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

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

Date: Thursday, May 18, 2023
Time: 10:00 a.m.
Place: Honolulu Community College
Norman W.H. Loui Conference Center
Building 2, Room 201
874 Dillingham Blvd.
Honolulu, Hawai'i 96817

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. Approval of the Minutes of the April 20, 2023 Meeting**
- III. Public Comment Period for Agenda Items:**

All written testimony on agenda items received after posting of this agenda and up to 24 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board within 24 hours of receipt. Written testimony may be submitted via the board's website through the testimony link provided on the [Meeting Agendas, Minutes and Materials](#) page. Testimony may also be submitted via email at bor.testimony@hawaii.edu, U.S. mail at 2444 Dole Street, Bachman 209, Honolulu, HI 96822, or facsimile at (808) 956-5156.

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 8:30 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

If you need an auxiliary aid/service or other accommodation due to a disability, contact the Board Office at (808) 956-8213 or bor@hawaii.edu as soon as possible. If a response is received less than five (5) days in advance of the meeting, we will try to obtain the auxiliary aid/service or accommodation, but we will not guarantee that the request will be fulfilled. Upon request, this notice is available in alternate formats such as large print, Braille, or electronic copy.

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.

IV. Report of the President

- A. SCR201 Task Force Next Steps Progress Report
- B. Enrollment Update
- C. Extramural Funding Update
- D. Honolulu Community College Campus Presentation

V. Student Caucus Report

VI. Report of the University of Hawai'i Foundation

VII. Committee and Affiliate Reports

- A. Report from the Committee on Academic and Student Affairs
- B. Report from the Committee on Intercollegiate Athletics
- C. Affiliate Reports
 - 1. All Campus Council of Faculty Senate Chairs (ACCFSC)
 - 2. Career and Technical Education Coordinating Advisory Council (CTECAC)
 - 3. Maunakea Stewardship and Oversight Authority (MKOA)

VIII. Agenda Items

- A. Consent Agenda
 - 1. Approval of Provisional Status for the Bachelor of Science in Data Science at the University of Hawai'i at Hilo
 - 2. Approval to Change the Advanced Professional Certificate in Hospitality Operations Management from Provisional to Established at Kapi'olani Community College
 - 3. Approval to Change the Associate in Science in Sustainable Agriculture Degree from Provisional to Established at Leeward Community College
 - 4. Approval to Change the Associate in Science in Integrated Industrial Technology Degree from Provisional to Established at Leeward Community College

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5. Approval of Established Status for the Bachelor of Science in Dietetics at the University of Hawai'i at Mānoa
 6. Approval of Established Status for the Master of Asian International Affairs at the University of Hawai'i at Mānoa
 7. Approval of Established Status for the Master of Landscape Architecture at the University of Hawai'i at Mānoa
 8. Approval of an Indemnification Provision in a Subaward Issued by Rochester Institute of Technology ("RIT") to the University of Hawai'i
- B. Approval of the Establishment and Naming of the Jerry H. Bentley Distinguished Professorship in World History at the University of Hawai'i at Mānoa, College of Arts, Languages, and Letters
- C. Approval of the Establishment and Naming of the A. Bruce Etherington Endowed Chair for the Study of Human and Natural Systems at the University of Hawai'i at Mānoa School of Architecture
- D. Approval to Authorize Issuance of Travel Agency Services Contract to JTB USA INC. Pursuant to Request for Proposals for the Benefit of the University of Hawai'i at Mānoa Intercollegiate Athletics Department
- E. Sustainability Curriculum Council Report
- F. Strategic Plan Implementation Report
- G. Presentation and Discussion on Student Well-Being at Mānoa
- H. Update on President's Evaluation
- I. Presentation and Update on the Stewardship of Maunakea and BOR Resolutions:
1. 21-02: Resolution to Further Act on Items Relating to Maunakea Management and Amend Board of Regents Resolution 19-03
 2. 19-03: Resolution to Act on Items Relating to Maunakea Management
- J. Legislative Update

IX. Executive Session (closed to the public):

- A. Personnel: (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), HRS)
1. UH Mānoa Athletics Director
 2. Acting VP for Community Colleges
 3. UH Mānoa Assistant Provost, Office of Global Engagement

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B. 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. Relating to the Stewardship of Maunakea Under Act 255 (2022)

X. Agenda Items (continued)

A. Personnel Actions (A-1 for approval)

B. Discussion and Potential Action on BOR Resolutions Regarding Maunakea

1. 21-02: Resolution to Further Act on Items Relating to Maunakea Management and Amend Board of Regents Resolution 19-03

2. 19-03: Resolution to Act on Items Relating to Maunakea Management

XI. Announcements

A. Next Scheduled Meeting: July 6, 2023, at University of Hawai'i at Manoa

XII. Adjournment

ATTACHMENTS

Attachment A-1 – Personnel actions posted for approval

Attachment A-2 – Personnel actions posted for information only, pursuant to Section 89C-4, HRS. These actions are not subject to approval by the Board of Regents

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Attachment A-1: Personnel Action for BOR approval. Pursuant to §89C-4, HRS, the following proposed compensation actions for excluded Executive/Managerial are disclosed for purposes of public comment.

DTS 23327

Executive/Managerial

Campus	Last Name	First Name & Middle Initial	Proposed Title	Unit	Nature of Action	Monthly Salary	Effective Date
UH Mānoa	Angelos	Craig	Director of Athletics	Intercollegiate Athletics	Appointment	\$27,101	June 5, 2023
UH Mānoa	White	Brent	Assistant Provost	Office of Global Engagement	Appointment	\$23,750	June 15, 2023
System CC	Teraoka	Della	Associate Vice President ----- Acting Vice President	Academic Affairs ----- Community College System	Reassignment ----- Additional Appointment	\$15,880 plus additional amount of \$2,084 for total of \$17,964	May 19, 2023 ----- May 19, 2023 - May 18, 2024

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UNIVERSITY OF HAWAII
BOARD OF REGENTS

Recommendation: That the Board approve the personnel action as recommended.

David Lassner
President

Attachment A-2: Pursuant to §89C-4, Hawai'i Revised Statutes, the following proposed compensation actions for excluded Executive/Managerial are disclosed for purposes of public comment.

Executive/Managerial

Campus	Last Name	First Name & Middle Initial	Proposed Title	Unit	Nature of Action	Monthly Salary	Effective Date
UH System	Ogawa	Nicole	Interim Associate Director	System Office of Human Resources	Increase to Minimum	\$9,625	June 1, 2023
UH Mānoa	Drake	Donald	Interim Director	Lyon Arboretum	Appointment	\$14,168	June 1, 2023 - May 31, 2024
UH Mānoa	Fallejo Uganiza	Sabrina	Interim Director	Office of Student Affairs	Increase to Minimum	\$6,563	June 1, 2023
UH Mānoa	Hadwick	Robin	Interim Assistant Dean	Shidler College of Business	Increase to Minimum	\$9,625	June 1, 2023
UH Mānoa	Hazzard	Andrea	Director of Manoa Academic Advising	Office of the Vice Provost for Student Success	Appointment	\$10,834	July 1, 2023 or shortly thereafter
UH Mānoa	Lyons	Laura	Interim Vice Provost	Office of the Vice Provost for Academic Excellence	Increase to Minimum	\$17,063	June 1, 2023
UH Mānoa	Pearson	Wendy	Senior Advisor to the Provost	Office of the Provost	Special Salary Adjustment	\$537 Additional Salary for a total of \$13,036/monthly	May 19, 2023 or upon approval
UH Mānoa	Quemuel	Christine	Interim Assistant Vice Provost	Office of the Vice Provost for Student Success	Increase to Minimum	\$11,375	June 1, 2023
UH Mānoa	Slaughter	Timothy	Interim Dean	Outreach College	Appointment	\$14,584	July 1, 2023 - June 30, 2024
UH Hilo	Rapoza	Kaleihi'iikapoli	Interim Director of Strategic Initiatives & Government Affairs	University of Hawaii at Hilo	Appointment	\$14,987	July 1, 2023 - June 30, 2024
UH West Oahu	Graham-Tutt	Camonia	Interim Associate Vice Chancellor	Academic Affairs	Appointment	\$10,376	July 1, 2023 - June 30, 2024
Hawaii CC	Mine	Jodi	Interim Vice Chancellor	Hawaii Community College	Increase to Minimum	\$10,063	June 1, 2023
Kauai CC	Sanchez	Margaret	Interim Chancellor	Kauai Community College	Increase to Minimum	\$13,563	June 1, 2023
Leeward CC	Kato	Kami	Interim Dean	Student Services	Increase to Minimum	\$10,063	June 1, 2023
Maui College	Ishihara	Christine	Interim Vice Chancellor	Maui College	Increase to Minimum	\$10,063	June 1, 2023
Maui College	Moto	Brian	Assistant to Senior Executive	Maui College	Appointment	\$9,160	June 1, 2023

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UNIVERSITY OF HAWAII
BOARD OF REGENTS

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

MINUTES

BOARD OF REGENTS MEETING

APRIL 20, 2023

I. CALL TO ORDER

Chair Moore called the meeting to order at 10:01 a.m. on Thursday, April 20, 2023, at Kapiolani Community College, 220 Grille, 'Ōhi'a Building, 4303 Diamond Head Road, Honolulu, HI 96816.

Quorum (11): Chair Randy Moore; Vice-Chair Alapaki Nahale-a; Vice-Chair Ernest Wilson; Regent Eugene Bal; Regent William Haning; Regent Wayne Higaki; Regent Gabriel Lee; Regent Laurel Loo; Regent Abigail Mawae; Regent Diane Paloma; and Regent Laurie Tochiki.

Others in attendance: President David Lassner; Vice President (VP) for Administration Jan Gouveia; VP for Academic Strategy Debora Halbert; VP for Legal Affairs/University General Counsel Carrie Okinaga; VP for Research and Innovation Vassilis Syrmos; VP for Information Technology/Chief Information Officer Garret Yoshimi; VP for Budget and Finance/Chief Financial Officer Kalbert Young; VP for Advancement/University of Hawai'i Foundation (UHF) Chief Executive Officer Tim Dolan University of Hawai'i (UH) at Mānoa (UHM) Provost Michael Bruno; UH Hilo (UHH) Chancellor Bonnie Irwin; UH West O'ahu (UHWO) Chancellor Maenette Benham; Kapi'olani Community College Chancellor Misaki Takabayashi; Windward Community College Chancellor Ardis Eschenberg; Associate VP for Administrative Affairs for the UH Community College System Mike Unebasami; Executive Administrator and Secretary of the Board of Regents Yvonne Lau; and others as noted.

II. APPROVAL OF THE MINUTES

Chair Moore inquired if there were any corrections to the minutes of the March 23, 2023, meeting which had been distributed. Hearing none, the minutes were approved.

III. PUBLIC COMMENT PERIOD

Board Secretary Lau announced that the Board Office received written comments from Dr. William H. Wilson on behalf of Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language at UHH in support of awarding an Honorary Doctorate of Humane Letters to Edith Kekuhikuhipu'uoneonāali'iōkohala Kenao Kanaka'ole.

Late written comments were received from the Pūko'a Council and Jill Nunokawa in support of awarding an Honorary Doctorate of Humane Letters to Edith Kekuhikuhipu'uoneonāali'iōkohala Kenao Kanaka'ole, Frank Kawaikapuokalani Hewett, and Jerald Kimo Alama Keaulana.

Ms. Nunokawa also provided oral comments in support of the awarding of the honorary doctorate degrees as well as matters relating to the formation of the permitted interaction group under Agenda Item VII.B.

[Written Testimony Comments Received](#)

[Late Written Testimony Comments Received](#)

Huihui Kanachele- Mossman, Kialoa Mossman, Kekuhikuhipu'uoneonāali'iōkohala Kanaka'ole, and Presley AhMook-Sang provided oral comments in support of awarding an Honorary Doctorate of Humane Letters to Edith Kekuhikuhipu'uoneonāali'iōkohala Kenao Kanaka'ole.

In light of the testimony received, Chair Moore announced that Agenda Items VII.C., VII.D., and VII.E., each relating to the awarding of an Honorary Doctorate of Humane Letters to a distinguished Native Hawaiian luminary would be taken up at this time.

VII. AGENDA ITEMS

C. Approval to Award an Honorary Doctorate of Humane Letters to Edith Kekuhikuhipu'uoneonāali'iōkohala Kenao Kanaka'ole

Citing the accolades contained within the public comments, as well as those provided via oral testimony, Chancellor Irwin spoke about the long and illustrious career of kumu hula Edith Kekuhikuhipu'uoneonāali'iōkohala Kenao Kanaka'ole, more affectionately known as 'Aunty Edith'. She spotlighted the numerous honors and awards that have been bestowed upon Aunty Edith including the prestigious Governor's Award for Distinguished Achievement in the Arts, the state's highest honor given to an individual who has made significant outstanding lifetime contributions to Hawai'i in the areas of culture, arts, and humanities, and being named 1977's Hawaiian of the Year by the State Association of Hawaiian Civic Clubs. She also noted that Aunty Edith's tireless efforts to preserve and revitalize the Hawaiian language and culture through her work as a preeminent kumu hula, educator, historian, composer, and researcher has had a profound impact on Hawai'i and its indigenous population, the effects of which continue to resonate today. Taking into consideration her countless accomplishments, Chancellor Irwin stated that the awarding of an honorary Doctorate of Humane Letters to Aunty Edith is befitting of such a distinguished individual.

Vice-Chair Nahale-a moved to approve the awarding of an honorary Doctorate of Humane Letters to Edith Kekuhikuhipu'uoneonāali'iōkohala Kenao Kanaka'ole, seconded by Regent Higaki, and noting the excused absence of Regent Bal, the motion carried with all members present voting in the affirmative.

D. Approval to Award an Honorary Doctorate of Humane Letters to Frank Kawaikapuokalani Hewett

Chancellor Eschenberg presented information on the extraordinary work of Frank Kawaikapuokalani Hewett, bringing to light his innumerable achievements as an accomplished kumu hula, an award-winning composer and singer, an advocate for the

culture and arts of Hawai'i, an author, a researcher, an educator, and a practitioner of Hawaiian medicine. She noted that, in addition to winning numerous Nā Hōkū Hanohano Awards, receiving a Lifetime Achievement award from the Hawai'i Academy of Recording Artists for his contributions to Hawaiian music and hula, and serving as a mentor for thousands of students in Hawai'i and around the world, kumu hula Frank Hewett has been declared a living treasure by the Ko'olaupoko Hawaiian Civic Club for his unfettered promotion and fostering of Hawaiian cultural traditions and values over the past four decades. In light of his significant contributions to Hawai'i and the Hawaiian culture, Chancellor Eschenberg stated that the awarding of an honorary Doctorate of Humane Letters to Frank Kawaikapuokalani Hewett warranted approval.

Vice-Chair Wilson moved to approve the awarding of an honorary Doctorate of Humane Letters to Frank Kawaikapuokalani Hewett, seconded by Regent Paloma, and noting the excused absence of Regent Bal, the motion carried with all members present voting in the affirmative.

Regent Bal arrived at 10:31 a.m.

E. Approval to Award an Honorary Doctorate of Humane Letters to Jerald Kimo Alama Keaulana

President Lassner called upon Dr. Keawe Lopes, Director of the Kawaihuelani Center for Hawaiian Language within the Hawai'inuiākea School of Hawaiian Knowledge at UHM, and renowned kumu hula of Hālau Ka La 'Onohi Mai O Ha'eha'e, overall champions at the 2023 Merrie Monarch Festival, to present this agenda item remarking that Dr. Lopes was the driving force behind the effort to honor Kimo Alama Keaulana.

Kumu Lopes spoke about the long and illustrious career of kumu hula Jerald Kimo Alama Keaulana, fondly referred to as 'Uncle Kimo', citing several of his noteworthy accomplishments including being recognized by the Hawai'i Academy of Recording Artists with its Lifetime Achievement Award in 2018 and receiving the Moanalua Garden Foundation's esteemed Malia Kau Award which is given to kumu hula who have dedicated their life's work to the perpetuation of hula and Hawaiian culture. He also highlighted a myriad of notable contributions made by 'Uncle Kimo' to the vitality of the Hawaiian language, as well as the preservation, promotion, and revitalization of Hawaiian culture over the last 50 years, all of which have guided and inspired generations of Native Hawaiians throughout Hawai'i and the world. Given all of these factors, Kumu Lopes stated that the awarding of an Honorary Doctorate of Humane Letters to 'Uncle Kimo' would serve as an homage to his legacy and appropriately recognize his profound impact on Hawai'i and its people, particularly its indigenous population.

Regent Paloma moved to approve the awarding of an honorary Doctorate of Humane Letters to Jerald Kimo Alama Keaulana, seconded by Regent Mawae, and the motion carried with all members present voting in the affirmative.

IV. REPORT OF THE PRESIDENT

A. Senate Concurrent Resolution 201 (SCR 201) Consultation Update

For the edification of newer regents, President Lassner provided historical context to the SCR 201 consultation update noting that the project has encompassed much more than SCR 201. He noted that, in 2021, the board created a Tenure Permitted Interaction Group (Tenure PIG) which was tasked with reviewing and investigating the issue of tenure from a broad perspective. Subsequent to the creation of the Tenure PIG, both chambers of the state legislature passed SCR 201, which called for a separate task force to examine and evaluate a number of issues relating to university faculty human resources matters including tenure and faculty classification. He explained the composition of, and interrelation between, both bodies; went over some of the work conducted by each entity; and stated that discussions about both groups' proposals occurred at the board's February 17, 2022, meeting whereupon the board adopted the recommendations and next steps contained within the SCR 201 Task Force report. As part of its decision, the board explicitly charged that a new Implementation Steering Committee consisting of individuals from the administration and the University of Hawai'i Professional Assembly (UHPA) be formed to work with faculty to implement the recommendations and next steps contained within the SCR 201 Task Force report, which had considered the work of the Tenure PIG.

The work of the Implementation Steering Committee was presented to the board at its November 17, 2022, meeting. President Lassner was instructed to provide regular updates to the board on the progress of the implementation work, which is done through the regular Presidents Reports.

It was noted that during the prior update to the board at its March 23, 2023, meeting, it was reported that concerns had been raised about the consultation deadlines given to faculty senates given the breadth of materials provided to them for review and comment. As such, consideration was being given to the use of a phased consultation approach that would afford greater opportunity for addressing apprehensions regarding the proposed changes. A phased schedule was offered with an initial focus on the changes to the faculty classifications. However, continuing concerns about the phased consultation deadlines are persisting. Qualms remain about changes to the faculty classification system, particularly with respect to "S", or Specialist faculty, notwithstanding the fact that no unwanted changes would be imposed on any current faculty. Since the administration wants to address the concerns raised by gaining meaningful feedback from the faculty senates prior to implementing any of the proposed policy, input will continue to be gathered through the spring semester. Additionally, technical work on the recommendations, including beginning the formal collective bargaining process that will be required for some of the changes, will take place during the summer. The administration remains hopeful that the delay experienced will be minimal and that work on this issue will be completed during fall 2023. President Lassner emphasized that any changes that are implemented will be prospective and will not impact individuals presently employed by the university.

B. Extramural Funding Update

As of this morning, the university has processed around \$390 million in extramural funding which represents about a seven percent decrease in the amount received as compared to the same day last year. However, President Lassner stated that VP Symos has reported that approximately \$28 million in contracts and grants are ready to be executed which, when considered in sum with the \$390 million already accounted for, increases the total amount of extramural funding received to approximately \$418 million, a figure that is within one percent of the amount received as compared to the same day last year.

While the monetary numbers are not what the university hoped to report, President Lassner reiterated comments he has made in the past about the far-reaching impacts of these investments in research at the university and discussed two extramurally funded projects that drove home this point. The first was a project to identify host plant preferences, characterize feeding ecology, and determine primary microbial food resources that are critical for enhancing captive rearing and wild propagation of endangered endemic land snails in Hawai'i that are found nowhere else in the world. The second was a project about the impact of sewage outflows on critically important offshore reefs. He stated that both of these projects illustrate the ways in which environmental research and conservation work conducted at the university using extramural funding benefits Hawai'i and the world.

C. Other

President Lassner shared highlights from his official visit to Saipan, Guam, and Majuro, the capitol city of the Republic of the Marshall Islands, as part of a delegation from the Western Interstate Commission for Higher Education (WICHE) noting the positive impacts of UHM's Masters in Education program and work on climate change as it relates to rising sea levels have had on the Marshall Islands and the reputation of the university. He also shared data from the American Council on Education's national report on university leadership which makes it clear that campus leadership at the University of Hawai'i is far more diverse than across the nation. And he noted some of the recent successes experienced by the university's Esports program including the securing of internships in Korea with Gen.G Esports, one of the largest Esports enterprises in the world.

D. KapCC Campus Presentation

President Lassner introduced and provided background information on Misaki Takabayashi, the new Chancellor of KapCC, stressing her ties to the university as a faculty member and administrator at UHH and an alumna of the Hawaiian Lifestyles Program at Hawai'i Community College. He also noted her work at the Okinawan Institute of Science and Technology, one of the preeminent research institutions in the world.

Chancellor Takabayashi began by reassuring the board that, while KapCC stands at a significant juncture due to the complete reset of the campus's executive leadership, efforts are underway to stabilize the management team beginning with the appointment of Nawa'a Napoleon as the permanent Vice Chancellor for Academic Affairs. She then

presented information on KapCC's fall 2022 enrollment statistics and student population demographics highlighting that large percentages of students attending KapCC are female; part-time; between the ages of 18 and 24; and of Asian, Native Hawaiian, and Filipino ethnicity. She also discussed enrollment data with respect to course offerings by modality underscoring a high level of reliance on online classes that can be partially attributed to KapCC's very successful pivot from in-person to online instruction during the COVID-19 pandemic, efforts that have received both local and national recognition. However, it was pointed out that, while online classes can be advantageous for some students, there are also a number of academic and social downsides to this form of course instruction including decreased opportunities for hands-on learning, which has affected enrollment in science, technology, engineering, and mathematics (STEM) subject matter areas, and the loss of campus culture and campus community cohesion.

Although KapCC has witnessed downward trends in several enrollment classifications over the past five years and continues to do so as indicated by current spring-over-spring data, Chancellor Takabayashi stated that of most concern is the large decrease in Native Hawaiian student enrollment. Of similar significance was the lack of a steep decline in overall enrollment through the duration of the COVID-19 pandemic especially given that the international student population at KapCC hovers around 10 percent and travel restrictions were in place during that timeframe. KapCC is taking steps to address declining enrollment through initiatives such as increasing engagement with Department of Education schools; conducting in-person campus tours to provide insights into the benefits of a post-secondary education as well as the collegiate experience; continuing the classes in carts program which is aimed at increasing retention rates; the establishment of a working group consisting of individuals involved in academic affairs and student affairs to carefully consider the impacts of varying modalities of course instruction on enrollment; the strategic targeting of unemployed and underemployed adult learners for career readiness and enhancement courses; and reviewing academic and personal challenges facing students that may be making the attainment of a post-secondary education difficult; and developing ways to help individuals overcome these obstacles. Additionally, KapCC is working on reimagining its future direction through the development of a comprehensive strategic plan that is intended to strengthen the quality of student learning, improve campus culture, and adjust course offerings to better align them with changing workforce needs.

Trend data related to various performance metrics used to define student success including fall-to-fall retention rates; graduation rates; the number of degrees awarded to Native Hawaiian and Pell Grant students, as well as in the STEM fields; and transfers to baccalaureate awarding institutions, including those within the university system, was reviewed. Although KapCC has witnessed increases in its two-year graduation and transfer rates and retention rates for first-time full-time students have remained steady, the college continues to underperform in meeting the benchmarks for several of the established performance measures.

Faculty Report

Dr. Richard Halverson, Jr., KapCC Faculty Senate Chair, spoke about changes that have occurred with respect to Faculty Senate operations and governance over the last

three years including the adoption of Robert's Rules of Order as the Faculty Senate's official authority on parliamentary procedures and the granting of ex-officio senate membership status to standing committee chairs thus allowing them to provide in-person reports to the Faculty Senate, make motions, and participate in the debate that follows. All of these changes have resulted in improved communications, faster turnaround time on issues, and increased faculty involvement. It was also noted that, as part of the rights and duties of shared governance afforded under Regents Policy (RP) 1.210, the Faculty Senate has been engaged in the development of campus-level policies that affect the faculty, such as the campus-wide incomplete grading policy and the peer evaluation policy, and continues to work on several issues of importance to faculty, including administrative transparency and faculty workload equity.

Student Report

Micah Tutuvanu, President of the KapCC Student Congress (Student Congress), presented information on the work and achievements of the Student Congress. He discussed several methods used to solicit feedback from students about issues they are facing, including the conducting of an annual spring survey and the holding of snack and chat events that afford students the opportunity to speak with members of the Student Congress in a casual setting. Through these initiatives, the Student Congress was able to determine that food insecurity, acquiring the basic necessities of life such as menstrual products for women, and a desire for increased student involvement through social interaction were the issues of greatest importance to KapCC students. As a result, the Student Congress took actions to address these concerns including making it possible for female students to access free menstrual products in restrooms around campus and the holding of a friends-giving event where students could acquire non-perishable food items from the campus's Pohukaina Food Pantry in a festive setting. Mr. Tutuvanu also noted increased efforts to better communicate and connect with constituents through an online newsletter that provides information about campus events as well as resources that are available to students; discussed wi-fi internet connectivity issues students have been encountering while on campus; and shared the results of a "Summer Classes for the Masses" survey which discovered that tuition expense is the primary challenge students face when deciding whether they should take summer session courses.

Staff Report

Brandon Marc Higa, KapCC Staff Council (Staff Council) Vice-Chair, provided background information on the establishment and membership of the Staff Council stating that this body serves as the voice for all staff professionals at KapCC and is responsible for collaborating with campus administration on policies and operations that impact staff. He also spoke about some of the activities of the Staff Council, including participating in executive searches, strategic planning endeavors, and institutional assessments, and expressed the Staff Council's support for the systemwide Staff Senate that is currently in the process of being established.

'Aha Kalāualani Native Hawaiian Council ('Aha Kalāualani)

Kapulani Landgraf, Kīpū of 'Aha Kalāualani, gave an overview of the purpose of 'Aha Kalāualani stating that it is committed to fostering inclusivity through events that bring individuals together to learn about, work on, and celebrate Native Hawaiian culture and programs at KapCC. She also talked about some of the activities and accomplishments of 'Aha Kalāualani over the past year including holding of oli and lei workshops; leading talks on, among other things, 'Āina Momona, Aloha 'Āina, and the Kapūkakī water crisis; bestowing Ne'epapa Kālāhu Awards, which are based upon the Hawaiian values of kūpono, kuleana, mālama, kūloa'a, and kūlia, to faculty, staff, and students; producing a video based upon Ka Wehena Kaiao, the bilingual Hawaiian and English cultural and protocol guide that 'Aha Kalāualani published last academic year; arranging a pōkinahua, or an assembly honoring alii, for the naming of the great lawn; and the conducting of various protocols to address and advance its kuleana.

Vice-Chair Nahale-a expressed his frustration with the delays being experienced in implementing the recommendations of the SCR 201 Task Force stating his belief that the proposal presented to the board at its November 2022 meeting was fair and balanced and improved the university. He voiced his support for these proposals and urged those who are working on this matter to continue to address any remaining obstacles with respect to adopting the recommendations made by the SCR 201 Task Force in earnest.

Referencing KapCC's outreach efforts to both Kaimuki and Farrington High School, Chair Moore inquired if it would be more effective and beneficial to have one source from the community college system performing outreach at all of the high schools in Hawai'i. Chancellor Takabayashi stated that a good working relationship exists among the community college chancellors and that they are currently talking about broadening high school outreach efforts beyond each community college's geographic affiliation in addition to centralizing this work. Conversations about improving communication efforts to highlight the strengths of an individual community college's academic programming are also ongoing. Regent Haning added that this may also be an issue that could be discussed within the realm of Hawai'i P-20. Chair Moore concurred with Regent Haning's assessment.

Regents commended the work of Chancellor Takabayashi, as well as the faculty, staff, and students of KapCC, and expressed their gratitude, especially to Mr. Tutuvanu and the Student Congress, for their commitment to and genuine concern for the KapCC campus and community.

V. COMMITTEE AND AFFILIATE REPORTS

- A. Report from the Committee on Independent Audit**
- B. Report from the Committee on Intercollegiate Athletics**
- C. Report from the Personnel Affairs and Board Governance**
- D. Report from the Committee on Planning and Facilities**

Chair Moore referred regents to the respective standing committee reports from the

April 6, 2023, committee meetings which were contained in the materials packet.

VI. REPORT ON ASSOCIATION OF GOVERNING BOARDS OF UNIVERSITIES AND COLLEGES (AGB) CONFERENCE ON TRUSTEESHIP

Regent Paloma and Vice-Chair Nahale-a provided reports on the AGB Conference on Trusteeship (AGB Conference) which both attended earlier this year. Regent Paloma stated that the AGB Conference was an excellent learning and networking experience. She spoke about several topics of interest that were discussed during the conference which she believed were relevant for the university and the board including trends among larger liberal arts universities to limit the amount of degree programs being offered with greater emphasis being placed on specific academic areas, some of which were unique to the institution's geographic location; enrollment management strategies from the perspective of utilizing birthrate data and metrics to approximate prospective university attendance and tailor the establishment of future degree programs relevant to those demographics; student loan forgiveness and whether this action would change the manner in which individuals viewed the pursuit of a post-secondary education; enrollment planning related to the closure of smaller universities and colleges; the provision of adequate time during board meetings to discuss long-term strategies that can be employed in order to achieve a university's strategic goals; and the effective use of a board's AGB membership.

Vice-Chair Nahale-a agreed with Regent Paloma's assessment of the AGB Conference stating that being able to converse with colleagues and a diverse array of experts in the field of higher education was a worthwhile experience and he encouraged every regent who has not done so to attend this conference in the future. In addition to the points made by Regent Paloma, he noted conversations that took place about the necessity for institutions to be nimbler in order to quickly adapt to a rapidly changing landscape of higher education across the nation. He also mentioned the uniqueness of UH in comparison to other universities across the country which he discerned through talks with colleagues and other conference attendees.

VII. AGENDA ITEMS

A. Consent Agenda

- 1. Authorization and Approval to Amend Pre-Closing Agreement Between the University of Hawai'i and Greystar Development Services, LLC.**
- 2. Authorization and Approval of the University's Position Regarding Material Provisions of the Ground Lease Between the University of Hawai'i and a Limited Liability Company to be Created by Collegiate Housing Foundation for the Development of a Student Housing Mixed-Use Rental Project at the University of Hawai'i at Mānoa**
- 3. Approval to Purchase Phase 1 Photovoltaic Systems at the University of Hawai'i O'ahu Community Colleges and the University of Hawai'i Maui College Pursuant to Four Separate Purchase and Sale Agreements**

Regent Higaki moved to approve the consent agenda, seconded by Regent Loo, and the motion carried with all members present voting in the affirmative.

B. Recommendations to the Board, Related to the February 2023 Report by College Sports Solutions, LLC (“CSS”) on University of Hawai‘i at Mānoa Athletics Department (UHM Athletics) Operations Relating to Student-Athlete Welfare and Communications (CSS Report)

Chair Moore stated that robust discussions on the CSS Report took place at the March 23, 2023, meeting of the board, and a subsequent meeting of the Committee on Intercollegiate Athletics (ICA Committee) that was held on April 6, 2023, during which a recommendation calling for the establishment of a permitted interaction group (task group) by the board to further address this matter, particularly with respect to concerns raised about student-athletes feeling intimidated during the investigation, was acted upon and approved. He explained that Regent Haning, Chair of the ICA Committee, had formally requested the formation of this task group by the board via the memo contained within the materials packet, which also stipulates six specific issues that should be included in the scope of the task group’s work. As such, it was suggested that the aforementioned request to form a task group with the specified parameters be the basis for the deliberations on this agenda item.

Referencing the request that was made pursuant to ICA Committee Chair Haning’s memo, Chair Moore expressed his belief that allowing the ICA Committee to tackle these issues would be a better alternative than the establishment of a task group. He then proceeded to provide his rationale for this idea stating that the committee option would allow for a broader discussion of relevant issues, including those noted in Chair Haning’s memo, as well as greater participation among regents given that board members are allowed to attend all committee meetings and partake in deliberations even if they are not a committee member. On the other hand, a task group is statutorily restricted to the inclusion of a maximum of five regents and discussions are limited to the parameters that are set forth upon its establishment. Additionally, the committee could address this matter in a timelier fashion since a task group’s findings and recommendations are subject to specific reporting requirements prior to any action being taken by the board.

Regent Tochiki voiced her concerns about addressing this matter via an ICA Committee meeting as opposed to the formation of a task group. She held that a task group would be a more appropriate setting to conduct a deeper examination of the issues surrounding UHM Athletics operations with respect to student-athlete welfare and communications, particularly given the allegations made concerning the suppression of student-athletes’ voices during the interview process and the importance of ensuring the health, safety, and well-being of student-athletes. She also maintained that a task group would provide student-athletes with a safer avenue to freely voice their concerns to regents without fear of retribution.

Remarking that Regent Tochiki's concerns were noted, Chair Moore reiterated his position that allowing these discussions to take place at a committee meeting will be more inclusive and transparent and allow for any necessary changes to occur within a sensible timeframe. In addition, he mentioned that the committee had the option of having an executive session to provide student-athletes with a safe means of voicing their concerns. He also referenced UHM Athletics's response to the recommendations contained with the CSS Report, which addresses five of the six issues that the task group would be charged with reviewing and opined that the job of the task group would be to determine the adequacy of this response and whether additional action was needed, something that could just as easily be accomplished through committee meetings.

Regent Lee asked whether the proceedings of a task group are open to the public. Chair Moore responded that, while generally not the case, task group meetings could be open to the public. Regent Lee communicated his desire for the process to be as transparent and public as possible regardless of the venue chosen for continued dialogue.

Regent Mawae concurred with Regent Tochiki's assessment of the situation stating that a task group would provide a greater opportunity for student-athletes to be interviewed and to voice their concerns in a non-public setting thus addressing any apprehensions about retaliation.

Discussions ensued on whether the task group or committee, via executive session, afforded student-athletes the most protections from public scrutiny and public reporting requirements, as well as legal factors, that need to be taken into consideration with respect to each option.

Regent Higaki asked if the intent of the task group was to conduct an investigation of the CSS investigation. Chair Moore replied that, as he understood it, the charge of the task group would be to review, analyze, and discuss the adequacy of UHM Athletics's response to the findings and recommendations contained within the CSS Report. If the responses were found to be inadequate, the task group would then propose suggested actions to address these deficiencies to the board for approval. He stated that, in his opinion, it would also be appropriate for the task group to ask the handful of student-athletes that were interviewed as to whether they believed the UHM Athletics's response was appropriate and addressed their concerns.

Regent Tochiki communicated that her interpretation of the task group's responsibility was not to investigate the CSS investigation. Rather, it was to conduct a deeper assessment of the issues and concerns raised during discussions at the board and ICA Committee meetings in order to transform the culture of UHM Athletics to one that places a greater emphasis on responding to and addressing a student-athlete's concerns and mental health needs through open and honest feedback going forward. She stated that it is widely known that student-athletes face extraordinary mental health issues and that it was imperative for these issues to be adequately addressed.

Further discussions took place on the benefits and drawbacks of the task group option as opposed to the committee option; the processes each option would employ to receive information or testimony and whether or not either could make use of an executive session; the value of student-athletes being involved in each option and the extent to which this would occur; the preference for greater transparency; questions about, and regents opinions on, the sufficiency and accuracy of the CSS Report; whether the response by UHM Athletics to concerns raised could have been handled differently; the need to look at the broader issue of overall student mental health; the inclination towards more inclusive regent participation on this issue; the desire to improve both UHM Athletics and the university as institutions, as well as the student-athlete experience, rather than casting blame; the necessity of addressing this issue in an exigent manner; and what the board hoped to accomplish through its actions.

President Lassner suggested that, if the regents were so inclined, the administration could work with the Faculty Athletics Representative to conduct an anonymous, confidential survey of all student-athletes to determine whether the UHM Athletics's response to the recommendations in the CSS Report addresses their concerns. He stated that doing so might help regents to better gauge the accuracy of the CSS Report's recommendations and the adequacy of the UHM Athletics's response to these recommendations. Additionally, the survey could provide regents with a clearer picture of the present situation within UHM Athletics and help guide the making of decisions aimed at improving the student-athlete experience in the future.

Regent Haning moved that this matter be referred to the ICA Committee and the motion was seconded by Vice-Chair Nahale-a.

Regent Tochiki asked for clarification of the motion. Chair Moore responded that, in essence, the motion was to have the ICA Committee rather than a task group review the recommendations contained within the CSS Report and UHM Athletics response to those recommendations.

Regent Higaki and Vice-Chair Nahale-a reiterated the benefits of addressing the matter in committee as opposed to via a task group including less constrained deliberations and greater transparency.

Regent Tochiki questioned how the proposed survey would fit into this process. Chair Moore stated that the proposed survey was an administrative matter that was not related to the motion being made. However, it could be used as a tool to better inform regents about the issues being faced by student-athletes and UHM Athletics. Regent Tochiki stressed the importance of properly wording the queries made by a survey in order for it to be effective in capturing appropriate data. As such, she requested that regents be allowed to see the questions posed by the survey prior to its distribution. President Lassner stated that he would provide the survey to regents for their input prior to it being distributed and offered Regent Tochiki and Regent Mawae the option of helping to craft the survey questions.

There having been a motion that was moved and seconded, a roll call vote was taken, and noting the no votes of Regents Mawae and Tochiki, the motion carried with all other members present voting in the affirmative.

Prior to seeking a motion to convene in executive session, Chair Moore stated that public discussion on Agenda Items VII.F through VII.N would continue after the conclusion of the executive session.

VIII. EXECUTIVE SESSION (closed to the public)

Vice-Chair Wilson moved to convene in executive session, seconded by Regent Bal, and with all other members present voting in the affirmative, the board approved convening in executive session to consult with the board's attorneys on questions and issues pertaining to the board's powers, duties, privileges, immunities, and liabilities, pursuant to Section 92-5(a)4, Hawai'i Revised Statutes.

Chair Moore called the meeting back to order at 1:56 p.m., with Regents Higaki and Paloma having departed, and announced that the board met in executive session to discuss matters as stated on the agenda.

VII. AGENDA ITEMS (CONTINUED)

Given that Agenda Items F, G, H, and I addressed similar subject matters, Chair Moore suggested that the board receive information on all four items concurrently and vote on these items simultaneously and asked if there were any objections to proceeding in this manner. No objections were raised.

F. Approval of the Establishment and Naming of the Thomas J. Whelan Jr., M.D. Endowed Professorship in the Department of Surgery at the UHM John A. Burns School of Medicine (JABSOM)

Provost Bruno provided information on financial commitments from various donors totaling \$1,138,375 and an anonymous pledge of \$861,625 that have been made to establish the Thomas J. Whelan Jr., M.D. Endowed Professorship in the Department of Surgery at JABSOM (Surgery Department). He stated that the purpose of establishing and funding the endowed professorship is to support and retain talented faculty, as well as to provide resources to the recipients to enhance the research, education, and community outreach missions of the Surgery Department. It was also explained that, once funding for the endowed professorship reaches \$2 million with the fulfillment of all pledged financial commitments, the fund will be converted to an endowed chair.

G. Approval of the Establishment and Naming of the Francine Tryka Endowed Chair in Pathology at JABSOM

Provost Bruno presented information on a financial commitment received from Francine Tryka in the amount of \$2,000,000 to establish and name the Francine Tryka Endowed Chair in Pathology at JABSOM. The purpose of establishing and funding this endowed chair is to support, reward, and retain faculty; provide resources to the

recipient for faculty development; and enhance the pathology research and education missions of the Department of Pathology at JABSOM.

H. Approval of the Establishment and Naming of the Robert Hong, M.D., Professorship in Cardiovascular Disease at JABSOM

Provost Bruno spoke about a financial commitment received by UHF from Judith Dion Pyle in the amount of \$1,000,000 to establish the Judith Dion Pyle Endowed Fund which will support the Robert Hong, M.D., Professorship in Cardiovascular Disease at JABSOM. The purpose of establishing and funding this professorship is to support faculty research, research training, and clinical practice in cardiovascular disease; enhance JABSOM's ability to attract and retain an outstanding cardiovascular physician-scientist to serve as a senior faculty member; and help raise the standard for cardiovascular care in Hawai'i.

I. Approval of the Re-naming of the Family Business Center of Hawai'i Distinguished Professorship at the UHM Shidler College of Business (Family Business Center Professorship)

Provost Bruno explained that the Family Business Center Professorship was established in 2014 using funds received from over 30 donors. He noted that the purpose of the Professorship is to support the Family Business Center of Hawai'i in its mission of equipping, educating, and celebrating families in business and accomplishing the goals set forth in its strategic plan. One of the integral members of the Family Business Center of Hawai'i was Myron Nakata, who worked tirelessly and gave generously in service to the organization. Sadly, Mr. Nakata passed in January 2022. As a tribute to Mr. Nakata's distinguished service, and at the behest of the Family Business Center of Hawai'i, the administration is requesting that the board approve the renaming of the Family Business Center Professorship to the Family Business Center of Hawai'i Distinguished Professorship in honor of Myron Nakata at the UHM Shidler College of Business.

Regent Loo moved to approve Agenda Items F, G, H, and I, seconded by Regent Mawae, and noting the excused absences of Regents Higaki and Paloma, the motion carried with all members present voting in the affirmative.

J. Discussion and Possible Action on RP 2.202 Regarding Potential Conflicts Arising from Dual Role of the President

President Lassner reminded the board about the accreditation process that UHM went through in 2021 that resulted in its receipt of a full 10 years of accreditation from the Senior College and University Commission of the Western Association of Schools and Colleges (WASC) in March 2022. While the accreditation report was effusive in its praise of the flagship campus of the university system, as is customary, it also made recommendations for improvement.

