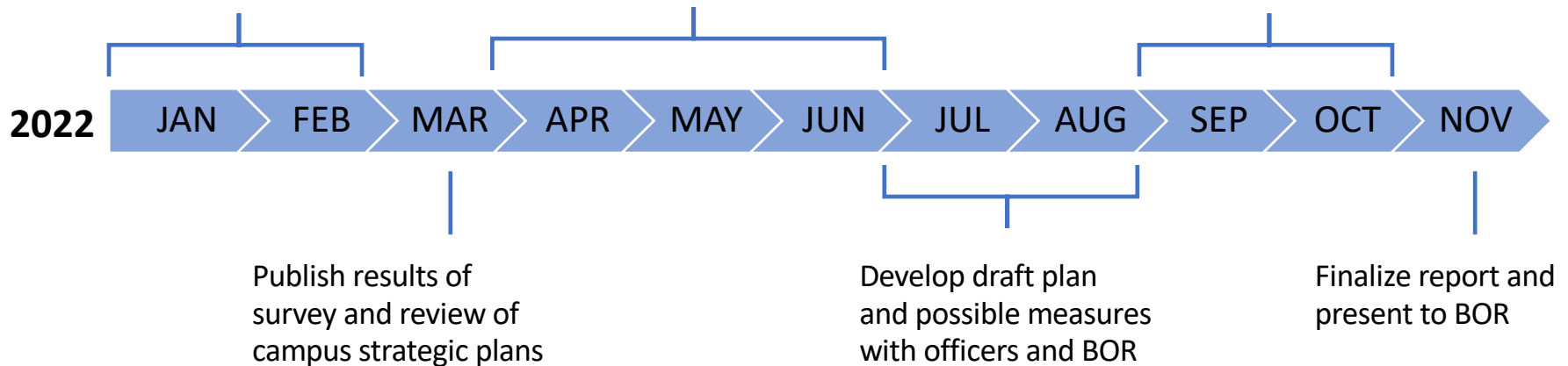
- set up website
- send information and survey to faculty and staff

Phase II outreach

to internal and external discussions/workgroups

Phase III outreach

with draft plan and measures



Post-Pandemic Response Continues Actively Work on Next Strategic Plan Begins *UHUnited*



Tenure PIG and SCR 201 task force reports – crosswalk and next steps for the board of regents

Summary of recommendations:

		“Tenure PIG”	SCR 201 task force
1	Policy on tenure and promotion (R.P. 9.201.III.B)	<p>(1) Before recruitment for tenure-track positions begins, admin to ensure (a) the position fulfills current enrollment requirements and strategic growth priorities for UH and the state, (b) there are no qualified faculty in other units that are available and could meet the needs to the hiring unit (c) the balance of tenure-track and other faculty is appropriate given enrollment, mission and accreditation standards, and (d) the unit is successful and relevant in contributing to the institutional mission and goals.</p> <p>(2) Admin to ensure that tenure criteria are clear and that they prioritize the necessity for faculty to be adaptable in meeting the changing needs of students and the university including changes in the delivery of higher ed that may occur over time.</p>	<p>No change to tenure and promotion policy, but:</p> <p>(a) Develop written processes for addressing the few instances when tenured faculty whose productivity has declined and are unable to improve satisfactorily following a periodic review.</p> <p>(b) Review the way tenure and promotion review committees (TPRC) are organized and operate and design more explicit guidelines for these committees.</p>
2	Policy on faculty classifications (R.P. 9.202.III.E)	<p>I, R, M and J (and presumably C) tenurable faculty shall all be classified as F, engaging in direct instruction, research and service. B tenurable librarians shall be classified as L. S and A faculty shall be classified as FSE (support and extension agents) and shall not be eligible for tenure. Renewable term faculty shall be classified as FR. Non-compensated faculty shall be classified as FNC. Changes to apply prospectively</p>	<p>(1) Develop a classification system more aligned with UH benchmark institutions.</p> <p>(2) Phase out R, M, J, A and possibly I classifications and reclassify them to a new more generic classification as positions become vacant.</p> <p>(3) Determine criteria for reclassifying S positions to either a tenurable instructional faculty position, a non-instructional faculty, or a non-faculty position.</p> <p>(4) Examine each S position and determine, once it becomes vacant, how it should be classified.</p> <p>(5) Develop a process whereunder an incumbent in a R or S position could</p>

			apply to have the position reclassified while the incumbent is still in it.
3	Policy on special compensation (R.P. 9.202.III.J)	Delete	Not addressed
4	Policy on periodic review (R.P. 9.213.III.C - new)	(1) Adds deans and vice chancellors/vice provosts to chancellors who ensure all periodic reviews are conducted in a manner that will minimize conflicts of interest with units and ensure balance, diverse and relevant input including that of faculty peers. (2) Eliminates the exemption from a periodic review every five years for those who have undergone a review for reappointment, tenure or promotion or who have received a merit salary increase during the five-year period. (3) Requires an annual report to the board on the outcomes of periodic reviews.	Develop written processes for addressing the few instances when tenured faculty whose productivity has declined and are unable to improve satisfactorily following a periodic review
5	Buy-out of instructional time	Not addressed	Develop policies for using extramural funds to buy out instructional time.
6	Implementation	(1) Directs the president and admin, in consultation with the faculty and unions, to implement the changes to policies. (2) Authorizes the president to make non-substantive changes to the policies after consultation with the faculty and unions.	Not directly stated. President should develop a process and timetable jointly with representatives of the ACCFSC and UHPA, present it to the BOR and report regularly on progress.

REPORT OF THE PERMITTED INTERACTION GROUP ON TENURE September 10, 2021

The purpose of this final report is to share the resultant findings and recommendations of the Permitted Interaction Group on Tenure (“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 permitted interactions under the Sunshine Law, Section 92-2.5(b), Hawai‘i Revised Statutes.

I. Background

- A. The Task Group was established by the Board as a permitted interaction group at its February 18, 2021, meeting to review and investigate the issue of tenure with a focus on reviewing the following areas: (1) the history and purpose of tenure; (2) the evolution of and current views and developments on tenure; and (3) the current criteria and decision making process for tenure.
- B. The Task Group included the following Regents:
1. Ben Kudo, Board Chair
 2. Jan Sullivan, Budget and Finance Committee Chair and Task Group Chair
 3. Robert Westerman, Personnel Affairs and Board Governance Committee Chair
 4. Ernest Wilson, Academic and Student Affairs Committee Chair

[Note: The titles listed reflect the positions held during the time the Task Group was established. Regent Sullivan’s term on the Board ended on June 30, 2021, but she remained on the Task Group and continued to serve as its Chair until the activities of the Task Group concluded.]

The Task Group also included the following members:

- Christian Fern, Executive Director of the University of Hawai‘i Professional Assembly (UHPA), faculty union representative
- Bonnie Irwin, UH Hilo Chancellor, who represented a 4-year campus
- Velma Kameoka, UH Mānoa, Interim Vice Chancellor for Research, research representative
- Erika Lacro, Vice President for Community Colleges, community college representative
- Brennon Morioka, Dean of the UH Mānoa College of Engineering, college dean representative

President David Lassner participated in several of the Task Group meetings and Debora Halbert, Associate Vice President for Academic Programs and Policy, served as Administration Liaison.

Kendra Oishi, Executive Administrator and Secretary of the Board of Regents, provided support to the Task Group.

C. Meetings were held on March 10, 2021; April 7, 2021; April 23, 2021; April 28, 2021; May 12, 2021; May 25, 2021 (non-Regent members); June 2, 2021; June 24, 2021; July 22, 2021; August 12, 2021; and September 3, 2021.

D. After initial meetings, the Task Group agreed to focus its efforts on three areas:

1. The University's current tenure classification system;
2. Practices on periodic review; and
3. The alignment of tenure with the mission and priorities of the University.

E. During the course of its discussions, the Task Group was also made aware of Senate Resolution No. 166, S.D. 1 (2021), which requested the establishment of a task group to examine and assess UH's tenure system and the compensation structure of faculty engaged in activities supported by extramural funding and grants. While the Task Group was created independently of the Senate's request, the Task Group addressed issues relevant to S.R. No. 166.

F. As a natural outgrowth of the Task Group's discussions, the Task Group posed the following questions:

How might we...

1. Improve, modernize, and simplify the tenure classification system?
2. Improve the periodic review process?
3. Ensure that tenure is awarded to positions that will fulfill enrollment requirements and strategic growth priorities?

G. The Task Group took it upon itself as part of its work to propose for the Board's consideration amendments to existing policies to respond to these questions.

II. Recommendations

The Task Group recommends:

A. Adoption of the attached Board Resolution: *Supporting the Findings and Recommendations of the Tenure Task Group and Requesting the*

University of Hawai'i Administration to Facilitate the Implementation of Board Policy Revisions Through Faculty and Union Consultation, along with recommended revisions to:

1. RP 9.201 to establish policy direction in conducting promotion and tenure to ensure that University priorities and mission are met.
2. RP 9.202 to simplify and reduce the number of faculty classifications.
3. RP 9.213 to clarify responsibilities and provide policy guidelines regarding the periodic review process.

B. The dissolution of the Task Group.

III. Conclusion

The Task Group has concluded its task as identified when the Board approved its creation during its February 18, 2021, meeting. Its specific recommendations and call to action are included in the attached Resolution.

Members of the Task Group are supportive of the recommendations as presented, with the exception of Christian Fern, Executive Director of UHPA, who has submitted a letter of dissenting opinion in Attachment E.

ATTACHMENTS

Attachment A – Proposed revisions to RP 9.201

Attachment B – Proposed revisions to RP 9.202

Attachment C – Proposed revisions to RP 9.213

Attachment D - Draft Board Resolution 21-06, Supporting the Findings and Recommendations of the Tenure Task Group and Requesting the University of Hawai'i Administration to Facilitate the Implementation of Board Policy Revisions Through Faculty and Union Consultation

Attachment E – Letter of Dissenting Opinion



Regents Policy Chapter 9, Personnel

Regents Policy RP 9.201, Personnel Status

Effective Date: ~~June 1, 2017~~ ~~xx xx, 2021~~

Prior Dates Amended: Oct. 11, 1962; Sept. 10, 1964; Sept. 20, 1964; Sept. 16, 1965; Jan. 13, 1966; May 22, 1969; Feb. 14, 1975; Dec. 9, 1976; May 12, 1977; Nov. 17, 1977; Dec. 9, 1977; June 22, 1978; Oct. 20, 1978; Oct. 17, 1980; Nov. 15, 1985; Oct. 16, 1987; Oct. 21, 1988; Jan. 18, 1991; Oct. 18, 2002; Oct. 17, 2003; Apr. 20, 2006; Oct. 31, 2014 (recodified); June 1, 2017

Review Date: August ~~2020~~ 2024

I. Purpose

To set forth policy regarding appointments, faculty promotion and tenure, and other personnel status policy.

II. Definitions:

No policy specific or unique definitions apply.

III. Policy:

A. Appointments

1. General

- a. All university employees ultimately serve under the jurisdiction of the board and shall be appointed by the board upon recommendation of the president, unless specifically delegated. Such employees shall be assigned the rank, title, and salary appropriate to the duties and responsibilities of such position as defined in the classification system adopted by the board. No employee shall be afforded a contract aside from the normal employment documents executed for all university employees.
- b. Use of titles. Titles of positions are determined by the board and no title may be used unless specifically authorized. Members of the faculty in divisions other than instructional, when engaged in teaching, shall bear the instructional title appropriate to their grade.

2. Executive and Managerial (E/M) Appointments. Appointments to executive and managerial positions shall be made in accordance with the following guidelines:
 - a. The president has the responsibility where board approval is necessary, to recommend personnel appointments to the board for action.
 - b. The president, in developing and making recommendations for board action, shall ensure that the guidelines outlined below are followed:
 - (1) Applicability. These guidelines shall be followed in making all recommendations for appointment to executive and managerial positions.
 - (2) Recruitment of Candidates. Equal Employment Opportunity Commission (EEOC) – Open Hiring requirements shall be followed in all cases. These requirements should not preclude active recruitment of highly qualified candidates including women and minorities for consideration.
 - (3) In considering applications and nominations, the advice of knowledgeable and interested persons and groups may be sought as appropriate, either on specific candidates identified as qualified by the president or other responsible administrator, or on all candidates. During any phase of the selection process, all candidates shall receive the same treatment.
 - (4) In addition, where appropriate, an advisory committee may be established to advise the president, or other responsible administrator. Where an advisory committee is established, directions shall be provided to the committee by the president or other responsible administrator as to:
 - (a) The scope of the committee's tasks.
 - (b) The criteria to be followed if candidates are to be evaluated.
 - (c) Appropriate time limits.
 - (d) The form of any recommendations to be made. (Example: each candidate shall be classified as "qualified" or "not qualified" without any indication of ranking.)

