Notice of Meeting
UNIVERSITY OF HAWAIʻI
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, January 19, 2023
Time: 9:45 a.m.
Place: University of Hawaiʻi at West Oahu
       Campus Center, Room C208
       91-1001 Farrington Highway
       Kapolei, HI 96707

See the Board of Regents website to access the live broadcast of the meeting and related updates: www.hawaii.edu/bor

AGENDA

I. Call Meeting to Order
II. Welcome New Interim Regents Loo and Mawae
III. Approval of the Minutes of the November 17, 2022 and December 1, 2022 Meetings
IV. Public Comment Period for Agenda Items:

Individuals who are unable to provide testimony at this time will be allowed an opportunity to provide testimony before each agenda item.

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.

Those wishing to provide oral testimony virtually may register here. Given the constraints with the format of hybrid meetings, individuals wishing to orally testify virtually must register no later than 7:45 a.m. on the day of the meeting in order to be accommodated. Registration for in-person oral testimony on agenda items will also be provided at the meeting location 15 minutes prior to the meeting and closed at the posted meeting time. 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.

Although remote oral testimony is being permitted, this is a regular meeting and not a remote meeting by interactive conference technology under Section 92-3.7, Hawai‘i Revised Statutes (HRS). Therefore, the meeting will continue notwithstanding loss of audiovisual communication with remote testifiers or loss of the public broadcast of the meeting.

All written testimony submitted are public documents. Therefore, any testimony that is submitted orally or in writing, electronically or in person, for use in the public meeting process is public information and will be posted on the board’s website.

V. Adoption of Resolutions Honoring University of Hawai‘i Regent Kelli Acopan and University of Hawai‘i Regent Robert Westerman

VI. Report of the President
A. Attainment Goal
B. Enrollment Update
C. Extramural Funding and Federal Budget Bill Update
D. SCR 201 Consultation Update
E. Other
F. University of Hawai‘i at West Oahu Campus Presentation

VII. Representative Amy Perruso, Chair of the House Committee on Higher Education and Technology

VIII. Committee and Affiliate Reports
A. Report from the Committee on Planning and Facilities
B. University Health Partners of Hawai‘i (UHP)
C. Mauna Kea Stewardship and Oversight Authority
D. Research Corporation of the University of Hawai‘i (RCUH)
E. Career and Technical Education Coordinating Advisory Council (CTECAC)

IX. Agenda Items
A. Consent Agenda
   1. Approval of Amendments to Regents Policy (RP) 2.203, Policy on Evaluation of the President and Other Persons Reporting Directly to the Board
2. Approval to Convey to the State of Hawai‘i Department of Transportation (HDOT) via Quitclaim Deed for an Approximate 5 – 7 Acre Parcel of Land Owned by University of Hawai‘i Adjacent to the University of Hawai‘i – West O‘ahu Campus (Tax Map Key Nos. (1) 9-1-016: 179, 183, and 220 (portions)) Pursuant to a Conveyance Agreement for the Construction, Operation, Maintenance and Repair of HDOT’s Farrington Highway Widening Project

3. Approval of Letters of Intent and a Long-Term Agreement for the Use of a Portion of the University of Hawai‘i at Hilo Campus Property (Tax Map Key No. (3) 2-4-001:122) to Develop and Operate a Photovoltaic Energy System Under a Power Purchase Agreement Between Hawaiian Electric Companies (HECO) Stage 3 Request for Proposals for Hawai‘i Island for the Supply of Qualified Renewable Energy Under HECO’s Renewable Dispatchable Generation Power Purchase Agreement

4. Approval of an Indemnification Provision in a Contract Issued by the British Council with the University of Hawai‘i

B. Approval of Tuition Schedule, 2023-24 through 2026-2027

C. Review of the Executive Summary of the Annual Institutional Review of Graduate Medical Education Programs at the John A. Burns School of Medicine for Academic Year 2021-2022

D. Approval of the Establishment and Naming of the Cades Foundation Term Professorship at the University of Hawai‘i at Mānoa William S. Richardson School of Law

E. Approval to Rename the Life Sciences Building at the University of Hawai‘i at Mānoa as the Isabella Aiona Abbott Life Sciences Building

F. 2023 University of Hawai‘i Legislative Pre-Session Review and Legislative Budget Update

X. 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), HRS)

1. Quarterly Status Report on Legal Matters

XI. Announcements

A. Next Meeting: February 16, 2023, at University of Hawai‘i Maui College

XII. 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.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Last Name</th>
<th>First Name &amp; Middle Initial</th>
<th>Proposed Title</th>
<th>Unit</th>
<th>Nature of Action</th>
<th>Monthly Salary</th>
<th>Effective Date</th>
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<tr>
<td>UH System</td>
<td>Long</td>
<td>Jeffery</td>
<td>System Director of Human Resources</td>
<td>Office of Human Resources</td>
<td>Appointment</td>
<td>$13,750</td>
<td>January 20, 2023</td>
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<tr>
<td>UH Mānoa</td>
<td>Quinn</td>
<td>April</td>
<td>Interim Assistant Provost</td>
<td>Office of Global Engagement</td>
<td>Additional Appointment</td>
<td>$777 Additional Salary for a total of $11,375</td>
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<td>UH Mānoa</td>
<td>Sugii</td>
<td>Nellie</td>
<td>Acting Director</td>
<td>Harold L. Lyon Arboretum</td>
<td>Salary Adjustment (with reappointment)</td>
<td>$9,096</td>
<td>February 1, 2023 - July 31, 2023</td>
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<td>Walton</td>
<td>Chad</td>
<td>Assistant Vice Provost</td>
<td>Office of the Vice Provost for Research &amp; Scholarship</td>
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<td>UH Hilo</td>
<td>Bitter</td>
<td>Michael</td>
<td>Dean</td>
<td>College of Arts &amp; Sciences</td>
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<td>McDonald</td>
<td>David</td>
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<td>February 1, 2023 or later</td>
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<td>Miranda</td>
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<td>University Program Officer</td>
<td>West Oahu</td>
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<td>Kapiolani CC</td>
<td>Nakoa</td>
<td>Michaelyn</td>
<td>Interim Vice Chancellor</td>
<td>Student Affairs</td>
<td>Appointment</td>
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<td>January 20, 2023 - January 19, 2024</td>
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<td>Keopuhawai</td>
<td>Thomas</td>
<td>Interim Vice Chancellor</td>
<td>Student Affairs</td>
<td>Appointment</td>
<td>$10,063</td>
<td>January 20, 2023 - January 19, 2024</td>
</tr>
</tbody>
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Chair Moore called the meeting to order at 8:48 a.m. on Thursday, November 17, 2022, at the University of Hawai‘i at Hilo, Daniel K. Inouye College of Pharmacy, Hale Kiho‘iho‘i Room 101, 722 South Aohoku Place, Hilo, HI 96720, with regents participating from various locations

Quorum (10): Chair Randy Moore; Vice-Chair Alapaki Nahale-a; Vice-Chair Ernest Wilson; Regent Kelli Acopan; Regent William Haning; Regent Wayne Higaki; Regent Gabriel Lee; Regent Diane Paloma; Regent Laurie Tochiki; and Regent Robert Westerman.

Excused (1): Regent Eugene Bal.

Others in attendance: President David Lassner; Vice President (VP) for Administration Jan Gouveia; VP for Academic Strategy Debra Halbert; VP for University of Hawai‘i (UH) Community Colleges (UHCC) Erika LaCro; VP for Legal Affairs/University General Counsel Carrie Okinaga; VP for Research and Innovation Vassilis Symos; 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 Foundation(UHF) Chief Executive Officer (CEO) Tim Dolan; UH Mānoa (UHM) Provost Michael Bruno; UH Hilo (UHH) Chancellor Bonnie Irwin; UH West O‘ahu (UHWO) Chancellor Maenette Benham; UH-Maui College Chancellor Lui Hokoana; Kaua‘i Community College Chancellor Joseph Daisy; Windward Community College Chancellor Ardis Eschenberg; Interim Honolulu Community College Chancellor Karen Lee; Kapi‘olani Community College Chancellor Louise Pagotto; Leeward Community College Chancellor Carlos Peñaloza; Hawai‘i Community College Chancellor Rachel Solemsaas; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Kendra Oishi; and others as noted.

Prior to commencing with the meeting, Chair Moore offered the board’s condolences to Regent Emeritus David Iha on the passing of his wife Shirley and a moment of silence was observed.

II. APPROVAL OF THE MINUTES

Chair Moore inquired if there were any corrections to the minutes of the October 20, 2022, meeting which had been distributed. Hearing none, the minutes were approved.

III. PUBLIC COMMENT PERIOD
Board Secretary Oishi announced that the Board Office received late written comments from Susan Jarvi regarding personnel matters at the Department of Pharmaceutical Sciences at the Daniel K. Inouye College of Pharmacy at UHH.

Dr. Celia Bardwell-Jones provided written and oral comments specific to faculty hiring plans contained within the fiscal biennium budget proposal.

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

Late Written Testimony Comment Received

IV. REPORT OF THE PRESIDENT

A. Other

President Lassner reported that the university has received approximately $264.9 million in extramural funding to date, which represents a 1.7 percent increase over the $260.5 million received as of the same day last year, and spoke about fundraising events and other festivities associated with the 50th anniversaries of Title IX and the establishment of women’s athletics at the university that generated $700,000 in fiscal support for the university’s Wahine Athletics program. He also stated that public meetings regarding the university’s proposed tuition schedules have commenced and recognized Gail Makuakāne-Lundin, a recently retired Assistant Specialist in the Division of Student Affairs at UHH.

B. UHH Campus Presentation

Chancellor Irwin presented information on UHH’s fall 2022 enrollment statistics and student population demographics stating that the student body’s composition includes elevated percentages of female, Native Hawaiian, resident, and part-time students. She also noted UHH’s continued recognition as the most ethnically diverse university campus in the United States. Although overall headcount enrollment and student semester credit hours have been trending lower over the past five years, freshman enrollment and enrollment in larger programs, such as marine sciences, biology, and business, remains robust. Several of UHH’s smaller programs including art, political science, counseling psychology, and Doctor of Nursing Practice are experiencing strong interest, with some of them operating at capacity, which has prompted UHH to request additional resources for these programs in the university’s fiscal biennium budget. Enrollment figures associated with UHH’s top feeder schools, as well as students hailing from Hawai‘i Island, have also remained consistent.

Data trends related to several student outcome performance metrics, including the 1-year retention rate, as well as 4- and 6-year graduation rates, were reviewed. Chancellor Irwin highlighted that the 1-year retention rate has been trending upwards over the past three years and there was an uptick in the overall 4-year graduation rate, which surpassed 30 percent for the first time in UHH’s history.

Despite progress toward improving student success, UHH has embarked on several initiatives that will assist the campus in making decisions with respect to student
outcomes that are data-driven. Chancellor Irwin stated that a cohort of twelve faculty and staff took part in the California State University (CSU) Student Success Analytics Certificate Program in 2021 with a second cohort expected to participate in the program this year. Additionally, UHH has contracted with CSU to develop an animated data dashboard that contains information on, among other things, student academic progress at the program level, in-and-out migration between academic majors from the time of entry to degree completion, enrollment by academic unit load, and non-passing grade rates for courses taken by students. Although the data dashboard is currently in an initial testing phase, it is anticipated that the information provided to academic programs, faculty, and staff upon its full implementation will serve as a tremendous resource for the assessment of student academic success as well as the development of initiatives to improve student academic outcomes. UHH is also taking part in the American Association of State Colleges and Universities’ Student Success Equity Intensive which is a two-year cohort experience that provides specific and customized support to allow institutions to make data-informed decisions to close equity gaps and achieve student success goals for underserved student populations.

Chancellor Irwin spoke about UHH’s strategic plan reviewing three thematic goals that will assist the campus in realizing its vision. She discussed several academic and professional development programs to achieve these goals and improve the educational experiences of students, faculty, and staff through Hawaiian inspired engagement including the Kuleana and Community Program, the Louis Stokes Alliances for Minority Participation Islands of Opportunity Alliance, the Keoholoa Science, Technology, Engineering, and Math Scholars Program, and the Hoʻokamaʻāina Faculty and Staff Orientation Program. She also talked about educational collaborations with the ‘Ioile Stewardship Center. It was noted that these programs will continue to promote an understanding of the importance of UHH’s sense of place and the unique educational environment provided by Hawai’i Island which are key components to its future success.

**Faculty Report**

Karen Pellegrin, Chair of the UHH Faculty Congress, reported on the work conducted by the Faculty Congress over the past two years summarizing some of the major issues discussed as well as key actions taken during that timeframe, including the approval of motions related to the university’s general education redesign efforts, workload data, shared governance, and the endorsement of the Faculty Congress UH Hilo Community-Anchored Strategic Vision for 2030 (Strategic Vision). She provided a synopsis of the Strategic Vision, including its goals and objectives, and presented a model of economic sustainability for UHH. She also spoke about the Faculty Congress’s concerns with respect to matters involving faculty morale, workload equivalency, and shared governance, expressing the faculty-governance body’s belief that urgent action is needed to address these issues.

**Hanakahi Council**

Lei Kapono, representative for the Hanakahi Council, provided background information on the Hanakahi Council stating that it is a campus-based caucus consisting of faculty and staff who are Native Hawaiian, many of whom are associated with
campus programs, colleges, or departments in Hawaiian studies, Hawaiian language, Hawaiian education, or targeted to servicing Native Hawaiian students. It was also noted that the Hanakahi Council’s Executive Committee serves as UHH’s representative on the university’s Pūko’a Council.

Ms. Kapono talked about some of the priorities and accomplishments of the Hanakahi Council over the past year including the normalization of Hawaiian cultural protocols on campus, the completion of updates to the 2011-2015 UHH Hawai‘i Papa O Ke Ao Plan, and the securing of funds to support programs and services for Native Hawaiian students. She also noted the Hanakahi Council’s involvement in the development of action plans for the UHH Strategic Plan that are related to the formalization of Hawai‘i practices and processes, as well as the establishment of Hawaiian language parity, on the UHH campus; reviewed efforts by the Hanakahi Council to foster Hawaiian cultural awareness among students, faculty, and staff through the campus-wide innovative programs such as the Ka Leo O Ka Uluau podcast and Hua Lono and Mo'ohua Hawaiian vocabulary lessons; and spoke about the Hanakahi Council’s future plans and recommendations including continued implementation of the UHH Papa O Ke Ao campus plan.

**Staff Report**

Blaine Bautista, an Information Technology Specialist at UHH, explained that efforts are currently underway to establish a governing body at UHH that represents the interests of staff. He discussed the purposes, expectations, and goals of the proposed staff council; noted its anticipated membership; and reviewed the steps that are being taken to form this entity which is expected to begin operating as an official campus governance organization in January 2023.

**Student Report**

Hannah Blue, President of the UHH Student Association (UHHSA), highlighted several activities undertaken by UHHSA during the last academic year to increase student engagement, address basic student needs, and further indigenize the college campus. Some of these efforts included the conducting of food drives, the provision of menstrual and other hygiene products to UHH students, and the procurement of graduation kīhei for use by students at commencement ceremonies. She also spoke about resolutions that were passed by UHHSA related to supporting increased use of ‘ōlelo Hawai‘i and further integration of the Hawaiian culture on campus, the promotion of a gender inclusivity, and sustaining menstrual equity efforts.

Given his understanding that data regarding non-passing grades will be collected at the end of a semester, Regent Westerman questioned the usefulness of this data dashboard metric in helping to improve student success. Chancellor Irwin replied that reviewing accumulated data regarding non-passing course grades will provide a better sense as to where problems are being experienced and where improvements can be made with respect to academic courses. She also stated that algorithms could be included in the non-passing grade data dashboard to alert instructors when a student is beginning to struggle or have difficulties in a course.
Vice-Chair Nahale-a asked whether the methodology used by UHH in analyzing data points relative to issues facing students such as student mental health allows for student-success intervention to occur in a timelier fashion. Chancellor Irwin responded in the affirmative stating that a deeper analysis of data related to phenomena impacting student success performed in conjunction with a qualitative, follow-up examination will allow the administration to make better informed decisions regarding the needs of students.

Regent Tochiki questioned whether actions were being taken to improve faculty morale. Chancellor Irwin responded in the affirmative stating that the administration is working to address concerns raised regarding faculty morale through actions such as the development of campus policies that clarify workload equivalencies and the reconciliation of three, currently-existing campus strategic plans to formulate a united vision for the campus. She also noted that faculty morale was higher at a time when UHH experienced larger enrollment numbers with concomitant increases in financial resources and campus growth. However, changing demographics are having a profound impact on enrollment at universities across the country leading to campus administrations thinking in terms of enrollment recovery rather than enrollment growth. UHH continues searching for ways to distinguish itself from other universities as part of its effort to attract more students.

Noting data presented indicating declining enrollment at UHH in spite of a population increase in Hawai‘i County, Regent Lee asked if there was an explanation for this incongruence. Chancellor Irwin replied that the number of Hawai‘i Island high school graduates seeking a post-secondary education is the lowest in the State and is something the UHH has been working to improve. Additionally, some high school graduates from Hawai‘i Island choose to pursue their post-secondary education at another institution in Hawai‘i or on the continent. Enrollment at UHH has also been impacted by the success of UHWO’s online programs which offer greater convenience for students and their families. Additionally, the population data presented did not specify the detailed characteristics of the population, such as age and educational experience, which could account for some of the divergence between enrollment and population statistics.

Regent Paloma commended the efforts of UHHSA to address the feminine hygiene needs of UHH students particularly given that women make up more than 60 percent of the student body. Chancellor Irwin spoke about the evolution of this effort stating that it began as a personal initiative of Hannah Blue that grew into a campus-wide program and can serve as a model for the successful institutionalization of student-driven endeavors.

Regents praised the UHH administration for spearheading efforts to develop data dashboards related to enrollment and academic progress that can be used to make informed decisions about campus improvements and actions to increase student success. Chancellor Irwin stated that converting the large amount of good information that the university already possesses in tabular form into a data dashboard format allows for easier visualization of these analytics thereby improving the efficiency and effectiveness of a campus’ decision-making process.
Vice-Chair Nahale-a asked about some of the unique challenges facing UHH and the impacts they have on the trends being experienced by the campus. Chancellor Irwin stated that one of the challenges facing both UHH and Hawai‘i Community College is determining the best options to serve the large population of working adults residing on Hawai‘i Island that have some college education but do not possess a degree. She also spoke about transportation and digital connectivity issues affecting access to academic programs and student services, as well as difficulties faced by admissions staff in covering their designated service areas, that are exacerbated by the size and rural nature of Hawai‘i Island.

Referencing statistics related to faculty morale and enrollment as compared to population, Chair Moore stated that data is only beneficial when they are of good quality. He suggested that further refinement of population data, as well as conducting a more scientific survey with respect to faculty morale, would provide better information that could be optimally used by the administration.

V. REPORT OF THE UNIVERSITY OF HAWAI‘I FOUNDATION (UHF)

VP/UHF CEO Dolan reported on the fundraising efforts of UHF stating that just over $40 million dollars has been raised to date with a goal of reaching $95 million in donations for the current fiscal year. While donations received in the first quarter of the 2022-2023 fiscal year (FY) remain generally strong and appear to be on pace with the record-setting numbers experienced last fiscal year, he cautioned that figures presented for the first quarter of FY 2021-2022 did not include the $50 million gift received from the Chan Zuckerberg Initiative. As such, donations will more than likely begin to show a greater lag in UHF’s next quarterly report. He also stated that over 85 percent of the donations received by UHF can be attributed to a small group of donors, noting that this a national trend in higher education fundraising efforts, and stressed the importance of working on community interaction and engagement activities that can bolster the receipt of major gifts.

It was noted that UHF is planning to embark on an initiative to bring together fundraising efforts occurring across the university system into a single campaign. While this comprehensive capital campaign will be publicly launched in November of 2023, VP Dolan stated that efforts are already underway to achieve its overall goal of generating $1 billion in financial support for the university with over $456 million being raised as of November 8, 2022. Despite this achievement, UHF believes that changing the culture of engagement at the university as it relates to fundraising and inspiring more individuals to take part in community outreach efforts with donors and prospective donors will lead to even greater success. VP Dolan also discussed the draft fundraising themes for the comprehensive campaign, noting their alignment to the imperatives and goals contained within the university’s proposed strategic plan, and spoke about the way in which these themes can be used to generate fiscal support for the university.

Regent Tochiki asked about UHF’s alumni relations efforts as well as future plans to engage with this demographic. VP Dolan stated that UHF continues to search for opportunities to expand relationships with university alumni but has faced some difficulties in this arena due in part to limited staffing. Despite these challenges, UHF
manages to secure donations from about four percent of university alumni each year, which is slightly below the benchmark for public universities of comparable size. He highlighted the enthusiasm experienced at alumni events on the continent stating that replicating this same passion at local alumni events, which are successful in their own right, has the potential to pay dividends.

Regent Haning opined that person-to-person interaction is a more effective methodology to solicit financial commitments from alumni as opposed to large group events. VP Dolan agreed with Regent Haning stating that the development of initiatives such as mentorship programs, whereby alumni mentors actively reach out to students, often have an enormous return on investment. However, he reiterated that minimal staffing in UHF’s alumni division makes the implementation of this type of proposal challenging.

Vice-Chair Wilson questioned whether UHF considers the promotion of program successes at the university, as well as those of university alumni, to be an important aspect of its fundraising efforts. VP Dolan responded in the affirmative pointing out that UHF has experienced growth in financial support from individuals who are not alumni but want to see the university continue to flourish in its achievements.

VI. COMMITTEE AND AFFILIATE REPORTS

A. Report from the Committee on Budget and Finance

B. Report from the Committee on Planning and Facilities

C. Affiliate Reports

1. University of Hawai‘i Student Caucus

Chair Moore referred regents to the respective standing committee reports from the November 3, 2022, committee meetings, as well as the affiliate report for the University of Hawai‘i Student Caucus, which were contained in the materials packet.

VII. AGENDA ITEMS

A. Consent Agenda

1. Approval of Fiscal Biennium (FB) 2023-2025 Operating Budget Request for the University of Hawai‘i for Submittal to the Governor and the Legislature

   Link to FB 2023-2025 Operating Budget Request

2. Approval of an Amendment to Seventh Supplemental Resolution Authorizing the Issuance of Revenue Bonds for Refunding and University Project in an Amount Not to Exceed $115,000,000

3. Approval of FY 2024-2029 6-Year Capital Improvement Project (CIP) Plan

4. Approval of FB 2023-2025 CIP Budget Request for Submittal to the Governor and Legislature
5. Approval of a Sublease between the University of Hawai‘i and the University of Hawai‘i Foundation related to the Atherton Student Housing and Innovation Center

6. Approval of a Long-Term Use and Occupancy Agreement between the University of Hawai‘i and the U.S. Department of the Interior, U.S. Geological Survey for a Hawaiian Volcano Observatory and Pacific Island Ecosystem Research Center Facility in Hilo

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

The meeting recessed at 10:32 a.m.

The meeting reconvened at 10:42 a.m.

B. Discussion and Approval of the University of Hawai‘i System Strategic Plan 2023-2029 (Strategic Plan)

VP Halbert presented background information on the administration’s efforts to update the university’s strategic plan stating that the foundation for this work is well-grounded in several past undertakings. She reviewed a timeline of significant activities that have occurred to date; discussed the formation, membership, and work of the strategic planning steering committee; spoke about the process used to solicit feedback and gather input on the initial draft framework for the Strategic Plan, noting the utilization of internal and external surveys, town hall meetings, and online discussion tools; and summarized the results of these community engagement activities, highlighting key data points. Overall, feedback received from participants was supportive of the system-created imperatives, goals, and high-level metrics that are to be contained within the draft Strategic Plan.

President Lassner reviewed the contents of the university’s proposed Strategic Plan noting the inclusion of the university’s mission and vision statements that were crafted based upon discussions with regents during prior board meetings. He spoke about the foundational principles that were used to develop the imperatives of the Strategic Plan; went over the general themes, goals, and high-level metrics of each imperative; and highlighted changes that were made to the imperatives since they were last presented to the board, stating that a large number of modifications were made to the imperative addressing kuleana to Hawaiians and Hawai‘i based upon input received from the university’s Pūko‘a Council and the Hawai‘i Papa O Ke Ao leadership council. He also went over the next steps that will be taken with respect to formalizing and implementing the proposed Strategic Plan, including developing lower-level metrics, should it be approved by the board.

Chair Moore opined that the term “promote”, which is contained within the theme of the imperative relating to student success, has a specific meaning in the educational
setting and suggested use of the word develop or a like term in its stead. President Lassner noted Chair Moore’s suggestion stating that the administration would revise the Strategic Plan based upon comments received from regents during these discussions.

Noting that the administration was proposing to provide Strategic Plan progress reports to the board on an annual basis, Chair Moore submitted that receiving a detailed report on a single imperative each quarter would be more productive and useful.

Stating that one of the goals of the Strategic Plan is to ensure that the university supports the success of Native Hawaiians, Regent Westerman requested clarification about individuals that would be considered part of this demographic. President Lassner replied that the university considers an individual who is a descendant of the indigenous people of Hawai‘i prior to Western contact to be Native Hawaiian regardless of blood quantum. He mentioned an ongoing lawsuit in another state regarding the closure of equity-based programs to certain populations but emphasized that the university’s programs geared toward supporting Native Hawaiian success were open to other students.

Citing the absence of specifics relating to the economic viability of the university and the promotion of life skills as a focus of student success, Vice-Chair Wilson stressed the importance of these concepts and suggested that they be incorporated into the Strategic Plan.

Vice-Chair Nahale-a stated that the Strategic Plan will serve as a roadmap for improving the university as an institution each year and has been drafted in such a way that it provides direction to both regents and the university community. He also supported the suggestion made by Chair Moore with respect to the provision of quarterly reports.

Regents expressed their satisfaction with the Strategic Plan, praising its balance and thoughtfulness, and offered comments on the portions of the plan that each found intriguing and salient. They lauded the extensive community engagement efforts used throughout the strategic planning process; noted the rich diversity of opinions that were given consideration in the development of the Strategic Plan; and commended the efforts of President Lassner, VP Halbert, and the entire university community on this matter.

President Lassner stated the following suggested amendments to the proposed Strategic Plan:

1. Clarifying that its second imperative is to “develop” rather than “promote” successful students for a better future;

2. Clarifying the goal of the second imperative to specify contributions to a civil society; and

3. Inserting language related to fiscal accountability into the foundational principle related to the stewardship of resources.
He also noted a suggested requirement that a report on one imperative be presented to the board each quarter.

Vice-Chair Wilson moved to approve the proposed Strategic Plan with the amendments as noted by President Lassner, seconded by Regent Acopan, and noting the excused absence of Regent Bal, the motion carried with all members present voting in the affirmative.

Chair Moore announced that Agenda Item IX.B. which relates to the SCR 201 Implementation Steering Committee Report would be taken up at this time.

IX. AGENDA ITEMS (CONTINUED)

B. SCR 201 Implementation Steering Committee (Steering Committee) Report

For the edification of new regents, Chair Moore provided insights into the creation of the SCR 201 Task Force noting that it was established via legislation passed in 2021. He stated that the SCR 201 Task Force developed a series of recommendations in response to the scope of work outlined in SCR 201 and that these were the proposals that would be reported on by the administration.

VP Halbert presented background information on the establishment of the Steering Committee stating that it was created in early 2022 to address directives received from the board related to the recommendations and next steps contained within the SCR 201 Task Force’s report. She also described the approach used by the Steering Committee in carrying out its work and highlighted the collaboration that occurred between the administration and leadership of the University of Hawai‘i Professional Assembly (UHPA) in this endeavor.

President Lassner provided a synopsis of the actions taken by the Steering Committee in crafting proposals to address each of the recommendations made by the SCR 201 Task Force. He highlighted key factors that were considered in developing these concepts; emphasized that the proposal relating to faculty classifications would be optional for current employees; and went over some of the next steps that must be taken prior to the proposals becoming effective such as drafting relevant protocols and seeking appropriate consultation.

VP Halbert summarized several amendments to Executive and Regents Policies that will be required, as well as procedures that need to be developed or revised, in order to effectuate the proposals. She stated that work was currently underway to finalize drafts for a number of these documents but stressed that they were all pending formal consultation. A timeline for implementation was also presented.

Regent Haning requested clarification of the S-faculty classification. VP Halbert replied that S-faculty referred to specialist faculty.

Referencing the proposal to address declining performance of tenured faculty, Regent Tochiki asked if detailed protocols have been developed to deal with this complex issue and, if so, whether these procedures have undergone formal
consultation. VP Halbert replied that the administration was developing detailed protocols regarding this issue but did not present them since they have not yet undergone formal consultation. However, she stated that they will be in alignment with the existing periodic review process for faculty. President Lassner added that the performance evaluations to which faculty are regularly subjected involve a peer review process and contain improvement plan procedures for underperformance. He explained that this specific recommendation would only be applicable to the rare instance in which management must act to contend with a tenured faculty member who can no longer meet the performance criteria for their position.

Vice-Chair Nahale-a inquired about management challenges that may arise from, as well as the impetus for, provisions allowing current faculty members to voluntarily transfer to the new faculty classification system. VP Halbert explained that a resolution passed by the State Senate in 2019 instructing the university to specifically review its S-faculty classification to ensure greater alignment with the mission and purpose of the university was not well received by individuals classified as S-faculty. While the creation of a homogenous classification category for university faculty will be beneficial, she stated that emotional attachments to the current classification system still exist. President Lassner added that, although newly hired faculty members would be placed within the new classification system, the extent to which current faculty members will choose to opt-in to the new system or to remain in the old system is still unknown. As a follow-up, Vice-Chair Nahale-a asked if transition to the new faculty classification system will become a decades-long process should there be a lack of interest by current faculty members to voluntarily transfer to the new system. Although progression on the new classification system may not be highly momentous, President Lassner stated that transition periods are built into the tenure and promotion process and that similar processes will be developed for the new faculty classification system.

Regent Tochiki asked whether the new classification system will have impacts on tenure as it relates to current S-faculty. VP Halbert stated that the recommendation regarding the new faculty classification system will be prospective. As such, there will be no changes to S-faculty who are currently on a tenure track. Going forward, the opportunity for tenure will be contingent upon an individual’s faculty classification and details regarding this matter will be contained within the offer of employment letter.

Stressing the importance of measuring productivity when conducting performance evaluations, Regent Lee questioned how this was currently being monitored and if the recommended policy amendments would change this process. VP Halbert replied that faculty productivity is currently managed via a work assignment template that is based upon language regarding faculty workload that is contained within collective bargaining agreements. She also stated that use of this tool will need to be aligned with recommended policy changes. President Lassner added that use of the faculty work assignment template was initiated approximately three years ago, that it is a tool applicable to all university faculty, and that it continues to be refined.

Citing the challenges faced in addressing the S-faculty classification, Chair Moore asked whether the new classification system contemplated converting those positions to Administrative, Professional, and Technical employment positions once they become
Vice-Chair Nahala-a opined that simplification of the faculty classification process through the new classification system will help to address varying internal and external perspectives regarding faculty, including concerns with respect to productivity, and allow for the appropriate management of personnel.

Christian Fern, Executive Director of UHPA, expressed his belief that the university and university faculty have been unfairly criticized based upon a belief about faculty’s lack of productivity. To the contrary, analyses of work assignment template data have demonstrated that faculty are often exceeding workload expectations. He stated that this is just the beginning of a long process that will involve additional engagement, discussions, and consultation, but voiced his confidence that the interests of both the university and faculty will be met.

VIII. RECESS

The meeting recessed at 12:11 p.m.

Regent Paloma and Regent Acopan left during the recess.

The meeting reconvened at 1:30 p.m.

IX. AGENDA ITEMS (CONTINUED)

A. Enrollment Update and Multi-Year Enrollment Plan, Fall 2022

Pearl Iboshi, Director of the Institutional Research and Analysis Office, provided a synopsis of the overall enrollment goals and objectives for the university system, highlighting the unique roles and responsibilities for both the system and each of the major academic units of the university in achieving these goals and objectives. She discussed some of the administration’s efforts to enhance its approach to collecting and scrutinizing enrollment data including amending terminology to differentiate between enrollment projections, which are forecasted enrollment figures, and enrollment targets, which are the enrollment goals each major academic unit aims to achieve; linking enrollment projections to tuition revenue projections; analyzing both headcount enrollment and student semester hours; adapting student enrollment classifications to provide enhanced and clearer details on enrollment statistics that are more indicative of student enrollment demographics; and dissecting non-credit enrollment statistics in an attempt to better identify trends that will allow for more efficient determination of course
needs to address workforce demands. The university system has also begun looking at enrollment data and statistics regarding underrepresented populations by race.

Systemwide registered headcount enrollment for the fall 2022 semester fell below projections made last year, declining by approximately 2.8 percent. Additionally, all campuses, apart from UHM, experienced declining enrollment trends underperforming national trends for the first time in two years. Dr. Iboshi went over systemwide credit and non-credit enrollment performance data on a more granular level; discussed some of the external and internal factors impacting enrollment including inflation, residual effects associated with the COVID-19 pandemic, increased graduation rates, and stable retention rates; presented information on enrollment related to underrepresented student populations; and spoke about various actions being taken by the system to improve enrollment, including increased outreach and support for the Free Application for Federal Student Aid Program and creation of the university’s Fast Pass initiative. She also mentioned notable systemwide enrollment achievements.

Chair Moore asked about how connections can be made with Native Hawaiians living on the continent given his understanding that they qualify for resident tuition. Dr. Iboshi acknowledged that Native Hawaiians that do not reside in Hawai’i are eligible for resident tuition status but stated that she was unaware of any specific action that could be taken to reach out to these individuals. President Lassner remarked that the university can investigate this matter further. Della Teraoka, UHCC Interim Vice President for Academic Affairs (Interim VPAA), added that Windward Community College has several program offerings with large enrollments of Native Hawaiian students, including many from the continent, and suggested looking at the methodology used to recruit students for these courses.

Citing the $63 million in financial aid provided to students via the Higher Education Emergency Relief Fund (HEERF), Chair Wilson questioned whether this type of financial assistance will be provided in the future. President Lassner replied that HEERF funding was a one-time infusion of money intended as a stopgap measure to address educational expenses faced by students during the COVID-19 pandemic. As such, the university will return to its standard practice of awarding financial aid to students that is derived from tuition, various scholarships, and normal federal financial aid resources, which will be less than that which was awarded through HEERF.

Provost Bruno, Chancellor Irwin, Chancellor Benham, and Interim VPAA Teraoka presented enrollment management progress reports for UHM, UHH, UHWO, and the community colleges, reviewing historical headcount enrollment data, as well as projections and targets for the next three fall semesters; discussing retention, transfer, and graduation rates; offering analyses and assessments of the fall 2022 enrollment statistics for each of their respective institutions and academic units; noting areas of enrollment management that experienced success as well as areas where improvement was needed; and highlighting goals and various action strategies for increasing enrollment for each of the major academic units. Interim VPAA Teraoka also spoke on enrollment in the non-credit programs at the community colleges, particularly in short-term workforce training programs, as well as the creation of degree pathways for these individuals. It was noted that each academic unit witnessed numerous challenges but
that these challenges led to improvements in the way students were recruited and onboarded.

Referencing the various activities geared toward increasing enrollment, Vice-Chair Nahale-a asked if the university’s goal should be to develop strategies that are targeted toward expanding enrollment in specific areas rather than generic enrollment growth. President Lassner replied that enrollment management is a complex issue and that increasing enrollment alone is not the purpose of the university’s actions. He stated that many of the enrollment activities are purposeful and driven by the university’s mission. Issues such as providing a diverse educational experience for Hawai‘i high school students choosing to attend the university, addressing the workforce demand and higher educational needs of the State, filling slots in programs that have additional capacity, and expanding capacity in the university’s signature programs are some of the things taken into consideration by the administration with respect to enrollment management.

Regent Higaki left at 2:37 p.m.