One of the specific recommendations of the accreditation report involved conflicts of interest issues relative to the executive structure of the university under which the President of the University of Hawai'i serves as the Chief Executive Officer of both UHM

and the University of Hawai'i System. As such, WASC recommended that the board adopt a policy that clearly defines a conflict of interest and contains a mechanism for resolving conflicts should they arise. President Lassner summarized the proposed amendments to RP 2.202 that had been prepared under the leadership of the UHM Provost Office and had been positively reviewed by the Mānoa Cabinet and University Officers. The Mānoa Faculty Senate Executive Committee was also briefed. President Lassner noted that the proposed amendments address the WASC recommendation.

Referencing his recollection of historical discussions on this matter, Vice-Chair Nahale-a asked if there were any other reorganizational efforts underway related to the role of the President. President Lassner replied that, to his knowledge, there were no reorganizational efforts specific to his position being undertaken. However, he noted that efforts to reorganize other aspects of UHM's campus administration are ongoing. Vice-Chair Nahale-a questioned whether those efforts would be impacted by the changes to RP 2.202. President Lassner stated that they would not.

Vice-Chair Nahale-a moved to approve the proposed amendments to RP 2.202, seconded by Regent Loo, and noting the excused absences of Regents Higaki and Paloma, the motion carried with all members present voting in the affirmative.

K. Discussion and Possible Action on Amending the Board Committee Structure

Chair Moore stated that discussions about the board's committee structure have taken place over the course of several years, the latest being at the Personnel Affairs and Board Governance Committee (PA&BG Committee) meeting held on April 6, 2023, during which time the Committee voted to recommend that the board's seven existing standing committees be consolidated into five. The five proposed committees would include an Independent Audit Committee (IA Committee) and committees on student success, institutional success, governance, and kuleana, with the IA Committee and institutional success committee consisting of identical memberships. In addition to seeking approval of this reconfigured committee structure, the PA&BG Committee was likewise requesting that the matter be referred back to the Committee for further discussion on necessary amendments to the Bylaws of the Board of Regents (Board Bylaws) to align the current standing committee duties with the five proposed committees and to clarify the role of the kuleana committee. Possible responsibilities and duties for the five proposed committees that could be included in amendments to the Board Bylaws were also presented.

Regent Lee asked if the new committee structure will result in each regent being assigned to three committees. Chair Moore replied that there is no requirement for regents to be assigned to a minimum number of committees contained within the Board Bylaws, although by statute the number of regents on a committee cannot constitute a quorum of the board. He also stated that the Board Chair must be mindful of the time commitment involved as well as the external responsibilities of regents when making standing and affiliate committee appointments.

Vice-Chair Nahale-a opined that the new committee structure will allow for more focused discussions to occur at the committee level thus providing committee chairs

with the opportunity to develop expertise on various issues and ultimately allow them to serve as champions for those matters.

Regent Haning questioned whether the Board Chair would retain responsibility for the selection of the committee chairs and vice-chairs under this new committee structure. Chair Moore replied in the affirmative.

Regents voiced their support for the proposal stating that the consolidation of the standing committees will not only reduce the number of committee meetings but would allow for more discussions to take place on strategic issues and university matters for which the board has oversight responsibility rather than routine, transactional issues.

Regent Haning moved to approve the recommended consolidation of the board's standing committees from seven to five and to refer the matter back to the PA&BG Committee to determine any necessary amendments to the Board Bylaws in order to align the current standing committee duties with the five proposed committees and clarify the role of the kuleana committee. The motion was seconded by Vice-Chair Wilson and noting the excused absences of Regents Higaki and Paloma, the motion carried with all members present voting in the affirmative.

L. Discussion and Possible Action to Amend the Board Bylaws, Article II, Section B. Regarding the Selection of a Board Chair

Chair Moore summarized deliberations that took place during the PA&BG Committee meeting on April 6, 2023, relative to the process currently used to select the board chair. While four alternatives for the board chair selection process were presented, conversations mainly revolved around whether the practice currently used by the board should be codified. As such, a request was being made to amend Article II, Section B of the Board Bylaws to codify the board chair selection process. The proposed language for the amendment, which reflects the views expressed by regents during the PA&BG Committee meeting was reviewed and discussed.

Regent Lee asked if the proposed amendment to the Board Bylaws changes the way in which the Board Chair is currently selected. Chair Moore replied that the proposed amendment to the Board Bylaws simply codified the practice currently being used to select a Board Chair.

Regent Haning moved to amend the Board Bylaws as proposed, seconded by Vice-Chair Wilson, and noting the excused absences of Regents Higaki and Paloma, the motion carried with all members present voting in the affirmative.

M. Discussion on the Evaluation Process for the President of the University

Chair Moore presented information on conversations that transpired during the PA&BG Committee meeting on April 6, 2023, regarding the requirements of, and processes for, the annual and three-year comprehensive evaluations of the university president that are stipulated in RP 2.203. He pointed out that the three-year comprehensive evaluation, which is scheduled to occur this year, requires the provision of input from both internal and external stakeholders, stating that it is an extremely

involved and time-consuming process. He also noted that RP 2.203 does allow for the hiring of a consultant to assist with conducting the comprehensive review and provided the rationale for his suggestion to use this approach for the upcoming evaluation, including the perceived neutrality of a consultant. Subsequent to these discussions, the PA&BG Committee came to a consensus that hiring a consultant to perform the comprehensive evaluation of the university president was in the best interests of the board, the president, and the university. In accordance with the wishes of PA&BG Committee members, a request was being made for the board to approve granting board leadership the authority to obtain proposals and contract for the provision of presidential evaluation services within a price range as determined by the board.

Regents offered their thoughts on the value of engaging a consultant to conduct the evaluation and verbalized their support for the proposal.

Chair Moore informed regents that he has had preliminary discussions with AGB, an organization that provides presidential evaluation services, about their interest in conducting the president's comprehensive evaluation this year. AGB has stated that they would be interested and are available to conduct the presidential evaluation, which would consist of, among other things, holding interviews with approximately 50 individuals. AGB also stated that the evaluation could be completed within a reasonable timeframe and at a cost of approximately \$45,000.

Referencing the comprehensiveness of the evaluation, the surveys and interviews that would be conducted, and the potential completion date of July 2023 as noted in the memo for this agenda item, regents deliberated whether a robust, rigorous, and fair evaluation could be conducted in such a limited timeframe. Regents stressed the importance of ensuring that the evaluation is performed in a manner that is not rushed so as to provide the university, the president, and the board with the greatest benefit. Chair Moore stressed that the timeline for completion of the evaluation was flexible.

Dialogue revolving around the current use of the 360-degree feedback assessment tool for annual and comprehensive presidential evaluations, its contents, and the usefulness of the data it gathers occurred between regents and the administration.

Vice-Chair Wilson moved to approve granting board leadership the authority to obtain proposals and contract for the provision of presidential evaluation services, seconded by Regent Bal, and noting the excused absences of Regents Higaki and Paloma, the motion carried with all members present voting in the affirmative.

N. Legislative Update

VP Young highlighted a number of measures and priority issues that the university is following at the Legislature this year including the university's legislative package bills, as well as items of interest involving the administration and board. He briefly went over legislation regarding, among other things, the university's operating and capital improvement budgets, reviewing budget provisos that stipulate conditions on the use of certain appropriations; the Hawai'i Promise Program; resident tuition fees; holdover members on boards and commissions; medical education and training; and healthcare.

He also noted that the confirmation hearings for Regents Loo and Mawae had begun and would be completed shortly; spoke about numerous resolutions related to the university that are either in the midst of hearings or have been referred to committee; and reviewed the legislative calendar for the remainder of the session stating that the Legislature is expected to adjourn on May 4, 2023.

X. ANNOUNCEMENTS

Chair Moore announced that the next board meeting was scheduled for May 18, 2023, at Honolulu Community College. He also mentioned the possibility of inviting the Chairs of the Senate Committee on Higher Education and House Committee on Higher Education and Technology, to speak to the board at a subsequent meeting.

XI. ADJOURNMENT

There being no further business, Chair Moore adjourned the meeting at 3:14 p.m.

Respectfully Submitted,

Yvonne Lau
Executive Administrator and Secretary
of the Board of Regents

Item IV.

Report of the President
A-C

**NO MATERIALS
ORAL REPORT**

Item IV.D.

Report of the President
HonCC Campus Report

MATERIALS

University of Hawaii Board of Regents

May 18, 2023

Honolulu Community College
Dr. Karen Lee, Chancellor

Cypher Woods & Davis Martin, Student Life & Development Leaders

Drake Zintgraff, Faculty Senate Co-Chair

Cory Kumataka, Staff Senate Chair

Alapaki Luke, Kupu Ka Wai Native Hawaiian Council Convener



UNIVERSITY of HAWAII
HONOLULU
COMMUNITY COLLEGE

Honolulu Community College Student Profile

Fall 2022

Credit student enrollment =3,069

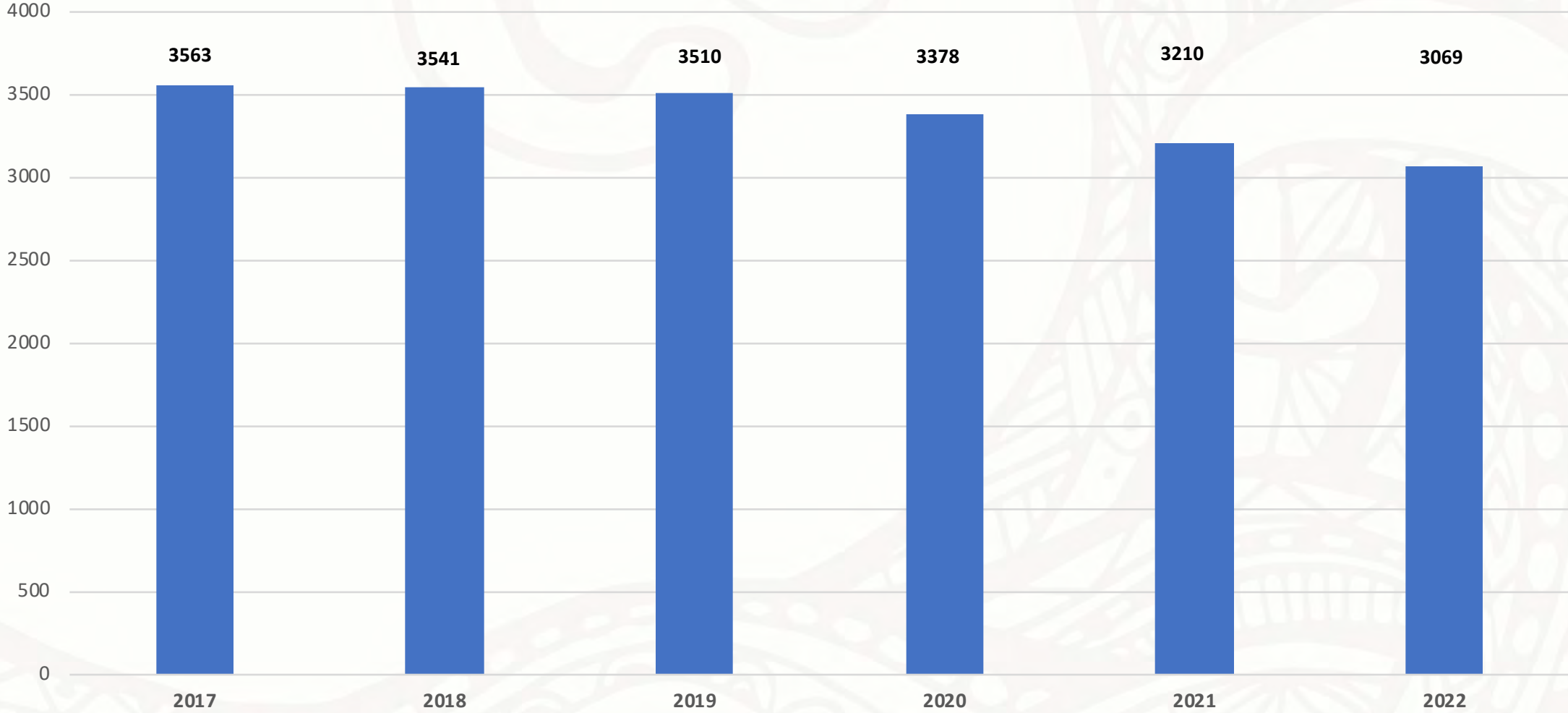
Apprenticeship/non-credit enrollment =2,378

Credit student characteristics:

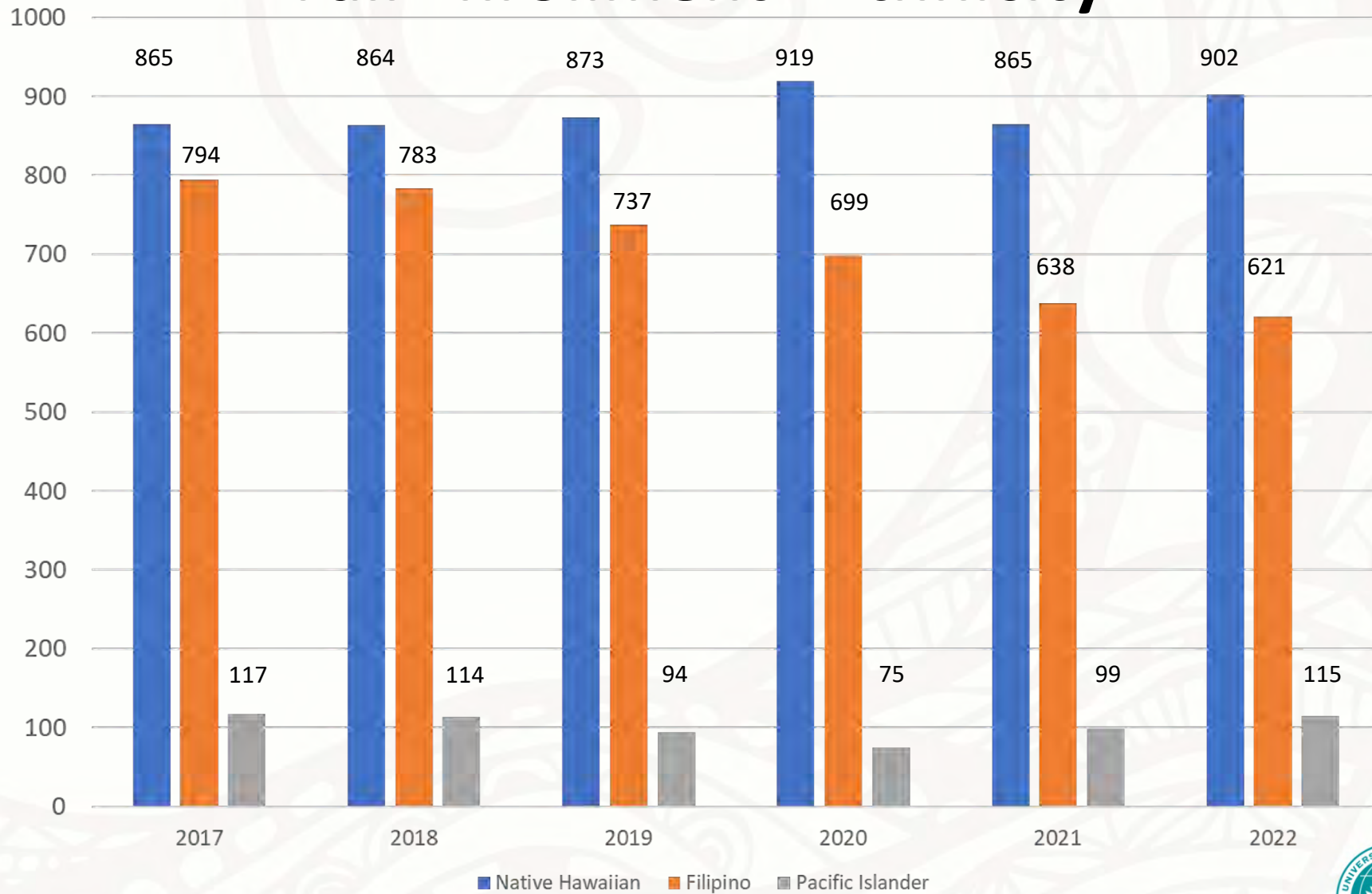
- 53% Male, 44% Female, 3% No Data
- 67% Career/Tech Ed, 19% Liberal Arts, 14% Unclassified
- 65% of students < 25 years old
- 73% of students are part-time, 27% full-time
- 72% of students are HonCC home-based, 28% are at other UH home-based institutions



Fall Enrollment



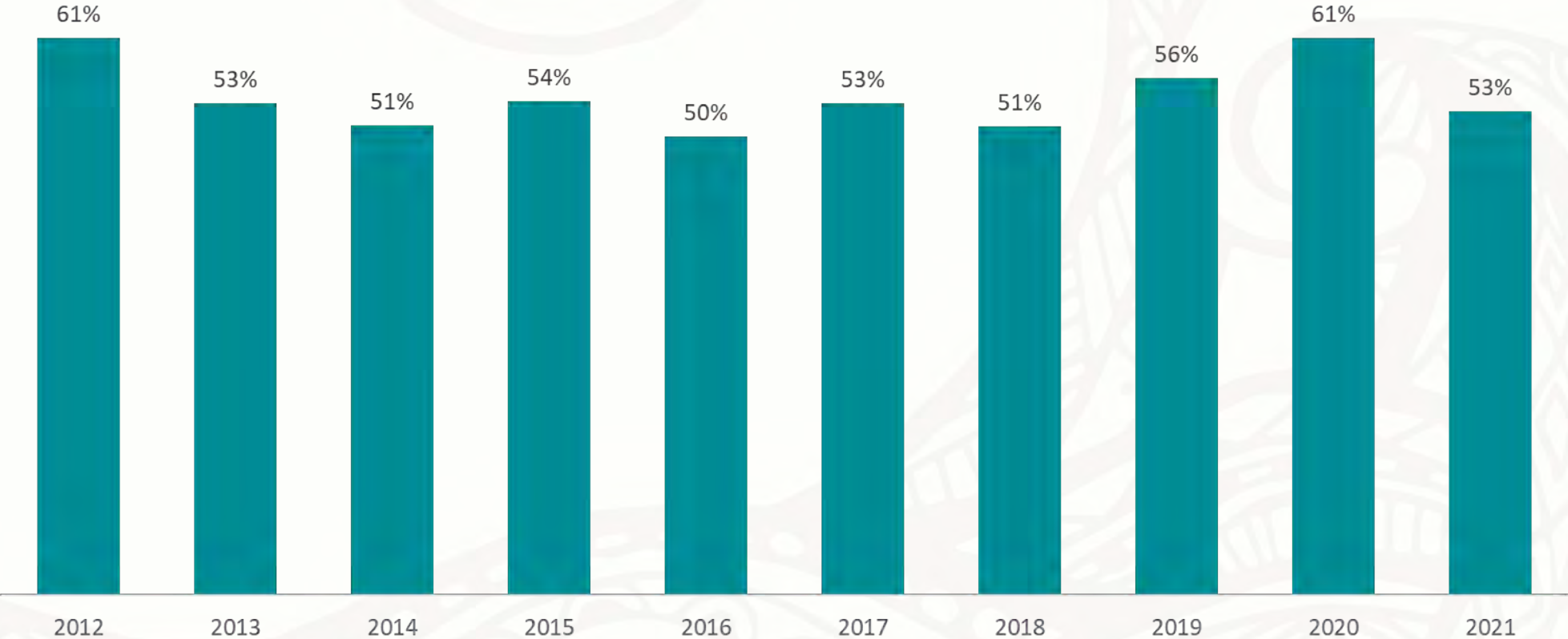
Fall Enrollment - Ethnicity



IPEDS Retention Rate

Goal: 65%

Honolulu CC
Fall to Fall Retention



Fall 2021 IPEDS HON Full-time Cohort Size: 242

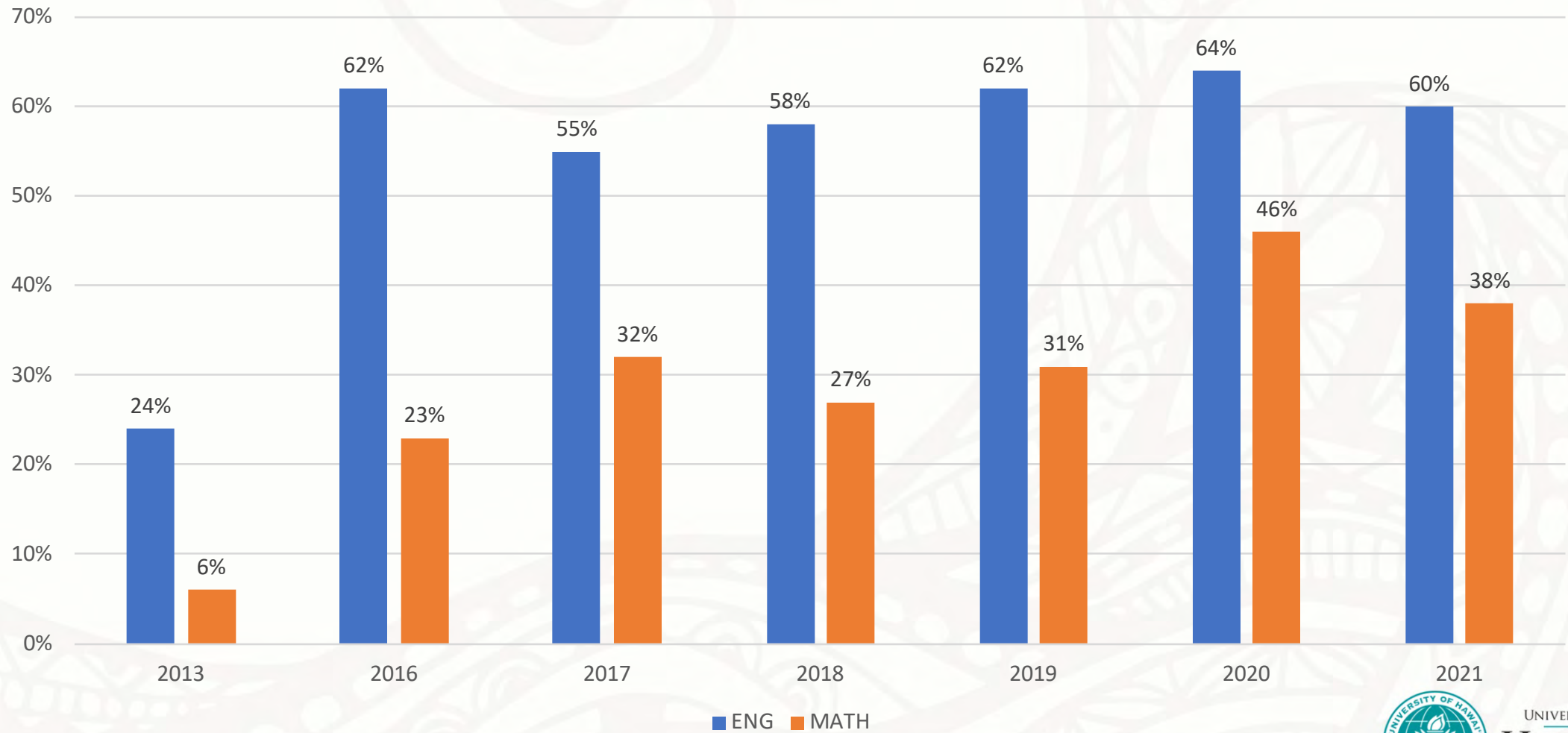
■ IPEDS Cohort: First-time, Full-time Freshmen



UNIVERSITY of HAWAII*
HONOLULU
COMMUNITY COLLEGE

First Year Success

% Completion, College-level English, Math within two semesters of entry



UNIVERSITY of HAWAII*
HONOLULU
COMMUNITY COLLEGE

UHCC Non-Credit by Campus

Fiscal Year 2021-2022, non-credit registrations

Campus	Career Readiness	Community Education	Workforce Training	Totals
Hawai'i	53	472	1,107	1,632
Honolulu	16	84	7,230	7,330
Kapi'olani	227	1,313	607	2,147
Kaua'i	56	373	456	885
Leeward CC	667	1,106	864	2,637
Maui College	16	59	1,652	1,727
Windward	300	812	119	1,231
UHCC Total	1,335	4,219	12,035	17,589

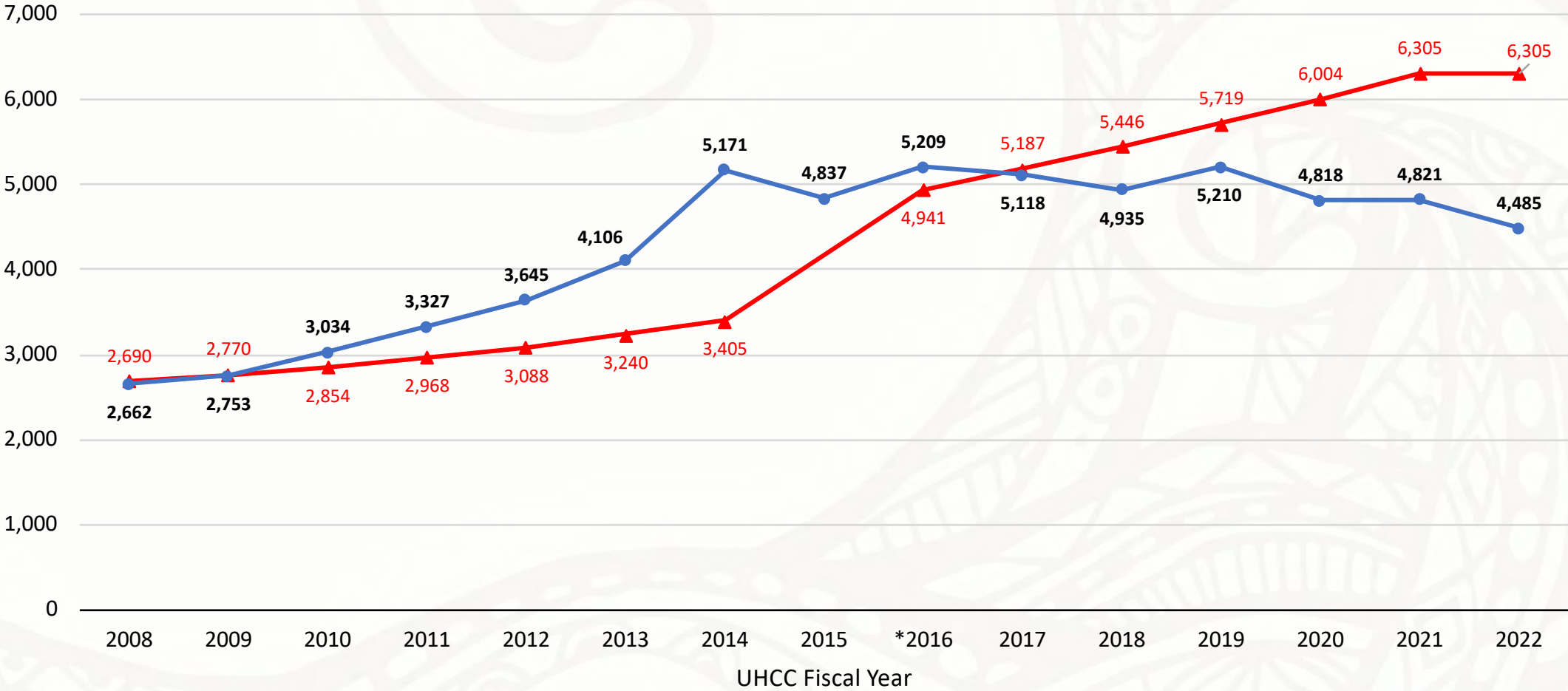


Performance Measures



UNIVERSITY of HAWAII*
HONOLULU
COMMUNITY COLLEGE

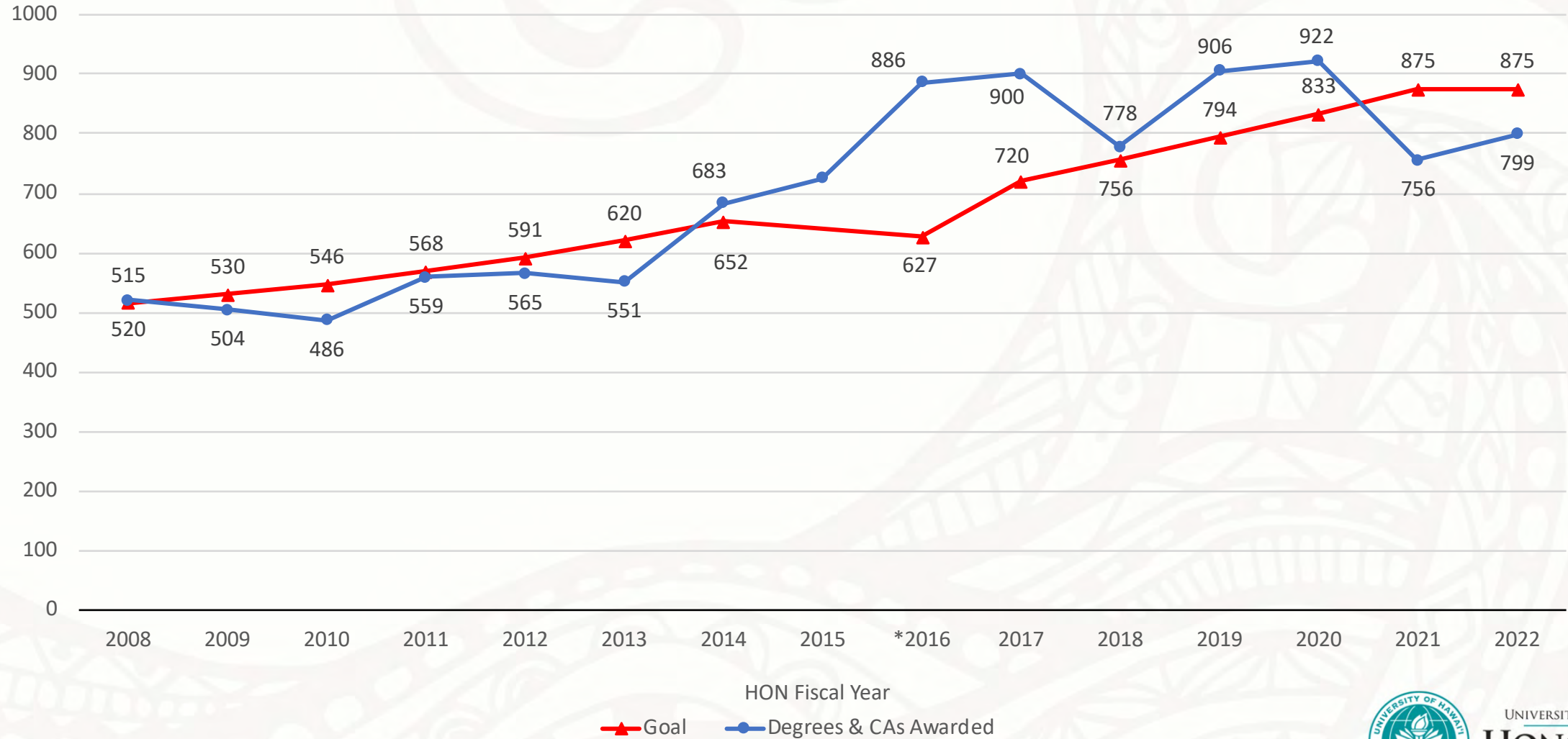
Graduation Outcomes: All UH CC's Degrees and Certificates



▲ Goal ● Degrees & CAs Awarded



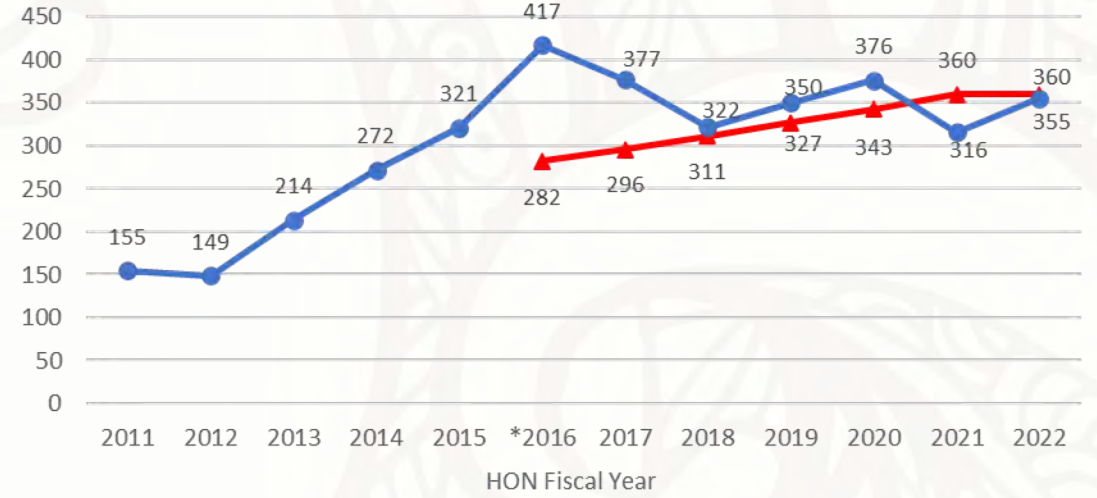
Graduation Outcomes: Hon CC Degrees and Certificates



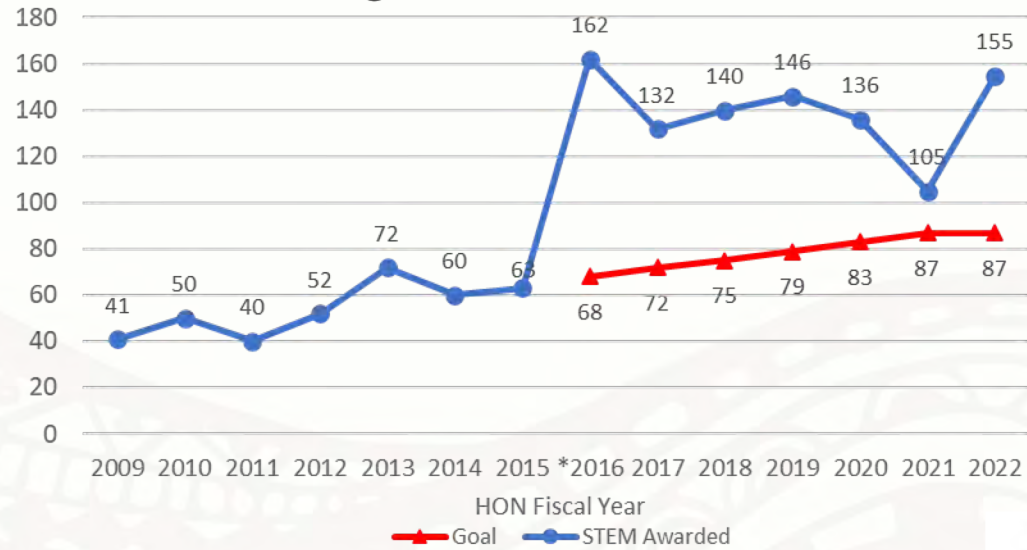
Native Hawaiian Degrees and Certificates



Pell Recipient Degrees and Certificates

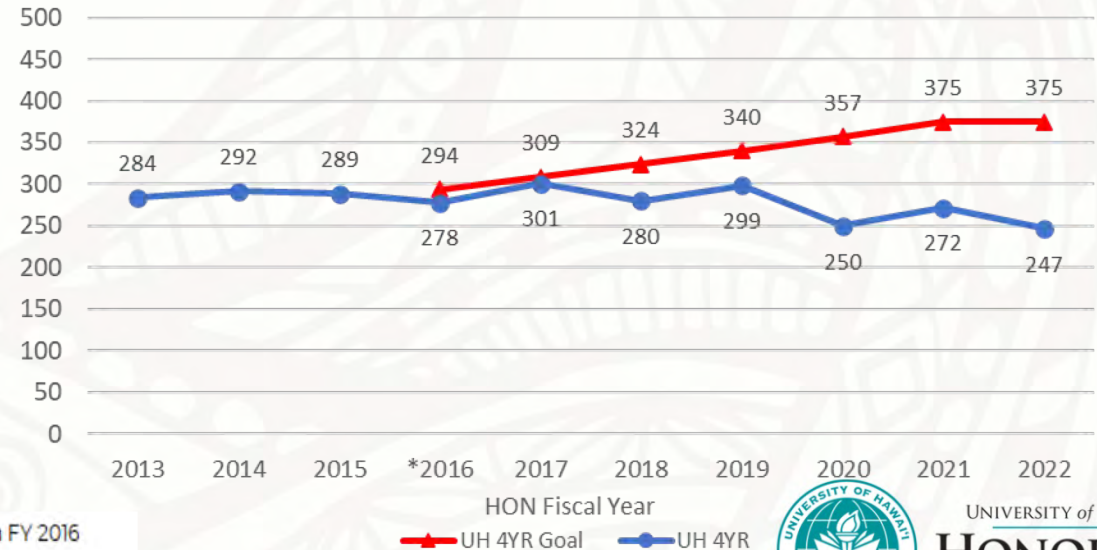


STEM Degrees and Certificates Earned at CC



*Goal reset in FY 2016

CC Transfers to UH 4 Year





Hon CC: The Future

Community Colleges 3.0

Redefined success as career placement, not graduation

Rapid emergence of non-degree credentials

Where is Hon CC going?