- (5) Where chancellors, provost, or other senior administrative appointments are involved, the president shall periodically inform the board of the status of the selection process. On other appointments, the official conducting the search shall periodically report on its progress to the president.
 - (6) All recommendations for appointments under these guidelines shall be made to the board by the president.
3. Appointments to Department Chairs, Special Program Directors and Chairs of Academic Subdivisions, Graduate Assistants, Lecturers, and Cooperating Teachers/Counselors and Observation/Participation Teachers
 - a. The president shall have the authority to make appointments.
 - b. Compensation shall be in accordance with provisions reflected in the most current collective bargaining agreement negotiated between the university and the exclusive collective bargaining representative. In the event that the faculty member is not subject to collective bargaining, the president shall have the authority to establish compensation guides.
 - c. Where there are applicable collective bargaining provisions, or in the event that there are conflicts between policies and the collective bargaining agreement, the provisions of the collective bargaining agreement shall prevail.
 - d. The president shall promulgate policies in consultation with university executives setting forth the duties, responsibilities, qualifications, guidelines and timelines for selection, conditions for appointment, compensation, and other administrative requirements.

B. Faculty Promotion and Tenure

1. The president shall grant promotion and/or tenure to members of the faculty.
2. Before recruitment for tenure-track positions occurs, and before award of tenure, the administration shall ensure that: (1) the position fulfills current enrollment requirements and strategic growth priorities for the university and the State; (2) there are no qualified faculty in other units that are available and that could meet the needs of the hiring unit; (3) the balance of tenure-track and other faculty is appropriate given enrollment, mission, and accreditation standards; and (4) the unit is successful and relevant in contributing to the institutional mission and goals.

3. The administration shall ensure that tenure criteria are clear and that they prioritize the necessity for faculty to be adaptable in meeting the changing needs of students and the university, including changes in the delivery of higher education that may occur over time.

~~2.4. The president may grant tenure upon initial appointment upon recommendation of the president.~~ The board delegates to the president the granting of tenure upon initial appointment to members of the faculty who have previously held tenure at a comparable institution. For delegated appointments, the board also delegates to the president the granting of tenure upon appointment to executive/managerial personnel who have previously held tenure at a comparable institution. Guidelines are established in executive policy.

~~3.5.~~ The board delegates to the president the authority to act on behalf of the university on faculty promotion and tenure applications where the recommendation is negative.

~~4.6.~~ The president may waive the probationary period for new faculty members in accordance with established guidelines and applicable collective bargaining provisions.

~~5. At the time tenure is granted, a faculty fall back salary, faculty classification, and duty period shall be established for all executive/managerial personnel.~~

C. Civil Service Personnel

1. The president is designated to act for the board in making appointments to such positions or changes in the status of employees and to exercise its power as appointing authority in connection with such positions and employees.

D. Resignations and Terminations

1. The president shall have authority to accept and approve voluntary terminations from university service for reasons of resignation or retirement.

E. Faculty Exchanges

1. The board supports exchanges of university faculty with other institutions as a means of furthering the academic and intellectual growth and vitality of our faculty and university. The president shall promulgate policies that include guidelines to implement faculty exchanges.

IV. Delegation of Authority:

The president has the responsibility where board approval is necessary, to recommend personnel appointments to the board for action, authority to act on behalf of the university regarding faculty promotion, act for the board in making appointments or status changes regarding civil service, personnel, and authority to accept and approve voluntary terminations. See RP 9.201(A)(2)(a); (A)3(a); (B)(24) and (35); (C)(1); and (D)(1).

V. Contact Information:

Office of the Vice President for Administration, 956-88626405, jgouveia.vpadmin@hawaii.edu

VI. References:

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

Approved as to Form:

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

Date



Regents Policy Chapter 9, Personnel

Regents Policy RP 9.202, Classification Plans and Compensation

Schedules Effective Date: ~~June 7, 2018~~ xx xx, 2021

Prior Dates Amended: Jan. 16, 1958; Dec. 2, 1959; Oct. 11, 1962; Sept. 10, 1964; Apr. 16, 1969; Aug. 19, 1969; Mar. 14, 1974; Dec. 12, 1974; Dec. 11, 1975; July 15, 1976; Dec. 9, 1976; Jan. 16, 1977; June 16, 1977; July 14, 1977; Apr. 20, 1978; Oct. 20, 1978; Dec. 7, 1979; Jan. 10, 1980; Oct. 17, 1980; Dec. 5, 1980; Feb. 5, 1981; June 18, 1981; Oct. 16, 1981; Feb. 19, 1982; Oct. 22, 1982; Sept. 30, 1983; Nov. 18, 1983; Mar. 16, 1984; July 27, 1984; June 21, 1985; Sept. 20, 1985; June 20, 1986; July 25, 1986; July 24, 1987; Sept. 18, 1987; Oct. 16, 1987; Nov. 20, 1987; May 20, 1988; Oct. 21, 1988; Nov. 18, 1988; Feb. 17, 1989; Sept. 15, 1989; Nov. 17, 1989; Feb. 16, 1990; Apr. 20, 1990; Oct. 19, 1990; Nov. 16, 1990; June 21, 1991; Sept. 20, 1991; Feb. 21, 1992; June 19, 1992; July 17, 1992; Mar. 19, 1993; Sept. 17, 1993; Oct. 21, 1994; Aug. 23, 1996; June 20, 1997; Nov. 14, 1997; Jan. 16, 1998; Apr. 17, 1998; Jan. 21, 2000; Feb. 18, 2000; Apr. 20, 2000; June 16, 2000; Aug. 11, 2000; Aug. 15, 2000; Apr. 20, 2001; Jan. 18, 2002; Mar. 15, 2002; June 2002; Oct. 18, 2002; Mar. 14, 2003; Apr. 17, 2003; May 16, 2003; Nov. 21, 2003; May 18, 2006; Aug. 2006; Mar. 15, 2007; July 26, 2007; Sept. 2007; Nov. 15, 2007; Feb. 15, 2008; May 29, 2008; Sept. 2008; Nov. 21, 2008; Oct. 31, 2014 (recodified); June 1, 2017; June 7, 2018

Review Date: August ~~2020~~ 2024

I. Purpose:

To set forth policy on classification plans and compensation schedules.

II. Definitions:

No policy specific or unique definitions apply.

III. Policy:

- A. Except for civil service positions, the board shall classify all positions in the university and establish compensation schedules as appropriate.
- B. The president, with the exception of select undelegated executive and managerial personnel, is authorized, consistent with existing statutes and board policies, to grant special salary adjustments in situations where funds are available and the adjustments are warranted on the basis of retention, market, equity, and/or merit.
- C. Executive and managerial positions are classified and compensated in accordance with the executive and managerial personnel policies in RP 9.212.

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- D. Compensation shall be in accordance with provisions reflected in the most current collective bargaining agreement negotiated between the university and the exclusive collective bargaining representative. In the event that the faculty member is not subject to collective bargaining, the president shall have the authority to establish compensation guides.
- E. The classifications of faculty positions in the university shall be as provided below.
1. Section 304A-1002, Hawai'i Revised Statutes, provides that "The board of regents shall classify all members of the faculty of the university including research workers, extension agents, and all personnel engaged in instructional work...."
 2. The faculty classification system for all campuses at the university shall be as follows:
 - a. Tenured and Tenure Track Faculty: Tenured and Tenure Track Faculty shall be engaged in direct instruction consisting of active engagement with students in the classroom or applied venues, and/or oversight and supervision of internships, clinical work, applied learning, theses, and dissertations. Tenured and Tenure Track Faculty shall be classified as "F". This classification shall include those previously classified as "R", "I", "M", and "J". In addition to direct instruction:
 - (1) F faculty shall engage in research and scholarship that advances innovation, creates new knowledge and knowledge practices, and benefits students as well as the broader community.
 - (2) F faculty shall also engage in service inside the university and in the community.
 - b. Librarians: Librarians shall provide students and faculty with modern, timely access to information by selecting relevant resources for acquisition, digitizing collections, and organizing and storing information. Librarians shall assist faculty and students in their scholarly pursuits and conduct research in areas that contribute to the advancement of knowledge in relevant fields. Librarians are eligible for tenure and shall be classified as "L" faculty, which shall include those previously classified as "B".
 - c. Support Faculty and Extension Agents: Support Faculty and Extension Agents are faculty that are not primarily engaged in direct instruction, but are engaged in academic support including student,

research, and academic program support, or are engaged in agricultural extension activities. Support Faculty and Extension Agents shall be classified as "FSE". FSE faculty shall not be eligible for tenure but may be eligible for employment security characteristic of other public employees. This classification shall include those previously classified as "S" and "A".

d. Renewable Term Faculty: Renewable term faculty are faculty that are retained through non-permanent, non-tenure track appointments. Renewable Term Faculty shall be classified as "FR".

e. Non-Compensated Faculty: Non-Compensated Faculty are non-compensated, non-tenure track faculty that may teach and/or perform research. Non-Compensated Faculty shall be classified as "FNC."

2-3. The president is delegated the authority to establish a detailed faculty classification plan, administer the plan, and make amendments to the plan, provided that the plan complies with relevant board policies. Any changes to classification categories any new faculty categories or permissible campus faculty groups shall be subject to prior approval of the board. shall apply prospectively, provided that existing faculty shall have the option of applying to be classified in new categories.

a. The plan ~~may~~shall include, at minimum, the following faculty categories: Tenured and Tenure Track Faculty (F), Librarians (L), Support Faculty and Extension Agents (FSE), Renewable Term Faculty (FR), and Non-Compensated Faculty (FNC).~~Instruction ('I' for all faculty excluding law and clinical medicine faculty; J for law; M for clinical medicine; and C for community colleges); Researcher (R), Specialist (S), Librarian (B), Extension Agent (A), Graduate Teaching Assistant, Lecturer, Visiting and Other Faculty and Non-compensated Faculty.~~

b. At a minimum, the faculty classification plan shall include general statements of duties and responsibilities and minimum qualification requirements.

(1) When the situation warrants, and especially in those fields where advanced degrees are not commonly held by faculty members, other evidences of scholarly, artistic, or professional attainment may be accepted in lieu of advanced degrees. In general, "equivalents" will be used sparingly and only when there is clear evidence that the substituted items of training and experience are in fact equivalent in qualifying the faculty member for the individual's duties and responsibilities.-

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- ~~3.—Titles of positions are determined by the board, and no faculty member may use any title not specifically authorized. Members of the faculty in divisions other than instruction, when engaged in teaching, shall bear the instructional title appropriate to their grade.~~
- ~~4.—University of Hawai'i at Mānoa classification schedules.~~
- ~~a.—The board faculty classification system includes seven general categories for the University of Hawai'i at Mānoa with grades within each category.~~
- ~~(1)—Instruction ('I' for all faculty excluding law and clinical medicine faculty; J for law; M for clinical medicine), includes graduate teaching assistants, instructors, assistant professors, associate professors, and professors.~~
- ~~(2)—Researcher (R), includes junior researchers, assistant researchers, associate researchers, and researchers. When applicable, the R series title substitutes the special area for the word "researcher," for example, "assistant agronomist," "associate meteorologist," or "plant pathologist."~~
- ~~(3)—Specialist (S), includes junior specialists, assistant specialists, associate specialists, and specialists. The S series is used for specialties not primarily involved with research, for example, "associate specialist in student personnel."~~
- ~~(4)—Librarian (B), includes ranks II to V.~~
- ~~(5)—Extension agent (A), includes junior extension agents, assistant extension agents, associate extension agents, and county extension agents.~~
- ~~(6)—Graduate teaching assistant.~~
- ~~(7)—Lecturer includes persons employed for short term teaching assignments, usually on a part-time basis.~~
- ~~b.—Clinical titles for non-compensated faculty appointments in Health Science and Social Welfare.~~
- ~~(1)—The titles clinical professor, associate clinical professor, assistant clinical professor, clinical instructor and clinical teaching assistant are non-compensated appointments in the Colleges of Health Sciences and Social Welfare (medicine, nursing and dental hygiene, and social work) for practitioners with professional qualifications in the health and welfare sciences who take an active role~~

~~in formal teaching, tutorials, clinical instruction, hospital practice, or field guidance of students.~~

~~5. University of Hawai'i at Hilo and University of Hawai'i, West O'ahu~~

~~a. The faculty classification system includes three categories for the University of Hawai'i at Hilo and the University of Hawai'i, West O'ahu, with grades within each category:~~

~~(1) Instruction ('I' for all faculty), includes graduates teaching assistants, instructors, assistant professors, associate professors, and professors.~~

~~(2) Lecturers include persons employed for short-term teaching assignments, usually on a part-time basis.~~

~~(3) Affiliate faculty is a non-compensated appointment usually to professional personnel with a particular interest or capability which may contribute to the teaching or research program of the campus; except for occasional lectures or consulting with individual students, affiliate faculty do no teaching. Authority to appoint affiliate faculty is delegated to the president who shall promulgate policies and procedures relating to the selection and appointment of affiliated faculty.~~

~~6. Community College and Maui College classification schedule~~

~~a. The faculty classification system includes one category for the community colleges and Maui College with grades within each category:~~

~~(1) Instruction includes lecturers, instructors, assistant professors, associate professors, and professors.~~

~~b. The plan may include statements of classification principles for use in the classification of community college faculty.~~

F. High Demand Disciplines.

1. The president is delegated the authority to establish high demand academic disciplines for which recruitment and/or retention of faculty of quality desired by the university exceed the maximum of the appropriate salary schedule.
2. The president is authorized to recruit faculty in the recognized high demand disciplines at salaries that exceed the maximum of the appropriate salary schedule.