Regent Haning inquired as to whether there were any university-level courses being taught by university faculty at Hawai‘i’s high schools. President Lassner responded that the preponderance of early college courses is located on a high school campus and taught by university personnel. However, he noted that more of these courses are being conducted in an online format thereby providing additional opportunities for high school students, particularly those on the neighbor islands, to enroll in college-level courses. The positive impacts of these activities were also touted.

Regent Tochiki asked if the unique educational needs and enrollment issues faced by currently employed individuals were being addressed by the university. President Lassner replied in the affirmative, stating that the concept of “earn and learn” is part of the university’s new strategic plan. He noted the significant role the university has in addressing Hawai‘i’s workforce needs, as well as the importance of collaborative efforts with industry experts to address this matter, and spoke about concerted efforts with employers to tackle workforce development and retention issues through, among other things, the creation of career advancement educational pathways.

Regents stressed the importance of having a seamless transition process for students and potential students in all aspects of the university experience including enrollment, housing, and parking. They also commended the administration, particularly Dr. Iboshi, and all of the academic units for their enrollment efforts noting the tremendous progress that has been made and voicing their confidence in the university’s direction on this matter.

Chair Moore stated that a lot of good things are happening at the university and noted the responsibility of regents to promote these high points. As such, he suggested that the university’s communications team develop talking points that can be used by regents when speaking about the university’s numerous successes. Dan Meisenzahl, Director of Communications, acknowledged Chair Moore’s suggestion stating that something can be drafted for regents.
X. **ANNOUNCEMENTS**

Chair Moore announced that the next board meeting was scheduled for January 19, 2023, at UHWO.

XI. **ADJOURNMENT**

There being no further business, Chair Moore adjourned the meeting at 2:56 p.m.

Respectfully Submitted,

Kendra Oishi
Executive Administrator and Secretary of the Board of Regents
I. CALL TO ORDER

Chair Moore called the meeting to order at 10:05 a.m. on Thursday, December 1, 2022, at the University of Hawai‘i at Mānoa, Information Technology Building, 1st Floor Conference Room 105A/B, 2520 Correa Road, Honolulu, Hawai‘i 96822, with regents participating from various locations.

Quorum (10): Chair Randy Moore; Vice-Chair Ernest Wilson; Regent Kelli Acopan; Regent Eugene Bal; Regent William Haning; Regent Wayne Higaki; Regent Gabriel Lee; Regent Diane Paloma; Regent Laurie Tochiki; and Regent Robert Westerman.

Excused (1): Vice-Chair Alapaki Nahale-a.

Others in attendance: Vice President (VP) for Administration Jan Gouveia; VP for Legal Affairs/University General Counsel Carrie Okinaga; VP for Research and Innovation Vassilis Syrmos; VP for Budget and Finance/Chief Financial Officer Kalbert Young; UH Mānoa Provost Michael Bruno; UH Hilo Chancellor Bonnie Irwin; UH West O‘ahu Chancellor Maenette Benham; Executive Administrator and Secretary of the Board of Regents Kendra Oishi; and others as noted.

II. PUBLIC COMMENT PERIOD

Board Secretary Oishi announced that the Board Office did not receive any written testimony, and that no individuals signed up to provide oral testimony.

III. AGENDA ITEMS

A. Authorization for the Chair of the Board of Regents to take necessary administrative actions to recruit for the position of the Executive Administrator and Secretary of the Board of Regents (Board Secretary)

Chair Moore explained that Board Secretary Oishi will be resigning from the university on December 21, 2022. As such, the board is being requested to authorize the board chair, or his designee, to take any necessary administrative actions to recruit for the position of Board Secretary. He reviewed the process for recruiting, selecting, and appointing an individual to fill the vacancy and emphasized that the authority being granted to the board chair is specific to administrative actions regarding recruitment and that the appointment of a permanent replacement is still subject to approval by the full board.
Regent Westerman moved to authorize the board chair to take necessary administrative actions to recruit for the position of Board Secretary, seconded by Vice-Chair Wilson, and noting the excused absence of Vice-Chair Nahale-a, the motion carried with all members present voting in the affirmative.

IV.   EXECUTIVE SESSION (closed to the public)

Regent Bal moved to convene in executive session, seconded by Regent Higaki, and noting the excused absence of Vice-Chair Nahale-a, and with all other members present voting in the affirmative, the board approved convening in executive session to consider the hire, evaluation, dismissal, or discipline of an officer or employee, where consideration of matters affecting privacy will be involved, pursuant to Section 92-5(a)(2), Hawai‘i Revised Statutes.

The meeting recessed at 10:05 a.m.

Chair Moore called the meeting back to order at 10:27 a.m. and announced that the board met in executive session to discuss matters as stated on the agenda.

V.   AGENDA ITEMS (CONTINUED)

A. Personnel Actions (A-1 for approval)

Chair Moore stated that personnel actions for approval included the appointment of Jamie Go as Interim Executive Administrator and Secretary of the Board of Regents at the salary noted on attachment A-1 included in the materials packet.

Regent Higaki moved to approve the appointment of Jamie Go as Interim Executive Administrator and Secretary of the Board of Regents, seconded by Regent Paloma, and noting the excused absence of Vice-Chair Nahale-a, the motion carried with all members present voting in the affirmative.

VI.   ANNOUNCEMENTS

Chair Moore announced that the next board meeting was scheduled for January 19, 2023, at UHWO.

Prior to adjournment, Chair Moore stated that a resolution had been prepared to honor Board Secretary Kendra Oishi and read the resolution into the record. Regents thanked Kendra for her service to the university and guidance to the board over the last five years and wished her well in her future endeavors.

Regent Higaki moved to adopt the resolution, seconded by Vice-Chair Wilson, and noting the excused absence of Vice-Chair Nahale-a, the motion carried with all members present voting in the affirmative.

VII.   ADJOURNMENT

There being no further business, Chair Moore adjourned the meeting at 10:34 a.m.

Respectfully Submitted,
Kendra Oishi
Executive Administrator and Secretary
of the Board of Regents
Honoring University of Hawai‘i Regent

Kelli Acopan

WHEREAS, Kelli Acopan was born in Honolulu, Hawai‘i, graduated from ‘Iolani School, and attended Windward Community College, where she earned an associate of arts in liberal arts, as well as the University of Hawai‘i at Mānoa, where she graduated cum laude with a bachelor of arts in history. Upon completion of her undergraduate studies, she continued her post-secondary educational pursuits at the University of Hawai‘i at Mānoa and is currently seeking a masters degree in history; and

WHEREAS, in addition to earning an undergraduate degree and pursuing her masters degree, Kelli Acopan received academic accolades with her induction into the Alpha Lambda Theta Chapter of the Phi Theta Kappa National Honor Society at Windward Community College, the Alpha Beta Epsilon Chapter of the Phi Alpha Theta National History Honor Society at the University of Hawai‘i at Mānoa, and the 130th Chapter of the Golden Key International Honor Society; and

WHEREAS Kelli Acopan has been the consummate student advocate, dedicating herself to the service of both undergraduate and graduate students championing issues such as increased student engagement, greater availability of Open Education Resources, and administrative transparency, and supporting student success through academic and outreach activities for students aged K through 12 and beyond, as well as serving as a substitute teacher within the Hawai‘i State Department of Education; and

WHEREAS, while a student at Windward Community College and the University of Hawai‘i at Mānoa, Kelli Acopan was actively engaged in numerous campus and systemwide student activities serving as the president of the Associated Students of the University of Hawai‘i at Windward Community College, during which time she submitted legislative testimony and worked collaboratively with student groups and community organizations, such as the Kāne‘ohe Neighborhood Board and Ko‘olaupoko Hawaiian Civic Club to ensure that student voices were heard on policy and decisions made at both a university and larger community level. She also advocated for students on numerous issues in her capacity as the Vice-Chair of the University of Hawai‘i Student Caucus; and

WHEREAS, in 2019, Governor David Ige appointed Kelli Acopan as the student member of the University of Hawai‘i Board of Regents; and

WHEREAS, during her tenure on the Board, Regent Acopan served on many committees including the committees on Academic and Student Affairs, for which she served as Vice-Chair; Intercollegiate Athletics; Personnel Affairs and Board Governance, for which she served as Vice-Chair; Planning and Facilities; and Research and Innovation; as well as affiliated organizations; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Regents of the University of
Hawai‘i extends its heartfelt gratitude and appreciation to Regent Kelli Acopan for her dedicated service, guidance, and invaluable contributions to the University of Hawai‘i and the State of Hawai‘i; and

BE IT FURTHER RESOLVED that the Board of Regents wishes Kelli a warm mahalo, extends to her its aloha and best wishes for continued success and happiness, and expresses its hope that she continue to enjoy life outside of the Board of Regents through her numerous extracurricular activities.

Adopted by the Board of Regents
University of Hawai‘i

________________________, 2023
RESOLUTION

A Honoring University of Hawai‘i Regent
Robert Frank Westerman, Sr.

WHEREAS, Robert Frank Westerman, Sr., was born in Spokane, Washington, and earned a bachelor of science degree in business administration from the University of Phoenix. He would later attend the University of Hawai‘i at Mānoa where he obtained a Master of Business Administration from the Shidler College of Business; and

WHEREAS, a Vietnam veteran, Robert Frank Westerman had an illustrious military career and was awarded several commendations and medals including the Air Force Commendation Medal, Joint Service Commendation Medal, two Humanitarian Service Medals, Good Conduct Medal, Vietnam Service Medal, Vietnam Campaign Medal and Vietnam Gallantry Cross with Palm; and

WHEREAS, after 20 years of service, Robert Frank Westerman retired from the United States Air Force but would continue his career in public service as a volunteer firefighter and Emergency Medical Technician in the Corona De Tucson Fire Department ultimately being promoted to captain. After moving to the island of Kaua‘i in 1992, he would serve as a county fire inspector and become the Fire Chief at the Pacific Missile Range Facility Barking Sands, prior to completing his career as the Fire Chief of the Kaua‘i Fire Department; and

WHEREAS, a firm believer in lifelong education, Robert Frank Westerman, also has been attained certifications as a Certified Fire Officer IV from Texas A&M University and as a Chief Fire Officer Designee from the Center for Public Safety Excellence and has encouraged Kaua‘i Fire Department and ocean safety personnel to attend the National Fire Academy for continuing education and training, and advocated for the reinstatement of the National Registry of Emergency Medical Technicians certification program through Kaua‘i Community College; and

WHEREAS, Robert Frank Westerman has also been an active member of the community serving as a board member of the Kaua‘i United Way and the West Kaua‘i Business and Professional Association and as a Life Member of the American Legion, Westside Post 51, holding several officer positions with each organization; and

WHEREAS, in 2019, Governor David Ige appointed Robert Frank Westerman to the University of Hawai‘i Board of Regents, representing the island of Kaua‘i; and

WHEREAS, during his tenure on the Board, Regent Westerman served on a number of committees including the committees on Academic and Student Affairs, for which he served as Vice-Chair; Budget and Finance, for which he served as Chair; Independent Audit; Intercollegiate Athletics, for which he served as Vice-Chair; Personnel Affairs and Board Governance, for which he served as both Chair and Vice-Chair; and Planning and Facilities, for which her served as Vice-Chair; as well as numerous task groups and affiliated organizations; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Regents of the University of Hawai‘i extends its heartfelt gratitude and appreciation to Regent Robert Frank Westerman for
his dedicated service, guidance, and invaluable contributions to the University of Hawai‘i and
the State of Hawai‘i; and

BE IT FURTHER RESOLVED that the Board of Regents wishes Bob a warm mahalo, and
extends to him, his wife Ann, and his family its aloha and best wishes for continued success and
happiness.

Adopted by the Board of Regents
University of Hawai‘i
______________, 2023
Item VI.
Report of the President
A-E

NO MATERIALS
ORAL REPORT
On behalf of the University of Hawai‘i–West O‘ahu, it is with profound reflection that we offer up this Hōʻoia ʻĀina, this Land Acknowledgement, acknowledging Hawaiʻi as an indigenous space whose original people are today identified as Native Hawaiians.

The University of Hawaiʻi–West O‘ahu aligns with the University of Hawaiʻi’s commitment to foster the well-being of all our students within an indigenous lens through academic and social processes throughout a ten-campus, system-wide transformation we call Hawaiʻi Papa O Ke Ao.

With much aloha, I, Lokelani Kenolio – offer up this Land Acknowledgement to welcome all gathered in this ahupua‘a we call Honouliuli in the moku of ʻEwa, within the mokupuni of Oʻahu.

This is Hawaiʻi nei. Anoʻai ke aloha.
Quick Facts Dashboard

Total Enrollment - Fall 2022
2,913

Enrollment by Geographic Origin

Ethnicity
- Native Hawaiian or Part-Hawaiian: 805
- Filipino: 685
- Japanese: 445
- African American: 240
- Asian Indian: 170
- Chinese: 160
- Others: 90

Gender
- Male: 978
- Female: 1,837

First-Generation
- Yes: 823
- No: 316
- Not Reported: 698

Pell Recipients
- Eligible: 422
- Not Eligible: 1,668

Age
- 18 and under: 563
- 19 to 21 years: 660
- 22 to 24 years: 370
- 25 to 29 years: 393
- 30 to 34 years: 250
- 35 to 49 years: 356
- 50 and older: 1,668

NOTE: Disaggregation of data that results in cell sizes with five or less students will be suppressed.

go.hawaii.edu/GHF
Enrollment by Academic Programs

Majors

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<tr>
<th>Major</th>
<th>Enrollment</th>
</tr>
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<tr>
<td>Business Administration</td>
<td>713</td>
</tr>
<tr>
<td>Unclassified</td>
<td>422</td>
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<tr>
<td>Social Sciences</td>
<td>387</td>
</tr>
<tr>
<td>Public Administration</td>
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</tr>
<tr>
<td>Creative Media</td>
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</tr>
<tr>
<td>Applied Science</td>
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<tr>
<td>Education</td>
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</tr>
<tr>
<td>Cybersecurity</td>
<td>99</td>
</tr>
<tr>
<td>Humanities</td>
<td>93</td>
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<tr>
<td>Math, Natural &amp; Health Sciences</td>
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<tr>
<td>General</td>
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New Concentrations Offered Since Fall 2019

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<tr>
<th>Concentration</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>General Creative Media</td>
<td>139</td>
</tr>
<tr>
<td>Cyber Operations</td>
<td>99</td>
</tr>
<tr>
<td>Health Professions</td>
<td>86</td>
</tr>
<tr>
<td>Video Game Design &amp; Development</td>
<td>70</td>
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<tr>
<td>Design &amp; Media</td>
<td>52</td>
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<tr>
<td>Communication &amp; New Media Tech</td>
<td>29</td>
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<tr>
<td>Health Information Management</td>
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<tr>
<td>Health Sciences</td>
<td>18</td>
</tr>
<tr>
<td>Life Science</td>
<td>14</td>
</tr>
<tr>
<td>Hwn &amp; Indigenous Hlth &amp; Healing</td>
<td>13</td>
</tr>
<tr>
<td>Applied Mathematics</td>
<td>11</td>
</tr>
<tr>
<td>Film, Media &amp; Pop Culture</td>
<td>5</td>
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<tr>
<td>Long Term Care</td>
<td>4</td>
</tr>
<tr>
<td>Data Analytics</td>
<td>2</td>
</tr>
</tbody>
</table>

*Fall 2022 data reported
Enrollment and Degree Awards

**Enrollment**

- **3,082** (2017)
- **3,128** (2018)
- **3,049** (2019)
- **3,168** (2020)
- **3,008** (2021)
- **2,913** (2022)
- **2,950** (2023)
- **3,000** (2024)
- **3,050** (2025)

**Students Enrolled Last Five Years**

- **27%** Native Hawaiian
- **24%** Filipino
- **67%** Female
- **28%** Pell Grant Recipient
- **8%** DE Neighbor Island
- **24%** First-Generation
- **40%** Age 25+
- **8%** Veteran

*unduplicated count

**Bachelors Degrees**

- **613** (2018)
- **579** (2019)
- **643** (2020)
- **709** (2021)
- **706** (2022)
- **738** (2025)

**Degrees Awarded Last Five Years**

- **26%** Native Hawaiian
- **21%** Filipino
- **66%** Female
- **33%** Pell Grant Recipient
- **8%** DE Neighbor Island
- **23%** First-Generation
- **54%** Age 25+
- **11%** Veteran
Enrollment Trends

First-Time

Native/Part Hawaiian  Filipino

Early College

Transfer

2018  2019  2020  2021  2022

242  217  232  224  216

589  527  622  534  463

899  891  866  822  805

263  301  264  279  330

2018  2019  2020  2021  2022
Enrollment Actions: Target Populations

**Military Community**
- All online: 300 (10%)
- Some but not all online: 698 (24%)
- No online: 219 (8%)

**First-Time**
- All online: 216 (7%)
- Some but not all online: 1,120 (38%)

*Fall 2022 data reported*
Student Success

Retention

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<th>Campus Average</th>
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<th>Filipino</th>
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<td>2018</td>
<td>76.4%</td>
<td>71.0%</td>
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<td>2019</td>
<td>74.5%</td>
<td>73.0%</td>
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<tr>
<td>2020</td>
<td>61.9%</td>
<td>58.5%</td>
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<tr>
<td>2021</td>
<td>68.9%</td>
<td>67.9%</td>
<td>82.9%</td>
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Six-Year Graduation Rate

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<th>Year</th>
<th>Campus Average</th>
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<th>Filipino</th>
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<tbody>
<tr>
<td>2013</td>
<td>27.6%</td>
<td>17.2%</td>
<td>27.1%</td>
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<tr>
<td>2014</td>
<td>38.7%</td>
<td>30.5%</td>
<td>46.4%</td>
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<td>2015</td>
<td>36.8%</td>
<td>28.1%</td>
<td>45.9%</td>
</tr>
<tr>
<td>2016</td>
<td>32.7%</td>
<td>27.6%</td>
<td>29.0%</td>
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Average Time-to-Degree in Years

<table>
<thead>
<tr>
<th></th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
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<tbody>
<tr>
<td>First-Time Campus Average</td>
<td>4.59</td>
<td>4.76</td>
<td>4.91</td>
<td>4.41</td>
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<td>First-Time Native Hawaiian</td>
<td>4.38</td>
<td>4.62</td>
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<td>First-Time Filipino</td>
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<td>Transfer Filipino</td>
<td>2.52</td>
<td>2.54</td>
<td>2.87</td>
<td>2.84</td>
</tr>
</tbody>
</table>
• Established 20 new distance education concentrations and certificates (133% growth) since AY 2018-19.
• Spring 2021 was in “the middle” of the pandemic when 96% of classes were offered fully online.
• Since the middle of the pandemic (SP21), on-site class offerings have increased by 795%, increased 33% since last spring (SP22), which is a 42% decline since our pre-pandemic snapshot (SP20).
• Moving forward, Academic Affairs is working to address the challenges of increasing both new student enrollment and bodies on campus.
Challenges We are Addressing

• Recovering and growing our enrollment.
• Optimizing our course offering modalities.
• Aligning our academic programs with West O‘ahu and State of Hawaiʻi Workforce & economic needs.
Faculty Senate Update
Ka‘iulani Akamine
Faculty Senate

- Total Faculty count: 122
- Average Faculty Senate Meeting Attendance: 56
- Total Faculty Senate Standing Committees: 15
- Total Divisions (including Lecturers): 9
- Total Proposals Reviewed General Education: 95
- Total Proposals Reviewed Distance Education: 89
- Total Proposals Reviewed Curriculum Committee: 74
- Total Travel Awards Reviewed Budget & Resources: 29
Faculty Senate

- Faculty Stewardship
- Faculty service to campus

- Faculty Challenges
- Return to campus!
ASUHWO Update
Gabriel Navalta
ASUHWO SNAPSHOT:
Students Serve, Students Lead, Students Belong

Students Leaders Leading the Way

- ASUHWO 10th Senate maintained advocacy efforts while refining infrastructure; 11th Senate rebuilding process
- Student Media distributes student-designed planners to UHWO students
- Campus Center Board recognize academic & leadership excellence and initiates Pueo Talks, student-led webinar series
- Student Activity Fee Board yielded great student turnout at student-led events
- PUEO Leadership Mentor-Leaders provide support, retention activities & fosters belonging for first-year students
- Noʻeau Center Student Tutors provide support, tutoring, and retention activities
ASUHWO SNAPSHOT:
Students Serve, Students Lead, Students Belong

Student Leadership Presence >> In the Community

- Student Research & Creative Works Symposium feature student academic excellence
- Veterans Center of Excellence is engaging space for veteran students
- Re-emergence and re-ignite of student involvement & presence through student organizations
- Aloha ʻAina Student Club plays integral role with Niu Now Movement (coconut agroforestry) on campus and throughout Hawaiʻi
- Pueo Gaming participates in collegiate esport competitions
On September 23, 2022, we had a staff meeting and it was decided to move forward with the staff senate.

Since that September meeting, all staff were asked to review the existing Charter and Bylaws. This review was completed in October 2022.
All staff will vote on the proposed changes to the Charter and Bylaws. Expected completion date February 28, 2023.

Nominations and election of senators will occur before the end of Spring 2023.
A Hawaiian inspired university
dedicated to the effulgent resonance of
five Pahuhopu

• Waiwai
• Mālama ‘Āina
• Kaiāulu
• Hana Lawelawe
• Po’okela

Kūlana o Kapolei

SCFS and Aloha ‘Āina Club student Bryceson Tugade giving niu from our uluniu – coconut grove, to help celebrate the Makahiki Season, November 26, 2022
Embodying true wealth, excellence, and service helps us express these connected forms of pono within all relationships – with each other, with our lands and waterways, within our classes, and with our beloved community. *We are of service to that,* and our commitment to these priorities, along with our collective acumen, enlivens and heals us all.

*We have had good teachers.*
Hahai no ka ua i ka ululāʻau
Plant a forest and the rains will come.

*Share purpose with others and live a life of meaning.*
"I mua a loaʻa ka lei o ka lanakila!"
Let’s keep moving forward together!
Item VII.

Representative Amy Perruso, Chair of the House Committee on Higher Education and Technology

NO MATERIALS ORAL REPORT
Item VIII.A.

Report from the Committee on Planning and Facilities

NO MATERIALS

ORAL REPORT
Date of Affiliate Meeting: September 30, 2022

Topics Covered: The following topics were covered at this meeting:

- The Bylaws were sent out for review with suggested changes in voting procedure and board composition with suggested action going forward.
- Finance Committee report.
- A ‘mini’ retreat was suggested for 11/4/22 (replacing the current UHP Special Clinical Chair meeting).

Summary of Discussions:

Reviewed in detail the Bylaws and proposed changes which created the proposed new Board Committee list. The Executive Committee and Governance Committee members request approval of the changes, and adoption of the Bylaws.

Reviewed next steps for UHP, noting this is the one-year anniversary of the integration of departmental practices into QUMG and HPH.

Discussion of potential partnerships and revenue generation avenues, including IT possibilities. Providing service to the community which will benefit the health of community members is a goal.

Discussed the YTD functional revenue and expenses report. Budget variations are primarily due to timing of expenses.

Actions Taken:

- Regent Gabe Lee approved as a representative to Board.
- Bylaw changes approved.

Future Meetings:

Next Board meeting is January 20, 2023
Date of Affiliate Meeting: November 22, 2022 and January 10, 2023 and Special Meeting with the Governor December 13, 2022

Topics Covered:
The following topics were covered at the November 22 meeting:

- Board introductions
- Roles and Responsibilities - Overview
- Governance – Board Organization, Standing Committees
- Administration – Approve hiring of Board Secretary, Establish Permitted Interaction Group to assess staffing and organizational needs, Offices, Meeting Schedule
- Finance – Legislative appropriation

The following topics were covered at the January 10 meeting

- Governance – Permitted Interaction Group status
- Administrative – Hiring Executive Assistant status
- Finance – Fiscal Year 2023 Legislative Appropriation
- December Legislative Briefing

Summary of Discussions:

November 22 meeting

First order of business is to stand up a new State agency to manage Maunakea. Center for Maunakea Stewardship Executive Director, Greg Chun, provided a background overview and suggested strategic priorities.

Emphasis on the importance of familiarity with the Sunshine Law. Further discussion of governance issues to be held in Executive Session.

The requirement for a Permitted Interaction Group to address organizational needs was presented.

The requirement for hiring a Board Secretary was presented.

Imiloa Astronomy Center has offered office space for the Authority.

A poll to determine a meeting schedule for the Authority will be distributed.
January 10 meeting

Governance – Permitted Interaction Group continues its deliberations; Dr. Noe Noe Wong-Wilson named as PIG chair.

Administrative – work continues with DLNR HR to hire Executive Assistant, hoping to post advertisement next week.

Finance – DLNR has included $14 million in its biennium budget request. House Committee on Finance will hold a hearing this Thursday that includes the DLNR budget, including Maunakea Stewardship and Oversight Authority.

December Legislative Briefing – Maunakea Stewardship and Oversight Authority members hosted the Chair and Vice Chair of the House Committee on Water and Land Use at Hale Pohaku; scheduled visit to the observatories was cancelled due to weather.

Maunakea Stewardship and Oversight Authority member Mangauil cited an incident posted on social media contributing to misunderstanding of the authority of the Maunakea Stewardship and Oversight Authority. Being addressed by the Center for Maunakea Stewardship.

**Actions Taken:**

November 22 meeting

A motion to establish a Permitted Interaction Group to address organizational needs was approved.

Chair Komeiji will initiate the process of hiring a Board Secretary.

January 10 meeting

Dr. Noe Noe Wong-Wilson named as chair of the Permitted Interaction Group.

**Future Meetings:** Monthly, on the second Thursday from 10:00 to 12:00.
Date of Affiliate Meeting: December 6, 2022

Topics Covered: The following topics were covered at this meeting:

• Move to Burns Hall by February 2023
• Security Review of RCUH
• Improvements to accounting system
• 2022 RCUH Awards Luncheon returns in-person

Future Meetings: Regent Bal and Regent Paloma to continue to serve on RCUH Board of Directors for 2023.
Date of Affiliate Meeting: January 9, 2023, zoom

Topics Covered: The following topics were covered at this meeting:

- Member updates
- Planned HIDOE Career Pathways & Programs of Study
- Review and Feedback of Draft Hawai‘i Career Pathway Map

Summary of Discussions:

- P-20 has worked with HIDOE to find out which career pathways and programs of study are being offered at HIDOE schools. This is to help coordinate efforts for workforce development around the state of Hawai‘i. The HIDOE is currently in the rollout phase of their career pathways and programs of study. This information will be updated on an annual basis. Meant as a tool to figure out who is offering what and to build connections between programs.

- P-20 started a mockup version of the Career Pathways Map and it currently is a work in progress. The Hawai‘i Career Pathways website will build bridges between schools and industries so students can get training and education for high-skill, high-wage professions.

Actions Taken:

Feedback was requested

Future Meetings:

CTECAC will meet quarterly. The next meeting is currently being scheduled for April 2023.
MEMORANDUM

TO: Randy Moore
   Chair, Committee on Personnel Affairs and Board Governance

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

SUBJECT: Recommend Board Approval of Amendments to Regents Policy (RP) 2.203, Policy on Evaluation of the President and Other persons Reporting Directly to the Board

SPECIFIC ACTION REQUESTED

It is requested that the Committee on Personnel Affairs and Board Governance ("PA&BG") recommend that the Board of Regents ("Board") approve the attached proposed changes to RP 2.203, Policy on Evaluation of the President and Other persons Reporting Directly to the Board.

BACKGROUND:

Prompted by external inquiries regarding the evaluation of the University President, the Board held preliminary discussions on the processes associated with this issue at its meeting on August 18, 2022, during which time the PA&BG Committee was charged with reviewing and discussing this matter further.

Subsequent to the August board meeting, Chair Moore conducted a review of RP 2.203, and presented his findings and recommendations to the PA&BG Committee at its September 1, 2022, meeting. It was noted that the processes for the president's evaluation contained within RP 2.203 appeared to be sufficient but lacked specificity regarding the means by which the results of the evaluation are reported. As such, a suggestion was made that RP 2.203 be amended to require the Board Chair to prepare and issue a written evaluation of the president on behalf of the board and that specific language to this effect be reviewed and discussed at the next committee meeting.

The proposed revisions presented in the attached address the recommendations made at the September 1, 2022, meeting of the PA&BG Committee. In addition to technical, formatting changes, the proposed revisions include:
• Specifying that an evaluation of the President’s performance be issued by the Board chair on behalf of the Board with respect to the President’s annual evaluation.

• Stipulating that the Board Chair prepare and issue a written evaluation of the President on behalf of the Board following discussion by the Board at an open meeting as part of the President’s comprehensive evaluation process, which occurs every three years.

**ACTION RECOMMENDED:**

The PA&BG Committee is requested to recommend board approval of the aforementioned revisions to RP 2.203.

Attachments:
RP 2.203 original
RP 2.203 redline
RP 2.203 clean
I. **Purpose:**

To set forth policy on general provisions regarding the policies and procedures relating to the evaluation of the president and other employees that report directly to the board.

II. **Definitions:**

"Direct report to the board" means any employee that is selected and appointed by the board, and who reports directly to the board or a standing committee of the board. This includes but is not limited to the president, executive administrator and secretary of the Board of Regents, and director of the Office of Internal Audit.

III. **Policy:**

A. **Purpose.**

1. The board undertakes regular performance reviews of progress toward mutually agreed upon goals and to establish shared understandings of ongoing expectations and priorities.

B. **Procedures for Evaluation of the President.**

1. As soon as possible after the initial appointment and no later than by the culmination of the inaugural year, the president shall submit, based on consultations within the university, with external stakeholders, and with the board, a report stipulating major goals, priorities, and special concerns, both short-term and long-term. Once agreed to by the president and the board, these shall serve as the primary framework for consideration of the president’s performance. The goals, priorities, and special concerns shall encompass the mission of the university and its strategic plans inclusive of areas such as: academic management; administrative and financial management; internal relations with faculty, staff, administrators, students, and the board; external relations with the governor, legislature, donors, other government officials, and the community; and relations with supporting entities such as Research Corporation of the University of Hawai‘i and the University of Hawai‘i Foundation.
2. The standard evaluation period shall be July 1 to June 30, with adjustment as appropriate for the initial years of service. A comprehensive evaluation shall be conducted every three years, with an annual evaluation during other years.

   a. The board chair and vice chairs shall be primarily responsible for the framework of the annual evaluation. At a minimum, the annual evaluation shall include a discussion of performance between the president and the full board and the subsequent issuance of a public statement by the board chair on behalf of the board.
   b. Each year the president shall provide the board, unless otherwise stipulated, a self-assessment and update based on the goals, priorities, and special concerns as described in subsection B.1. This self-assessment shall include the progress that has been made, outcomes realized, and challenges faced. It shall also update the goals, priorities, and special concerns as may be appropriate based on the events of the prior year.

   a. The comprehensive evaluations shall include but not be limited to a 360-degree feedback or similar tool which obtains input from the following:
      1. Internal individuals and groups including direct reports, faculty, staff, administrators, students, and board members, and
      2. External individuals and groups including the Governor, legislature, entities such as the Research Corporation of the University of Hawaii, the University of Hawaii Foundation, donors, other government officials, and the community.
   b. The comprehensive evaluations shall include a comprehensive review of:
      1. The president’s relationship with the board, and
      2. Shared goals and priorities, and progress achieved toward them.
   c. The board may hire a consultant to assist with conducting comprehensive reviews.
   d. If the president is under contract, the contract terms shall be reviewed during the annual evaluations.

5. These provisions are provided as guidelines and may be altered by a contract or agreement of the board.
C. Procedures for Evaluation of Other Direct Reports to the Board.

1. Direct reports to the board shall be evaluated periodically in accordance with the guidelines below.

   a. The chair, or the chair’s designee, shall oversee the evaluation of direct reports and shall ensure that appropriate consultation and discussion occurs with the members of the board, including any recommendations for action.

   b. The evaluation process shall include a written self-evaluation by the direct report to the board in advance of the performance review.

   c. At a minimum, the evaluation process shall include the evaluation process and timeline that is followed for university executive and managerial employees. The chair, or the chair’s designee, may conduct interim evaluations as deemed necessary.

   d. Upon completion of the evaluation, the chair or the chair’s designee and one other board member shall meet with the direct report to discuss the evaluation.

IV. Delegation of Authority:

   Delegation of authority may occur as provided within.

V. Contact Information:

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

VI. References:

   • http://www.hawaii.edu/offices/bor/
   • http://www.capitol.hawaii.gov/hrscurrent/Vol02_Ch0046-0115/HRS0089C/HRS_0089C-0004.htm

Approved as to Form:

   /S/ ___________________________  03/28/2019
Kendra Oishi                                      Date
Executive Administrator and
Secretary of the Board of Regents
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   d. If the president is under contract, the contract terms shall be reviewed during the annual evaluations.
d.e. Following a discussion by the board at an open meeting, the board chair, on behalf of the board, shall prepare and issue a written evaluation of the president.

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Approved as to Form:

________________________________  ___  
Kendra Oishi  Date
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Approved as to Form:

_________________________________  ___
Kendra Oishi  Date
Executive Administrator and
Secretary of the Board of Regents
January 12, 2023

TO: Randolph G. Moore  
Chairperson, Board of Regents

Alapaki Nahale-a  
Chair, Committee on Planning and Facilities  
Board of Regents

VIA: David Lassner  
President

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

FROM: Maenette Benham  
Chancellor  
University of Hawai'i at West O'ahu

SUBJECT: Request for Board of Regents Approval to Convey to the State of Hawai'i Department of Transportation (HDOT) Via Quitclaim Deed for an Approximate 5-7 Acre Parcel of Land Owned by University of Hawai'i Adjacent to the University of Hawai'i – West O'ahu Campus (Tax Map Key Nos. (1) 9-1-016: 179, 183, and 220 (portions)) Pursuant to a Conveyance Agreement For the Construction, Operation, Maintenance and Repair of HDOT's Farrington Highway Widening Project

SPECIFIC ACTIONS REQUESTED:

We request the following as further discussed herein:

1. Committee on Planning and Facilities: Recommend to the Board of Regents the approval to convey to the State of Hawai'i Department of Transportation ("HDOT") via Quitclaim Deed for a 5-7 acre parcel of land owned by the University of Hawai'i ("University") adjacent to the University of Hawai'i – West O'ahu campus ("UHWO") (Tax Map Key Nos. (1) 9-1-016: 179, 183, and 220 (portions))
Chairperson Randolph G. Moore  
Committee Chair Alapaki Nahale-a  
January 12, 2023  
Page 2 of 6

("Acquisition Property") pursuant to a Conveyance Agreement ("Agreement") for the Construction, Operation, Maintenance and Repair HDOT's Farrington Highway Widening Project ("Project"). The material terms of the Agreement and the Quitclaim Deed are set forth in the attached Major Term Sheet.

2. **Board of Regents**: If the Committee on Planning and Facilities approves the above recommendation, approval of the conveyance of the Acquisition Property to HDOT via Quitclaim Deed pursuant to the Agreement for purposes of HDOT's Project (collectively the "Conveyance"), consistent with the terms described in the attached Major Term Sheet.

**RECOMMENDED EFFECTIVE DATE:**

Upon approval of the Board of Regents.

**ADDITIONAL COST:**

The Conveyance is not anticipated to increase costs to the University. HDOT is to use the Acquisition Property to construct and operate the Project and provide the University with improved Farrington Highway frontage that abuts the University's UHWO lands. HDOT will be responsible, at HDOT's cost, for constructing, operating, maintaining and repairing all improvements and utilities comprising the Project.