In 2022:

- Stronger Connection to Industry
- Easier Paths from Non-Credit/Short-Term to Credit Programs
- Creation of 8-Week Online Classes
- Intentional Use of Industry Advisory Boards
- Increased Work-Based Learning Opportunities
- Easier Paths to Transfer to Four-Year Institutions

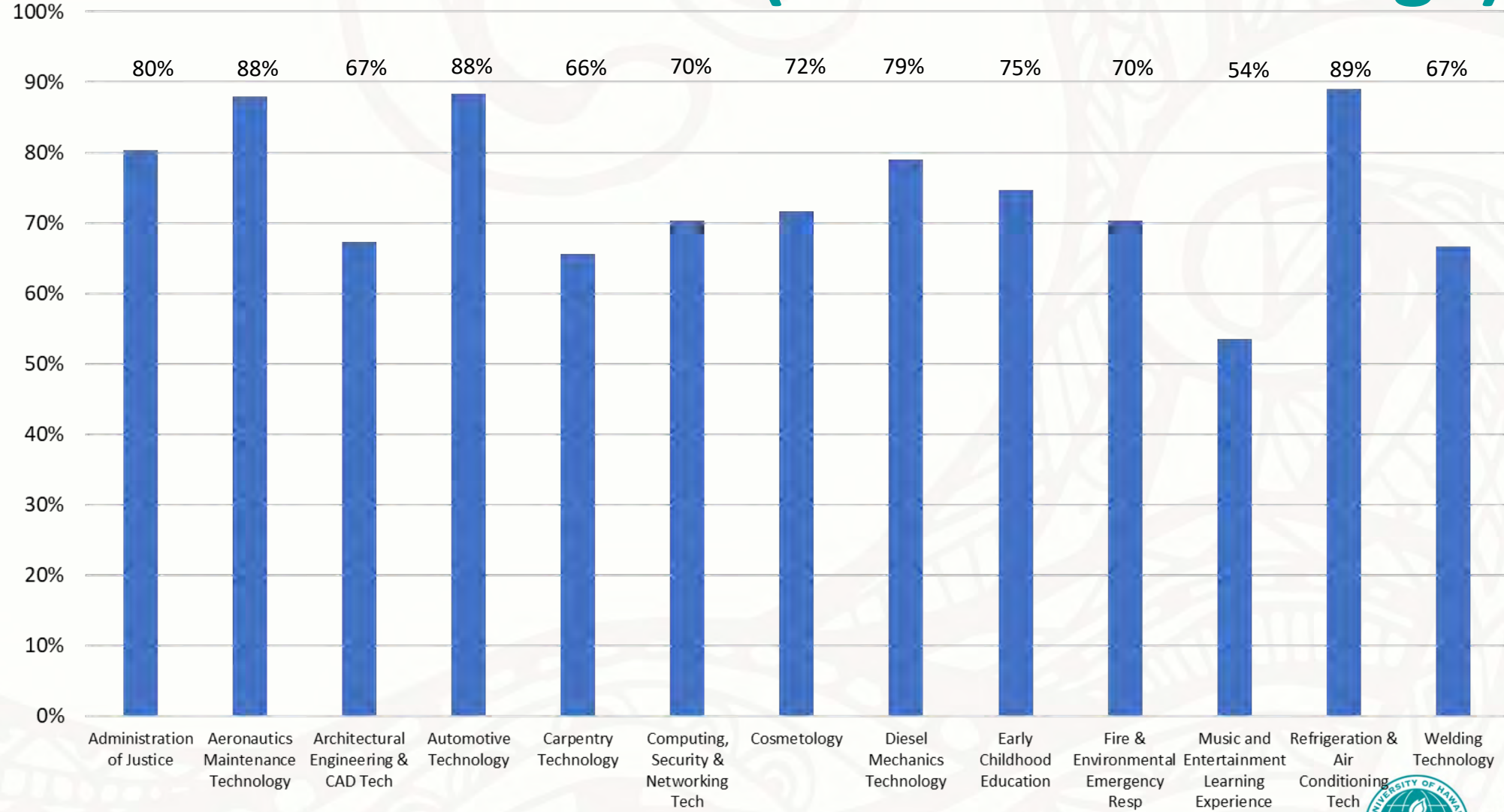


Progress:

- New and Stronger Industry Partnerships
- Work-Based Learning Opportunities
- Strada Foundation Grant to Enhance Industry Advisory Boards
- NCAL (Non-Credit to Credit Alignment Lab) Project: Paths from Non-Credit to Credit Programs
- Newly Created 8-Week Online Classes



Job Placement Rate (FY20-FY22 Average)



Student Life & Development

Cypher Woods and Davis Martin
Student Leaders

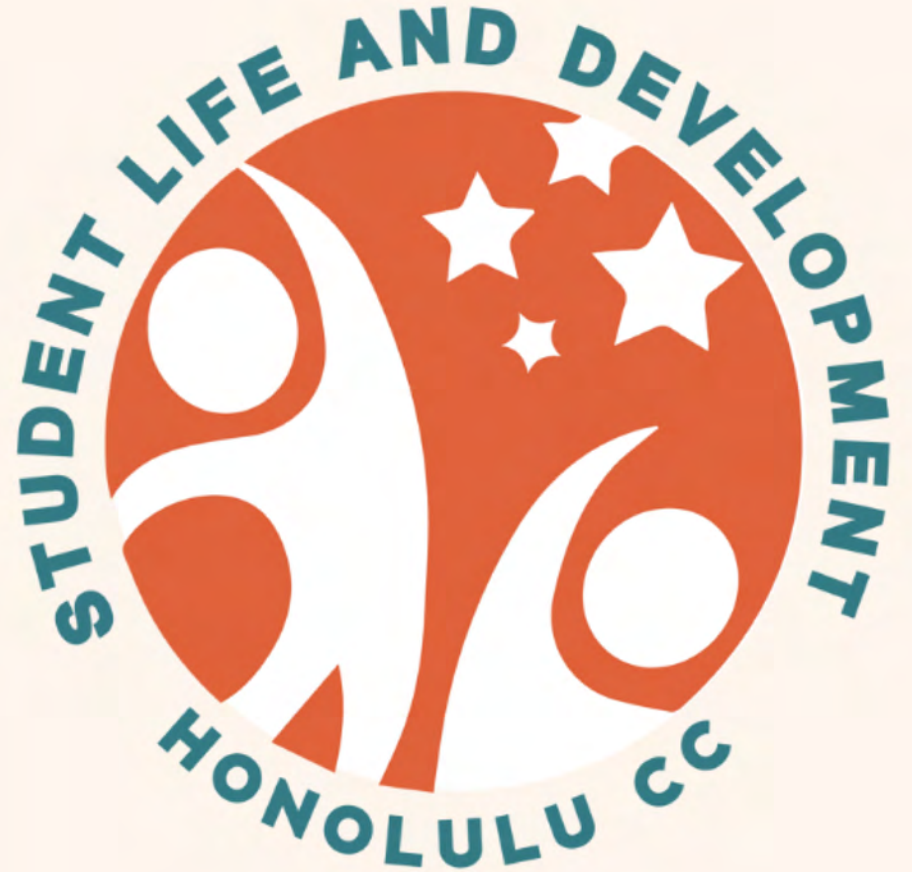


UNIVERSITY of HAWAII
HONOLULU
COMMUNITY COLLEGE

STUDENT LIFE & DEVELOPMENT

BOARD OF REGENTS PRESENTATION

Cypher Woods, Davis Martin



-IMPROVING CAMPUS EXPERIENCE-

-FALL 2022-

-SHAKA BOWLS-
SEPTEMBER 13TH

-ALEJANDRO'S TACO TRUCK-
OCTOBER 4TH

-FEELING BOOTIFUL SPA DAYS-
OCTOBER 24TH - 25TH

-KARAOKE & PHOTOBOOTH-
NOVEMBER 2ND

-CREPES HAWAII FOOD TRUCK-
NOVEMBER 14TH

-MOVIE NIGHT-
NOVEMBER 20TH

-BUILD-A-PLUSHIE-
NOVEMBER 28TH - 29TH

-WELCOME FAIR-
AUGUST 31ST

-FREE ICE CREAM-
SEPTEMBER 19TH - 29TH

-PLANT GIVEAWAY-
OCTOBER 11TH - 12TH

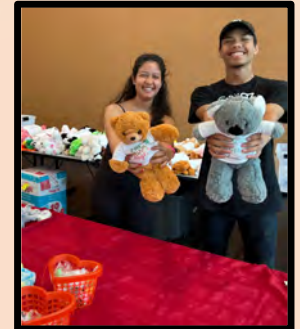
-SPOOKTACULAR COSTUME CONTEST-
OCTOBER 31ST

-GAME DAY-
NOVEMBER 10TH

-BOWLING DAY-
NOVEMBER 19TH

-BANNER BATTLE-
NOVEMBER 21ST - 23RD

-PET THERAPY-
DECEMBER 5TH - 7TH



-SPRING 2023-

-LUNAR NEW YEAR
CANDY ART-
JANUARY 25TH

-VALENTINE'S
BUILD-A-PLUSHIE-
FEBRUARY 13TH - 14TH

-GAME DAY &
ICE CREAM SOCIAL-
FEBRUARY 28TH - MARCH 1ST

-HONOLULU
BURGER TRUCK-
MARCH 7TH

-ALEJANDRO'S
TACO TRUCK-
MARCH 23RD

-SPRING CREATIVITY
SOCIAL-
MARCH 29TH

-SUSTAINABLY
FASHIONABLE-
APRIL 19TH

-PET
THERAPY-
APRIL 19TH

-WELCOME
BACK FAIR-
JANUARY 18TH

-CANCER AWARENESS
GIVEAWAY-
FEBRUARY 6TH - 10TH

-MARDI GRAS
MALASADA GIVEAWAY-
FEBRUARY 21ST

-PET
THERAPY-
MARCH 6TH

-ASIAN DRINK
GIVEAWAY-
MARCH 21ST - 24TH

-EASTER MYSTERY
EGG GIVEAWAY-
MARCH 28TH - 31ST

-EASTER MYSTERY
EGG GIVEAWAY-
APRIL 1ST - 8TH

-CANDY LEI
MAKING-
MAY 1ST - 4TH

-TEAM BUILDING-

INTRAMURALS

-FLAG FOOTBALL-



-TEAMS -
THE SHARKS
THE WALLABIES
◆
CURRENT
CHAMPIONS, FALL
2022

-VOLLEYBALL-



-TEAMS -
THE SHARKS
THE WALLABIES
THE DILLINGHAMMAHS
◆
INCREASE IN SIGN
UPS

-BASKETBALL-



-TEAMS -
THE SHARKS
THE WALLABIES
◆
CURRENT
CHAMPIONS,
SPRING 2022

-RETENTION-

INCREASE IN STUDENT CLUBS

- BUILDS PERSONAL CONNECTIONS TO OUR CAMPUS
- MORE ON-CAMPUS PARTICIPATION
- MORE STUDENT INVOLVEMENT IN CAMPUS EVENTS

MICRONESIAN WAYFINDERS



DA CREW (CARPENTRY CLUB)



FASHION SOCIETY



PHI THETA KAPPA (PTK)



SUSTAINABILITY CLUB



OCCUPATIONAL &
ENVIRONMENTAL SAFETY
MANAGEMENT CLUB

-CHALLENGES-

BUDGET

- NOT ENOUGH TIME TO MAKE BUDGET PLAN
- GETTING OUR BUDGET APPROVED ON TIME

WORK IN THE SUMMER

- PREPPING FOR FALL SEMESTER
- RETAINING STUDENT EMPLOYEES
- TRAINING NEW/CURRENT HIRE

Faculty Senate

Drake Zintgraff, Co-Chair



UNIVERSITY of HAWAII
HONOLULU
COMMUNITY COLLEGE



University of Hawaii Honolulu Community College

Is hereby recognized by the Association for the Advancement of Sustainability in Higher Education as a STARS Bronze Institution based on its reported accomplishments in campus sustainability.

Valid through April 20, 2026



Meghan Fay Zahniser, Executive Director



STARS is a comprehensive sustainability rating system for colleges and universities that addresses the environmental, social and economic dimensions of sustainability.

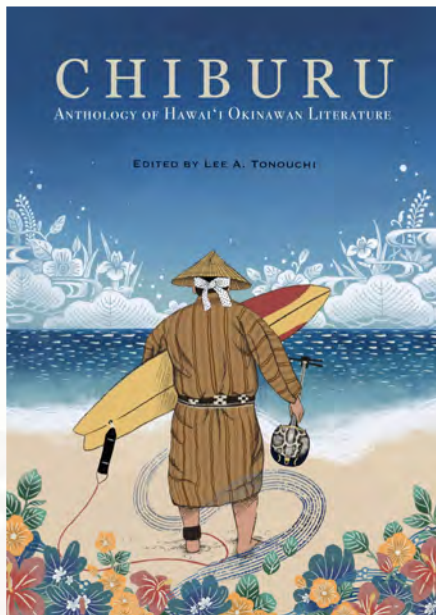


UNIVERSITY of HAWAII*
HONOLULU
COMMUNITY COLLEGE



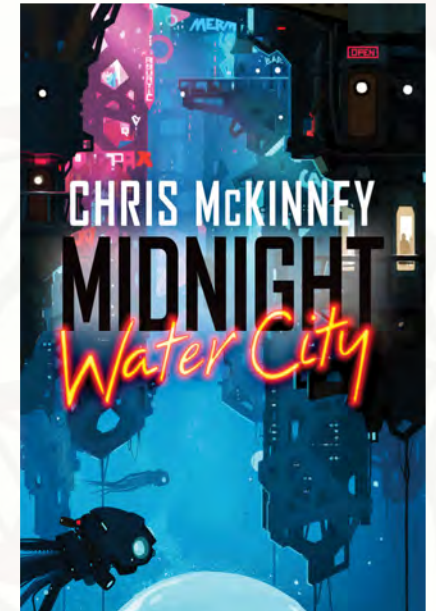
Well-Published Faculty at HonCC

Charlene Gima
Poem titled
“Wudui: Kajadefū”



Derek N. Otsuji
2022 Elliot Cades
Award for Emerging
Writer in Literature

Eric Paul Shaffer
2019 Ka Palapala
Po’okela Honorable
Mention Award



Chris McKinney
Publishers Weekly
Best Mystery of 2021



UNIVERSITY of HAWAII*
HONOLULU
COMMUNITY COLLEGE



Notable Faculty Accomplishments

Karadeen Kam-Kalani (speech) & Coty Gonzales (psychology)

- Underwent “train the trainer” instruction
- 8-week professional development (PD) program initially developed by UH Online Innovation Center
- Successfully ran their first 8-week PD training for HonCC faculty last Fall (2022)

Brenda Coston (English)

- Awarded a Wo Endowment Community Building Award for “Sustainability Inside and Outside the Classroom”
- Along with other faculty across the UH System, helped develop the First Year Writer’s Symposium



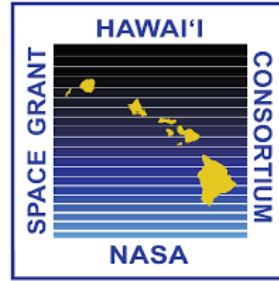
Early Childhood Education

- Awarded \$1.3 million grant in partnership with UH Manoa
- Developing first registered ECE apprenticeship program in conjunction with Native Hawaiian agencies
- Developing an accessible Bachelor of Education degree in ECE with 2+2 articulation between UHCC and UHM
- Developing a new Infant-Toddler Caregiver Certificate to meet Dept of Human Services Education & Experience requirements

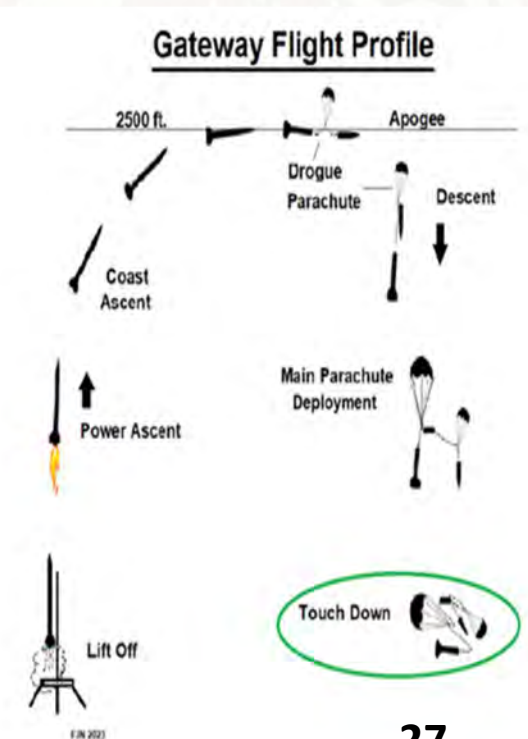




NASA Space Grant Hawaii Space Grant Consortium



- First Nations Launch Gateway Challenge
- National Competition in Kenosha, WI on April 29, 2023
- HonCC Students Participating
 - D'Elle Martin (Airframe Design)
 - Angello Portillo (Payload Engineer)
 - Caleb Yuen (Team Lead)
- HonCC Advisors
 - Dr. Shidong Kan
 - Dr. Kerry Tanimoto
 - Helen Rapozo
 - Mevan Ranasinghe
- The Gateway Challenge requires teams to build a dual deploy rocket and launch it to reach an apogee of 2500 feet AGL. Students have so far learned to build a dual deploy rocket, the Super DX3, as well as learned to configure avionics systems like the RRC3 and Telemega GPS. The team has passed both the preliminary and the critical design reviews. They have also completed drop tests, black powder deployment tests, and flight tests for the electronics. This challenge has given the HonCC team the opportunity to gain more experience in high powered rocketry as well as dual deploy rockets.





Faculty working with students online and in-person

- Architectural, Engineering, & Construction Technologies conduct HiFlex online/in-person synchronous courses for students from multiple islands
- Providing classes and support services online and in-person
- Everything from tutoring and career speakers to cultural events and advising





Faculty working with industry and the community

- Administration of Justice program partnering with Hawai'i State Division of Conservation and Resources Enforcement (DOCARE) on training 41 new officers
- Carpentry faculty working with Hawaii Carpenters Apprenticeship & Training Fund and IUPAT to coordinate collaborative activities to educate and prepare students
- Early Childhood Education faculty coordinating training workshop to provide professional development to DOE educators
- Fire & Environmental Emergency Response faculty hosting community days to educate on fire program, safety, and connecting with industry members



Staff Senate

Cory Kumataka, Chair



UNIVERSITY of HAWAII
HONOLULU
COMMUNITY COLLEGE

SSEC

STAFF SENATE EXECUTIVE COMMITTEE

PURPOSE:

- To represent the 125 staff members of Honolulu Community College
- To voice the opinions/concerns of the staff to administration
- To build a community among staff members
- To connect with staff committees from other campuses

SSEC has been meeting on a monthly basis

- First 7 meetings were held via Zoom
- Last 3 meetings were conducted in person



ACTIVITIES

Halloween Decorating Contest



Zumba Class



FUTURE ACTIVITY

First Time Bonsai Class

- Help relieve stress
- Promote creativity
- Much campus interest generated



Kupu Ka Wai Native Hawaiian Council

Alapaki Luke, Convener



UNIVERSITY of HAWAII
HONOLULU
COMMUNITY COLLEGE

KUPU KA WAI

the nourishing waters

“

Increase recruitment, retention and graduation of Native Hawaiian Students at Honolulu Community College; To support the integration of Hawaiian language, culture, values and history into curriculum and campus activities; Provide faculty development to assist integrating a Hawaiian perspective into the curriculum; And to improve efforts to recruit and retain faculty, staff, and administrators from underrepresented groups, especially Native Hawaiians.

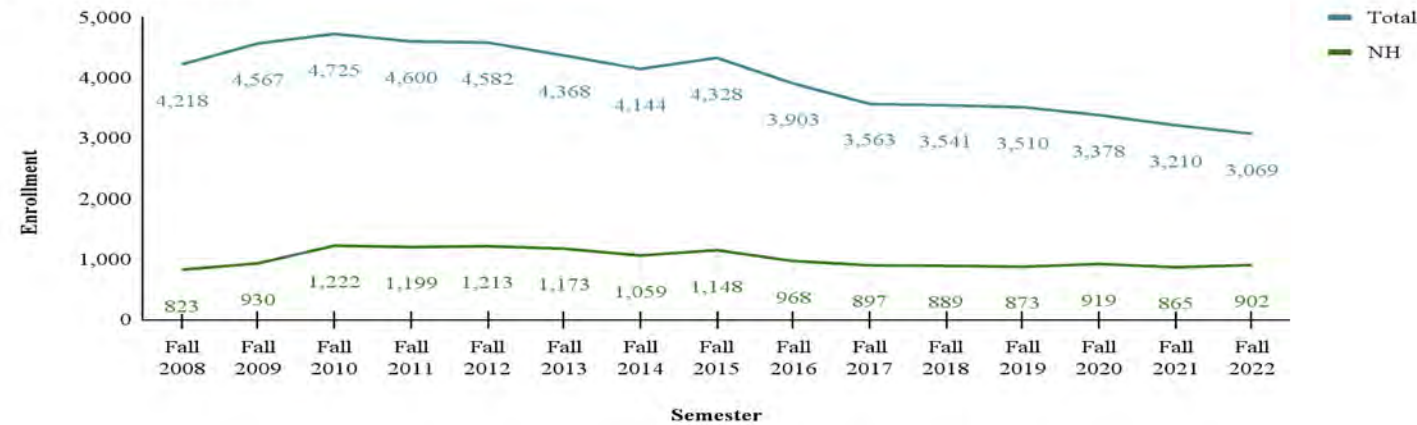
”



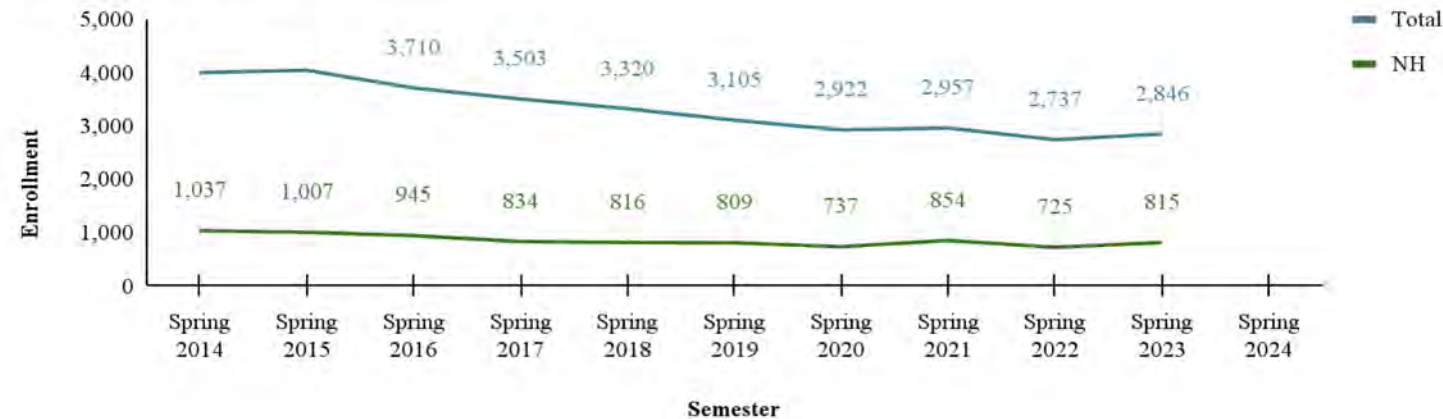
NATIVE HAWAIIAN ENROLLMENT

at Honolulu Community College

Fall Semesters



Spring Semesters



Native Hawaiian student enrollment has remained steady and slowly increased, despite national downward enrollment trends.



HALE KAWELOHEA

Building 5 Courtyard



OLA NIUHELEWAI

New Student Registrations



New Student Orientation



Mauli Ola Workshops



Huaka'i & Service Learning



Community Mentorship & Leadership Development



Peer Mentoring



Student Testimonials

Camille McComas

Sean Kagawa



UNIVERSITY of HAWAII
HONOLULU
COMMUNITY COLLEGE

Mahalo!





UNIVERSITY OF HAWAI'I STUDENT CAUCUS

Spring 2023 Presentation to the University of Hawai'i Board of Regents

May 18, 2023 at Honolulu Community College

David "Alex" Williamson (Leeward Community College)

Alex Tang (UH Mānoa Graduate Student Organization)



UNIVERSITY OF HAWAII STUDENT CAUCUS

Agenda

- Transitions
 - People
 - Campuses
 - Structure
- Voice for the students
- Ongoing student concerns
- Looking ahead



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WINDWARD
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UNIVERSITY of HAWAII®
UNIVERSITY of HAWAII'Ī
WEST O'AHU



UNIVERSITY of HAWAII®
KAUAI
COMMUNITY COLLEGE



UNIVERSITY of HAWAII®
LEEWARD
COMMUNITY COLLEGE



UNIVERSITY of HAWAII®
HAWAII
COMMUNITY COLLEGE



UNIVERSITY of HAWAII®
HONOLULU
COMMUNITY COLLEGE



UNIVERSITY of HAWAII®
KAPI'OLANI
COMMUNITY COLLEGE



UNIVERSITY of HAWAII®
MAUI COLLEGE



UNIVERSITY of HAWAII®
UNIVERSITY of HAWAII'Ī
MĀNOA



UNIVERSITY of HAWAII®
HILO



Caucus Transitions

- UH Student Caucus Advisor
- Student Regent
- Executive Council
- Campuses





UNIVERSITY OF HAWAII STUDENT CAUCUS

More Caucus Transitions

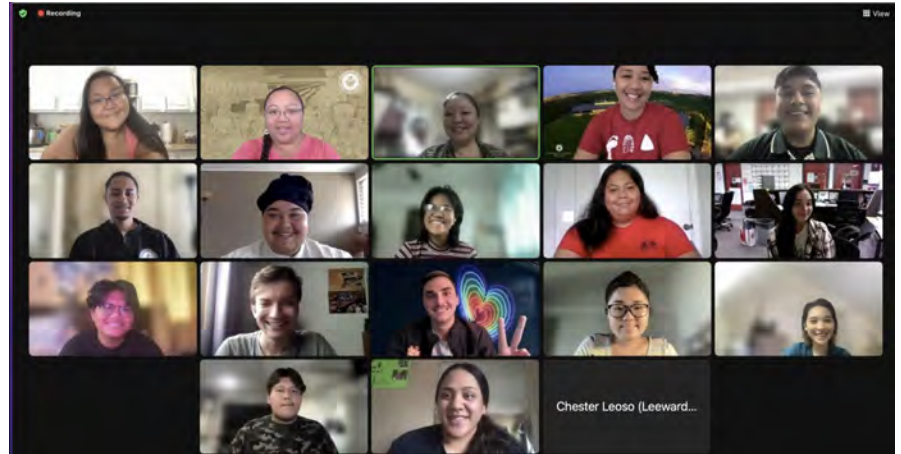
- Meeting modality
- Meeting frequency
- Invited guests





System Committees

- Strategic Plan
- General Education Redesign
- Learning Management System
- Community College Wide Meeting





UNIVERSITY OF HAWAII STUDENT CAUCUS

System Revision Feedback

Policy revisions

- EP 5.208 - Nonresident Enrollment Cap
- EP 6.208 - Mandatory Student Fees
- EP 7.302 - Preferred Name





Student Concerns

- Mental health
- Post-pandemic engagement
- Distance education



UNIVERSITY of HAWAII[®] - Ke Kulanui o Hawai'i
There's a place for you.

UH VIRTUAL BASIC NEEDS CAFÉ

Sunday through Thursday
8pm to midnight

Assistance with locating and securing:

- ✓ HOUSING
- ✓ FOOD
- ✓ CHILDCARE
- ✓ FINANCIAL RESOURCES



Connect via email
uhsbn@hawaii.edu



Committees

➤ Student Health & Wellness

- Mental/Behavioral Health
- Healthcare Access
- Healthy Lifestyles & Infrastructure
- Habitability of Facilities
- Comprehensive Sexual Wellness

➤ Native Hawaiian Cultural Enrichment

- Building relationships with Native Hawaiian serving programs
- Identify gaps in resources
- Culturally sensitive education





Looking Ahead

- Updating Bylaws
 - What should bylaws look like post-pandemic?
 - Conducting business electronically

- Lessons learned from a rough year of transitions
 - Onboarding for new delegates
 - Training to support more efficient advocacy





UNIVERSITY OF HAWAII STUDENT CAUCUS

Mahalo!

Email:

uhcaucus@hawaii.edu

Website:

<https://www.hawaii.edu/offices/student-affairs/student-caucus/>



'23 MAY 11 AIO:19 UNIVERSITY of HAWAII
FOUNDATION

MEMORANDUM

TO: Randy Moore, Chairperson
University of Hawai'i Board of Regents

VIA: David Lassner, President
University of Hawai'i

Handwritten signature of David Lassner.

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

Handwritten signature of Tim Dolan.

SUBJECT: UH Foundation Report

DATE: May 9, 2023

Please find information submitted by the Foundation for the February 16 Board of Regents meeting:

- Development Operations Report as of March 31, 2023 for FY 2023
- Funds Raised Leadership Report by Campus as of March 31, 2023 for FY 2016 through FY 2023
- Funds Raised by Source, Gift Type, Account Category and Purpose as of March 31, 2023 for FY 2023
- Funds Expended by UH Programs as of March 31, 2023 for FY 2020 through FY 2023
- UH Foundation Statement of Operations for Fiscal Periods Ended March 31, 2023, 2022, 2021 and 2020 (unaudited)

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

Attachments



**UNIVERSITY
of HAWAII
FOUNDATION**

Development Operations

Fiscal Year 2023

As of 03/31/2023

Campus: All

Unit: All

Allocation Department: All

All dollars in thousands

Fiscal Year 2023 Goal: \$95.0 M

Fundraising Result (07/01/2022 - 03/31/2023): \$80.6 M

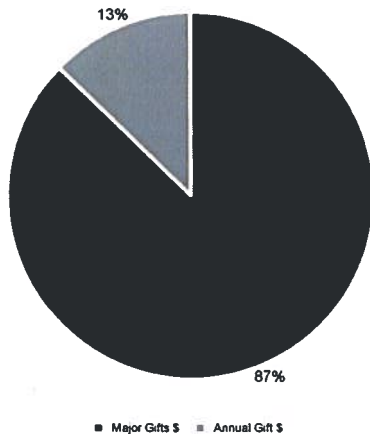
Fundraising Result Summary

Account Type	Gifts & Pledges	Deferred Gifts	Total
Endowment	\$5,196	\$1,582	\$6,779
Expendable	\$53,332	\$2,008	\$55,340
Revocable Deferred Gifts	\$0	\$10,987	\$10,987
Gifts-In-Kind	\$755	\$0	\$755
Grants Directly to UH	\$6,746	\$0	\$6,746
Total	\$66,030	\$14,577	\$80,607

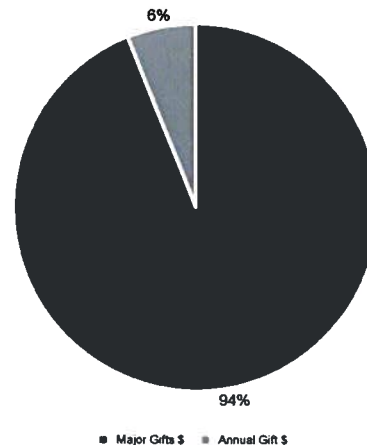
Comparison to Previous Fiscal Year

	Number of Major Gifts \$25k+	Major Gifts Total	Number of Annual Gifts <\$25k	Annual Gifts Total	Gifts Total
Current Fiscal Year	312	\$70,376	18,370	\$10,231	\$80,607
Previous Fiscal Year	333	\$139,098	17,774	\$8,999	\$148,096
Comparison Favorable/(Unfavorable)	(21)	(\$68,722)	596	\$1,232	(\$67,490)

Current Fiscal Year



Previous Fiscal Year



312 major gifts accounted for 87% of the total funds raised

333 major gifts accounted for 94% of the total funds raised



**UNIVERSITY
of HAWAII®
FOUNDATION**

**Funds Raised Leadership Report
Fiscal Years 2016-2023
As of March 31, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023**

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

Unit	2016	2017	2018	2019	2020	2021	2022	2023
Manoa	\$25,810	\$31,830	\$30,085	\$31,652	\$34,499	\$58,143	\$122,573	\$53,677
Hilo	\$2,897	\$2,352	\$2,694	\$1,908	\$2,444	\$2,378	\$5,669	\$6,187
West Oahu	\$1,007	\$142	\$631	\$388	\$881	\$593	\$1,257	\$879
Hawaii CC	\$364	\$231	\$648	\$1,196	\$635	\$1,514	\$576	\$987
Honolulu CC	\$681	\$148	\$222	\$1,270	\$471	\$680	\$112	\$2,245
Kapiolani CC	\$1,375	\$959	\$2,697	\$2,050	\$2,981	\$2,176	\$2,568	\$3,601
Kauai CC	\$747	\$518	\$353	\$641	\$649	\$204	\$643	\$1,094
Leeward CC	\$386	\$239	\$169	\$166	\$240	\$223	\$2,197	\$429
Maui College	\$857	\$603	\$671	\$354	\$966	\$737	\$1,210	\$987
Windward CC	\$443	\$1,436	\$281	\$90	\$1,790	\$804	\$573	\$239
Multi-Campuses	\$13,954	\$8,629	\$6,536	\$5,560	\$3,912	\$7,972	\$10,719	\$10,283
Totals	\$48,521	\$47,086	\$44,986	\$45,276	\$49,467	\$75,424	\$148,096	\$80,607



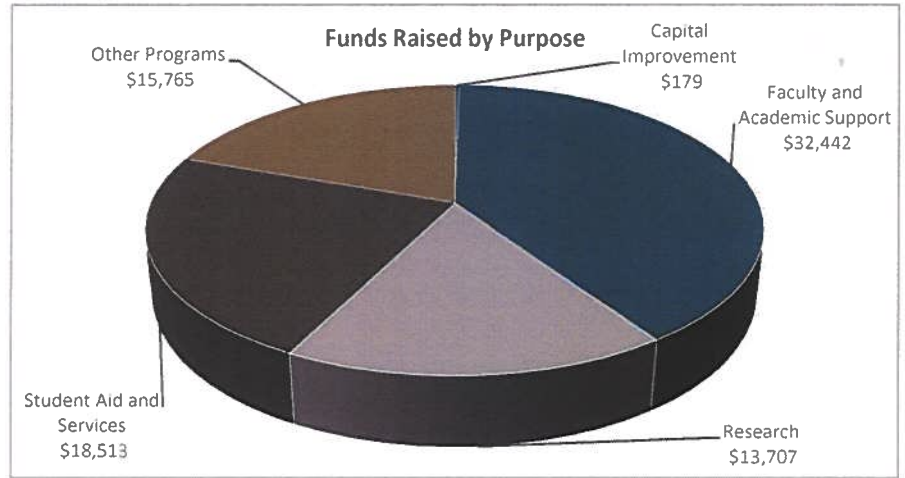
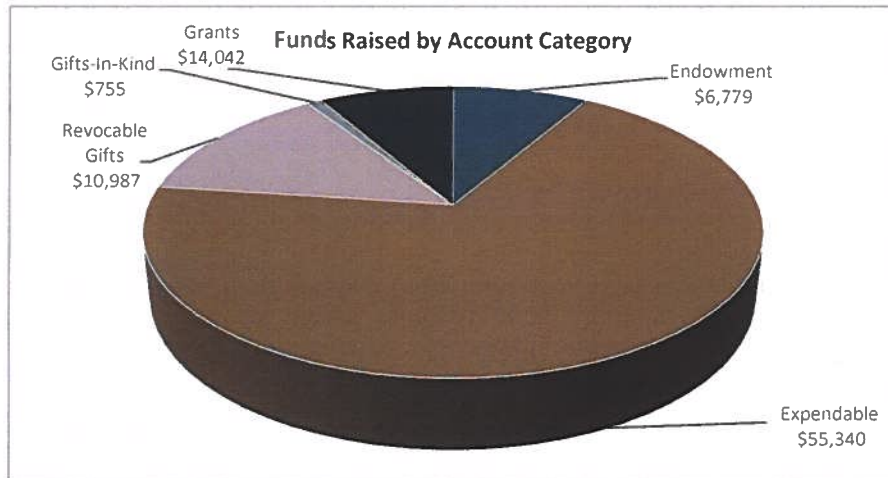
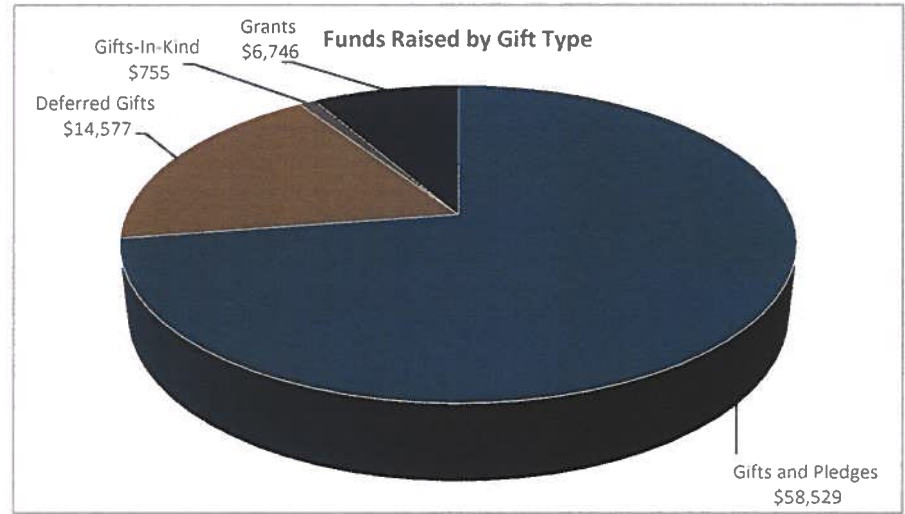
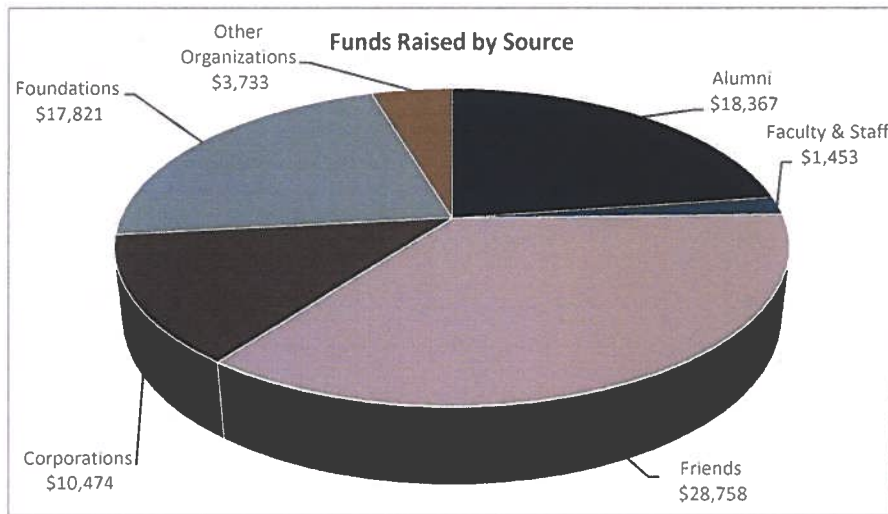
**UNIVERSITY
of HAWAI'I
FOUNDATION**

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

Fiscal Year 2023

As of March 31, 2023

All dollars in thousands



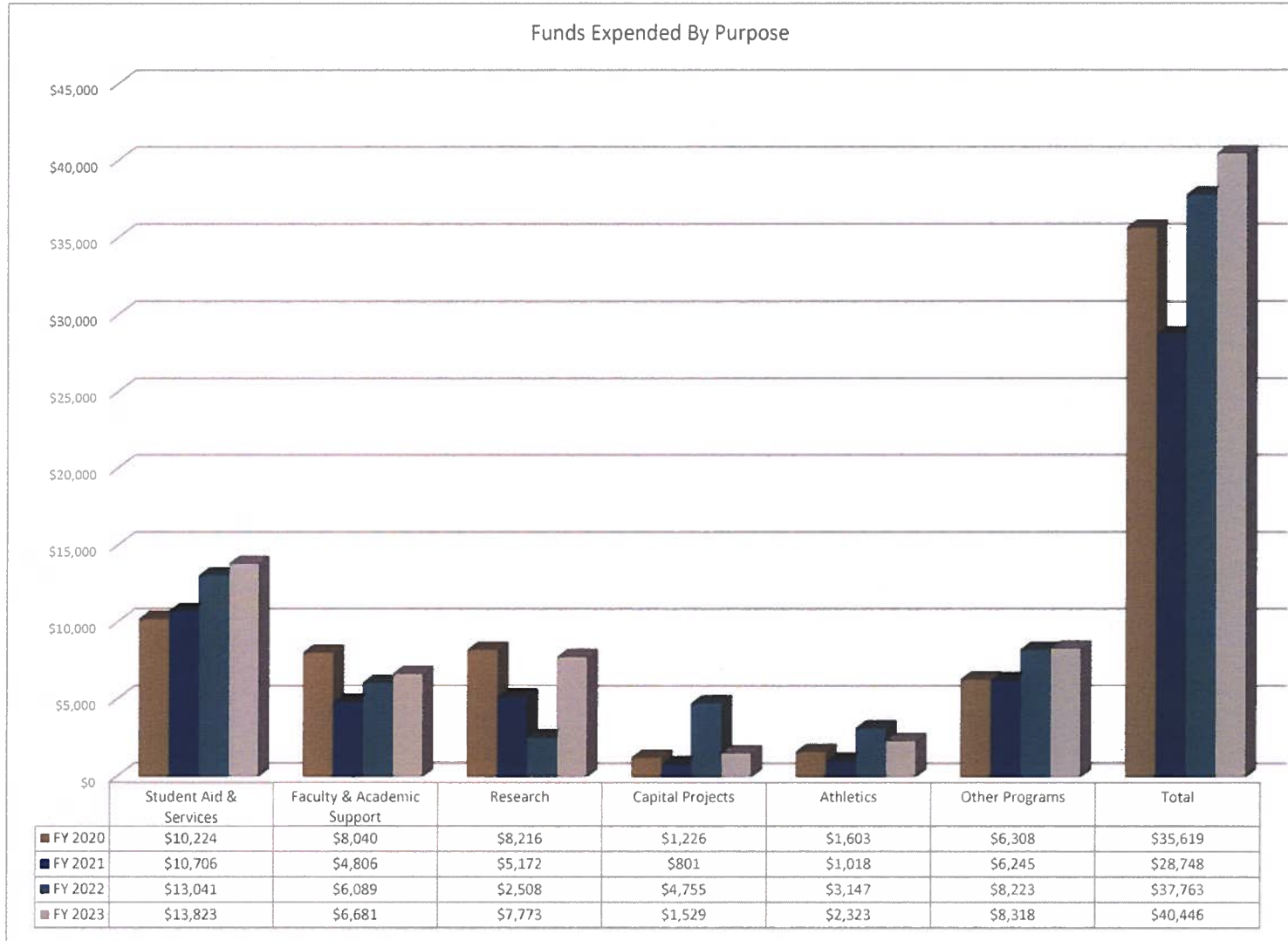


UNIVERSITY of HAWAI'I
FOUNDATION

**Funds Expended by UH Programs
Fiscal Years 2020-2023**

As of March 31, 2020, 2021, 2022, 2023

All dollars in thousands



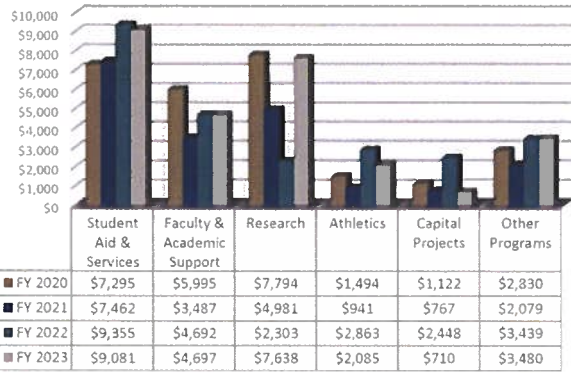
Funds Expended by UH Programs, continued

Fiscal Years 2020-2023

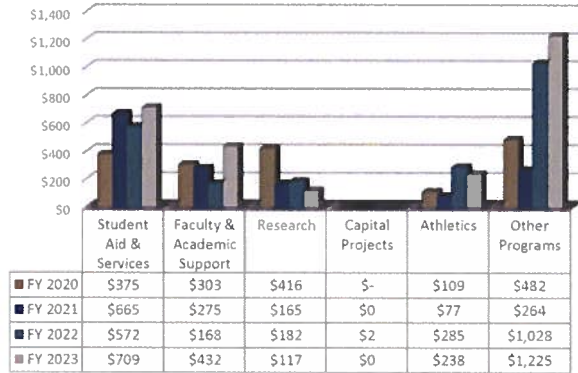
As of March 31, 2020, 2021, 2022, 2023

All dollars in thousands

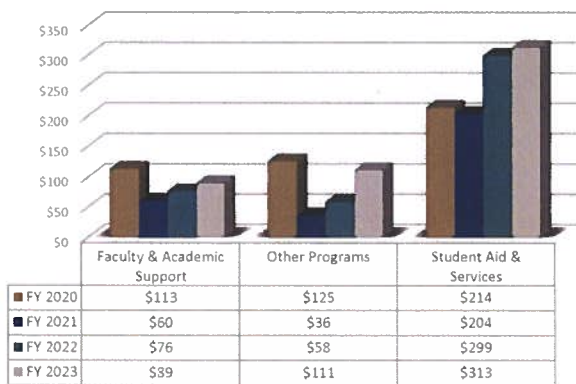
Funds Expended by UH Manoa Programs



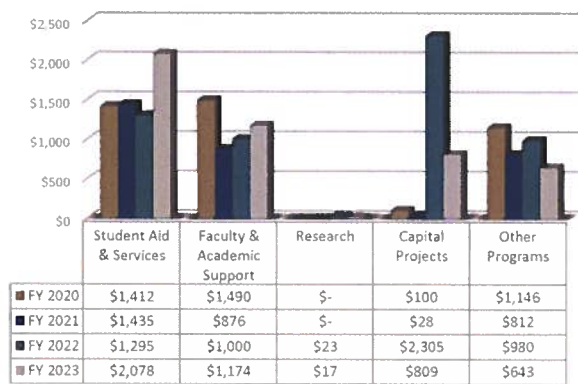
Funds Expended by UH Hilo Programs



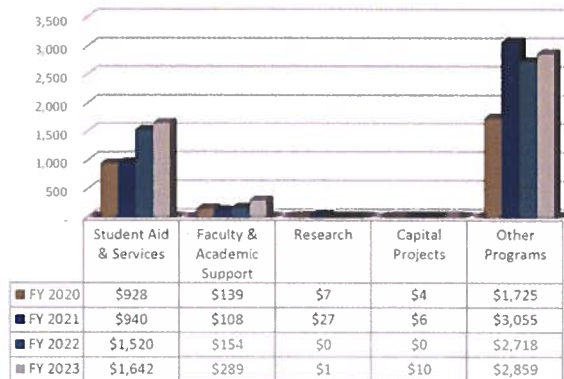
Funds Expended by UH West Oahu Programs



Funds Expended by Community College Programs



Funds Expended by UH System Programs



UNIVERSITY OF HAWAII FOUNDATION
Statement of Operations- Unaudited
For the Fiscal Periods Ending March 31, 2023, 2022, 2021 and 2020

	<u>March 31, 2023</u>	<u>March 31, 2022</u>	<u>March 31, 2021</u>	<u>March 31, 2020</u>
REVENUES:				
Unrestricted gifts	\$ 338,842	\$ 308,110	\$ 811,115	\$ 585,070
Income from expendable accounts	2,679,552	2,136,558	274,171	2,951,285
Income from endowment accounts	4,269,265	3,757,112	3,268,664	3,190,959
Service fee on gifts and non-gifts	2,687,623	3,009,132	1,769,562	2,196,676
Alumni Relations revenue	-	-	-	-
UH contract for services	2,250,000	2,250,000	2,250,000	2,250,000
Other payments for services from UH & UHAA	317,605	333,999	271,952	327,628
Total Revenues	<u>\$ 12,542,887</u>	<u>\$ 11,794,911</u>	<u>\$ 8,645,464</u>	<u>\$ 11,501,617</u>
EXPENSES				
Development				
Personnel	\$ 4,908,405	\$ 4,502,250	\$ 4,161,246	\$ 4,533,600
Program	1,393,661	1,136,410	982,764	1,009,600
Campaign	50,252	76,400	-	3,200
Alumni Relations				
Personnel	365,693	244,851	332,025	403,536
Program	99,960	65,441	64,780	40,375
Service & Support				
Personnel	2,538,572	2,219,854	2,093,697	2,064,296
Program	473,153	324,265	284,462	352,003
UH Support Fund	112,500	112,500	112,500	112,500
UHF Office	387,155	401,423	402,924	414,248
Total Expenses	<u>\$ 10,329,351</u>	<u>\$ 9,083,394</u>	<u>\$ 8,434,397</u>	<u>\$ 8,933,358</u>
Net Revenues Over(Under) Expenses	<u>\$ 2,213,536</u>	<u>\$ 2,711,517</u>	<u>\$ 211,067</u>	<u>\$ 2,568,259</u>



UNIVERSITY *of* HAWAII®
FOUNDATION

Board of Regents

Tim Dolan, Vice President of Advancement

MAY 18, 2023

Funds Raised Leadership Report FY16-23

Unit	2016	2017	2018	2019	2020	2021	2022	2023
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Leeward CC	\$386	\$239	\$169	\$166	\$240	\$223	\$2,197	\$429
Maui College	\$857	\$603	\$671	\$354	\$966	\$737	\$1,210	\$987
Windward CC	\$443	\$1,436	\$281	\$90	\$1,790	\$804	\$573	\$239
Multi-Campuses	\$13,954	\$8,629	\$6,536	\$5,560	\$3,912	\$7,972	\$10,719	\$10,283
Totals	\$48,521	\$47,086	\$44,986	\$45,276	\$49,467	\$75,424	\$148,096	\$80,607

As of March 31, 2023 | All dollars in thousands | Includes Gifts, Pledges, Matching Gifts, Gifts in Kind, Grants and Planned Gifts

Comprehensive Campaign: Quiet Phase



As of 05/10/2023:
51% of \$1B Goal
\$506,649,961 raised

Donor Story



Agenda Items:

A. Recommend Board Approval of Provisional Status for the Bachelor of Science in Data Science (BS-DSCI) at the University of Hawai'i at Hilo (UHH)

UHH Chancellor Bonnie Irwin provided an overview of the request to grant provisional status for the BS-DSCI degree program within the College of Natural and Health Sciences at UHH. She stated that the BS-DSCI degree is designed to be an interdisciplinary major to account for the broad subject matter encompassed by the field of data science; will provide students with core competencies needed to effectively work with data of various kinds and complexity; and consisted of four major areas of study in which students will receive more in-depth training. She also discussed the program's potential for diversifying Hawai'i's economy and noted the broad support received for the establishment of this degree program.