G. Graduate Assistants.

1. The president shall have the authority to establish, amend, and administer a classification and compensation plan for graduate assistants.

H. Administrative, Professional, and Technical (APT) Positions.

1. APT classification and pay system.
 - a. For all APT positions, including athletic coaches and related administrators, the board delegates to the president the authority to:
 - (1) Adopt, revise, and abolish career group standards and bands.
 - (2) Assign positions to career groups and bands.
 - (3) Determine designated new hire rates for career groups and bands.
 - (4) Promulgate policies and procedures relating to the classification, compensation, and appointment terms of coaches and related administrators, including a salary schedule, in accordance with this policy.
 - b. The APT Appeals Board shall adjudicate appeals filed on the banding of individual positions. The Appeals Board shall support its decisions by findings based on fact.

The APT Appeals Board shall consist of three members serving staggered terms of three years. One member shall be recommended by the university and one by the exclusive representative of APT employees, in accordance with Chapter 89, Hawai'i Revised Statutes. The third member shall be recommended by the university and exclusive representative. The appointment of all three members shall be referred by the president to the board for approval. If there is no agreement as to the third member, the board shall appoint such member.

Members of the APT Appeals Board shall be familiar with state organization and personnel functions and preferably have knowledge of university organizations and functions and position classifications. Such members may be excluded personnel or members of other governmental or private firms. However, they shall not be employees or officers of the university or of any state bargaining unit or employee organization which represents state bargaining unit members unless mutually agreed to by the parties concerned.

The members of the APT Appeals Board shall select a chairperson.

(Note: For amended listing of the APT career groups and pay bands, refer to Administrative Procedure 9.210 of the University of Hawai'i Systemwide Administrative Procedures Manual.)

2. Athletic Coaches and Related Administrators

a. Definitions

Original Term: The term of the initial contract at the time the contract is entered into. Where there is an Original Term with no extension, the Original Term shall be the Existing Term.

Existing Term: The remaining time period for any contract term at any point in time.

Amended Term: The time period that is established as a result of a contract extension that combines (1) that portion of an Original or Existing Term that remains to be completed; and (2) the term of the extension beyond that Original or Existing Term. Any years that have already been completed shall not be included for purposes of calculating the Amended Term.

b. Approval

i. Board of Regents

Upon recommendation of the chancellor and the president, the approval of the chair or vice chair of the Board of Regents and the chair or vice chair of the Committee on Intercollegiate Athletics shall be required for:

- (1) Original Terms of head coaches of more than 5 years;
- (2) Amended Terms of head coaches of more than 5 years; or
- (3) Appointments, extensions and salary adjustments for head coaches, non-head coaches, and administrators exceeding the salary schedule by more than twenty-five percent (25%) and/or exceeding \$500,000 annually.

ii. Delegation to the president

- I. The authority to approve all other appointments and compensation of head coaches, non-head coaches, and administrators is delegated to the president, which may be further delegated. Civil service employees in positions in the university subject to Chapter 76, Hawai'i Revised Statutes, shall be

appointed, compensated, and otherwise governed by the provisions of law applicable to such positions.

~~J. Special Compensation—University of Hawai'i at Mānoa and University of Hawai'i at Hilo faculty.~~

~~1. Visiting summer session faculty. Visiting summer session faculty members receive a travel differential in addition to salary. The differential is incorporated in the salary of such faculty members and is as follows:~~

~~Pacific Coast—\$300.00~~

~~Midwest—\$400.00~~

~~East Coast—\$500.00~~

~~Asia or Europe—\$700.00~~

~~2. "Occasional" lecturers. "Occasional" lecturers in summer session courses approved with provision for guest lecturers are paid honoraria based on a rate of \$25.00 per hour. Such lecturers are paid by voucher on a requisition signed by the instructor in charge of the course and the dean of the summer session.~~

~~3. A faculty member who prepares and grades a comprehensive examination for students who wish to obtain credit for a course by taking such an examination is paid a stipend of \$5.00 per credit hour plus \$5.00 for each additional student.~~

IV. Delegation of Authority:

The president, with the exception of select undelegated executive and managerial personnel, is authorized, consistent with existing statutes and board policies, to grant special salary adjustments; establish compensation guidelines; establish, plan, administer, and amend faculty and graduate assistant classifications; establish high demand academic disciplines; and recruit. See RP 9.202(B),(D),(E)~~(2)~~,(F), ~~and~~ (G), ~~(H)~~, and (I).

V. Contact Information:

Office of the Vice President for Administration, 956-6405, vpadmin@hawaii.edu

VI. References:

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

Approved as to Form:

Kendra T. Oishi
Executive Administrator and
Secretary of the Board of Regents

Date



Regents Policy Chapter 9, Personnel
Regents Policy RP 9.213, Evaluation of Board of Regents' Appointees
Effective Date: ~~Oct. 16, 1981~~ xx xx, 2021
Prior Dates Amended: Oct. 31, 2014 (recodified); Oct. 16, 1981
Review Date: August ~~2019~~ 2024

I. Purpose

To set forth policy on evaluations of Board of Regents' appointees.

II. Definitions:

No policy specific or unique definitions apply.

III. Policy:

A. Board appointees will be evaluated periodically in accordance with the guidelines below and the specific procedures developed by the appropriate administrative offices to implement this policy. These performance evaluations shall be conducted in order:

1. To provide assurance to the university and its constituents that professional staff resources and particular areas of expertise are being used to the best advantage;
2. To provide for the systematic recognition of excellence and develop incentives for superior performance; and
3. To provide means for the improvement of performance in furtherance of the university's mission.

B. Tenured faculty shall participate in a periodic review at least once every five years. In recognition of the special role of the faculty in the academic mission of the university, procedures for periodic review of faculty performance must provide safeguards for academic freedom and shall provide the opportunity for participation of faculty peers in the review process. ~~Accordingly, each chancellor, in consultation with appropriate faculty governance organizations, shall develop procedures for such review which incorporate these principles. The procedure shall include a requirement for evaluation of every faculty member at least once~~

~~every five years, and may provide for exempting faculty who have undergone a review for reappointment, tenure, or promotion, or who have received a merit salary increase during this period. Faculty review procedures shall be submitted by the chancellor for approval by the president.~~

C. It is the responsibility of Deans, Chancellors, Provost, Vice Chancellors/Vice Provosts, and/or other appropriate academic administrators to additionally ensure that all periodic reviews are conducted in a manner that will minimize conflicts of interest within units, and ensure balanced, diverse, and relevant input including that of faculty peers.

Guidelines and procedures for periodic review, including the use of performance improvement plans as necessary, shall be developed by each major academic unit (UH Mānoa, UH Hilo, UH West O‘ahu, Community Colleges) and submitted for approval by the president. An annual report on the outcomes of such reviews shall be provided to the board.

C.D. Administrative, professional, and technical (APT) employees and non-tenurable academic personnel shall be evaluated at least once every three years according to procedures approved by the president.

D.E. Employees in the executive and managerial classifications shall be evaluated annually as specified in RP 9.212.

~~E. For any campus which does not have an approved faculty review procedure development in accordance with paragraph b. above for implementation in academic year 1981-82, faculty shall be evaluated according to procedures approved by the president. These procedures shall remain in effect until procedures developed in accordance with section b. are approved and implemented.~~

IV. Delegation of Authority:

There is no policy specific delegation of authority.

V. Contact Information:

Office of the Vice President for Administration, 956-6405,
jgouveia@admin@hawaii.edu

VI. References:

- <http://www.hawaii.edu/offices/bor/>
- EP 9.202

Approved as to Form:

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

Date

University of Hawai‘i Board of Regents
R E S O L U T I O N

**Supporting the Findings and Recommendations of the
Tenure Task Group and Requesting the University of
Hawai‘i Administration to Facilitate the Implementation of
Board Policy Revisions Thorough Faculty and Union
Consultation**

WHEREAS, the primary mission of the University of Hawai‘i is to provide environments in which faculty, staff, and students can discover, examine critically, preserve and transmit the knowledge, wisdom, and values that will help ensure the survival of present and future generations with improvement in the quality of life; and

WHEREAS, the faculty of the University are of paramount importance as they play a critical role in the quality and effectiveness of meeting that mission; and

WHEREAS, since the onset of the COVID-19 pandemic, the University of Hawaii Board of Regents (“Board”) and administration have held numerous discussions on the topic of mission and vision, specifically with a goal of directing limited resources toward areas that have been identified as priorities for the University and the State; and

WHEREAS, the Board decided during its February 18, 2021, meeting to create a permitted interaction group (“Task Group”) to review and investigate the issue of tenure with a focus on the following areas: (1) the history and purpose of tenure; (2) the evolution of and current views and developments on tenure; and (3) the current criteria and decision-making process for tenure; and

WHEREAS, the Task Group was presented with information on the origins and purpose of tenure and found that a seminal point in the development of tenure appeared around 1915 when the American Association of University Professors published its report which set forth the principles of academic freedom and solidified the institutionalization of tenure with respect to faculty that were employed in institutions of higher education, for the primary purpose of protecting academic freedom; and

WHEREAS, other scholarly articles clarify that the modern concept of tenure is not an assurance of lifetime employment, but rather an assurance of academic due process and protection against arbitrary retribution; and

WHEREAS, the Task Group also acknowledges the fact that in recent years, the University has been steadily reducing the number of tenured faculty, and that tenure is still critical to attract, retain, and support University faculty; and

WHEREAS, the Task Group met and further agreed to review three specific aspects of tenure: (1) the University’s faculty tenure classification system, (2) practices on periodic review

University of Hawai'i Board of Regents
R E S O L U T I O N

as they relate to current views and developments on tenure, and (3) the alignment of tenure with the mission and priorities of the University; and

WHEREAS, the Task Group reviewed applicable Regent Policies ("RP"), and found some policies to be dated, overly complex, and inconsistent with modern practices at comparable universities, and are proposing revisions to those RPs; and

WHEREAS, the Board hereby concurs with the findings and recommendations of the Task Group.

NOW, THEREFORE, BE IT RESOLVED that the Board:

1. Supports the adoption of the proposed revisions to RP 9.201 (Attachment A) to establish policy direction in conducting promotion and tenure to ensure that university priorities and mission are met.
2. Supports the adoption of the proposed revisions to RP 9.202 (Attachment B) regarding classification plans. Where the current policy has at least eight types of tenure classification schemes, the proposed revised policy would simplify and reduce the number of classifications: Tenured and Tenure Track Faculty, Librarians, Support Faculty and Extension Agents, Renewable Term Faculty, and Non-Compensated Faculty.
3. Supports the adoption of the proposed revisions to RP 9.213 (Attachment C) regarding periodic review to clarify responsibilities and to provide policy guidelines to ensure that fair and balanced reviews occur.
4. Directs the President and Administration of the University to facilitate the implementation of these proposed revisions to Regent Policies as set forth above, through consultation with faculty and unions, and to conform Board policies as well as Executive Policies to the recommendations in this Resolution. The Board Secretary and the President may make non-substantive amendments to the proposed revisions, as needed, following consultation with faculty and unions, as long as such amendments do not change the meaning or intent of the policy revisions. Administration is requested to periodically notify the Board of the progress of consultation, and on the results of consultation, including any recommended revisions, by March 31, 2022, for subsequent consideration by the Board's committees on Academic and Student Affairs and Personnel Affairs and Board Governance, or other referral as determined by the Board Chair.