**BACKGROUND:**

By Deed dated November 8, 2002, the State of Hawai'i, by its Board of Land and Natural Resources ("BLNR"), conveyed approximately 500 acres of land at Honolulu, 'Ewa, O'ahu ("UHWO Lands") for the relocation and expansion of the UHWO campus. The current Long-Range Development Plan (2006) ("LRDP") includes plans for an initial 1,520-student campus and an ultimate 7,600-student campus on approximately 214 acres. The remaining 287 acres would be developed as a residential mixed-use community, including a campus-supporting University Village. Phase 1 of the UHWO campus was completed in 2012 and today's enrollment is approximately 3,000 students. The LRDP for the campus identifies a future student population of approximately 7,600.

In 2014, a Land Use Plan ("Land Use Plan") studied the new long-term enrollment target of 20,000 students and determined that approximately 306 acres should be set aside for the UHWO campus to respond to the anticipated growth in the region. The remaining 168 acres would be available for the "University District" development to support the UHWO campus ("University District Lands"). With the proximity and convenience of two rail transit stations, the University District is planned to be a model for sustainable transit-oriented development. In 2018, a UHWO Campus Land Plan that updates the campus zones and roadway network while maintaining the acreage proportions, was presented to this Planning and Facilities Committee.
Members of the University Administration have met with HDOT officials to review the construction plans for this Project and have determined that conveyance of the Property sought by HDOT will not have a negative impact on the future development of the UHWO campus site or the University District Lands. Completion of the Project will not only afford improved access to the UHWO campus, particularly to and from Farrington Highway, but it will help to further facilitate the development of the University District lands by providing additional access openings and intersection improvements to the UHWO campus and University District Lands. In accordance with Chapter 343, Hawai‘i Revised Statutes, HDOT completed an environmental assessment for the Project and determined it appropriate to issue a Finding Of No Significant Impact ("FONSI"), which was published Environmental Notice, dated September 23, 2020, as statutorily required. According to HDOT, no legal challenges were filed with respect to its issuance of the FONSI.

HDOT is in the process of finalizing its Project plans and the location, area, dimensions and boundaries of the Acquisition Property which is currently approximately 5.13 acres. Approval is sought for the Conveyance which involves the conveyance to HDOT of the Acquisition Property, which is expected to be an approximate 5-7 acre parcel of the UHWO Lands. Under the Agreement, the Conveyance would be implemented via a Quitclaim Deed and the University would issue construction right of entry agreements to HDOT and each of HDOT’s general contractors under which Project construction can begin. The forms of the HDOT and HDOT contractor construction right of entry agreements are to be included with the Agreement.

The HDOT has agreed to provide the following benefits in connection with the Project.

1. **Highway Improvements.** HDOT will widen the Farrington Highway travel way to a three-lane, undivided road, with a new roadbed, drainage infrastructure, curbs, gutters, sidewalks, bridges, culverts, bike lanes, traffic calming infrastructure, and utility relocations, (collectively the “Highway Improvements”). HDOT’s estimated cost to construct and install the Highway Improvements along the UHWO Lands, including the UHWO campus and University District Lands, is about $8,000,000.00.

2. **Access Openings.** HDOT will improve the University’s existing access to and intersection with Farrington Highway and grant two additional access openings onto Farrington Highway from what are planned to be University District Lands, including constructing intersection improvements, crosswalks, drainage improvements, gutters, curbs, traffic signals, and electrical, communication and other utility service conduits (collectively the “Access Improvements”). HDOT’s estimated cost to construct and install the Access Improvements for the University’s existing access and the additional two access openings is about $500,000.00.
The estimated cost to HDOT and the value to the University provided by the Highway Improvements and the Access Improvements as part of the Project exceeds the appraised values of the Acquisition Property that the HDOT is seeking from the University. It is not clear whether or to what extent the University would be able to obtain HDOT approval on the Access Improvements if the University required HDOT to pay monies to the University for the value of the Acquisition Property instead of HDOT providing the Highway Improvements and the Access Improvements.

**APPPLICABLE REGENTS POLICY:**

The six decision-making considerations enumerated under Board of Regents Policy 10.201.III.A are addressed in turn as follows.

1. *Promote and support the mission and goals of the university in education, research, service, and economic development.*

   The Project is being undertaken by HDOT to improve conditions along Farrington Highway for motorists, bicyclists, and pedestrians. Once the Project is completed, it is expected to provide a safe, efficient, accessible, and sustainable highway system for the faculty, staff, and students at the UHWO campus.

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

   Pursuant to the Hawai‘i 2050 Sustainability Plan, the Project is designed to accommodate various modes of transportation (i.e., vehicle, mass transit, bike, and pedestrian) along a safe and efficient roadway system. Public infrastructure improvements such as this are key to building a strong economy, thereby enabling citizens, businesses, and communities to function properly. The inclined cross-section of the roadway is designed to facilitate drainage to strategic basins located along the alignment, thereby reducing potential run-off impacts to the environment. Strategic construction phasing was also incorporated to achieve a minimal earthwork balance, therefore reducing the need to import off-site earth material.

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

   The Project is being undertaken by HDOT to improve conditions along Farrington Highway. The University and HDOT have agreed that the University may review HDOT’s plans for the Project and HDOT is to address any concerns noted by the University. The Project has been redesigned from four-lanes to three-lanes due to cost considerations. HDOT attempted to secure additional State CIP funding for the Project in last year’s Legislative session but the request was not included.
in the final State Budget. The University had requested other improvements from HDOT but HDOT contended that it lacked funding to commit to providing such other improvements. Another alternative that HDOT could take in acquiring the Property for the Project is through eminent domain proceedings. If, however, the University insisted HDOT use its eminent domain powers to acquire the Acquisition Property, HDOT would not be required to improve the University's existing access to Farrington Highway or provide the University with two additional access openings, with the Access Improvements.

4. *Be fairly priced in the context of applicable fair market values and other relevant factors.*

Using a recent 2021 appraisal performed for UHWO lands for other purposes, Administration has concluded that the estimated cost to HDOT of the Highway Improvements and the Access Openings exceeds the appraised values of the Acquisition Property that the HDOT is seeking from the University. In addition, with this substantial investment in needed infrastructure and access, the potential for revenue-generating development at UHWO improves considerably, thus increasing the value of the remaining UHWO lands.

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

The Project will not result in direct revenue to the University. The Highway Improvements and Access Openings that HDOT is providing as part of the Project will increase the potential for revenue-generating development at UHWO, thus increasing the value of the remaining UHWO lands.

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

The Project supports the continued development of the UHWO campus and adjacent University District Lands which is consistent with the UHWO LRDP and Land Use Plan.
ACTION REQUESTED:

We respectfully request that the Committee on Planning and Facilities recommend that the Board of Regents approve, and that the Board of Regents approve the Conveyance of the Acquisition Property to HDOT via Quitclaim Deed pursuant to the Agreement for purposes of the Project, consistent with the terms contained in the attached Major Term Sheet. Once approved, the President and the Vice President for Budget and Finance/Chief Financial Officer will finalize and execute the Agreement and the Quitclaim Deed, with terms consistent with the attached Major Term Sheet and take such action and execute such other documents as they determine necessary to implement this transaction.

c: Interim Executive Administrator and Secretary to the Board Jamie Go

Attachment: Major Term Sheet
MAJOR TERM SHEET

CONVEYANCE AGREEMENT AND QUITCLAIM DEED

BETWEEN

UNIVERSITY OF HAWAI’I
(for the benefit of the University of Hawai’i – West O’ahu)

AND

STATE OF HAWAI’I
(by its Department of Transportation)

Tax Map Key Nos. (1) 9-1-016: 179, 183, and 220 (portions)
UHWO Campus and University District
Lands
Kapolei, O’ahu, Hawai’i

A. Conveyance Agreement

1. Parties.

   a. University of Hawai’i ("University") for the benefit of the University of Hawai’i – West O’ahu ("UHWO").

   b. State of Hawai’i, by its Department of Transportation ("HDOT").

2. Acquisition Property. A 5-7 acre parcel of land owned by the University adjacent to the UHWO campus (Tax Map Key Nos. (1) 9-1-016: 179, 183, and 220 (portions)) ("Acquisition Property"), with HDOT to finalize the location, area, dimensions and boundaries, and as more particularly described and shown on the maps attached hereto as Exhibit A and incorporated herein by reference.

3. Conveyance of Acquisition Property. The University is agreeing to convey the Acquisition Property to HDOT via a Quitclaim Deed without requiring HDOT to pay any monies but to provide the Highway Improvements and the Access Improvements (as defined herein).

4. Subdivision of Acquisition Property. The Acquisition Property must be subdivided out of or from the 500-acre parcel of land ("UHWO Lands") owned by the University and which was obtained from the State of Hawai’i, by its Board of Land and Natural Resources ("BLNR") by Deed dated November 8, 2002 ("BLNR Deed") of which about 306 acres has been designated for the UHWO campus ("UHWO Campus Lands") and the remaining portion of about 168 acres designated for development to support the UHWO campus ("University District Lands"). Subdivision of the Acquisition Property requires approval by the City...
and County of Honolulu ("City") and the Land Court of the State of Hawaiʻi ("Land Court").

a. **City approval.** HDOT, at its cost, will be responsible for obtaining City approval of the subdivision creating the Acquisition Property as a separate recognized lot or parcel of land, including preparing and submitting the appropriate documentation.

b. **Land Court approval.** In order to complete the conveyance of the Acquisition Property to HDOT, the first step with the Land Court is to obtain approval for the subdivision of the Acquisition Property from the UHWO Lands. Once the subdivision petition is approved, the Quitclaim Deed can then be recorded with the Land Court. The University will be responsible for obtaining Land Court approval of the subdivision, with HDOT providing support and necessary documentation. The University is to obtain Land Court approval for the subdivision within five (5) years of the effective date of the Conveyance Agreement.

5. **Highway Improvements and Access Openings.**

a. **Highway Improvements.** HDOT will widen the Farrington Highway travel way to a three-lane, undivided road, with a new roadbed, drainage infrastructure, curbs, gutters, sidewalks, bridges, culverts, bike lanes, traffic calming infrastructure, and utility relocations, (collectively the "Highway Improvements"). HDOT’s estimated cost to construct and install the Highway Improvements along the UHWO Lands, including the UHWO campus and University District Lands, is about $8,000,000.00.

b. **Access Openings.** HDOT will improve the University’s existing access to and intersection with Farrington Highway and grant two additional access openings onto Farrington Highway from what are planned to be University District Lands, including constructing intersection improvements, crosswalks, drainage improvements, gutters, curbs, traffic signals, and electrical, communication and other utility service conduits (collectively the "Access Improvements"). HDOT’s estimated cost to construct and install the Access Improvements for the University’s existing access and the additional two access openings is about $500,000.00

6. **Grant of Entry.** The University is granting HDOT and its consultants, contractors and other representatives ("HDOT Representatives") permission to enter the Acquisition Property and the temporary use property ("Temporary Use Property" and together with the Use Area) in order to construct the Farrington Highway Widening, Kapolei Golf Course Road to Old Fort Weaver Road project as shown on the map attached hereto as Exhibit B and incorporated herein by reference (collectively, the "Project").

7. **Construction Right of Entry Agreements.** The University will issue to HDOT a construction right of entry agreement ("HDOT CROE") containing the terms and conditions governing HDOT’s entry into and use of the Use Area to construct the Project. The University will issue to the HDOT general contractors ("HDOT Contractors") separate construction right of entry agreements ("HDOT
**Contractor CROE** containing terms and conditions governing the HDOT Contractors’ entry into and use of the Use Area to construct the Project. The forms of the HDOT CROE and the HDOT Contractor CROE will be included as exhibits to the Agreement.

8. **University right to inspect.** The University is reserving the right to enter the Use Area for purposes of inspection, observing HDOT’s and the HDOT Contractors’ performance of their obligations, and making any repairs that may be necessary to prevent damage to UH facilities or property, particularly in emergencies.

9. **HDOT Limitations and UH Limitations.** HDOT’s ability and capability to perform its obligations under the Conveyance Agreement are subject to and limited by the HDOT Limitations. The University’s ability and capability to perform its obligations under the Conveyance Agreement are subject to and limited by the UH Limitations. These limitations are the same for HDOT and the University and include both not being able to indemnify or defend the other against claims and actions and their ability to perform subject to obtaining sufficient authorized funding.

10. **BLNR Restrictive Covenants.** The Deed, by which BLNR conveyed the UHWO Lands to the University, contained certain restrictive covenants (collectively the “**BLNR Restrictive Covenants**”). The University agreed to cooperate with HDOT in securing such BLNR approval to release, waive and/or modify certain BLNR Restrictive Covenants with respect to the Acquisition Property (completely) and the Temporary Use Property (temporarily to the extent and for the duration that HDOT is in possession thereof), those certain covenants contained in the BLNR Deed. Specifically HDOT and the University are to work together to obtain BLNR approval to: (a) waive and release the BLNR Restrictive Covenant that requires the UHWO Lands to be used for or generate revenue for the benefit of UHWO (as determined by the University’s Board of Regents); and (b) modify the BLNR Restrictive Covenant that requires the University to use the UHWO Lands in combination or consolidation with all abutting UHWO Lands and in accordance with the appropriate City zoning and subdivision ordinances.

11. **Disputes.** If a dispute between HDOT and the University cannot be mutually resolved between the staffs of each, the dispute may be referred to the HDOT Director and the University President for resolution. If the two are unable to resolve the dispute, it can be referred to the Governor of Hawai’i for final decision.

**B. Quitclaim Deed**

1. **Parties.**
   a. **Grantor:** University of Hawai’i ("University") for the benefit of the University of Hawai’i – West O’ahu ("UHWO").
   b. **Grantee:** State of Hawai’i, by its Department of Transportation ("HDOT").
2. **Acquisition Property.** A 5-7 acre parcel of land owned by the University adjacent to the UHWO campus (Tax Map Key Nos. (1) 9-1-016: 179, 183, and 220 (portions)) (“Acquisition Property”), with HDOT to finalize the location, area, dimensions and boundaries, and as more particularly described and shown on the maps attached hereto as Exhibit A and incorporated herein by reference.

3. **Type of Conveyance.** Quitclaim Deed from the University to the HDOT.

4. **Condition of the Acquisition Property.** HDOT is to accept the condition and state of repair of the Acquisition Property in an “as is” and “where is” condition without any representation, warranty or guarantee of any kind by or from the University.

5. **HDOT Covenants.** HDOT is to accept the Acquisition Property subject to certain covenants, such as a use restriction (it can only be used for highway purposes), keeping the Acquisition Property in good condition and repair, prohibiting any unlawful discrimination, preventing adverse impacts, and preserving continued access to the UHWO Lands, including the UHWO campus lands and the University District Lands.

6. **Reserved Rights.** The University’s conveyance of the Acquisition Property to HDOT is to be subject to certain rights the University is reserving over the Acquisition Property, such as the University’s right to grant easements and similar property interests to 3rd parties (“UH Grants”). HDOT would not have the opportunity to approve or disapprove the UH Grants and would be required to consent to and record the UH Grants (if requested by the University).

7. **Disclosures.** In conveying the Acquisition Property to HDOT, the University (in some cases as required by the State of Hawai‘i Land Use Commission) makes several disclosures in the Quitclaim Deed, including the disclosure of the potential impacts to HDOT’s intended use of the Property and the following: (a) nearby quarry operations; (b) agricultural activities; (c) the Honouliuli Wastewater Treatment Plant; (d) aircraft and other airport-related activities; and (e) other uses.

Attachments: Exhibit A
Exhibit B
January 12, 2023

TO: Randolph G. Moore  
Chairperson, Board of Regents

Alapaki Nahale-a  
Chair, Committee on Planning and Facilities  
Board of Regents

VIA: David Lassner  
President

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

FROM: Bonnie Irwin  
Chancellor  
University of Hawai‘i at Hilo

SUBJECT: Approval of Letters of Intent and a Long-Term Agreement for the Use of a Portion of the University of Hawai‘i at Hilo campus property (Tax Map Key No. (3) 2-4-001: 122) to develop and operate a photovoltaic energy system under a power purchase agreement between Hawaiian Electric Companies Stage 3 Request for Proposals for Hawaii Island for the Supply of Qualified Renewable Energy Under HECO’s Renewable Dispatchable Generation Power Purchase Agreement

SPECIFIC ACTIONS REQUESTED:

We request the following as further discussed herein:

1. Committee on Planning and Facilities: Recommend to the Board of Regents the approval of Letters of Intent ("LOI") with prospective photovoltaic energy system ("PV") developers ("Developers"), for the long-term use of certain lands within the University of Hawai‘i at Hilo ("UHH") campus property ("UHH Property") to construct, operate, maintain and repair a PV System, consistent with the terms contained in the attached Major Term Sheet, and authorization for the President and/or the Vice President for Budget and Finance/Chief Financial Officer to execute the LOIs with qualified...
Developers and such other documents and take any further action as they deem necessary to effectuate the LOIs, including finalizing and executing a long-term agreement (such as a lease, use and occupancy agreement, easement or similar use agreement) ("Long-Term Agreement") with the Developer selected ("Awardee") by Hawaiian Electric Companies ("HECO") to deliver a supply of qualified renewable energy to HECO's system under a HECO power purchase agreement ("PPA") from the UHH Property.

2. **Board of Regents:** If the Committee on Planning and Facilities approves the above recommendation, approval of the LOIs and authorization for the President and/or the Vice President for Budget and Finance/Chief Financial Officer to execute the LOIs, the Long-Term Agreement and such other documents and take any further action as they deem necessary to effectuate the LOIs, including finalizing and executing the Long-Term Agreement with the Awardee to deliver a supply of qualified renewable energy (solar generated power) to HECO's system under the PPA.

**RECOMMENDED EFFECTIVE DATE:**

Upon approval of the Board of Regents.

**ADDITIONAL COST:**

The LOIs and the Long-Term Agreement are not anticipated to increase costs to the University of Hawai‘i (“University”). The Awardee will be responsible for all costs relating to the construction, operation, maintenance and repair of the PV System, including any improvements and utility service and connections.

**BACKGROUND:**

1. **HECO Stage 3 Hawai‘i Island Request for Proposals:**

   In November 21, 2022, HECO issued its Stage 3 Hawai‘i RFP, seeking proposals to acquire up to 325 gigawatt hours annually of solar energy, and up to 65 megawatts of capacity to meet potential energy reserve margin needs for the Hawai‘i Island electrical system. The Stage 3 Hawai‘i RFP was approved by the State of Hawai‘i Public Utilities Commission by Order issued on October 17, 2022.

   Under the Stage 3 Hawai‘i RFP, the Developer is to be responsible for determining the PV System’s location on Hawai‘i Island ("Project Site"). The Developer is also responsible for working directly with landowners to secure “site control” of the Project Site prior to submitting any proposal to HECO. “Site control” under the Stage 3 Hawai‘i RFP requires that the Developer provide to HECO documentation confirming that the Developer: (1) owns the Project Site; (2) has obtained a leasehold interest for at least twenty (20) years in the Project Site (equal to the minimum 20-year term of the PPA);
or (3) has secured an executed option agreement to purchase or lease the Project Site for at least twenty (20) years, which option agreement need not be exclusive to the Developer and may be contingent upon selection of the Developer as the Awardee. For government- or publicly-owned lands, the Developer must provide a credible and viable plan, including evidence of any steps taken to date, to secure all necessary approvals from the government agency or authorities.

On or around December 1, 2022, the University issued an invitation to submit LOIs via the Hawai‘i eProcurement System seeking Developers interested in submitting LOIs and entering into the Long-Term Agreement to use the UHH Property as the Project Site. Each Developer was required to certify that it had demonstrated experience and skill in designing, developing, operating, and maintaining electricity generation projects, particularly renewable energy and photovoltaic and solar energy systems, as well as the financial resources and strength to complete and operate such projects.

In order to submit its proposal to HECO in response to HECO’s Stage 3 Hawai‘i RFP, each Developer will need an executed LOI for the Property in order to demonstrate the requisite “site control” and steps taken to secure necessary approvals for government-owned land. The deadline to submit proposals to HECO pursuant to HECO’s Stage 3 Hawai‘i RFP, including an executed LOI, is February 23, 2023.

Thereafter, HECO will evaluate all proposals and may select one (1) single Developer as the Awardee of the PPA to install and operate the PV System on the UHH Property. Note that the University has no involvement whatsoever in the HECO Stage 3 Hawai‘i RFP or its evaluation of proposals submitted in response thereto. The University’s only role is as landowner of the UHH Property, which may be utilized if HECO, in its sole discretion, selects one (1) of the Developers as the Awardee for the PPA covering the UHH Property.

HECO’s evaluation and selection process is based upon price and non-price factors, including impacts to customers and communities. HECO may also choose not to select any Developer for the UHH Property. Upon selection of the Awardee, HECO and the Awardee will execute a PPA under which the solar generated energy will be delivered to HECO’s system on Hawai‘i Island. If HECO selects one (1) of the Developers as the Awardee for the PPA covering the UHH Property, then at or around this time, the Awardee will also work with the University to finalize the Long-Term Agreement for use of the UHH Property to construct, operate, maintain and repair the PV System for at least a 20-year term.

As set forth above, the LOI with each Developer will be consistent with the terms and conditions contained in the attached Major Term Sheet. Of note, the LOI terminates if the Developer fails to: (1) submit a proposal in response to HECO’s Stage 3 Hawai‘i RFP by the February 23, 2023 deadline; or (2) be selected as the Awardee, among other things. The LOI commits the University to enter into the Long-Term Agreement with the Developer if HECO selects the Developer as the Awardee, upon the terms and conditions consistent with those set forth in the LOI.
2. **University Process:**

The University acquired ownership of the UHH Property in 2000, when the Governor of Hawai’i set aside the UHH Property to the University by issuing Governor’s Executive Order (“EO”) No. 3814 on April 11, 2000 covering approximately 323.470 net acres. EO 3814 was later amended by EO 3891 dated January 9, 2002, that withdrew approximately 30.00 acres from EO 3814. The University’s position is that lands set aside to the University by Governor’s executive orders are owned in fee simple by the University.

EO 3814 specifies that the lands set aside are to be used “for the University of Hawai’i and its allied purposes.” The Chair of the Board of Land and Natural Resources (“BLNR”) was apprised by a letter from the University dated August 16, 2022, that the University planned to allow the UHH Property to be used as the Project Site and considered this proposed use consistent with the purposes specified in EO 3814, as amended.

The UHH Property was previously envisioned as part of the UH Hilo Mauka Lands (“Mauka Lands”) Master Plan that was completed in 2005 which proposed the relocation of the Hawai’i Community College (“HawCC”) Manono Campus and a new University Park project. After considering Board of Regents concerns in 2018, the University prepared an analysis that compared having HawCC remain at the existing Manono Campus with two relocation options: Mauka Lands and University Village lands. The University determined that having the HawCC campus remain at the existing Manono site was the best option due to lower development costs and the ability to phase improvements to respond to campus development needs and growth requirements. UHH is not currently using the UHH Property in a manner that advances its mission or generates revenue to support its mission. UHH is in the process of providing approximately 6 acres of land via a long-term use and occupancy agreement to the U.S. Department of the Interior, U.S. Geological Survey for a Hawaiian Volcano Observatory and Pacific Island Ecosystem Research Center.

Should the Developer be selected by HECO as the Awardee for the UHH Property as the Project Site, it would help the Hawai’i Island community become less dependent on fossil fuel generated power. While the PV System on UHH Property will not furnish solar generated power directly to the UHH campus, it will aid the University in achieving its sustainability goals, including a net-zero energy state by 2035. In addition, the Long-Term Agreement is expected to generate rental revenue to the University to support its higher education mission. The Awardee will be required to establish an education program affording faculty and students from both UHH and HawCC the opportunity to study alternative energy and PV projects like the PV System, including having the Awardee participate in and/or provide classes, seminars, briefings, tours, internships, research activities, and similar educational opportunities.
APPLICABLE REGENTS POLICY:

The six decision-making considerations enumerated under Board of Regents Policy 10.201.III.A are addressed in turn as follows.

1. Promote and support the mission and goals of the university in education, research, service, and economic development.

   UHH offers programs that take advantage of the unique physical and social characteristics of Hawai‘i Island, attracting and serving students who are qualified for baccalaureate entry and seek opportunities for highly engaging and experiential learning. Under the Long-Term Agreement, the Awardee will be required to establish an education program affording faculty and students from both UHH and HawCC the opportunity to study alternative energy and PV projects like the PV System, including having the Awardee participate in and/or provide classes, seminars, briefings, tours, internships, research activities, and similar educational opportunities.

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

   The PV System is expected to help the Hawai‘i Island community become less dependent on fossil fuel generated power by creating a new renewable energy generation project. The construction and operation of the PV System on UHH Property will aid the University in achieving its sustainability goals and net-zero energy mandate by 2035. Renewable energy generated upon University property (such as the solar generated power to be produced by the PV System constructed by the Awardee upon the UHH Property) may be counted toward the University’s net-zero goal as described in Hawai‘i Revised Statutes (HRS) section 304A-119.

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

   As noted above, the UHH Property was previously envisioned as part of the UH Hilo Mauka Lands Master Plan that was completed in 2005 which proposed the relocation of the HawCC Manono Campus and a new University Park project. After considering Board of Regents concerns in 2018, the University prepared an analysis that compared having the HawCC campus remain at the existing Manono site with two relocation options: Mauka Lands and University Village lands. The University determined that having the HawCC campus remain at the existing Manono site was the best option due to lower development costs and the ability to phase improvements to respond to campus development needs and growth requirements.

4. Be fairly priced in the context of applicable fair market values and other relevant factors.

   The rent amounts proposed to be paid to the University under a Long-Term Agreement that have been provided up to this point by Developers compare very favorably to other rents on agricultural lands in the region.
5. **Generate revenue from real property not critical to long range plans for the university to support the university’s core mission.**

Should the Developer be selected by HECO as the Awardee for the UHH Property as the Project Site, the Developer would enter into a Long-Term Agreement with the University upon terms and conditions consistent with the LOI. The Long-Term Agreement is expected to generate rental revenue to the University to support its higher education mission. Submitted rent amounts payable to the University that were received from four prospective Developers range from $255,000 to $762,000 per year.

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

As noted above, the Property was previously envisioned as part of the UH Hilo Mauka Lands Master Plan that was completed in 2005 which proposed the relocation of the HawCC Campus and a new University Park project. UHH is not currently using the UHH Property in a manner that advances its mission or generates revenue to support its mission. The construction and operation of the PV System on UHH Property will aid the University in achieving its sustainability goals and its net-zero energy mandate by 2035. Renewable energy generated upon University property (such as the solar generated power to be produced by the PV System constructed by the Awardee upon the UHH Property) may be counted toward the University’s net-zero goal as described in HRS section 304A-119. Allowing the PV System to be constructed upon the UHH Property would also be consistent with the UH System’s Strategic Directions 2015 – 2021.

**ACTION REQUESTED:**

We respectfully request that the Committee on Planning and Facilities recommend that the Board of Regents approve, and that the Board of Regents approve and accept LOIs from prospective Developers, consistent with the terms and conditions contained in the attached Major Term Sheet, and authorize the President and/or the Vice President for Budget and Finance/Chief Financial Officer to execute the LOIs, the Long-Term Agreement and such other documents and take any further action as they deem necessary to effectuate the LOIs, including eventually finalizing and executing the Long-Term Agreement with the Awardee to deliver a supply of qualified renewable energy (solar generated power) to HECO’s system under the PPA.

c: Interim Executive Administrator and Secretary to the Board Jamie Go

Attachment: Major Term Sheet
MAJOR TERM SHEET

SUMMARY OF LETTER OF INTENT – TERMS AND CONDITIONS

For Long-Term Use Agreement – UH Hilo Mauka Lands

1. **HECO RFP.** Hawaiian Electric Companies, including the Hawaii Electric Co., Inc. (collectively “HECO”) Request for Proposals (“RFP”), seeking proposals to acquire up to 325 gigawatt hours annually of solar energy, and up to 65 megawatts of capacity to meet potential energy reserve margin needs for the Hawai’i Island electrical system. The HECO RFP was approved by the State of Hawai’i Public Utilities Commission on October 17, 2022.

2. **HECO PPA Award.** Under the HECO RFP, HECO plans to award a renewable dispatchable generation power purchase agreement (“RDG PPA”) to one of the photovoltaic energy generating (“PV”) project developers (“Offerors”) seeking to use portions of the UH Hilo Mauka lands.

3. **Multiple Offerors.** The University of Hawai’i (“University”) has received inquiries from as many as four (4) potential Offerors interested in including portions of the UH Hilo Mauka lands in the PV project proposals they plan to submit to HECO in response to the HECO RFP.

4. **HECO “Site Control” Requirement.** Under the HECO RFP, each Offeror must secure “site control” for the PV project site by obtaining one of the following: (a) fee ownership; (b) a long-term lease; or (c) an option agreement to purchase or lease the project site.

5. **Multiple LOIs.** The University, with Board of Regents approval, plans to enter into LOIs with multiple Offerors containing template provisions and terms proposed by the Offerors (location, area, and configuration of the project site, minimum rent, percentage rent, University benefits, etc.) that are acceptable to the University.

6. **One Long-Term Agreement.** Each LOI commits the University to enter into a long-term minimum 20-year agreement, such as a lease, use and occupancy agreement, easement, or other long-term arrangement (“Agreement”) but only if HECO awards the RDG PPA to the Offeror for the UH Hilo Mauka lands.

7. **LOI Parties.** University and each Offeror who proposes LOI terms acceptable to the University.
8. **Premises.** Portion of UH Hilo Mauka lands (up to about 277 acres) identified as suitable for a PV project, with location, size, and configuration to be proposed by the Offeror, subject to University approval.

9. **Purpose.** Develop and operate a PV project to generate electricity pursuant to HECO RDG PPA.

10. **Condition of Premises.** As is, with no warranties or representations.

11. **Term.** 20 years, with two 5-year options to extend.

12. **Rent.** Minimum Rent or Percentage Rent, whichever is greater, payable in annual installments and subject to University audit. The amount and percentages of Minimum Rent and Percentage Rent will be proposed by Offeror, subject to University approval.

13. **In-Kind Use Fee.** Option of providing non-monetary benefits to the University, such as infrastructure improvements, educational programs, demonstration PV projects, and employment and internship opportunities in lieu of or in addition to rent.

14. **Entry Preconditions.** Before entering, using, or taking possession of any portion of the Premises for constructing and installing the PV project, Offeror must satisfy certain pre-entry conditions, including implementing adverse impact mitigation measures, preparing access and traffic management plans, and obtaining all proper government approvals.

15. **Security Deposit.** Minimum Rent for Year 1.

16. **Risk Mitigation.** Offeror required to indemnify, defend, and hold harmless the University against all claims or actions seeking recovery for injuries, losses, or damages sustained as a result of Offeror's acts or omissions. Offeror required to provide the following insurance coverage naming University as an additional insured and requiring waivers of subrogation rights from all insurers: commercial general liability, commercial automobile liability, all risk property, pollution liability, builder's risk, and workers compensation/employer's liability, all with standard or statutory minimum limits.

17. **Improvements.** The University's prior written consent is required for placement of and construction plans for all improvements, facilities, structures and utility infrastructure (collectively the "Improvements"). Upon termination of the Agreement, the University has the option to require Offeror, at Offeror's sole cost, to: (a) transfer title to the Improvements to the University; or (b) remove the Improvements and restore the Premises.
18. **Assignment and Transfer Restrictions.** The University's prior written consent is required before Offeror transfers any interest under the Agreement to a third party. Offeror may obtain the University's consent by entering into a separate assignment agreement with its assignee and the University, substantially in a form to be approved by the University, under which the University consents to the assignment subject to certain conditions and representations/warranties from Offeror and its assignee.

19. **Negotiation Period.** Upon notification by the Offeror to the University that the Offeror has been selected for the RDG PPA, the University and the Offeror will have sixty (60) days to finalize the terms of the Agreement and execute it.

20. **LOI Termination.** Each LOI may be terminated upon: (1) mutual written agreement; (2) failure of the Offeror to submit a timely and complete response to the HECO RFP; (3) failure of the Offeror to be selected for the RDG PPA; (4) the cancellation or withdrawal of the HECO RFP; (5) the withdrawal of the Offeror from the HECO RFP at any time during the HECO RFP process; or (6) the final execution of the Agreement between the University and the Offeror.
UH-Hilo Mauka Lands

Letters of Intent/Option Agreements Relating to HECO RFP for the Supply of Qualified Renewable Energy

January 19, 2023
HECO Hawai’i Island Stage 3 Request for Proposals (RFP) seeks proposals from photovoltaic developers to acquire up to 325 gigawatt hours (GWh) annually of energy, and up to 65 Megawatts (MW) of capacity to HECO’s grid.
UH HILO MAUKA LANDS

Parcel Info
TMK (3) 2-4-001: 122

Land Use Conditions
State Land Use: Agricultural
County Zoning: Agriculture, A-1a
County LUPAG: University Use and Urban Expansion
Land Study Bureau: Primarily E with small portions of C and D

Current Uses
Generally fallow/vacant land with unimproved roadways and utilities.
UH CRITICAL MILESTONES & TIMELINE

**UH RECEIVES LETTERS OF INTENT FROM MULTIPLE PV DEVELOPERS**

**SELECTED PV PROVIDER NEGOTIATE LONG-TERM AGREEMENT WITH UH**

- **November 21, 2022**
  - RFP Issuance by HECO

- **January 19, 2023**
  - Obtain Board approval for UH to enter into LOIs with PV Developers

- **February 23, 2023**
  - RFP Proposal Deadline (including executed LOI)

- **August 31, 2023**
  - HECO RFP Award

- **October 31, 2023**
  - Executed Long-Term Agreement with PV Provider and UH

**Note:** The Dark Blue boxes are Actions in which UH is involved.
LETTER OF INTENT - KEY TERMS

- Guaranteed Annual Base Rate Schedule
- Payments calculated and paid annually
- 20-year Initial Term with two Option terms to Extend
- Developer responsible for all infrastructure, installation, operation and maintenance costs associated with PPA
- Condition of premises is “as is” with no warranties or representations
- Upon award by HECO, the successful PPA Provider will have 60 days to execute long-term agreement with UH
- Unsuccessful PPA Providers = LOI with UH is null and void
MEMORANDUM

TO: Randolph G. Moore  
    Chairperson, Board of Regents

VIA: David Lassner  
    President  
    Carrie K.S. Okinaga  
    Vice President for Legal Affairs and University General Counsel  
    Kalbert K. Young  
    Vice President for Budget and Finance/Chief Financial Officer

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

SUBJECT: Request for Approval of an Indemnification Provision in a Contract Issued by the British Council with the University of Hawai‘i

SPECIFIC ACTION REQUESTED:

It is respectfully requested that the University of Hawai‘i’s ("UH") Board of Regents ("BOR") authorize UH to accept indemnity provisions in an Agreement for the purchase of research services (the "Agreement") between the British Council and the University of Hawai‘i, on behalf of the Department of Second Language Studies at the University of Hawai‘i at Mānoa ("DSLS"). Under this Agreement, UH will receive $20,925.00 to conduct English proficiency test validation research.

This request is made pursuant to Hawai‘i Revised Statutes Section 304A-110, appended as "Attachment 1" to this memorandum.

RECOMMENDED EFFECTIVE DATE:

The recommended effective date is upon Board approval.

ADDITIONAL COST:

There are no additional costs associated with this request. The UH Chief Financial Officer has determined that sufficient insurance and retention exist to cover the liability of the University that
may be reasonably anticipated to arise under the indemnity provision, and that no additional insurance is needed.

**PURPOSE:**

The purpose of this request is to obtain Board approval so that UH may enter into a contract with the British Council (an entity founded in 1934; they are a UK charity governed by Royal Charter and a UK public body) to allow DSLS to conduct funded English proficiency test validation research.