Action: The committee voted to recommend board approval to grant provisional status to the BS-DSCI program at UHH.

B. Recommend Board Approval to Change the Advanced Professional Certificate in Hospitality Operations Management (APC-HOM) from Provisional to Established at Kapi'olani Community College (KapCC)

Della Teraoka, Interim Associate Vice President for Academic Affairs for the UH Community College System (Interim UHCC AVPAA) spoke about the APC-HOM program at KapCC which was granted provisional status in 2015. She stated that seismic shifts in the tourism and lodging industries created a global need for individuals trained in the dynamic field of hospitality management; discussed some of the unique aspects of the program; and reviewed enrollment statistics to date. She also provided an explanation for the delay in submitting this proposal. Committee Chair Wilson requested further clarification on how the program had evolved to meet the major changes within the industry. Department Chair Dave Evans provided further detail on what had been done to anticipate, and more importantly how to stay ahead of, these major changes. Chair Wilson applauded this effort and stated that all programs needed to take similar action.

Action: The committee voted to recommend board approval to grant established status to the APC-HOM program at KapCC.

C. Recommend Board Approval to Change the Associate in Science in Sustainable Agriculture (AS-SA) Degree from Provisional to Established at Leeward Community College (LeeCC)

D. Recommend Board Approval to Change the Associate in Science in Integrated Industrial Technology (AS-IIT) Degree from Provisional to Established at LeeCC

Interim UHCC AVPAA provided an overview of the requests to grant established status to the AS-SA and AS-IIT programs at LeeCC. She noted the rationale for each request; spoke about the benefits and impacts of each program; and discussed current as well as anticipated enrollment for each program.

Action: The committee voted to recommend board approval to grant established status to each of the aforementioned LeeCC programs.

E. Recommend Board Approval of Established Status for the Bachelor of Science in Dietetics at the University of Hawai'i at Mānoa (UHM)

F. Recommend Board Approval of Established Status for the Master of Asian International Affairs at UHM

G. Recommend Board Approval of Established Status for the Master of Landscape Architecture at UHM

UHM Provost Michael Bruno provided an overview of each of UHM's three program requests, noting the benefits and impacts of, as well as successes achieved by, the individual programs. He also stated that each program request responded to a community need, addressed student demand, and capitalized on the university's existing strengths. Current and anticipated enrollment statistics were also reviewed.

Action: The committee voted to recommend board approval to grant established status to each of the aforementioned UHM programs.

H. Academic Program Actions Report

Debora Halbert, Vice President (VP) for Academic Strategy, explained that the Academic Program Actions Report is an annual report that provides details on various programmatic actions that have taken place at both the campus and system level over the prior academic year and briefly reviewed the current program proposal process. She stated that the administration hopes to include a prospective look at the near- and long-term programmatic needs of the university as it relates to the university's most recent strategic plan in future reports.

Alan Rosenfeld, Associate VP (AVP) for Academic Programs, provided details on programs granted established or provisional status by the board; provisional programs that were extended; authorizations to plan for new academic programs; and program terminations and stop outs.

I. Small Programs and Program Review Report

AVP Rosenfeld provided a report on the annual small program review conducted by each campus, as well as required academic program reviews for the 2-year and 4-year campuses. He discussed some of the parameters applicable to, and goals of, the small program and academic program review processes; noted the overall impact of these reports in current unit-level planning for program redesign and collaboration, as well as determining plans for future academic programming; and spoke about future adjustments to the presentation cycle for this report, as well as the Academic Program Actions Report, that are being considered so as to increase their usefulness to the board.

J. Committee Annual Review

The committee annual review matrix was reviewed and no comments were received from committee members.

Agenda Items:

A. Presentation and Update on Mental Health and Wellness of Student Athletes

University of Hawai'i at Mānoa (UHM) Athletic Director (AD) David Matlin went over numerous academic and financial initiatives aimed at supporting student-athletes during their time at UHM and beyond; highlighted several academic and athletic achievements of UHM student-athletes; discussed initiatives implemented to improve the health and wellness of student-athletes; and spoke in detail about proactive, reactive, and preventive measures being taken to ensure that the mental health needs of student-athletes are met.

University of Hawai'i at Hilo (UHH) AD Patrick Guillen reviewed some of the mental health services that were available at UHH; talked about several proactive and preventive actions being taken to address mental health issues among student-athletes; noted mental health treatment resources available to student-athletes; and emphasized efforts being undertaken to cultivate a culture among student-athletes, coaches, and staff that promotes mental health care awareness and reduces the stigma associated with obtaining mental health assistance.

B. Discussion on University's Response on the Recommendations of the CSS Report

AD Matlin provided information on the progress being made by UHM Athletics in implementing the recommendations contained with the CSS Report. He briefly reviewed each recommendation along with UHM Athletics' response to, and proposed actions for addressing, each recommendation and went over the steps that are currently being taken to initiate the proposed actions. He also noted that each recommendation has been assigned to a senior UHM Athletics leader for oversight purposes as well as to ensure completion of actions related to their assigned recommendation.

Discussions ensued on a number of questions related to the CSS Report and UHM Athletics' response to the Report's recommendations, as well as the next steps that should be taken by UHM Athletics and the board.

C. Athletics Budget and Financial Update

AD Matlin gave an update on revenue and expenditure projections noting that UHM Athletics is projecting a balanced budget for fiscal year 2023. He also discussed several revenue generating initiatives that have been embarked upon and noted the Hawai'i State Legislature's provision of operational funds for UHM Athletics.

AD Guillen provided a snapshot of revenue and expenditure projections for UHH Athletics stating that an anticipated surplus is expected for fiscal year 2023.

D. Committee Annual Review

The committee annual review matrix was reviewed and no comments were received from committee members.

All Campus Council of Faculty Senate Chairs (ACCFSC) Affiliate Report for May 18, 2023 Board of Regents Meeting

Date of Affiliate Meeting: May 10, 2023 (Retreat Meeting at UH Mānoa)

Topics Covered: The following topics were covered at this meeting

- General Education Update
- Shared Governance
- Role & Focus of ACCFSC
- Elections for AY 23-24 Chairs (Overall and Campus)

Summary of Discussions:

1. Debora Halbert, Exec. V-P Academic Strategy presented the latest status on the overall development of the *General Education* Redesign Initiative including the
 - The overall status of the Revision/re-design process
 - Rationale and critical need for a system-wide alignment of the *General Education* process
 - On-going discussion on the necessary action by all subordinate units (R-1 and comprehensive 4 year and Community College) to operationalize a general Education process/system that best serves the needs of our students
 - Process and timing for implementation of an agreed-upon *General Education* process
2. Leadership of the ACCFSC determined that the topic of “Shared Governance” and the importance of defining what this process is, and how it is operationalized within the University of Hawaii system needed to be the primary topic of discussion for their retreat. After a lengthy discussion which included each of the attendees (Senate chairs from all campuses) providing input as to their understanding and view of what shared governance is and how it is implemented within their units, the general consensus was that further discussion within the faculty ranks and with the administration is required. The importance of the process of collaboration within the faculty ranks and with the administration was emphasized for the overall benefit of both our students and the University of Hawaii., and ultimately the people of Hawaii.
3. Regarding the issue of the role and focus of the ACCFSC, it was determined that this could best be addressed once a clearer defining of the shared governance process is understood and implemented.
4. A poll was taken on the status of the Elections for AY 23-24 Chairs (Overall and Campus) and determined that elections for all campuses except UHM was completed. UHM Senates are scheduled for the August (beginning of Fall) timeframe. At that time the election for the two ACCCFSC Co-Chairs (one representing 4 year Senates, and one for CC’s) will take place.

Actions Taken:

The ACCFSC's first meeting for AY 23-24 is being for scheduled for August (To be determined). The plan is for the first meeting to be a retreat where the agenda will be to continue to focus the on Shared Governance and the role of the ACCFSC, especially for the benefit of the newly elected (in-coming) Senate Chairs. This meeting should be facilitated.

CTE Coordinating Advisory Council (CTECAC)
Affiliate Report for May 18, 2023 Board of Regents Meeting

Date of Affiliate Meeting: April 26, 2023, zoom

Regents present: Laurie Tochiki & Laurel Loo

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

- Member updates
- Hawai'i Graduates for Hawai'i's Future
- 2022 CTE Annual Report
- Potential Revision or modification of Perkins State Plan

Summary of Discussions:

- Member Updates:
 - Overview of Industry Recognized Credentials; Data Collection. The challenges of collecting data about the attainment of recognized credentials, disaggregated for Hawai'i purposes. UH and HiDOE have become creative in collecting the required information
 - UHCC reported on Good Jobs Hawai'i Initiative
- Hawai'i Graduates for Hawai'i's Future
 - Stephen Schatz discussed the Hawai'i P-20 Council new attainment goal, and its directional shift. The shift is from educational outcomes in isolation to a collaborative effort to shape Hawai'i's future by improving the educational pipeline. Discussion about the alignment of the goal with HiDOE and UH strategic goals.
- 2022 CTE Annual Report, presented and reviewed – see Actions Taken below.
- Potential Revision or Modification of the Perkins V State plan. The current plan is for the period from 2021-2024. Discussion about whether to retain, modify, or create a new plan. For further discussion at future meetings.

Actions Taken:

The Advisory Group recommends acceptance of the 2022 CTE Annual Report by the SBCTE for submittal to the Governor.

Future Meetings:

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

Maunakea Stewardship and Oversight Authority
Affiliate Report for May 18, 2023 Board of Regents Meeting

Date of Affiliate Meeting: May 16, 2023

Topics Covered:

The following topics were covered:

- Administration – Appoint members to Permitted Interaction Group regarding consultants for Community Outreach, Project Management, and Outside Legal Counsel; Appoint members to Permitted Interaction Group to monitor the Caltech Observatory and Hokukea Decommissioning; Report from the Executive Assistant Hiring Committee; Co-management with the University of Hawaii during the transition period
- Finance – Legislative Budget Update
- Operational Update – Legislative confirmation of board members; Report from the Center for Maunakea Stewardship

Summary of Discussions:

- Administration

Hiring of consultants proposed to be done through a Permitted Interaction Group

Monitoring of the Caltech Observatory and Hokukea Decommissioning to be done through a Permitted Interaction Group

Report of the Executive Assistant Hiring Committee – completed interviews of 8 applicants, closed applications, intend to select finalists, check references, and make recommendation in June meeting

Co-management with the University of Hawaii during the transition – effective July 1, 2023, research ability to conduct a workshop with involved parties regarding co-management during transition
- Finance

MKSOA FY24 and FY25 budgets approved at \$ 14 M, approved headcount of 5 starting July 1, 2023
- Operational Update – all MKSOA Board members confirmed, Greg Chun provided a report from the Center for Maunakea Stewardship regarding Caltech Observatory decommissioning status, power outage disruption in May

Actions Taken:

- Approved appointing members to Permitted Interaction Group regarding consultants for Community Outreach, Project Management, and Outside Legal Counsel
- Approved appointing members to Permitted Interaction Group to monitor the Caltech Observatory and Hokukea Decommissioning

Future Meetings: Monthly, on the second Thursday from 10:00 to 12:00.



UNIVERSITY
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HILO

DTS 23262

College of Natural and Health Sciences
Office of the Dean

UNIVERSITY OF HAWAII
BOARD OF REGENTS

23 APR 26 P1:45

April 3, 2023

MEMORANDUM

TO: Randolph G. Moore
Chair, Board of Regents

Ernest Wilson
Chair, BOR Academic and Student Affairs Committee

VIA: David Lassner
President 

VIA: Debora Halbert
Vice President for Academic Strategy 

VIA: Bonnie Irwin
Chancellor  Digitally signed by Bonnie D Irwin
Date: 2023.03.22 14:54:40 -10'00'

VIA: Kris Roney
Vice Chancellor for Academic Affairs  Digitally signed by Kris Roney
Date: 2023.03.21 14:49:14 -10'00'

FROM: Brian Wissman
Interim Dean, College of Natural and Health Sciences  Digitally signed by Brian Wissman
Date: 2023.03.17 13:30:03 -10'00'

SUBJECT: REQUEST FOR PROVISIONAL STATUS FOR THE BACHELOR OF SCIENCE IN DATA SCIENCE AT THE UNIVERSITY OF HAWAII AT HILO

SPECIFIC ACTION REQUESTED

It is respectfully requested that the Board of Regents grant provisional status to the Bachelor of Science in Data Science (BS-DSCI) in the College of Natural and Health Sciences at the University of Hawaii at Hilo (UH Hilo).

RECOMMENDED EFFECTIVE TERM/YEAR:

Fall 2024

ADDITIONAL COST:

An additional operating cost of \$12,000/year for a data science budget to purchase program specific software, maintain servers and equipment, branding/advertisement material, and other costs associated with the program. As the data science program matures and expands offerings the program anticipates the need for a faculty hire in year four.

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An Equal Opportunity/Affirmative Action Institution

PURPOSE:

The provisional establishment of a Bachelor of Science degree in Data Science is being requested to provide students a program that teaches them the skills needed to collect, process, store, analyze and visualize data to drive decisions. This proposed degree supports data science as a key focus of President Lassner's post-pandemic vision for the UH system.

BACKGROUND:

This request is in accordance with Board of Regents policy 5.201 III(A)(1) which states that "Approval of the board is required for the establishment of all new instructional programs granting academic credit leading to a degree or credential..." The ATP was approved by President Lassner on April 20, 2020.

Significance/Contribution of this degree:

The Bachelor of Science in Data Science (BS-DSCI) at the University of Hawai'i at Hilo is designed as an interdisciplinary major that teaches students the computational and statistical principles needed to work with data from various sources. This proposed BS-DSCI degree builds up the current 18 credit data science certificate into a major with four domains of emphasis: Astronomy, Business, Computational, and Statistics. The interdisciplinary nature of the plan lends the program to be both a successful standalone degree for students, both first time freshman and transfer, and an excellent option for a secondary major.

Enrollment in computer and data science programs throughout the country are high with demand likely to increase. Data science skills are in demand and developing this program is in line with Governor Ige's 'Hawai'i 2.0 Digital Economy' recovery plan, the 2020-25 Statewide Science and Technology Plan, and the State Comprehensive Economic Development Strategy. These documents show that Hawai'i's economy is in need of diversifying, an area such as data science is a promising avenue for this diversification as there are both local and remote opportunities available for Hawai'i residents with this skill set.

This BS-DSCI would be the first data science major within the UH system, which will draw students to both the UH System and UH Hilo. One of UH Hilo's strengths is utilizing the Island of Hawai'i as a "living laboratory" - analyzing data from researchers will continue this laboratory concept into the data science realm.

Demand projections:

Following the current strong demand for the current certificate in Data Science at University of Hawai'i at Hilo, we project that the Bachelor of Science in Data Science will enroll around 30 students with eight graduating by year six.

Similar programs at other UH campuses:

The UH system does not currently offer a Bachelor of Arts or Bachelor of Science in Data Science, but other campuses do offer degrees with data science concentrations.

Randolph G.Moore

Ernest Wilson

April 3, 2023

Page 3 of 3

UH West O'ahu offers a Bachelor of Arts in Business Administration with a specialty in Data Analytics and UH Mānoa recently launched a data science track within their Computer Science major. Currently, UH Hilo has a certificate in data science. Outside of the UH System, Chaminade University offers a Data Science major.

Cost and resource allocation/reallocation implications:

Four current faculty at UH Hilo (Computer Science, Mathematics, Marine Science, and Business) were hired as part of the EPSCoR Data Science project. As a condition of their hire, these faculty are obligated to teach at least one data science course and support the development of the degree program. Leveraging these faculty along with two already allocated new hires in computer science, the data science program will be covered through the initial years. As enrollment and demand for courses grow, additional faculty may need to be hired in the cognate areas (e.g. Mathematics) to cover those areas of need.

Impact of new program/program change request on campus budget allocations and mission priority:

The BS-DSCI program aligns with the 2021-2031 UH Hilo Strategic Plan. It places emphasis on the investing in data to build a student-ready equity-minded campus culture, developing high-impact practices in more collaborative interdisciplinary opportunities that improve student success.

ACTION RECOMMENDED:

It is respectfully recommended that the Board of Regents grant provisional status to the Bachelor of Science in Data Science (BS-DSCI) in the College of Natural and Health Sciences at the University of Hawai'i at Hilo.

Attachments

Provisional Program Proposal

Letters of Support

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



UNIVERSITY of HAWAII
HILO
DATA SCIENCE



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Executive Summary

The data science program at UH Hilo is designed to be an interdisciplinary major which teaches students the skills needed to collect, process, store, analyze, and visualize data to drive real-world decisions. The core courses in our Data Science major teach students the computational and statistical principles needed to effectively work with data of various kinds and complexity (including images, text, tabular data, etc.). Our proposed major contains four tracks (Business, Astronomy, Computational, and Statistical) in which students receive more in-depth training needed to tackle data science problems in a specific domain. We plan to add more tracks to the major over time as student interest and enrollment increases. At just under 50 credits, Data Science is designed to be attractive to a wide variety of students, particularly transfer students.

Program Need and Demand

Data science skills are in high demand across the country and the state. This effort is in line with Governor Ige's 'Hawai'i 2.0 Digital Economy' recovery plan, the [2020-25 Statewide Science and Technology Plan](#) (SSTP), and the State Comprehensive Economic Development Strategy (CEDS). These documents point out that Hawai'i's economy is in dire need of diversifying beyond the traditional reliance on tourism; data science is a very promising avenue as it allows workers to collaborate remotely with companies on other islands or the mainland while earning enough to live comfortably in Hawai'i. The Bureau of Labor Statistics projections for data scientists nationally show an anticipated 36.6% growth in the sector by 2031. As the SSTP observes, however, "data scientists" alone does not capture the scope of occupations that are touched by data science: "Employers that are reported to have engaged with emerging educational programs in DS [data science] during the development of this plan include (but are not limited to): finance, banking and insurance, defense contracting, public utilities, natural resource managers, non-profits, sports teams, small businesses, agriculture, energy, academic researchers across domains, acute and community healthcare facilities and systems, transportation providers, tourism, educators, social non-profits, travel and tourism, the criminal justice system and the military" (10). The breadth of where data analysis appears has only grown since the SSTP was completed in just 2020. The proposed BS in Data Science includes four subject matter tracks and a core data science curriculum that will help to train our students and build a workforce to address these market demands.

Hawai'i must be capable of training skilled data scientists to avoid the potential of a digital divide that leaves the state (government, employers, community) lagging both in data science jobs and the use of data to empower our growth and resilience. This urgency is illustrated by initiatives such as the Association of Hawaiian Civic Club's 2019 Resolution to support and advocate for data science that addresses Hawaiian advancement and integrates the Native Hawaiian community into these data endeavors.

Data science is also a key area of focus in President's Lassner's post-pandemic vision for the UH system; however, while Chaminade University has a dedicated Data Science major, the UH System does not. UH Manoa recently launched a Data Science track in their computer science major, and UH West Oahu has a Bachelor of Arts in Business Administration with a specialty in Data Analytics, and UH Hilo presently has only a certificate in Data Science. UH Hilo has established itself as a "living laboratory" where ecologists, marine scientists, geologists, astronomers and more study many phenomena on the island - data science directly supports these research activities, which are increasingly requiring advanced data analytics. The BS proposed here capitalizes on these strengths in the inclusion of subject-matter application tracks. Moreover, UH Hilo's small and diverse departments make it easy to collaborate across fields to foster an interdisciplinary program like data science (which combines computer science skills, mathematics skills, and skills and knowledge of a particular domain).

As an emerging and interdisciplinary field of study, data science is also conducive for acquiring extramural funding to increase UH's research competitiveness and provide opportunities for students to have high-impact research experiences or internships. Funding bodies such as the National Science Foundation heavily support data science research and education – one of their '10 Big Ideas' is "Harnessing Data for 21st Century Science and Engineering." In fact, the four core data science faculty have successfully acquired grants totaling \$ 4,166,410.00, as well as other collaborative awards (such as advocating for over \$289K of the first year of the recent EPSCoR award to be allocated to UH Hilo to support data science research needs). Much of this funding is specifically allocated to engaging UH Hilo undergraduates in data science research experiences. These experiences integrate research and education, helping students learn how their data science skills can directly address real-world research problems that affect Hawai'i and the world. Currently, since data science is only a certificate, we have more data science research slots open than we have qualified students. This degree program is key to aligning our curriculum with the skills students will need to solve real-world problems and advance their careers in science and technology. Extramural support is not limited to just research activities: the Academy of Creative Media currently provides \$60,000 in annual funding to UH Hilo to support data science education in next-generation digital visualization activities that provide students with instruction and training in cutting-edge data visualization tools. These ACM supported courses illustrate how UH Hilo is developing a valuable educational niche by offering an innovative data science curriculum that is relevant in the digital media workforce. The interdisciplinary nature of the Data Science degree program enables students to access resources (e.g., computer labs, clubs, equipment) from the wide variety of departments involved in the Data Science major, including both those departments that offer foundational courses as well as those that offer electives through the different domain emphasis tracks. This interdisciplinary exposure can be beneficial and we anticipate many students will decide to pursue a minor or dual major in a complimentary subject.

Additionally, the BS meets the imperatives outlined in the University of ‘i Strategic Plan, particularly those of “Meet Hawai‘i’s workforce needs for today and tomorrow” and “Diversify Hawai‘i’s economy through UH innovation and research.” The means by which these imperatives are achieved overlap with the alignment with all three goals of the 2021-2031 UH Hilo Strategic Plan:

Goal 1: “UH Hilo will achieve a thriving student-ready equity-minded campus culture by investing in data.” Data-driven insights have the potential to improve student success, equity, and diversity. But this requires not just a single data analyst or office, but rather a culture of data analysis which is shared among the faculty, staff and students. This program will allow us to grow a robust and interdisciplinary data science pipeline, developing such a culture of data generation and analysis throughout the university.

Goal 2: “Making high-impact educational practices available to each student results in more collaborative interdisciplinary opportunities that improves student retention and overall student success.” High-impact practices are a centerpiece of our interdisciplinary data science program. Faculty in our program consistently offer data science research experiences for our students throughout the school year and summer, as well as external data science internships through programs such as Akamai.

Goal 3: “UH Hilo will support and invest in its campus ‘ohana through ... fostering interdisciplinary and collaborative efforts that achieve student success.” The data science program is designed to be highly interdisciplinary, allowing students to receive strong CS and math skills and then apply these skills to address challenging problems facing Hawai‘i, whether they be in Astronomy, Business, Ecology, etc.

Finally, the Data Science program has broad faculty support. Of the 30 biennium budget proposals submitted to UH Hilo Faculty Congress in September 2022, the proposal to fund hires to support the Data Science program was ranked #3 by the voting members of faculty congress. The more highly ranked proposals (#1 and #2) were for computer science classroom equipment which indirectly benefits the Data Science program (as most of data science classes are taught in computer science classrooms). Additionally, the approved FY23 budget for UH Hilo includes funds for a new tenure-track assistant professor in computer science and a new instructor in computer science, advancing UH Hilo’s ability to deploy both an expanded computer science curriculum and to support data science. Likewise, Marine Science and Business are presently recruiting new assistant professors, which will also increase capacities in both those programs and in data science.

Enrollment and Completion Projections

Enrollment has been consistently strong in the existing Data Science certificate courses, and the certificate has been quite popular. Since its inception in 2020, 25 students have completed the program. In fact, for UH Hilo students who graduated in Spring 2022, the Data Science certificate was the most popular certificate awarded by the College of Natural and Health Sciences. It is notable that students seeking the certificate are enrolled in an array of majors, including not only Computer Science but also Marine Science, Environmental Science, Biology, Mathematics, and Astronomy. In fact, During the Fall 2021 semester, despite its limited resources the CS department had to offer two sections of CS172 (one of the gateway data science courses) to meet demand from astronomy and computer science majors. In addition, the physics and astronomy department is in the process of changing both of its majors to require CS172, which will only increase demand further. Additionally, our gateway classes (DATA 101 and DATA 200) will help interest students in the major in a gentle manner while satisfying GE requirements.

Based on estimates of conversions from the certificate, as well as new enrollments of primary and secondary majors, the anticipated enrollment with the average STEM-major year-to-year retention rate is as follows.

Enrollment Projections: Provisional Years						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	10	17	28	32	35	43

Based on estimates of average completion within STEM majors (averaged over 5 years), the projected completion rate will reach the target of 10 or more graduates at year 6, just after the first program review.

Program Completion Projection						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Projected Completion	0	1	2	3	6	15

Resources

The existing facilities are sufficient to launch the Data Science program. With the newly approved hires for computer science, we do not anticipate needing new faculty for data science in the initial years of the program. As enrollment increases there will likely be a need for a new tenure-track position in MATH, as there is currently only one tenure-track faculty qualified to teach the math-focused data science courses. Lastly, we would request a dedicated data science budget (\$12K/year) to assist with tasks such as

purchasing data science software, maintaining data science servers and equipment, generating appropriate branding and advertising material for the program, etc.

Existing Resources/Funding							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Provisional Total
Combined Tuition/ Summer/ Course Fees	73,440	124,848	209,664	244,224	267,120	328,176	1,247,472
Other Allocation (Grants)	0	0	0	0	0	0	0

New Personnel Costs							
Personnel (incl. 5% increase annual)	Year 1 FY 24	Year 2 FY25	Year 3 FY26	Year 4 FY27	Year 5 FY28	Year 6 FY29	Total New
Projected New Tenure-line Faculty FTE	0	0	0	1.0	0	0	1.0
Projected New Lecturers FTE	0	0	.25	.25	.25	.25	.25
Projected Reallocations FTE	0	0	0	0	0	0	0
Projected New Salaries (w/fringe for lecturers)	0	0	26,612	107,950	29,340	61,614	22,5516
Projected Student Support (tutors)	5,000	5,000	5,000	5,000	5,000	5,000	30,000
Cumulative New Salaries	5,000	5,000	31,612	112,950	118,340	154,814	402,716

New Operating Costs							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total New
New Operating Costs (new equipment and refresh)	12,000	12,000	12,000	12,000	12,000	12,000	72,000

The four EPSCoR Data Science faculty located in CS, Math, Marine Science, and Business will constitute the primary faculty assigned to the new Data Science major, as each is already obligated to teach at least one course in data science and support the development and success of the program. However, the CS and Math departments will share most of the burden and will need to devote more faculty resources over time to teach data science courses as opposed to the traditional courses in their discipline. For Computer Science, this need will be met through the 2.0 FTE hires approved and funded by the legislature in 2022. These positions will either contribute to teaching the data science courses directly, or reallocating the load for existing faculty. For Math, in the short-term lecturers will be used to reallocate faculty workload toward data science the

needed faculty resources, with permanent hires in place once demand for the relevant math courses has been established.

Consultation between campuses

The system-wide effort to establish data science education programs aligns with having a full major and operational program with sufficient infrastructure at UH Hilo. There has been extensive consultation between campuses as part of the previous and current UH System-wide EPSCoR award. The last two awards have specifically focused on data science, and one of the focuses of the last two awards has been building a data science major at UH Hilo. This has involved substantial presentation of our current certificate program and future major plans to the involved campuses in the UH System. Specifically, data science faculty at UH Manoa (Jason Leigh, Peter Sadowski, Madhi Belcaid) are members of the current EPSCoR award and thus aware of the coming proposal; Indeed, they have noted that the UH Hilo Data Science major will feed nicely into the planned Data Science graduate program at UH Manoa. We have notified multiple programs across the UH System which teach curriculum relating to data science education to ensure there are no conflicts and to solicit support for developing the Data Science major at UH Hilo (see letters of support in Appendix).

Associated Risks

- **Faculty recruitment and retention:** Data science expertise, especially in areas such as machine learning, is in high demand in the workforce, with many industrial research labs and data science startups heavily recruiting top PhDs in the field. As such, it can be hard to recruit high-quality candidates who can greatly contribute to data science teaching, research, and service - these individuals are in short supply and often prefer to work in industry or at large research universities. Recruiting efforts will be widely advertised and carefully crafted to emphasize the strengths of UH Hilo, including teaching excellence, a diverse and productive academic community, the opportunity to shape a small program, and exciting opportunities to collaborate with scientists studying natural phenomena unique to our Island. Despite recruitment efforts, failed searches (or searches which result in CS faculty without expertise in data science) are a possibility, as are faculty departures. Budget planning for future hiring will include likely high demand differentials estimated differentials. Further, we will mitigate the risk of faculty departures through a strong mentoring network in which the tenured data science faculty will provide advice on successful teaching approaches and shared teaching resources, opportunities for research collaboration, grant-writing advice and support, and support in crafting a successful dossier for contract renewal and tenure.

- **Program Marketing:** Given that data science is a relatively new field, students may not be aware of the program when searching for colleges and selecting an initial major. We propose a threefold strategy to combat this:
 - **Continuing students:**
 - Gateway courses to attract students who might otherwise be unaware of the discipline or feel ill-prepared to data science while fulfilling GE requirements
 - Broad data science inclusion in general education and preparatory curriculum: 100-level courses (CS172) required for other majors (such as Physics and Astronomy) will highlight the data science major and draw in interested students to both the major and the certificate.
 - **Freshmen enrollment:** Prioritize advertising the data science program through admissions and events. Advertisements should highlight the uniqueness in Hawai'i, the job opportunities, the interdisciplinary nature, the faculty expertise, and the associated research opportunities. The current team, for instance, has NSF-funded data science projects related to Artificial Intelligence, Computer Vision, Marine Science, Climate Science, and Text Mining all of which are actively hiring paid undergraduate research assistants over the school year and during the summer.
 - **Transfer students:** Advisement, events, and pathways for students with UHCCs to assure awareness of the data science major and its relatively low number of required credits for the major, and great job opportunities. Faculty will partner with admissions to develop targeted advertising for transfer students and seek to maximize enrollment from this group of students.
- **Long-term Physical Facility Needs:** The B.S. in Data Science will not require new facilities, as current Math/CS facilities are suitable for housing the Data Science program. However, as the program grows its enrollment there will be a need for more classroom and engagement space that can be repurposed from existing UH Hilo space. Although there are two classrooms where data science classes are prioritized (College Hall 5 and LRC 350), no space is currently dedicated to data science research and undergraduate student activities. Investing in dedicated facilities for this program will better position UH Hilo for success by allowing us to attract world-class faculty and students by showcasing our institutional support for data science. As the campus refreshes the campus master plan, these areas of note will be included in the needs assessment.

Program Structure and Effectiveness

Staffing

The courses will be taught by the existing data science faculty members as well as by new hires in computer science. The new CS faculty members, 1 tenure-track professor and 1 instructor, provide the additional expertise and time that the data and computer science majors need to grow capacities and continue to broadly support students. The core data science faculty will take responsibility for program assessments and curriculum.

Learning Outcomes	
Short Title	
Math	Understand the mathematical foundations of data science, including probabilistic reasoning as well as Bayesian and Frequentist statistics.
Programming	Independently create computer programs which analyze complicated real-world datasets, as well as modify data science programs written by others.
AI/ML	Apply machine learning and artificial intelligence to effectively solve real-world problems.
Tools	Identify the optimal data science tools required for various analytical procedures and data visualization tasks.
Limits	Understand the appropriate usage and limits of data science, e.g. what kinds of questions can be asked and answered versus those that cannot be addressed.
Types	Manipulate common data types: e.g., traditional experiments, image collections, natural language text, and real-time time-series processing.
Security	Recognize privacy and security issues surrounding data of various types.
Formats	Retrieve and store data in different formats, using databases as and popular file formats.
Domain	Draw on knowledge from numerous disciplines, including those outside of mathematics and computer science such as business, natural sciences, health, and social sciences.
Software	Use existing data science and informatics software effectively.
Communication	Communicate insights from large datasets to others, in written, oral, and visual forms.

Assessment

Program effectiveness will be assessed through multiple means:

1. Programmatic assessment: The data science team has crafted a comprehensive plan for WASC-compliant programmatic assessment of student [learning outcomes](#) in the data science program (see above). Details available in Appendix: Assessment Matrix and Assessment Plan.
 - a. We have mapped out 11 student learning outcomes for the major to the 17 core data science courses as part of the major (excluding the tracks), indicating High, Medium, and Low Coverage of each

SLO. This allows us to quickly identify which courses should be teaching students each of our learning outcomes

- b. For each of the 11 learning outcomes, we have created an assessment plan. Six of the learning outcomes will be evaluated by selecting exam questions from the relevant courses, which a group of data science faculty will score using rubrics. Two of the learning outcomes will be evaluated by scoring student's programming and data science projects using a targeted rubric. The remaining three of the learning outcomes will be evaluated by scoring a student's written reports, and/or oral presentations at the end of the culminating capstone course.
 - c. If student performance is unexpectedly low for a certain learning outcome, the data science group will seriously discuss this and quickly develop strategies to improve student performance, whether that be through revising the way a certain subject is taught, or even adjusting our major to require additional courses that teach a certain topic.
2. External Review - Periodically, the data science faculty will invite data science faculty at other institutions to visit UH Hilo to review the program. These external faculty will visit classes, hold meetings with faculty and students, and generate a written report outlining the strengths of the program and giving constructive criticism. Evaluations will be included as a portion of annual assessments and cumulative program reviews.
3. Alumni Surveys: The degree coordinator will collect permanent emails from graduating students (if this email address is later found to be inactive, faculty will use LinkedIn profiles, etc. to contact the students). After graduation from the Data Science Program, students will receive emails to determine what they have lined up next, to quantify the percent of students that acquire employment in the field of study (both in Hawai'i and elsewhere). We will, in partnership with the Institutional Research Office, create a short survey to gather their responses to 1) employment, 2) employment in field, 3) location of employment (Hawai'i or elsewhere), 4) perceptions of their experience in the program, and 5) perceptions of the program's value to them in the workplace. The survey will go out every three years.
4. Research measures: Number of research proposals submitted under the umbrella of data science, number of students involved in undergraduate data science research (during the academic year and through summer research experiences)
5. Enrollment data and graduation outcomes, including persistence and time to degree.

Requirements for the B.S. in Data Science

- 7 math foundations credits (calculus 1 + matrix)
- 12 lower-division credit
- 20 upper-division credits
- 8-9 credits focused in specific discipline

Data Science Recommended GE courses that serve as potential entryways (optional for degree):

- DATA 101 Awesome data science skills (3)
- DATA/QBA 200 Intro to Business Analytics (3)

Math Foundations: (7 credits)

- MATH 241 Calculus 1 (4)
- MATH 211 Matrix Algebra With Applications (3)

Core Requirements: (23 Credits)

- DATA/CS 171 Data Science Fundamentals in R (3)
- DATA/CS 172 Python for Data Analysis (3)
- DATA/CS 272 Machine Learning for Data Sci (3)
- DATA/MATH 271 Applied Statistics with R (3)
- DATA 315 Mathematical Methods for Data Sciences (3)
- CS 475 Data Visualization (3)
- CS 475L Data Visualization Lab (1)
- DATA 495 Data Science Seminar (1)
- DATA 490 Data Science Capstone (3)

Data Management and Analysis: Choose one course from the below (3 Credits)

- DATA/CS 373 Data Security & Privacy (3)
- DATA 474 Applied Informatics (3)
- DATA/CS 370 Data Management (3)
- DATA/MATH 371 Multivariate Modeling with R (3)

Types of Data: Choose two courses from the below (6 Credits)

- DATA/CS 483 Computer Vision (3)
- DATA/QBA 465 Text Mining for Behavior and Social Sciences (3)
- DATA 470 3D Mapping of Ecosystems (3)

Domain Emphases (8-9 Credits)

Pick one of the following “domain emphases:

Computational Track (9 Credits)

- CS 350 Systems Programming (3)
- CS 440 Artificial Intelligence (3)

- CS 422 Database Analytics (3)

Business Track: (9 Credits)

Choose 9 credits from:

- QBA 260 Business Statistics (3)
- QBA 300 Operations Management (3)
- QBA 362 Business Analytics (3)
- QBA 367 Business Analytics and Applications (3)

Statistics Track (9 Credits)

Choose 9 credits from:

- MATH 311 Linear Algebra (3)
- MATH 371 Multivariate Stats (3) (See notes)
- MATH 421 Probability (3)
- MATH 422 Mathematical Statistics (3)

Astronomy Track (8 Credits)

Choose 8 credits from:

- ASTR/PHYS 260 Computational Physics & Astron (3)
- ASTR/PHYS 260L Computational Phys & Astr Lab (1)
- ASTR 250 Observational Astronomy (3)
- ASTR 250L Observational Astronomy Lab (1)
- ASTR 385 Software Systems for Astronomy (3)

Program Notes:

1. A C or better is required in all courses required for the major
2. At least 45 credits must be earned in courses at the 300- and 400- level.
3. Math 371 not eligible for the statistics track if already taken for the data management and analysis course.