BE IT FURTHER RESOLVED that a copy of this Resolution be transmitted to the Executive Director of the University of Hawai'i Professional Assembly.

University of Hawai'i Board of Regents
R E S O L U T I O N

ATTACHMENTS

Adopted by the Board of Regents
University of Hawai'i
_____, 2021

Letter of Dissenting Opinion

Aloha Chair Moore and Board of Regents:

On February 18, 2021, the University of Hawai'i Board of Regents established and gave the Tenure Permitted Interaction Group ("Task Group") an important assignment; to fully explore tenure, including its history and purpose, how tenure has evolved, current views of tenure from those outside the University of Hawai'i system, and a review of current processes, criteria and decision-making on tenure.

In the last legislative session, certain legislators began to audaciously step outside the scope of their responsibilities and attempted to micromanage the University of Hawai'i's operations. It was appalling to witness a legislator publicly admit that the positions of specific tenured faculty members were being targeted for termination. This is some important context because tenure has been a topic of debate and discussion for more than half a century, and was one important reason the faculty sought fair representation with the University of Hawaii Professional Assembly in 1974.

The formation of this Task Group was based in part on the bold, even vindictive, attacks on individual faculty members and the autonomy of the University of Hawai'i. The intent was to address tenure in an objective manner, not further the predilections of legislators and influence their capricious decision-making.

Rather than taking advantage of this unique opportunity, we find ourselves in a counterproductive situation. Many members of the Task Group came to the table with erroneous, preconceived notions about tenure, which unfortunately has impacted the objectivity of the group's overall focus and discussions. I felt it was my kuleana to represent the interests of the faculty, and my words and detailed explanations fell on deaf ears in my attempt to change the narrative to accurately reflect what tenure is and is not. Tenure is not merely job security, and does not accurately define the work of faculty members, but rather it describes the protection from interference in how faculty carry out the elements of their work, whether in classroom instruction, or in the right to publish thoughts, ideas, beliefs, political issues or research. This right dramatically differentiates faculty from any and all other state employees.

Our discussions have not revealed any valid or actionable problems with the University of Hawai'i's tenure processes that have merit to address, yet the Task Group is moving ahead in proposing sweeping changes that are very top-down in nature and clearly not necessary. There is no question that the proposed recommendations from the Task Group will cause undue anger and frustration among the faculty, who have endured constant attacks from external forces and will now be facing an internal enemy at a time when it is most important for us to move forward together.

Based on my observations and our discussions to date, we have strayed away from that original purpose and are not delivering on the requests and expectations of the Board of Regents. The

discussions and the decisions made by the Board of Regents based on the Task Group's recommendations will ultimately negatively impact faculty. The Board of Regents cannot take this decision, role, and responsibility lightly. I am writing this as my formal personal dissenting opinion as a member of the Task Group. For the record, I would like to make the following points about tenure that I hope the Regents will seriously consider before making any determination or decision:

- First, the Task Group erroneously approached tenure as an obstacle to quality teaching and research at the University of Hawai'i by viewing tenure purely and solely as a tool of absolute job security or lifetime employment. As a result, the underlying tone and tenor of the discussions were antagonistic instead of exploratory. It was evident that there was a predetermined agenda and intent on dismantling the UH's tenure system. I truly believe this was not the intent and purpose of the Board of Regents. These Task Group members, including some UH administrators, mistakenly believe the University of Hawai'i administration has virtually no ability or avenue to intervene and/or address substandard performance. The prevalent perception is that tenure is an iron-clad protection from terminating faculty members who do not meet performance expectations and requirements of the position. Unfortunately, these skewed notions are impacting the entire group-think process.
- I appreciate the Task Group's invitation to Deb Halbert, who offered meaningful background information on the history and purpose of tenure to bring all members up to speed and establish a common baseline of our understanding of tenure. However, our discussions are not being built on that foundation and there is a divergence of opinions that is holding us back from making thoughtful decisions and recommendations to the Board of Regents.
- Tenure was established at institutions of higher learning to safeguard a faculty member's right to academic freedom. This is essential to those who teach and conduct research, especially at R1 universities such as the University of Hawai'i at Mānoa. Tenure provides the essential conditions and optimal environment for faculty to educate students, to pursue research and innovation, and to draw upon evidence-based conclusions that are free from undue political interference or corporate pressure.
- Granting tenure to a University of Hawai'i faculty member is at least a five-year process that involves a great deal of rigor and peer review. By contrast, civil service positions in the State enjoy security after a six-month probationary period. Other UH positions (Unit 8 APT employees) have "employment security" after three years in a permanent position.
- All other peer institutions of higher education that grant tenure can terminate a faculty member for cause, substandard performance, or for extraordinary circumstances like fiscal exigency or program discontinuation. The University of Hawai'i is no different. These managerial rights to terminate faculty under those conditions are clearly outlined and defined in the UHPA/BOR Unit 7 Agreement. Faculty understand the granting of

tenure places a far greater burden and responsibility on them to maintain high standards of research and instruction, both inside and outside of the classroom, and know they are setting an example for junior faculty who are striving to obtain tenure.

The key for any successful university is to have its Regents create and enact policies that will better assist the university's administration in cultivating and fostering a learning environment where faculty can thrive, innovate, create, and transfer knowledge and information for students and to benefit the broader community. Regents must operate at a high level, focusing on policies to facilitate a positive environment for higher learning, and then step out of the way to let the faculty do what they do best as experts in their fields.

Cultivating respectful conversations among the University of Hawai'i administration, University of Hawaii Professional Assembly and faculty have proven to be the best approach to advancing the mission of the University of Hawai'i. Students must remain the focus. Over the past year and a half, faculty have shown they are adaptable, flexible, and collaborative and this has been key to the University of Hawai'i delivering more 17,000 diplomas, degrees, and certificates to students in the midst of this pandemic.

We can, and must do better, for students, faculty and the University of Hawai'i system.

Mahalo,

Christian Fern
Executive Director
University of Hawaii Professional Assembly

UNIVERSITY OF HAWAI‘I SYSTEM REPORT



REPORT TO THE 2022 LEGISLATURE

Report to Examine and Assess the
University of Hawai'i's Tenure System

SCR 201 SD1 HD1 (2021)

January 2022

Report to the 2022 Hawai'i State Legislature on S.C.R. 201 S.D. 1 H.D. 1

Pursuant to the request made by the Hawai'i State Legislature in S.C.R. 201 S.D. 1 H.D. 1 (2021), the President of the University of Hawai'i (UH) System and the Executive Director of the University of Hawai'i Professional Assembly (UHPA) convened a task force to examine and assess UH's:

- (1) Tenure system for Researchers and other Non-Instructional faculty; and
- (2) Compensation structure for faculty engaged in activities supported by extramural funding, including Researchers, Specialists, and Extension Agents, in comparison to peer higher education institutions across the United States, and propose the best practices to be implemented by UH.

The Task Force convened weekly beginning in October 2021 to discuss the requests made in S.C.R. 201 and formulate recommendations. This report by the task force includes, as requested in S.C.R 201, the following:

- (1) A matrix of UH's Non-Instructional faculty positions, including Researchers, providing:
 - (A) Total number of faculty members categorized as Researchers and each of the other Non-Instructional faculty categories;
 - (B) A breakdown of faculty members in each of the Non-Instructional faculty categories based on faculty category, tenure status (tenured, tenure-track, or non-tenure track) and full- or part-time status, e.g. Researchers, Tenured, Full-Time – number of faculty; and
 - (C) The percentage of tenured and tenure-track faculty members in each of the Non-Instructional categories, including Researchers;

These matrices are provided as Attachment 1

- (2) Assessment of the following items for UH, in comparison to the majority of peer higher education institutions across the United States (unless otherwise stated), including an explanation on the reasonableness, necessity, and feasibility of UH's composition, system, and policies;
 - (A) Composition (percentage) of tenured and tenure-track faculty within each of the Non-Instructional faculty categories, including Researchers;

This information and discussion are provided as Attachment 2

- (B) Composition (percentage) of the source of funding, including extramural funding, for compensation received by tenured and tenure-track faculty within each of the Non-Instructional faculty categories, including Researchers;

This information and discussion are provided as Attachment 3

- (C) Tenure system for Researchers and other Non-Instructional faculty, including policies, practices, standard/benchmark criteria, duration of assessment, and administrative procedures; and

This information and discussion are provided as Attachment 4

(D) Research designation and standing, including explanation of specific merits to the State by UH having a certain research designation or standing; and

This discussion is provided as Attachment 5

(3) Proposed amendments to UH's existing tenure system and compensation structure for Researchers and other Non-Instructional faculty, incorporating the best practices implemented at the majority of peer higher education institutions across the United States, while meeting the unique needs and circumstances of this State.

This discussion is provided as Attachment 6

Summary and background

The focus of S.C.R. 201 is on what the S.C.R. called "non-instructional faculty." These are faculty who, while tenure or tenure-track, are classified under the UH classification system differently from Instructional (I) faculty. Instructional faculty are tenured based upon three categories – teaching, scholarship, and service and for the purposes of this report also include the J (law) and M (medicine) classifications. The tenure process is rigorous and all faculty are held to high standards aligned with their department standards, the campus criteria, and assessments from other scholars in their field of study. Other classifications have a different mix of responsibilities. Research "R" faculty are hired to engage predominantly in research, though they play a critical role in instruction, especially of graduate students. Specialist "S" faculty are hired to do a range of activities that are directly related to student success and/or highly specialized activities where the focus tends to be outside the classroom, but with direct impacts for programs across the system. After extensive discussion and deliberation, the task force's recommendations, as seen in Attachment 6, are:

- Develop a new classification system that better expresses the range of faculty responsibilities without creating unnecessary division between types of faculty positions.
- Phase out use of the researcher (R) classification.
- Determine most appropriate classifications for Specialists and non-instructional C faculty.
- Develop a process under which those faculty members in classifications being phased out may apply to reclassify their positions.
- **All changes to the classification system must be prospective. There will be no impact on individuals in classifications being phased out. Those individuals will be able to maintain their current classifications and if they are tenure-track but not yet tenured they will be able to continue on their current path to apply for and earn tenure in the manner currently prescribed. Incumbents who are tenured in the classifications being phased out will continue to be tenured and will continue to be subject to periodic review as set forth in university policies and the collective bargaining agreement.**
- The UH administration and UHPA will work together to identify how the mechanics of the current Tenure and Promotion process can be improved, including through improved training of Tenure and Promotion Review Committee (TPRC) members.
- The UH administration and UHPA will work together to develop a common understanding of how to address those rare situations in which a faculty member can no longer fulfill their professional responsibilities outside of the periodic review process.

A legislative resolution can shape the nature of discussions and, ultimately, influence outcomes that will impact the lives of people. In constructing a resolution, the WHEREAS clauses serve as the premises that lead to a conclusion, which is expressed in the THEREFORE BE IT RESOLVED clause at the end of the

resolution. As the foundation of the resolution, the WHEREAS clauses must be well vetted and based on factually accurate statistical data, historical information, and perspectives.

In responding to the resolution, the task force spent considerable time discussing the intent and meaning of each of the WHEREAS clauses and the information that it was intended to uncover. As a result, the task force seeks to clarify several statements we believe could be interpreted as misleading.

WHEREAS, page 1, Line 21-page 2, line 3

Whereas Statement	Task Force Clarification	American Association of University Professors (AAUP)
<p>“WHEREAS, the University of Hawai‘i grants to certain faculty members academic tenure, which is defined by the American Association of University Professors as an indefinite appointment that can be terminated only for cause or under extraordinary circumstances such as financial exigency and program discontinuation and from which the modern concept of tenure in United States higher education originated;”</p>	<p>This extremely short statement is not consistent with AAUP’s full definition of tenure as follows:</p> <p>“Academic freedom is the indispensable requisite for unfettered teaching and research in institutions of higher education...institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.”</p>	<p>The AAUP lists five areas of importance to consider with tenure:</p> <ol style="list-style-type: none"> 1. Precise terms and conditions 2. Probationary period, appointment to rank, process and procedures 3. Academic freedom during probationary period 4. Termination for cause or dismissal for cause prior to the expiration of a term appointment process and procedures 5. Termination of continuous appointment due to financial exigency

Discussion:

This particular WHEREAS clause could lead the reader to surmise that the AAUP held that tenure was permanent employment; this is NOT the position of the AAUP. The AAUP reviews tenure and academic freedom policies on an ongoing basis to ensure that they continue to value and uphold the integrity of academic freedom and tenure.