**BACKGROUND:**

Overview of the Project:

The Aptis English Language Test is an English proficiency test used to inform stakeholders’ decisions on whether a candidate possesses the English proficiency to meet real-world language demands. The scores are based on the Common European Framework of Reference for Languages (CEFR), a set of standards frequently used in assessing second and foreign language proficiency. CEFR, in reference to second language speaking, makes frequent reference to intelligibility (broadly defined as accuracy of understanding) and comprehensibility (broadly defined as ease of understanding, or “listener strain”). In second language speech research, these two dimensions of understanding are most frequently assessed through eliciting the perceptions of linguistic laypersons, or those without formal training in (applied) linguistics. Recognizing that interpretation of CEFR descriptors directly informs Aptis speaking scores, the proposed study employs empirical, listener-based measures of intelligibility and comprehensibility to investigate the extent to which official Aptis speaking scores align with listener-based measures of speaking performance.

This research will be conducted using official Aptis test data and data collected online from non-expert listeners. The Aptis test data will be provided by the British Council and will include (a) non-identifying test-taker demographic data, (b) test score data, and (c) audio recordings of speaking test responses. Listeners from the United States and United Kingdom will be anonymously recruited (and compensated) through Prolific, an online research participant pool, and data will be collected through Gorilla.sc, an online experiment platform. The researchers will prepare an experiment in which listeners transcribe and rate test takers’ audio recordings from the Aptis test. The listener data will be downloaded from Gorilla.sc, and will include (a) non-identifying demographic data and (b) transcriptions and ratings.

UH’s PI is Dr. Dustin Crowther, Assistant Professor in DSLS and the Co-PI is Dr. Daniel Isbell, Assistant Professor in DSLS.
Indemnities Required by British Council

The Agreement expressly identifies four areas where UH is required to indemnify the British Council and its subsidiary companies and other organizations controlled by the British Council ("British Council Entities"). These four specific areas are as follows:

Sections 4.2 through 4.4:

First, sections 4.2 through 4.4 require UH to indemnify the British Council for the payment of certain income taxes, employment taxes, and employment related claims. These sections state:

4.2 This Agreement constitutes a contract for the provision of services and not a contract of employment and accordingly the Researcher shall be fully responsible for and shall indemnify the British Council for and in respect of payment of the following within the prescribed time limits:

4.3 any income tax, national insurance and social security contributions and any other employment related liability, deduction, contribution, assessment or claim in any applicable jurisdiction arising from or made in connection with either the performance of the Research Services, or any payment or benefit received by the Researcher (or, where applicable, any Relevant Person) in respect of the Research Services, where such recovery is not prohibited by law and the Researcher shall further indemnify the British Council against all reasonable costs, expenses and any penalty, fine or interest incurred or payable by the British Council in connection with or in consequence of any such liability, deduction, contribution, assessment or claim other than where the latter arise out of the British Council's negligence or wilful default; and

4.4 any liability for any employment-related claim or any claim based on worker status (including reasonable costs and expenses) brought by the Researcher (or, where applicable, any Relevant Person) against the British Council arising out of or in connection with the provision of the Research Services, except where such claim is as a result of any act or omission of the British Council.

Section 5.3

Second, section 5.3 requires that UH indemnify the British Council for interest, penalties, or costs incurred by British Council for UH's failure to pay any Value Added Taxes ("VAT") relating to payments made to UH under the Agreement and states:

5.3 The Researcher shall indemnify and keep indemnified the British Council from and against any liability, including any interest, penalties or costs incurred, which is levied, demanded or assessed on the British Council at any time in respect of the Researcher's failure to account for or to pay any VAT relating to payments made to the Researcher under this Agreement. Any amounts due under this clause 5.3 shall be paid in cleared funds by the Researcher to the British Council not less than seven calendar days before
the date on which the tax or other liability is payable by the British Council. The British Council may grant the Researcher further time to pay where this is deemed appropriate by the British Council taking account of the relevant circumstances

Section 11.6

Third, section 11.6 requires that UH indemnify the British Council for any any damage to property, death, or personal injury caused by or arising out of the negligence or breach of the Agreement by UH and states:

11.6 The Researcher shall indemnify the British Council from and against all loss or liability in connection with physical damage to property, death or personal injury caused by or arising out of the negligence of, or breach of this Agreement by, the Researcher or any member of the Researcher’s Team.

Section 16.11

Fourth, section 16.11 requires that UH indemnify the British Council and British Council Entities against personal data losses arising out of breaches by the Researcher or its sub-processors for data protection obligations, and states:

16.11 The Researcher shall indemnify and keep indemnified the British Council and the British Council Entities against all Personal Data losses suffered or incurred by, awarded against or agreed to be paid by, the British Council or British Council Entities arising from a breach by the Researcher (or any Sub-Processor) of (a) its data protection obligations under this Agreement; or (b) the Researcher (or any Sub-Processor) acting outside or contrary to the lawful instruction of the British Council.

UH staff attempted to negotiate a deletion or substitution of each of the clauses above with alternative language that did not require UH to indemnify British Council or the British Council Entities. Unfortunately, British Council declined to delete or modify the language in any way to remove the indemnification obligations.

RISK ANALYSIS:

The risk analysis for each indemnification area listed above is described below.

Sections 4.2 through 4.4

First, DSLS believes that the risk that UH will have to indemnify British Council for the types of taxes and other claims identified in section 4.2 through 4.4 is low. The study will employ a single graduate student, who is currently studying in the DSLS, for 4.5 months (half of a 9-month graduate assistantship). The PI and Co-PI will not receive any summer salary or buyout of instructional duties in connection with this Agreement. Funding for this graduate student’s salary
and fringe benefits was built into the grant proposal, which was approved by the DSLS's fiscal officer prior to the submission of the grant proposal. The graduate student will be paid following University of Hawaii at Mānoa rates for salary and fringe benefits, and all applicable employment taxes will be paid according to UH policies and procedures. As payment follows UH policy and procedures, no additional charges or taxes to British Council are expected.

**Section 5.3**

With respect to VAT, the PI and Co-PI have indicated that DSLS will not purchase any goods or services that are subject to VAT for the study. DSLS will perform all the work for the study in Hawaii, which is outside the UK/EU and is therefore not subject to UK/EU VAT, and DSLS has confirmed that payment of VAT is not required for any of the online tools it will need to purchase for the study. As such, the risk of indemnifying the British Council for the interest, penalties, and costs for failing to pay VAT is minimal.

**Section 11.6**

The study takes place entirely online. Participants are recruited and compensated for the study through Prolific (online participant pool tool), which links participants directly to an online questionnaire delivered through Gorilla (online questionnaire software tool). Given the nature of the study, risks of liability for physical damage to property, death or personal injury, or breach of agreement, are low.

**Section 16.11**

Finally, with respect to the protection of personal data, DSLS is implementing the following practices to mitigate and manage the risks of a personal data loss identified in section 16.11. First, data from the study will be limited to the PI, Co-PI, and the graduate student (collectively the "Researchers"), who will not have access to any personal identifiable information ("PII") from their participants.

Participant recruitment and payment will occur through Prolific, an online participant pool based in the UK. As part of their service, Prolific maintains a database of possible participants, and invitations to participate in research studies are passed along to participants who meet study requirements. Prolific is UK GDPR compliant and any transfer of data between Prolific and the Researchers is done in accordance with UK GDPR. Prolific does not share participant PII with Researchers, and prohibits Researchers from attempting to collect PII in surveys. This ensures that no PII is available to the Researchers; in this case, the Researchers will have no access to PII from participants recruited through Prolific.

Upon recruitment, Prolific participants will be directed to a questionnaire created by the Researchers and hosted on Gorilla.sc. Gorilla.sc is based in the UK and follows UK GDPR. In the Gorilla.sc questionnaire, participants will respond to a questionnaire, which will not elicit PII, and listen to test taker audio recordings. Audio files to be used in the questionnaire will be provided by
the British Council and will not be accompanied by any PII. The British Council is a UK-based organization and as such follows UK GDPR. Accordingly, the audio recordings from the British Council’s Aptis exam are obtained with consent for use in research, including research conducted with external partners.

In addition, the study has been reviewed by UH’s Institutional Review Board and DSLS will obtain consent forms from all listener participants recruited through Prolific. The Researchers have received mandatory training on data privacy and security in accordance with UH Administrative Procedure 2.215 and CITI training on participant confidentiality.

**ACTION RECOMMENDED:**

It is recommended that the UH BOR approve and authorize UH to accept the indemnity provisions in an Agreement for the purchase of research services between the British Council and the University on behalf of DSLS at UH Mānoa.

Attachment (HRS § 304A-110)

c: Executive Administrator and Secretary to the Board of Regents
[§304A-110] Indemnification.

(a) Notwithstanding any other law to the contrary, the board of regents may agree in writing to an indemnity provision by which the university agrees to indemnify, defend, and hold harmless any person, corporation, or entity that sponsors research at the university when all of the following conditions are satisfied:

(1) The person, corporation, or entity requires an indemnity in writing as a condition for providing a grant, benefit, service, or interest in or right to use property;

(2) The president, or the president’s designee, following a favorable review by the university general counsel or the counsel’s designee, approves the proposed indemnification; and

(3) The chief financial officer, pursuant to section 304A-108, has obtained an insurance policy or policies in an amount sufficient to cover the liability of the university that may be reasonably anticipated to arise under the indemnity provision or has determined that it is not in the best interest of the university to obtain insurance.

(b) Nothing in this section shall be construed to expand the scope of liability of the university beyond that set forth in chapters 661 and 662.

(c) Nothing in this section shall be construed to waive the immunity of the university from suit in federal courts guaranteed by the Eleventh Amendment to the United States Constitution. An indemnity provision not in strict compliance with this section shall not give rise to a claim against the university under this chapter or chapter 661 or otherwise waive the university’s sovereign immunity.
MEMORANDUM

TO: Randolph G. Moore  
Chair, Board of Regents

VIA: David Lassner  
President

FROM: Debora Halbert  
Vice President for Academic Strategy

SUBJECT: REQUEST TO APPROVE TUITION SCHEDULE, 2023-24 THROUGH 2026-27

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents approve the proposed tuition schedules for 2023-24 through 2026-27 as provided in Attachment 1.

RECOMMENDED EFFECTIVE DATE:

Effective academic year beginning Fall 2023.

ADDITIONAL COST:

Not applicable.

PURPOSE:

To provide a proposal for the next tuition schedule for 2023-24 through 2026-27. The current tuition schedule (2019-20 through 2022-23) remains in effect through Spring 2023. Board of Regents action is required to establish the rates for the subsequent years.

The University administration proposes only modest increases in tuition for the next tuition schedule. Specifically, the proposal will keep undergraduate tuition flat at the four-year campuses for the first two years of the schedule, with a 2% increase in years...
three and four. Graduate and professional school tuition rates are proposed to remain flat through 2026-27, except for tuition at the William S. Richardson School of Law (WSRSL) which is proposed for a 2% increase each year from 2024-25 to 2026-27. Tuition at the community colleges is proposed to remain flat throughout the four-year schedule.

**BACKGROUND:**

A. Overview

As set forth in HRS 92-28 and 304-4.4, authority to establish University of Hawai‘i tuition resides with the Board of Regents (BOR).

This action memo summarizes: the process for setting tuition, a summary description of the proposal, and assumptions associated with the proposal.

B. Process

The University's tuition-setting process involves the following steps and timeline:

1. Spring 2022 to present  
   Research, policy review, and proposal presentation to BOR
2. May 2022  
   BOR tuition setting discussion
3. October 2022  
   BOR considers request to approve schedule
4. November 2022  
   Public meetings (5): Hybrid format (in person and via Zoom) on O‘ahu, Maui, Kaua‘i, Big Island
5. January 2023  
   Report on public meetings to BOR and recommendation for approval
6. Spring 2023  
   Filing with Lt. Governor (if approved)
7. Fall 2023  
   New rates go into effect (if approved)

After the October 2022 BOR meeting on the tuition schedule, open public meetings regarding the undergraduate tuition increases were held at UH campuses on Hawai‘i, Maui, Kaua‘i, and O‘ahu as required by EP6.202. A separate open public meeting was held to discuss the William S. Richardson School of Law (WSRSL) tuition increases at WSRSL. All the meetings could be attended in person or via Zoom. A total of 62 persons (excluding support staff) attended the five meetings either in person or via Zoom.

1. **UH Mānoa:** Tues., Nov. 15, 9:00 am
   - Attendees: 2 in person, 30 via Zoom
   - Oral testimony: 1 student in opposition
2. **UH Hilo**: Wed., Nov. 16, 2:00 pm  
   - Attendees: 1 in person, 7 via Zoom  
   - Oral testimony: 1 student in opposition

3. **William S. Richardson Law School (UHM)**: Mon., Nov. 21, 12:00 pm  
   - Attendees: 4 in person, 8 via Zoom  
   - Oral testimonies: 1 student, 1 alumni/staff, both in opposition

4. **UH Maui College**: Tues., Nov. 29, 2:00 pm  
   - Attendees: 1 in person, 3 via Zoom  
   - No oral testimonies presented

5. **Kaua’i Community College**: Thurs., Dec. 1, 2:00 pm  
   - Attendees: 1 in person, 5 via Zoom  
   - No oral testimonies presented

Additionally, an online comment form/survey was made available on the UH tuition website from October 28 through December 4, 2022, to receive public comments. There were 60 respondents to this survey, the majority of whom were students. The responses received are aligned below with the proposals presented to the BOR.

**Proposal 1:**  
Freeze resident undergraduate tuition rates for UH Mānoa, UH Hilo and UH West O’ahu for academic year (AY) 2023–24 and AY 2024–25 followed by a 2% increase in AY 2025–26 (Mānoa $9 per credit; Hilo and West O’ahu $6 per credit) and a 2% increase in AY 2026–27 (Mānoa $10 per credit; Hilo and West O’ahu $6 per credit) that will also raise undergraduate non-resident tuition rates by the equivalent dollar amount during the same period.

Responses: 63% opposed, 28% in favor, 8% no preference

**Proposal 2:**  
Keep tuition flat for the University of Hawai‘i Community Colleges, all graduate programs, and all professional schools with the exception of the William S. Richardson School of Law for the academic years AY 2023–24, AY 2024–25, AY 2025–26 and AY 2026–27.

Responses: 22% opposed, 63% in favor, 15% no preference

**Proposal 3:**  
Freeze resident tuition rates for the UH Mānoa William S. Richardson School of Law for academic year AY 2023–24 and raise tuition by 2% in AY 2024–25 ($19
per credit), another 2% increase in AY 2025–26 ($19 per credit) and final 2% increase in AY 2026–27 ($19 per credit) that will also raise non-resident tuition rates by the equivalent dollar amount during the same period.

Responses: 62% opposed, 22% in favor, 17% no preference

Summarized below are the frequently mentioned concerns raised in the testimonies and survey comments and responses to those concerns.

1. **Concern: High-cost of living in Hawai‘i (12%) and current high-cost of tuition (19%).**
   Response: The administration recognizes that tuition increases, however small, will impact students, however, the proposal holds tuition steady for one to two years, and increases are very modest in all cases. Furthermore, the need-based scholarships are linked to tuition revenue. EP 6.204 requires that a minimum of tuition revenues from the previous academic year shall be awarded in need-based aid (UHM: 10%, UHH and UHWO 12% and UHCC 8.8%). Thus more scholarship funding can be provided by campuses if revenues increase.

2. **Concern: Educational quality or experience should improve with increase (10%).**
   Response: Plans are in place to increase mental health services and to allocate funds to implement the newly adopted strategic plan and improve the student experience.

3. **Concern: Wanting to know how funds are prioritized or allocated (24%).**
   Response: While individual students may not follow University budget processes, this information is made available via regular reports to the BOR and can be accessed to see how University funds are allocated. For the purposes of the tuition increase, justifications were provided during the BOR presentations and during each public meeting.

Specifically, all of the increases for the WSRSL will go directly to the law school to cover increased costs for library materials, student and faculty support, and bar preparation. For the other tuition changes, the large increases in electricity and other costs in 2022 already identified and inflationary pressures in the future will lead to recurring costs exceeding revenues in 2024. While reserves can cover for deficits in the short run and costs will need to be trimmed, it is fiscally responsible to slowly adjust revenues. Additionally, both mental health services and implementation of the strategic planning imperatives and objectives may require funding.
In summary, the proposals seek to address concerns relating to college affordability for Hawai‘i residents while at the same time recognizing the need for increasing revenue due to increasing costs, particularly energy costs. Keeping tuition flat for two years at our four-year campuses will help our students and their families in this economic recovery period.

At the UH Community Colleges (UHCCs), any increase will impact those who need us most, and UHCCs have relatively healthy reserves and have in place fixed-price contracts for utility costs that will allow these costs to remain relatively level. At the WSRSL, there are compelling needs to support students, faculty and staff with additional tuition revenue, and the tuition rates at the WSRSL are lower than most of their peer institutions.

By approving the proposed tuition schedule, the administration is hopeful for a positive impact as students can prepare for their education both academically and financially and be fiscally responsible by beginning to align revenues and expenditures.

C. Proposal: Description of Schedules (see Attachment 1)

The administration proposes the following tuition actions:

1. At the four-year campuses, no change to undergraduate tuition for Academic year (AY) 2023-24 and AY 2024-25. Increase resident tuition rates for AY 2025-26 and AY 2026-27 by 2% each year and increase non-resident tuition rates by the equivalent dollar amount.

2. Keep tuition flat at the UHCC’s from AY 2023-24 to AY 2026-27.

3. No change to any graduate or professional school tuition, except for the WSRSL for AY 2024-25 through AY 2026-27.

4. Keep WSRSL tuition flat in AY 2023-24, and increase resident tuition rates by 2% per year in AY 2024-25 through AY 2026-27, and increase non-resident rates by the equivalent dollar amount.

D. Assumptions Associated with the Proposal

1. Fluctuations in enrollments will be handled within the operating budgets of campuses, which remain committed to addressing longstanding challenges around renewal, improvement and modernization of facilities.
2. The minimum percentage levels of institutional aid, as defined in EP 6.204, will continue to be met or exceeded. Campuses will reevaluate how to balance need-based and merit-based aid from these funds.


1. In EP 6.201:
   • Explicitly state that full-time tuition applies to students enrolling for twelve or more credits at Mānoa, Hilo, West O’ahu, and Maui College’s four-year degree programs. At UHCC (except for 300-level and above classes at Maui College), tuition is charged on a per-credit basis for all enrolled credits.
   • Explicitly state that higher tuition rate (UH West O’ahu/UH Hilo) applies to upper division courses at Maui College’s four-year degree programs and select Advanced Professional Certificate courses at the UHCC’s as approved by the Board.
   • State that at the UHCC’s, credit by institutional exam is 50% of course tuition.

2. In EP 6.202:
   • Modify current face-to-face requirement to permit virtual public meetings.

**ACTION RECOMMENDED:**

It is recommended that the Board of Regents approve the proposed tuition schedules for 2023-24 through 2026-27 as provided in Attachment 1.

Attachment:
   Proposed Tuition Schedules

c: Jamie Go, Interim Executive Administrator and Secretary of the Board of Regents
### University of Hawai‘i Tuition

#### UNDERGRADUATE AND GRADUATE

**PER-CREDIT-HOUR AND FULL-TIME SEMESTER TUITION SCHEDULE, ALL CAMPUSES**

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¹ All students are subject to campus-based student fees not shown here.

² Full-time (FT) tuition applies to students enrolling for 12 or more credits at UH MĀNOA, UH HIKO, and UH WEST O‘AHU. Full-time tuition applies to students enrolling for 12 or more credits at UH COMMUNITY COLLEGES except for 300 Level and Above classes at Maui College as specified in footnote 4. Tuition is charged on a per-credit basis for all enrolled credits effective 2001-02. In accordance with University concurrent enrollment policy, students enrolling at multiple institutions/campuses during the same term pay the applicable tuition at each campus. Unless a special tuition schedule applies, regular day tuition applies to any credit course offered throughout the year for which a General Fund appropriation is authorized. Undergraduate resident and nonresident students enrolled in nursing, dental hygiene, business, and other UHCC health programs also pay a professional fee (separate fee schedule). Undergraduate/Graduate resident and nonresident students enrolled in the architecture program at UHM also pay a professional fee (separate fee schedule). UHCC student fees for Credit by Institutional Exam is 50% of course tuition.

³ This rate applies to upper division courses in UH Maui College’s four-year degree program and select Advanced Professional Certificate courses at the UHCC’s as approved by the Board. 300-level and above classes which are cross-listed at four-year campuses are charged this rate.

⁴ Full-time (FT) tuition applies to students enrolling for 12 or more credits at Maui College’s four-year degree programs.

2022-23 approved by the Board of Regents on May 16, 2019. 2023-24 to 2026-27 approved by the Board of Regents on ________.
## University of Hawai'i Tuition

**SELECT ADVANCED PROFESSIONAL PROGRAMS**

**PER-CREDIT-HOUR AND FULL-TIME SEMESTER TUITION SCHEDULE**

<table>
<thead>
<tr>
<th>Year</th>
<th>UH MĀNOA</th>
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<td></td>
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<td>2023-24</td>
<td>2024-25</td>
<td>2025-26</td>
<td>2026-27</td>
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<tr>
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<td>Resident</td>
<td>Nonresident</td>
<td>Resident</td>
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<td>Resident</td>
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<td>Per SH FT</td>
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<td>1,598</td>
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<td>12,012</td>
<td>1,896</td>
<td>22,752</td>
<td>1,001</td>
<td>12,012</td>
<td>1,896</td>
<td>22,752</td>
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<td>35,664</td>
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<tbody>
<tr>
<td></td>
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<td>2026-27</td>
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<td>18,888</td>
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<td>9,564</td>
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<td>12,048</td>
<td>1,710</td>
<td>20,520</td>
<td>1,004</td>
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1. All students are subject to campus-based student fees not shown here.
2. Full-time (FT) tuition applies to students enrolling for 12 or more credits. In accordance with University concurrent enrollment policy, students enrolling at multiple institutions/campuses during the same term pay the applicable tuition at each campus. Unless a special tuition schedule applies, regular day tuition applies to any credit course offered throughout the year for which a General Fund appropriation is authorized.
3. The CBA master's degrees offered in executive format charge the resident tuition established here plus additional fees delegated to and approved by the President.

2022-23 approved by the Board of Regents on May 16, 2019. 2023-24 to 2026-27 approved by the Board of Regents on [insert date].
### University of Hawai‘i Tuition

**PROFESSIONAL FEES¹, PER STUDENT, PER SEMESTER**

<table>
<thead>
<tr>
<th></th>
<th>2022-2023</th>
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<th>2025-2026</th>
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<tr>
<td>Undergraduate Business</td>
<td>$500</td>
<td>$500</td>
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<tr>
<td>Undergraduate Nursing ²</td>
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<td>$1,000</td>
<td>$1,000</td>
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<tr>
<td>Undergraduate Dental Hygiene ²</td>
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<td>$500</td>
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<tr>
<td>Undergraduate/Graduate Architecture ³</td>
<td>$500</td>
<td>$500</td>
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<tr>
<td>Undergraduate Engineering ⁴</td>
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<td><strong>UH HILO</strong></td>
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</tr>
<tr>
<td>Undergraduate Nursing</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td><strong>UH COMMUNITY COLLEGES</strong></td>
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<td></td>
</tr>
<tr>
<td>Undergraduate Culinary Programs ⁵</td>
<td>up to $250</td>
<td>up to $250</td>
<td>up to $250</td>
<td>up to $250</td>
<td>up to $250</td>
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<tr>
<td>Undergraduate Veterinary Program ⁶</td>
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<td>$100 / $300</td>
<td>$100 / $300</td>
<td>$100 / $300</td>
<td>$100 / $300</td>
</tr>
<tr>
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<td>up to $500</td>
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<td>up to $500</td>
<td>up to $500</td>
<td>up to $500</td>
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<tr>
<td>Other Health Programs</td>
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<td>up to $500</td>
<td>up to $500</td>
<td>up to $500</td>
<td>up to $500</td>
</tr>
</tbody>
</table>

¹ The professional fees are charged in addition to applicable regular undergraduate tuition and student fees and are the same for residents and nonresidents.

² Nursing and dental hygiene students are charged for no more than six semesters after admission to the program.

³ The architecture professional fee is charged throughout the 7-year program in addition to applicable tuition.

⁴ The undergraduate engineering fee is charged to students of sophomore, junior, or senior standing only.

⁵ The UHCC culinary program professional fee was approved by the Board of Regents in July 2012. The fee will be prorated for part-time students.

⁶ The professional fees schedule for Windward CC’s veterinary program was approved by the Board of Regents in February 2012. Certificate of Achievement in Veterinary Assisting (1st year) students are charged $100/semester (effective spring 2013). Associate of Science in Veterinary Technology (2nd year) students are charged $300/semester (effective fall 2012).

#### Requirements for Changes to Professional Fee Schedule

- Approval of the UH President must be obtained at least one semester in advance.
- Increases are capped at the rate of resident undergraduate tuition increases for a particular academic year. For example, if the rate of increase for resident undergraduate tuition at a campus is three percent, professional fees can be increased up to a maximum of three percent for that same academic year.
- All fees are to be re-evaluated annually by the campus.

2022-23 approved by the Board of Regents on May 16, 2019. 2023-24 to 2026-27 approved by the Board of Regents on __________.
### University of Hawai‘i Tuition

#### CONTINUING EDUCATION AND COMMUNITY SERVICE PER-CREDIT-HOUR TUITION SCHEDULE

<table>
<thead>
<tr>
<th></th>
<th>2022-2023</th>
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<th>2025-2026</th>
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<td>Resident</td>
<td>Nonresident</td>
<td>Resident</td>
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<tr>
<td>College</td>
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<tr>
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<tr>
<td>Graduate Education</td>
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<tr>
<td>Graduate Nursing</td>
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<tr>
<td>Law</td>
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<tr>
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<tr>
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<td>1,574</td>
<td>797</td>
<td>1,574</td>
<td>797</td>
</tr>
</tbody>
</table>

1. At all campuses, tuition is not charged for credit courses subsidized under contractual agreements. In accordance with University concurrent enrollment policy, students enrolling at multiple institutions/campuses during the same term pay the applicable tuition at each campus.

2. Undergraduate resident and nonresident nursing students at UHM enrolled in the regular programs pay a professional fee (see separate fee schedule). Professional fees will be charged unless waived by the department.

3. The CBA master's degrees offered in executive format charge the resident tuition established here plus additional fees delegated to and approved by the President.

4. The MEd in Private School Leadership was approved by the President in spring 2015.

2022-23 approved by the Board of Regents on May 16, 2019. 2023-24 to 2026-27 approved by the Board of Regents on __________.
### University of Hawai’i Tuition

**SUMMER SESSION PER-CREDIT-TUITION SCHEDULE**

<table>
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<td>471</td>
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<tr>
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</tr>
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</table>

| **UH HILO**          |          |        |          |        |          |        |          |        |          |        |          |        |
| Undergraduate        | 306      | 441    | 306      | 441    | 306      | 441    | 306      | 441    |          |        |          |        |
| Graduate             | 489      | 641    | 489      | 641    | 489      | 641    | 489      | 641    |          |        |          |        |
| Graduate Nursing     | 797      | 1,574  | 797      | 1,574  | 797      | 1,574  | 797      | 1,574  |          |        |          |        |

| **UH WEST O'AHU**    |          |        |          |        |          |        |          |        |          |        |          |        |
|                      | 306      | 441    | 306      | 441    | 306      | 441    | 306      | 441    |          |        |          |        |

| **UH COMMUNITY COLLEGES** |          |       |          |        |          |        |          |        |          |        |          |        |
| Summer/Special Term/ Customized Program | 248 | 357 | 248 | 357 | 248 | 357 | 248 | 357 | 248 | 357 | 248 | 357 |

*Note: Tuition rates subject to change. Figures listed exclude fees.*

1 At all campuses, tuition is not charged for credit courses subsidized under contractual agreements (students may be subject to administrative fees). In accordance with University concurrent enrollment policy, students enrolling at multiple institutions/campuses during the same term pay the applicable tuition at each campus. Professional fees may be required for selected undergraduate programs. See respective campus programs for details.

2 Master's degrees offered in executive format by the Shidler College of Business charge the resident tuition established here (plus additional fees).

3 Pacific Islander rates at UH Hilo, UH West O'ahu, and the UH Community Colleges are calculated at the midpoint between the resident and nonresident rates. Likewise, WUE rates at UH Hilo, UH West O'ahu, and Maui College are calculated at the midpoint between the resident and nonresident rates. Pacific Islander and WUE rates at UH Mānoa follow the resident/nonresident summer rates published in this schedule.

4 These rates do not apply to: 1) any credit course offered throughout the academic year for which a General Fund appropriation is authorized, 2) remedial/developmental course, 3) college success courses or other courses taught as part of a learning community that includes remedial/developmental courses. During the summer terms, these courses will be charged at the previous fall/spring rates, 4) UHCC degrees in the UH online program, 5) the community colleges may also set tuition at the same rate as UH Hilo for upper division courses.

Approved by the UH President on _______________.
### University of Hawai‘i Tuition

#### APPRENTICE AND JOURNEY WORKER PER-CLOCK-HOUR TUITION SCHEDULE

<table>
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2022-23 approved by the Board of Regents on May 16, 2019. 2023-24 to 2026-27 approved by the Board of Regents on __________.
## University of Hawai'i Tuition

### SPECIAL TUITIONS

<table>
<thead>
<tr>
<th>Campus</th>
<th>Description</th>
<th>Tuition Amount</th>
<th>Initial Date</th>
<th>Date of most recent change</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Mānoa</td>
<td>Special Tuition for Students Registered for One Credit Hour of dissertation 800</td>
<td>Same as one credit at the resident graduate rate</td>
<td>9/9/1975</td>
<td>12/1/1987</td>
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<td>Aerospace Studies and Military Science program</td>
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<td>5/16/1975</td>
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<tr>
<td>UH Mānoa</td>
<td>UHM Shidler College of Business Vietnam Executive MBA program (VEMBA)</td>
<td>$23,040 for 48-credit program</td>
<td>2/24/2009</td>
<td>8/16/2017</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>Nursing Education Xchange (NEXus), tuition based on NEXus Partners enrollment common price per semester hour as determined annually by the NEXus partners</td>
<td>$865 per semester credit hour beginning Fall 2019</td>
<td>6/27/2013</td>
<td>Fall 2019</td>
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<tr>
<td>UH Mānoa</td>
<td>UHM Shidler College of Business Executive MBA program (EMBA)</td>
<td>Fall 2019 cohort: $1,102/cr x 48 credits($52,896 total)</td>
<td>1977</td>
<td>4/1/2019</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>UHM Shidler College of Business Masters in Human Resource Management program (MHRM)</td>
<td>$1,147 per credit (no additional fee) beginning Fall 2022.</td>
<td>2002</td>
<td>Fall 2022</td>
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<tr>
<td>UH Mānoa</td>
<td>UHM Shidler College of Business Distance Learning Executive MBA Program (DLEMBM)</td>
<td>Fall 2020 cohort: $1,015/cr x 48 credits ($48,720 total)</td>
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<td>9/18/2018</td>
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<td>UH Mānoa</td>
<td>Master of Science in Finance, Master of Science in Information Systems, Master of Science in Marketing Management</td>
<td>$887/cr for residents and non-residents. Approval is for AY 2020-21 only.</td>
<td>7/29/2020</td>
<td>7/29/2020</td>
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<tr>
<td>UH Mānoa</td>
<td>Global Scholars Program (applies to visiting (non-degree seeking) students from approved partner universities who are enrolling in credit courses</td>
<td>150% of resident tuition</td>
<td>4/13/2022</td>
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<tr>
<td>Hawai‘i CC</td>
<td>Early College High School Program (with high schools with an approved MOU)</td>
<td>No cost to student. DOE pays UH $2,000 per college credit.</td>
<td>8/25/2014</td>
<td>8/2/2018</td>
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<tr>
<td>Honolulu CC</td>
<td>Early College High School Program (with high schools with an approved MOU)</td>
<td>No cost to student. DOE pays UH $2,000 per college credit.</td>
<td>8/25/2014</td>
<td>8/2/2018</td>
</tr>
<tr>
<td>Kapi‘olani CC</td>
<td>Early College High School Program (with high schools with an approved MOU)</td>
<td>No cost to student. DOE pays UH $2,000 per college credit.</td>
<td>8/25/2014</td>
<td>8/2/2018</td>
</tr>
<tr>
<td>Kauai CC</td>
<td>Early College High School Program (with high schools with an approved MOU)</td>
<td>No cost to student. DOE pays UH $2,000 per college credit.</td>
<td>8/25/2014</td>
<td>8/2/2018</td>
</tr>
<tr>
<td>Leeward CC</td>
<td>Early College High School Program (with high schools with an approved MOU)</td>
<td>No cost to student. DOE pays UH $2,000 per college credit.</td>
<td>8/25/2014</td>
<td>8/2/2018</td>
</tr>
<tr>
<td>UH Maui College</td>
<td>Early College High School Program (with high schools with an approved MOU)</td>
<td>No cost to student. DOE pays UH $2,000 per college credit.</td>
<td>8/25/2014</td>
<td>8/2/2018</td>
</tr>
<tr>
<td>Windward CC</td>
<td>Early College High School Program (with high schools with an approved MOU)</td>
<td>No cost to student. DOE pays UH $2,000 per college credit.</td>
<td>8/25/2014</td>
<td>8/2/2018</td>
</tr>
<tr>
<td>UH Hilo</td>
<td>Early College High School Program (with high schools with an approved MOU)</td>
<td>No cost to student. DOE pays UH $2,000 per college credit.</td>
<td>8/25/2014</td>
<td>8/2/2018</td>
</tr>
<tr>
<td>UH West O‘ahu</td>
<td>Early College High School Program (with high schools with an approved MOU)</td>
<td>No cost to student. DOE pays UH $2,000 per college credit.</td>
<td>8/25/2014</td>
<td>8/2/2018</td>
</tr>
</tbody>
</table>

Approved by the UH President on ________________.
Proposed Tuition Schedule:
Academic Year 2023-2024 through 2026-2027

Requesting Board of Regents Approval
January 19, 2023

Debora Halbert, Vice President for Academic Strategy
Summary of Presentation

1. Background regarding UH policy on tuition rate changes.
2. Analysis of current situation, including affordability, peer comparisons, and budget situation.
3. Proposal and rationale.
4. Description of public hearing process and results.
5. Request to approve tuition schedule as presented.
6. Appendix 1 Proposed Tuition Schedule.
7. Appendix 2 Feedback from public meetings and surveys regarding tuition increase.
Historic Statutory Context

• Until 1996, all University of Hawai‘i (UH) tuition was deposited to the General fund, and the State fully funded UH operations.

• Act 161 (SLH 1995) provided for UH to retain its tuition in recognition that the State could no longer afford to fully fund public higher education.

• While contrary to statutory intent, General fund appropriations to UH decreased in times of recession, and the share of UH operations paid for by tuition increased.
Tuition share of education revenue has increased with recessions and has since remained relatively stable with increases in General funds, primarily supporting collective bargaining increases.

Source: IPEDS Finance Survey.
Recent Board of Regents Actions Related to Tuition

• 2015 - Partial rollback of previously approved increases.

• 2016 - Small increases, all dedicated to facilities improvements.

• May 2019, the BOR approved a three-year tuition schedule that:
  
  o Kept tuition at the 2019-20 rate for undergraduate tuition at all campuses for 2020-21, 2021-22, and 2022-23, as well as for graduate tuition at UH Hilo and all professional programs at UH Mānoa.

  o Decreased the resident graduate tuition rate at UH Mānoa by $156 and the non-resident graduate tuition rate by $1,872 in 2020-21, and maintained those rates in 2021-22 and 2022-23.

• 2022 – Setting new tuition schedule for AY 2023-24 and beyond.
Tuition setting process (HRS)

Act 251 (SLH 1996), approved by the Governor on June 18, 1996, includes the following amendment to HRS, Chapter 304:

When establishing tuition at UH, the BOR is exempt from the public notice, public hearing, and gubernatorial approval requirements of HRS, Chapter 91. The fees may be established at an open public meeting subject to the requirements of Chapter 92, provided that:

- The open public meeting is held during or prior to the semester to which the fees apply; and

- A copy of the tuition schedule is filed in the Office of the Lieutenant Governor prior to taking effect.
Regents Policy 6.202 guides tuition decisions

Access
“...every qualified* Hawai‘i resident shall have an opportunity to pursue postsecondary education within the university system.”