Anticipated Courses, Sections, SSH							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Current Year
No. New Courses Offered	0	4	4	4	0	1	0
No. New Sections Offered	1	4	4	4	0	1	0
Annual SSH	240	300	400	600	700	800	0

Appendix

4 Year Map for BS in Data Science

Assessment Matrix

Assessment Plan

Extramural Funding

Letters of Support

4 Year Map for B.S. in Data Science							
Year 1		Year 2		Year 3		Year 4	
Fall		Fall		Fall		Fall	
MATH 241 (FQ: QUANT REASONING)	4	DB: BIO SCI	3	DA, DH or DL: ARTS, HUM, LIT II	3	GE GCC	3
GL: LANG ARTS	3	DS: SOC SCI I	3	GE HPP	3	WI Elective	3
DATA/CS 171	3	"Types of Data" class 1	3	DATA 315	3	DATA 496	1
DATA/CS 172	3	DATA/MATH 211	3	Domain Emphasis class 1	3	Domain Emphasis class 3	3
Elective	3	Elective	3	Upper Elective	3	Upper Elective	3
Upper Elective						Upper Elective	3
Credits	#	Credits	#	Credits	#	Credits	16
Spring		Spring		Spring		Spring	
ENG 100 (FW: WRIT COM)	4	DP: PHYS SCI	3	WI Elective	3	Upper WI Elective	3
DATA/MATH 271 (GQR: QUANT REASONING)	3	DY: SCI LAB	1	DS: SOC SCI II	3	DATA 490	3
FGA, FGB or FGC: GLOBAL MULTICUL II	3	DA, DH or DL: ARTS, HUM, LIT I	3	CS 475	3	FGA, FGB or FGC: GLOBAL MULTICUL I	3
DATA/CS 272	3	Data Management class	3	CS 475L	1	Upper Elective	3
		"Types of Data" class 2	3	Domain Emphasis class 2	3	Upper Elective	3
		Elective	3	Upper Elective	3		
Credits	#	Credits	#	Credits	#	Credits	15
Credits	0	Credits	0	Credits	0	Credits	0
Total Credits	#	Total Credits	#	Total Credits	#	Total Credits	12
							2

Upper Division Credits: 47

FAQ:

If you say:

FQ: QUANT REASONING

- Then any FQ course can count

MATH 241 (FQ: QUANT REAS)

- Then MATH 241 is required, and will also count for FQ

FQ: QUANT REASONING (Rec: MATH 125)

- Then any FQ course can count
- MATH 125 is Recommended
- If a course is Recommended, a student is not required to take it

Program Notes:

- 1 "Types of Data" - students must take at least 6 credits from DATA/QBA 465, DATA/CS 483, and DATA 470
- 2 "Data Management" - students must take at least 3 credits from CS 373, MARE 474, CS370, MATH 471
- 3 Domain Emphasis - students must take at least 8-9 credits from a single domain track. Students may choose between four tracks: Computational, Business, Statistics, and Astronomy
- 4 A C or better is required in all courses required for the major
- 5 At least 45 credits must be earned in courses at the 300- and 400- level.

Assessment Matrix

	Math	Programming	AI/ML	Tools	Limits	Types	Security	Formats	Domain	Software	Communication
Course title:											
MATH 241: Calculus 1	H										
MATH 211 Matrix Algebra With Applications	H				L	L					
DATA/CS 171 Data Science Fundamentals in R	L	L		H		L	L	M	L	M	M
DATA/CS 172 Python for Data Analysis		H		L		L	L	H	L		
DATA/CS 272 Machine Learning for Data Sci	M	M	H	L	H	L	M	L	L		M
DATA/MATH 271 Applied Statistics with R	H	L		M	H	L		L	L	M	M
DATA 315 Mathematical Methods for Data Sciences	H	M	M	L	H	L					
CS 475(L) Data Visualization (Lab)		L	L	M		L		L	M	M	H
DATA 495 Data Science Seminar	H		H								H
DATA 490 Data Science Capstone	M	H	M	M	M	M	M	M	M	M	H
DATA/CS 373 Data Security & Privacy	M	M	L	M			H				
DATA 474 Applied Informatics		M	L	H				M	M	H	L
DATA/CS 370 Data Management		M								H	
DATA/MATH 371 Multivariate Modeling with R	H	L		M	M	M			M	L	L
DATA/CS 483 Computer Vision	M	M	H	M		H		M	L		
DATA/QBA 465 Text Mining for Behavior and Social Sciences		L	H	M		H		M	M	H	
DATA 470 3D Mapping of Ecosystems		L	L	H		H		M	M	H	

Notes: highest reinforcement occurs in domain emphasis tracks

Assessment Plan						
Learning Outcome	Assessment Tool or Measure	Target or Benchmark	Timing	Who is Responsible for Assessment and Analysis?	Information Flow for Use and Dissemination	[Consider: Analysis & Results, Actions, Follow-up]
Math	Exam Questions	Students can solve basic statistical problems without assistance	Every 4 years, starting year 1	Grady Weyenberg	Grady collects responses for a class like MATH 241 and creates rubrics, John, Travis, Grady, Sukhwa grade questions, results disseminated to all DS faculty	Trends over time will be noted. A dip in performance will lead to exploration of more effective ways to teach our math/statistics classes, with much focus being on MATH241
Programming	Exam Questions	Students can reason about and improve code in Python without assistance	Every 4 years, starting year 1	Travis Mandel	Travis collects responses for a class like CS 172 and creates rubrics, Travis, Grady, Sukhwa grade questions, results disseminated to all DS faculty	Trends over time will be noted. A dip in performance will lead to exploration of more effective ways to teach our intro programming classes, with much focus being on CS 172
AI/ML	Exam Questions	Students can determine what ML framework is appropriate for a variety of problems	Every 4 years, starting year 2	Travis Mandel	Travis collects responses for a class like CS 272 and creates rubrics, Travis, Grady, Sukhwa grade questions, results disseminated to all DS faculty	Trends over time will be noted. A dip in performance will lead to exploration of more effective ways to teach our AI/ML classes, with much focus being on CS272
Tools	Written reports that students will create at the end detailing the methodology and results behind a semester-long data science project (Capstone Course)	Students can effectively utilize existing tools as part of a larger capstone project (and effectively describe the use of tools in a written report)	Every 4 years, starting year 4	John Burns	John creates rubrics for students final reports in capstone class (focusing on how tools are integrated into the projects), John, Travis, Grady, Sukhwa evaluate reports according to rubrics	Trends over time will be noted. A dip in performance will lead to exploration of more effective ways to teach utilization of data science tools, with focus classes being CS171, and DATA474

Limits	Exam Questions	Students can effectively articulate the limits of supervised machine learning algorithms	Every 4 years, starting year 3	Travis Mandel	Travis collects responses for a class like CS 272 and creates rubrics, Travis, Grady, Sukhwa grade questions, results disseminated to all DS faculty	Trends over time will be noted. A dip in performance will lead to exploration of more effective ways to teach limits of data science, with much focus being on CS 272
Types	Exam Questions	Students can compare contrast/ ways to analyze natural language text data from other types of data (i.e. tabular)	Every 3 years	Sukhwa Hong	Sukhwa collects responses for a course like QBA 465 and creates rubrics, Travis, Grady, Sukhwa grade questions, results disseminated to all DS faculty	Trends over time will be noted. A dip in performance will lead to exploration of more effective ways to teach about various types of data, with focus being on courses like CS483 and QBA 465
Security	Exam Questions	Students can identify data security, privacy, and ethics concerns relating to data collected from human subjects	Every 3 years	Sukhwa Hong	Sukhwa collects responses for a course like QBA 465 or CS373 and creates rubrics, Travis, Grady, John, Sukhwa grade questions, results disseminated to all DS faculty	If performance is insufficient, we may consider requiring CS373 to better emphasize this key learning outcomes relating to privacy and security
Formats	Programming assignment involving using Python to analyze datasets stored as databases, CSVs, and/or JSON files	Students can correctly utilize Databases, CSV files, and/or JSON files	Every 3 years	Travis Mandel	Travis collects student submissions for a course like CS 172 and creates rubrics, Travis, Grady, Sukhwa grade questions, results disseminated to all DS faculty	If performance is insufficient, we may consider requiring CS370 to better emphasize this key learning outcomes relating to databases and data storage

Domain	Written reports that students will create at the end detailing the methodology and results behind a semester-long data science project (Capstone Course)	Students synthesize domain-specific knowledge to solve frame data science problems and describe steps taken in a written report	Every 3 years	Sukhwa Hong	Sukhwa creates rubrics for students final reports in capstone class (focusing on how domain science is presented and how it informs the projects) , Travis, Grady, John, Sukhwa grade reports from capstone course according to rubrics, disseminated to all DS faculty	If performance is insufficient, will break the data down by domain emphasis track to decide which tracks need improvement. We will also consider the match between the capstone project and the track the student studied.
Software	Digital project in which visualization software is applied to a data science problem in a domain like marine science, ecology, etc. (Such projects are a common part of courses like CS475)	Using existing data visualization and analysis software effectively	Every 3 years	John Burns	John creates rubrics for a visualization-related course project in a class like MARE 474 or CS 475, focusing on how they effectively use visualization software) Travis, Grady, John, Sukhwa grade report from capstone course according to rubrics, disseminated to all DS faculty	Trends over time will be noted. A dip in performance will lead to exploration of more effective ways to teach about various types of data science software, with focus being on courses like CS 475 or MARE 474
Communication	Final presentations in the Capstone Course in which students present their final data, science projects and results	Effectively present motivation, methodology, results, and conclusions	Every 3 years	Grady Weyenberg	Grady creates rubrics for presentations focusing on presentation skills and organization rather than technical content, Travis, Grady, John, Sukhwa watch presentations and rate according to reports, results disseminated to all DS faculty	Trends over time will be noted. A dip in performance will lead to exploration of more effective ways to teach about presentation skills, perhaps requiring more presentations earlier in the program to give students practice.

As new faculty are hired, they will be integrated into assessment responsibilities.

Extramural Grants Acquired by Data Science Faculty			
PI	Project Title	Funding Agency	Total Award Amount
Burns	Understanding environmental stressors and deep reefs to support management of Papahānaumokuākea	NFWF	\$ 900,000.00
Burns	E Hui Pu: A collaborative approach to understand climate change impacts on traditional Hawaiian Opelu (mackerel scad) aggregation sites in South Kona, Hawai'i	PICASC	\$ 35,000.00
Burns	National Science Foundation Supplemental Award to Understanding Biotic Response to Environmental Change in Tropical Ecosystems Through a Place-Based Context	NSF	\$ 200,000.00
Burns	Co-Knowledge Production of Historic Property and Habitat Assessments on Navy Coastal Submerged Lands for the Island of Guam	NAVFAC	\$ 900,000.00
Burns	Mitigating impacts from environmental stressor: early response to the Chondria outbreak at Pearl and Hermes Atoll, and Hurricane Walaka impacts at French Frigate Shoals.	NFWF	\$ 300,000.00
Burns	He ala aukai - The Path Near the Sea; Adapting to Climate Inflections Upon Intertidal Shoreline.	PICASC	\$ 40,000.00
Burns	Burroughs Wellcome Fund: Postdoctoral Enrichment Program for Underrepresented Minorities	Burroughs	\$ 120,000.00
Burns	Academy of Create Media Strategic Investment Competition	ACM	\$ 84,000.00
Burns	Evaluate benthic monitoring protocol in Pacific Island and South Florida Caribbean inventory and monitoring networks. National Park Service	NPS	\$ 287,000.00
Burns	Benthic, Fish Biota, Anchialine Pond, and Intertidal Pool Surveys	NELHA	\$ 32,000.00
Burns	Coral response to land-to-ocean freshwater flux: A ridge-to-reef perspective.	USGS	\$ 51,000.00
Burns	Quantifying Vulnerability to Sea Level Rise Across Multiple Coastal Typologies	NASA	\$ 525,000.00
Burns	Honolulu Channel Monitoring Proposal	DAR	\$ 44,000.00
Burns	Capacity-Building for Division of Aquatic Resources to Integrate 3D Mapping Techniques into Monitoring of Hawaiian Nearshore Coral Reef Ecosystems	DAR	\$ 90,000.00
Mandel	CAREER: Accelerating Scientific Data Collection through Human-in-the-Loop Artificial Intelligence	NSF	\$ 105,669.00
Mandel	CAREER: Accelerating Scientific Data Collection through Human-in-the-Loop Artificial Intelligence	NSF	\$ 104,876.00
Mandel	CAREER: Accelerating Scientific Data Collection through Human-in-the-Loop Artificial Intelligence	NSF	\$ 113,941.00

Mandel	CAREER: Accelerating Scientific Data Collection through Human-in-the-Loop Artificial Intelligence	NSF	\$ 115,117.00
Mandel (co-PI), Weyenberg (Key Personnel)	SCC-PG: Big Island Drink Smart	NSF	\$ 149,961.00
Weyenberg	Collaborative Research: Principal Component Analysis over Treespaces and its Applications to Phylogenomics	NSF	\$ 118,807.00
			\$ 4,316,371.00
Budget From recent EPSCoR award allocated to UHH - Year 1			
Burns, Mandel, Hong	Research Budget	NSF	\$ 264,722.48
Mandel	Participant Support Budget	NSF	\$ 24,510.00
			\$ 289,232.48

Hawai'i Data Science Institute,
University of Hawai'i at Mānoa,
Room 317, Pacific Ocean Science and Technology Building,
1680 East-West Road, Honolulu, HI 96822.

January 8, 2022

Dear Committee Members:

The Hawaii Data Science Institute fully supports the Data Science program at the University of Hawaii at Hilo and has been actively supporting its efforts towards this goal since 2018. Data science is crucial for the future of science, engineering, medicine, and commerce. It allows for the analysis and interpretation of large and complex data sets, leading to new discoveries and insights. As technology continues to advance, the need for professionals trained in data science will only continue to grow. The University of Hawai'i at Mānoa does not have the capacity to train data scientists for the entire state. Therefore, it is essential for the University of Hawai'i at Hilo to also provide workforce training in data science in order to adequately service the needs of the population on the Big Island. By doing so, Hawai'i as a whole can ensure that its students are well-prepared for careers in these fields and that the community has access to a skilled workforce in this critical area.

Sincerely,



Jason Leigh, Ph.D.
Professor of Information and Computer Sciences
Director, Laboratory for Advanced Visualization & Applications, Hawai'i Data Science Institute,
Create(x); Affiliate Professor, Center for Pacific Island Studies / University of Hawai'i at Mānoa

Director Emeritus, Electronic Visualization Laboratory, University of Illinois at Chicago



Gwen Jacobs
Director, Hawai'i Data Science Institute, Director of Cyber-Infrastructure, UH System



UNIVERSITY
of HAWAII®
MĀNOA

College of Engineering

BRENNON T. MORIOKA
DEAN

March 1, 2023

Chancellor Bonnie D. Irwin
Office of the Chancellor
University of Hawaii at Hilo
200 W. Kawili Street
Hilo, HI 96720

Re: Proposal for BS in Data Science at UH Hilo

Dear Chancellor Irwin,

I am writing this letter to communicate my support on behalf of the College of Engineering at the University of Hawai'i at Manoa for the proposed Bachelor of Science in Data Science Degree at the University of Hawai'i at Hilo. The addition of this degree program aligns well with the 2023-2029 UH System Strategic Plan to "Meet Hawai'i Workforce Needs of Today and Tomorrow", as well as President Lassner's vision for increasing capacity for data science across the UH System. To the best of my knowledge, this program would not have an adverse effect on the programs within the College of Engineering. Rather, I believe this new degree would benefit the UH System as a whole by creating additional opportunities for collaboration amongst faculty between our two campuses as well as providing students with additional pathways to study this interdisciplinary field, which is highly relevant in today's job market.

If you have further questions, please do not hesitate to contact me at bmorioka@hawaii.edu or call me at 808-956-4555.

Sincerely,

A handwritten signature in black ink, appearing to read "B.T.M.", followed by a horizontal line.

Brennon T. Morioka
Dean



February 27, 2023

Re: Proposal for BS in Data Science at UH Hilo

Dear committee members,

I am writing this letter to communicate my support for the proposed Bachelor of Science in Data Science Degree at the University of Hawai'i at Hilo. The addition of this degree program aligns well with the 2023-2029 UH System Strategic Plan to "Meet Hawai'i Workforce Needs of Today and Tomorrow", as well as President Lassner's vision for increasing capacity for data science across the UH System. To the best of my knowledge, this program would not have an adverse affect on the programs I am involved with. Rather, I believe this new degree would benefit the UH System as a whole by providing students more opportunities to study this interdisciplinary field, which is highly relevant in today's job market.

Should any questions arise concerning this letter of support, please do not hesitate to contact me at mahdi@hawaii.edu.

Sincerely,

A handwritten signature in blue ink that reads "Belcaid Mahdi".

Belcaid Mahdi
Assistant Professor
Department of Information and Computer Sciences
University of Hawaii at Mānoa



Mathematics, Natural & Health Sciences

March 29th 2023

Re: Proposal for BS in Data Science at UH Hilo

Dear committee members,

I am writing this letter to communicate my support for the proposed Bachelor of Science in Data Science Degree at the University of Hawai'i at Hilo. The addition of this degree program aligns well with the 2023-2029 UH System Strategic Plan to "Meet Hawai'i Workforce Needs of Today and Tomorrow", as well as President Lassner's vision for increasing capacity for data science across the UH System. To the best of my knowledge, this program would not have an adverse effect on the programs I am involved with. Rather, I believe this new degree would benefit the UH System as a whole by providing students more opportunities to study this interdisciplinary field, which is highly relevant in today's job market.

If you have further questions, please do not hesitate to contact me at widiasih@hawaii.edu or call me at 808.689.2388.

Sincerely,

Esther Widiasih

Esther Widiasih
Associate Professor in Mathematics
Division Chair of Mathematics, Natural, Health Sciences
University of Hawai'i West O'ahu

Elizabeth Davidson
Interim Associate Dean
W. Ruel Johnson Professor

March 9, 2023

Re: Proposal for BS in Data Science at UH Hilo

Dear committee members,

I am writing this letter to communicate my support for the proposed Bachelor of Science in Data Science Degree at the University of Hawai'i at Hilo. The addition of this degree program aligns well with the 2023-2029 UH System Strategic Plan to "Meet Hawai'i Workforce Needs of Today and Tomorrow", as well as President Lassner's vision for increasing capacity for data science across the UH System. To the best of my knowledge, this program would not have an adverse effect on the programs I am involved with at the Shidler College of Business. I believe this new degree would benefit the UH System as a whole by providing students more opportunities to study this interdisciplinary field, which is highly relevant in today's job market.

If you have further questions, please do not hesitate to contact me at edavidso@hawaii.edu or call me at **808-956-7446**.

With best regards,



Elizabeth Davidson
W. Ruel Johnson Professor
Interim Associate Dean
Shidler College of Business
University of Hawaii at Manoa
Honolulu, HI 96822
(808)956-7446 (office)
(808)956-9640 (fax)
<http://shidler.hawaii.edu/itm/directory/elizabeth-j-davidson>

Alexandra Runyan
MS Ocean Engineering
University of Rhode Island
(415) 637-2487

Re: Proposal for BS in Data Science at UH Hilo

Dear committee members,

I am writing this letter to communicate my support for the proposed Bachelor of Science in Data Science Degree at the University of Hawai'i at Hilo. This new degree would benefit the UH System by providing students more opportunities to study this interdisciplinary field, which is highly relevant in today's job market.

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If you have further questions, please do not hesitate to contact me at atrunyan@uri.edu or call me at (415) 637-2487.

Sincerely,

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

Alexandra Runyan
University of Rhode Island
Ocean Engineering Department

Letter of Support for BS in Data Science at UH Hilo

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If you have further questions, please do not hesitate to contact me at sofiarf@hawaii.edu or call me at (808) 217-6482.

Sincerely,

A handwritten signature in black ink, appearing to read 'Sofia Ferreira', with a horizontal line underneath.

Sofia Ferreira
University of Hawaii at Hilo

Dear committee members,

I am writing this letter to communicate my support for the proposed Bachelor of Science in Data Science Degree at the University of Hawai'i at Hilo. This new degree would benefit the UH System by providing students more opportunities to study this interdisciplinary field, which is highly relevant in today's job market.

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If you have further questions, please do not hesitate to contact me at spengler@hawaii.edu or call me at (320)-224-8835

Sincerely,

A handwritten signature in black ink, appearing to read 'Alex Spengler', with a stylized flourish at the end.

Alexander Spengler
University of Hawaii at Hilo



United States Department of the Interior



NATIONAL PARK SERVICE
Kaloko-Honokōhau National Historical Park
73-4786 Kanalani Street, # 14
Kailua-Kona, Hawai'i 96740

March 1, 2023

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If you have further questions, please do not hesitate to contact me at kailea_annandale@nps.gov or call me at 808-329-6881 x1221

Sincerely,

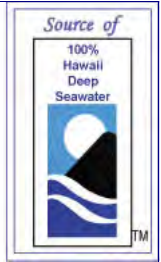
Kaile'a Annandale

Biological Science Technician/Research Coordinator
Kaloko-Honokōhau NHP
National Park Service



NATURAL ENERGY LABORATORY OF HAWAII AUTHORITY

An Attached Agency of the Department of Business, Economic Development & Tourism, State of Hawaii



March 6, 2023

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If you have further questions, please do not hesitate to contact me at keith.olson@hawaii.gov or call me at (808) 747-4797.

Sincerely,

Keith Olson
Chief Operations and Science Officer



Coral Gardeners

Re: Proposal for BS in Data Science at UH Hilo

Dear committee members,

I am writing this letter to communicate my support for the proposed Bachelor of Science in Data Science Degree at the University of Hawai'i at Hilo. This new degree would benefit the UH System by providing students more opportunities to study this interdisciplinary field, which is highly relevant in today's job market.

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If you have further questions, please do not hesitate to contact me at drew@coralgardeners.org or call me at +1 (510) 878-0212.

Sincerely,

Drew Gray
CTO

Coral Gardeners



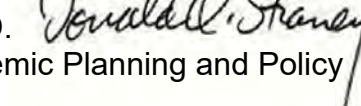
UNIVERSITY
of HAWAII®
SYSTEM

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

April 20, 2020

MEMORANDUM

TO: Bonnie Irwin
Chancellor, UH Hilo

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

SUBJECT: Approval of Authorization to Plan for Bachelor of Science in Data Science

At the UH Officers' meeting held on April 20, 2020, the Authorization to Plan for a new Bachelor of Science in Data Science was approved. Officers noted this proposal is for a degree in an area of high strategic importance for the University of Hawai'i System. Given our uncertain financial future, please take particular care in justifying and estimating costs in your proposal for the Board of Regents. How will you prioritize meeting those costs from current resources?

We look forward to receiving a proposal to authorize a provisional program in Data Science.

Should you have any questions, please do not hesitate to contact me.

c: Council of Chief Academic Officers
Kenneth Hon, Interim VCAA, UH Hilo

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

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UNIVERSITY
of HAWAII®
MĀNOA

College of Engineering

BRENNON T. MORIOKA
DEAN

March 1, 2023

Chancellor Bonnie D. Irwin
Office of the Chancellor
University of Hawaii at Hilo
200 W. Kawili Street
Hilo, HI 96720

Re: Proposal for BS in Data Science at UH Hilo

Dear Chancellor Irwin,

I am writing this letter to communicate my support on behalf of the College of Engineering at the University of Hawai'i at Manoa for the proposed Bachelor of Science in Data Science Degree at the University of Hawai'i at Hilo. The addition of this degree program aligns well with the 2023-2029 UH System Strategic Plan to "Meet Hawai'i Workforce Needs of Today and Tomorrow", as well as President Lassner's vision for increasing capacity for data science across the UH System. To the best of my knowledge, this program would not have an adverse effect on the programs within the College of Engineering. Rather, I believe this new degree would benefit the UH System as a whole by creating additional opportunities for collaboration amongst faculty between our two campuses as well as providing students with additional pathways to study this interdisciplinary field, which is highly relevant in today's job market.

If you have further questions, please do not hesitate to contact me at bmorioka@hawaii.edu or call me at 808-956-4555.

Sincerely,

A handwritten signature in black ink, appearing to read "B.T.M.", with a horizontal line extending to the right.

Brennon T. Morioka
Dean

Elizabeth Davidson
Interim Associate Dean
W. Ruel Johnson Professor

March 9, 2023

Re: Proposal for BS in Data Science at UH Hilo

Dear committee members,

I am writing this letter to communicate my support for the proposed Bachelor of Science in Data Science Degree at the University of Hawai'i at Hilo. The addition of this degree program aligns well with the 2023-2029 UH System Strategic Plan to "Meet Hawai'i Workforce Needs of Today and Tomorrow", as well as President Lassner's vision for increasing capacity for data science across the UH System. To the best of my knowledge, this program would not have an adverse effect on the programs I am involved with at the Shidler College of Business. I believe this new degree would benefit the UH System as a whole by providing students more opportunities to study this interdisciplinary field, which is highly relevant in today's job market.

If you have further questions, please do not hesitate to contact me at edavidso@hawaii.edu or call me at **808-956-7446**.

With best regards,



Elizabeth Davidson
W. Ruel Johnson Professor
Interim Associate Dean
Shidler College of Business
University of Hawaii at Manoa
Honolulu, HI 96822
(808)956-7446 (office)
(808)956-9640 (fax)
<http://shidler.hawaii.edu/itm/directory/elizabeth-j-davidson>

Dear committee members,

I am writing this letter to communicate my support for the proposed Bachelor of Science in Data Science Degree at the University of Hawai'i at Hilo. This new degree would benefit the UH System by providing students more opportunities to study this interdisciplinary field, which is highly relevant in today's job market.

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University of Hawaii at Hilo

Letter of Support for BS in Data Science at UH Hilo

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Sofia Ferreira
University of Hawaii at Hilo

Alexandra Runyan
MS Ocean Engineering
University of Rhode Island
(415) 637-2487

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Alexandra Runyan
University of Rhode Island
Ocean Engineering Department



United States Department of the Interior



NATIONAL PARK SERVICE
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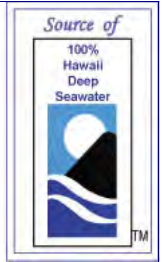
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NATURAL ENERGY LABORATORY OF HAWAII AUTHORITY

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Sincerely,

Keith Olson
Chief Operations and Science Officer



February 27, 2023

Re: Proposal for BS in Data Science at UH Hilo

Dear committee members,

I am writing this letter to communicate my support for the proposed Bachelor of Science in Data Science Degree at the University of Hawai'i at Hilo. The addition of this degree program aligns well with the 2023-2029 UH System Strategic Plan to "Meet Hawai'i Workforce Needs of Today and Tomorrow", as well as President Lassner's vision for increasing capacity for data science across the UH System. To the best of my knowledge, this program would not have an adverse affect on the programs I am involved with. Rather, I believe this new degree would benefit the UH System as a whole by providing students more opportunities to study this interdisciplinary field, which is highly relevant in today's job market.

Should any questions arise concerning this letter of support, please do not hesitate to contact me at mahdi@hawaii.edu.

Sincerely,

A handwritten signature in blue ink that reads "Belcaid Mahdi".

Belcaid Mahdi
Assistant Professor
Department of Information and Computer Sciences
University of Hawaii at Mānoa

Hawai'i Data Science Institute,
University of Hawai'i at Mānoa,
Room 317, Pacific Ocean Science and Technology Building,
1680 East-West Road, Honolulu, HI 96822.

January 8, 2022

Dear Committee Members:

The Hawaii Data Science Institute fully supports the Data Science program at the University of Hawaii at Hilo and has been actively supporting its efforts towards this goal since 2018. Data science is crucial for the future of science, engineering, medicine, and commerce. It allows for the analysis and interpretation of large and complex data sets, leading to new discoveries and insights. As technology continues to advance, the need for professionals trained in data science will only continue to grow. The University of Hawai'i at Mānoa does not have the capacity to train data scientists for the entire state. Therefore, it is essential for the University of Hawai'i at Hilo to also provide workforce training in data science in order to adequately service the needs of the population on the Big Island. By doing so, Hawai'i as a whole can ensure that its students are well-prepared for careers in these fields and that the community has access to a skilled workforce in this critical area.

Sincerely,



Jason Leigh, Ph.D.
Professor of Information and Computer Sciences
Director, Laboratory for Advanced Visualization & Applications, Hawai'i Data Science Institute,
Create(x); Affiliate Professor, Center for Pacific Island Studies / University of Hawai'i at Mānoa

Director Emeritus, Electronic Visualization Laboratory, University of Illinois at Chicago



Gwen Jacobs
Director, Hawai'i Data Science Institute, Director of Cyber-Infrastructure, UH System



Coral Gardeners

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Drew Gray
CTO
Coral Gardeners



UNIVERSITY of HAWAII
KAPI'OLANI COMMUNITY COLLEGE UNIVERSITY OF HAWAII
 Ke Kulanui Kaiāulu 'o Kapi'olani BOARD OF REGENTS

'23 APR 26 P2:03

April 3, 2023

MEMORANDUM

TO: Randolph G. Moore
 Chair, Board of Regents

Ernest Wilson
 Chair, BOR Committee on Academic and Student Affairs

VIA: David Lassner
 President

VIA: Debora Halbert
 Vice President for Academic Strategy

VIA: Della Teraoka
 Interim Associate Vice President for Academic Affairs, Community Colleges

FROM: Misaki Takabayashi
 Chancellor

SUBJECT: REQUEST TO CHANGE THE ADVANCED PROFESSIONAL
 CERTIFICATE IN HOSPITALITY OPERATIONS MANAGEMENT
 FROM PROVISIONAL TO ESTABLISHED

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents approve from provisional to established status the Advanced Professional Certificate in Hospitality Operations Management.

RECOMMENDED EFFECTIVE DATE:

Upon Board of Regents approval

ADDITIONAL COSTS:

None

PURPOSE:

The purpose of the Advanced Professional Certificate (APC) in Hospitality Operations Management is to address the critical need for professionals trained to meet the current needs of hospitality management and leadership in the field, as well as to create a seamless pathway to UH West O`ahu (UHWO) Bachelor of Arts in Business Administration with a concentration in Hospitality and Tourism.

BACKGROUND:

Board of Regents' Policy RP 5.201, Section III B.2., Provisional Programs states "... request to the board for "established" program status shall be submitted in the academic year following the end of the program's first full cycle." Authorization to plan was granted in September of 2014. Board of Regents approval of provisional status was awarded in October of 2015. In spring 2019, the Hospitality and Tourism Education department at Kapi`olani Community College presented the request to the UH System Council of Chief Academic Officers (CCAO) for comments and suggestions. The request for established status was scheduled to be presented before the Board of Regents, but with the cancellation of that meeting and the onset of the COVID pandemic, submission of this proposal has been delayed until now. The 300 level courses were first introduced in the spring 2016 semester; the APC program has been in effect for thirteen semesters.

The APC is a third-year advanced professional certificate that builds on the two-year Hospitality Associate degree comprised of six 300 level courses - of which two courses are delivered as part of the Culinary Arts third-year APC.

CULN 310 - Current Trends in the Culinary Industry
CULN 360 - Beverage Service Management
HOST 320 - Vacation and Condominium Hospitality Operations
HOST 330 - Sustainable Hospitality Facility Design and Operations
HOST 340 - Lodging Industry Analytics and Revenue Management
HOST 350 - Strategic Hospitality Leadership

To date:

- 66 unique students have taken 300 level HOST Courses
- 19 of the 66 (29%) students have successfully completed all six courses and have been awarded the APC
- An additional two students successfully completed all six courses but did not apply for the APC

Randolph G. Moore

April 3, 2023

Page 3

- 45 of the 66 (68%) students have partially completed the APC program
- 36 of the 66 (55%) of the students have transferred to UHWO
- 243 out of 253 (96%) students have demonstrated course success and earned credit
- 16 students have completed the Bachelor of Arts in Business Administration with a Concentration in Hospitality and Tourism from UHWO

There are no additional costs or accreditation impacts associated with changing the APC from provisional to established status.

The APC fulfills the industry need by focusing on topics related to changes and trends organizations and employees are facing and also creates a pathway for transfer students to the UHWO baccalaureate degree. It is of strategic importance to the University of Hawai'i Community College System, University of Hawai'i System, State of Hawai'i, tourism industry, and community needs.

ACTION RECOMMENDED:

Recommend approval to change from provisional to established status, Advanced Professional Certificate in Hospitality Operations Management.

Attachment

1. Provisional to Established Program Proposal, Fall 2022, Advanced Professional Certificate Hospitality Operations Management

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

Provisional to Established Program Proposal Fall 2022

Advanced Professional Certificate Hospitality Operations Management



HOSPITALITY & TOURISM EDUCATION

KAPI'OLANI COMMUNITY COLLEGE



1. Original proposal rationale and objectives to develop the Advanced Professional Certificate in Hospitality Operations Management

Hospitality is one of Hawai'i's largest employers, accounting for approximately 24 percent (including accommodations, food service and retail) of the economy. According to the Hospitality and Tourism Education Department's (HOST KCC) Advisory Board and industry partners, seismic shifts are taking place in the operation and management of the lodging industry. Specifically, new owners and alliances that don't have a previous hospitality background have placed a laser-like focus on the bottom-line, seemingly shifting the emphasis of hotel management from traditional customer service to one of "asset management." Additionally, there has been substantial growth in a new type of guest/owner that is involved in fractional ownership, timeshares, and second homes.

Given that companies such as Marriott, Hilton, Hyatt, Blackstone, and Wyndham etc. are driving this change, the demand for such training is global. Thus, it was determined that a new kind of hospitality management and leadership training was needed, both for incumbent workers and new students. Topics determined to be a part of the new third-year program would focus on: time-share/vacation club ownership, strategic leadership, sustainable hospitality design and operation, and hotel analytics and revenue management. While versions of these topics are presented at the University of Hawai'i at Mānoa's School of Travel Industry Management, the TIM School's emphasis is from a broader "tourism" perspective rather than the specific hospitality operations lens being proposed in the HOST KCC APC.

Another substantial objective of creating the HOST KCC APC was to develop a seamless articulation agreement with the University of Hawai'i at West O'ahu (UHWO). The goal was to have HOST KCC APC students matriculate to (UHWO) to earn a Bachelor of Arts in Business Administration (BABA), with a concentration in Hospitality and Tourism. Additionally, while HOST would develop four new, unique courses, the HOST APC would partner with the KCC Culinary Arts third-year program to have students take two culinary arts APC courses. Six courses (18 credits) were created to comprise the APC in Hospitality Operations Management.

CULN 310 - Current Trends in the Culinary Industry

CULN 360 - Beverage Service Management.

HOST 320 - Vacation and Condominium Hospitality Operations

HOST 330 - Sustainable Hospitality Facility Design and Operations

HOST 340 - Lodging Industry Analytics and Revenue Management

HOST 350 - Strategic Hospitality Leadership



Program Learning Outcomes

Upon completion of the third-year Advanced Professional Certificate in Hotel Operations Management, students will be able to:

- Evaluate current relevant issues and trends in the foodservice industry, including sustainability, environmental, political, and/or cultural topics.
- Manage the impact and challenges of alcoholic beverage sales and service upon food service operations.
- Distinguish relevant macro-environmental trends that are, or could be, an influence on hospitality operations and be able to propose action plans to address the trends.
- Develop plans that define the strategic direction of a hospitality organization.
- Illustrate the principles of sound sustainable design and operation in hospitality that are beneficial to the environment and the culture, as well as the economy.
- Apply the methods of revenue management to effectively forecast and adjust pricing in order to maximize revenue in periods of both high and low demand.
- Illustrate new paradigms of hospitality ownership and describe their impacts on the management of the operation.

HOST APC Courses Cross Walked to Program Student Learning Outcomes	C U L T U R A L	C U L T U R A L	H O S T E L	H O S T E L	H O S T E L	H O S T E L
	3 1 0	3 6 0	3 2 0	3 3 0	3 4 0	3 5 0
Evaluate current relevant issues and trends in the foodservice industry, including sustainability, environmental, political, and/or cultural topics.	X			X		X
Value the impact and challenges of alcoholic beverage sales and service upon food service operations.		X				
Distinguish relevant macro-environmental trends that are, or could be an influence on hospitality operations and be able to propose action plans to address the trends.			X	X	X	X
Develop plans that define the strategic direction of a hospitality organization.				X	X	X
Illustrate the principles of sound sustainable design and operation in hospitality that are beneficial to the environment and the culture, as well as the economy.	X			X		
Apply the methods of revenue management to effectively forecast and adjust pricing in order to maximize revenue in periods of both high and low demand.					X	
Illustrate new paradigms of hospitality ownership and describe their impacts on the management of the operation	X		X		X	X



2. Does the APC program still meet the UHCC system and college’s academic priorities and strategic plan? Are program outcomes still appropriate functions of the college?

The Advanced Professional Certificate (APC) was granted provisional status from the UH Board of Regents (BOR) on October 1, 2015. The HOST APC in Hospitality Operations Management is appropriate for Kapi’olani Community College and is closely aligned with the University of Hawai’i Community College’s and the College’s strategic objectives. Additionally, the objectives and intended outcomes of the HOST APC are consistent with the proposed broader tourism workforce initiatives included in the 2020-2025 Hawai’i Tourism Authority Strategic Plan.

Synergy between APC in HOST, UH/UHCC Strategic Directions and Outcomes, and HTA Strategic Plan.

Third-Year APC in Hospitality Operations Management	Alignment of UH/UHCC & KCC Strategic Directions – 2015 – 2021 KCC Strategic Plan	Hawai’i Tourism Authority 2020-2025 Strategic Plan
<p>The APC has allowed two-year degree graduates to continue their enrollment at KapCC and seamlessly transfer to UHWO (I.D) to complete a baccalaureate degree.</p> <p>The knowledge and skills attained in the APC address emerging needs (II): new ownership paradigms, cultural context, and sustainability (II.C, F, & V.), among others.</p> <p>Graduates will increase the quantity and quality of professionals in the hospitality industry (II).</p> <p>The APC-to-UHWO pathway continues the emphasis on applied learning through the bachelor's degree while providing students with the higher level skills needed for management positions (II).</p>	<p>I. Hawai’i Graduation Initiative <i>Focus on Student Success</i> (I.D) The three-year APC in HOST has an articulation agreement with UHWO, which is an initiative and a way to boost transfer numbers. HOST’s ARPD indicates a 5.9% increase from the previous year.</p> <p>II. Hawai’i Innovation Initiative <i>Productive Futures of Students, Faculty, and Staff - Enhance workforce development efforts, linking to developing emerging sectors in Hawai’i’s economy while simultaneously providing a stable workforce for the traditional employment sectors.</i> (II.C) Establish hallmarks and assessment methods for ‘āina –based learning. Continue to implement and increase ‘āina-based learning through teacher preparation and curriculum across the disciplines (II.F) Increase the number of sustainability designated course sections from 27 to 60</p> <p>III. Enrollment: Improve Re-Enrollment and Outreach <i>Identify and set goals for currently underserved populations through</i></p>	<p>Overall HTA Strategic Plan Pillars HTA’s current strategic plan is committed to a sustainable and balanced tourism industry for Hawai’i and focuses on four priority areas including Natural Resources, Hawaiian Culture, Community and Brand Marketing.</p> <p>The APC courses integrate the commitment to sustainability in resources, design and development; advocacy for the perpetuation of host culture; networking with community and business partnerships; and appropriate branding and marketing in the different operational focuses.</p> <p>In relation to workforce development and the support of Hawaii’s tourism industry, the APC program is equipped to mentor and equip students for leadership roles in this diverse and changing industry.</p> <p>Tourism Workforce <i>Changing Profiles</i> • The changing nature of the visitor industry as well as the unique challenges for profitably operating resorts,</p>



	<p><i>outreach to and access for high school students, GED completers, Native Hawaiians, Pacific Islanders, and working age adults, and sharpen the focus on campus-based re-enrollment strategies</i></p> <p>(III.F) Increase annual enrollment of working age adults by 5% from 2,548 to 3,740.</p> <p>IV. Modern Teaching and Learning Environments</p> <p><i>Ensure that students and faculty have the learning and teaching environments appropriate for the third decade of the 21st century and the sustainability practices to maintain those environments</i></p> <p>(IV.D) Assess campus sustainability plans, which include operations, curriculum, teaching and learning, Hawaiian culture, and community engagement by 2019.</p>	<p>attractions, transportation and other visitor related activities in Hawai'i is creating a need to foster new managerial skills. Asset management, multi-unit operations, yield management, cost controls, customer relationship management, ecommerce, and other skills have all emerged as important additions to conventional skills required to maintain profitability and competitiveness.</p> <ul style="list-style-type: none"> • The current Tourism Strategic Plan's recognition of the importance of the host culture suggests the continuing need to develop additional culturally-related activities, festivals, events and to train qualified guides and practitioners. • Anecdotally, managers in the hotel sector are concerned about replacing the impending retirement of a large proportion of line employees (housekeepers, stewards, groundskeepers). <p><i>Implications for Planning</i></p> <ul style="list-style-type: none"> • Hawai'i's high operating costs in a globally competitive environment combine to make workforce training at the line and managerial level critical for profitability and long term success. Workforce training needs are both quantitative (producing more graduates from tourism programs at every level) and qualitative (continuing skills training and an emphasis on customer service and management based on cultural values). • Without increasing the number and skill sets of the Hawai'i tourism workforce, the state will see an influx of skilled workers from outside the state which will erode the destination's unique character.
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This hospitality pathway created by the two-year degree followed by the one-year advanced professional certificate and the partnership with UHWO to offer a BABA degree with a concentration in Hospitality and Tourism leverage the strengths of the UH system. This articulated pathway is also aligned with national trends promoting the development of strong articulation agreements rather than stand-alone baccalaureate programs. According to a 2003 survey by the Community College Baccalaureate Association, community college presidents preferred partnership models over conferring degrees within their colleges. In November 2005, a joint task force was created by the Illinois State Legislature and the Illinois Community College



Board specifically to study the academic and fiscal issues of the growing number of community colleges conferring baccalaureate degrees. In its findings, it was recommended that rather than community colleges awarding baccalaureate degrees, they should seek to collaborate with baccalaureate awarding institutions. “The Task Force recommends strengthening and expanding existing articulation efforts and dual admission initiatives; expanding joint partnership agreements; providing financial incentives that promote partnership agreements; developing a process to quickly identify baccalaureate access needs and a new program approval system that allows for rapid program delivery; developing an extended-credit cooperative articulation model for selected programs that allows more credits of community college work (e.g., 80 credits) to apply toward baccalaureate degrees...” (Excerpt as presented in the April 2011 request to create an APC in Culinary Management).

Workforce Trends and Issues

Within the Community Pillar of the HTA 2020-2025 Strategic Plan, Objective 2 focuses on the “building of a globally competitive visitor industry workforce with programs for residents starting from school age, to college students, and to those already in the visitor industry.” Focused programs such as the HOST APC supports this objective.