The University of Hawai‘i provides several defining statements in their documents on tenure that includes an expectation of ongoing professional and academic performance throughout a faculty member’s career. Specifically, the process includes that in the granting of tenure at the University, “you are and will continue to be a productive and valuable member of your department, school/college, and campus, that your pattern of continuing professional growth is positive, and that the University anticipates a long-term need for your professional specialty and services. This is a matter of judgment, and there may be honest differences of opinion based on fair and thorough consideration of evidence.” The language of UH tenure policy continues by stating that, “[b]ecause the granting of tenure involves a long-term commitment of the University’s resources, the review process is essentially conservative. Unless there is a clear case for tenure, the practice is **NOT TO RECOMMEND TENURE** (emphasis added). The president must approve all tenure recommendations.”

Thus, it is critical to note that the tenure process at UH is both rigorous, exacting, and does not assume that faculty are provided lifetime appointments without rigorous evaluation and periodic review throughout their careers.

Page 2, Lines 30-34

Whereas Statement	Task Force Clarification
<p>WHEREAS, the University of Hawai‘i currently grants academic tenure to not only Instructional faculty members who teach and provide instruction to students, but also to Non-Instructional faculty including Researchers, Specialists, and Extension Agents, who are not employed in a teaching capacity;</p>	<p>While it is true that UH grants tenure to researchers, specialists and extension agents, it is not true that all individuals in these classifications do not teach. It would be accurate to say that UH grants tenure “also to Non-Instructional faculty including Researchers, Specialists, and Extension Agents, some of whom are not employed in a teaching capacity.”</p>

Attachment 1

Matrix of UH Non-Instructional faculty, including researchers.

The UH system includes three different types of higher education institutions with four different peer groups: UH Mānoa (research-intensive), UH Hilo (primarily baccalaureate with masters and doctorate programs), UH West O‘ahu (baccalaureate) and the Community Colleges. This matrix provides the information requested for each UH campus. We also include the instructional faculty (including faculty in the law and medical schools) for context. The tenured and tenure-track-but-not-yet-tenured numbers are combined because there is no classification difference between these two types of faculty and to keep the tables relatively uncluttered. Tenured and tenure-track-but-not-yet-tenured numbers are disaggregated in the table on page 6. Data are for fall 2020.*

A. Tenure and Non-Tenure Track Faculty

UH Mānoa

Classification	Tenured and tenure track		Non-tenure track		Total
	F/T	P/T	F/T	P/T	
Instructional - I	917	3	214	245	1379
Researcher – R	106	3	61	33	203
Specialist – S	182	3	129	35	349
Librarian – B	49	0	3	1	53
Extension agent - A	26	0	20	0	46
Graduate assistant				1353	1353
Lecturer	0	0	0	0	0
Total	1280	9	427	1667	3383

UH Hilo (does not have researchers, extension agents or lecturers)

Classification	Tenured and tenure-track		Non-tenure track		Total
	F/T	P/T	F/T	P/T	
Instructional – I	166	0	25	0	191
Specialist – S	20	0	6	0	26
Librarian – B	6	0	0	0	6
Graduate assistant				12	12
Total	192	0	31	12	235

UH West O‘ahu (does not have researchers, extension agents or graduate assistants)

Classification	Tenured and tenure-track		Non-tenure track		Total
	F/T	P/T	F/T	P/T	
Instructional – I	77	0	9	0	86
Specialist – S	21	0	8	3	32
Librarian – B	4	0	1	0	5
Lecturer	0	1	2	1	4
Total	102	1	20	4	127

UH Community Colleges (does not identify researchers, specialists, librarians or extension agents)

Classification	Tenured and tenure-track		Non-tenure track		Total
	F/T	P/T	F/T	P/T	
Instructional – C	638	0	40	11	689
Non-instructional (only UH-CCs have this classification; others use S)	191	0	26	3	220
Graduate assistant				1	
Lecturer	0	1	0	2	3
Total	829	1	66	17	912

B. Percentage of Tenure and Non-Tenure Faculty

In the matrices below, the percentages in each classification include only full-time faculty; very few part-time faculty are tenured or on a tenure track:

UH Mānoa

Classification	Tenured and tenure-track		Not on tenure track		Total	
	Number	%	Number	%	Number	%
Instructional – I	917	54%	214	12%	1131	66%
Researcher – R	106	6%	61	4%	167	10%
Specialist – S	182	10%	129	8%	311	18%
Librarian – B	49	3%	3	0%	52	3%
Extension agent - A	26	2%	20	1%	46	3%
Graduate assistant	0	0%	0	0%	0	0%
Lecturer	0	0%	0	0%	0	0%
Total	1280	75%	427	25%	1707	100%

UH Hilo

Classification	Tenured and tenure-track		Not on tenure track		Total	
	Number	%	Number	%	Number	%
Instructional – I	166	73%	25	11%	191	84%
Specialist – S	20	9%	8	3%	28	12%
Librarian – B	6	2%	1	1%	7	3%
Lecturer	0		2	1%	2	1%
Total	192	84%	36	16%	228	100%

UH West O'ahu

Classification	Tenured and tenure-track		Not on tenure track		Total	
	Number	%	Number	%	Number	%
Instructional – I	77	63%	9	7%	86	70%
Specialist – S	21	17%	8	7%	29	24%
Librarian – B	4	3%	1	1%	5	4%
Lecturer	0		2	2%	2	2%
Total	102	83%	20	17%	122	100%

UH Community Colleges:

Faculty classification	Tenured and tenure-track		Not on tenure track		Total	
	Number	%	Number	%	Number	%
Instructional – C	638	71%	40	5%	678	76%
Non-instructional faculty	191	21%	26	3%	217	24%
Total	829	92%	66	8%	895	100%

The tenure status of the faculty, full-time and part-time, for all ten campuses combined is:

	Tenured	Tenure track	Not on tenure track	Subtotal faculty	Graduate assistants	Total including Grad Assistants
UH System	1	0	1	2		2
UH Mānoa	995	294	741	2030	1353	3383
UH Hilo	150	42	31	223	12	235
UH West O‘ahu	66	36	21	123		123
UH CCs	572	237	80	889	1	890
Total	1784	609	874	3267	1366	4633

*The distribution of UH faculty by campus, classification and rank came from the UH System Institutional Research and Analysis Office’s Fall 2020 Faculty and Staff Report, Number of Personnel and FTE series: 1. Any Tenure Type; 2. Tenure/Tenure Track; and 3. Not on Tenure Track.

Attachment 2

Assessment of percentages of tenured and tenure-track faculty in comparison to their peer higher education institutions, including an explanation on the reasonableness, necessity, and feasibility of UH’s composition, system, and policies.

The variability in mission and national classification of each of the UH System campuses means that for the reasons explained in Attachment 1, the task force separated the data for UH Mānoa, UH Hilo, UH West O’ahu, and the UH Community Colleges. Data for peer institutions are for 2016 as reported by the American Association of University Professors.

It should be noted that there is a significant difference between how UH and its peers classify their faculty. In most other R-1 universities (research-intensive, including UH Mānoa) the research faculty designation is used for research personnel whose salaries are usually paid through limited term research grants. Such employees are not eligible for tenure. At UHM, research faculty (R) are engaged primarily, but not exclusively, in research and are mostly, but not exclusively, paid with general funds. This is a historic practice we are advised originated when the State of Hawai‘i decided it wanted UH Mānoa to become a world-class research university. At UHM, faculty whose salaries are funded by research grants are not eligible for tenure.

Similarly, the Specialist (S) faculty classification used at UH is not common at other institutions. All UHM instructional (I, M, J) faculty are expected to engage in instruction, research, and service. Thus, the data in the tables below comparing UHM with its peers are not apples-to-apples comparisons, but these data are the only ones that provide a “reasonable” comparison.

UH Mānoa*

	UH Mānoa	All R-1 universities
Tenured/tenure track faculty	35%	30%
Non-tenured faculty	20%	27%
Part-time faculty (lecturers, etc.)	8%	15%
Graduate employees (grad assistants)	37%	28%
Total	100%	100%

UH Hilo

	UH Hilo	All baccalaureate institutions
Tenured/tenure track faculty	67%	36%
Non-tenured faculty	11%	21%
Part-time faculty (lecturers, etc.)	18%	43%
Graduate employees (grad assistants)	4%	0%
Total	100%	100%

UH West O‘ahu

	UH West O‘ahu	All baccalaureate institutions
Tenured/tenure track faculty	45%	36%
Non-tenured faculty	10%	21%
Part-time faculty (lecturers, etc.)	45%	43%
Graduate employees (grad assistants)	0%	0%
Total	100%	100%

UH Community Colleges

	UH Community Colleges	All associate degree institutions
Tenured/tenure track faculty	56%	16%
Non-tenured faculty	6%	17%
Part-time faculty (lecturers, etc.)	38%	67%
Graduate employees (grad assistants)	0%	0%
Total	100%	100%

*The national distribution of the faculty workforce by appointment and institution type data is drawn from the American Association of University Professors Information Brief, *Data Snapshot: Contingent Faculty in US Higher Ed* (AAUP 2018).

Discussion:

UH Mānoa’s breakdown is roughly similar to its peer group, which is Carnegie R1 – Very high research activity. While the differences are not extraordinary, UHM appears to have slightly higher percentages of tenured/tenure track faculty and graduate assistants and slightly lower percentages of non-tenure track and part-time faculty. This may in part be due to the UH Mānoa’s R and S classifications, which as noted, are not common at other institutions.

The percentages of UH Hilo, UH West O‘ahu and the community colleges tenured/tenure track faculty appear much higher than their peer groups, reflecting the strong support provided to these campuses by the state legislature, both in general funds and in general-funded positions. The relatively high percentage of tenured/tenure track faculty is a significant benefit to students who are served by a stable faculty accessible to students and able to maintain long-term connections with their students.

Furthermore, in addition to the importance of tenure to higher education and academic freedom, the relatively small pool of potentially qualified contingent faculty in Hawai‘i, particularly on the neighbor islands, dictates higher-than-average percentages of tenured/tenure track faculty. While mainland institutions can draw contingent faculty from wider geographic areas, Hawai‘i needs to be committed to developing its local talent and stable pools of professional educators.

In making sense of the data provided in this appendix and the variability in faculty classifications in the UH System, it is useful to recap how UH’s current faculty structure came to be. Hawai‘i Public Employee Relations Board (HPERB) Decision No. 200 (November 13, 1984) states:

“According to BOR witness Tokura, the Board of Regents (BOR) in the 1960’s was empowered by law to control and direct only faculty positions. Many positions not engaged in instructional activities were thus classified as faculty so that the BOR rather than the State Department of Personnel Services would have jurisdiction over them. Thus the Researcher and Specialist categories were created within the faculty unit. Another category, the “X” category, was created

within the faculty, for non-instructor, non-researcher professionals such as engineers. Again, the motive was to enable the BOR to make appointments outside the civil service. In 1965, the civil service law was amended to give the BOR jurisdiction over administrative, personnel and technical personnel [APT – which replaced X]. A 1967 [Public Administration Service (PAS)] study recommended the abolishment of the Researcher and Specialist categories by placement of subject position in either the faculty or APT categories. This recommendation was not accepted in order to protect incumbents from a loss of benefits.” The HPERB said that “Viewed from this historical perspective, it becomes apparent that some bargaining unit misclassifications at the University of Hawaii have occurred as a result of political and administrative maneuvering rather than indecision as to the proper grouping of personnel. Position No. 84092 as previously described is in the faculty group only because of political and administrative expediency rather than an administrative decision as to the proper grouping of personnel.”

It is important to note that “The [1967] PAS study recommended abolishing the researcher and specialist categories by placing the affected positions in either the Administrative, Professional and Technical (APT) or faculty group, the latter with no distinction as to instruction or research.” Thus, a researcher does not necessarily need to teach to be a faculty member and be eligible for tenure and there can be Specialists who engage in neither classroom instruction nor peer-reviewed research.

It was also recommended at that time that Specialists who did not substantively teach in the classroom should be classified as APTs rather than faculty. HPERB noted

“Under the PAS scheme, professional personnel in student services were retained in the faculty group. This was due to a policy under which student services personnel were required to teach for one-quarter of the time. PAS recommended, however, that if all incumbents were not instructing for one-quarter of the time within “2 to 3” years, such positions should be reclassified into the APT group.”

HPERB Decision No. 200 ordered that the BOR could reclassify an educational specialist position (84092) from faculty to APT because the subject position did not teach or perform other faculty duties (e.g., curriculum development).