Affordability
“... keep costs to resident students at the lowest practical level while maintaining a financial aid program that responds to the needs of students who cannot meet the costs of attendance.”

* The word “qualified” has been flagged to be removed in the next update.
Basic considerations outlined in RP 6.202

1. Comparability of tuition charges with those at regional and national peer institutions.
2. Differential tuition rates by unit missions, student level (undergraduate, graduate, professional), and residency.
3. Accessibility and the mix of students (ethnic background, income levels, residents and non-residents, etc.).
5. The cost of education and the sharing of that cost between students and the general public.

No one consideration overrides others; all are considered holistically.

Regents Policy 6.202
Tuition setting process
(Executive Policy 6.202)

1. UH administration develops a proposed tuition schedule.

2. The tuition proposal and request for comments is shared with the BOR and university community at least 15 days prior to public meetings.

3. UH administration conducts open public meeting(s) on the tuition proposal on Hawai‘i, Maui, Kaua‘i and O‘ahu. Meetings are announced on all campuses at least 15 days in advance via campus newspapers or other appropriate means. The meetings take place on campuses. The purpose of the meetings is to explain the proposal and provide an opportunity for testimony.

4. The administration provides the BOR with a summary of the positions stated at the public meetings and incorporates input as appropriate.

5. A final tuition schedule is presented to the BOR for approval during or prior to the semester in which the tuition schedule applies.

6. A copy of the approved schedule is filed in the Office of the Lieutenant Governor prior to the effective date.
Affordability: UH is comparable or better than peers when looking at tuition costs and household income together.
Tuition is not the major cost of attending UH for Hawai‘i residents.

<table>
<thead>
<tr>
<th>Location</th>
<th>Living w/Family (Res)</th>
<th>Off-Campus (Res)</th>
<th>Living w/Family (Non-Res)</th>
<th>Off-Campus (Non-Res)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mānoa</td>
<td>52.9%</td>
<td>40.2%</td>
<td>65.3%</td>
<td>75.9%</td>
</tr>
<tr>
<td>Hilo</td>
<td>39.0%</td>
<td>22.6%</td>
<td>43.7%</td>
<td>62.9%</td>
</tr>
<tr>
<td>West Oahu</td>
<td>37.0%</td>
<td>25.5%</td>
<td>48.1%</td>
<td>61.4%</td>
</tr>
<tr>
<td>UHCC</td>
<td>21.0%</td>
<td>13.3%</td>
<td>28.5%</td>
<td>40.8%</td>
</tr>
</tbody>
</table>

Cost of attendance includes tuition and fees, books, supplies, room, board, misc. personal expenses, transportation, and electricity (for off-campus housing). Off campus is the same as living in the dorm. UH Community Colleges (UHCC) transportation cost is the average of the cost for O‘ahu, Hawai‘i, Maui, and Kaua‘i.
Historic summary of tuition levels relative to peers

• During the great recession (2008), the decline in Hawai‘i state investment in public higher education was among the highest in the country.

• During that same period, UH tuition increases were among the largest in the country.

• Since 2016, tuition rates have remained relatively flat.
UH resident tuition rates have remained relatively flat since 2016.
Non-resident tuition have also remained flat, except for the decrease in graduate tuition at UH Mānoa.
Resident Juris Doctor (JD) tuition has been flat since 2016-17.

William S. Richardson School of Law (WSRSL) Per Credit Hour Resident Tuition Rates

The Doctor of Juridical Science (SJD) program is assessed the regular graduate level tuition rate.
Non-resident JD tuition has been flat since 2016-17.
The SJD program is assessed the regular graduate level tuition rate.
Summary of current tuition levels as compared to peers

• Resident undergraduate rates are close to peers.

• Non-resident undergraduate rates are generally higher than peers.

• Graduate resident and non-resident rates are higher than peers.

• Enrollment performance has been close to, or better, than national averages since COVID (though still not as robust as we would like).
UH Mānoa undergraduate tuition and fees are generally comparable to peers, and are lower than benchmark institutions.

Data source: IPEDS.
UH Mānoa graduate tuition and fees remain higher than at comparison institutions despite the decreases in 2019-20.

Data source: IPEDS.
WSRSL tuition is lower than many west coast law schools.

2022-2023 Public West Coast Law School Tuition Comparison

UNLV
UC Berkeley
UC Davis
UCLA
Arizona State
Washington
New Mexico
WSRSL
Oregon
UC Irvine

In State
Out of State
WSRSL tuition is lower than most Barbri 2023 performance results.

2022-23 Law School Tuition Comparison
Barbri 2023 Performance Result
Average debt of WSRSL graduates among the lowest in the nation.

Average debt of graduates from 2016 to 2020 at law schools most applied to by UH students

Data source: LSAC data base.
UH Hilo undergraduate rates are in the middle of comparison groups of institutions for residents and higher for non-residents.

Data source: IPEDS.
UH Hilo graduate tuition and fees remain higher than at comparison institutions.

Data source: IPEDS.
UH West O‘ahu resident rates are comparable to comparison institutions; Non-Resident rates are higher.

Data source: IPEDS.
UHCC Resident Tuition and fees are lower than comparison institutions; Non-Resident rate is comparable to comparisons.

<table>
<thead>
<tr>
<th>Year</th>
<th>UHCC Resident</th>
<th>WICHE Resident Median</th>
<th>UHCC IPEDS Auto Res</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>$4,000</td>
<td>$5,000</td>
<td>$6,000</td>
</tr>
<tr>
<td>2014-15</td>
<td>$4,500</td>
<td>$5,500</td>
<td>$6,500</td>
</tr>
<tr>
<td>2015-16</td>
<td>$5,000</td>
<td>$6,000</td>
<td>$7,000</td>
</tr>
<tr>
<td>2016-17</td>
<td>$5,500</td>
<td>$6,500</td>
<td>$7,500</td>
</tr>
<tr>
<td>2017-18</td>
<td>$6,000</td>
<td>$7,000</td>
<td>$8,000</td>
</tr>
<tr>
<td>2018-19</td>
<td>$6,500</td>
<td>$7,500</td>
<td>$8,500</td>
</tr>
<tr>
<td>2019-20</td>
<td>$7,000</td>
<td>$8,000</td>
<td>$9,000</td>
</tr>
<tr>
<td>2020-21</td>
<td>$7,500</td>
<td>$8,500</td>
<td>$9,500</td>
</tr>
<tr>
<td>2021-22</td>
<td>$8,000</td>
<td>$9,000</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

Data source: IPEDS. UHCC based on 12 credits per semester.
Other financial and budget considerations

• Elasticity: Will raising rates negatively affect enrollment and tuition revenue? Previous national studies have shown an approximately 3% change in enrollment relative to a $1,000 change in tuition, but the current environment is very uncertain. On balance, we expect that small changes in tuition rates will not significantly impact enrollment numbers either way.

• Energy costs: are expected to increase by more than $13 million this year and about $2 million per year thereafter.

• Inflation: of about 8% this year will impact other expenses in the near term, but will hopefully moderate in future years.

• Legislative actions: such as eliminating state support for the payment of fringe benefits for permanent positions when salaries are paid with tuition will increase costs and challenge budgets at universities.

• The current levels of Tuition and Fees Special Fund (TFSF) reserves are strong but will be challenged by the impacts of inflation. Additionally, new expenses (e.g., mental health, strategic plan) will require investment.
Recurring expenses are currently projected to exceed revenues beginning in 2024-25.

Revenues and expenditures UH System (in millions)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenues</td>
<td>$1,841.5</td>
<td>$1,536.4</td>
<td>$1,516.2</td>
<td>$1,530.9</td>
<td>$1,534.8</td>
<td>$1,533.8</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>$1,687.2</td>
<td>$1,551.2</td>
<td>$1,509.4</td>
<td>$1,545.4</td>
<td>$1,549.2</td>
<td>$1,550.9</td>
</tr>
<tr>
<td>Net (rev. less exp.)</td>
<td>$154.3</td>
<td>$(14.8)</td>
<td>$6.8</td>
<td>$(14.5)</td>
<td>$(14.4)</td>
<td>$(17.1)</td>
</tr>
<tr>
<td>Non-Recur. Costs</td>
<td>$0.2</td>
<td>$71.2</td>
<td>$4.3</td>
<td>$4.2</td>
<td>$2.7</td>
<td>$0.7</td>
</tr>
<tr>
<td>Recurring Net</td>
<td>$154.4</td>
<td>$56.4</td>
<td>$11.1</td>
<td>$(10.2)</td>
<td>$(11.6)</td>
<td>$(16.4)</td>
</tr>
</tbody>
</table>

Estimates from UH Budget Office for all sources of funding, assuming no tuition rate increases and no significant changes in operations. Net figures may not sum due to rounding.
Recommendation 1:

• No change to undergraduate tuition for AY2023-24 and 2024-25 at the 4-year campuses.

• Increase resident tuition rates for AY2025-26 and AY2026-27 by 2% each year and increase non-resident tuition rates by the equivalent dollar amount.

Rationale: Hawai‘i’s economy is still recovering and increasing tuition rates at this time would create hardship for our students and their families. Further, our comparative situation is generally favorable. Additionally, using reserves to cover one-time costs for the next few years and giving campuses time to align expenditures to revenues is a reasonable approach.
Recommendations and Rationale (2/3)

Recommendation 2: Keep tuition flat at the UHCC’s from AY 2023-24 to AY 2026-27.

Rationale: Any increase will impact those who need us most. Utility costs will remain relatively level due to fixed price contracts, and reserve levels are healthy.

Recommendation 3: No change to any graduate or professional school tuition, except for the WSRSL for AY 2024-25 through AY 2026-27.

Rationale: Our comparative institutions have generally maintained level rates for graduate tuition, and UH tuition remains relatively higher than its peers.
Recommendations and Rationale (3/3)

Recommendation 4: Keep WSRSL tuition flat in 2023-24, and increase resident tuition rates by 2% per year in 2024-25, 2025-26, and 2026-27, and increase non-resident rates by the equivalent dollar amount.

Rationale for Increase:

- WSRSL has compelling needs to support students, faculty, and staff with the additional tuition revenue.
- WSRSL current tuition is modest in comparison to other accredited law schools. Their Strategic Plan, conducted in 2021, recommended that WSRSL:

  *Increase tuition by modest percentages for both in-state and out-of-state students. Tuition currently charged by the law school is approximately 20% lower on average than other state institutions in the country...*
Summary of Recommendations

Based on the financial and competitive reasons discussed, our recommendations are:

<table>
<thead>
<tr>
<th></th>
<th>AY 2023-24</th>
<th>AY 2024-25</th>
<th>AY 2025-26</th>
<th>AY 2026-27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate rate at 4 years*</td>
<td>0.0%</td>
<td>0.0%</td>
<td>2.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Mānoa</td>
<td></td>
<td></td>
<td>+$216/yr</td>
<td>+$240/yr</td>
</tr>
<tr>
<td>Hilo &amp; West O‘ahu</td>
<td></td>
<td></td>
<td>+$144/yr</td>
<td>+$144/yr</td>
</tr>
<tr>
<td>Community Colleges**</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Upper Division</td>
<td></td>
<td></td>
<td>+$144/yr</td>
<td>+$144/yr</td>
</tr>
<tr>
<td>Graduate school and professional schools except for WSRSL</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>WSRSL*</td>
<td>0.0%</td>
<td>2.0%</td>
<td>2.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>+$456/yr</td>
<td>+$456/yr</td>
<td>+$456/yr</td>
</tr>
</tbody>
</table>

Annual dollar amount increases are based on 12 credits per semester. Percentage increases are done at the per credit level; the annual percentages may vary due to rounding.

* Non-resident rates are set at the equivalent dollar amount as the resident rate.

** Upper division rate at UH Community Colleges would be at the same rate as UH Hilo and UH West O‘ahu.
Overall Projected UH recurring Net Revenue and Impact of Recommended Change in Tuition Revenue  
(in millions)

<table>
<thead>
<tr>
<th>Projected Net Revenue (recurring expenses only)</th>
<th>Projected 2022-2023</th>
<th>Projected 2023-2024</th>
<th>Projected 2024-2025</th>
<th>Projected 2025-2026</th>
<th>Projected 2026-2027</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>56.4</td>
<td>$</td>
<td>($10.2)</td>
<td>($11.6)</td>
<td>($16.4)</td>
</tr>
<tr>
<td>Projected change in Tuition Revenue due to recommended rate increase.</td>
<td>($7.75)</td>
<td>$ 0.00</td>
<td>$ 0.11</td>
<td>$ 3.46</td>
<td>$ 3.76</td>
</tr>
</tbody>
</table>

Increase in tuition revenue will only partially address projected future recurring shortfalls. Strong actions will still be needed to close remaining gaps.

1/ Projections are based on recommended tuition rate increases and assume constant fall 2022 enrollments. Projections include certain fees and waivers, but are before scholarships. Fees include application fees, course and lab fees, and professional fees, but do not include regular student fees. Tuition includes spring and fall main terms only.
### Proposed Use of Additional Tuition Revenue at WSRSL

<table>
<thead>
<tr>
<th></th>
<th>Year 2 Total</th>
<th>Year 3 Total</th>
<th>Year 4 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$112,000</td>
<td>$232,000</td>
<td>$353,000</td>
</tr>
<tr>
<td>(Tuition Increase of $456/yr)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library (Bloomberg Law and Cambridge Core, Sage Handbooks, Brill e-Book Collection and d-Journals Environmental Law Reporter, Vlex, Kluwer Arbitration, Oxford Legal Research Library, Elgar Online)</td>
<td>$60,000</td>
<td>$55,000</td>
<td>$72,000</td>
</tr>
<tr>
<td>Moot Court and Client Counseling Teams</td>
<td>$10,000</td>
<td>$11,000</td>
<td>$15,000</td>
</tr>
<tr>
<td>Student Work Assistants, Student Research and Teaching Assistants</td>
<td>$18,000</td>
<td>$20,000</td>
<td>$32,000</td>
</tr>
<tr>
<td>Career Services Resources</td>
<td>$9,000</td>
<td>$12,000</td>
<td>$16,000</td>
</tr>
<tr>
<td>Bar Examination Support</td>
<td>$15,000</td>
<td>$17,000</td>
<td>$21,000</td>
</tr>
<tr>
<td>Faculty Research, Conference and Presentation Support</td>
<td>$34,000</td>
<td>$36,000</td>
<td></td>
</tr>
<tr>
<td>Staff Training and Professional Development Opportunities</td>
<td>$18,000</td>
<td>$22,000</td>
<td></td>
</tr>
<tr>
<td>Technology Upgrades (particularly in older buildings, case management systems, recommended library improvements and tech subscriptions/licenses)</td>
<td>$52,000</td>
<td>$60,000</td>
<td></td>
</tr>
<tr>
<td>Other (deferred maintenance &amp; Americans with Disabilities Act [ADA] compliance and necessary upgrades)</td>
<td>$13,000</td>
<td>$79,000</td>
<td></td>
</tr>
</tbody>
</table>

Tuition dollar amount increases based on 12 credits per semester. Percentage increases are done at the per credit level; the annual percentages may vary due to rounding.
Informing Students and Receiving Comments Regarding the Tuition Proposal

• As required by EP6.202, open public meetings regarding the undergraduate tuition increases were held at UH campuses on Hawai‘i, Maui, Kaua‘i, and O‘ahu.

• A separate open public meeting was held to discuss the William S. Richardson School of Law (WSRSL) tuition increases at WSRSL.

• All the meetings could be attended in person or via Zoom.

• Additionally, a website was set up to take public comments for those who did not want to attend.

• A summary of all comments received is provided in the appendix.
A total of 62 persons* attended the five meetings either in person or via Zoom.

1. **Oʻahu tuition hearing**: Tuesday, Nov. 15, 9:00 - 10:30 am
   - UHM, IT Bldg, 105A/B and available via Zoom
   - Attendees in person: 2, Attendees via Zoom: 30
   - Oral Testimony provided by Jenny Brown, Kapiʻolani Community College student (via Zoom)

2. **University of Hawaiʻi at Hilo**: Wednesday, Nov. 16, 2:00 - 3:30 pm
   - Waiʻolino Building
   - Attendees in person: 1, Attendees via Zoom: 7
   - Oral Testimony provided (via Zoom) by Kimberly Santiago, University of Hawaiʻi student, no campus provided

3. **William S. Richardson Law School (WSRLS), UH Mānoa**: Monday, Nov. 21, 12:00 - 1:30 pm
   - Law School Classroom 2 and available via Zoom
   - Attendees in person: 4, Attendees via Zoom: 8
   - Oral Testimony provided by:
     - Jun Shin, UH Mānoa undergraduate student (in-person testimony)
     - Kaʻiu Akamine, UH Mānoa alumni (UH West Oʻahu staff, via Zoom)

4. **UH Maui College** Tuesday, Nov. 29, 2:00 - 3:30 pm
   - Kaʻaʻike 105A and 107 and available via Zoom
   - Attendees in person: 1, Attendees via Zoom: 3
   - No testimony

5. **Kauaʻi Community College** Thursday, Dec. 1, 2:00 - 3:30 pm
   - Fine Arts Auditorium and available via Zoom
   - Attendees in person: 1, Attendees via Zoom: 5
   - No testimony

* Not including audiovisual, or other staff support
The online survey had 60 respondents, the majority of whom were students.

Survey administered on UH website from October 28 to December 4, 2022.
Majority of respondents disapproved of increases in tuition in Proposals 1 and 3.

Proposal 1
Freeze resident undergraduate tuition rates for UH Mānoa, UH Hilo and UH West O‘ahu for academic year (AY) 2023–24 and AY 2024–25 followed by a 2% increase in AY 2025–26 (Mānoa $9 per credit; Hilo and West O‘ahu $6 per credit) and a 2% increase in AY 2026–27 (Mānoa $10 per credit; Hilo and West O‘ahu $6 per credit) that will also raise undergraduate non-resident tuition rates by the equivalent dollar amount during the same period.

Proposal 2
Keep tuition flat for the University of Hawai‘i Community Colleges, all graduate programs, and all professional schools with the exception of the William S. Richardson School of Law for the academic years AY 2023–24, AY 2024–25, AY 2025–26 and AY 2026–27.

Proposal 3
Freeze resident tuition rates for the UH Mānoa William S. Richardson School of Law for academic year AY 2023–24 and raise tuition by 2% in AY 2024–25 ($19 per credit), another 2% increase in AY 2025–26 ($19 per credit) and final 2% increase in AY 2026–27 ($19 per credit) that will also raise non-resident tuition rates by the equivalent dollar amount during the same period.
Frequently mentioned concerns from testimonies and survey comments and responses to those concerns.

1. High-cost of living in Hawai‘i (12%) and current high-cost of tuition (19%):
   a. Recognizing that tuition increases, however small, will impact students, the administration’s proposal holds tuition steady for one to two years, and increases are very modest in all cases.
   b. Furthermore, the amount of need-based scholarships is linked to tuition revenue, thus more scholarships will be provided by campuses if revenues increase. EP6.204 requires that a minimum of tuition revenues from the previous academic year shall be awarded in need-based aid (UHM: 10%, UHH and UHWO 12% and UHCC 8.8%).

2. Educational quality or experience should improve with increase (10%): Plans are in place to increase mental health services and to allocate funds to implement the newly adopted strategic plan and improve the student experience.

3. Wanting to know how funds are prioritized or allocated (24%): All of the increases for the WSRSL will go directly to the school, and the proposed allocation of those funds is included in the presentation. For the other tuition changes, the large increases in electricity and other costs in 2022 and continued higher costs in the future will lead to recurring costs exceeding revenues in 2024. While reserves can cover for deficits in the short run and costs will need to be trimmed, it is fiscally responsible to slowly adjust revenues.
The Administration requests that the Board of Regents (BOR) adopt the tuition schedules as proposed at the BOR meeting on October 20, 2022, and presented today.

It is fiscally responsible to proceed with gradual, small increases to deal with budget deficits rather than wait and be forced to have large increases at a later time.
Appendix 1a
Proposed Tuition Schedule 2023-24 through 2026-27

University of Hawai‘i Tuition
UNDERGRADUATE AND GRADUATE
PER-CREDIT-HOUR AND FULL-TIME SEMESTER TUITION SCHEDULE, ALL CAMPUSES

<table>
<thead>
<tr>
<th>PROPOSED</th>
<th>2022-2023</th>
<th>2023-2024</th>
<th>2024-2025</th>
<th>2025-2026</th>
<th>2026-2027</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Resident</td>
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<td>Resident</td>
<td>Nonresident</td>
<td>Resident</td>
</tr>
<tr>
<td></td>
<td>Per SH FT</td>
<td>Per SH FT</td>
<td>Per SH FT</td>
<td>Per SH FT</td>
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</tr>
</tbody>
</table>

UH MĀNOA¹

<table>
<thead>
<tr>
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<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>471 5,652 1,389 16,668</td>
<td>471 5,652 1,389 16,668</td>
</tr>
<tr>
<td></td>
<td>471 5,652 1,389 16,668</td>
<td>480 5,760 1,398 16,776</td>
</tr>
<tr>
<td></td>
<td>650 7,800 1,402 16,824</td>
<td>650 7,800 1,402 16,824</td>
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UH HILO²

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>306 3,672 846 10,152</td>
<td>306 3,672 846 10,152</td>
</tr>
<tr>
<td></td>
<td>306 3,672 846 10,152</td>
<td>312 3,744 852 10,224</td>
</tr>
<tr>
<td></td>
<td>489 5,868 1,107 13,284</td>
<td>489 5,868 1,107 13,284</td>
</tr>
</tbody>
</table>

UH WEST O‘AHU²

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>306 3,672 846 10,152</td>
<td>306 3,672 846 10,152</td>
</tr>
<tr>
<td></td>
<td>306 3,672 846 10,152</td>
<td>312 3,744 852 10,224</td>
</tr>
<tr>
<td></td>
<td>306 3,672 846 10,152</td>
<td>312 3,744 852 10,224</td>
</tr>
</tbody>
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UH COMMUNITY COLLEGES

<table>
<thead>
<tr>
<th></th>
<th>Lower Division</th>
<th>300 Level and Above³⁴</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Resident</td>
<td>Nonresident</td>
</tr>
<tr>
<td></td>
<td>Per SH FT</td>
<td>Per SH FT</td>
</tr>
</tbody>
</table>

¹ All students are subject to campus-based student fees not shown here.
² Full-time (FT) tuition applies to students enrolling for 12 or more credits at UHM, UHH, and UH-WO. At the Community Colleges, except for 300 Level and Above classes at Maui College as specified in footnote 4, tuition is charged on a per-credit basis for all enrolled credits effective 2001-02. In accordance with University concurrent enrollment policy, students enrolling at multiple institutions/campuses during the same term pay the applicable tuition at each campus. Unless a special tuition schedule applies, regular day tuition applies to any credit course offered throughout the year for which a General Fund appropriation is authorized. Undergraduate resident and nonresident students enrolled in nursing, dental hygiene, business, and other UHCC health programs also pay a professional fee (separate fee schedule). Undergraduate/Graduate resident and nonresident students enrolled in the architecture program at UHM also pay a professional fee (separate fee schedule). UHCC student fees for Credit by Institutional Exam is 50% of course tuition.
³ This rate applies to upper division courses in UH Maui College’s four-year degree program and select Advanced Professional Certificate courses at the UHCCC’s as approved by the Board.
⁴ 300-level and above classes which are cross-listed at four-year campuses are charged this rate.

2020-21 to 2022-23 approved by the Board of Regents on May 16, 2019.
## Appendix 1b

### Proposed Tuition Schedule 2023-24 through 2026-27

**University of Hawai‘i Tuition**

**SELECT ADVANCED PROFESSIONAL PROGRAMS**

**PER-CREDIT-HOUR AND FULL-TIME SEMESTER TUITION SCHEDULE**

<table>
<thead>
<tr>
<th>Program</th>
<th>2022-2023</th>
<th>2023-2024</th>
<th>2024-2025</th>
<th>2025-2026</th>
<th>2026-2027</th>
</tr>
</thead>
<tbody>
<tr>
<td>MĀNOA4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Business (Master’s)3</td>
<td>887</td>
<td>10,644</td>
<td>1,596</td>
<td>19,176</td>
<td>887</td>
</tr>
<tr>
<td></td>
<td>10,644</td>
<td>1,596</td>
<td>19,176</td>
<td>887</td>
<td>10,644</td>
</tr>
<tr>
<td>Graduate Education (EdD)</td>
<td>701</td>
<td>8,412</td>
<td>1,595</td>
<td>19,140</td>
<td>701</td>
</tr>
<tr>
<td></td>
<td>8,412</td>
<td>1,595</td>
<td>19,140</td>
<td>701</td>
<td>8,412</td>
</tr>
<tr>
<td>Graduate Nursing</td>
<td>1,001</td>
<td>12,012</td>
<td>1,896</td>
<td>22,752</td>
<td>1,001</td>
</tr>
<tr>
<td></td>
<td>12,012</td>
<td>1,896</td>
<td>22,752</td>
<td>1,001</td>
<td>12,012</td>
</tr>
<tr>
<td>Law</td>
<td>933</td>
<td>11,196</td>
<td>1,574</td>
<td>18,888</td>
<td>933</td>
</tr>
<tr>
<td></td>
<td>11,196</td>
<td>1,574</td>
<td>18,888</td>
<td>933</td>
<td>11,196</td>
</tr>
<tr>
<td>Pharmacy</td>
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<td>12,048</td>
<td>1,710</td>
<td>20,520</td>
<td>979</td>
</tr>
<tr>
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<td>12,048</td>
<td>1,710</td>
<td>20,520</td>
<td>979</td>
<td>12,048</td>
</tr>
</tbody>
</table>

All students are subject to campus-based student fees not shown here.

Full-time (FT) tuition applies to students enrolling for 12 or more credits. In accordance with University concurrent enrollment policy, students enrolling at multiple institutions/campuses during the same term pay the applicable tuition at each campus. Unless a special tuition schedule applies, regular day tuition applies to any credit course offered throughout the year for which a General Fund appropriation is authorized.

The CBA master’s degrees offered in executive format charge the resident tuition established here plus additional fees delegated to and approved by the President.

2022-23 approved by the Board of Regents on May 16, 2019. 2023-24 to 2026-27 approved by the Board of Regents on ________.
Appendix 1c
Proposed Tuition Schedule 2023-24 through 2026-27

PROPOSED
University of Hawaiʻi Tuition
PROFESSIONAL FEES¹, PER STUDENT, PER SEMESTER

<table>
<thead>
<tr>
<th></th>
<th>2022-2023</th>
<th>2023-2024</th>
<th>2024-2025</th>
<th>2025-2026</th>
<th>2026-2027</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH MĀNOA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Business</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>Undergraduate Nursing</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Undergraduate Dental Hygiene</td>
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<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>Undergraduate/Graduate Architecture</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>Undergraduate Engineering</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>UH HILO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Nursing</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>UH COMMUNITY COLLEGES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Culinary Programs</td>
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<td>up to $250</td>
<td>up to $250</td>
<td>up to $250</td>
<td>up to $250</td>
</tr>
<tr>
<td>Undergraduate Veterinary Program</td>
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<td>$100 / $300</td>
<td>$100 / $300</td>
<td>$100 / $300</td>
<td>$100 / $300</td>
</tr>
<tr>
<td>Undergraduate Nursing</td>
<td>up to $500</td>
<td>up to $500</td>
<td>up to $500</td>
<td>up to $500</td>
<td>up to $500</td>
</tr>
<tr>
<td>Other Health Programs</td>
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<td>up to $500</td>
<td>up to $500</td>
<td>up to $500</td>
<td>up to $500</td>
</tr>
</tbody>
</table>

¹ The professional fees are charged in addition to applicable regular undergraduate tuition and student fees and are the same for residents and nonresidents.

² Nursing and dental hygiene students are charged for no more than six semesters after admission to the program.

³ The architecture professional fee is charged throughout the 7-year program in addition to applicable tuition.

⁴ The undergraduate engineering fee is charged to students of sophomore, junior, or senior standing only.

⁵ The UHCC culinary program professional fee was approved by the Board of Regents in July 2012. The fee will be prorated for part-time students.

⁶ The professional fees schedule for Windward CC’s veterinary program was approved by the Board of Regents in February 2012. Certificate of Achievement in Veterinary Assisting (1st year) students are charged $100/semester (effective spring 2013). Associate of Science in Veterinary Technology (2nd year) students are charged $300/semester (effective fall 2012).
### Appendix 1d

Proposed Tuition Schedule 2023-24 through 2026-27

#### University of Hawai’i Tuition

**CONTINUING EDUCATION AND COMMUNITY SERVICE PER-CREDIT-HOUR TUITION SCHEDULE**

<table>
<thead>
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<th></th>
<th>2022-2023</th>
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<th>2024-2025</th>
<th>2025-2026</th>
<th>2026-2027</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Resident</td>
<td>Nonresident</td>
<td>Resident</td>
<td>Nonresident</td>
<td>Resident</td>
</tr>
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<td><strong>UH MĀNOA OUTREACH COLLEGE</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Undergraduate</td>
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<td>471</td>
<td>1,389</td>
<td>480</td>
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<tr>
<td>Graduate</td>
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<td>1,402</td>
<td>650</td>
<td>1,402</td>
<td>650</td>
</tr>
<tr>
<td>Graduate Business</td>
<td>887</td>
<td>1,598</td>
<td>887</td>
<td>1,598</td>
<td>897</td>
</tr>
<tr>
<td>Graduate Education (EdD)</td>
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<td>701</td>
<td>1,595</td>
<td>701</td>
</tr>
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<td>600</td>
<td>600</td>
</tr>
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<td>1,001</td>
<td>1,896</td>
<td>1,001</td>
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<td>1,909</td>
<td>933</td>
<td>1,909</td>
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</tr>
<tr>
<td>JD</td>
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<td>1,209</td>
<td>2,209</td>
<td>1,209</td>
</tr>
<tr>
<td>LLM</td>
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<td>846</td>
<td>306</td>
<td>846</td>
<td>306</td>
</tr>
<tr>
<td><strong>UH HILO CCECS</strong></td>
<td></td>
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</tr>
<tr>
<td>Undergraduate</td>
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<td>846</td>
<td>306</td>
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<td>Graduate</td>
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<td>1,107</td>
<td>489</td>
</tr>
<tr>
<td>Graduate Nursing</td>
<td>797</td>
<td>1,574</td>
<td>797</td>
<td>1,574</td>
<td>797</td>
</tr>
</tbody>
</table>

---

1. At all campuses, tuition is not charged for credit courses subsidized under contractual agreements. In accordance with University concurrent enrollment policy, students enrolling at multiple institutions/campuses during the same term pay the applicable tuition at each campus.

2. Undergraduate resident and nonresident nursing students at UHM enrolled in the regular programs pay a professional fee (see separate fee schedule). Professional fees will be charged unless waived by the department.

3. The CBA master’s degree offered in executive format charge the resident tuition established here plus additional fees delegated to and approved by the President.

4. The MEd in Private School Leadership was approved by the President in spring 2015.

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2023-24 approved by the Board of Regents on May 16, 2019.
2024-25 to 2026-27 approved by the Board of Regents on __________.

---

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# Appendix 1e
## Proposed Tuition Schedule 2023-24 through 2026-27

### University of Hawai‘i Tuition

**SUMMER SESSION PER-CREDIT-TUITION SCHEDULE**

<table>
<thead>
<tr>
<th></th>
<th>2022-2023</th>
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<th>2025-2026</th>
<th>2026-2027</th>
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<td>Summer 2025</td>
<td>Summer 2026</td>
<td>Summer 2027</td>
</tr>
<tr>
<td><strong>UH MĀNOA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>471</td>
<td>471</td>
<td>471</td>
<td>471</td>
<td>471</td>
</tr>
<tr>
<td>Graduate</td>
<td>650</td>
<td>650</td>
<td>650</td>
<td>650</td>
<td>650</td>
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<td>Graduate - Business</td>
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<td>871</td>
<td>871</td>
<td>871</td>
<td>871</td>
</tr>
<tr>
<td>Graduate - Education (EdD)</td>
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<td>1,565</td>
<td>701</td>
<td>1,565</td>
<td>701</td>
</tr>
<tr>
<td>Graduate - Nursing</td>
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<td>1,001</td>
<td>933</td>
<td>1,001</td>
<td>933</td>
</tr>
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<td>Law - JD</td>
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<td>1,001</td>
<td>933</td>
<td>1,001</td>
<td>933</td>
</tr>
<tr>
<td>Law - LLM</td>
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<td>1,209</td>
<td>1,209</td>
<td>1,209</td>
<td>1,209</td>
</tr>
<tr>
<td><strong>UH HILO</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>306</td>
<td>441</td>
<td>306</td>
<td>441</td>
<td>312</td>
</tr>
<tr>
<td>Graduate</td>
<td>489</td>
<td>489</td>
<td>489</td>
<td>489</td>
<td>489</td>
</tr>
<tr>
<td>Graduate Nursing</td>
<td>797</td>
<td>1,574</td>
<td>797</td>
<td>1,574</td>
<td>797</td>
</tr>
<tr>
<td><strong>UH WEST O‘AHU</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>306</td>
<td>441</td>
<td>306</td>
<td>441</td>
<td>312</td>
</tr>
<tr>
<td>Graduate Nursing</td>
<td>797</td>
<td>1,574</td>
<td>797</td>
<td>1,574</td>
<td>797</td>
</tr>
<tr>
<td><strong>UH COMMUNITY COLLEGES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer/Special Term/Customized Program</td>
<td>248</td>
<td>357</td>
<td>248</td>
<td>357</td>
<td>248</td>
</tr>
</tbody>
</table>

**Note:** Tuition rates subject to change. Figures listed exclude fees.

1. All campuses, tuition is not charged for credit courses subsidized under contractual agreements (students may be subject to administrative fees). In accordance with University concurrent enrollment policy, students enrolling at multiple institutions/campuses during the same term pay the applicable tuition at each campus. Professional fees may be required for selected undergraduate programs. See respective campus programs for details.

2. Master's degrees offered in executive format by the Shidler College of Business charge the resident tuition established here (plus additional fees).

3. Pacific Islander rates at UH Hilo, UH West O‘ahu, and the UH Community Colleges are calculated at the midpoint between the resident and nonresident rates. Likewise, WUE rates at UH Hilo, UH West O‘ahu, and Maui College are calculated at the midpoint between the resident and nonresident rates. Pacific Islander and WUE rates at UH Mānoa follow the resident/nonresident summer rates published in this schedule.

4. These rates do not apply to: 1) any credit course offered throughout the academic year for which a General Fund appropriation is authorized, 2) remedial/developmental course, 3) college success courses or other courses taught as part of a learning community that includes remedial/developmental courses. During the summer terms, these courses will be charged at the previous fall/spring rates, 4) UHCC degrees in the UH online program, 5) the community colleges may also set tuition at the same rate as UH Hilo for upper division courses.