In a [Hawaii Workforce Analysis Report](#) published in 2021 by the Department of Business and Economic Development, the data through 2019 (and pre-Pandemic) continued to show tourism industries including accommodations and food service as one of the top 5 employers for Hawaii.

The overall earnings for the accommodations and food service sector averages \$11,705 higher than the US average.

The report also confirms an increase in average wage with educational level for every sector of the industry. The average wage for an associate’s degree or some college was 19.6% higher than with a high school diploma. The average wage for a bachelor’s degree was 46.9% higher than an associate’s degree and 79.8% higher than a high school diploma.

The [2022 2nd Quarter Economic Outlook Report](#) from the Department of Business and Economic Development and Tourism, reflects a positive growth for tourism in 2022 with an estimated 34.7% increase over 2021. Visitor arrivals are projected to increase 7.1% in 2023 to 9.72 Million, 4.9% increase in 2024 to 10.10 Million, and 3.0% increase in 2025 to 10.33 Million. Subsequently, we should continue to see an increase in job opportunities throughout the various sectors of the tourism industry in Hawaii.

The changing nature of the visitor industry—as well as the unique challenges for profitably operating resorts, attractions, transportation and other visitor-related activities in Hawai’i—is creating a need to foster new managerial skills. However, the number of majors in hospitality programs is modest.



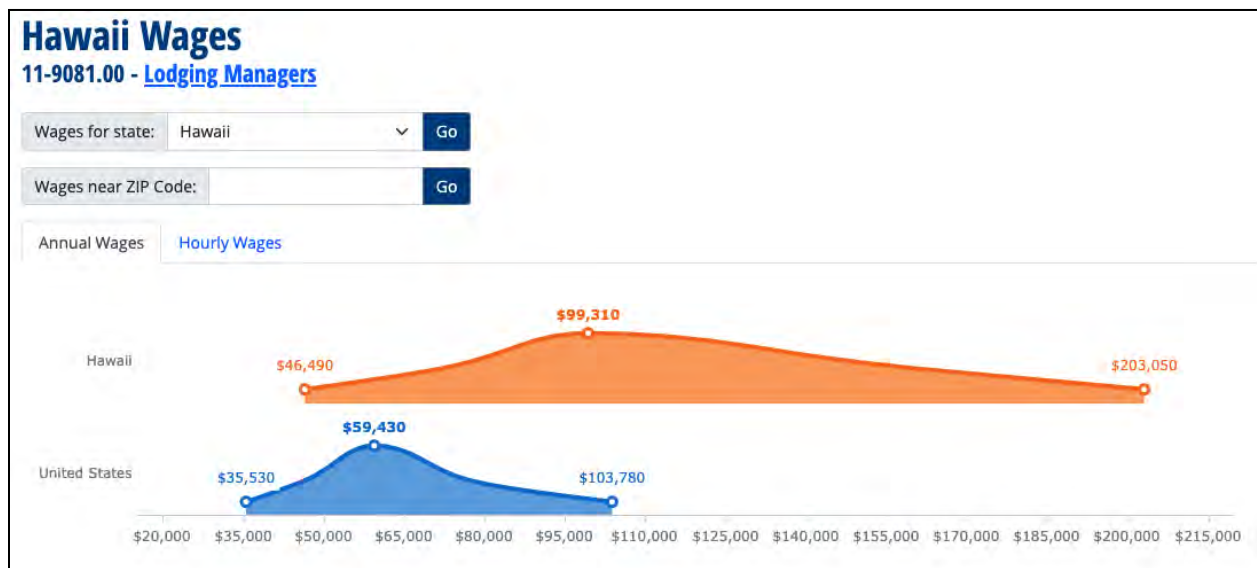
State and National Trends (Wages and Employment)

Lodging Managers

According to O*NET Online ([11-9081.00 - Lodging Managers](#)) Lodging Manager job titles are listed as: Bed and Breakfast Innkeeper, Front Desk Manager, Front Office Director, Front Office Manager, Guest Relations Manager, Guest Service Manager, Hotel Manager, Night Manager, Resort Manager, & Rooms Director. Lodging Managers are considered as a “Hot Technology” position where a technology requirement is frequently included in employer job postings. 72% of respondents indicate that a Bachelor’s degree is required for the position. Additionally, General and Operations Managers are designated as a “Bright Outlook” occupation that is expected to grow rapidly in the next several years, or will have large numbers of job openings. General and Operations Managers are also defined as a “Green Enhanced Skills” occupation where new tasks, skills, knowledge and credentials may be needed.

National and State Wages

[Hawaii Wages: 11-9081.00 - Lodging Managers](#)



National and State Employment
[Available Workforce | CareerOneStop](#)

Projected Employment for Lodging Managers in HAWAII

[View National Data](#) [View Table](#) : [View Chart](#) : [View Map](#)

National	Employment		Percent Change	Projected Annual Job Openings*
	2020	2030		
United States	48,100	52,200	9%	5,800

State	Employment		Percent Change	Projected Annual Job Openings*
	2018	2028		
Hawaii	620	620	+0%	60

In summarizing the wage and employment statistics, many positive indicators are illustrated for individuals that choose to make hospitality a career.

- There are strong indications of continued job growth nationally and while the report does not indicate a growth specifically for Hawai'i, we can anticipate that the recovery post-pandemic will be favorable for Hawai'i as well.
- Opportunities for well paying positions and wage growth are apparent with the indication that those that remain in the industry have the potential to earn substantial salaries as they advance in their careers. This bodes well for encouraging students to gain additional education and higher degrees.
- There is evidence that hospitality professionals that align themselves in positions with larger corporations have the potential to earn higher salaries. As most established hospitality corporations have higher expectations for education and degrees, this again validates the importance of providing graduates and incumbent workers with opportunities to advance with additional education.
- While there is a higher cost of living in Hawai'i, the statistics do support that wages are also higher for those working here.
- The data also demonstrates the value of hospitality for the neighbor islands with the availability of jobs that could attract employees from O'ahu and provide career opportunities for each of the neighbor island communities



3. Assessing how well the program has met its objectives and projections? *Evidence of student learning and student and program success.*

The opportunity to conceptualize and develop the third-year Advanced Professional Certificate along with the time to secure an articulation agreement with the University of Hawai'i at West O'ahu, was made possible as the Hospitality and Tourism Education Department participated in a Trade Adjustment Assistance Community College and Career Training (TAACCCT) Round 3 Grant.

Pacific Research and Evaluation (PRE) was hired to work with KCC to design and conduct the third-party evaluation of the C3T courses and programs. The assessment was conducted in accordance with DOL requirements to have an outside agency examine each TAACCCT grant using a series of formative evaluation questions.

A summary of the conclusions included in the 2017 final PRE report include interviews with students and industry partners.

APC Student Focus Group Interviews

Eight Advanced Professional Certificate students participated in the survey and 100% of the students indicated...

- They plan to pursue a career in the hospitality industry.
- They plan to pursue a career in Hawai'i.
- That there is a local demand for employees in the industry.
- They believe the APC program will increase their chances for getting a job.
- They are more likely to get a local job in the hospitality industry because of their participation in the program.
- That the APC program will help them reach their career goals at a faster pace.
- They are more likely to pursue a career in the industry because of their participation in the program.

Additionally, 87.5% of the students felt the [program helped place them on a clearer career pathway, with 75% of the participants expressing the intention to transfer to University of Hawai'i at West O'ahu](#) (PRE Final Evaluation Report, 2017).

Industry Partners Interview Summary

The objective of the development of the four new courses was to address current issues and trends within the hospitality industry, expressly, content not being addressed elsewhere, e.g. the meteoric rise in the growth of timeshare/vacation club ownership within the industry. The HOST department has had a long standing relationship with a myriad of industry partners that again proved to be invaluable resources in the conceptualization and creation of the third-year courses. Additionally, the HOST department was committed to ensuring that the program be self-sustaining beyond the time frame of the grant.



As part of the PRE evaluation of the grant outcomes and success, four partner interviews were conducted. The topics for the interviews centered on, 1) industry involvement in the grant, 2) level of involvement, 3) program impact on employees, 4) program impact on the hospitality industry, 5) strengths of the program, 6) barriers to the program and, 7) additional comments.

The partners involved in the hospitality curriculum development provided valuable information regarding their involvement in the grant. Partners believe the APC program will have a positive impact on employees; preparing students with a solid foundation for careers in the hospitality industry. The hospitality partners also believe the new certification and pathway to the bachelor's degree will have a positive impact on the industry because HOST is so responsive to the industry, which is a strength of the program. Suggestions for the hospitality sector included having more networking opportunities for students. Partners made additional positive comments about the programs and were overall satisfied with their experiences with the grant (PRE Partner Interview Report, 2015).

Enrollment and Student Success

Data was gleaned through course and individual student reviews through the STAR guided registration pathway graduation platform by HOST faculty and HOST counselor for 2016-2022. Data is available in the [Master Report - APC Completion, UHWO Student Statistics](#). The 300 level courses were first introduced in the spring 2016 semester, the APC program has been in effect for thirteen semesters. To date...

- 66 unique students have taken 300 level HOST Courses
- 19 of the 66 (29%) students have successfully completed all 6 courses and have been awarded the APC
- An additional 2 students successfully completed all 6 courses but did not apply for the APC
- 45 of the 66 (68%) students have partially completed the APC program
- 36 of the 66 (55%) of the students have transferred to UHWO
- 243 out of 253 (96%) students have demonstrated course success and earned credit
- 16 students have completed the Bachelor of Arts in Business Administration with a Concentration in Hospitality and Tourism from UHWO
 - 2 in Spring 2018
 - 1 in Spring 2019
 - 4 in Fall 2019
 - 1 in Spring 2020
 - 1 in Fall 2020
 - 6 in Spring 2021
 - 1 in Fall 2021
- Prior to the impact of the COVID-19 pandemic (Fall 2020 - Fall 2022), we were seeing an increase in student enrollment for the APC program. We are confident that with the



anticipated return of more normalcy in our college operation in the 2022-2023 academic year, we will see a corresponding increase in enrollment back into our HOST program and subsequent renewed and increased interest in our APC program. Academic year APC participation numbers are as follows:

- o Spring 2016 - 7 Students
 - o 2016-2017 - 15 Students
 - o 2017-2018 - 16 Students
 - o 2018-2019 - 18 Students
 - o 2019-2020 - 14 Students
 - o 2020-2021 - 17 Students
 - o 2021-2022 - 11 Students
-
- Within HOST 340 - Lodging Analytics and Revenue Managements, students follow the curriculum developed by STR (formally Smith Travel Research). STR is the predominant provider of premium data benchmarking, analytics and marketplace insights for the global hospitality industry. The STR curriculum prepares the students to earn the Certified Hotel Industry Analyst (CHIA) designation from the American Hotel and Lodging Educational Institute (AHLEI) As of spring 2022, 44 out of 49 (89.8%) of the students have successfully earned the Certified Hotel Industry Analyst (CHIA) designation. The CHIA designation is the leading (over 4,000) hotel-related certification for university students graduating from Hospitality and Tourism programs. This recognition provides evidence of a thorough knowledge of the foundational metrics, definitions, formulas, and methodologies that are used by the hotel industry. Recipients will have proven the ability to “do the math” and interpret the results. Students will have demonstrated an ability to analyze various types of hotel industry data and to make strategic inferences based upon that analysis. Certification also confirms a comprehensive understanding of benchmarking and performance reports. Achieving this distinction announces that students have a place among the best graduates in this profession and should open the doors to future career opportunities. Receiving this certification enables these future professionals to use the CHIA designation on business cards and resumes.



4. Is the program efficient and are program resources adequate?

Enrollment



Revenue and Expenses

The following table illustrates the tuition revenue generated and instructional expenses incurred with the delivery of each course for each of the thirteen semesters the program has been in existence.

	Enrollment	Total Credits	Tuition Rev. (KCC \$126) 2016-18	Step A Lect. 5 or Fill Behind	Per Class Total \$
S16 HOST 320	5	15	\$1,890	\$1,482	\$4,446
S16 HOST 350	5	15	\$1,890	\$1,482	\$4,446
F16 HOST 340	13	39	\$4,914	\$1,482	\$4,446
S17 HOST 330	8	24	\$3,024	\$1,525	\$4,575
F17 HOST 320	10	30	\$3,780	\$1,525	\$4,575
F17 HOST 350	10	30	\$3,930	\$1,525	\$4,575
S18 HOST 330	11	33	\$4,158	\$1,569	\$4,707
S18 HOST 340	10	30	\$3,780	\$1,569	\$4,707
			Tuition Rev. (KCC \$128.5) 2018-19		
F18 HOST 320	9	27	\$3,470	\$1,569	\$4,707
F18 HOST 350	6	18	\$2,313	\$1,569	\$4,707
S19 HOST 330	10	30	\$3,855	\$1,600	\$4,800
S19 HOST 340	10	30	\$3,855	\$1,600	\$4,800
			Tuition Rev. (KCC \$131.00) 2019-2023		
F19 HOST 320	5	15	\$1,965	\$1,600	\$4,800
F19 HOST 350	5	15	\$1,965	\$1,600	\$4,800
S20 HOST 330	8	24	\$3,144	\$1,600	\$4,800
S20 HOST 340	6	18	\$2,358	\$1,600	\$4,800
F20 HOST 320	10	30	\$3,930	\$1,651	\$4,953
F20 HOST 350	10	30	\$3,930	\$1,651	\$4,953
S21 HOST 330	9	27	\$3,537	\$1,671	\$5,013
S21 HOST 340	7	21	\$2,751	\$1,671	\$5,013
F21 HOST 320	7	21	\$2,751	\$1,671	\$5,013
F21 HOST 350	5	15	\$1,965	\$1,671	\$5,013
S22 HOST 330	4	12	\$1,572	\$1,671	\$5,013
S22 HOST 340	4	12	\$1,572	\$1,671	\$5,013
	187	561			
	Totals	Tuition @ KCC	\$72,299	Instructional \$	\$114,675
		Tuition @ UHWO/Maui	\$168,300		

In the past five years the APC program generated \$72,299 in tuition dollars and cost \$114,675 in instructional costs. Three faculty members delivered the four courses, one adjunct faculty at Step A, and two full-time faculty. When the full-time faculty taught a 300-level course, the expense was determined based on a back-fill rate for a lecturer at a Step A rate. The result was



a loss of \$42,376. It is important to note that in the original proposal, a tuition rate of \$300 per credit (the amount charged at UHWO and Maui College) was used as the basis for the revenue projections. In an attempt to encourage enrollment, it was decided at the system level, to keep the tuition at the current community college rates of \$131 per credit. If students paid the \$300 per credit rate (and assuming enrollment was the same), revenues could have potentially been \$168,300 or a profit of \$53,625. Moving forward, it would be valuable to survey potential APC students on their continued interest in the program at the higher per credit rates.

Resources, much of which are existing, have proven to be more than adequate. Classes have been conducted in existing classroom space in 'Ōlapa 113 and 115 offered one-day per week starting at 4:30 pm. This appeals to the recent associate degree graduates, many of whom have started their careers with full-time jobs. Additionally, this start time utilizes classroom space that is traditionally empty. Incumbent HOST faculty have the background to teach courses in the APC program and an additional FT faculty position was re-allocated to the department specifically to teach the third-year content. Two of the six classes are currently offered by the culinary arts department as part of the APC in Culinary Management, with that department already covering the expense of that instruction. All six of the HOST APC courses have been offered each year and students can simultaneously matriculate to UHWO to begin their BABA courses.

While the classroom/labs of 'Ōlapa 113 and 115 are fully outfitted with computer and SMART classroom technology, to support the delivery of the HOST 340 – Lodging Industry Analytics and Revenue Management class, the HOST Department purchased HOTS, a hotel simulation program that places students into the position of managing a hotel business in a virtual environment that mirrors the real world. The purchase cost was \$4,500 which the HOST department was able to expense as part of the TAACCCT grant. There is an annual renewal/membership fee of \$1,500 due each year that covers licensing, full training, all resources, on-going teaching and technical support and upgrades. The annual expense has become a part of the department's operating budget.

The HOST department has an established structure and staffing, including a department counselor, secretary and student help that have proven to have the capacity to support these additional students and courses.

5. Justification to approve the HOST APC in Hospitality Operations Management and moving forward.

- New courses directly address substantial trends emerging within the hospitality field.
- Importance of new courses in meeting changing needs of the industry have been validated by industry partners and advisory boards.
- While enrollment has been less than projected, students see the value in the content of the new courses and see the APC as a way to improve their marketability and success in their careers.



- The APC and articulation agreement to UHWO has created a seamless pathway to transfer and earn a bachelor's degree. The resulting degree includes:
 - ✓ A strong, practical foundation with the Associate of Science degree.
 - ✓ Relevant, timely topics addressed in the third-year courses.
 - ✓ A culminating bachelor's degree in broader subjects of business, e.g. finance, human resources, IT, economics, business law etc.
- Positive student success indicators
 - ✓ Students are succeeding academically in these higher level classes that have more rigorous expectations at a university level.
 - ✓ Students are successfully earning the CHIA recognition which is an industry recognized professional designation.
 - ✓ Students are successfully completing the six courses of the APC.
 - ✓ Students are transferring to UHWO.
- The APC program is consistent with the strategic direction of the college and the Hawai'i tourism industry.
- The APC program delivers topics related to the needs of the "Bright Outlook" career of Lodging Managers, e.g. "Hot Technology" with the inclusion of the HOTS simulation program in the Lodging Analytics and Revenue Management Class, and "Green Enhanced Skills" emphasized in the Sustainable Hospitality Facility Design and Operations course.
- The lodging industry has indicated a higher expectation for the need for managers who have earned a bachelors' degree.

Moving Forward – Next Steps

The main emphasis will be to increase the robustness of the APC program with increased enrollment. Strategies include:

- Promote the successful APC graduates
 - ✓ Created a [promotional video](#)
 - ✓ Documented [grad testimonials](#)
 - ✓ Enhance web site (in process)
 - ✓ [In class presentations](#) (do so in 200 level courses, specifically HOST 293 - Internship)
 - ✓ Counselor e-blasts
 - ✓ Improvement in social media engagement (Facebook, Instagram, LinkedIn (new))
- As the reputation and success of the program increases, the HOST department sees the major source of students in the third-year courses to continue to be graduates of the two-year AS degree – more efforts to promote the APC program through the success of students will provide the most benefit.
- It would be beneficial to reach out to students that have taken a course or two but have gotten busy in their careers to encourage them to return.
- Have met with HLTA president Mufi Hanneman to develop a program to support incumbent employees that may have earned an associate's degree and might see a value



in continuing their education. Discussion centered on HLTA creating a scholarship application process that would award full tuition to two or three employees.

- Have had conversations with Professor Susan Kazama on what can be done to energize the MOU agreement created with Continuing Education that was developed in the spring 2021 semester that enables incumbent hospitality employees to take the 300 level courses as Non-Credit classes.
- While the neighbor island community college HOST programs generate very few graduates that transfer to four-year program (in the last 3 years, Kauai 2, Hawai'i 1, and Maui 4), another effort at promoting the APC program through the Program Coordinating Council (HOST PCC) and providing the programs with promotional material may generate additional interest. Additionally, each of the HOST classrooms/labs are equipped with distance education technology, so if a neighbor island student was interested, the course could be delivered in a synchronized format and the two culinary courses are presented online.
- Consider accepting students into the APC from other, non-hospitality majors. The logical first step would be business majors as they would have taken two important courses in preparation of the APC content, marketing and management - as well as culinary graduates.
- Conversations with the TIM School at Mānoa continue with the hopes of an articulation agreement that would include the HOST 300 level courses.
- It would be valuable to survey current and potential students about what effect a fee of \$300 per credit would have on demand.
- Coordinate with Kapi'olani CC, Kuilei Program for high school outreach and participation in college and career fairs.
- Completion of new HOST program brochure for use as marketing tool - Summer 2022
- Designing and ordering of new HOST marketing collateral including logo pens, note pads, eco bags for use - Fall 2022
- Coordinate a student open house mid semester to highlight APC and UHWO and UHM TIM programs. Including KapCC, UHWO and UHM faculty/advisor participation
- Coordinate with Hawaii Department of Education for participation in creation of new CTE pathways for hospitality & tourism (2022-2023)
- Coordinate alumni database to keep in touch with those students who intend to return to the APC program after their associate's degree and a year or two of work time.
- Coordinate with hotel/resort human resources training to potentially offer APC courses as supervisory/management skill classes for employees in entry level supervisory or management positions.





UNIVERSITY of HAWAII
LEEWARD
 COMMUNITY COLLEGE

DTS 23262

Office of the Chancellor
 UNIVERSITY OF HAWAII
 BOARD OF REGENTS

*23 APR 26 P2:04

March 30, 2023

MEMORANDUM

TO: Randolph G. Moore
 Chair, Board of Regents

VIA: Ernest Wilson
 Chair, BOR Committee on Academic and Student Affairs

VIA: David Lassner *David Lassner*
 President

VIA: Debora Halbert *Debora Halbert*
 Vice President for Academic Strategy

VIA: Della Teraoka *Della Teraoka*
 Interim Associate Vice President for Academic Affairs, Community Colleges

FROM: Carlos Peñaloza *Carlos G. Peñaloza*
 Chancellor

SUBJECT: REQUEST TO CHANGE THE ASSOCIATE IN SCIENCE IN
 SUSTAINABLE AGRICULTURE DEGREE FROM PROVISIONAL TO
 ESTABLISHED

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents approve from provisional status to established status to the Associate in Science degree in Sustainable Agriculture (SA).

RECOMMENDED EFFECTIVE DATE:

Upon Board of Regents Approval

ADDITIONAL COST:

None

PURPOSE:

The purpose of the Associate in Science degree in SA is to address two main goals. The first goal is to provide students with a foundation in agricultural principles and skills to meet the workforce needs of a changing agriculture industry in Hawai'i. The second goal is to provide a well-defined pathway utilizing existing courses, certificates and resources at Leeward Community College (Leeward CC) and building stackable credentials leading to an AS degree. This would allow students to continue their studies within the UH System or at other four-year colleges.

BACKGROUND:

Board of Regents Policy, RP 5.201, Section III.B.2. states "...request to the board for "established" program status shall be submitted in the academic year following the end of the program's first full cycle." Board of Regents approval of provisional status for the Associate in Science (AS) degree in Plant Biology and Tropical Agriculture (previous name) was granted on April 16, 2014, with a recommended effective date of Fall 2014. A request for an extension of a one-year term was requested and granted in 2020 in order to collect more data for the Sustainable Agriculture program as far as the number of majors, retention data, and successful completion of certificates and degree. The pandemic occurred in Spring 2020; consequently, another extension was requested and granted for two years until Spring 2023.

Program is to provide educational opportunities in the critical workforce shortage areas of Hawai'i's agricultural industry and to prepare students for effective engagement and leadership in the global environment. The SA program offers high quality Career and Technical Education (CTE) and training for entering Hawai'i's diversified agriculture and conservation fields. We believe this is a critical component in supporting local agriculture and sustainability in the State of Hawai'i.

Enrollment in the program has increased through the years and so have the numbers of students receiving the AS degree and certificates. The number of majors in the program is stable and consistent and we foresee an increase in enrollment as more students feel comfortable returning to campus from the pandemic to take the face-to-face classes.

The SA Program collaborates with other CTE programs at Leeward CC such as the Culinary Arts (CULN) and Integrated Industrial Technology (IIT) Programs. CULN classes use produce grown by SA classes. Faculty work together to highlight crops especially grown on campus and served at The Pearl Restaurant. The SA and the IIT Programs are collaborating on a project to install a FarmBot on campus.

Randolph G. Moore

March 30, 2023

Page 3

The FarmBot is a practical, engaging, and hands-on tool for learning robotics, nutrition, soil science, biology, coding, and other STEM learning objectives. Additionally, the SA Program collaborates well with programs on other campuses including the Agriculture and Natural Resources Program at UH Maui College and the Sustainable Community Food Systems Program at UH West O'ahu.

The SA Program has grown since its inception and with agriculture remaining an important initiative within the State of Hawai'i, demand for the SA program is expected to continue.

ACTION RECOMMENDED:

Recommend approval to change from provisional to established status, Associate in Science degree in Sustainable Agriculture.

Attachment:

1. Provisional to Established Status Associate in Science (AS) in Sustainable Agriculture

c: Interim Executive Administrator and Secretary of the Board of Regents Jamie Go



UNIVERSITY of HAWAII®
LEEWARD
COMMUNITY COLLEGE

Presented to the
University of Hawai'i Board of Regents

Provisional to Established Status

Associate in Science (AS) in Sustainable Agriculture

Submitted: Spring 2023

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1. Executive Summary

The College of Tropical Agriculture and Human Resources (CTAHR) developed a strategic plan to transform agriculture and natural resources education in Hawai'i in 2009. The plan found that "although Leeward Community College (Leeward CC), which services the area of O'ahu with the greatest density of agriculture and conservation lands, offers several courses related to Agriculture and Natural Resource Management, it does not offer any degrees in these fields." This led to the development of an agriculture program at Leeward CC. Initially, there were Academic Subject Certificates in Plant Biology & Tropical Agriculture and in Community Food Security. In Fall 2014, an Authorization to Plan for an Associate in Science (AS) degree, Certificate of Achievement (CA) and several Certificates of Competence (CO) were proposed and approved by the University of Hawai'i (UH) Board of Regents.

The name of the program was changed from Plant Biology and Tropical Agriculture (PBT) to Sustainable Agriculture (SA) to better reflect the objectives of the PBS Program, maintain currency in terminology, and provide a clearer understanding for our students of the Associate in Science (AS) degree in agriculture that Leeward CC offers. A request for a name change was granted, effective Fall 2020. ([Presidents Action Memo Name Change to Sustainable Agriculture.pdf](#)).

The two-year AS degree in Sustainable Agriculture was created with two main goals. The first goal was to provide students with a foundation in agricultural principles and skills to meet the workforce needs of a changing agriculture industry in Hawai'i. Successful completion of the agricultural courses will provide new employment opportunities, specifically for Leeward coast students, in agribusinesses, nonprofit organizations and government sectors.

The second goal was to provide a well-defined pathway utilizing existing courses, certificates and resources at Leeward CC and building stackable credentials leading to an AS degree. This would allow students to continue their studies within the UH System or at other four-year colleges. Examples within the UH System are CTAHR at UH Mānoa and Sustainable Community Food Systems at UH West O'ahu (UHWO). The curriculum for the 60-credit AS in Sustainable Agriculture program is the result of extensive consultation with all UHCC campus agriculture programs ([current agreement](#) adopted in September 2017) and with campus advisory committees, including representatives from industry and academia. The result is a comprehensive and applied program with a strong basis in general education. The program is one of five STEM programs at Leeward CC: Information & Computer Science (ICS), Associate in Science Natural Science (ASNS), Digital Media (DMED), Integrated Industrial Technology (IIT) and Sustainable Agriculture (SA). Leeward CC is the only college on O'ahu to offer an associate degree program in SA.

Date of Board of Regents (BOR) Approval

The BOR approved the provisional Associate in Science (AS) degree in Plant Biology and Tropical Agriculture (PBT) on April 16, 2014, with a recommended effective date of Fall 2014.

Reason for a Delay in Seeking Established Status

A request for an extension of a one-year term was requested and granted in 2020 from provisional status to established status in order to collect more data for the SA program as far as the number of majors, retention data, and successful completion of certificates and degree ([2019-2020 ARPD report](#)). The pandemic occurred in Spring 2020; consequently, another extension was requested and granted for two years until Spring 2023.

2. Alignment of Program with Mission and Strategic Planning of the Campus and University System

Leeward CC Mission Statement: At Leeward Community College, we work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and career and technical education. We foster students to become responsible global citizens locally, nationally, and internationally. We advance the educational goals of all students with a special commitment to Native Hawaiians.

Program Mission: The Sustainable Agriculture program aims to provide educational opportunities in the critical workforce shortage areas of Hawai'i's agricultural industry and to prepare students for effective engagement and leadership in the global environment. A unique feature of the program includes a close partnership with the industry which contributed to the curriculum design and instructional delivery. An advisory committee, including faculty members from Leeward CC, CTAHR, and members of the diversified agriculture industry, also provides support. This has led to the construction of a "Living Laboratory" on campus, an experiential learning space for students in plant sciences. It includes a shade house, Native Hawaiian plants, garden plots, and other plants that are used for students' education and the enrichment of the local community. Internship experience for students is included as an integral part of the program.

The SA program offers high quality Career and Technical Education (CTE) and training for entering Hawai'i's diversified agriculture and conservation fields. Using sustainable agriculture practices that are scientifically and environmentally sound, the program benefits the island community and encourages principles of global responsibility. Situated on the Leeward Coast, the program supports Native Hawaiians as well as low-income students in an underserved region. It offers smooth and effective pathways from the Department of Education to certificates and associate degree to baccalaureate programs or directly into the workforce, by addressing critical workforce shortages and preparing students for effective engagement and leadership in a global environment. The program serves as a stepping stone for individuals to pursue further education. An example which highlights the effectiveness of the pathway is the successful transition of students from Waipahu High School through the SA program onto further studies

with UH Manoa and CTAHR. Early College courses, such as BOT 130+L and AG 100, which are included in the SA pathway, also assist high school students with their educational goals. For example, students in the Academy of Natural Resources at Waipahu High School have completed Early College courses and moved on to attend 4-year institutions.

The AS in Sustainable Agriculture aligns with the University of Hawai'i Community Colleges (UHCC) strategic planning/initiatives (details of strategic directions available at http://uhcc.hawaii.edu/ovpcc/strategic/strategic_directions.php)

In particular, it focuses on two sections of the strategic plan:

- Hawai'i Innovation Initiative - workforce development linked to developing emerging sectors in Hawai'i's economy while simultaneously providing a stable workforce for the traditional employment sectors.
- Enrollment - the identification and goals for targeted currently underserved populations.

Program Learning Outcomes (PLOs):

Upon successful completion of the SA degree program, graduates will be able to:

- Use appropriate scientific and agricultural terminology to communicate in different settings and with different audiences.
- Identify and analyze the biotic and abiotic factors that affect agricultural production and explain how to manage these factors at the local, state, national, and global level.
- Apply principles and practices from plant and soil sciences, and tropical agriculture to improve production and profitability.
- Apply scientific methods and information technology to explain how to manage agronomic and agribusiness challenges and opportunities.
- Analyze contemporary issues involving food, agriculture and the environment.

3. Classification and Demand

Program Classification

The SA program has a Classification of Instructional Programs (CIP) Code of 01.1101, which aligns to the following Standard Occupational Classification (SOC) codes:

- 11-9013 – Farmers, Ranchers, and Other Agricultural Managers
- 19-1013 – Soil and Plant Scientists
- 19-4012 – Agricultural Technicians
- 25-9021 – Farm and Home Management Educators
- 45-1011 – First-Line Supervisors of Farming, Fishing, and Forestry Workers

Students that successfully complete the SA program will obtain the entry level skill sets for the above occupations. The following table reflects the New & Replacement Positions for the State and County Prorated. The Position numbers in the archived instructional Annual Report of Program Data (ARPD) reports from 2014-15 and 2015-16 were based on EMSI's old methodology. Since the data from 2014-2016 is not consistent with data from 2016-2022, data

from these first two years are not included in this table.

Demand Indicators	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
New & Replacement Positions (State)	No accurate data	No accurate data	229	312	413	605	441	371
New & Replacement Positions (Prorated County)	No accurate data	No accurate data	73	105	114	260	195	135

4. Program Enrollment and Graduation of Students

Program Enrollment

Demand Indicators	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19	Year 6 2019-20	Year 7 2020-21	Year 8 2021-22
Projected Number of Majors	20	25	25	25	25	25	25	25
Actual Number of Majors	6	27	38	32	39	37	41	44
Number of Majors Native Hawaiian	3	11	15	9	11	8	11	14
Fall Full-Time	0%	50%	57%	47%	51%	75%	46%	40%
Fall Part-Time	0%	50%	43%	53%	49%	25%	54%	60%
Spring Full-Time	36%	36%	39%	44%	54%	66%	44%	45%
Spring Part-Time	64%	64%	61%	56%	46%	34%	56%	55%
SSH Program Majors in Program Classes	27	165	185	263	247	386	356	369
SSH Non-Majors in Program Classes	372	393	330	340	219	202	246	179
SSH in All Program Classes	399	558	515	603	466	588	602	548
FTE Enrollment in Program Classes	13	19	17	20	16	20	20	18
Total Number of Classes Taught	15	17	18	19	17	17	17	20

The table above shows that the total number of students taking agriculture courses has increased. Students currently enrolled in program courses (Fall 2022) include those majoring in Liberal Arts, Management, Culinary Arts, Automotive Technology and Natural Sciences. In the past, the program has attracted students from Integrated Industrial Technology, Information and Computer Science, Business and Health Sciences, and those enrolled at UH Maui College and UHWO. This is in addition to the increased enrollment of students taking program courses.

The table above also shows the split between full-time and part-time students. From 2014 to 2020, the number of full-time students in the program increased, resulting in streamlining the student pathway and reducing time to graduation.

Efficiency Indicators	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19	Year 6 2019-20	Year 7 2020-21	Year 8 2021-22
Average Class Size	8.5	12.1	12	13	12	14	15	11
Fill Rate	42.9%	58%	58.8%	64.2%	59.4%	72.1%	74.1%	66.8%

FTE Appointed Faculty	1	1	1	1	1	1	1	1
Majors to FTE Appointed Faculty	5.5	27	38	32	39	37	41	44
Majors to Analytic FTE Faculty	4.0	14.9	38	16	20	37	41	22
Analytic FTE Faculty	1.4	1.8	1	2	2	1	1	2
Number of Low-Enrolled (<10) Classes	10	8	7	4	4	2	3	7

The number of low enrolled classes increased during the pandemic academic year of 2021-2022. This is likely because we continued to offer face-to-face instruction and many students did not want to return to campus. Leeward CC made a commitment to run face-to-face courses that would otherwise be canceled as it recognizes the importance of supporting CTE programs such as SA because agricultural skills can be best achieved through experiential learning on campus. Also, most courses in the SA program are only taught once a year. If low enrolled courses were canceled, students would not be able to complete their certificates.

Program Completion

Effectiveness Indicators	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19	Year 6 2019-20	Year 7 2020-21	Year 8 2021-22
Successful Completion (Equivalent C or Higher)	77%	79%	71%	74%	78%	81%	82%	82%
Persistence Fall to Spring	0%	81%	62%	79%	68%	75%	70%	63%
Persistence Fall to Fall	0%	62%	31%	42%	37%	52%	31%	33%
Unduplicated Degrees/Certificates Awarded	0	2	4	9	11	10	11	22
Degrees Awarded	0	0	3	4	4	6	6	9
Certificates of Achievement (CA) Awarded	0	0	0	2	4	2	2	11
Certificates of Competence (CO) Awarded	1	2	1	8	9	8	7	19
Transfers to UH 4-yr	0	2	3	4	5	5	4	5

Students can earn four possible certificates (1 ASC, 2 CO's, 1 CA). Although the number of certificates awarded are small, the number of certificates awarded to students completing the program has increased markedly. Successful stacking of credentials has helped students to earn multiple certificates during their time at Leeward CC. Although the above numbers indicate that more students are earning certificates (CA, CO), a percentage of students are not completing the program and earning certificates. This is due to several factors. Students are transferring or leaving the island before completing their certificates because of military deployment or for other reasons. Some SA students are only enrolled in the program to take a couple of classes so they can earn a promotion at their current employers (e.g. USDA). In this instance, students do not need a certificate, and completion of stand-alone classes is enough to show professional development. However, due to the fact that this is a small program (average

of 40 majors), in the 2021-2022 academic year, the SA program had 22 unduplicated certificates issued.

5. Instructional Resources

Instructional Resources	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19	Year 6 2019-20	Year 7 2020-21	Year 8 2021-22
Tuition/Course Fees	\$48,678	\$68,076	\$64,890	\$75,978	\$59,881	\$77,028	\$78,862	\$71,788
Other Allocation (Grants)	\$111,341 ¹	\$111,341 ₁	\$127,73 ¹	\$70,000 ²	\$65,000 ²	\$70,000 ₂	\$70,000 ²	\$70,000 ²

¹ Perkins Grant funding (2014-2017)

² USDA grant, partial estimated funding (2017-2022)

Personnel	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19	Year 6 2019-20	Year 7 2020-21	Year 8 2021-22
Projected Non-Tenured Faculty	1	1	1	1	1	1	1	1
Actual Non-Tenured Faculty	1	1	1	1	1	1	1	1
Projected Lecturers	3	3	1	1	2	1	1	1
Actual Lecturers	1	1	1	1	1	1	1	1
Other - APT	1	0.5	0.5	0.5	0	0	0	0

* The APT position was a grant-funded position which ended with the completion of the Perkins Grant funding in 2017 and one year of grant funding from an USDA grant 2017-2018.

Operating Costs	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19	Year 6 2019-20	Year 7 2020-21	Year 8 2021-22
Projected Operating Costs (from Provisional proposal)	\$101,426	\$151,100	\$157,035	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Actual Operating Costs	\$100,692	\$89,004	\$87,646	\$72,732	\$76,622	\$84,873	\$78,722	\$93,003
General Funded Budget Allocation	\$10,992	\$17,148	\$13,714	\$18,648	\$76,622	\$84,873	\$78,722	\$93,003

6. Program Organization

Courses, Sections, SSH	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19	Year 6 2019-20	Year 7 2020-21	Year 8 2021-22
Projected No. AG Courses	10	12	18	19	17	17	17	20
No. Actual AG Courses Offered	15	17	18	19	17	17	17	20
Projected No. Sections	1	1	1	1	1	1	1	1
No. Actual Sections Offered	1	1	1	1	1	1	1	1

The SA program provides comprehensive courses in science, agriculture, and business management, and includes field and laboratory work and workplace experience through an

internship. The subjects include plants, soils, crop production, pest management, landscaping, business principles, food, agriculture and the environment. Courses in the program are delivered via online, face-to-face and hybrid modalities.

The program offers two Certificates of Competence (CO), an ASC (Academic Subject Certificate), a CA (Certificate of Achievement) and the AS (Associate in Science). The AS program builds on several existing courses in Math and Science, expanding the existing curriculum in the department. Additionally, there is potential for the program to share faculty and resources with the college's Office of Continuing Education and Workforce Development (OCEWD) to meet the needs of the community. Information about the Sustainable Agriculture program can be found at <https://www.leeward.hawaii.edu/sustain-ag> while information on CTE programs at Leeward CC can be accessed at <https://www.leeward.hawaii.edu/programs>.

The program is organized for students to build a foundation (CO = 12-13 credits; CA at least 25 credits; AS = minimum 60 credits) and then progress through a recommended group of courses. Courses with required knowledge have prerequisites, and counselors have the program information to guide the student into the proper course sequence. Catalog information for 2022 to 2023 can be found online (page 181) at https://catalog.leeward.hawaii.edu/sites/default/files/pdf/pdf_generator/leeward-community-college-20222023-catalog.pdf. Agriculture and Botany course descriptions can be accessed at <https://catalog.leeward.hawaii.edu/classes>.

The **Aquaponics Technician Certificate of Competence** is awarded to students who complete 10-13 credits of the following courses:

- AG 104 Food Safety & Post Harvest Handling (1)
- AG 170 Introduction to Commercial Aquaponics (3)
- AG 170L Introduction to Commercial Aquaponics Lab (1)
- AG 110 and AG 110L Hawai'i Horticulture & Nutrition and Lab (4) or AG 112 Introduction to Organic Agriculture (4) or AG 200 and AG 200L Principles of Horticulture (4)
- AG 293V AG Internship (1-4)

The **Certificate of Competence in Sustainable Agriculture** is awarded to students who complete at least 12-13 credits of the following courses:

AG 100 Orientation to Hawai'i Agriculture Industry (1)
AG 104 Food Safety & Post-Harvest Handling (1)
AG 122 Soil Technology (3)

One course from the following (4 credits):

BOT 130+ BOT 130L Plants in the Hawaiian Environment + Lab (4) or AG 110+AG 110L Hawai'i Horticulture and Nutrition + Lab (4) or AG 112 Introduction to Organic Agriculture (4) or AG 200+ AG 200L Principles of Horticulture + Lab (4)

One course from the following electives (3-4 credits):

AG 141 Integrated Pest Management (3) or AG 210 Introduction to Environmental Science (3) or AG 251 Sustainable Crop Production (4) or AG 260 Tropical Landscape (4) or AG 269 Ornamental Plant Materials (3) or BIOL 124 + BIOL 124L Environment and Ecology + Lab (4)

The **Academic Subject Certificate in Sustainable Agriculture** is awarded to students who complete at least 22-29 credits of the following courses:

AG 200 Principles of Horticulture (3)
AG 200L Principles of Horticulture lab (1)
AG 100 Orientation to Hawai'i Agriculture Industry (1)
AG 264 Plant Propagation (3)
AG 141 Integrated Pest Management (3)
AG 271 Introduction to Crop Improvement (3)
AG 293V Internship (1-4)

One of the following:

BIOL 101+ 101L Biology for Non-majors + Lab (4 credits) or BIOL 171/171L Introduction to Biology + Lab (4 credits) or BOT 101/101L General Botany + Lab (4 credits)

One of the following:

CHEM 151+151L Elementary Survey of Chemistry +Lab (4 credits) or CHEM 161 + 161L General Chemistry +Lab (4 credits)

One of the following:

ICS 101 Digital Tools for the Information World (3 credits) or BUS 101 Business Computer Systems (3 credits)

The **Certificate of Achievement in Sustainable Agriculture** is awarded to students who complete at least 25 credits of the following courses:

AG 100 Orientation to Hawai'i Agriculture Industry (1)
AG 104 Food Safety & Post-Harvest Handling (1)
AG 122 Soil Technology (3)
AG 141 Integrated Pest Management (3)
AG 264 Plant Propagation (3)

One of the following courses:

AG 112 Introduction to Organic Agriculture (4) or AG 200 + AG 200L Principles of Horticulture +Lab (4)

One of the following courses:

BOT 130 + BOT 130L Plants in the Hawaiian Environment + Lab (4) or AG 110 + AG 110L Hawai'i Horticulture and Nutrition + Lab (4)

Six credits from the following electives:

AG 112 Introduction to Organic Agriculture (4), AG 200 + AG 200L Principles of Horticulture +Lab (4), AG 251 Sustainable Crop Production (4), AG 260 Tropical Landscape (4), AG 269 Ornamental Plant Materials (3), AG 271 Introduction to Crop Improvement (3), AG 170 + AG 170L Introduction to Commercial Aquaponics +Lab (4), HWST 107 Hawai'i: Center of the Pacific (3), ENT 125 Starting a Business (3), AG 293V Sustainable Agriculture Internship (1-4)

* When AG 112 or AG 251 is used to count as a concentration requirement, it cannot also count as an elective.