A further complication is that after Decision No. 200, when the Collective Bargaining in Public Employment law was enacted in 1970, the APTs were placed in a different bargaining unit (unit 8) from the faculty (unit 7) based on the then-existing classification plans.

In the end, there are some positions that can reasonably be classified as either Specialist faculty or APT. For example, there are academic advisors in both classifications. Both classifications offer employment security to these public employees, although through different processes. Faculty earn it through the tenure process and APTs through their performance during a 3-year probationary period. The task force finds nothing inherently wrong with either the tenure process or the job security process offered under civil service. As we outline in our recommendations, reclassifying S faculty positions and clarifying how the duties and responsibilities taken on by employees in this classification constitute the work of faculty members is important. Regardless of classification, UH must continue to honor the employment security as provided for in their respective collective bargaining agreements.

Attachment 3

Assessment of percentages of the source of funding, including extramural funding, for compensation received by tenured and tenure-track faculty within each of the non-instructional faculty classifications, including Researchers, in comparison to their peer higher education institutions, including an explanation on the reasonableness, necessity, and feasibility of UH’s composition, system, and policies.

For the reasons explained in Attachment 1, the task force believes this discussion should be separate for UH Mānoa, UH Hilo, UH West O’ahu, and the UH Community Colleges.

S.C.R. 201 asks for a comparison of UH to its peer higher education institutions. We have not been able to locate comparable data because other institutions do not report the source of financing of faculty salaries. Therefore, this report does not include the sources of financing of faculty salaries at other institutions.

For the same reason, we are not able to respond to the request in S.C.R. 201 for an explanation on the reasonableness, necessity, and feasibility of UH’s composition, system, and policies that relate to the source of financing of faculty salaries. With respect to the funding of salaries for research, we believe UH Mānoa follows practices aligned with most R-1 universities. To the extent any individual extramural grant permits, the faculty investigator’s salary is charged to the grant. Some grants permit up to 10% of the award amount to be used for the principal investigator’s salary, some 15%, some 25%, some provide for summer salary and so on.

The data in the tables in Attachment 3 include overload pay. The salary data used to calculate the average distribution of faculty salary by classification came from a Jaspersoft data warehouse extract dated October 28, 2021. The data came from the Kualii Financial System Labor Ledger for FY 2021.

UH Mānoa: Source of funds percentages for full-time faculty that are tenured or on a tenure track:

	State general funds	Tuition & fees special fund	Research & training revolving fund	Extramural	Other**
Instructional - I	87%	4%	1%	7%	1%
Researcher – R	76%	11%		12%	1%
Specialist – S	83%	9%		6%	2%
Librarian – B	97%	3%			
Extension agent – A	100%				
Graduate teaching assistant	No tenurable graduate assistant positions				
Lecturer	No tenurable lecturer positions				

**Other - All other sources of funds such as vocational education, gifts, internal service funds, clearing accounts, other R, and other S funds.

UH Mānoa: Source of funds percentages for full-time faculty that are not tenured or on a tenure track:

	State general funds	Tuition & fees special fund	Research & training revolving fund	Extramural	Other
Instructional – I	41%	27%	1%	30%	1%
Researcher – R	5%	3%	5%	75%	12%
Specialist – S	20%	17%	1%	43%	19%
Librarian – B		76%		24%	
Extension agent – A		11%		88%	1%
Graduate teaching assistant	No full-time graduate assistant positions				
Lecturer	No full-time lecturer positions				

Discussion:

It is not possible to determine the overall percentage of salaries of researchers covered by extramural funds at other institutions. We are able to compare the policies of other R-1 universities with the policies of UH Mānoa with respect to the percentage of a faculty member salary that researchers are expected to generate from extramural funding. UH Mānoa does not have a specific requirement because the percentage varies based on the requirements of the extramural grant. As noted above, some grants permit only 10% of the salary of the principal investigator to be covered by the grant; other grants permit 15%, 25%, and 50%. A number of the 12-month instructional faculty and 9-month researcher salaries are funded by general funds, tuition and fees special funds, and research and training revolving funds. The remaining 1-3 months are then funded by extramural grants.

It is clear from the data that UH Mānoa has two different sets of researchers – those who are primarily funded by state general funds and tuition, and those who are primarily funded by extramural funds. Reiterating a previous point: UH Mānoa peers use the standard faculty (roughly I/M/J at UH Mānoa) classification for faculty who do research and are primarily funded by state and tuition funds and are tenurable, and UH Mānoa peers use a “researcher” classification for researchers who are primarily funded by extramural funds and are not tenurable.

A further complication arises from the Specialist (S) classification, which is unique to UH. UH faculty within the specialist classification primarily engage in academic activities outside the classroom such as advising, student support and curricular development. But some Specialists do engage in classroom instruction and traditional peer-reviewed research. Most specialists spend a majority, but not all of their time, on one of these three activities. *See the recommendation in Attachment 6 to analyze each position currently classified S to determine how the position should be reclassified once it becomes vacant.*

UH Hilo: Source of funds percentages for full-time faculty that are tenured or on a tenure track:

	State general funds	Tuition & fees special fund	Research & training revolving fund	Extramural	Other
Instructional – I	87%	6%		4%	3%
Specialist – S	96%			4%	
Librarian – B	100%				
Graduate teaching assistant	No tenurable graduate assistants				

UH Hilo: Source of funds percentages for full-time faculty that are not tenured or on a tenure track:

	State general funds	Tuition & fees special fund	Research & training revolving fund	Extramural	Other
Instructional – I	86%	6%		4%	4%
Specialist – S	16%	18%		19%	47%
Graduate teaching assistant	No full-time graduate assistants				

UH West O‘ahu: Source of funds percentages for full-time faculty that are tenured or on a tenure track:

	State general funds	Tuition & fees special fund	Research & training revolving fund	Extramural	Other
Instructional – I	59%	37%		4%	
Specialist – S	94%	6%			
Librarian – B	100%				
Graduate teaching assistant	No tenurable graduate assistants				
Lecturer	No tenurable lecturers				

UH West O‘ahu: Source of funds percentages for full-time faculty that are not tenured or on a tenure track:

	State general funds	Tuition & fees special fund	Research & training revolving fund	Extramural	Other
Instructional – I	63%	37%			
Specialist – S		3%		88%	9%
Librarian – B	100%				
Graduate teaching assistant	No full-time graduate assistants				
Lecturer	No full-time lecturers				

UH Community Colleges: Source of funds percentages for full-time faculty that are tenured or on a tenure track:

	State general funds	Tuition & fees special fund	Research & training revolving fund	Extramural	Other
Instructional – I	94%	1%		1%	4%
Non-instructional faculty	98%			1%	1%
Graduate teaching assistant	No tenurable graduate assistants				
Lecturer	No tenurable lecturers				

UH Community Colleges: Source of funds percentages for full-time faculty that are not tenured or on a tenure track:

	State general funds	Tuition & fees special fund	Research & training revolving fund	Extramural	Other
Instructional – I	79%	1%	1%	15%	4%
Non-instructional faculty	37%	9%		54%	
Graduate teaching assistant	No tenurable graduate assistants				
Lecturer	No tenurable lecturers				

Discussion:

S.C.R. 201 asks for an explanation on the reasonableness, necessity, and feasibility of UH’s composition, system, and policies, on the source of funds for faculty salaries. Because comparable data are not available on the source of funds, we are not able to make a comparison of UH with its peers.

In addition to using funding from grants to pay faculty salaries during the 1-3 months faculty are currently unfunded, many UH Mānoa peers and benchmarks have what are called course buy-out policies that provide a procedure for how faculty can buy out additional teaching to focus their efforts on research funded by grants. UH also has college specific policies that describe the process of buying out teaching, but there are no University or System-wide policies. A review of peer institutions with publicly available buy-out policies found that they tend to share the following characteristics:

- Peers and benchmarks have College (not University) level policies.
- Most policies include assessment of department needs, etc. when making a determination of what courses might be bought out.
- Buy-out rate varies by campus but are generally around 9-12% of 9-month salary for each class that is bought out.
- No faculty member can buy out all teaching, meaning that some minimum teaching will always be required.

Attachment 4

Tenure system for Researchers and other Non-Instructional faculty, including policies, practices, standard/benchmark criteria, duration of assessment, and administrative procedures, in comparison to their peer higher education institutions, including an explanation on the reasonableness, necessity, and feasibility of UH's composition, system, and policies.

Discussion:

S.C.R. 201 requests information for tenure as it relates to Researchers (R) and "other Non-Instructional" faculty. Tenure information is provided for each UH System 4-year campus and the UH Community Colleges, but primary data is from the Tenure guidelines for UH Mānoa because Mānoa has the vast majority of R and S faculty. There is no difference in the tenure process between the Instructional (I) faculty, Research (R) and Specialist (S) faculty, however the criteria for different faculty classifications may be different.

I. The Tenure/Promotion Review Process. The procedure for tenure is the same no matter the faculty classification.

While procedures vary slightly at each campus, the following materials are taken directly from the current UH Mānoa procedures and are provided to all faculty who are going up for tenure or promotion:

The procedures for review of your application for tenure/promotion are given in detail in Article XII and Article XIV of the *2021-2023 UHPA/UH Agreement*. In summary, you should complete your application in accordance with the guidelines in Section VII as described below and submit it by October 1, 2021.

- A. The application for tenure/promotion must be submitted to the Department Chair. He/she and the Department Personnel Committee will make written assessments of your strengths and weaknesses, append recommendations if they so desire, and transmit the dossier to the Dean/Director.
- B. The Dean/Director will make his or her independent assessment and recommendation and transmit the dossier to a Tenure and Promotion Review Committee (TPRC) which has been appointed to review your case.
- C. The TPRC "shall review the dossier and make a recommendation, then return it to the Dean/Director for consideration and transmission to the Chancellor or Provost."
- D. Faculty Members will be notified of the TPRC's recommendation after it has been received by the campus administration.
- E. If, after the TPRC review, the dossier contains only positive recommendations, the dossier will be transmitted to the Chancellor or Provost for review. If the Chancellor/Provost's assessment is positive, a recommendation for tenure/promotion will be made to the President.

- F. If, after the TPRC review, the dossier contains a negative recommendation, you will be permitted to examine the dossier and to submit written comments and additional materials. If the negative recommendation occurred at the TPRC, the dossier will be returned to the same TPRC for a second review. The dossier will then be forwarded to the Chancellor/Provost who will make an independent assessment of the application, reviewing all materials, including any additional materials that may have been submitted in accordance with the procedure described. If the negative review did not occur at the TPRC, then the additional materials will be forwarded directly to the Chancellor/Provost, who will then decide to either recommend tenure/promotion or deny tenure/promotion. If the latter, you will be so notified and permitted to examine the dossier and meet with the Chancellor/Provost, if you desire.
- G. If you are denied tenure, the options available to you are explained in Article XII.H of the *2021-2023 UHPA/UH Agreement*.
- H. If you are denied promotion, under certain circumstances, as specified in Article XIV.D of the *2021-2023 UHPA/UH Agreement*, you may request a further review.