Approved by the UH President on [___________]
Appendix 1f
Proposed Tuition Schedule 2023-24 through 2026-27

PROPOSED

University of Hawai‘i Tuition
APPRENTICE AND JOURNEY WORKER PER-CLOCK-HOUR TUITION SCHEDULE

<table>
<thead>
<tr>
<th></th>
<th>2022-2023</th>
<th>2023-2024</th>
<th>2024-2025</th>
<th>2025-2026</th>
<th>2026-2027</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH COMMUNITY COLLEGES</td>
<td>.50</td>
<td>.50</td>
<td>.50</td>
<td>.50</td>
<td>.50</td>
</tr>
</tbody>
</table>

2022-23 approved by the Board of Regents on May 16, 2019. 2023-24 to 2026-27 approved by the Board of Regents on __________.
### Proposed Tuition Schedule 2023-24 through 2026-27

<table>
<thead>
<tr>
<th>Campus</th>
<th>Description</th>
<th>Tuition Amount</th>
<th>Initial Date</th>
<th>Date of most recent change</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Mānoa</td>
<td>Special Tuition for Students Registered for One Credit Hour of dissertation 800</td>
<td>Same as one credit at the resident graduate rate</td>
<td>9/9/75</td>
<td>12/1/87</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>Aerospace Studies and Military Science program</td>
<td>$0</td>
<td>5/16/75</td>
<td></td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>UHM Shidler College of Business Vietnam Executive MBA program (VEBMA)</td>
<td>$35,040 for 48-credit program</td>
<td>2/24/19</td>
<td>8/16/17</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>Nursing Education Exchange (NEXus), tuition based on NEXus Partners enrollment common price per semester hour as determined annually by the NEXus partners</td>
<td>$856 per semester credit hour beginning Fall 2019</td>
<td>6/27/13</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>UHM Shidler College of Business Executive MBA program (EMBA)</td>
<td>Fall 2019 cohort: $1,102/cr x 48 credits ($52,696 total) Fall 2021 cohort: $1,156/cr x 48 credits ($56,460 total) Fall 2023 cohort: $1,165/cr x 48 credits ($55,920 total)</td>
<td>1977</td>
<td>4/1/19</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>UHM Shidler College of Business Masters in Human Resource Management program (MHM)</td>
<td>$1,141 per credit (no additional fees) beginning Fall 2022</td>
<td>2002</td>
<td>Fall 2022</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>UHM Shidler College of Business Distance Learning Executive MBA Program (DLEBMA)</td>
<td>Fall 2020 cohort: $1,015/cr x 48 credits ($48,720 total) Fall 2022 cohort: $1,050/cr x 48 credits ($50,400 total)</td>
<td>2012</td>
<td>9/18/18</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>Master of Science in Finance, Master of Science in Information Systems, Master of Science in Marketing Management</td>
<td>$857/cr for residents and non-residents. Approval is for AY 2020-21 only.</td>
<td>7/29/20</td>
<td>7/29/20</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>Global Scholars Program (applies to visiting (non-degree seeking) students from approved partner universities who are enrolling in credit courses)</td>
<td>150% of resident tuition</td>
<td>8/13/20</td>
<td></td>
</tr>
<tr>
<td>Hawai'i CC</td>
<td>Early College High School Program (with high schools with an approved MOU)</td>
<td>No cost to student. DOE pays UH $2,000 per college credit.</td>
<td>8/25/14</td>
<td>8/2/18</td>
</tr>
<tr>
<td>Honolulu CC</td>
<td>Early College High School Program (with high schools with an approved MOU)</td>
<td>No cost to student. DOE pays UH $2,000 per college credit.</td>
<td>8/25/14</td>
<td>8/2/18</td>
</tr>
<tr>
<td>Kapolei CC</td>
<td>Early College High School Program (with high schools with an approved MOU)</td>
<td>No cost to student. DOE pays UH $2,000 per college credit.</td>
<td>8/25/14</td>
<td>8/2/18</td>
</tr>
<tr>
<td>Kauai CC</td>
<td>Early College High School Program (with high schools with an approved MOU)</td>
<td>No cost to student. DOE pays UH $2,000 per college credit.</td>
<td>8/25/14</td>
<td>8/2/18</td>
</tr>
<tr>
<td>Leeward CC</td>
<td>Early College High School Program (with high schools with an approved MOU)</td>
<td>No cost to student. DOE pays UH $2,000 per college credit.</td>
<td>8/25/14</td>
<td>8/2/18</td>
</tr>
<tr>
<td>UH Hilo College</td>
<td>Early College High School Program (with high schools with an approved MOU)</td>
<td>No cost to student. DOE pays UH $2,000 per college credit.</td>
<td>8/25/14</td>
<td>8/2/18</td>
</tr>
<tr>
<td>Windward CC</td>
<td>Early College High School Program (with high schools with an approved MOU)</td>
<td>No cost to student. DOE pays UH $2,000 per college credit.</td>
<td>8/25/14</td>
<td>8/2/18</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>Early College High School Program (with high schools with an approved MOU)</td>
<td>No cost to student. DOE pays UH $2,000 per college credit.</td>
<td>8/25/14</td>
<td>8/2/18</td>
</tr>
<tr>
<td>UH West O'ahu</td>
<td>Early College High School Program (with high schools with an approved MOU)</td>
<td>No cost to student. DOE pays UH $2,000 per college credit.</td>
<td>8/25/14</td>
<td>8/2/18</td>
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Approved by the UH President on ________________.
Appendix 2
Feedback Received Regarding Proposed Tuition Schedule
2023-24 through 2026-27

Contents

Part 1: Testimony Received In-person or via Zoom
Part 2a: Testimony Received Via Email (ovpas@hawaii.edu)
Part 2b: Comments and Feedback Received from UH Tuition Proposal Comment Form
Part 3: Summary of Recommendations Provided by Respondents
Part 1: Testimony Received In-person or via Zoom 1

Oʻahu tuition hearing
Tuesday, Nov. 15, 9:00 - 10:30 am
UH Mānoa, IT Bldg, 105A/B and available via Zoom
Jenny Brown, student, Kapiʻolani Community College (Zoom testimony)
Stance: Opposition
Summary: The student pays for her own costs, does not qualify for Free Application for Federal Student Aid (FAFSA), family cannot help pay for education. The student works and goes to school and pays for health insurance (has a chronic illness). The student is enrolled in a pre-engineering transfer pathway, which will require attending a 4-year institution in the future. Raising tuition simply adds another barrier and makes the bare necessities become a privilege—“the slightest dollar makes a world of a difference.” Furthermore, the proposed tuition increase goes against our strategic imperative of supporting student success.

University of Hawaiʻi at Hilo tuition hearing
Wednesday, Nov. 16, 2:00 - 3:30 pm
Waiʻolino Bldg, Multi-purpose Room and available via Zoom
Kimberly Santiago, University of Hawaiʻi student (Zoom testimony)
Oral Testimony Provided
Summary: The student questioned whether the tuition increase would translate to an increase in the value of a student’s education. The student suggested the administration provide a clearer plan on the tuition increase proposal that included a more itemized description of how the increase in tuition would be invested to the benefit of enriching student’s educational experience. The student mentioned that if there was no intention of enhancing the student experience, then there should not be an increase in tuition. The student also suggested that extending the percentage increase over a greater length of time (which may be beyond the current tuition schedule) may reduce the impact on students. In other words, the tuition can be raised, but it has to be of “good value.”
Part 1 (continued)

University of Hawai‘i at Mānoa William S. Richardson School of Law tuition hearing
Monday, Nov. 21, 12:00 - 1:30 pm
Law School Classroom 2 and available via Zoom

Jun Shin, UH Mānoa undergraduate student (in-person testimony)
Oral Testimony Provided
Summary: The student mentioned being concerned about the availability of financial resources at UH and how this may impact student attendance and accessibility. “I really hope that there are other ways to kind of figure out revenues, you know... But I really hope that it doesn’t have to be on the backs of students.” The student questioned how these hearings were publicized and their availability to students (since it didn’t seem to be publicized via social media outlets).

Ka‘iu Akamine, UH Mānoa (UHM) alumni (UH West O‘ahu staff, Zoom testimony)
Oral Testimony Provided
Summary: “I wanted to speak on behalf of students because I think what’s happening is that many of my students are stressed out with school, and I don’t know that they’re having an opportunity to actually provide testimony.” The UHM alumni also reflected on the current busyness of the semester with final exams closely underway and completion of projects and some of the challenges that her students are facing: “our students who are struggling to find homes to pay for food, to pay for childcare. Many of my students work a couple of jobs in order to just make ends meet, and they’re running here and there and everywhere, trying to balance school and work.” Furthermore, the UHM alumni mentioned how the tuition increase might impact enrollment and access to higher education. The UHM alumni mentioned “…I don’t think that we are doing justice to the process of inclusion and getting more students, allowing more students to come and talk about some of the challenges or maybe even their support for this proposed tuition increase,” as part of the concluding remarks.
Question: “I wonder, have we done really good analysis and how much per dollar are we actually going to be making with a decline in enrollment?”

UH Maui College
Tuesday, Nov. 29, 2:00 - 3:30 pm
Ka‘a’ike 105A and 107 and available via Zoom
No testimony provided in-person or via Zoom.

Kaua‘i Community College
Thursday, Dec. 1, 2:00 - 3:30 pm
Fine Arts Auditorium and available via Zoom
No testimony provided in-person or via Zoom.
My name is Jenny and I am a student at Kapi‘olani Community College. I am here to speak today in opposition regarding the undergraduate tuition increase from 2025 to 2027. As a community college student, I know firsthand how this increase would negatively affect my ability to continue higher education. I am one out of many students like me in a CC system. That "awkward gap" in your enrollment demographics that oftentimes I feel is neglected at a system level. Students I am referring to are any of these but not limited to: those who do not qualify for FAFSA, their family cannot afford to supplement their education, or their scholarships do not cover their costs so they have to pay out of pocket for their expenses. This discussion on raising the cost of attendance at the University of Hawai‘i at Mānoa, a public institution, makes it an additional barrier in higher education that needs to be addressed.

The support from the amazing staff and faculty at Kapi‘olani CC, helped me discover a career as an aspiring engineer. Something, if you told my high school self I would NEVER believe in. This pathway requires me to go to a university. Just like a majority of students at a CC level, I can only afford to go to college part-time and transfer to UH Mānoa because it is my only option.

I knew the pathway was without its difficulties but didn’t think my quality of life would be at stake as well. If you don’t know, most decent health insurance that is accepted by providers is offered by your employer for a free or reduced rate (or you pay out of pocket). This requires at least 20 hours a week to qualify. As a student, this meant I had to make a difficult personal decision on what I should prioritize as you can’t have it all. Due to the limits of my health insurance provided by the government, finding a provider has been a nightmare. Just to manage my chronic illness, bookings for just a referral have to be made months in advance. This leaves me with two options: suck it up or pay out of pocket every time, which, in America, is a $200 bill without insurance just to talk to a doctor for 2 minutes.

When it comes to whether I should continue to receive adequate healthcare or complete my degree, the slightest dollar makes a world of a difference.

The expectation of this tuition increase, quoted by UH News, said, “that this proposed tuition increase would not significantly impact access to higher education.” This is just one personal anecdote, but as a student, it is a harder transition and barrier for students like me at a community college level to pursue higher education. This makes the bare necessities become a privilege, and an education, which is in my opinion, considered a necessity in this economy, now at the cost of luxury.

I leave you one last quote: cultivating the potential within each member of our community. This was taken from UH Mānoa’s 2015-2025 strategic plan. I urge this board to not increase the undergraduate tuition costs as it would be a disservice to the mission. Every student in our system deserves equity, to be a leading light in aloha we have to lead by example and focus on prioritizing and looking holistically at the needs of the students.

Thank you for your time.

Mahalo,

Jenny Brown, Student
Part 2B: Comments and Feedback from UH Tuition Proposal Comment Form

“Please make PUBLIC the itemized breakdown of the total fund allocation currently with exact dollar amounts (can show last 5 years) and specify where the extra funds will be allocated. It is unclear if the financial burden of all of this is being improperly placed upon the students, who ALSO are having a hard time making ends meet and are a more vulnerable population than the University as a whole. If the University can make ends meet elsewhere, it SHOULD as it has the stronger reserves. It has knowledge, research, funding; students have NONE of that, especially coming in as freshman or transfer students.” Community Member

“That seems fair, after having the same tuition since 2019 (as a parent paying for college, that was really great, having the same tuition for 4 years. It would be great if that could be the norm, that the tuition you pay at the start lasts for 4 years until you graduate (if you take more than 4 years, you would then have to pay a higher fee).” Community Member

“Why increase tuition? Just a greedy money grab by administrators in Hawaii Hall making over $150k/yr.” UH Faculty

“Tuition should be raised equally across all campuses, both 2 years and 4 years campuses.” UH Faculty

“UH Manoa departments are in the midst of a multi-year trend of shrinking faculty/staff, hiring freezes, and reduced student services. I do not see how a tuition freeze is compatible with even maintaining current classes and services, let alone improving them.” UH Faculty

“No comments except NO rate increases for students.” UH Faculty

“Instead of asking students for more money, please lobby the legislature to allocate more state funding to our only public institution for higher learning. Investments in education, especially for students who may not otherwise have the means, will pay huge dividends in the future for all of us that call Hawaii home.” Christoph Baranec, UH Faculty

“In these times of looming recession, the lifeline of higher education is even more important, and must be kept in reach of all the people of these islands.” Nicolas Logue, UH Faculty

“I approve of freezing all tuition hikes, but do NOT approve of the increases, especially for resident students. It is already incredibly difficult for residents to bear the financial burden of a secondary education on top of the insane cost of living. Looking at publicly available salaries, cuts need to come from the top rather than passing that burden to students. These institutions need to serve the students from this community rather than the few admin and coaches at the top.” UH Staff
“You need to raise student worker and grad student pay.” UH Staff

“The proposed increase in tuition should also consider the role of tuition waivers and scholarships for academic merit and financial need. What is the extent of our financial capacity to award waivers and scholarships currently, is the intention to expand on this capacity as a result of the increase? If so, then this may overlap with the strategic planning process that’s concurrently happening.” UH Staff

“I don’t think that tuition should be raised in general. What is the reason for increasing the tuition? Is UH out of money? Are we in debt? And why is it that students must pay? Morally, it seems wrong to have students who make $14-$15/hr pay more for their tuition during this time in which even full-time staff is barely able to make it through today’s economy. Especially with the cost of living in Hawaii being so high. I get it that 2% is really not much financially, but in the grand scheme of things, this slow increase is most likely not the end of it. I don’t think that it is a problem of needing more money, but that it is being misspent. Just by taking a look at some of the "new additions" (like the new building signs) to the campus, I know for sure that some things are a lot more expensive than they should be and I’m sure that students are thinking the same thing too when they see some of their money being wasted like that. And these expenses could be invested in other things that actually help students and get value for what they pay for (building remodeling, recreational services, more funding to under-funded departments, increased security to catch whoever is stealing all the mopeds).” UH Staff

“I do not think we should raise tuition; student loan relief was already not enough.” UH Staff & UH Student

“Please do not raise the tuition fees.” Caitlin Peil (UH Staff, UH Student, & Community Member)

“Please don’t raise the price of school.” UH Student

“Tuition should not increase! School is expensive as it is. Make it more accessible and affordable for those desiring an education!!” UH Student

“Stop raising tuition when it’s already unaffordable as it is and causing people to struggle unnecessarily.” UH Student
"If we want locals/students to remain here after graduation, then we need to reconsider our priorities. Maybe rather than focusing on the rail, we can give more attention to education and healthcare. It doesn’t matter if UH is a convenient college(s) for locals; as inflation/prices continue to increase, it will soon result in many (potential) students opting out of higher education — at least here in Hawai‘i. I know so many friends (and am one myself) who must work full-time or 2-3 part time jobs just to get by in school and put food on the table. Keep increasing education costs, and teacher shortage won’t be your only issue. We have to do better, UH! (AND QUIT PRIORITIZING SPORTS OVER STUDENTS’ ACTUAL LEARNING. WE DO NOT NEED MORE STADIUM SEATINGS. WE NEED MORE UPDATED SOURCES/BUILDINGS FOR OUR STUDENTS TO LEARN WITH/FROM.)” UH Student

“University has gotten cheaper since COVID-19. UH Systems can implement these obvious cost savings and restructure current funding towards facilitating student engagement for those on campus including 24 hours options for food, gym, and library access all WHILE increasing the salaries of faculty or whatever reason it may be.

The university should also consider lowering the tuition, but since that is highly unlikely, they should consider keeping it the same and hold strong to work out ways to fight against inflation and economic issues with the funding they currently receive to support the education of our youth and keep UH a beacon of hope and affordability for students.

The FOCUS is the students, and their education needs to be cheap and good otherwise they can join any cheaper online alternative to get the same piece of paper UH offers, and even worse they could go elsewhere to the mainland and have a much more integrated experience with their students and staff for a cheaper price and support other states and other universities economies.

UH is better than this and it could be a sign of hope for Hawaiians and those who want to better the world, but as in person learning becomes less and less attractive UH asks the community if an increase would be good?

There are approximately 50,000 students at all UH campuses. even IF they all paid the in-state rate of 10k a semester UH gets 500 MILLION dollars a semester at the low end. after salaries and building upkeep, what is this number? after government grants what is this number?

Disgusting that UH is considering this. When these degrees become less and less valuable and put students in crippling amounts debt, and when the entire system makes 1 billion USD on the low end in a year, why in the world would this be attractive to new students?

DO. NOT. INCREASE. TUITION.

FACILITATE STUDENT ENVIRONMENT, food, shelter, recreation, and learning and restructure the funding UH already has and the entire UH system will earn back 10-fold in a few years.” UH Student
“Why is the tuition going up? Please make it clear what the tuition money would be going to. If it is to help with the dorms or to hire more teachers, then I would be supportive of the tuition raise. However, if it’s just for UH facilities, such as the gym, then I am still against it.” UH Student

“I think that uh should increase pay for teachers and staff not raise tuition. I feel that if tuition is raised it will cause a massive loss of student interest in attending UH.” Quinn Gorresen, UH Student

“For a facility that supposedly champions education (e.g. goal to increase the percentile of college/university graduate residents in Hawaii), the quality compared to the price already charged is extremely lacking. To state it clearly, it is already overpriced. It is common to hear on and off campus students say 'they didn’t learn anything' from a class and/or 'I’m just aiming for a C since C’s get degrees.'

And now, along with the stress and already rising prices of ESSENTIALS to just LIVE in Hawaii, you wish to raise prices? At least provide education deserving of such a price, and not 'we need to raise prices to increase our quality' but 'our quality of education is worth this raised price BEFORE raising the price to a fair amount.’” UH Student

“The school simply wastes money. Why should students trust their supposed leaders to spend their money wisely. I think there are many improvements on campus needed prior to raising tuition. Quite possibly maybe hold the professors to high standards. As a Shidler Undergrad I have experienced multiple professors who are not qualified and teach solely off of Pearson Slides. When teachers are questioned they don’t know what they are talking about. I recommend overviewing the staffing requirements and focusing on making this a higher-class university. The university should not have a problem convincing their students to raise tuition. Also, considering the university uses debt obligations to fund new construction (i.e. the warrior rec center) why would we support paying employees a raise. The school is quite literally screwing over students year over year.” Miles Orr, UH Student

“So, does this mean college students attending the following campuses listed are saving money?” UH Student

“Raising tuition prices would just further hurt the school. No one would want this personally as the school already milks the money from their students. If you all do this, please at least put the money somewhere useful.” UH Student
“We are about to hit a recession and I think tuition rates should stay the same for at least the next 10 yrs.” UH Student

“Law students already pay a lot of money, and the law school itself only sees a fraction of that money, so I don’t think it's fair to raise the tuition unless UH is going to allocate the money to reinvest in the law school. Overall, I think that tuition is already predatory so increases are unreasonable.” UH Student

“I as an out of state student already pay so much to be here. I pay about 10,000 more a semester than an instate resident. If you are looking for more money for the school you should raising the instate tuition or raising the WUE tuition. Increasing the out of state student tuition is actually going to lose you money because of how expensive it is getting. when I was looking at schools for college UH was the most expensive one and if it had cost any more than it does already I would have chosen elsewhere. Many other students are going to see this the same way.” UH Student

“Please don't make college more expensive. It's hard enough already.” UH Student

“My answer to this questionnaire is not reliable because I could not understand the slang used in the sentences. My opinion is tuition should not be raised. Keep tuition down for locals. Locals are already struggling enough to live here where they were raised their whole life. Mainlanders are coming here and crowding island, changing everything we know about Hawai‘i. Why charge local students more for an education? We’re not educated enough, we need a smarter community to drive our main source of income away from tourism. Not sure why you’re proposing to raise tuition costs but I can imagine it’s a deep-rooted problem. Work with the state and change the system. Don’t put the responsibility on us to pay more dues. UH gets funding us college students cant even fathom having in our bank accounts. Use this funding to change the system, invest in local business and systems rather than us relying on tourism. Don't make locals go into student debt like all of the other greedy schools out there. Malama Ohana. Work with government officials, etc. and lessen the dues, lessen the tourist inflation, and keep locals here.” UH Student

“We can barely afford tuition as it is now.” UH Student

“I’m living paycheck to paycheck and can barely afford to pay my tuition without needing support from parents. I'm a resident of Hawai‘i and it is still almost too expensive for me to attend this school. Please reconsider raising the tuition.” UH Student

“If possible, I do not think tuition should be raised for residence of Hawai‘i.” UH Student
“Since the pandemic, available services for students have decreased rather than increased. Many on campus resources have been unavailable and students have been learning from home. It certainly does not feel like the right time to be considering a tuition increase when services have been diminished for so long with students paying full prices and fees. Furthermore, the demand for workers for jobs that do not require college degrees is increasing and these jobs are increasing their pay. As many of the UH colleges are already experiencing low enrollment, a tuition increase would only worsen this problem as students turn away from the college to pursue the workforce.” UH Student

“I don’t believe tuition should be increased, "modest" is not the right word to describe the increase. Increasing tuition only makes higher education less attainable for the lower and middle class.” UH Student

“This is the wrong time to consider raising tuition. People are struggling economically. Basic living expenses are higher than most are comfortable with. If you raise tuition, education will be pushed further out of reach for some. Education should be available and attainable by all. It should not be a luxury.

I am an older student with a career and struggle to pay for housing, food, bills and classes. A young student coming out of high school trying to better their opportunities through education should not be discouraged by rising tuition costs.” Yvonne Michael, UH Student

“The University of Hawaii System is designed to provide the people of Hawaii an opportunity to achieve higher education. However, that goal CANNOT be accomplished if the people of Hawaii are unable to afford to attend the University. As someone born and raised in this beautiful place, the University of Hawaii was my first choice because of the connections and understanding of Hawaii. We cannot wonder why local kids are leaving Hawaii yet turn a blind eye to a very real reason: tuition. We must continue to make the University of Hawaii affordable for all of the people of Hawaii. Thus, I do not support any plans to either now or eventually increase the tuition for any University of Hawaii school. Mahalo nui loa for your time and consideration.” Mike Matsuura ’23, UH Student

“I honestly wish there was no rate increase. For the third question I wanted to put Yes, however, what would the flat rate be? Would you increase this rate? and if yes, by how much? Maybe put an option number for no rate increase.” Denise Ropa, UH Student
Part 2B: Comments and Feedback from UH Tuition Proposal Comment Form (continued 7)

“I am a graduating Senior. I am opposed to the proposed tuition hikes for undergraduates at UH Mānoa, Hilo, West O’ahu as well as the students at the Richardson School of Law. I understand that due to the legislature, the University has continued to have less and less resources to work with, but UH needs to mobilize the campus community and alumni to push back at the legislature and make UH tuition-free, rather than passing the buck onto students who are already struggling. Maybe tuition will still look better than other universities/colleges/law schools nationally, but as a colleague pointed out, what is the cost of milk in all these other states? How does their cost of living compare to ours given that we have one of if not the highest costs of living?

There needs to be a consideration of the socioeconomic backdrop of the place in which the tuition hike is being looked at, include student fees, and higher education just becomes more and more of an impossible dream. This is only going to make it harder for working class kids to choose to pursue higher education, which is going to make life a lot more difficult as more and more jobs require a college/university education. UH admin will just be encouraging young people to go to the continent for higher education and seek better opportunities. Also, universities should not just be sites for job training. Young and old, it should also be a place where you can come to expand your mind and become a more engaged citizen, but that can’t happen when you raise tuition and make it even less of an option, less accessible for us all.

In terms of Richardson, we are always in need of public interest lawyers and we are making that path harder, throwing them a tuition hike earlier than the rest of us. Those who should be out there, serving disenfranchised communities as lawyers will either not want the financial burden (especially if they have student loans already) or will have to work in places they don't want to be at it (like corporate law) for long periods of their career because they need to first survive and pay off their loans.

Frankly put, I’m graduating soon and not planning on going to law school, so this will most likely not impact me personally. But I am writing to you, fighting for people I do not know, like high school seniors who are considering higher education or a working adult thinking about going back to school because education is a right, whether you need it for your career or you just want to learn about a subject because it is interesting, its a right.” Jun Shin, UH Student

“We, the students, say no more tuition increase- please.” Alex Williamson, Leeward Student Government President, UH Student

“Making school any more expensive will make it less accessible to the very same community it is meant to benefit. This school spends an absurd amount of money on things like telescopes that intrude on sacred land with no actual benefit (even to the field of astronomy!), but can't afford to keep the current tuition rate and must price gouge their students? Besides, with decreasing enrollment rates, it is counterintuitive to raise the price even further when money is the biggest hurdle when trying to receive a college education.” UH Student & Community Member
Part 3. Some recommendations provided by survey respondents included the following:

1. Having the same tuition for 4 years where “the tuition you pay at the start lasts for 4 years until you graduate (if you take more than 4 years, you would then have to pay a higher fee)”;

2. Equally raising tuition across undergraduate levels;

3. Increase student worker and graduate school pay;

4. Examine the financial impact if there is a decline in enrollment, based on the tuition proposal;

5. Examine the role of tuition waivers and scholarships as part of the tuition proposal; and

6. Facilitate an engaging student environment.
MEMORANDUM

TO: Randolph G. Moore
Chairperson, Board of Regents, UH System

VIA: David Lassner
President, UH

VIA: Michael Bruno
for Michael Bruno
Provost, UH Mānoa

FROM: Jerris Hedges
Dean, John A. Burns School of Medicine (JABSOM), UH Mānoa

SUBJECT: A REVIEW OF GRADUATE MEDICAL EDUCATION PROGRAMS AT JABSOM ANNUAL REPORT FOR THE ACADEMIC YEAR 2021-22

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents, as the Governing Body for the John A. Burns School of Medicine (JABSOM):

1. Review the attached Executive Summary of the Annual Institutional Review of Graduate Medical Education (GME) for Academic Year 2021-2022.
2. Forward any comments/guidance to the Dean of JABSOM.

RECOMMENDED EFFECTIVE DATE:

Upon Board of Regents review.

ADDITIONAL COST:

None.

PURPOSE:

The purpose of the Annual Institutional Review is to fulfill an annual institutional requirement of the Accreditation Council for Graduate Medical Education (ACGME), the national accrediting body for U.S. graduate medical education (GME) (residency and fellowship) programs.

Residency and fellowship programs accredited by the Accreditation Council for Graduate Medical Education (ACGME) must function under the ultimate authority and oversight of one Sponsoring Institution (SI), which for the University of Hawai‘i...
is JABSOM. Source: ACGME Institutional Requirements, Section I.A.1. (revised July 1, 2021)

The GMEC must demonstrate effective oversight of the Sponsoring Institution’s accreditation through an Annual Institutional Review (AIR). Source: ACGME Institutional Requirements, Section I.B.5. (revised July 1, 2021)

The DIO must annually submit a written executive summary of the AIR to the Sponsoring Institution’s Governing Body. Source: ACGME Institutional Requirements, Section I.B.5.b (revised July 1, 2021)

BACKGROUND INFORMATION:

The Board of Regents is the Governing Body for JABSOM. As such, the signature of its chairperson or other designated representative is required to complete JABSOM’s Institutional Self-Study Summary form to the ACGME. The opportunities, threats, and aims identified during the self-study are congruent with the Institutional Annual Action Plan goals and activities identified during the Annual Institutional Review held in September 2022 and also consistent with the recommendations made by the Hawai‘i Medical Education Council to the 2023 Hawai‘i State Legislature [required by HRS 304A-1891].

JABSOM is the sponsoring institution for its accredited residency and fellowship programs, and in conjunction with key partners in Hawai‘i, provides the necessary financial support for administrative, educational, and clinical resources, including personnel, in a variety of ways.

Significance / Contribution of the JABSOM Undergraduate (medical school) and Graduate Medical Education (residency/fellowship) Programs

Hawai‘i has a physician shortage of about 776 full-time equivalents of physicians when accounting for the neighbor island and specialty demands. The shortage is expected to worsen as demand for medical care increases with the aging population. The most significant shortages statewide, on all islands, are in primary care (Family Medicine, Primary Care Internal Medicine, Pediatrics, and Geriatrics). Insufficient access to primary care frequently results in delays in care as well as costlier care in emergency departments or hospitals. Several other specialties have large shortages, reflecting the increasing chronic disease burden across the lifespan. The pandemic has and continues to worsen the primary care and physician shortage crisis, which further exacerbates access to care for those most vulnerable. The excess cost associated with avoidable emergency care is frequently borne by the state and the hospitals. For additional detail, please refer to the Hawaii Medical Education Council’s (HMEC) Report to the 2023 Legislature, authorized pursuant to HRS 304A-1704.

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If a medical student trains at JABSOM and stays in Hawai‘i for residency, retention of that physician practicing in Hawai‘i is quite high. Certain GME programs retain more than 85% of their program graduates who have also completed their undergraduate medical education at JABSOM: Family Medicine (85%), Obstetrics-Gynecology (87%), General Psychiatry (80%), Child and Adolescent Psychiatry (90%), and Geriatrics (93%).

The residents and fellows in JABSOM’s GME programs provide direct patient care, under the supervision of qualified attending physicians, throughout O‘ahu’s hospitals, community health centers, and numerous outpatient practices and clinics. Some of the residency training also occurs on the neighbor islands of Hawai‘i Island, Maui, and Kaua‘i, as well as in Veteran’s Affairs clinics in American Samoa and Guam. Patients cared for on the academic teaching services in the hospitals are often poor, medically- and socially complex, or otherwise underserved by the larger medical community.

The JABSOM programs that train medical students (77 per year over a 4-year curriculum) and residents/fellows (graduating about 80 per year) help to ameliorate the physician shortage, but JABSOM cannot solve it alone. Addressing this shortage requires complex, inter-related and multi-sector solutions and policy changes, including increasing public-private partnerships. Expanding medical student or GME resident positions is not simple and requires adequate teaching space (for students), clinical learning environments (in hospitals and clinics), and well-trained physician faculty who are not only excellent clinicians, but also excellent teachers and supervisors who will foster graduated responsibilities by our learners while providing high quality, compassionate and cost-efficient care. Because of shrinking resources (within UH Mānoa, UH System, and federally), JABSOM must be more creative and forge stronger partnerships with local health systems, insurers, foundations, and the State legislature. The rapidly changing healthcare environment and economy require JABSOM to be more flexible and agile in response to the needs of our health systems, patients, and community. To this end, regular engagement with the Board of Regents and UH leadership is critical to garner appropriate support for GME program expansion.

**Plans to expand GME training to areas of highest need**

Despite the fiscal challenges due to COVID-19, several programs were able to slightly expand the numbers of training slots offered. Effective the 2022-23 academic year, the psychiatry and child and adolescent psychiatry funding was restored to baseline. The surgery program was approved for a permanent increase that would allow five residents per year. JABSOM and its health system partners are exploring the feasibility of creating a small rural training track for Family Medicine on Kaua‘i where the last two years of the three-year training program will be on Kaua‘i. A HRSA Rural Residency Program Development grant will be submitted in January 2023.
At the State level, the 2022 legislative session resulted in (a) an increase to JABSOM’s base budget of 6.0 FTE and $1.67 million and (b) a separate appropriation (Act 262) of $2.7 million for neighbor island GME expansion and $4 million for expansion of faculty (and future training sites) in the VA Pacific Islands Healthcare System.

At the Federal level, JABSOM continues to advocate with Federal partners, Alaska, and our major health systems in Hawai‘i to Federally-designate the entire state of Hawai‘i as rural. This designation would be of tremendous benefit for all health professions programs eligible to apply for Federal health workforce grants and potentially improve Hawai‘i’s ability to recruit more physicians to health professions shortage areas on O‘ahu. JABSOM is also partnering with other Minority-Serving Institutions, the Association of American Medical Colleges, and Federal partners to create additional priority criteria for these new CMS positions if the Sponsoring Institution is a Minority-Serving Institution. With the recently-passed Omnibus, there are new GME positions slated for psychiatry. If the statutory language can be changed, then any hospital affiliated with a JABSOM GME program, that is paying for GME training above the CMS cap, would be given priority consideration in their application for new positions.

**Statement of Program’s Value within University of Hawai‘i Priorities**

The University of Hawai‘i is committed to improving the social, economic, and environmental well-being of current and future generations. JABSOM and its educational programs align well with the Hawai‘i Graduation Initiative (HGI Action Strategy 3: *Anticipate and align curricula with the community and workforce needs*).

JABSOM’s vision is to attain lasting optimal health for all. The JABSOM medical education and GME programs fulfill our kuleana to hānai our future physicians, and mālama the peoples of Hawai‘i.

**ACTION RECOMMENDED:**

1. It is recommended that the Board of Regents review the attached Executive Summary of the Annual Institutional Review of Graduate Medical Education for Academic Year 2021-22.
2. Forward any comments/guidance to the Dean of JABSOM.

Attachment:

Executive Summary of the Annual Institutional Review of Graduate Medical Education for Academic Year 2021-2022

Authors:

1. Lee E. Buenconsejo-Lum, MD, FAAFP, JABSOM Associate Dean for Academic Affairs, Designated Institutional Official and GME Director (until December 31, 2022; Acting/Interim Dean effective January 1, 2023)
2. Susan Steinemann, MD, FACS, JABSOM Designated Institutional Official, effective January 1, 2023
UNIVERSITY OF HAWAI’I SYSTEM

TO THE BOARD OF REGENTS

EXECUTIVE SUMMARY
ANNUAL INSTITUTIONAL REVIEW OF
GRADUATE MEDICAL EDUCATION

FROM THE JOHN A. BURNS SCHOOL OF MEDICINE
GRADUATE MEDICAL EDUCATION COMMITTEE
FOR ACADEMIC YEAR 2021-2022

December 2022
This report fulfills a core requirement of the Accreditation Council for Graduate Medical Education (“ACGME”), the national accrediting body for American Graduate Medical Education (“GME”) Programs. The Institutional Requirement, I.B.5.b, states that:

*The DIO\(^1\) must annually submit a written executive summary of the AIR [Annual Institutional Review] to the Sponsoring Institution’s Governing Body.*

The University of Hawai‘i (“UH”) Board of Regents is the governing body for the University of Hawai‘i, John A. Burns School of Medicine (hereinafter called “UH JABSOM”). On September 23, 2022, UH JABSOM’s Graduate Medical Education Committee (GMEC) completed its Annual Institutional Review (“AIR”) for the prior academic year, **July 1, 2021–June 30, 2022**. This document is the Executive Summary of that AIR. The AIR’s detailed discussion, review, and improvement action plans are recorded in our GMEC minutes. A high-level overview will be presented in this report, as well as the Action Plan (Appendix B). Appendix A contains the background information related to the current structure of the GME programs, which remains largely unchanged from year to year. Appendix C gives a brief update on the progress made with the overall GME Strategic Plan, as previously requested by the UH BOR.

**MAJOR CONCLUSIONS**

**Current accreditation status.** The most recent notification letter from the ACGME Institutional Review Committee, dated April 18, 2022, issued a “continued accreditation” status with four new citations. All previous six institutional citations and the “continued accreditation with warning” status related to the Surgery program’s ability to address concerns were resolved, along with the Surgery program’s previous citations. The submission included the revised Statement of Institutional commitment and a minimally amended Table 3 of last year’s AIR Executive Summary. Both documents were shared as a verbal corrective announcement at the Special BOR meeting on July 7, 2022. The four new institutional citations concerning technical details in the submitted documents were addressed and submitted to the ACGME in August 2022. We continue to work with our programs, leadership, faculty, trainees, and clinical training partners to create excellent learning environments that provide high-quality and safe patient care for the diverse populations of Hawai‘i.