The **Associate of Science in Sustainable Agriculture** is awarded to students who complete a minimum of 60 credits of the following courses:

1) Foundation Written Communication (FW) (3 credits required)

Any FW designated course numbered 100 or above

2) Quantitative Reasoning (FQ) (3 credits required)

MATH 100 Survey of Mathematics or MATH 103 College Algebra or any higher MATH FQ designated course

3) Foundation Global Multicultural Perspectives (FG) (6 credits required from 2 different groups) FGA (HIST 151 recommended), FGB, FGC

4) Diversification Social Sciences (DS) (3 credits required)

SOC 151 Introduction to the Sociology of Food (DS) (suggested) or other DS courses

5) Diversification Arts, Humanities, and Literature (DA/DH/DL) (3 credits required)

HWST 107 Hawai'i: Center of the Pacific (DH) (suggested) or other DA/DH/DL courses

6) Diversification Physical (DP+DY) (4 credits required)

CHEM 151 + CHEM 151L Elementary Survey of Chemistry +Lab, or CHEM 161 + CHEM 161L General Chemistry I +Lab, or GEO 101 + GEO 101L The Natural Environment + Lab

7) Additional Requirements (6 credits required)

One course:

ICS 101 Digital Tools for the Information World or BUS 101 Business Computer Systems (3) or higher ICS course.

One course:

ENT 125 Starting a Business or BUSN 164 Career Success (3) or any other 3 credit business courses (ACC, BLAW, BUS, BUSN, MGT, MKT)

8) AG Concentration Requirements (at least 24 credits required)

BOT 101 + BOT 101L General Botany + Lab (4), or BOT 130 + BOT 130L Plants in the Hawaiian Environment + Lab (4), or AG 110 + AG 110L Hawai'i Horticulture and Nutrition + Lab (4), AG 112 Introduction to Organic Agriculture (4)* or AG 251 Sustainable Crop Production (4)*, AG 100 Orientation to Hawai'i Agriculture Industry (1), AG 122 Soil Technology (3), AG 141 Integrated Pest Management (3), AG 200 + AG 200L Principles of Horticulture + Lab (4), AG 264 Plant Propagation (3), AG 104 Food Safety & Post-Harvest Handling (1), AG 293V Sustainable Agriculture Internship (1-4)

9) AG Electives (at least 6 credits):

AG 260 Tropical Landscape (4), AG 269 Ornamental Plant Materials (3), AG 271 Introduction to Crop Improvement (3), AG 112 Introduction to Organic Agriculture (4)* or AG 251 Sustainable Crop Production (4)*, AG 170 + AG 170L Introduction to Commercial Aquaponics +Lab (4), AG 210 Introduction to Environmental Science (3)

* When AG 112 or AG 251 is used to count as a concentration requirement, it cannot also count as an elective.

The Sustainable Agriculture program is directed and conducted as a CTE program and also as a program within the Math and Science Division. Three faculty and one lecturer teach courses within the program. One FTE, BOR appointed faculty coordinates the program, working with a full-time instructor (temporary, non-probationary). Those responsible for the classes and coordination of the program are within the Math and Science Division (general funding) and the program advisor is shared with several CTE programs. In August 2022, a full-time “Living Laboratory” Manager was hired under the Math and Science Division.

Program Faculty and Staff:

Program Coordinator, Daniela Elliott, Assistant Professor CC, Horticulture and Botany, M.S Horticultural Sciences, University of Florida, Ph.D. Botany, University of Hawai‘i.

Heather McCafferty, Instructor CC, Agriculture, B.S. in Agriculture, University of Aberdeen, Scotland, Ph.D., Molecular Biology, University of Exeter, England.

Alyssa M. MacDonald, Assistant Professor of Biology; B.S. Biology, M.S. Fisheries Oceanography, University of Massachusetts Dartmouth; PhD Molecular Biosciences and Bioengineering, University of Hawai‘i at Mānoa.

Amy Amper, Assistant Professor CC, Counselor; BS, M.S. Chaminade University. Program Counselor for Information & Computer Science, Integrated Industrial Technology, Sustainable Agriculture, and Office of Continuing Education & Workforce Development.

Richard Ogawa, Teaching Gardens Lab Manager, M.Ed. Elementary Education, Chaminade University of Honolulu, B.S. Tropical Horticulture, University of Hawai‘i at Mānoa. (This position was previously called “Shadehouse Manager”).

Academic Specialist (Perkins funded). This position is currently vacant. The previous Academic Specialists were Melodee Himuro, Sabrina Sullivan, Daniel Cordial, and Tami Williams. They were involved in coordinating the Peer Mentors and supporting students in several CTE Programs, including the Sustainable Agriculture Program.

Melissa Zogopoulos, Peer Mentor (Perkins funded). A Peer Mentor is a successful student in a CTE Program who supports other students in the same program. Often, students relate better to students than instructors or counselors.

Kabi Neupane, Previous Program Coordinator, Professor CC, Biology, Biotechnology, B.S., M.S., University of Agricultural Sciences, Bangalore, India, M.B.A., Ph.D., University of Hawai'i at Mānoa.

Program Facilities

The Leeward Community College campus of approximately 49 acres, houses 239 species of plants, including 105 species of native Hawaiian plants. The campus has a living lab, a shade house to propagate native plants, an aquaculture area and crop growing areas for students to undertake practical work. The facilities that support the SA program can be divided into three broad categories based on their use. First, there are exclusive facilities that only students and faculty in the agriculture programs use. These are the Living Lab, crop gardens, a composting area, a 30 foot vermicast structure, and aquaponics infrastructure, all in the lower campus area. Second, there are mixed use facilities that primarily support courses and labs in the program as well as other biology courses. The shade house is an example with various plant and soil lab supplies and chemicals. The third type of facility includes "clean labs" where plant propagation and tissue culture are conducted.

Program Funding

Perkins funding provided Initial program support. The grant was titled "Strengthening Plant Biology and Tropical Agriculture Program Through Instructional and Recruitment Support." Funding was used to purchase equipment, including consumables, and provided salaries for an FTE instructor and a part-time APT who maintained the garden areas used for classes. When this grant was completed, funding for the part-time APT position was lost. In 2016, the instructor position was transferred to general funds (full-time, temporary). Faculty in the program have also applied to several grant proposals through USDA (2014-2022) and have used funds to pay for supplies, internship stipends, student workers and casual hires.

The campus has committed to building a new shade house structure complete with a vegetable cleaning station, walk-in refrigerator, and gathering space that will accommodate instruction. (construction started Spring 2023). An existing APT position has been re-hired in 2022 and now helps support the teaching gardens, shade house and agriculture classes that use the campus teaching gardens.

The campus has also committed to providing \$30,000 a year as an operating budget to help support the outdoor classrooms used by classes in agriculture. These funds are used to purchase supplies and hire student assistants that can help maintain the 5 acres of teaching gardens and shade house.

Program Collaboration

Program faculty and staff collaborate with other departments within Leeward CC, and such outreach efforts have contributed in part to increased student enrollment. In Fall 2021, the AG 122 class, with a physical science diversification, was added as an elective in the ASNS program. An ongoing collaboration between Culinary Arts allows students from both programs

to work together. Culinary classes use produce grown by Sustainable Agriculture classes, and the campus restaurant highlights campus grown crops on its menu.

The program has a long-standing relationship with MA'O Farms. Initially, students studied towards Academic Subject Certificates in Plant Biology & Tropical Agriculture and in Community Food Security. Several MA'O students have now graduated with an associate degree from the program. Two students who continued their studies at UHWO (SCFS) are now employed at MA'O Farms.

The program courses offered are in line with the other agriculture programs within the UH system (see the appendix for a copy of the [agriculture agreement](#)). This agreement, and an updated articulation agreement with UHWO Sustainable Food Community Systems, for example, simplify the transfer process for students within the UH system (see the appendix for the [articulation agreement with UHWO](#)).

Wahiawa Value-Added Product Development Center

A current collaboration with the Wahiawa Value-Added Product Development Center, which is slated for an anticipated opening in fall 2023, will afford students more opportunities, with a particular focus on entrepreneurship. Effective fall 2022, the college created a Certificate of Completion in Agriculture-based Product Development & Entrepreneurship. It consists of the following classes, which we expect to offer at the Wahiawa Value-Added Product Development Center once the facility is complete:

- AG 100 - Orientation to Hawai'i Agriculture Industry (1 credit)
- ENT 120 - Introduction to Entrepreneurship (3 credits)
- ENT 125 - Starting a Business (3 credits)
- CULN 112 - Sanitation and Safety (2 credits)
- CULN 243 - Farm-to-Retail: Value-Added Product Development (3 credits)

Integrated Industrial Technology (IIT) Program

The SA program and the IIT program are collaborating on a project to install a FarmBot on campus. The FarmBot is a practical, engaging, and hands-on tool for learning robotics, nutrition, soil science, biology, coding, and other STEM learning objectives. FarmBot technology is rapidly advancing, thereby bringing down equipment costs and making automated farming technology more accessible to small farms. By working together, the SA and IIT programs will prepare future farmers with the knowledge and skills to incorporate automation into farming endeavors.

Program Advisory Board

Initial support for the program (Plant Biology and Tropical Agriculture) came from Hawai'i's Agriculture Industry. Support was provided by groups such as Hawai'i Farm Bureau, Hawai'i Agriculture Research Center, Landscape Industry Council of Hawai'i, Dupont Pioneer, MA'O

Organic Farms and Twin Bridge Farm for the establishment of the program. The current board also includes CTAHR and Department of Education representatives.

Members:

- Chad Buck, Owner, Hawai'i Foodservice Alliance
- Fred Lau, Managing Member, Mari's Garden
- Albie Miles, Assistant Professor, Sustainable Community Food Systems Program at UH – West O'ahu
- Joshua Fukumoto, MA'O Organic Farms
- Matt Lau, MA'O Organic Farms and UH - West O'ahu
- Jeff Garvey, Natural Resources Program, Waipahu High School
- Jessica Radovich, Educational Specialist, College of Tropical Agriculture and Human Resources, UH - Manoa
- Mark Suiso, Hawai'i Tropical Fruit Growers and Makaha Mangoes
- Jackie Tichepco, Agriculture Instructor, Leilehua High School

Several advisory board members have provided letters of support for the program, and are included in the appendix. The advisory board met via Zoom on December 15, 2022, with twelve people in attendance. At that meeting, program progress and updates were shared and board members were asked for their input and assistance with the program moving forward. One focus was the lack of an updated articulation agreement with CTAHR/UH Manoa. This has been an ongoing project with efforts made by several program faculty. With the support of the advisory board and new personnel involved, it is hoped that progress will be made. Student testimony has mentioned the ease of articulation to UHWO and the goal is that transfer to UH Manoa should also be convenient for our students.

7. Evidence of Student Learning and Student & Program Success

The program has attracted a diverse population of students, including high schoolers, working adults, seniors and veterans. Examples of working adults have included those employed in the landscape industry and at the USDA plant inspection station at Honolulu airport. Some students will complete one or two courses and switch to different pathways (liberal arts degree or ASNS degree). This often happens when students realize they want to transfer to UH Manoa to pursue agriculture or related fields. Others take enough classes to gain the AS in SA, often collecting other certificates during their time at Leeward CC.

Students who are currently registered or have graduated from this program are currently employed at HARC, Aloha Aina Landscaping, Mari's Gardens, MA'O Farms, UH Manoa, Small Kine Farms (organic mushrooms), Malama Learning Center, among others. Graduates have also started their own business (e.g. <https://www.kahihaefloral.com>) or continue to operate their farming businesses (e.g. <http://www.2ladypigfarmers.com/>).

An internship component (AG 293V) is included as an integral part of the program and helps connect students with the agriculture community and green workforce. Students have to work with an agriculture business to gain hands-on experience. Many students finish their internships and get hired. Students who have completed the program's internship have provided positive feedback:

- *“Even though it was just a college course I had to take, it was life changing for me and I'll take the experience with me wherever I go”*
- *“My favorite thing was stepping out of my comfort zone and allowing myself to experience such beautiful places around the island. Also, to connect to 'Aina in a way that I couldn't have on my own . . . my yearning to connect to the land had been sparked at my time in the PBT program.”*

8. Conclusion: Closing Comments for Established Status

The Associate in Science in Sustainable Agriculture (SA) degree program was developed to address the current workforce need in agriculture and support state and federal strategies for increasing food security and self-sufficiency. The program objectives are to prepare students for Hawai'i's agribusiness and natural resource management sectors and provide education and experience needed for various agriculture-related occupations. Leeward CC is the only O'ahu community college that offers an associate degree in agriculture.

The Sustainable Agriculture Program supports the UH Community College (UHCC) Strategic Plan (updated for 2015-2021) and the new UH System Policy on Sustainability (Executive Policy 4.202). Leeward CC has courses with an S-designation, and completing these lead to a certificate in Sustainability. Seven program courses have the S-Designation (starting in Spring 2020). These courses are aligned with other S-Designation courses within the UH system. This allows students to take S-Designation courses at multiple campuses.

The program is directly related to the Local Food goal, which aims to double food production and attain a level whereby 20 to 30 percent of food consumed in the State is grown locally.

The Sustainable Agriculture Program serves a varied demographic. It provides a pathway into the workforce for those interested in the areas of food production, natural resources and conservation. The program forms a link connecting students from high school directly into the workforce or into further education. Courses allow individuals to either retrain or to improve their current employability. The program has grown since its inception and with agriculture remaining an important topic within the State of Hawai'i, demand for the program is expected to continue.

9. Appendices (Links for documents that are referred to in the text):

1. Documentation for name change

[APPROVED-Presidents Action memo Name Change for PBS to AGSU 030821.pdf](#)

2. Program reports

[CRE \(2019\)](#)

[ARPD \(2020\)](#)

[Latest ARPD \(2022\)](#)

3. Agreement for Agriculture programs within the UH system

[UH System Articulation Agreement \(Final\) - AG Programs - 9-15-17](#)

4. Articulation agreement with UHWO:

[LCC AS in Sustainable Agriculture to UHWO BAS SCFS Fall 2020](#)

5. Leeward Community College Strategic Plan

[Leeward Community College Strategic Plan](#)

6. Letters of Support:

[Letters of Support Folder](#)



UNIVERSITY of HAWAII
LEEWARD
COMMUNITY COLLEGE

UNIVERSITY OF HAWAII
Office of the Chancellor
BOARD OF REGENTS

'23 APR 26 P2:03

March 30, 2023

MEMORANDUM

TO: Randolph G. Moore
Chair, Board of Regents

VIA: Ernest Wilson
Chair, BOR Committee on Academic and Student Affairs

VIA: David Lassner *David Lassner*
President

VIA: Debora Halbert *Debora Halbert*
Vice President for Academic Strategy

VIA: Della Teraoka *Della Teraoka*
Interim Associate Vice President for Academic Affairs, Community Colleges

FROM: Carlos Peñaloza *Carlos G. Peñaloza*
Chancellor

SUBJECT: REQUEST TO CHANGE THE ASSOCIATE IN SCIENCE IN
INTEGRATED INDUSTRIAL TECHNOLOGY DEGREE FROM
PROVISIONAL TO ESTABLISHED

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents approve from provisional status to established status to the Associate in Science degree in Integrated Industrial Technology (IIT).

RECOMMENDED EFFECTIVE DATE:

Upon Board of Regents Approval

ADDITIONAL COST:

None

PURPOSE:

The purpose of the Associate in Science degree in IIT is to address the current and future workforce needs in manufacturing and transit systems in Hawai'i by providing the education and skills required for a variety of automation and control related occupations.

BACKGROUND:

Board of Regents Policy, RP 5.201, Section III.B.2, states "...request to the board for "established" program status shall be submitted in the academic year following the end of the program's first full cycle." Board of Regents approval of provisional status for the Associate in Science (AS) degree in Integrated Industrial Technology was granted on January 26, 2017, with a recommended effective date of Fall 2017. A request for an extension of a two-year term was requested and granted in February 2021 due to the pandemic and associated academic disruptions. The extension provided Leeward Community College (Leeward CC) time to conduct a review of current degree and certificate programs and align them to Hawai'i's workforce needs. This proposal is requesting the program be granted established status in Spring 2023.

The increasing use of industrial automation across multiple workforce sectors in Hawai'i has placed a strain on the availability of trained and qualified electro-mechanical technicians and systems integrators in the state.

The IIT Program graduates highly skilled technicians with a technology driven, purpose-built, multidisciplinary degree that supports a shift to industrial automation across multiple industries. Demand for program graduates is high, automation technology is evolving rapidly and penetrating more and more industries such as manufacturing, food and beverage production, transportation, and building automation. This degree is structured to evolve with technology, and ensure that students are proficient in both new and legacy systems.

The IIT curriculum was developed collaboratively with local subject matter experts in manufacturing, automation, and transit systems and aligns with the workforce needs of the states emerging reliance on industrial automation across multiple industries and aligns with the Leeward CC Mission, the UHCC Strategic Plan, and the new UH System Policy on Sustainability.

The IIT Program integrates well with several degree programs at Leeward CC where faculty from IIT, Sustainable Agriculture, Information and Computer Science, and the Associate in Science in Natural Science programs work together to develop student projects designed to have students from different disciplines collaborate.

The most recent example is IIT and the Sustainable Agriculture Program where students from both programs work together on a project in agricultural automation

technology. With collaboration, the IIT and the Sustainable Agriculture Programs will prepare future farmers with the knowledge, skills, and abilities to incorporate automation into farming techniques. Additionally, the UH West O'ahu's Bachelor of Applied Science in Facilities Management is a logical next step for IIT graduates that want to pursue a bachelor's degree.

ACTION RECOMMENDED:

Recommend approval to change from provisional to established status, Associate in Science degree in Integrated Industrial Technology.

Attachment:

1. Provisional to Established Status Associate in Science (AS) in Integrated Industrial Technology

c: Interim Executive Administrator and Secretary of the Board of Regents Jamie Go



UNIVERSITY of HAWAII[®]
LEEWARD
COMMUNITY COLLEGE

Presented to the
University of Hawai'i Board of Regents

Provisional to Established Status

Associate in Science (AS) in Integrated Industrial
Technology

Submitted: Spring 2023

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1. Executive Summary

Background

Leeward Community College (Leeward CC) proposed a two-year Associate in Science (AS) degree in Integrated Industrial Technology (IIT) in December 2016 and received University of Hawai'i (UH) Board of Regents approval to offer the degree program beginning in fall 2017 with IIT courses first offered in spring 2018.

The AS in IIT degree was developed in consultation with representatives from UH Community College (UHCC) campuses that offer analogous curriculum such as the Electrical Installation & Maintenance Technology (EIMT), Electronic & Computer Engineering Technology (ECET), and Electronics Technology (ET) Programs, and with input from campus advisory committees, and representatives from industry.

The IIT Program was developed to provide students on O'ahu with a foundation in electronic, electrical, mechanical, and automated control systems to meet the workforce needs of an emerging industrial technology industry. The IIT Program provides students with a theoretical and practical understanding of mechatronic systems as well as develops practical skills in troubleshooting, preventative and corrective maintenance, and systems integration. Students apply basic engineering principles and technical skills to install, calibrate, modify, and maintain automated systems.

The IIT Program includes coursework in mechanical systems, fluid power systems, control systems, Computer-Aided Design (CAD), analog and digital electronics, and motion control that prepares students for high-skill and high-wage occupations that involve the integration of electronic, electrical, mechanical, and communications systems. Typical occupations include automated programmable electromechanical systems technician, robotics and manufacturing systems technician, and process control systems integration technician.

UH BOR Provisional Status Approval

The BOR approved the provisional AS degree in IIT on January 26, 2017, with a recommended effective date of Fall 2017.

Reason for a Delay in Seeking Established Status

Leeward CC requested and was subsequently granted a two-year extension of the IIT program's provisional status in February 2021 due to the pandemic and associated academic disruptions. The extension provided Leeward CC time to conduct a review of current degree and certificate programs and align them to Hawai'i's workforce needs. This proposal is requesting the program be granted established status in spring 2023.

2. Alignment of Program with Mission and Strategic Planning of the Campus and University System

Leeward CC Mission Statement: At Leeward Community College, we work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and career and technical education. We foster students to become responsible global citizens locally, nationally, and internationally. We advance the educational goals of all students with a special commitment to Native Hawaiians.

Program Mission: The mission of the IIT Program is to educate and train highly skilled technicians with a technology driven purpose-built, multidisciplinary degree program that supports Hawai'i industries shift to industrial automation.

The AS in IIT aligns with:

- a. The Leeward CC mission by providing a STEM based Career and Technical Education Program that leads to high-skill, high-wage careers in Hawai'i.
- b. The *2015 – 2021 UH Strategic Directions* regarding the Hawai'i Graduation Initiative Action Strategy 3 - anticipate and align curricula with community and workforce needs. The IIT curriculum was developed with input from local subject matter experts in manufacturing, automation, and transit systems.
- c. The *2015 – 2021 UHCC Strategic Directions* regarding the Hawai'i Innovation Initiative by developing and offering mid-level technician training in STEM related Jobs and delivering programs and training needed for a qualified workforce in existing and emerging careers. The following are objectives that the IIT Program addresses.
 1. Increase access to STEM programs and provide distance and hybrid opportunities in STEM education.
 2. Create specific pathways into baccalaureate programs in data science and cybersecurity, biotechnology, engineering, physical sciences, and

- other in-demand fields using meta majors.
- 3. Increase credit and non-credit programs to prepare students for high-skill, high-wage, and in-demand jobs.
- 4. Identify new programs and opportunities that align with the community needs and workforce demands.

3. Alignment to the Needs of Local Industry

A key aspect of educating a technical workforce in emerging technologies is for community colleges and employers to work together to identify the requisite knowledge, skills, and competencies necessary for success in the industry, identify skill gaps in existing technical education programs, and develop curriculum that properly prepare graduates for careers in the industry.

In 2013, Leeward CC formed a working group with Honolulu Area Rapid Transit Authority (HART), and the rail system operations and maintenance contractor, Ansaldo Honolulu/Hitachi Rail Honolulu. The working group conducted an extensive analysis of the knowledge, skills, and aptitudes described in the Honolulu Rail Transit Project Operations and Maintenance position descriptions (*DOC CODE HNL09009 Rev 2.0*), compared the results with the local workforce and determined that Hawaii lacks the workforce skills required. The rail contractor has a requirement to hire locally to the greatest extent possible and were concerned that they would not be able to fulfill their mandate. They requested Leeward CC to develop an educational program to train technicians with the skills sets they required.

Hitachi Rail Honolulu intends to employ a substantial workforce of over 150 employees, including over 100 electronic and electro-mechanical technicians and systems integrators. This is evident in the Honolulu Rail Transit Project Operations and Maintenance management plan below in Table I (DOC CODE HNL-09005).

Table I: Hitachi Operations and Maintenance Plan

Position	Manning Level
First Line Response Team	13
Leading Vehicle Technicians	07
Passenger Vehicle Technician	35
Maintenance and Storage Facility Equipment Technician	03
Infrastructure leading Technician	07
Train Controls Technician	08
Platform Screen Gate Technician	08
Communication Technician	03
Maintenance and Storage Facility Technician	03

Fare and Vending Technician	07
Guideway and Contact Rail Technicians	12
Power and Electric Plant Leading Technicians	03
Electro-Mechanical Technician MSF	04
Traction Electronics Technicians	06
SCADA Technicians	02
Total	121

The use of industrial automation in the state of Hawai'i has risen considerably in the past several years. Local manufacturing plants as well as public utilities such as wastewater treatment, Board of Water Supply, and power plants are upgrading and modernizing systems and processes. Food and beverage production plants such as water bottling, corrugated cardboard, and commercial bakeries are replacing outdated analog equipment with more efficient and “smart” systems that are part of an integrated automated control network. The use of industrial automation reaches beyond manufacturing and production and is being installed in building management systems, emergency power systems, and warehouse distribution centers such as Fed-Ex, UPS, and Amazon.

Agriculture is a sector where processes are being automated with technologies that have been adapted to farming. The agricultural industry is using specialized machinery and control systems that use automation and artificial intelligence to improve the farming process resulting in an optimization of the harvesting process, greater efficiency in pest control, increased yields, increased production efficiency, and reduced environmental impact of fertilizers and pesticides.

The increasing use of industrial automation across multiple workforce sectors in Hawai'i has placed a strain on the availability of trained and qualified electro-mechanical technicians and systems integrators in the state. Leeward CC determined that there was sufficient demand to propose a new academic program, Integrated Industrial Technology (IIT), to help meet the needs of multiple industries.

Using the results of the working group and input from the local manufacturing industries, Leeward CC developed coursework designed to provide the necessary education to meet the minimum qualifications for employment in transportation and local manufacturing industries. Companies can now confidently incorporate automation into their processes because there are trained technicians to program and maintain the equipment.

The IIT Program addresses the current workforce needs in manufacturing and transit systems. The degree program provides the education and skills required for a variety of automation and control related occupations, allows graduates to enter the workforce with higher-level skills and training, and provides a more direct path from technical positions to front line supervisory and management positions.

The IIT Program is designed with an open architecture so that it can be expanded to include areas of specialization in Computer Numerical Control (CNC) manufacturing, robotics, process technology, and controls technology. The coursework for each of those areas of specialization is currently offered as non-credit workforce development programs.

4. Classification and Demand

Program Classification

The IIT Program is listed under the Classification of Instructional Programs (CIP) Code of 15.0406 “Automation Engineer Technology/Technician”, a program that prepares individuals to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in developing, installing, calibrating, modifying, and maintaining automated systems. Coursework includes instruction in computer systems; electronics and instrumentation; programmable logic controllers (PLCs); electric, hydraulic, and pneumatic control systems; actuator and sensor systems; process control; robotics; applications to specific industrial tasks; and report preparation. CIP code 15.0406 cross references to several SOC codes including the following:

- 17-3023 - Electrical/Electronic Engineering Technologists and Technicians
- 17-3024 - Electro-Mechanical Technologists and Technicians
- 17-3026 - Industrial Engineering Technologists and Technicians
- 17-3027 - Mechanical Engineering Technologists and Technicians
- 17-3029 - Manufacturing Production Technologists and Technicians

Industry Demand for Program Graduates (Hawai'i)

Students that successfully complete the IIT Program will obtain the entry level skills for the above occupations. The following table reflects the New & Replacement Positions for the State and County Prorated. The position numbers in the archived instructional Annual Report of Program Data (ARPD) reports from 2017-18 and 2018-19 were based on Emsi Burning Glass (now known as Lightcast) old methodology. Since the data from

2017 – 2019 is not consistent with data from 2019 – 2022, data from these first two years are not included in this table.

Table II: Demand Indicators

Demand Indicators	2017-18	2018-19	2019-20	2020-21	2021-22
New & Replacement Positions (State)	No accurate data available	No accurate data available	113	86	54
New & Replacement Positions (Prorated County)	No accurate data available	No accurate data available	78	63	47

5. Program Enrollment and Graduation of Students

Leeward CC promotes the IIT Program using traditional avenues of communication including the Leeward CC website with an IIT landing page, social media, and print media available in the counseling offices. The program coordinator actively promotes the program to high schools, military transition offices, the Leeward CC Kīpuka - Native Hawaiian Center at Pu‘uloa, and industry partners. In 2019 the UHCC system office provided resources to produce an informational video that is available on the Leeward CC IIT landing page and was broadcast several times by local media outlets.

Promotional efforts were curtailed in 2020 due to restrictions on face-to-face activities imposed by the state’s emergency order for social distancing. The following tables show the Demand, Efficiency, and Effectiveness Indicators of the IIT program.

Table III: Program Enrollment

Demand Indicators	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
Projected Number of Majors	20	20	20	20	20
Actual Number of Majors	7	27	36	38	38
Number of Majors Native Hawaiian	2	6	6	7	7
Fall Full-Time	67%	78%	76%	68%	54%
Fall Part-Time	33%	22%	24%	32%	46%
Spring Full-Time	64%	65%	39%	57%	32%
Spring Part-Time	36%	35%	61%	43%	68%
SSH Program Majors in Program Classes	0	345	558	635	545
SSH Non-Majors in Program Classes	0	116	81	18	40
SSH in All Program Classes	0	461	639	653	585
FTE Enrollment in Program Classes	0	15	21	22	20
Total Number of Classes Taught	0	11	15	12	12

In Table III, note the variance between the projected and actual number of majors in 2017 - 18. Though students were enrolling in the courses during the 2017 - 2018 period, it wasn’t until the second year of the program that declared majors started to appear. Over the last four years, declared majors have held steady at an average of 36 - 38 students.

There has also been a steady increase in the total number of students taking IIT courses. Table III outlines students with declared majors in the IIT Program, non-IIT majors and a total in the program courses. The figures indicate an increase in the number of student semester hours in IIT courses. Given the steady increase in SSH this is a leading indicator of program growth.

Table III also shows the ratio of full-time to part-time students. The program has an average of 60% full-time student population. However, in spring 2020 the percentage of part time students increased dramatically and can be attributed to the pandemic, as many students opted to shift to part time. As the impact the pandemic had on student enrollment and participation diminishes, we anticipate a marked increase in enrollment.

Table IV: Efficiency Indicators

Efficiency Indicators	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
Average Class Size	7	13	12	16	14
Fill Rate	28%	52.4%	49.6%	63.7%	57.7%
FTE Appointed Faculty	1*	1*	1*	1*	1*
Majors to FTE Appointed Faculty	0	0	0	0	0
Majors to Analytic FTE Faculty	0	27	18	19	19
Analytic FTE Faculty	0	1	2	2	2
Number of Low-Enrolled (<10) Classes	0	6	3	0	1

*One full-time 11-month faculty/coordinator divides his time to teach and coordinate the IIT Program through the Math and Science Division and his responsibilities in the Office of Continuing Education & Workforce Development (OCEWD). Two to four lecturers also teach the IIT courses.

Table V: Program Completion

Effectiveness Indicators	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
Successful Completion (Equivalent C or Higher)	0%	84%	88%	93%	98%
Persistence Fall to Spring	0	78%	87%	80%	86%
Persistence Fall to Fall	0	63%	56%	65%	54%
Unduplicated Degrees/Certificates Awarded	0	12	23	22	20
Degrees Awarded	0	0	9	11	11
Certificates of Achievement Awarded	0	5	14	9	4
Certificates of Competence Awarded	0	12	14	9	11
Transfers to UH 4-yr	0	0	1	1	2

Table V indicates that there has been a consistent number of certificates awarded to students completing the program. Successful stacking of the credentials has helped students to earn the certificates during their time at Leeward CC.

6. Instructional Resources

Faculty & Staff Resources

Leeward CC has one full-time 11-month faculty/coordinator who developed and presently coordinates the IIT Program through the Math and Science Division. This faculty divides his duties between coordinating the IIT Program and coordinating the Industrial Technology workforce development programs through OCEWD. The degree program has one counselor assigned to advise students on the program.

Table VI: Faculty & Staff Resources

Personnel	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
Projected Tenured Faculty	0	0	0	1	1
Actual Tenured Faculty	0	0	0	1	1
Projected Lecturers	2	2	4	4	4
Actual Lecturers	3	3	5	3	2

Table VII: Instructional Resources

Instructional Resources	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
Tuition/Course Fees	\$8,488	\$61,368	\$84,895	\$87,485	\$78,793
Other Allocation (Grants)	\$0	\$160,000*	\$0	\$0	\$0

*Rapid Response and Perkins Grants

Table VIII: Operating Costs

Operating Costs	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
Projected Operating Costs (from Provisional proposal)	\$96,738	\$144,316	\$151,975	\$155,000	\$160,000
Actual Operating Costs	\$13,725	\$218,399*	\$85,164	\$71,408	\$74,967
General Funded Budget Allocation	\$13,725	\$58,399	\$85,164	\$71,408	\$74,967

*Grant funds of \$160,000 were used for capacity building.

Physical Resources

Leeward CC has a dedicated classroom/laboratory facility that houses all IIT related training equipment, materials and supplies. The lab facility is shared between the IIT program and industrial technology workforce development/apprenticeship courses. During the initial development of the curriculum, Leeward CC acquired over \$600,000 in equipment, materials, and supplies through two grant funded projects: 1) The *Department of Energy Grant DE-OE0000430* to develop a Smart Grid Technology Training/Degree program. 2) The *Trade Adjustment Assistance Community College and Career Training Grant (C3T) from 2011 – 2014*. Additionally, the program received a \$136,000 Rapid Response grant from UHCC system and \$24,000 from Perkins grant in 2018 to build capacity for both IIT and workforce development/apprenticeship courses.

Table IX: Physical Resources

Quantity	Description	Courses that utilize the equipment
1	Motor Control Systems Trainer	IIT 251
1	Modular Chemical Reactor	IIT 221, IIT 271
1	Rigging Systems Trainer	IIT 131
10	Rockwell Studio 5000 Programming Software	IIT 221, IIT 271, IIT 281
10	Rockwell 5380 Programmable Logic Controller	IIT 221, IIT 271, IIT 281
12	Siemens TIA Portal Programming Software	IIT 221, IIT 271, IIT 281
12	Siemens S7-1200 Programmable Logic Controller	IIT 221, IIT 271, IIT 281
15	NIDA Electronics Training System	IIT 201, IIT 205, IIT 251
1	Mechanical Drive Systems Trainer	IIT 131
1	Fluid Power Systems Trainer(hydraulic/Pneumatic	IIT 121
27	Automation Studio Systems Integration Software	IIT 121, IIT 221, IIT 271, IIT 281
6	3D printers	IIT 151
1	CNC 2D mill	IIT 151
1	CNC Laser cutter/engraver	IIT 151
115	Electronic Test Equipment	IIT 201, IIT 205, IIT 221, IIT 271, IIT 281
1	SMC IPC 200 Water Bottling System	IIT 271, IIT 281
8	Motor Control Cabinet Trainer	IIT 251
10	PLC SCADA Cabinet Trainer	IIT 221, IIT 271, IIT 281
2	Power Distribution and Load Trainer	IIT 271, IIT 281
10	Desktop PC	IIT 201, IIT 205, IIT 231
24	Laptop PC	IIT 201, IIT 205, IIT 231

The physical resources that support the IIT Program are sufficient to accommodate course sections of up to twenty-five students. As the program grows, additional resources will be required to support additional students. Expenses to support the

equipment, and purchase consumables are shared between the IIT Program, and workforce training programs.

Library Resources

The IIT Program takes full advantage of open educational resources. Since courses are offered using a hybrid online and face to face modality, the program utilizes 2 learning management systems NIDA, and Amatrol to deliver content that students can access anywhere. The program coordinator maintains a robust technical library available to students upon request. The Leeward CC library has additional technical and research resources available to students including research assistance, loaner computers, copy services, a Learning Resource Center and a Writing Center.

The IIT and workforce development programs are a collaborative effort between the Math and Science Division and OCEWD. The programs share resources including the faculty program coordinator, teaching faculty, equipment, supplies, and laboratory facilities. The collaborative effort and shared assets give the program flexibility to provide students in workforce training credit for the course work they completed, and degree seeking students are eligible to sit for national certification exams from:

- The Association of Packaging and Processing Equipment (PMMI)
- The National Institute for Metalworking Skills (NIMS)
- Smart Automation Certification Alliance (SACA)

Program Efficiency

The IIT Program has made significant gains in efficiency over the past five years. Class size and fill rates increased and will continue to increase as the program restarts outreach and recruitment efforts. Program expenditures remained stable and are attributed to the cost of lecturers. IIT was initially developed as workforce development. The faculty that developed, and presently coordinates the degree program is internally assigned as the coordinator for both the AS degree and the workforce courses. When the IIT program is designated as an established program, the faculty will be reassigned to the Math & Science Division, thus decreasing the program expenditures and increasing efficiency.

Program Effectiveness

The course completion rate for IIT is consistently in the 90-percentile range. Persistence from fall to spring and fall to fall have remained consistently above 60%. Additionally, withdrawals are low six withdrawals over four academic years, the low withdrawal rate is attributed to the clear path to completion and excellent counseling. The number of degrees and certificates awarded is consistent from year to year. Successful stacking of the credentials has helped students to earn both certificates and an AS degree during their time at Leeward CC.

Program Performance

Conferring of certificates and degrees is the primary indicator of program performance. IIT has had much success in getting students to complete both certificates and the AS degree. Most program graduates are entering the workforce with high-skill, high-wage positions, while a few have opted to continue their education in a UH 4-year program. More and more employers are learning of the program and encouraging students to move directly to employment.

Program Learning Outcomes (PLOs):

Upon successful completion of the IIT Program, graduates will be able to:

- Apply the principles of mathematics, electronics, mechanical, and controls systems to program, maintain, calibrate, and repair advanced integrated systems in manufacturing and transportation.
- Incorporate appropriate safety, health, and personal protection procedures applicable to an industrial working environment.
- Demonstrate an understanding of the structure and function of mechatronic systems and follow a logical sequence for isolating problems within an industrial process.
- Analyze process control system operation and select the appropriate sensing equipment for that operation.
- Analyze the operating difficulties of an automated system and perform the corrective actions needed.
- Utilize proper procedures for inspection, preventive and corrective maintenance of integrated industrial systems.

The IIT Program includes twelve IIT specific courses (42 Credit Hours), and six general education courses (19 Credit Hours). The recommended course sequence for the 15 credit Certificate of Competence (CO), the 31 credit Certificate of Achievement (CA), and the 61 credit Associate in Science degree is shown in Table IX. IIT courses in the first and second semester do not have prerequisites for enrollment. This provides students with the flexibility to start the program in either the fall or spring semester.

The campus is exploring the possibility of shifting to a year-round program schedule that would allow students to complete the degree program in 18 months. Adjusting the IIT Program to a year-round schedule will make more efficient use of the program resources and be in sync with the year-round workforce development training offered through OCEWD.

7. Program Organization

Table X: Projected versus Actual enrollments

Academic yr.	2017-2018	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023
Semester	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
Projected Courses	3	5	6	10	5	7	5	7	5	7
Actual Courses	3	5	6	10	5	7	5	7	5	7
Projected Sections	3	5	6	10	5	7	5	7	5	7
Actual Sections	3	5	6	10	5	7	5	7	5	7
Seats	75	125	150	250	125	175	125	175	125	175
Actual	21	80	65	103	80	55	70	106	67	73
% Fill	.28	.64	.43	.412	.64	.31	.56	.60	.53	.41

Information about the IIT program can be found here, <https://www.leeward.hawaii.edu/iit> while information on Areas of Study at Leeward CC can be accessed at <https://www.leeward.hawaii.edu/programs>.

The IIT curriculum is presented in Table XI with six existing general education courses and twelve IIT specific technical courses.

Table XII lists the recommended course sequence of stackable credentials of a Certificate of Competence (CO) of 15 credits, Certificate of Achievement (CA) of 31 credits, and an Associate in Science degree of 61 credits.

The IIT Program provides a clear structured pathway for both full and part time students and offers underserved populations additional opportunities to participate in STEM degree programs. Additionally, the program provides opportunities for adult learners such as incumbent workers to attain a degree. The program takes advantage of the Leeward CC Prior Learning Assessment (PLA) program, which provides adult learners, and current and former military to get credit for non-traditional education and experience so they could complete the degree program in a shorter time than traditional students.

For students who wish to continue their studies and earn a bachelor's degree, the program provides a solid foundation in technical and general education. Degree programs that are a logical extension of the IIT degree program are the engineering degrees at UH Mānoa, the Bachelor of Applied Science with a Concentration in Facilities Management at UH West Oahu, and the Bachelor of Applied Science in Engineering Technology at UH Maui College.

Table XI: Integrated Industrial Technology Program (61 Credits)

Course Number	Course Name	Credits
IIT 101	Industrial Safety Health & Environment	3
IIT 121	Electro Hydraulics and Pneumatics	3
IIT 131	Mechanical Drive Systems	3
IIT 151	Rapid Prototyping	3
IIT 171	Principles of Process Quality	3
IIT 201	AC/DC Circuits	4
IIT 205	Digital and Analog Circuits	4
IIT 221	Programmable Logic Control (PLC)	4
IIT 231	Process Control and Instrumentation	4
IIT 251	Motor and Motion Control	4
IIT 271	Distributed Control Systems	3
IIT 281	Supervisory Control & Data Acquisition Systems (SCADA)	4
ENG 100	Composition I	3
MATH 103	College Algebra or higher	3
PHYS 100/L	Survey of Physics & Lab	4
ICS 141	Discrete Math for Computer Science I	3
Arts & Humanities	Elective - 100 Level & Above	3
Social Sciences	Elective - 100 level & above	3

Table XII
Recommended Course Schedule

Semester One

Course Alpha	Course Title	Credits
IIT 101	Industrial Safety Health & Environment	3
IIT 121	Electro Hydraulics and Pneumatics	3
IIT 131	Mechanical Drive Systems	3
ENG 100	Composition I	3
MATH 103 or higher	College Algebra	<u>3</u>
		15

After successful completion of the above Semester One courses, the student will achieve a Certificate of Competence in IIT.

Semester TWO

Course Alpha	Course Title	Credits
IIT 151	Rapid Prototyping	3
IIT 171	Principles of Process Quality	3
ICS 141	Discrete Math for Computer Science I	3
PHYS 100/L	Survey of Physics & Laboratory	4
Social Sciences	(100 Level & Above)	<u>3</u>
		16

After successful completion of the above Semesters One and Two courses, the student will achieve a Certificate of Achievement in IIT.