II. Tenure Policies for each campus

Campus	Criteria for Tenure	Notes
UH Mānoa	<p>Overview: Granting tenure based upon the candidate being a productive and valuable member of your department, school/college, and campus, that your pattern of continuing professional growth is positive, and that the University anticipates a long-term need for your professional specialty and services.</p> <p>Tenure Criteria for I faculty:</p> <ul style="list-style-type: none"> ● The University must have a present and long-term need for a faculty member with the particular combination of qualifications, expertise, and abilities possessed by the applicant for tenure (Tenure Guidelines, p. 6). ● Must demonstrate a high level of competence as a teacher during the probationary period (Tenure Guidelines, p. 6). ● Must demonstrate a level of scholarly achievement appropriate to the rank at which tenure is sought in comparison with peers active in the same discipline. ● Should participate in the academic affairs of the University, such as through service on appropriate faculty committees, and have shown a willingness to use professional competence in the service of the profession and the general community. <p>Tenure Criteria for R faculty:</p> <ul style="list-style-type: none"> ● The University must have a present and long-term need for a faculty member with the particular combination of qualifications, expertise, and abilities possessed by the applicant for tenure (Tenure Guidelines, p. 6). ● Must demonstrate a level of research achievement and productivity appropriate to the rank at which tenure is sought in comparison with peers active in the same field. The comparison peer group consists not only of local colleagues but also of the whole of the appropriate research community active at major research centers (Tenure Guidelines, p. 7-8). ● Should participate in the academic affairs of the University, such as through service on appropriate faculty committees, and have shown a willingness to use professional competence in the service of the profession and the general community (Tenure Guidelines, p. 8). ● The Associate Researcher seeking tenure should be an established researcher whose productivity during the probationary period reflects this stature. 	<p>“Review process is essentially conservative. Unless there is a clear case for tenure, the practice is not to recommend tenure (Tenure Guidelines p. 6).”</p> <p>The tenure policy, practices, and criteria for R and S faculty at UHM can be found on the VCAA website: https://manoa.hawaii.edu/ovcaa/academic-personnel/tenure-and-promotion/.</p>

Campus	Criteria for Tenure	Notes
	<ul style="list-style-type: none"> ● In general, publication of research results in a form that involves review by independent referees is of first importance in establishing research competence and productivity. Collaborative research and joint and shared publications may be the norm in some fields or disciplines. The significance of such work within the discipline or field should be described to assist the review. Both 1) the proportion of time among given tasks and functions in research and/or writing, and 2) the total proportion of time and effort in the research or publication should be described to aid the review process. Co-author or researcher concurrence or an independent report on such contributions is needed to aid in review. <p>Tenure Criteria for S and Librarian Faculty</p> <ul style="list-style-type: none"> ● The University must have a present and long-term need for a faculty member with the particular combination of qualifications, expertise, and abilities possessed by the applicant for tenure. ● Must demonstrate a level of professional achievement and productivity in the field of specialization appropriate to the rank at which tenure is sought in comparison with peers active in the same field. ● The Associate Specialist and Librarian IV seeking tenure should be an established contributor to the standards, techniques, and methodology of the profession (Tenure Criteria, p. 8). ● The faculty member should have participated in the academic affairs of the University, such as through service on appropriate faculty committees, have shown a willingness to use professional competence in the service of the profession and the general community, and have demonstrated the ability to work effectively with faculty, staff, and administrators as necessary. ● The comparison peer group consists not only of local colleagues but also of the whole of the appropriate professional community active at major institutions of higher education. ● The Associate Specialist and Librarian IV seeking tenure should be an established contributor to the standards, techniques, and methodology of the profession. <p>Tenure Criteria for Extension Agent Faculty</p> <ul style="list-style-type: none"> ● The University must have a present and long-term need for a faculty member with the particular combination of qualifications, expertise, and abilities possessed by the applicant for tenure. ● The faculty member must have demonstrated a level of professional achievement and productivity in extension service appropriate to the rank at which tenure is sought in comparison with peers active in extension. ● The comparison peer group consists not only of local colleagues but also of the whole of the community of extension professionals active in major extension service programs nationwide. ● At the ranks of Junior and Assistant Extension Agent, the applicant should demonstrate clear evidence of professional growth. ● The Associate Extension Agent seeking tenure should provide evidence of interaction with the nationwide extension profession and of contributions to extension as a profession. ● The faculty member should have participated in the academic affairs of the University, such as through service on appropriate faculty committees, and have shown a willingness to use professional competence in the service of the profession and the general community. ● The faculty member should have rendered other services to the community as appropriate and have shown an ability to work effectively in an integrated extension program. 	
UH Hilo	<p>Tenure Criteria for Teaching Faculty</p> <ul style="list-style-type: none"> ● High quality teaching and a combination of high-quality contributions in scholarly/creative activities, and Demonstrated competence in service OR high quality contributions in service, and demonstrated competence in scholarly/creative activities OR a balance of contributions in scholarly/creative 	https://hilo.hawaii.edu/uh/vcaa/PersonnelPoliciesandProcedures/deadlines-and-procedures-for-

Campus	Criteria for Tenure	Notes
	<p>activities and service that substantially exceeds the minimum requirements of demonstrated competence.</p> <ul style="list-style-type: none"> ● Conduct assigned undergraduate and graduate courses and seminars. ● Serve as academic advisor to students; ● Serve on college or university committees; ● Engage in scholarly activities, and/or creative endeavors which contribute to the academic mission of the University. ● Where appropriate, participate in curriculum development activities; supervise laboratories, independent study activities, and off-campus learning such as practica and internships; and to render service to the professional or lay community which is relevant to the individual's academic specialty. ● Perform such other related tasks and duties as assigned. <p>Tenure for Specialists:</p> <ul style="list-style-type: none"> ● Under general direction and with latitude for independent judgment in the field of specialization, to perform assigned functions and to carry out routine duties competently; to supervise clerical help. ● The primary areas of responsibility for specialist faculty employed in Academic Affairs can be broadly described as 1) professional activities, 2) professional development and 3) service activities. 	<p>contract-renewal-tenure-and-promotion.php</p>
UH West O'ahu	<p>General: Expectations in teaching, discovery and creativity, and service may be met in one of the following ways:</p> <ul style="list-style-type: none"> ● High quality teaching, and high-quality contributions in scholarly/creative activities, and Demonstrated competence in service. ● High quality teaching, and high-quality contributions in service, and Demonstrated competence in scholarly/creative activities. ● High quality teaching and a balance of contributions in scholarly/creative activities and service that substantially exceeds the minimum requirements of demonstrated competence. 	
UHCC	<p>UHCCs</p> <p>The general reasons for granting tenure are that the University has concluded a) that you are, and will continue to be, an efficient and productive member of your discipline and college; and b) that it anticipates a long-term need for the services you have proven yourself capable of rendering. Applicants are reminded that although reviews are guided by specific criteria and all reviews involve a fair and thorough consideration of the evidence, the final tenure decision involves judgment, and may include honest differences of opinions. It should also be noted that because the granting of tenure involves a long-term commitment of the resources of the University, the review process is essentially conservative. Unless there is a clear case for tenure, the practice is not to recommend tenure to the President.</p>	<p>https://programs.honolulu.hawaii.edu/intranet/sites/programs.honolulu.hawaii.edu/intranet/files/tenure-promotion-guidelines.pdf</p>

III. The duration of assessment

For the purposes of responding to S.C.R. 201, the duration of assessment is interpreted to mean the length of time prior to the grant of tenure. The standard periods are shown below. A shortened or extended probationary period can be requested working with the respective College Human Resource department. Alternate periods may also be specified in offer letters.

Faculty Classification	Rank 2- Junior	Rank 3- Assistant	Rank 4- Associate	Rank 5- Full
Instructional (I)	Not eligible	5 years	3 years	2 years
Medical (M)	Not eligible	5 years	3 years	2 years
Law (J)	Not eligible	5 years	3 years	2 years
Researchers (R)	Not eligible	5 years	3 years	2 years
Specialist (S)	5 years	5 years	3 years	2 years
Librarian (B)	5 years	5 years	3 years	2 years
Agent (A)	5 years	5 years	3 years	2 years

Alternatively, if what is meant by duration of assessment is the length of time between the submission of a tenure application and being granted tenure, please see procedures above.

Of note, the decision that a tenure track faculty member will not be granted tenure is most often made through non-renewal of the contract prior to submission of the dossier as described above. So most tenure track faculty who do not meet the criteria for tenure are separated before the actual tenure application process.

IV. Tenure at Peer Institutions

UH Mānoa Peer Institutions

Campus	Criteria for Tenure	Notes
Colorado State University Fort Collins CO	https://faculty council.colostate.edu/faculty-manual-section-e/	<ul style="list-style-type: none"> • A tenure-track faculty member may be either full-time or part-time. The six (6) year time limit for acquisition of tenure applies for both full-time and part-time appointments (see Section E.10.4.c). • Considered based upon evidence of capability for significant professional contributions. • Will have a terminal degree in their field with some flexibility. • General probationary period is six years but length is dependent upon other factors as well. The time frame for the tenure application process shall all be stated unambiguously in the appointment letter.
Oregon State University	https://facultyaffairs.oregonstate.edu/faculty-handbook/promotion-and-tenure-guidelines#criteria	<ul style="list-style-type: none"> • Criteria subdivided into the categories of teaching and advising, research, extension, service, and other duties as assigned. • Faculty are expected to produce scholarly outcomes, as described in their position description. • The position description is where more specific expectations are enumerated and form the basis for evaluation (see the University's Guidelines for Position Descriptions for Academic Employees). • Tenure ensures the academic freedom that is essential to an atmosphere conducive to the free

Campus	Criteria for Tenure	Notes
		<p>search for knowledge and the attainment of excellence in the University.</p> <ul style="list-style-type: none"> ● Tenure reflects and recognizes a candidate's potential long-term value to the institution. ● Tenure sets universities apart from other institutions. Faculty are not merely employed by the University but are integral to the educational and research programs of the University; tenured faculty are the community of educators who create institutional stability and an ongoing commitment to excellence. Tenure, therefore, will be granted to faculty members whose character, achievements in serving the University's missions, and potential for effective long-term performance warrant the institution's reciprocal long-term commitment. The granting of tenure is more significant than promotion in academic rank.
<p>University of Arizona Tucson</p>	<p>https://policy.arizona.edu/employment-human-resources/promotion-and-tenure</p>	<ul style="list-style-type: none"> ● Promotion and tenure require excellent performance and the promise of continued excellence in (1) teaching, (2) service, and (3) research, creative work, and scholarship. ● The University values an inclusive view of scholarship in the recognition that knowledge is acquired and advanced through discovery, integration, application, and teaching. ● Criteria of individual departments and colleges govern the process. ● Consider the assigned workload duties of candidates in making assessments of contributions in the areas of teaching, research, and service. ● The University values collaboration among colleagues, both externally and internally, and the candidate's contributions to such collaborations will be considered in promotion and tenure reviews. ● Expectation that faculty will be inclusive and respectful, demonstrate integrity and follow established standards, and maintain intellectual honesty. ● Promotion and tenure criteria are to be developed by the faculty members and the administrative head in each unit and approved by and filed with the dean and Provost. ● Each unit will review promotion and tenure criteria annually, and current copies of those criteria will be maintained in the offices of the administrative head, college dean, and Provost.
<p>University of Kentucky Lexington</p>	<p>https://www.uky.edu/ofa/node/11 https://www.uky.edu/ofa/sites/www.uky.edu.ofa/files/uploads/ar2-1-1_0.pdf</p>	<ul style="list-style-type: none"> ● Considerable deference in tenure cases shall be shown by the Provost to the judgments emanating from the college. <p>[From the Provost's memo on tenure procedures: https://www.uky.edu/ofa/sites/www.uky.edu.ofa/files/uploads/2021-22_Promotion.and_Tenure.Memo_.pdf]</p> <ul style="list-style-type: none"> ● Discipline-specific expectations are often articulated quantitatively and qualitatively (e.g., a scholarly book published by a reputable press, articles in top-tier journals, creative products, professional recognition through grants, invited presentations or performances, evidence of teaching excellence, named inventor on patents).

Campus	Criteria for Tenure	Notes
		<ul style="list-style-type: none"> • All educational units have established statements for use in guiding evaluations for promotion and tenure, describing the evidences of activity in instruction, research and service that are appropriate to the field(s) represented in the unit. • Sole reliance on the evidences in a formulaic manner is inadequate. • Colleges and departments are advised to periodically review and revise their Statements on Evidences, with special considerations for the value of accomplishments in collaborative team science, as well as products of intellectual property (e.g., copyrights, patents, discoveries, films, works of art, tangible research property). • A faculty member's Distribution of Effort (DOE) has been assigned in a manner commensurate with promotion/tenure requirements. For faculty in Special Title Series, the source of evidences for the evaluation ought to be the position description and criteria for ranks that were reviewed by the appropriate academic area committee and approved by the Provost. For faculty in Research Title Series, the position description and criteria for ranks were reviewed and approved by the Dean of the Graduate School, Vice President for Research, and Provost. For faculty in Clinical Title Series, these were approved by the Provost. • The impact of an individual's work during the period in question is paramount.

UH Mānoa Benchmark Institutions

Campus	Criteria for Tenure	Notes
University of Washington - Seattle	http://www.washington.edu/admin/rules/policies/FCG/FCCH24.html	<ul style="list-style-type: none"> • Includes a statement on academic freedom. • Tenure: Appointment to the rank of associate professor requires a record of substantial success in teaching and/or research. • Includes a category of "Faculty without Tenure by Reason of Funding" (WOT) – renewable terms of 1-5 years in categories of Teaching Professor, Research Professor, Professor of Practice. • Faculty appointed WOT do not hold tenure because all or part of his or her annual University-administered salary is derived from sources other than regularly appropriated state funds. Except for this distinction, WOT faculty members have the same rights, responsibilities, and obligations as tenure-track and tenured faculty members at those ranks. • Part-time Professors may be appointed as well.
University of California – Davis	FAQ: https://academicaffairs.ucdavis.edu/academic-senate-faq Tenure: https://aadocs.ucdavis.edu/policies/apm/apm-130.pdf Security of Employment: https://aadocs.ucdavis.edu/policies/apm/apm-135.pdf	<ul style="list-style-type: none"> • Security of employment protects those non-tenured based upon qualifications (rather than time in position). • Termination is for extreme cases only. • Tenure must be granted by the end of seventh year or will receive a terminal contract.