**Conclusions from September 23, 2022, AIR GMEC Review.** Data reviewed at the AIR included the most recent ACGME survey results, most recent ACGME letter of notification, Annual Program Evaluations, Annual Program Updates, additional internal surveys, enrollment, graduation statistics, including practice in underserved communities, progress made since last year, and the Hawai‘i Pacific Health and Queen’s Health Systems major quality improvement and patient safety initiatives that do or could align with and involve the GME programs. The data review and progress made were generally positive and showed a continued improvement trend from prior years. Programs with citations made significant improvements to address concerns, many supported by their major health system partner. Several programs did receive new citations, some of which were more administrative and easily addressed. The ACGME review committees will review all programs and decide on the status of any citations or concerns in January-February 2023. Priority action items at the Institutional level will build on prior successes developed for each cross-cutting strategic goal area:

- Continue strengthening GME program alignment with health system priorities in delivering the highest quality and safest patient care across clinical settings. Strategic hiring of faculty in certain specialties will ensure excellent supervision of learners while also meeting increased clinical demands in that specialty. Health system leadership should also routinely incorporate the identified faculty leads for patient safety (in each program) into patient safety structures and processes.
- Continue strengthening opportunities for resident and faculty engagement in scholarly activities, emphasizing initiatives and projects that align with the health system and community need to address health disparities by using existing data and identifying areas for improvement in healthcare delivery.

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\(^1\) The Designated Institutional Official (DIO) is the academic administrator and direct responsibility for overseeing the operations of all GME programs at UH JABSOM.
In addition, we continue to work with health system leadership to incorporate each GME program’s faculty leads for research into their respective health system’s quality improvement, research processes and/or committees.

- Strengthen faculty development relevant to their roles as educators focusing on teaching, competency-based assessment, quality improvement, patient safety, professionalism, well-being, and creating safe learning environments. Given JABSOM has more than 1200 volunteer faculty, many of who have privileges within Queen’s or Hawai‘i Pacific Health, we will deploy core faculty development topics into each health system’s provider education infrastructure. Additionally, we are working with the JABSOM Department Chairs and other clinical leaders to ensure that faculty routinely receive specific feedback on their performance as educators and readiness for promotion.

- Continue promoting inter-professional and team-based learning environments to effectively address the health needs of the populations we serve.

- Continue promoting learning environments that contribute to increased well-being among trainees and faculty, including education in preventing, identifying, and addressing burnout and seeking appropriate care. The Office of the DIO will continue direct engagement with the well-being/provider resiliency program leads within the two major health systems to provide additional resources and better integrate trainees and faculty into existing evidence-based programs and assessments.

- Continue increasing training and improving processes needed to reduce health inequities in Hawai‘i’s populations and increase diversity, equity, and inclusion in the recruitment and retention of trainees.

INSTITUTIONAL PERFORMANCE INDICATORS

Institutional Performance Indicators are used to assess the effective operations and quality of the UH JABSOM GME Programs:

1. Results of the most recent institutional notification letter from the ACGME;
2. Results of ACGME surveys of residents/fellows and core GME faculty, data from each program’s detailed Annual Program Evaluation and their priority action plans for the subsequent academic year; and
3. ACGME notification of accreditation status of GME Programs.

In addition to these performance indicators, program quality and other evaluative feedback were provided during the September 23, 2022 AIR by the 60 members of the GMEC, which is made up of: i) UH JABSOM faculty who serve as residency program directors (PDs) and/or Chairs of clinical departments with GME programs, ii) peer-selected resident/fellow representatives from all GME programs, iii) residency program administrators, and iv) the Office of the DIO (“ODIO”) management team. In the following sections, the salient findings for each institutional performance indicator will be presented for Academic Year 2021-2022.

(1) Results of the Most Recent Institutional Notification Letter from the ACGME (as of September 2022)

The current accreditation status is “Continued Accreditation.” At its January 2022 meeting, the ACGME Institutional Review Committee identified four areas as not in substantial compliance: 1) Statement of Institutional Commitment (SOIC) did not include GME mission, 2) GMEC Minutes did not include summary info of patient safety reports to residents, fellows, faculty members, 3) GMEC Minutes did not include review and approval of annual recommendations to the administration regarding resident salaries and benefits, and 4) AIR BOR Executive Summary refers to the full accreditation of all programs without indicating the accreditation statuses. All four institutional citations were effectively addressed before our September Annual Institutional Review. The SOIC was updated and reviewed by the UH BOR at its July 7, 2022, meeting. Last year’s Executive Summary to the BOR was slightly modified (Table 3), noted by the UH BOR Chair, and all corrected documents were submitted to the ACGME in August 2022 with the Institutional Accreditation annual update. The academic affiliation
agreements between UH JABSOM and the health systems (executed in 2021) have enabled the Sponsoring Institution and each GME program with additional resources, infrastructure, and communication pathways to strengthen the education, educational learning environments, and overall GME experience for our learners.

(2) Results of ACGME Surveys of Residents/Fellows and Core GME Faculty and selected data from each Programs’ Annual Program Evaluation and Action Plan

The ACGME conducts an annual online confidential survey of residents/fellows to assess their experiences and perceptions of their GME programs in the content areas shown in Table 1. Similarly, the ACGME faculty survey measures their experiences and perceptions of the residents and programs in content areas shown in Table 2. These survey results and other annual reporting measures to the ACGME are utilized to determine a GME program’s accreditation status. At least 70% of residents and faculty must complete the survey. Two hundred and two (91%) residents/fellows completed the annual survey, and 173 core faculty (86%) completed their respective surveys. Within each domain, several specific dimensions are assessed on a 1-5 ranking scale with 1 = very negative, 2 = somewhat negative, 3 = neutral, 4 = somewhat positive, 5 = very positive.
Table 1: 2022 Annual ACGME Resident Survey Content Areas and Specific Dimensions

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Specific Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
<td>● Education compromised by non-physician obligations</td>
</tr>
<tr>
<td></td>
<td>● Impact of other learners on education</td>
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<td></td>
<td>● Appropriate balance between education and patient care</td>
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<td></td>
<td>● Faculty members discuss cost awareness in patient care decisions</td>
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<tr>
<td></td>
<td>● Time to interact with patients</td>
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<td></td>
<td>● Protected time to participate in structured learning activities</td>
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<td></td>
<td>● Provided direct clinical patient care</td>
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<tr>
<td></td>
<td>● Able to attend personal appointments</td>
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<tr>
<td></td>
<td>● Able to access to mental health counseling or treatment</td>
</tr>
<tr>
<td></td>
<td>● Satisfied with safety and health conditions</td>
</tr>
<tr>
<td>Professionalism</td>
<td>● Residents/fellows encouraged to feel comfortable calling supervisor with questions</td>
</tr>
<tr>
<td></td>
<td>● Faculty members act professionally when teaching</td>
</tr>
<tr>
<td></td>
<td>● Faculty members act professionally when providing care</td>
</tr>
<tr>
<td></td>
<td>● Process in place for confidential reporting of unprofessional behavior</td>
</tr>
<tr>
<td></td>
<td>● Able to raise concerns without fear of intimidation, or retaliation</td>
</tr>
<tr>
<td></td>
<td>● Satisfied with process for dealing confidentially with problems and concerns</td>
</tr>
<tr>
<td></td>
<td>● Personally experienced abuse, harassment, mistreatment, discrimination, or coercion</td>
</tr>
<tr>
<td></td>
<td>● Witnessed abuse, harassment, mistreatment, discrimination, or coercion</td>
</tr>
<tr>
<td>Patient Safety and Teamwork</td>
<td>● Information not lost during shift changes, patient transfers, or the hand-over process</td>
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<tr>
<td></td>
<td>● Culture emphasizes personal responsibility for patient safety</td>
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<td></td>
<td>● Know how to report patient safety events</td>
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<tr>
<td></td>
<td>● Interprofessional teamwork skills modeled or taught</td>
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<tr>
<td></td>
<td>● Participate in safety event investigation and analysis</td>
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<tr>
<td></td>
<td>● Process to transition patient care and clinical duties when fatigued</td>
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<tr>
<td>Faculty Teaching and Supervision</td>
<td>● Faculty members interested in education</td>
</tr>
<tr>
<td></td>
<td>● Faculty effectively creates environment of inquiry</td>
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<tr>
<td></td>
<td>● Appropriate level of supervision</td>
</tr>
<tr>
<td></td>
<td>● Appropriate amount of teaching in all clinical and didactic activities</td>
</tr>
<tr>
<td></td>
<td>● Quality of teaching received in all clinical and didactic activities</td>
</tr>
<tr>
<td></td>
<td>● Extent to which increasing clinical responsibility granted, based on resident’s/fellow’s training and ability</td>
</tr>
<tr>
<td>Evaluation</td>
<td>● Access to perform evaluations</td>
</tr>
<tr>
<td></td>
<td>● Opportunity to confidentially evaluate faculty members at least annually</td>
</tr>
<tr>
<td></td>
<td>● Opportunity to confidentially evaluate program at least annually</td>
</tr>
<tr>
<td></td>
<td>● Satisfied with faculty members’ feedback</td>
</tr>
<tr>
<td>Educational Content</td>
<td>● Instruction on minimizing effects of sleep deprivation</td>
</tr>
<tr>
<td></td>
<td>● Instruction on maintaining physical and emotional well-being</td>
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<tr>
<td></td>
<td>● Instruction on scientific inquiry principals</td>
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<tr>
<td></td>
<td>● Education in assessing patient goals e.g. end of life care</td>
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<tr>
<td></td>
<td>● Opportunities to participate in scholarly activities</td>
</tr>
<tr>
<td></td>
<td>● Taught about health care disparities</td>
</tr>
<tr>
<td></td>
<td>● Program instruction in how to recognize symptoms of and when to seek care regarding:</td>
</tr>
<tr>
<td></td>
<td>○ Fatigue and sleep deprivation</td>
</tr>
<tr>
<td></td>
<td>○ Depression</td>
</tr>
<tr>
<td></td>
<td>○ Burnout</td>
</tr>
<tr>
<td></td>
<td>○ Substance use disorder</td>
</tr>
<tr>
<td>Diversity and Inclusion</td>
<td>● Preparation for interaction with diverse individuals</td>
</tr>
<tr>
<td></td>
<td>● Program fosters inclusive work environment</td>
</tr>
<tr>
<td></td>
<td>● Engagement in program’s diverse resident/fellow recruitment/retention efforts</td>
</tr>
<tr>
<td>Clinical Experience and Education</td>
<td>● 80 hours per week (averaged over a four-week period)</td>
</tr>
<tr>
<td></td>
<td>● Four or more days free in 28 day period</td>
</tr>
<tr>
<td></td>
<td>● Taken in-hospital call more than every third night</td>
</tr>
<tr>
<td></td>
<td>● Less than 14 hours free after 24 hours of work</td>
</tr>
<tr>
<td></td>
<td>● More than 28 consecutive hours work</td>
</tr>
<tr>
<td></td>
<td>● Additional responsibilities after 24 consecutive hours of work</td>
</tr>
<tr>
<td></td>
<td>● Adequately manage patient care within 80 hours</td>
</tr>
<tr>
<td></td>
<td>● Pressured to work more than 80 hours</td>
</tr>
</tbody>
</table>
Table 2-2022 Annual ACGME Faculty Survey Content Areas and Specific Dimensions

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Specific Dimensions</th>
</tr>
</thead>
</table>
| Resources                          | - Satisfied with professional development and education  
- Workload exceeded residents’/fellows’ available time for work  
- Participated in faculty development and/or scholarly activities to enhance professional skills in:  
  o Education  
  o Quality improvement and patient safety  
  o Fostering own well-being  
  o Fostering residents’/fellows’ well-being  
  o Practice-based learning and improvement  
  o Contributing to an inclusive clinical learning environment |
| Professionalism                    | - Faculty members act unprofessionally  
- Residents/fellows comfortable calling supervisor with questions  
- Process for confidential reporting of unprofessional behavior  
- Satisfied with process to deal confidentiality with problems and concerns  
- Personally experienced abuse, harassment, mistreatment, discrimination, or coercion  
- Witnessed abuse, harassment, mistreatment, discrimination, or coercion |
| Patient Safety and Teamwork        | - Information not lost during shift changes, patient transfers, or the hand-over process  
- Effective teamwork in patient care  
- Interprofessional teamwork skills modeled or taught  
- Effectively emphasizes culture of patient safety  
- Residents/fellows participate in clinical patient safety investigation and analysis of safety events  
- Know how to report patient safety events  
- Process to transition patient care and clinical duties when residents/fellows fatigued |
| Faculty Teaching and Supervision   | - Sufficient time to supervise residents/fellows  
- Faculty members committed to educating residents/fellows  
- Program director effectiveness  
- Faculty members satisfied with process for evaluation as educators |
| Educational Content                | - Residents/fellows instructed in cost-effectiveness  
- Residents/fellows prepared for unsupervised practice  
- Learning environment conducive to education |
| Diversity and Inclusion            | - Program fosters inclusive work environment (with respect to race, ethnicity, gender, sexual orientation, ability or religion)  
- Engaged by program in efforts to recruit diverse residents/fellows  
- Engaged by program in efforts to retain diverse residents/fellows  
- Participated in efforts to recruit diverse:  
  o Pre-residency learners, including medical students, residents/fellows, faculty members, other GME staff |

Once surveys are completed, the ACGME determines the mean rankings of each content area and compares the program means with the national means of all comparable programs. For example, the mean rankings for the content areas for the UH JABSOM Psychiatry Residency surveys for residents and faculty are respectively compared with the national means of all ACGME-accredited Psychiatry Residencies in the U.S.

At the AIR, the GMEC reviews the detailed survey results from each program, in addition to the aggregated Institutional results. Summary graphs are noted below in Figure 1 (resident survey) and Figure 2 (faculty survey). The University of Hawai‘i historically performs at or above the National Mean across the content areas and is rated very favorably overall by both residents/fellows and core faculty.
Each program conducts a very detailed Annual Program Evaluation (APE), identifies areas for improvement, and develops a prioritized Action Plan to address in the subsequent academic year. Data assessed at the program level include evaluations of the curriculum and rotations, in-training examination results, graduates’ performance (Board certification rates and other data), evaluations of the overall program, internal surveys, ACGME surveys, types of faculty development conducted, resource needs, as well as other items relevant to the GME program functioning as part of a larger department within JABSOM (items required for JABSOM accreditation by the Liaison Committee on Medical Education). The GMEC reviews a summary document of each program’s APE. At the AIR, the GMEC also reviews data related to retention rates, strategies for the well-being of residents and faculty, priority areas for faculty development, recommendations from the most recent ACGME Clinical Learning Environment Review site visit, faculty scholarly activity (in aggregate), and other selected items. From that review,
cross-cutting themes, priorities, and strategies were identified to update the Institutional Action Plan (which is contained in Appendix B).

All 19 UH JABSOM GME programs are accredited by the ACGME. Table 3 below shows the current accreditation status, anticipated due dates of Self-Study documents, upcoming 10-year site visits for several programs that have already submitted their Self-Study documents, and citations for each program accredited by the ACGME. The ACGME remains several years behind schedule for the site visits and is discussing changes to the program self-study process. None of the citations listed involved patient safety/clinical care issues. In 2021-22, there were 22 citations in 6 programs. The Family Medicine citations were largely based on a resident survey conducted in February 2021 during the Delta variant surge, concurrent with the transition to new program leadership and, notably, before the integration with HPH. The partnership with Hawai’i Pacific Health (HPH) allowed for additional faculty positions and resources for the department. Of note, the February 2022 ACGME survey, numerous internal surveys, and meetings have significantly improved in all areas. We are hopeful that all citations will be resolved, and the program will return to "continued accreditation" status. The Maternal-Fetal Medicine Fellowship citations were related to stressors and changes within the faculty and division that led to more negative perceptions of professionalism and educational processes within the learning environment. JABSOM and HPH have provided additional resources in conjunction with a change in the leadership structure of the fellowship. The one Orthopedic Surgery citation regards the quantity of a specific type of procedure. The Psychiatry citations are being addressed by the additional hiring of faculty, nursing, and social work staff at Queen’s Punchbowl and other operational changes made possible by the affiliation agreement with JABSOM. Changes have been implemented in the Child & Adolescent Psychiatry program to address the remaining citation. The recently executed academic affiliation agreements with the health systems have significantly mitigated and improved all predominant learning environment-related citations. The ACGME will decide on the status of all citations in the Spring of 2023.

Table 3: ACGME-Accredited GME Programs and Status of Citations

<table>
<thead>
<tr>
<th>GME Program</th>
<th>Self-Study (SS) Due &amp; 10-yr Site Visit (SV) Date</th>
<th>Most Recent SV Date</th>
<th>Accreditation Status* AY 2021-22</th>
<th>Citations in AY 2020-2021</th>
<th>Citations in AY 2021-2022</th>
<th>Status of Citations*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Medicine Residency</td>
<td>07/31/2020 – SS 07/01/2022 – 10yr SV</td>
<td>05/18/2009</td>
<td>CAW</td>
<td>0</td>
<td>7</td>
<td>AM for 7 citations</td>
</tr>
<tr>
<td>Sports Medicine Fellowship</td>
<td>07/31/2020 – SS 07/01/2022 – 10yr SV</td>
<td>05/18/2009</td>
<td>CA</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Internal Medicine Residency</td>
<td>10/31/2017 – SS 10/01/2019 – 10yr SV (canceled by ACGME)</td>
<td>01/29/2009</td>
<td>CA</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Cardiovascular Disease Fellowship</td>
<td>10/31/2017 – SS 10/01/2019 – 10yr SV (canceled by ACGME)</td>
<td>09/21/2012</td>
<td>CA</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Geriatric Medicine Fellowship</td>
<td>10/31/2017- SS 10/01/2019 – 10yr SV (canceled by ACGME)</td>
<td>09/29/2008</td>
<td>CA</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Obstetrics/Gynecology Residency</td>
<td>12/01/2020 – SS 12/01/2022 – 10yr SV</td>
<td>10/03/2007</td>
<td>CA</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Complex Family Planning Fellowship</td>
<td>Program joined the ACGME in 2020 (2-yr IA)</td>
<td>2/1/2023</td>
<td>IA</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Maternal-Fetal Medicine Fellowship</td>
<td>12/01/2021 – SS 12/01/2022 – 10yr SV</td>
<td>1/24/2019</td>
<td>CA</td>
<td>4</td>
<td>8</td>
<td>AM for 8 citations</td>
</tr>
<tr>
<td>Orthopedic Surgery Residency</td>
<td>06/01/2022 – SS 06/01/2024 – 10yr SV</td>
<td>07/01/2009</td>
<td>CA</td>
<td>1</td>
<td>1</td>
<td>AM for 1 citation</td>
</tr>
<tr>
<td>Pathology Residency</td>
<td>10/01/2023 – SS 10/01/2026 – 10yr SV</td>
<td>2/19/2019</td>
<td>CA</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Pediatrics Residency</td>
<td>01/01/2028 - SS 01/01/2030 – 10yr SV</td>
<td>01/28/2020</td>
<td>CA</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Neonatal-Perinatal Fellowship</td>
<td>01/01/2028 – SS 01/01/2030 – 10yr SV</td>
<td>01/29/2020</td>
<td>CA</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Psychiatry Residency</td>
<td>04/01/2022 – SS 04/01/2024 – 10yr SV</td>
<td>04/20/2012</td>
<td>CA</td>
<td>1</td>
<td>2</td>
<td>AM for 2 citations</td>
</tr>
<tr>
<td>Addictions Psychiatry Fellowship</td>
<td>04/01/2022 – SS 04/01/2024 – 10yr SV</td>
<td>04/01/2009</td>
<td>CA</td>
<td>0</td>
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</table>
## Conclusions from September 23, 2022, AIR GMEC Review

Overall, the ACGME survey results were positive and improved from prior years. In the spirit of continuous improvement, several cross-cutting areas were identified for continued focus among the GME programs and the Sponsoring Institution:

- Continue strengthening GME program alignment with health system priorities in delivering the highest quality and safest patient care across clinical settings. Strategic hiring of faculty in certain specialties will ensure excellent supervision of learners while also meeting increased clinical demands in that specialty. Health system leadership should also routinely incorporate the identified faculty leads for patient safety (in each program) into patient safety structures and processes.

- Continue strengthening opportunities for resident and faculty engagement in scholarly activities, emphasizing initiatives and projects that align with the health system and community need to address health disparities by using existing data and identifying areas for improvement in healthcare delivery. In addition, we continue to work with health system leadership to incorporate each GME program’s faculty leads for research into their respective health system’s quality improvement, research processes and/or committees.

- Strengthen faculty development relevant to their roles as educators focusing on teaching, competency-based assessment, quality improvement, patient safety, professionalism, well-being, and creating safe learning environments. Given JABSOM has more than 1200 volunteer faculty, many of whom have privileges within Queen’s or Hawai’i Pacific Health, we will deploy core faculty development topics into each health system’s provider education infrastructure. Additionally, we are working with the JABSOM Department Chairs and other clinical leaders to ensure that faculty routinely receive specific feedback on their performance as educators and readiness for promotion.

- Continue promoting inter-professional and team-based learning environments to effectively address the health needs of the populations we serve.

- Continue promoting learning environments that contribute to increased well-being among trainees and faculty, including education in preventing, identifying, and addressing burnout and seeking appropriate care. The Office of the DIO will continue direct engagement with the well-being/provider resiliency program leads within the two major health systems to provide additional resources and better integrate trainees and faculty into existing evidence-based programs and assessments.

- Continue increasing training and improving processes needed to reduce health inequities in Hawai’i’s populations and increase diversity, equity, and inclusion in the recruitment and retention of trainees.

Appendix A includes a high-level overview of UH JABSOM GME programs and teaching hospitals and clinics. Figure 3 describes the operational matrix for JABSOM, the health systems, Hawai’i Residency Programs, Inc., and the GME Advisory Council.

Appendix B contains the JABSOM Strategic Summary (Figure 4) and Table 4. Detailed GMEC Action Plan Items and Status developed from the Annual Institutional Review.
Appendix C contains an overview of the GME Strategic Planning Process that occurred in 2016-17, as well as a brief status report of accomplishments and barriers.

Appendix D contains a list of acronyms and abbreviations.
APPENDIX A.

UH JABSOM GME PROGRAMS AND TEACHING HOSPITALS/CLINICS

UH JABSOM is nationally accredited by the Liaison Committee on Medical Education (“LCME”) of the Association of American Medical Colleges (“AAMC”). It is the sponsoring institution for nineteen (19) GME programs accredited by the ACGME: Eight (8) core residencies and eleven (11) subspecialty fellowships. Without a UH-owned-and-operated hospital, beginning in 1965, UH JABSOM formed collaborations with private community hospitals/clinics and state and federal healthcare departments and agencies to form an integrated network of teaching hospitals/clinics. UH JABSOM learners, i.e., residents and fellows (and 3rd and 4th-year medical students), are educated and trained within this network of clinical learning environments. In addition, the core teaching hospitals house UH JABSOM’s eight (8) clinical departments: Family Medicine (Hawai‘i Pacific Health Pali Momi Medical Center), Geriatric Medicine (Kuakini Medical Center and Queen’s Medical Center), Obstetrics/Gynecology (Hawai‘i Pacific Health and Queen’s Medical Center) and Pediatrics (Hawai‘i Pacific Health Kapi‘olani Medical Center), and Internal Medicine, Pathology, Psychiatry and Surgery (The Queen’s Medical Center). Figure 3 below describes the matrixed operations of the JABSOM GME enterprise.

An average of 230 physician-trainees who received doctorates from a school of medicine or osteopathy matriculate annually through one of the ACGME-Accredited GME programs listed in Table 4. About a third of these physicians are graduates of UH JABSOM, a third from U.S. Medical Schools outside Hawai‘i, and a third from international medical schools. This mix of Hawai‘i, U.S. national, and international graduates are considered ideal for U.S. GME programs. It is particularly valued in Hawai‘i with its multicultural population of indigenous and immigrant ethnic groups. UH JABSOM GME programs produce primary care, specialty, and subspecialty physicians that become independent licensed practitioners in Hawai‘i, Guam, American Samoa, the Compact of Free Association nations, i.e., Micronesia, and North America.
APPENDIX B.

GMEC ACTION PLAN ITEMS and STATUS

Many major themes identified in the GME strategic planning process in 2016-17 align with findings from each program’s Annual Program Evaluation and our Institutional Priorities. The ACGME expects each Program’s Major Aims to align with the community needs, as well as the missions and priorities of the Sponsoring Institution (JABSOM) and the major health systems in which GME training occurs. The GMEC reviews data and identifies cross-cutting themes and strategies that could be addressed across programs at the Institutional level. The Institution (JABSOM) and individual programs participate in numerous continuous activities that aim to improve the educational experiences and environments. The status of these activities is briefly reviewed below. Notably, the impacts of the COVID-19 pandemic slowed some progress in certain strategies below, but the academic affiliation agreements and new operational structures have facilitated efforts in GME that also align with the overall JABSOM Strategic Plan (Figure 4).
# JABSOM Strategic Summary

**Vision:** Maikai Loa: Attaining Lasting Optimal Health for All

**A.L.O.H.A.**

*Seeking Excellence through Collaboration with Stakeholders to Meet Hawaii’s Existing, Emerging, and Future Health Care Needs*

## Goals

**Research & Discovery**

- Maintain Centers of Excellence in areas of proven strength

**Education & Teaching**

- Build world-class education programs that create a competent health and health science workforce using partnerships to reduce health inequities throughout Hawaii and the Pacific

**Clinical Healing**

- Create a world-class integrated Clinical Learning Environment that is aligned to be inclusive of Hawaii’s and the Pacific’s history and its populations

**Community Engagement**

- Help achieve optimal health and wellness for all (A.L.O.H.A) of Kaka’ako, Hawaii and the Pacific Rim

**Encouraging Resource Growth**

- Expand JABSOM’s financial health and capital

---

### Enhance diversity & opportunities within each goal in order to achieve equity in our JABSOM ‘Ohana and communities we serve

#### Long Term

- **Maintain Centers of Excellence in areas of proven strength**
- **Build world-class education programs that create a competent health and health science workforce using partnerships to reduce health inequities throughout Hawaii and the Pacific**
- **Create a world-class integrated Clinical Learning Environment that is aligned to be inclusive of Hawaii’s and the Pacific’s history and its populations**
- **Help achieve optimal health and wellness for all (A.L.O.H.A) of Kaka’ako, Hawaii and the Pacific Rim**
- **Expand JABSOM’s financial health and capital**

#### Medium Term

- **Recruit, develop, and retain diverse basic science and clinical science research talent**
- **Build synergy amongst research departments**
- **Enable and support student and resident research**
- **Build alliance with UH Cancer Center**
- **Develop an infrastructure to support curricular innovations that prepare learners and faculty in complex, changing, and distributed health care environments**
- **Establish a sustainable funding model to support the educational mission**
- **Improve alignment and inclusiveness with strategic partners**
- **Develop strategic alliances with community hospitals and health centers to effectively address population health**
- **Develop integrated multidisciplinary academic-based health care system**
- **Help meet health care needs of underserved communities**
- **Provide quality facilities and infrastructure while increasing renewable energy sources**
- **Integrate JABSOM’s workflow processes with UH System’s new software**
- **Develop a 5-year plan for JABSOM’s 60th anniversary**

#### Short Term

- **Facilitate and support extramural research proposals**
- **Streamline processes for smaller grant and contract proposals less than $100,000 annually**
- **Improve advocacy and representation for research within JABSOM and the public**
- **Continue curricular transformation that will prepare physicians to provide high quality and safe patient care**
- **Enhance recruitment of students and retention of medical residents**
- **Enhance quality of residents support and training programs**
- **Develop growth plans for each clinical department**
- **Develop strategic alliances for the clinical faculty practice organizations that advance the school’s vision**
- **Build infrastructure to recruit, develop, and retain faculty for clinical teaching and research**
- **Promote resilience, professionalism, health care leadership, and humanism for learners and faculty members**
- **Build collaboration with clinical and research institutions**
- **Lead integrative effort to meet state workforce needs**
- **Expand community partnerships for medical education**
- **Grow JABSOM leaders, leadership, and innovation**
- **Enhance the workplace experience**
- **Optimize JABSOM’s website, audio visual, and telecommunication functionality**
- **Maximize efficient processes supporting school missions**
### QUALITY IMPROVEMENT (QI) / PATIENT SAFETY (PS)

(2016-17+) Increase alignment of GME QI/PS priorities with clinical learning environment QI/PS priorities, as measured by APE and AIR reports and related ACGME evaluation tools [long-term, ongoing goal; also required by the ACGME Clinical Learning Environment Review program]; (2018-19+) Continue PS and QI integration into programs’ curricula and faculty development

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<th>Intervention / Action Plan</th>
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<th>Status (Met, Partially Met, Not Met, Ongoing)</th>
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| **(AY 2022-23) Train resident and faculty in event reporting to increase engagement and psychological safety** | Programs, Health systems, QPS, ODIO | Enhance psychological safety by emphasizing the culture of safety as the foundation for high quality and safe care | 1. Increase % of residents/fellows who have submitted reports  
2. Increase % of programs whose residents/fellows have submitted reports  
3. Increase % of faculty who have submitted reports  
Increase % of residents/fellows and faculty who have received feedback on the events they reported | In progress and making progress |
| **(AY 2021-22) Resident/fellow and faculty participation in actual PSE investigations** | QPS SC (health systems + ODIO) Health Systems, Program | 1. PSE involving residents/fellows are regularly communicated to the program  
2. Residents/fellows are given protected time to participate in PSE investigations | Increase in % of faculty and residents/fellows participating in actual PSE investigations | Partially met. Program’s academic schedule with dedicated time for PSE investigation |
| **(AY 2020-21) Implement and sustain closed loop feedback between the health system PS office and the reporter/reporter’s GME program** | QPS SC (health systems + ODIO) Health Systems, Programs | Timely receipt of aggregated feedback from PS staff enables change (PS Department reports, PD mtg minutes, APE) | 1. Faculty point person for PSE / RL reports identified for each program  
2. % increase of programs receiving routine communications from health system PS office | Partially met.  
1. POC roster for RL report created & shared with hospital leadership  
9/2021  
2. RL reports attributable to residents/fellows/faculty (HPH has regular reports to OB and PEDS) |
| **(AY 2020-21) Train faculty and residents on proper and constructive safety event reporting** | ODIO, GMEC QPS SC Programs | Increase # of patient safety events reported in RL (Queen’s, HPH) or hotline (Queen’s, HPH, Kuakini), (PS Department reports) | 1. Total # RL reports increased  
2. % increase of RL reports submitted by residents and faculty  
Meetings with QHS/QMC Senior Leadership started (quarterly) | Met - QMC reports increased  
267% from 2019-2022  
2. Partially Resolved, working on attributable reports (res/fac)  
3. Met - recurring meetings continue  
QMC training offered 6/2021  
FAQ / RL Reporting Process in Carelink/HPH distributed to PDs 6/2021 |
| **(AY 2019-20+) Implement structured team debriefing and reporting of safety events** | Programs | Increase resident and faculty reporting of safety events and engagement with system-based improvement efforts | 1. % increase of RL reports submitted by residents and faculty  
Included #s from QMC via T. Seto as were produced for the PS CLER August 2021 QMC site visit questionnaire | Partially met. |
| **(AY 2019-20+) Implement standardized, longitudinal core curriculum in PS and QI for all GME programs** | QPS SC/ODIO, programs | Increased knowledge and meaningful engagement by residents/faculty in health facilities’/health systems’ QI and PS initiatives | 1. % of senior residents participating in RCA (actual or sim)  
2. % participation on institutional QPS committee meetings  
3. average Milestone in QPS for senior trainees  
• % faculty trained in THI / AQTP; increased # of resident and faculty scholarly activity presented or published) on QPS topics | Met & ongoing - Sim RCA implemented Spring 2020, 2021, 2022 and will continue in 2023  
Ongoing  
Ongoing  
THI / AQTP programs concluded |
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<tr>
<td><strong>(AY 2022-2023)</strong> Survey residents &amp; fellows on faculty behaviors that promote an environment of inquiry. Promote these behaviors.</td>
<td>GMEC (GMEC RLF), PD, ODIO, Dept Chairs</td>
<td>Health Systems' aim to be robust academic medical centers The SI must provide systems for education in and monitoring of scholarly pursuits (IR III.B.6.c.1)</td>
<td>All programs' % compliance on ACGME resident/fellow survey at or above national levels</td>
<td>Survey on EOI done at Resident/Fellow Town Hall on 11/2/2022. Results being analyzed and discussed 11/15/22 (PD mtg) &amp; 11/18/22 (GMEC)</td>
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<tr>
<td><strong>(AY 2021-22)</strong> Residents/fellows use clinical site data and/or QI goals to inform research projects.</td>
<td>Program Directors in coordination with research leads at QHS, HPH</td>
<td>Clinical site data and QI goals are regularly shared Increased # of scholarly projects that incorporate clinical site quality data</td>
<td>1. Data and QI goals are regularly presented at case review conferences Central repository for resident-led quality research projects; discussed at standing JABSOM quarterly Research meeting</td>
<td>1. Met for some programs (Peds), in progress for others 2. In progress</td>
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<td><strong>(AY 2020-21)</strong> Resident/fellow research should focus on</td>
<td>Program Directors in coordination with research leads at QHS, HPH</td>
<td>Increased # of completed scholarly projects that focus on: 1. Educational research 2. QI/PS Health disparities</td>
<td>Increasing # of resident and faculty presented or published work in: 1. Educational research 2. QI/PS Health disparities</td>
<td>Met / ongoing</td>
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<td>1. Educational research/curriculum development; 2. QI/PS in partnership with health systems; 3. Identifying or addressing health disparities; or 4. Topics relevant to the specialty</td>
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<td>(AY 2022-23) Faculty are evaluated and receive specific feedback on their performance as educators and readiness for promotion</td>
<td>PAs, Dept Chairs, Faculty Affairs, Health systems, DPCs</td>
<td>Academic efforts are aligned with ACGME expectations and health system aims including QI/PS, DEI. Efforts are supported and recognized by the health systems.</td>
<td>1. &gt;75% completion of the standardized resident/fellow evaluation of faculty forms 2. Outreach education to Chairs and DPC on evaluation and mentoring of faculty 3. Increased # of core faculty promoted to Assoc Prof 4. ACGME faculty survey re: process for evaluation as educators at or above national average</td>
<td>Partially met 1. Standardized form implemented AY 2022-23 2a.M-series criteria promulgated 2b.Presented at Clinical Chairs 10/7/22; being factored into medical group compensation models</td>
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<tr>
<td>(AY 2021-22) Clinical faculty participate in professional development relevant to their role as educators</td>
<td>ODIO, Dept Chairs, JABSOM FD Office with UHM and health systems</td>
<td>Department Chairs iterate clear expectations for faculty development in their role as educators Faculty participate in professional development to improve their skills in assessment, feedback, professionalism, and promoting well-being</td>
<td>1. Faculty job descriptions and/or department policy outline expectations. 2. Participation is tracked and reviewed during annual performance evaluation. 3. # and/or % participation in faculty development offerings</td>
<td>Partially met, in progress 1. In progress for QUMG &amp; HPHMG 2. Partially met, in progress</td>
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<tr>
<td>(AY 2020-21) Provide additional faculty development via both synchronous and asynchronous modalities, in conjunction with the health systems (as appropriate). Focus on working with difficult learners (advanced skills), competency-based assessment, telemedicine, quality improvement and patient safety.</td>
<td>ODIO with health systems, JABSOM OME, FD working group and JABSOM telemedicine workgroup</td>
<td>Increased % of core faculty participation in FD (website tracking system or health system CME reports); improved residents/fellow satisfaction with learning environment and faculty (ACGME and internal surveys); Increased self-reported comfort level with providing telemedicine services and precepting (internal survey); Increase # of presentations related to QI/PS (WebADS) OR Novel FD offerings in assessment, remediation, telemedicine, QI/PS</td>
<td># of sessions, % participation, FD webpage offerings Examples: 1. CR&amp;FD working with underperforming residents (5/29/20) 2. HPEC workshop on difficult learners (2/12/22) 3. IHI modules (QI, 101-103) required for QUMG faculty 2021 4. Faculty in some (5) programs have completed ACGME Faculty Competencies in Assessment Hub course 5. 4/2023 regional GME conference focus on CBME</td>
<td>Met: Faculty in 5 programs have completed ACGME Competencies in Assessment Hub course, most Faculty have completed IHI modules. JABSOM telehealth curriculum developed</td>
</tr>
<tr>
<td>(AY 2018-19, 2019-20+) Mandatory topics for faculty development (feedback, evaluation, resiliency, Title IX/creating safe work and learning environments, population health, quality improvement, patient safety and other topics)</td>
<td>ODIO with health systems, JABSOM OME, FD working group and JABSOM telemedicine workgroup</td>
<td>Improved consistency and timing of meaningful faculty feedback to learners Improved consistency (across programs) for evaluating learners Easily accessible resources for required FD topics for core, comp and non-comp faculty Easily accessible, vetted resources for program-specific FD</td>
<td># of sessions, % participation, FD webpage, SUPERB SAFETY tied to test</td>
<td>Met and ongoing. Certain topics given at Clinical Department faculty meetings; MANTLE; IHI QI / PS modules</td>
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| **(AY 2022-23) Create increased visibility of interprofessional education events**  
1. Creation of IPE webinar  
2. Grand rounds presentation at 5 programs this AY  
3. Identify teaming skills in clinical environments                                      | ODIO and HIPE  
(Hawai‘i Interprofessional Education initiative)                                                                                     | Delivery of healthcare requires a deep understanding and practice of interprofessional education and teaming.                                                                                                                                                                                                                             | 1. Creation of webinar materials (y/n)  
2. # of grand rounds presentations emphasizing IPE delivered in AY 22-23  
Improved % compliance on ACGME surveys                                                                                                                                                                                                                           | To begin before next AY                      |
| **(AY 2020-21 & 2021-2022) Each GME program implements a targeted population health intervention, as specific to their specialty, population served, and related health system** | Programs (w/ guidance from ODIO & health systems) | Improvement in specified indicators or measures (NI APE); longer term improved trends in selected health outcomes in the specified population (NI APE)                                                                                                                                                                                                 | 1. All programs receive pop health data from health systems  
2. # of programs completing an implementation plan  
3. # of programs in implementation phase (medium term [1-2 years]) & improvement in specified indicators or measures (medium 3-5)  
Improved trends in selected health outcomes in the specified population (long-term [5-10 years])                                                                                                                                                                | Partially met, ongoing                      |
| **(AY 2020-21) With the Hawai‘i Interprofessional Education (HIPE) collaborative, identify existing and potential IPE educational opportunities in simulation and clinical settings** | Programs (w/ guidance from ODIO & health systems) | Increase resident/fellow recognition and participation in IPE activities (ACGME and internal surveys) (short-term)                                                                                                                                                                                                                         | 1. Increased % positive responses to ACGME and internal surveys related to team-based care, health disparities  
Track resident participation in the IPE RCA event                                                                                                                                                                                                             | In progress, ongoing                        |
### WELL-BEING OF RESIDENTS AND FACULTY

(2016-17+) Work with hospital/health system partners, JABSOM & other stakeholders to create learning & working environments that promote well-being of residents/fellows, faculty and other members of the health care team, as evidenced by ACGME Well-Being surveys & internal surveys and APE reports. [long-term, ongoing goal; also required by the ACGME](AY 2018-19+) Develop a culture of organizational resiliency

#### Intervention / Action Plan

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| **(AY 2022-23)** Programs have implemented evidenced-based well-being program or intervention | PDs (program), Health Systems, WB Subcommittee Aligns with CLER Pathways to Excellence in Patient Safety and Well-being (PS3, WB2, WB4) | 1a. Program / intervention that is led or informed by residents/fellows (e.g. # of programs that provide peer to peer support options)  
1b. Program / intervention that leads to improved burnout or satisfaction scores  
2a. Improved level of satisfaction with this process on ACGME surveys  
2b. Residents/fellows able to iterate multiple anonymous methods for reporting during annual O Dio meeting  
2c. Increased # reports on Professionalism website  
2d. Reporting concerns guidelines updated & distributed widely  
3. CLE has dedicated learner space, informed by evidence and learner input | 1a. Partially met - SURG WB curriculum In process:  
2b. Met for some programs  
2c. No resident reports in 2021-22  
2d. Created sheet with QR codes |
| **(AY 2021-22)** Faculty and residents/fellows are educated in identifying burnout, depression, and substance abuse and how to seek appropriate care | ODIO, Health Systems Faculty, residents and fellows are able to identify burnout, depression, and substance abuse and how to seek appropriate care | Faculty & Residents / Fellows - # and % participation in programs or health systems’ WB initiatives and education | Partially met and ongoing.  
Well-being resources across institutions available on website  
11/2/21- Res/Fell participation in and/or attestation of viewing recording  
4/29/22 - Annual Addictions Conference (18. Impaired Providers)  
Record sessions and PPT available https://blog.hawaii.edu/dop/hac-2022/ |
| **(AY 2021-22)** Resident / fellow wellness is monitored and with tracking of trends | QPS SC (health systems + ODIO) Health Systems 100% completion of ACGME WB surveys Residents / fellows all receive WBI & able to track personal trends: Well Being Index: https://app.mywellbeingindex.org/assess | 1. ACGME WB survey aggregate results at least or above national average  
At least annual upload WBI completion certificate to the residents own NI portfolio (% of uploads tracked for AIR) | 1. Partially met: 2022 WB survey aggregate results at national mean  
2. 71% of programs have distributed WBI or similar, 77% with 100% completion |
| **(AY 2020-21)** Develop a structured institutional curriculum that includes leadership, followership, time management, substance use disorders and aging well | ODIO Residents/fellows feeling valued by the hospitals  
Resident/fellows being more aware of available resources  
Learning and working environments that support physician and team well-being  
Increased awareness and increased acceptability of asking for help, as measured by periodic internal assessments and APE  
Increased comfort with practicing in the new model of health care | 1. Improved scores on selected ACGME Well-Being questions and health system physician engagement measures  
2. Increased positive scores on culture of psychological safety and other JABSOM engagement and/or climate surveys  
3. >75% Attendance at Annual Hawai’i Addictions Conference (SUD) aligned with Academic Half Day  
4. Annual GME Leadership Workshop (All residents/fellows) - SUD  
5. CR & FD Conference - Leading from the middle  
6. Improved resident/fellow perception of faculty engagement (ACGME surveys) | 1. Partially met and ongoing  
2. Partially met and ongoing  
3. Met - SUD education provided at Annual Hawai’i Addictions Conference 4/29/22,  
4. Met - Mandatory GME Resident/fellow Leadership Workshop 11/2/21  
5. Met - 5/18/22  
Met for some programs and ongoing |
DIVERSITY, EQUITY & INCLUSION (began in 2020)

JABSOM, as well as the Association of American Medical Colleges and the Accreditation Council on Graduate Medical Education, have explicit strategic plans, guidelines, and accreditation requirements that include focused attention to creating a diverse physician workforce and providing education, clinical learning environments, care, scholarship and advocacy that will reduce inequities that are a root cause of health disparities for the populations we serve. All JABSOM efforts are overseen by the Coordinating Committee on Opportunity, Diversity, and Equity (C-CODE). The C-CODE, in conjunction with key JABSOM stakeholders and partners will to identify opportunities to improve the continuum of medical education and biomedical science research, ensure appropriate training for learners, faculty, and staff, and create an inclusive, professional, and psychologically safe organization within which positive change can occur to ensure health equity for the JABSOM Ohana and the communities we serve.

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<td>(AY 2022-23) Increase access to group learning opportunities regarding inclusive care of sexual or gender minorities, obesity, and persons with differing abilities</td>
<td>ODIO +, Programs Clinical program / Service line leaders (for some ACGME Equity Matters modules)</td>
<td>Aligns with UH, JABSOM (SI) Vision, Core Values, and Strategic priority and each health system’s mission and priorities to provide a safe culture for all patients, employees, providers, and learners.</td>
<td>1a. &gt;70% participation in educational sessions covering at least one of the 3 topics:</td>
<td>In progress. 1a. HPH-based modules (SOGI, obesity) available on HLC.</td>
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<td>● At least one academic half-day session for residents/fellows</td>
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<td>● At least one group session for core faculty</td>
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<td>2a. Improved uptake/completion of certain DEI/ACGME modules (JABSOM Diversity website and ACGME Diversity Matters)</td>
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<td>2b. Improved or stable scores on 2023 ACGME surveys</td>
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<td>2c. Inclusion of these topics on 2023 ADS update (question #2)</td>
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<td>(AY 2021-22) Mechanisms in place to reduce bias in resident/fellow recruitment</td>
<td>ODIO, Programs, JABSOM C-CODE team</td>
<td>Resident/fellow demographics reflect the population served</td>
<td>1. Recruitment/Selection committees receive DEI bias training</td>
<td>Met, ongoing - Bias video module developed, potential topic for GME Regional Mtg</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. SI monitors how programs achieve / ensure diversity in trainee recruitment, selection, and retention</td>
<td>2. Met, reviewed during 2022 APEs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Improved or stable scores on 2023 ACGME surveys</td>
<td>3. Met - ongoing</td>
<td></td>
</tr>
<tr>
<td>(AY 2020-21) Offer institution-wide training in Health inequities in Hawai’i’s populations and sexual and gender minority health</td>
<td>ODIO + JABSOM C-CODE team</td>
<td>Increased % of GME programs participating in these specific trainings</td>
<td>1. Increased # of specific trainings (NI APE report with data from various databases (learning mgmt systems, JABSOM or UH sites)</td>
<td>In progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Increased and consistent % compliance as reported on ACGME survey questions related to diversity, diverse populations, inclusivity and health disparities.</td>
<td>Not uniformly required and therefore no systematic tracking</td>
</tr>
<tr>
<td>(AY 2020-21) Begin aligning UME, GME, faculty, and staff development in diversity, equity, inclusion (DEI)</td>
<td>ODIO, Chairs, JABSOM C-CODE</td>
<td>Increased coordination and continuum of activities; Improved scores on JABSOM surveys related to institutional climate and psychological safety</td>
<td>Increasing trends in participation (JABSOM-wide and GME dashboards); increased # of initiatives reported by Dept/Program in ADS and NI; increase in positive scores on JABSOM and other climate surveys</td>
<td>Met; ongoing monitoring trends</td>
</tr>
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<td></td>
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<td></td>
<td>Scores from JABSOM faculty &amp; staff survey</td>
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<td></td>
<td></td>
<td></td>
<td>Included PAs in C-CODE; all programs receive training opportunities (email) and they are also on the JABSOM Diversity website</td>
<td></td>
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</table>
APPENDIX C.

2022 BRIEF PROGRESS REPORT ON THE 2016-17 GME STRATEGIC PLAN

OVERALL GME STRATEGIC PLAN

In 2016-17, our trainees, GME programs and leadership, major partner training sites, and key community stakeholders including the Hawai‘i Medical Education Council (HMEC), participated in a long-term strategic planning process aimed at identifying viable and sustainable strategies to develop a physician workforce that continues to advance the health and well-being of the people of Hawai‘i. Major strategies are noted below, with significant updates or barriers/challenges since 2019. Progress continues on strategies that were previously reported at the March 17, 2022 Board of Regents Meeting. Some have also been incorporated in the HMEC report to the 2023 Legislature, which provides further details on expanding Hawai‘i’s GME workforce. In Spring 2023, we will conduct a series of strategic planning meetings for GME as well as the overall JABSOM plan to ensure continued alignment of all JABSOM programs with the needs of the state, health care ecosystem, community, and UH. We will also be discussing high-need areas for growth and expansion. In addition, this work informs our preparation for JABSOM’s overall upcoming medical school accreditation mock site visit (August 30-31, 2023) and the actual site visit by the Liaison Committee on Medical Education in early 2025.

1. STRATEGY 1: Secure additional resources to maintain and expand GME programs. This includes funding for additional faculty and clinical training sites (especially on the neighbor islands), resident positions, and supplemental educational activities. Ensuring excellent educational environments (faculty, space, and infrastructure) are critical to secure before we can significantly expand training on the neighbor islands (which is a strategic goal for JABSOM).

a. The 2021 Academic Affiliation Agreements between the Queen’s-UH-UHP and Hawai‘i Pacific Health-UH-UHP resulted in additional hiring (and planned hiring) of faculty in the Psychiatry and the Child & Adolescent Psychiatry fellowship, Surgery, OB and its fellowships, Internal Medicine, and Family Medicine. The affiliations enable improved support and infrastructure to implement professional development requirements for faculty who teach JABSOM learners, co-develop curriculum related to quality and patient safety, implement quality and patient safety programs in the respective health systems, and incorporate faculty and GME learners into the health system’s well-being and culture of safety initiatives. The JABSOM faculty who are also employed by HPH and Queen’s have better access to resources and infrastructure to support scholarly activity in the clinical realm, especially those projects related to healthcare disparities, quality improvement, and/or patient safety.

b. The Preceptor Tax Credit program is a combined effort with UH Schools of Medicine, Nursing, College of Pharmacy, Hawai‘i State Legislature, and others. Volunteer preceptors of students or resident physicians in primary care can apply if they meet certain eligibility requirements. During the 2023 legislative session, we are requesting language changes in the law to expand the definition of “preceptor” to include additional specialties that train primary care providers and to include Hawai‘i-based programs in social work, dieticians, and physician assistants.

c. Advocacy continues with the Governor, Legislature, and philanthropists, to support the hiring of faculty to form a partially-compensated core of clinician medical educators on the neighbor islands. Recent philanthropic contributions from the Chan-Zuckerberg Initiative and Pulama Lana‘i are supporting the expansion of medical education on Kaua‘i and Lana‘i islands, respectively. The 2022 state infrastructure budget for JABSOM included 6.0 FTE new faculty positions and $1.8 million, which provides a foundation upon which to add more residency rotations on those islands in the near future. The faculty positions support the expansion of the core educational infrastructure for medical student and resident curriculum and eight part-time clinician providers on Kaua‘i, Maui, and Hawai‘i Island. For the 2023 session, JABSOM is requesting an additional 4.0 FTE and $2 million in the JABSOM base budget to provide sustainable funding that supports not only faculty and key administrative staff...
but also, importantly, resident salaries (for the time they are on the neighbor island), educational, travel, and housing expenses.

d. Act 262 (2022) provided a one-time $6.7 million appropriation to support GME expansion to the neighbor islands ($2.7 million) and within the VA Pacific Islands Healthcare System ($4 million). Due to the timing of the fund release (not yet as of December 22, 2022), JABSOM intends to spend about half. The remainder will be returned to the state, thereby ‘covering’ the requested additional $2 million request to the JABSOM base budget.

e. Federal advocacy for adding language in the Centers for Medicare and Medicaid Services-focused legislation so that Hawaiʻi is more competitive and able to receive higher priority for new GME positions that are proposed. UH is working with the Association of American Medical Colleges (AAMC), directly with Hawaiʻi’s Congressional Delegation, with other major stakeholders in other Minority-Serving Institutions, and with Alaska on these initiatives.

BARRIERS/CHALLENGES

i. Expansion of the JABSOM medical student class size, residency programs, or development of core residency rotations on neighbor island sites requires additional funding for faculty, as well as some operational changes in some of the neighbor island hospitals to better support resident learners. Our efforts for the immediate short-term will be to secure resources to preserve core faculty and staff positions that support the continuum of medical education experiences throughout the state, including those already present on the neighbor islands. The recent philanthropic gifts and 2022 state appropriation helps, but there needs to be sustainable funding to ensure the continuity of GME training for all resident and fellow physicians.

2. STRATEGY 2: Develop a multi-pronged approach to improve physician retention in Hawaiʻi. This includes ongoing activities before and during residency training, as well as a significant need to engage health systems, insurers, the State, and other partners to make Hawaiʻi a desirable place to practice. Educational debt is higher for those who completed medical school on the mainland. Currently, the median medical school debt for JABSOM graduates is $203,165. Fifty-four percent of JABSOM graduates have debt equal to or exceeding $200,000.

a. About ⅓ of JABSOM’s class entering in 2021 received four-year scholarships covering tuition and fees. These scholarships require a year-for-year payback of practicing in Hawaiʻi upon completion of their GME training.

b. In 2020-21, 89% of enrolled medical students received some financial assistance (grants/scholarships, loans, work-study).

c. The State Loan Repayment Program and other loan repayment programs continue to emphasize primary care practice and rural sites.

d. The Freeman Foundation awarded three scholarships each year: 2020, 2021, and 2022, to reduce the educational debt burden for JABSOM graduates who are completing their residency programs in Hawaiʻi and who have committed to practice in Hawaiʻi.

e. In 2022, two new philanthropists contribute to loan repayment or provide a scholarship to reduce the educational debt burden for those committing to a geriatrics fellowship program.

BARRIERS/CHALLENGES

i. State Loan Repayment funds: Need to increase the matching funds (in order to increase the Federal match). This is a focus for the 2023 legislative session.

ii. Payment Transformation: Continued discussions with health insurers and policies makers regarding the impact of payment transformation on physician retention; ensure that academic physicians/academic practices are included in implementation strategies.
iii. Continued need for scholarships and additional incentives to reduce the educational debt burden and incentivize practice in high-need areas and specialties.

3. STRATEGY 3: Develop strategies, in partnership with the health systems and insurers, to address and prevent physician burnout and to promote physician well-being.

a. The 2021 Academic Affiliation Agreements between the Queen's-UH-UHP and HPH-UH-UHP resulted in additional hiring (and planned hiring) of faculty in the Psychiatry and the Child & Adolescent Psychiatry fellowship, Surgery, OB and its fellowships, Internal Medicine, and Family Medicine. Faculty. GME learners are becoming incorporated into the health system’s well-being and culture of safety initiatives.

BARRIERS/CHALLENGES
   i. Continued discussions with health insurers, policymakers, and health systems regarding the impact of payment transformation on physician retention.

4. STRATEGY 4: Expand neighbor island and telehealth training opportunities for residents and fellows. Numerous national studies prove that the best way to attract and retain physicians in rural settings is to ‘grow your own’ and to provide clinical training that is embedded within community clinics and hospitals. Resources will be needed to develop clinical sites and faculty, as well as for resident housing and transportation. The current lack of these resources constrains most programs’ ability to offer neighbor island rotations.

BARRIERS/CHALLENGES
   i. Need to expand faculty and academic practice models on the neighbor islands (refer to Strategy 1).

5. STRATEGY 5: Incorporate more aspects of population health and interprofessional education and training into all GME programs in order to better equip future physicians to practice in team-based, patient and population-centered clinical settings. This effort includes primary care-behavioral health integration.

a. Since April 2020, a virtual interprofessional patient safety simulation taught principles of root cause analysis and implementation of action plans. Learners included senior residents/fellows, senior nursing students, and pharmacy residents. This continues annually and will continue to be delivered virtually as that allows for higher participation, including with those learners on the neighbor islands. Since many of the senior residents have now been trained and given the patient safety infrastructure within the health systems that includes resident participants, we will start training first-year residents (and other senior residents not previously trained) in spring 2023.

BARRIERS/CHALLENGES
   i. Need to balance and disperse these newer ACGME requirements (system-based practice, patient safety, quality improvement, interprofessional communication, teaming) with the existing content and competency-based requirements.
# APPENDIX D.

## LIST OF ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Description</th>
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<tbody>
<tr>
<td>AAMC</td>
<td>Association of American Medical Colleges</td>
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<tr>
<td>ACGME</td>
<td>Accreditation Council for Graduate Medical Education (GME accreditor)</td>
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<tr>
<td>AIR</td>
<td>Annual Institutional Review</td>
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<tr>
<td>APE</td>
<td>Annual Program Evaluation – reporting done annually by each program</td>
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<tr>
<td>AQTP</td>
<td>Advance Quality Training Program</td>
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<td>EDW</td>
<td>Enterprise Data Warehouse</td>
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<td>FD</td>
<td>Faculty Development</td>
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<tr>
<td>GME</td>
<td>Graduate Medical Education</td>
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<td>GMEC</td>
<td>GME Committee – provides oversight for GME activities</td>
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<td>HIPE</td>
<td>Hawai‘i Inter-Professional Education</td>
</tr>
<tr>
<td>HPH</td>
<td>Hawai‘i Pacific Health (comprised of Kapi‘olani Medical Center for Women and Children, Pali Momi Medical Center, Straub Medical Center, and Wilcox Memorial Hospital and the HPH network of clinics)</td>
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<tr>
<td>HPHMG</td>
<td>Hawai‘i Pacific Health Medical Group</td>
</tr>
<tr>
<td>HRP</td>
<td>Hawai‘i Residency Programs, Inc.</td>
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<tr>
<td>LCME</td>
<td>Liaison Commission on Medical Education (medical school accreditor)</td>
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<tr>
<td>NI</td>
<td>New Innovations – web-based educational software data management system</td>
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<tr>
<td>PS</td>
<td>Patient Safety</td>
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<tr>
<td>QHS</td>
<td>The Queen’s Health Systems (comprised of The Queen’s Medical Center (QMC), Queen’s – West O‘ahu, North Hawai‘i Community Hospital, and Moloka‘i General Hospital and the QHS network of clinics)</td>
</tr>
<tr>
<td>QI</td>
<td>Quality Improvement</td>
</tr>
<tr>
<td>QPS</td>
<td>Quality &amp; Patient Safety</td>
</tr>
<tr>
<td>QPS SC</td>
<td>Quality &amp; Patient Safety Subcommittee (for the GMEC)</td>
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<tr>
<td>QUMG</td>
<td>Queen’s University Medical Group</td>
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<tr>
<td>RCA</td>
<td>Root Cause Analysis</td>
</tr>
<tr>
<td>RL</td>
<td>Online Reporting Mechanism For Patient Safety Events</td>
</tr>
<tr>
<td>SA</td>
<td>Scholarly Activity</td>
</tr>
<tr>
<td>TAMC</td>
<td>Tripler Army Medical Center</td>
</tr>
<tr>
<td>THI</td>
<td>Total Healthcare Improvement</td>
</tr>
<tr>
<td>VA</td>
<td>(Department of) Veterans’ Affairs Pacific Islands Healthcare System</td>
</tr>
<tr>
<td>WB SC</td>
<td>Well-Being Subcommittee (for the GMEC)</td>
</tr>
</tbody>
</table>
MEMORANDUM

TO: Randolph G. Moore  
Chairperson, Board of Regents University of Hawai‘i

VIA: David Lassner  
President  
University of Hawai‘i

VIA: Michael Bruno  
Provost  
for Michael Bruno  
University of Hawai‘i at Mānoa

VIA: Laura Lyons  
Interim Vice Provost for Academic Excellence  
University of Hawai‘i at Mānoa

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

Camille A. Nelson  Camille A. Nelson  
Dean, William S. Richardson School of Law  
University of Hawai‘i at Mānoa

SUBJECT: REQUEST FOR ACTION TO APPROVE THE ESTABLISHMENT AND NAMING OF THE CADES FOUNDATION TERM PROFESSORSHIP AT THE UNIVERSITY OF HAWAI‘I AT MĀNOA WILLIAM S. RICHARDSON SCHOOL OF LAW

SPECIFIC ACTION REQUESTED:

It is requested that the University of Hawai‘i Board of Regents approve the establishment and naming of The Cades Foundation Term Professorship ("the Professorship") at the University of Hawai‘i at Mānoa William S. Richardson School of Law ("Law School") in recognition of a private donation.

RECOMMENDED EFFECTIVE DATE:

Request that this be effective upon Board of Regents approval.
ADDITIONAL COST:

No additional costs are associated with this request.

PURPOSE:

The purpose of establishing this fund is to support the Dean of the Law School ("Dean") in recruitment and retention of faculty for the Law School.

BACKGROUND:

The University of Hawai'i Foundation has received a gift commitment of $500,000, pledged over ten (10) years, by The Cades Foundation to establish a term professorship at the Law School, to be in existence for the duration of the commitment and as funds remain. The fund will provide supplemental funding of a minimum of $50,000 each year for immediate use by the Dean to support more competitive compensation for potential hires at the Law School. A 'term professorship' is not capital preserved, but its annual pledged income stream will provide more than twice the income stream of an endowed professorship. Term chairs and professorships are commonly offered at most universities because of their funding versatility and attractiveness to major supporters.

The Cades Foundation was founded in 1991 by brothers Russell and Milton Cades and is the charitable arm of Cades Schutte LLP, a full-service law firm providing service in over 40 practice and industry areas across the State of Hawai'i. Currently headed by E. Gunner Schull, the non-profit supports the community by promoting advocacy, volunteerism, and funding support. With a mission to support efforts that promote innovation in academics, medicine, and the arts, as well as the improvement of the legal profession and promotion of justice in Hawai'i, the Foundation's contributions support organizations that promote education, the well-being of children, the arts, and health and human services.

ACTION RECOMMENDED:

It is recommended that the University of Hawai'i Board of Regents approve the establishment and naming of The Cades Foundation Term Professorship at the University of Hawai'i at Mānoa William S. Richardson School of Law in recognition of a private donation.

c: Executive Administrator and Secretary to the BOR
January 13, 2023

MEMORANDUM

TO: Randolph G. Moore  
Chair, Board of Regents

FROM: David Lassner  
President

SUBJECT: RECOMMENDATION TO RENAME THE LIFE SCIENCES BUILDING AT UH MĀNOA AS THE ISABELLA AIONA ABBOTT LIFE SCIENCES BUILDING

SPECIFIC ACTION REQUESTED:  
It is recommended that the Board of Regents (BOR) approve the renaming of the UH Life Sciences Building at UH Mānoa as the Isabella Aiona Abbott Life Sciences Building.

RECOMMENDED EFFECTIVE DATE:  
Upon Board of Regents approval.

ADDITIONAL COST:  
There is no cost associated with the renaming. The estimated maximum cost of updating the signage is $40,000 and a philanthropic pledge has been received to cover this cost.

PURPOSE:  
The purpose of this recommended action is to honor a person of profound significance to the University in accordance with the provisions of Regents Policy RP 11.203.

BACKGROUND:  
Regents Policy RP 11.203 addresses the naming of University facilities, properties, and programs. RP 11.203 provides that only the BOR has the authority to name buildings on an honorific or philanthropic basis. "Honorific naming" is defined as purposeful naming in order to honor, memorialize, or recognize a person of significance to the University.

As described below, Dr. Isabella Aiona Abbott truly exemplifies what it means to be a person of significance to the University of Hawai'i. And the new Life Sciences Building provides a highly befitting opportunity to honor her life, career, and contributions. The
following narrative is assembled from a variety of sources, most notably the campus input. It does not represent the author’s original writing of this memorandum but rather a synopsis of an amazing life and career. More detail is provided in the resolutions and testimony submitted directly to the BOR.

Isabella Kauakea Yau Yung Aiona was born in Hāna, Maui in 1913 to a Hawaiian mother and Chinese father. Known as “Izzy,” her mother taught her about Hawaiian seaweeds as well as the value and diversity of Hawaiian plants. She was raised with this intimate understanding of the relationship between ‘āina and kānaka.

She graduated from Kamehameha Schools and received her undergraduate degree in botany from the University of Hawaii at Mānoa. She moved on to earn a master’s degree in botany from the University of Michigan and a PhD in botany from the University of California, Berkeley, becoming the first Kānaka Maoli woman to earn a Ph.D. in science. Her husband, Donald Putnam Abbott, had been her fellow student at the University of Hawai‘i as well as at Berkeley.

Dr. Abbott joined Stanford initially as a research associate and lecturer, studying marine algae on the California coast. On her promotion from lecturer to full professor she became the first woman and the first person of color in such a position. Dr. Abbott became the preeminent marine botanist of the Pacific region, discovering more than two hundred algae and earning the nickname “First Lady of Limu.”

In 1982 both Abbotts retired from Stanford and moved back to Hawai‘i. She joined the UH Mānoa faculty and served as the G. P. Wilder Professor of Botany. Dr. Abbott was instrumental in establishing the UH ethnobotany program, the study of the interaction of humans and plants. Her love of scientific research and teaching never ended in Hawai‘i as she taught thousands of UH students over the following years. Her impacts as a teacher and mentor may even exceed her prodigious academic accomplishments.

Throughout her long and productive career she remained an inspiration to the students, researchers and all she encountered. As an emerita professor of UH, Dr. Abbott died in 2010 at her home in Honolulu.

Dr. Abbott’s scientific and community accolades are many. She published eight books and over one hundred fifty research papers and technical reports. Dr. Abbott received the the Darbaker Prize from the Botanical Society of America in 1969, the 1997 National Academy of Sciences
Gilbert Morgan Smith Medal for excellence in published research on algae, the Charles Reed Bishop Medal in 1993, and in 1997 she received the Gilbert Morgan Smith Medal from the National Academy of Sciences. In 2005, Dr. Abbott was named a Living Treasure of Hawai‘i and she received a lifetime achievement award from the Hawai‘i Department of Land and Natural Resources for her studies of coral reefs.

Dr. Abbott made numerous contributions to the advancement of Native Hawaiians across the University of Hawai‘i system after her return to UH as a faculty member. In 1986, she was a co-author of the seminal Ka‘ū Hawaiian Task Force Report along with 18 other Native Hawaiian faculty and staff from across the University of Hawai‘i System. The task force was charged with (1) reviewing the direction and commitment of the UH System to traditional Hawaiian culture and to Hawaiians; (2) identifying programs or obstacles which deter the commitment to Hawaiian culture and to the education of Hawaiians; and (3) to recommend solutions which the University can undertake to overcome these problems and obstacles.

Dr. Abbott was also highly involved in the community in Hawai‘i, serving on the Bishop Museum Board of Directors, the Kahoolawe Island Reserve Commission, and the National Oceanic and Atmospheric Administration Advisory Committee for the Papahanaumokuakea Marine National Monument surrounding the Northwestern Hawaiian Islands.

Dr. Abbott’s work, aside from its indelible mark on the scientific field, is a shining illustration of the success of integrating the excellence of Hawai‘i’s traditional and customary practices and knowledge into western science. Her commitment to excellence highlights the possibilities that lie in our collective success.

This recommendation is widely supported on campus. In addition to a grass-roots campaign for the renaming, at the time of this writing, the UH Mānoa Faculty Senate, ASUH, GSO, and Kuali‘i Council have all approved or are in the process of approving resolutions supporting the recommended renaming.

**ACTION RECOMMENDED:**
It is recommended that the Board of Regents (BOR) approve the renaming of the UH Life Sciences Building at UH Mānoa as the Isabella Aiona Abbott Life Sciences Building.

c: Jamie Go, Interim Executive Administrator and Secretary of the Board of Regents
2023 Legislative Session

- 2023 Biennium Budget (Operating)
- 2023 Biennium Budget (CIP)
- New Senate/House Members
- State Legislature – Committee Assignments
- Informational Briefings
- Legislative Calendar
## 2023 Session – Biennium Budget (Operating)

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<th>Governor</th>
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<td>Board of Regents FY25 $$$</td>
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<td><strong>EARLY COLLEGE EXPANSION</strong></td>
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<td>Early College Expansion</td>
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<td><strong>INITIATIVE: SUPPORT STUDENT SUCCESS</strong></td>
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<td>MA Teaching Expansion and Kahuawaiola Indigenous Teacher Ed</td>
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## 2023 Session – Biennium Budget (Operating)

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<th>Campus</th>
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<th>Campus</th>
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<th>Board of Regents FY24 $$$</th>
<th>FY25 $$$</th>
<th>Governor FY24 $$$</th>
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<td>Renew, Improve, and Modernize (GO Bonds)</td>
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<td><strong>Total</strong></td>
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New Senators

Herbert “Tim” Richards (D)  
Dist. 4  
(Waikoloa, Waimea, Hawi, Honokaa)

Angus McKelvey (D)  
Dist. 6  
(Waikapu, Kihei, Lahaina, Kaanapali)

Carol Fukunaga (D)  
Dist. 11  
(Manoa, Makiki Heights)

Brandon Elefante (D)  
Dist. 16  
(Halawa Heights, Aiea, Pacific Palisades)

Henry Aquino (D)  
Dist. 19  
(Pearl City, Waipahu, Honouliuli)

Brenton Awa (R)  
Dist. 23  
(Mokuleia, Haleiwa, Kahuku, Laie, Kaneohe)

Senate Chamber Breakdown
Democrat: 23
Republican: 2
Kirstin Kahaloa (D)
Dist. 6
(Honaunau, Kailua Kona)

Elle Cochran (D)
Dist. 14
(Waiehu, Maalaea, Lahainaluna, Kaanapali)

Mahina Poepoe (D)
Dist. 13
(Haiku, Hana, Lanai, Molokai)

Terez Amato (D)
Dist. 11
(Kihei, Wailea, Makena)

Andrew Garrett (D)
Dist. 22
(Manoa)

Jenna Takenouchi (D)
Dist. 27
(Pacific Heights, Nuuanu, Makiki Heights)

Micah Poʻokela Kim Aiu (D)
Dist. 32
(Fort Shafter, Moanalua, Aliamanu, Halawa)

Cory Chun (D)
Dist. 35
(Pearl City, Waipahu, Crestview)

Rachele Fernanadez Lamosao (D)
Dist. 36
(Waipahu)
New Representatives

Elijah Pierick (R)  
Dist. 39  
(Royal Kunia, Waipahu, Honouliuli)

Diamond Garcia (R)  
Dist. 42  
(Varona Village, Ewa, Kapolei, Fernandez Village)

Rose Martinez (D)  
Dist. 40  
(Iroquois Point, Ewa Beach)

Kanani Souza (R)  
Dist. 43  
(Kapolei, Akupu, Makakilo)

David Alcos, III (R)  
Dist. 41  
(Ewa Beach, Barbers Point)

Darius Kila (D)  
Dist. 44  
(Honokai Hale, Nanakuli, and Maili)

Natalia Hussey-Burwick (D)  
Dist. 50  
(Kaneohe, Kailua)

House Chamber Breakdown  
Democrat: 45  
Republican: 6

Note: There are currently two vacancies in the House following the resignation of Representatives Tokioka (Dist. 16) and Yamane (Dist. 37). Pursuant to §17-4, HRS, the Governor has 60 days from the date of resignation to appoint a replacement for each district.
State Legislature
Senate Ways and Means Committee Members

Donovan Dela Cruz
Chair
Gilbert Keith-Agaran
Vice Chair

Henry Aquino
Lynn DeCoite
Lorraine Inouye
Dru Mamo Kanuha
Michelle Kidani

Donna Mercado Kim
Chris Lee
Sharon Moriwaki
Maile Shimabukuro
Glenn Wakai
Kurt Fevella
State Legislature
Higher Education Committees

Senate Higher Education Committee Members

Donna Mercado Kim
Chair

Michelle Kidani
Vice Chair

Carol Fukunaga

Gilbert S. C. Keith-Agaran

Kurt Fevella

House Higher Education and Technology Committee Members

Amy Perruso
Chair

Jeanné Kapela
Vice Chair

Lisa Marten

Rose Martinez

Scot Matayoshi

Sean Quinlan

Chris Todd

Justin Woodson

Diamond Garcia
Informational Briefings

Wednesday, January 4 – House HET Informational Briefing (1:00 p.m.)

Wednesday, January 11 – House FIN Budget Briefing (1:30 p.m.)

Thursday, January 12 – Senate WAM/HRE Budget Briefing (12:30 p.m.)
Legislative Calendar

January 18 – Opening Day of the 2023 Legislative Session
January 23 – Governor’s State-of-the-State Address
January 25 – Bill Introduction Cutoff
    State-of-the-Judiciary Address
February 8 and 9 – Triple Referral Filing Deadline for the
    House and Senate, respectively
February 17 – First Lateral
Conclusion
Item X.
Executive Session

ITEM TO BE DISCUSSED IN EXECUTIVE SESSION