Campus	Criteria for Tenure	Notes
	Termination for Incompetent Performance: https://aadocs.ucdavis.edu/policies/apm/apm-075.pdf Appointment and Promotion: https://academicaffairs.ucdavis.edu/apm/apm-toc#II	
University of Colorado Boulder	Tenure Procedure: https://www.colorado.edu/facultyaffairs/career-milestones/reappointment-promotion-and-tenure/reappointment-tenure-and-promotion Standards for Tenure: https://www.cu.edu/ope/aps/1022 Tenure Accountability: https://www.cu.edu/ope/aps/1020 Research Professor hiring and promotion: https://www.colorado.edu/researchinnovation/hr/research-professor-series Research Professor appointments: https://www.colorado.edu/researchinnovation/hr/research-professor-series/procedures-policy-implementation-research-professor-series Post-tenure Review: https://www.cu.edu/ope/aps/1022	<ul style="list-style-type: none"> • Tenure review occurs in 7th year. • Review procedures every 10 years. • Research professors must have funding, not generally funded from University funds. • Research Professors are on limited term contracts but otherwise treated like tenured full-time faculty.
University of North Carolina at Chapel Hill	General Tenure Guidelines: https://facultyhandbook.unc.edu/policies-and-procedures/faculty-personnel-policies-and-procedures/appointment-promotion-and-tenure-guidelines/	

V. Explanation of reasonableness, necessity, and feasibility of UH’s composition, system, and policies.

UH’s policies are similar in scope, quality, and process to both peer and benchmark institutions. The focus on the areas assessed for tenure (teaching, scholarship, and service) are defined in the Collective Bargaining Agreement and align with national standards for faculty assessment for the purposes of tenure. UH across the system provides rigorous and detailed tenure policies, processes, and procedures. These procedures align with similar procedures found on peer and benchmark campuses.

The working group also considered the non-instructional faculty classified as librarians and extension agents. At UH, the processes for tenure and promotion and periodic review of librarians and extension agents in tenurable positions are the same as the process for other tenurable faculty.

Nationally, the practice of granting tenure by R1 universities for extension agents and librarians varies: in some R1 universities these positions are tenurable and in others they are not. As a land grant institution with a mandate to provide extension services it is important that extension agents engage in highly controversial topics such as genetically modified organisms, pesticides, herbicides, and importation of pest control species. UH believes it is appropriate that extension agents be eligible for tenure and the academic freedom it provides so they can approach these areas with scientific rigor and objectivity. Librarians also deal with potentially controversial topics around selection of materials and scholarship, so likewise should be eligible for the protections of academic freedom provided by tenure.

Overall, it is apparent that UH’s classification system is more complicated than at other institutions and lacks clarity both for faculty and staff as well as those outside the University. There are a number of issues the current UH classification system raises:

- Confusion regarding job requirements for faculty in different classifications and blurring between classifications including between some “S” faculty and APT staff positions.
- Pay disparities between “S” faculty and “I” / “R” faculty, when the “S” faculty believe they are doing the same work.
- Lack of clarity regarding teaching responsibilities for faculty outside I/M/J classifications.
- Lack of clarity regarding what constitutes research and scholarship deserving of tenure for different faculty classifications.
- Lack of clarity regarding the differences in job requirements distinguishing 9-month and 11-month faculty appointments.
- Use in some colleges of split appointments, e.g., .50 I and .50 R or other combinations include partial Extension Agent (A) appointments.

Please see Attachment 6 for our recommendations.

Attachment 5

Research designation and standing, including explanation of specific merits to the State by UH having a certain research designation or standing, in comparison to their peer higher education institutions, including an explanation on the reasonableness, necessity, and feasibility of UH's composition, system, and policies.

Discussion:

The purpose of a university is not only to disseminate knowledge, but also to create new knowledge, methods, or applications. To accomplish this, a university must have the intellectual capital in order to identify problems, make new discoveries, and search for solutions.

UH Mānoa is one of only 131 U.S. colleges and universities designated as a Carnegie R1 institution, which indicates a very high level of research activity. This highly prestigious designation signals to prospective new faculty, postdoctoral fellows, and graduate students that the institution is committed to research and scholarly pursuit. Carnegie R1 institutions collectively receive the vast majority of federal research and development funding as well as philanthropic support.

UH Mānoa researchers are actively engaged in leading roles in research of local concern and global impact. The state relies on the expertise of UH faculty in almost every area of concern. UH economists are called on for forecasts and advice on economic policies. UH provides the entire state with its understanding of climate change impacts such as sea-level rise, ocean acidification, and coastal erosion mitigation. UH provides the state's primary expertise on alternative energy and our unique island grid considerations. UH experts are called on to address invasive species and biosecurity threats to Hawai'i's agriculture and ecosystems. UH researchers help the entire state understand and address the unique health disparities of our unique population. UH faculty expertise has been critical in addressing COVID-19 across the state in areas from rapid development of training for contact tracers to modeling case counts and hospitalizations. At the time of this writing, UH is being called on for its objective analytic capacity and expertise to support solutions to the Red Hill water challenges, cybersecurity workforce development, food security, and broadband deployment.

Other benefits to the state of having an R1 institution include the attraction of high-quality students, high-quality faculty, and research dollars. High-quality students from Hawai'i have a reason to stay in Hawai'i for their education. High-quality students from the continental U.S. and abroad expose Hawai'i students to a greater range of perspectives than if the student body were comprised only of Hawai'i residents. High-quality faculty benefit the students they teach and the community they enrich through their research and community service.

UH educational programs help address state workforce needs in nursing, teaching, engineering, law, and medicine with professionals who understand the latest practices and have developed critical thinking and innovation skills so they can creatively solve problems collaboratively in their chosen fields. UH programs educate students who go on to be engaged in the myriad non-profit organizations, government agencies, and civil society and service groups throughout Hawai'i. UH programs play a critical role in protecting, preserving, and generating Native Hawaiian knowledge, language, and culture, a critical endeavor given the UH role as an indigenous-serving institution. In addition to imparting knowledge to students, faculty also teach students how to be the next generation of researchers and problem-solvers, to the benefit of the community. Extramurally-funded research brings money and creates high-quality jobs

for the community; a recent UHERO study noted that UH is a significant economic sector for the state. As noted above, University researchers are generally focused on issues of importance to Hawai'i, and their work contributes to solutions that benefit the people of Hawai'i.

With respect to the reasonableness, necessity, and feasibility of UH's composition, system, and policies, please see the preceding section and our recommendations in Attachment 6.

Otherwise, we did not find anything unreasonable, unnecessary, or infeasible in the composition, system or policies of UH.

Attachment 6

Proposed amendments to UH’s existing tenure system and compensation structure for Researchers and other Non-Instructional faculty, incorporating the best practices implemented at the majority of peer higher education institutions across the United States, while meeting the unique needs and circumstances of this State.

Discussion:

To respond to this item, we first asked the question: what about the UH tenure system ought to concern the faculty, the administration, the regents, and/or the general public and legislature? The matrix below identifies some of the more common issues raised when looking at tenure and our commentary on them.

	Issue	Task force finding
1	Tenure guarantees lifetime employment and, once earned, enables faculty members to “cruise.”	Not so. Both the UH-UHPA contract and UH Regent and Executive policies set forth the conditions under which underperforming faculty can be encouraged to become more productive and, if they continue to underperform, can be terminated. Tenure protects faculty from termination for researching, teaching or advocating unpopular ideas (“academic freedom”) not from failing to perform their job responsibilities.
2	Tenure restricts the ability of the University to realign faculty competencies with current student and community needs and available resources.	True to some extent. The University can manage changing needs by centrally controlling hiring. As faculty in a discipline for which there is declining demand retire, they can be replaced by new hires in disciplines for which there is increasing demand. Additionally, faculty teaching duties may be changed within the boundaries of their academic competencies. If the University faces a “financial exigency” – meaning it has insufficient resources to continue to employ all its tenured faculty and there are no realistic alternatives to reducing the size of the tenured faculty, the Board of Regents can declare a financial exigency and lay off tenured faculty, as provided in the UH-UHPA contract. Such restrictions are not unique to UH but are a condition existing in all higher education.
3	Some UH non-instructional faculty positions are tenure/tenure track even though the incumbents are not in danger of being terminated for unpopular beliefs, specifically extension agents, librarians, and those specialists who neither teach nor conduct research so do not need the protection of tenure.	Partly true. Extension agents and librarians are tenurable at many R-1 universities, so UH is certainly not an anomaly in this regard. Extension agents deal with controversial subjects including genetically modified organisms, pesticides, herbicides, and importation of pest control species. Librarians may also deal with controversial matters of selection of materials and scholarship. UH specialists and CC non-instructional faculty have a diversity of responsibilities. Most are primarily responsible for areas of student support, advising, or academic support. Some also engage in research and classroom instruction. Specialists whose primary responsibility is advising students

	Issue	Task force finding
		<p>argue that while not classroom instruction, their work is teaching students and they should be afforded academic freedom in providing advice. The argument for tenure for specialists who are primarily administrators is less clear. One strategy going forward would be to change such positions from tenurable to not eligible for tenure when the position becomes vacant. Another strategy would be to reclassify such positions as APT when they become vacant. There is a blurry line between APT positions and some specialist positions. There have been historic reasons why some employees were hired with an S classification and others doing similar work were hired as APTs, but offering tenure was not a primary reason. Notably, APT employees receive job security after three years, versus five to six years for a tenure track faculty member to earn tenure. APTs also have seniority and resulting transfer rights in the event of a reduction in force. Faculty have fewer transfer rights.</p>
4	UH Mānoa has a higher percentage of its faculty classified as R (researcher) than its peers. [There are no R faculty at other UH campuses.]	True. UH peers generally classify their tenurable researchers as I (instruction) and have a separate class of non-tenurable extramurally funded researchers.

Our Recommendations

Our recommendations for changes to tenure policies in response to S.C.R. 201, given that the UH tenure system and processes are consistent with those of peer institutions (those with which UH compares) as discussed in Attachment 4, are:

1. To make no changes in the way tenure is earned and granted or the way tenured faculty are reviewed.
2. To make no changes to the tenurability of extension agents.
3. To make no changes to the tenurability of librarians.
4. While not a change in policy, we identified a need for more robust training for University personnel charged with the responsibility for implementing tenure and promotion policies and periodic review policies including both faculty and administrators.

Our recommendations for changes to the classification practices in response to S.C.R. 201, which would better align UH with its benchmark institutions (those with which UH aspires to compare) as discussed in Attachments 2 and 3, are:

5. To phase out the researcher (R), law faculty (J) and medical faculty (M) classifications and moving forward, reclassify them as they become vacant along with

current instructional (I) faculty positions, to a more general faculty classification (perhaps F) consistent with other institutions where faculty are also responsible for instruction, research, and service.

6. To phase out the specialist (S) position classification and reclassify all S positions to some other classification, as described below, as they become vacant.
7. At this time no changes are recommended to the “C” classification used at the Community Colleges.

Our Next Steps

1. Develop written processes for addressing the few instances when the productivity of a tenured faculty member has declined and s/he is unable to perform faculty duties satisfactorily, including following a periodic review and professional development plan.
2. Clearly define “faculty.”
 - a. Develop (a process involving the administration, the faculty, and the University of Hawai‘i Professional Assembly) a classification system for the faculty more aligned with its benchmark institutions.
 - b. Determine criteria for reclassifying positions currently classified specialist (S) to a tenurable general faculty position, a non-tenurable faculty position, a non-instructional faculty position, or a non-faculty staff position.
 - c. Examine each specialist (S) position and determine once the position becomes vacant how it should be classified.
 - d. Develop a process whereunder an incumbent in a researcher (R) or specialist (S) position could apply to have that position reclassified while the incumbent is still in it.
3. Develop policy relating to job security and periodic evaluation for specialist (S) positions that upon becoming vacant are reclassified as non-instructional faculty.
4. Develop guidelines for general faculty “buy-out” of teaching assignments with extramural or other sources of funding in a manner that is consistent with the new work assignment template for faculty.

Item VIII.

Executive Session

**ITEM TO BE
DISCUSSED IN
EXECUTIVE
SESSION**

Item IX.A.

Update on Board of
Regents Retreat

**MATERIALS
PENDING**

Item IX.A

Update on Board of Regents
Retreat

**NO MATERIALS
ORAL REPORT**