Semester Three

Course Alpha	Course Title	Credits
IIT 201	AC/DC Circuits	4
IIT 221	Programmable Logic Control	4
IIT 231	Process Control and Instrumentation	4
IIT 251	Motor and Motion Control	<u>4</u>
		16

Semester Four

Course Alpha	Course Title	Credits
IIT 205	Digital and Analog Circuits	4
IIT 271	Distributed Control Systems	3
IIT 281	Supervisory Control & Data Acquisition Sys	4
Arts & Humanities	(100 Level & Above)	<u>3</u>
		14

After successful completion of the above Semesters One - Four, the student will achieve an AS degree in IIT.

Program Faculty and Staff

Program Coordinator, William Labby, Assistant Professor CC, Office of Continuing Education & Workforce Development

Bryson Padasdao, Assistant Professor CC, Engineering, Mathematics and Science

Justin Carland, Instructor, Engineering, Mathematics and Science

Emerson Lee, Lecturer, Mathematics and Science

Kainani Santos, Lecturer, Mathematics and Science

Brian Siperly, Lecturer, Mathematics and Science

Amy Amper, Assistant Professor CC, Counselor; Program Counselor for Information & Computer Science, Integrated Industrial Technology, Sustainable Agriculture, and Office of Continuing Education & Workforce Development.

Academic Specialist (Perkins funded). This position is currently vacant. The previous Academic Specialists were Melodee Himuro, Sabrina Sullivan, Daniel Cordial, and Tami Williams. They were involved in coordinating the Peer Mentors and supporting students in several CTE Programs, including the IIT Program.

Peer Mentor (Perkins funded). **Jaclyn Lau**, A Peer Mentor is a successful student in a CTE Program who supports other students in the same program. Often, students relate better to students than instructors or counselors.

Program Collaboration

Industry Partners

The IIT Program has a long-standing relationship with several employers on Oahu, including HART, Hitachi Rail Honolulu, Diamond Bakery, Toell-USA (Pure Hawaiian Water), Hawai'i Pacific X-Ray Corporation, and Hawai'i Energy Systems. Hitachi Rail Honolulu presently has fourteen program graduates employed; they anticipate continuing to hire graduates every year. Additionally, two program graduates are employed by contractors commissioning the trains for Hitachi Rail Honolulu. The demand for IIT program graduates to fill high-skill, high-wage career positions in Hawai'i is high. As information on the program permeates the industry, more and more companies are recruiting program graduates.

Advisory Group

In 2019-2020 the IIT Program participated in a National Science Foundation funded mentorship program to develop pathways to credentials. An element of the mentorship helped the program develop and utilize a model for business engagement that differs from the typical advisory group. The Business and Industry Leadership Team (BILT) model facilitates building relationships with industry leaders, ensures classroom content is current and relevant and develops pathways to employment for students. The BILT is a unique forum for industry professionals to share trends and ideas with educators and other business leaders in a neutral, non-proprietary environment, and generates goodwill by demonstrating a commitment to the region's workforce needs. The IIT BILT has been instrumental in ensuring the curriculum addresses the latest technology advances, as well as providing input on competencies that are in-demand locally.

Table XIII: IIT Business and Industry Leadership Team

Company	Representative
Hitachi Rail Honolulu	Rod Baybayan
Toell USA	Randal Ijima
Vivint Inc	Jason Lindquist
Jade Food Products	Deanne Ho
Hawai'i Energy Systems	Huy Nguyen
Hawai'i Pacific X-Ray Corporation	Christopher Johnson
Aloha Edibles	Carri Loui
Kalihi Business Association	Gary Yoshioka

Leeward CC Sustainable Agriculture Program

The IIT Program and Leeward CC Sustainable Agriculture Program are collaborating on a project to install a FarmBot on campus. The FarmBot is a practical, engaging, and hands-on tool for learning robotics, nutrition, soil science, biology, coding, and other STEM learning objectives. FarmBot technology is rapidly advancing, thereby bringing down equipment costs and making automated farming technology more accessible to small farms. By working together, the IIT and the Sustainable Agriculture Programs will prepare future farmers with the knowledge and skills to incorporate automation into farming endeavors.

State of Hawai'i Department of Education (DOE)

The DOE is developing a new career pathway in Advanced Manufacturing, Automation, Robotics, and Electro-Mechanical Technology. The IIT Program coordinator is on the advisory board for the development of this career pathway academy, which will provide students with the educational foundations to succeed in the IIT degree program.

Wahiawa Value-Added Product Development Center

Leeward CC manages the Wahiawa Value-Added Product Development Center which is currently under renovation with an anticipated opening in late fall 2023, will house a wide array of food and beverage processing and packaging equipment that will be available for use by industry and the community. The Center and the IIT Program are collaborating to develop and offer courses on the installation, use, maintenance and calibration of food and beverage processing and packaging equipment.

8. Evidence of Student Learning and Student & Program Success

The IIT Program attracts a diverse population of students that include recent high school graduates, working adults, veterans, and students that have transferred from other campus programs such as the Associate in Science in Natural Sciences (ASNS) Program. Additionally, we have two transfers from the UH Mānoa College of Engineering, a student with a BS in Electrical Engineering from UH Mānoa, and a student with a BS in Computer Engineering from UH Mānoa.

Graduation and Employment

The program has graduated thirty-one (31) students with their AS degree, additionally students have earned thirty-six (36) Certificates of Completion, and thirty-two (32) Certificates of Achievement. In fall 2022, there are thirty (30) students enrolled in the degree program.

Program graduates are presently employed at the following local companies:

- Hitachi Rail Honolulu
- Hawai'i Pacific X-Ray Corporation
- Pepsi of Honolulu
- Brown and Caldwell Engineering

- Hawai'i Energy Systems
- Toell USA
- Tripler Army Medical Center Environmental Services Division
- Headquarters Pacific Air-Forces
- Leidos Technologies

Starting compensation for program graduates ranges from \$55,000 to \$80,000 annually. Several of the graduates hired by Hitachi Rail Honolulu have moved to leadership positions with significant increases in compensation in excess of \$100,000.

Demand for graduates has been on the rise for the past 3 years as more and more companies learn of the program. Several employers have requested to provide informational sessions to third and fourth semester students to encourage them to apply for positions with their company. The City and County of Honolulu Department of Human Resources recently approved the IIT Program to meet the requirements for technical positions at Honolulu Fire Department, Honolulu Police Department, and the Department of Environmental Services (Board of Water Supply and Wastewater).

Performance Statistics

As with any new degree program, the IIT Program experienced challenges with recruitment. Promoting the program to both the industry and to potential students is a critical element of success. Outreach and recruitment were curtailed in 2020 -2021 because of restrictions imposed by the pandemic. Despite the challenges imposed by the pandemic, the IIT Program has steadily increased the number of declared majors every year since 2018. Beginning in mid-2022 the program resumed outreach visits to high schools, military transition offices, Kīpuka - Native Hawaiian Center at Pu'uloa, and community centers in Central and West Oahu. The program provides informational workshops, seminars, and summer camps to stimulate interest in the degree program with the goal of increasing enrollment, with emphasis on encouraging underserved populations to consider IIT as a career pathway.

Gender

In a historically male dominated career field, 12% of IIT Program students/graduates are female, with an aim to increase the percentage of female students and graduates. The IIT Program has had a strong female presence from the beginning, employing two female lab assistants and two female peer mentors. The peer mentors assist in

outreach and recruiting with an objective to encourage more women to consider a career path in industrial automation.

Ethnicity

11.17% are Native Hawaiian, 34% are Filipino, and 15.75% are Asian. This is consistent with the overall ethnic composition of the college and reflects the demographics of the communities of Central and West Oahu that Leeward CC serves.

Time to Completion

The IIT Program provides students with a clear pathway to graduation. The program pipeline is designed in such a way that a student can easily complete the degree program in two years, while also providing for flexibility by offering students the option to begin the program in the fall or spring semesters.

9. Conclusion: Closing Comments for Established Status

The AS degree in IIT was developed to educate and train highly skilled technicians with a technology driven, purpose-built, multidisciplinary degree program that supports Hawai'i's industry shift to industrial automation across multiple industries.

The IIT Program is aligned with the Leeward CC Mission, and UH Strategic directions. Specifically, the program increases access to STEM degree programs, prepares students for high-skill, high-wage, in-demand career positions and is aligned with workforce demands and community needs. Additionally, The IIT Program supports the UHCC Strategic Plan (updated for 2015-2021) and the new UH System Policy on Sustainability (Executive Policy 4.202). Additionally, the IIT Program is aligned with the Leeward CC Integrated Academic, Facilities, and Enrollment Plan 2015 – 2021. The program supports the Hawai'i Graduation Initiative to increase enrollment and completion rates while reducing time to completion. Outreach and recruitment efforts for the IIT Program are directed toward Central and West Oahu with the goal of increasing the enrollment of target populations. To date the program has had much success recruiting, retaining and graduating students from target populations. The program also supports the Hawai'i Innovation Initiative: Developing and delivering programs and training needed for a qualified workforce in existing and emerging careers.

The IIT Program provides students with a robust and relevant educational experience that prepares them for career positions in the field of Industrial Automation.

The coursework is presented in a dynamic, interactive, and learner centered environment, students are personally and actively engaged in the material and immersed in the content through high challenge, low threat interactive learning activities. The knowledge and skills obtained in early coursework are refined and reinforced in later courses where they draw on multiple disciplines to solve problems. This coordinated, multidisciplinary approach to learning prepares students to resolve complex, real-world problems that require proficiency in systemic diagnostics.

Industry demand for program graduates is high and is expected to grow. Automation technology is evolving rapidly and penetrating more and more industries such as manufacturing, food and beverage production, transportation and building automation. This degree program is structured to evolve with the technology, and ensure students are proficient in both new and legacy systems.

Leeward CC is the only UH community college that offers an AS in IIT. Presently, Leeward CC offers fifteen associate degree programs, four transfer programs, eleven Career and Technical Education (CTE) programs, and two certificate programs.

The IIT Program offers a STEM/CTE degree in the emerging field of industrial automation and provides graduates with an opportunity for a high-skill, high-wage career in Hawai'i .

10. Appendices

2022 IIT ARPD: <https://go.hawaii.edu/kMc>

Letters of Support: <https://go.hawaii.edu/dMk>



**UNIVERSITY
of HAWAI'I**
MĀNOA

College of Tropical Agriculture and Human Resources
Founding College of the University of Hawai'i
Office of the Dean and Director for Research and Cooperative Extension

DTS 23262

March 31, 2023

MEMORANDUM

TO: Randolph G. Moore
Chair, Board of Regents

Ernest Wilson
Chair, BOR Academic and Student Affairs Committee

VIA: David Lassner *David Lassner*
President

VIA: Debora Halbert *Debora Halbert*
Vice President for Academic Strategy, UH System

VIA: Michael Bruno *Michael Bruno*
Provost

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

VIA: Interim Dean Ania Wiczorek *Ania Wiczorek*
College of Tropical Agriculture and Human Resources

FROM: Chair Soojin Jun *Soojin Jun*
Department of Human Nutrition, Food, and Animal Sciences

SUBJECT: REQUEST FOR ESTABLISHED STATUS FOR THE BACHELOR OF SCIENCE IN
DIETETICS AT THE UNIVERSITY OF HAWAI'I AT MĀNOA

SPECIFIC ACTION REQUESTED:

It is respectfully requested that the Board of Regents grant established status to the Bachelor of Science in Dietetics in the College of Tropical Agriculture and Human Resources (CTAHR) at the University of Hawai'i at Mānoa (UHM).

RECOMMENDED EFFECTIVE DATE:

Effective upon Board approval

ADDITIONAL COST:

None

PURPOSE:

The purpose of this request is to establish status from provisional status for the Bachelor of Science in Dietetics in the Human Nutrition, Food, and Animal Sciences Department at CTAHR-UHM.

23 APR 26 P2:01
UNIVERSITY OF HAWAII
BOARD OF REGENTS

BACKGROUND:

As described in RP 5.201, “Approval of the board is required for the establishment of all new instructional programs granting academic credit leading to a degree or credential...”

The College of Tropical Agriculture and Human Resources (CTAHR) – Human Nutrition, Food and Animal Sciences (HNFAS) Department offers three undergraduate programs – BS in Animal Sciences, BS in Food Science and Human Nutrition, and BS in Dietetics (provisional status). The BS in Dietetics degree provides didactic education for students who wish to become Registered Dietitian Nutritionists (RDNs). The program is accredited as a Didactic Program in Dietetics through the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The program was recently re-accredited in 2023. The Commission on Dietetic Registration currently reports 184 licensed RDNs in Hawai‘i, and a recent program survey found that about 75% of these RDNs have been educated at CTAHR.

The demand for RDNs in Hawai‘i is growing. A recent survey found that RDN positions take 6 to 12 months to fill, there is a 10% vacancy rate among these positions, and nearly 40% of RDNs are 50 years and older. While there is an expected 7% increase in the need for RDN positions, this need can be filled by the UHM dietetics program. A survey conducted by the Area Health Education Center (AHEC) and Hawai‘i Academy of Nutrition and Dietetics (HAND), found that nearly 100 RDNs (total of 82.4 FTE) provide direct patient care in Hawai‘i (2019-2022) with 70% of the RDN workforce on O‘ahu, while the remaining RDN practice was on Kaua‘i, Maui, and Hawai‘i Island.

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9036456/pdf/hjhs8104_S2_0031.pdf

The 2022 Healthcare Workforce Initiative Report also rated RDNs in Hawai‘i as moderately difficult to fill (or can be filled within 6 to 12 months) and has a 10% vacancy rate. (<https://www.hah.org/hwi22>). As Hawai‘i’s current RDNs continue to age and exit the workforce, the demand for RDNs in the community will grow. Therefore, the Dietetics bachelor’s degree program is crucial to serving this need in the state. The RDN profession is expected to grow as much as 7% among all RDNs (and nutritionists) from 2021 to 2031.

The BS in Dietetics is also critically important to Hawai‘i’s healthcare industry as it graduates students with the nutrition expertise necessary to prevent and treat nutrition-related diseases. The BS in Dietetics program positively contributes to the University of Hawai‘i and the state by providing qualified RDNs both to replace current professionals exit the workforce and to serve on interdisciplinary health and wellness teams, which are increasingly in demand due to the significant role nutrition plays in the overall health of individuals and communities.

ACTION RECOMMENDED:

It is respectfully recommended that the Board of Regents grant established status to the Bachelor of Science in Dietetics in the Human Nutrition, Food, and Animal Sciences Department at the College of Tropical Agriculture and Human Resources at the University of Hawai‘i Mānoa.

Attachment 1: Proposal for Bachelor of Science in Dietetics

Provisional to Established Programs: Bachelor of Science in Dietetics

1. EXECUTIVE SUMMARY:

The College of Tropical Agriculture and Human Resources (CTAHR) – Human Nutrition, Food, and Animal Sciences (HNFAS) Department offers three undergraduate programs – BS in Animal Sciences, BS in Food Science and Human Nutrition, and BS in Dietetics.

The Bachelor in Dietetics degree provides didactic education for students who wish to become Registered Dietitian Nutritionists (RDNs). The program is accredited as a Didactic Program in Dietetics through the Accreditation Council for Education in Nutrition and Dietetics (ACEND). There are approximately 184 licensed RDNs in Hawai‘i, and a recent program survey found that about 75% of these RDNs have been educated at CTAHR. Therefore, the Dietetics bachelor’s degree program is crucial to serving this need in the state. RDNs provide the nutrition expertise to aid in preventing and treating several chronic illnesses and diseases related to nutrition. In addition, Hawai‘i has the 5th highest employment per thousand jobs of RDNs in the US and the 3rd highest salaries (average \$75,000 annually) (2). With difficulty in filling positions, a 10% vacancy rate, 40% of working RDNs being 50 years or older, and an expected 7% growth in positions, there is considerable demand to provide training opportunities in this field in the state.

2. ALIGNMENT OF THE PROGRAM WITH THE MISSION AND STRATEGIC PLANNING OF THE CAMPUS AND UNIVERSITY SYSTEM:

The mission statements of the University of Hawai‘i (UH), CTAHR, HNFAS, and Dietetics program are shared below. Each statement contains the institutional commitments to quality instruction, research, and service to produce graduates who can enhance society.

The University of Hawai‘i Mission Statement

“Located in the world's most diverse community and environment, the University of Hawai‘i at Mānoa is a globally recognized center of learning and research with a *kuleana* to serve the people and places of Hawai‘i and our neighbors in the Pacific and Asia. We cultivate creative and innovative leaders who *malama* our people, places, and ways of knowing to sustain and transform our islands and the world.” (<https://manoa.hawaii.edu/strategicplan>)

CTAHR Mission Statement

The mission of CTAHR is to “create and deliver knowledge that supports and strengthens families, agricultural and food systems, and the natural environment. We educate and serve the people of Hawai‘i and those from around the world with integrity and excellence.” The vision is to provide "exceptional education, research, and extension programs in tropical agriculture and food systems, family and consumer science, and natural resource management for Hawai‘i and the international community. We cultivate innovative scientific inquiry, solve real-world challenges, and provide experiential learning in an interdisciplinary setting with global impacts." (<https://www.ctahr.hawaii.edu/Site/Vision.aspx>) Select

CTAHR goals to include:

1. Providing an excellent and relevant student-centered learning environment
2. Strengthening CTAHR's academic programs
3. Recruiting and retaining a diverse and high-quality student population
4. Improve the health and wellness of Hawai'i's families and communities

HNFAS Mission Statement

In January 2003, the department underwent a strategic planning process that resulted in a revised mission statement consistent with the philosophy of the University and College. The mission of the HNFAS is to enhance nutrition and health by educating people and developing and disseminating science-based information to promote sustainable food and animal systems appropriate for the Pacific Region.

(<https://cms.ctahr.hawaii.edu/hnf as/About>)

Dietetics Program Mission Statement

The Dietetics program's mission is to provide the foundation knowledge and skills in dietetics for the successful preparation of students for supervised practice leading to eligibility for the CDR credentialing exam to become a registered dietitian nutritionist with an emphasis on community nutrition and an appreciation for the unique cultural environment of Hawai'i and US Affiliated Pacific Region.

In terms of strategic planning, the Dietetics program aligns with the University's strategic plan for meeting the state's workforce needs. Hawai'i has the fifth highest concentration of employment of RDNs in the US and, among states, offers the third highest wages (average \$75,000 annually). In addition, there is a growing recognition of food as medicine, most recently with the 2022 White House Conference on Hunger, which identified the need for addressing food and nutrition security issues. RDNs connect individuals, families, and communities with the foods necessary to support health and well-being through chronic disease prevention and management.

The undergraduate Dietetics degree also serves as a pipeline to the Masters of Science in Nutritional Sciences RDN concentration program at UHM, which provides the final training components required for individuals to become eligible for the registration examination for RDNs.

3. PROGRAM ENROLLMENT AND GRADUATION OF STUDENTS USING ANTICIPATED AND ACTUAL ENROLLMENT FIGURES.

The Dietetics program admits students in their junior year as transfers from other institutions or the Food Science Human Nutrition (FSHN) major at UHM. Hence, enrollment numbers represent junior and senior-level students deemed admissible to the program. The admissions criteria include a minimum 3.0-grade point average at junior standing with 60 earned credits and the following:

- B grade or better in Food Science and Human Nutrition 185
- C grade or better in Math 140, Physiology 141, Physiology 141 Lab, Physiology 142, Physiology 142 Lab, Chemistry 161, Chemistry 161 Lab, Chemistry 162, and Chemistry 161 Lab.

This criterion was established by program faculty and CTAHR advisors based on the performance of past students in the major.

The BS in Dietetics has, on average, 30 students enrolled and a graduation average of 17 students per

academic year. Of these students, approximately half complete a dietetic internship within 12 months of graduation (the next step in becoming an RDN). The remaining students pursue graduate education and/or employment in the health and nutrition sectors immediately following graduation to gain professional experience and/or prepare financially for the dietetic internship. Hawai‘i has approximately 184 licensed RDNs; a recent program survey found that about 75% of these RDNs have been educated at UHM.

The Bachelor of Science 4-year retention rate for the BS Dietetics program is 89%, average time-to-degree is 4.7 years, with an average of 17 students graduating annually from 2017-2018 to 2021-2022. The actual enrollment and program completion numbers are lower than projected in the approved established proposal. The numbers were underestimated due to the following factors:

1. For the Spring 2017 semester, the actual enrollment of 16 is attributed to the program’s start since admission is granted to junior and senior-level students with a minimum 3.0-grade point average and 60 earned credits. In the proceeding academic year, the dietetics program had an enrollment of 51.
2. From Fall 2018 to Spring 2022, a decrease in enrollment for the Dietetics Program may be due to (1) the misunderstanding from students that Hawai‘i does not have a Dietetic Internship site which is required for students to become a Licensed Dietician, (2) no graduate degree programs for students to continue their education, (3) the COVID-19 pandemic, and (4) change of majors due to students not wanting to get the COVID-19 vaccination, which is required at the clinical sites.
3. For the 2022-2023 academic year, enrollment for Dietetics has started to return to pre-pandemic numbers.

Table #1: Dietetics (DTCS) Student Enrollment

	Dietetics (DTCS) Student Enrollment	Spring 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
1	Projected Enrollment	50	50	50	50	50	50	50
2	Actual Enrollment	16	51	45	35	39	35	45

Table #2: Dietetics (DTCS) Student Graduation

	Dietetics (DTCS) Student Graduation	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
1	Projected Program Completion (annual)	25	25	25	25	25	25	25
2	Actual Program Completion (annual)	14	1	40	16	13	18	TBD

4. THE INSTRUCTIONAL RESOURCES REQUIRED FOR THE PROGRAM AND HOW THEY WERE UTILIZED COMPARED WITH ANTICIPATED RESOURCES.

The faculty teaching Dietetics program coursework is primarily from the Human Nutrition, Food, and

Animal Sciences department. We currently have seven full-time faculty who teach dietetics courses and an additional 5 to 6 who teach in an adjunct role (Appendix 1). This varies by faculty buy-outs as many of our teaching faculty have active research activities. The table in Appendix 1 lists the faculty teaching dietetics courses, with their credentials and the courses they teach. These teaching faculty come with a range of research expertise. Adjunct faculty also bring expertise in practice-based areas of dietetics, which is beneficial to growing the practice-based knowledge of our dietetics students.

Tables 3, 4, and 5 detail instructional resources, personnel, and operating costs. FY2018 to FY2022 totaled \$454,610 (average of \$91,282 per year) from tuition, summer, course fees, and extramural funding. In addition, the actual operating cost of the BS in Dietetics program was substantially higher than the estimated cost because the provisional estimates did not include the salary of the two faculty (1.3 FTE teaching total) hires and a graduate assistant to support the program.

Table #3: Dietetics (DTCS) Instructional Resources

	Instructional Resources	FY2018	FY2019	FY2020	FY2021	FY2022
1	Combined Tuition/Summer/Course Fees	\$58,449	\$20,005	\$15,890	\$7,813	\$8,093
2	Other Allocation (Grants)	\$0	\$6,145	\$55,822	\$93,291	\$190,902
	Total	\$58,449	\$26,150	\$71,712	\$101,104	\$198,995

Table #4: Dietetics (DTCS) Personnel Cost

	Dietetics Personnel	FY2018	FY2019	FY2020	FY2021	FY2022	Current Year
1	Projected Tenured Faculty	10	10	10	10	10	10
2	Actual Tenured Faculty	8	8	8	7	7	6
3	Projected Lecturers	0	0	0	0	0	0
4	Actual Lecturers	5	5	3	4	3	3

5	Other	0	0	0	0	0	0
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Table #5: Dietetics (DTCS) - Operating Costs

	HNFAS - Dietetics Operating Costs	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
1	Projected Operating Costs (from the Provisional proposal)	\$109,402	\$113,704	\$118,174	\$122,824	\$127,659	\$132,687
2	Actual Operating Costs	\$59,046	\$116,049	\$196,424	\$213,752	\$215,469	\$208,219

5. HOW THE PROGRAM IS ORGANIZED TO MEET ITS OUTCOMES

Table #6: Dietetics (DTCS) Courses, Sections, SSH

	Dietetics Courses, Sections, SSH	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
1	Projected No. Courses	19	19	19	19	19	19
2	No. Actual Courses Offered	18	36	38	38	38	38
3	Projected No. Sections	N/D	N/D	N/D	N/D	N/D	N/D
4	No. Actual Sections Offered	20	37	39	39	39	39
5	Projected Annual SSH	1,175	1,300	1,410	1,535	1,645	1,645
6	Annual SSH	2,123	3,675	3,373	3,318	3,171	3,304

The student semester hours (SSH) taught by the Dietetics program averaged 3,445 SSH. Full-time Equivalent (FTE) course enrollment averaged 232 for each academic year from 2017-2018 to 2021-2022. The average number of classes offered per semester is 19 courses, with an average class size of 35 students. The Dietetics program has six tenured faculty and three lecturers teaching other FSHN courses. Therefore, the student-faculty ratio average for the Dietetics program is about six students per tenured faculty and 14 students per lecturer.

The SSH semester was underestimated in the initial proposal approved by the Board of Regents. Since the Dietetics program admits students in their junior year as transfers from other institutions or the Food Science Human Nutrition (FSHN) major at UHM, the SSH represents the FSHN and Dietetics courses taken by FSHN, Dietetics, and non-majors.

The Instructional Cost with Fringe per SSH in the Dietetics BS program is \$17 in year 1, \$25 in year 2, \$51 in year 3, \$57 in year 4, and \$60 in year 5. We expect this number to increase to \$68 by year 10. The instructional cost per SSH was underestimated due to the Dietetics program sharing lecturer costs with the FSHN majors, which was not included in the initial curriculum and this proposal. The net revenue for the Dietetics program has averaged about \$1.3M per year from FY2017 to FY2022. We expect the net revenue for the Dietetics program to remain the same by year 10. By adding the two faculty positions (1.3 FTE for teaching), we expect the average class sizes to stay moderate within the major. The average class size in FSHN ranged from 30 to 41 students from FY2017 to 2022.

6. EVIDENCE OF STUDENT LEARNING AND STUDENT AND PROGRAM SUCCESS.

The Dietetics program follows rigorous student learning assessments set forth by ACEND, the accreditation body for the program.

The UHM Dietetics program mission is centered on growing the capacity of the dietetics profession to serve Hawai‘i and the US Affiliated Pacific Region. It aids us in fulfilling our historical obligation to be a Native Hawaiian serving institution. The program produces over half of the working RDNs across Hawai‘i. Across the state of Hawai‘i, RDNs work in communities where extreme socioeconomic disparities influence the health outcomes of individuals and families. Strong cultural and traditional systems embedded within these disparities play a significant role in how our RDNs must practice. With a large proportion of UHM graduates eventually working in communities across the state, it is our responsibility to ensure that these professionals have a commitment and appreciation for our communities and culture to be effective at addressing health disparities and improving health outcomes. The goals outlined below, directly support our program mission (table 7). Program objectives are designed based on these goals. Highlights from a recent accreditation self-study demonstrate that the program is meeting the benchmarks for all 7 objectives (Table 7).

Table 7: UHM Dietetics Objectives and Outcomes		
<i>Goal #1– To produce undergraduate dietetics prepared for accredited dietetic internships, institutions of higher learning, and supervised practice graduates prepared for entry-level RDN practice through high-quality education and training.</i>		
Objective	Outcome	Achieving
At least 80% of dietetics students will complete the DPD within 3 years of the DPD program (150% of the program length).	2017-2019: 54/54 (100%) 2018-2020: 57/57 (100%) 2019-2021: 46/50 (92%)	Yes
50% of program graduates apply for admission to a supervised practice program with 12 months of graduation.	2017-2019: 38/54: (70.4%) 2018-2020: 39/56 (69.6%)	Yes

<p>40% of program graduates are admitted to a supervised practice program within 12 months of graduation.</p>	<p>2017-2019: 24/54: (44.4%) 2018-2020: 24/57 (42.1%)</p>	<p>Yes</p>
<p>The program’s one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%</p>	<p>2017-2019: 28/33 (84.86%) 2018-2020: 23/28 (82.14%)</p>	<p>Yes</p>
<p>80% of Supervised Practice program directors who responded to preceptor survey will rate our program graduates as prepared or well prepared for supervised practice.</p>	<p>2018-2020: 22/22 (100%) 2019-2021: 15/16 (93.75%)</p>	<p>Yes</p>
<p><i>Goal #2 – To produce graduates who have demonstrated a commitment to community service and appreciation for the unique cultural environment of Hawai‘i and the US Affiliated Pacific.</i></p>		
<p>100% of graduates will participate in an outside professional learning experience or volunteer activity with an organization that serves Native Hawaiian or Pacific Islanders or is unique to the Hawaiian community.</p>	<p>2017-2019: 50/50 (100%) 2018-2020: 57/57 (100%) 2019-2021: 50/50 (100%)</p>	<p>Yes</p>

Indicators of program quality are both self-selected and ACEND-required. The program undergoes evaluation on an annual basis. In addition to program-level assessment, student achievement of learning outcomes is conducted annually. Student learning outcome assessment is also well integrated into the Dietetics program administration. The DPD program student learning outcomes (SLO) assessment plan can be located in Appendix 2. The DPD Director developed the plan with approval from the Dietetic Advisory Committee and program faculty members.

In developing the plan, a curriculum review process occurs regularly where instructors identify the Knowledge Requirements for Registered Dietitian Nutritionists (KRDNs) covered in their courses and the specific graded work used to assess student learning of that KRDN. The graded work is then provided to the DPD Director via shared access to the learning management system for data aggregation and analysis. Examples of the DPD student portfolios the DPD Director evaluates for SLO assessment purposes are: <https://glendaoa.wixsite.com/mysite>, <https://sites.google.com/view/luciafieldexperience/home>. This process has ensured that students graduate from the program with the foundational knowledge for functioning as an RDN. This process has also identified areas of improvement that have led to curriculum improvement and enhancements.

In summary, the Dietetics program has, on average, 30 students enrolled and a graduation average of 16 students per academic year. Of these students, approximately half complete a dietetic internship within 12 months of graduation (the next step in becoming an RDN). The remaining students pursue graduate education and/or employment in the health and nutrition sectors immediately following graduation to gain professional experience and/or prepare financially for the dietetic internship.

APPENDIX 1:

	Current Dietetics Faculty and Instructors	Type	Course(s) Name and Number
1	Banna, Jinan Ph.D. RD CDN	Faculty	FSHN 185 The Science of Human Nutrition FSHN 451 Community Nutrition and Nutrition Education
2	Esquivel, Monica Ph.D. RD CSSD	Faculty	FSHN 467 Medical Nutrition Therapy I FSHN 468 Medical Nutrition Therapy II FSHN 492 Field Experience
3	Revilla, Marie Kainoa Fialkowski Ph.D. MS RDN LD	Faculty	FSHN 370 Nutrition Through the Lifespan FSHN 389 Nutritional Assessment
4	Hackney, Lara MS RD	Faculty	FSHN 181/L Chemical Nature of Food FSHN 112 Food Service Safety and Sanitation FSHN 311 Restaurant and Club Management FSHN 312 Quantity Foods and Inst. Purchasing
5	Ho, Kacie Ph.D.	Faculty	FSHN 381/L Experimental Foods
6	Lee, Mi-Jeong Ph.D.	Faculty	FSHN 485 Nutritional Biochemistry I FSHN 486 Nutritional Biochemistry II
7	Li, Yong Ph.D.	Faculty	FSHN 440 Food Safety
8	Breshears, Stacey MS RD LD CDCES	Instructor	FSHN 370 Lifespan Nutrition FSHN 467 Medical Nutrition Therapy I FSHN 468 Medical Nutrition Therapy II FSHN 492 Field Experience
9	Draper, Jen A RD LD	Instructor	FSHN 185 The Science of Human Nutrition FSHN 389 Nutritional Assessment
10	Kimura, Iris Ph.D.	Instructor	FSHN 480 Nutrition in Exercise & Sports
11	Tousman, Amy RDN CDE	Instructor	FSHN 469 Nutrition Counseling

APPENDIX 2:

Goal- To produce undergraduate dietetics prepared for accredited dietetic internships, institutions of higher learning, and supervised practice graduates prepared for entry-level RDN practice through high-quality education and training.					
B) Objectives	C) Data Needed for Evaluation and Data Source	D) Evaluation Method(s) for Collected Data	E) Individual(s) Responsible for Ensuring Data Is Collected	F) Timeframe for Collecting Data (When is data collected?)	G) Actual Outcomes (Year reflects the year of DPD graduation)
DPD					
At least 80% of dietetics students will complete the DPD within three years of the DPD program (150% of the program length).	Enrollment and graduation dates from College Advising	Review the list of majors and graduation reports For years before 2017- Annual reports	DPD director	June	2018-2020: 57/57 (100%) 2019-2021: 46/50 (92%)
50% of program graduates apply for admission to a supervised practice program within 12 months of graduation.	DICAS applications and graduation reports	Review of DICAS requests (Intent to Complete/Verification Statements)	DPD director	DICAS application periods (fall and spring)	2017-2019: 38/54: (70.4%) 2018-2020: 39/56 (69.6%)
40% of program graduates are admitted to a	DICAS match results and alums survey	DICAS match results and alum survey sent out 6	DPD director	June & December	2017-2019: 24/54: (44.4%) 2018-2020: 24/57 (42.1%)

supervised practice program within 12 months of graduation.		and 12 months following graduation			
The program's one-year pass rate (graduates who pass the registration exam within one year of the first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%	Pearson VUE Data for CDR Exam	Review Year Pass Rate Summary Reports	DPD director	June	2017-2019: 28/33 (84.86%) 2018-2020: 23/28 (82.14%)
80% of Supervised Practice program directors who responded to the preceptor survey will rate our program graduates as prepared or well prepared for their supervised practice.	DPD Alumni survey (for preceptor contact information) & Preceptor survey	Annual alums and preceptor surveys sent and reviewed by the DPD director	DPD director	June	2018-2020: 22/22 (100%) 2019-2021: 15/16 (93.75%)
Over three years, 90% of graduates who responded to the alum survey	DPD Alumni survey (for preceptor contact information) &	Annual alums and preceptor surveys sent and reviewed by the DPD director	DPD director	June	2017-2019: 17/17 (100%) 2018-2020: 12/15 (80%)

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will rate themselves as prepared or well prepared for their Supervised Practice program (UHM Specific).	Preceptor survey				
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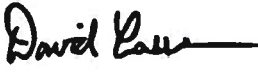
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March 24, 2023

MEMORANDUM

TO: Randolph G. Moore
Chair, Board of Regents


Ernest Wilson
Chair, BOR Academic and Student Affairs Committee

VIA: David Lassner 
President

VIA: Debora Halbert 
Vice President for Academic Strategy, UH System

VIA: Michael Bruno 
Provost

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

VIA: Julienne Maeda 
Interim Dean, Graduate Division

VIA: Peter Arnade 
Dean, College of Arts, Languages & Letters

FROM: Cathryn H. Clayton 
Chair, Department of Asian Studies

SUBJECT: REQUEST FOR ESTABLISHED STATUS FOR THE MASTER OF ASIAN
INTERNATIONAL AFFAIRS AT THE UNIVERSITY OF HAWAI'I AT MĀNOA.

SPECIFIC ACTION REQUESTED:

It is respectfully requested that the Board of Regents grant established status to the Master of Asian International Affairs program in the College of Arts, Languages & Letters at the University of Hawai'i at Mānoa.

RECOMMENDED EFFECTIVE DATE: Upon approval.

ADDITIONAL COST: None.

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March 24, 2023
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PURPOSE:

To grant established status to the Master of Asian International Affairs (MAIA).

BACKGROUND:

In requesting established status for the Master of Asian International Affairs (MAIA) program in the Department of Asian Studies, we are pleased to let you know that each year, it has met or exceeded the originally proposed numbers of majors, degrees conferred, and student semester hours. The program began accepting students in Spring 2020, and since then has grown quickly. It has nearly doubled the size of both the Asian Studies graduate program and of the individual Asian Studies graduate class sizes. *In short, the MAIA program has increased the “productivity” of Asian Studies faculty without incurring any new costs.*

The program was provisionally approved in 2019. It is a professional graduate degree program designed to meet demonstrated workforce needs in the military, government service and the private sector for professionals who have a solid understanding of Asian geopolitics and the multifaceted (cultural, historical, political and social) determinants and impacts of Asian nations’ engagement with their neighbors and the world. As such, it is an innovative, multidisciplinary, “applied” area studies program that leverages UH-Mānoa’s location *in* the Asia-Pacific region and the unique and unparalleled resources that O‘ahu has for the study and practice of Asian international affairs.

The MAIA program in particular and the field of Indo-Pacific International Affairs more broadly will continue to be a priority for UH-Mānoa in the foreseeable future. In the four years since the MAIA program was provisionally established, Asia has only grown in importance to U.S. policy-makers. China’s more assertive posture in the region, the potential for new trade deals and tourism, the pandemic’s impact on supply chains, the looming threats posed by climate change and cyber-crime, and the successes of Asian cultural products in ramping up East Asian “soft power” around the world, make it more imperative than ever that U.S. the government, military and business communities have employees who are able to understand and work productively across cultural boundaries on questions of local, national and global importance, and to make well-informed decisions that will contribute to the well-being of both the region and the state of Hawai‘i. The fact that in 2022, the University of Hawai‘i was awarded \$1 million in Congressionally Directed Spending to launch the “Indo-Pacific Affairs Initiative” is evidence that our congressional delegation also views this as a priority, and has confidence that UH-Mānoa is uniquely positioned to be able to offer this kind of professional preparation.

The Department of Asian Studies engages in constant communication with current and prospective students, employers, alumni and community partners to ensure that the program is meeting needs and generating demand. Perhaps the most successful aspect of the program has been the partnerships we have developed with institutions like the Daniel K. Inouye Asia-Pacific Center for Security Studies, the

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Center for Excellence in Disaster Relief and Humanitarian Assistance, the Pacific Forum, INDOPACOM, and UC Berkeley's APEC Studies Center. These organizations have hosted internships and provided valuable expertise and feedback as we fine-tune the expectations and professional development opportunities that we have for our students.

In 2022, thanks to Mazie Hirono, the University of Hawai'i received \$1 million in Congressionally Directed Spending to launch a campus-wide Indo-Pacific Affairs Initiative. The MAIA Program is one cornerstone of this initiative, and in the coming years we look forward to expanding this initiative to involve greater numbers of faculty and programs in CALL, SPAS, CSS, the William H. Richardson School of Law, the Shidler School of Business, as well as UH- West O'ahu, the East-West Center, and local partners. We envision a future in which UH is a national leader in grounded, interdisciplinary education and research about Asian international affairs. This vision can only be achieved through collaborative efforts that build the capacity of faculty and departments across campus to develop distinctive programs in their areas of expertise that contribute to a deep, multidimensional, interregional understanding of contemporary Asian affairs.

In short, we recommend making the MAIA program permanent. It has met or exceeded the numbers projected in 2019 and boosted the productivity of Asian Studies faculty without incurring new costs. It has already generated closer ties between UH and partner institutions in Hawai'i and beyond. As part of the broader Indo-Pacific Affairs initiative, it has the potential to serve as a magnet for external funding. Given sufficient resources, it has the potential to continue growing, generating new demand, and meeting the need for new generations to take up international leadership positions in government service and the private sector in Hawai'i and the nation.

ACTION RECOMMENDED:

It is respectfully recommended that the Board of Regents grant established status to the Master of Asian International Affairs program in the College of Arts, Language and Letters at the University of Hawai'i at Manoa.

Link to provisional proposal, approved in 2019: [MAIA VCAA Approval for a New Provisional Master of Asian International Affairs](#)

Request for Established Status Master of Asian International Affairs

Department of Asian Studies
College of Arts, Languages & Letters
University of Hawai‘i at Mānoa

I. Executive Summary

The Master of Asian International Affairs (MAIA) is a graduate degree program that the Department of Asian Studies established in 2019 with the goal of meeting demonstrated workforce needs in the military, government service, and education (in Hawai‘i and beyond) for professionals who have a solid understanding of Asian geopolitics and the multifaceted (cultural, historical, political and social) determinants and impacts of Asian nations’ engagements with their neighbors and the world. The MAIA program represents an innovative hybrid between traditional area studies and traditional international relations approaches, which complements the long-established Bachelor of Arts and Master of Arts degrees in Asian Studies.

The MAIA program has surpassed its projected enrollments and completion rates and has nearly doubled the size of the Asian Studies graduate program since 2019. Each year, it has met or exceeded the originally proposed numbers of majors, degrees conferred, and student semester hours. *It has increased productivity of Asian Studies faculty without incurring new costs.*

The program has attracted remarkably strong and diverse cohorts of students, many of whom have received external funding, published original research, won awards, and accepted invitations to participate in prestigious fellowship programs during their time at UHM. The preponderant majority of graduates have landed jobs in their field within six months of graduation; several, in fact, have accepted job offers even prior to graduating. The success of the program thus far enabled us to obtain \$1 million in Congressionally Directed Spending to launch the Indo-Pacific Affairs Initiative at UH-Mānoa, of which the MAIA program is one cornerstone.

In this report, we outline the structure, costs and revenues of the provisional program; provide evidence for its success and for the ongoing—indeed, growing—need for this program; and petition for approval as an established program.

II. Alignment with the Mission and Strategic Plans of UH-Mānoa and the UH System

The MAIA program in the Department of Asian Studies directly supports the strategic mission of the University of Hawai‘i and the educational equity and workforce development goals of UHM, the University and the state of Hawai‘i. The core mission of the University of Hawai‘i at Mānoa is to “serve the people and places of Hawai‘i and our neighbors in the Pacific and Asia.” The MAIA program supports this mission by providing an Asia-centric, interdisciplinary understanding of the geopolitics of the Asia-Pacific region, and providing development opportunities for public or private sector professionals who will help shape US policy and presence in the region.

The Mānoa 2025 Strategic Plan foregrounds the need to “develop innovative and interdisciplinary programs that are responsive to emerging industries, the needs of the state, and the careers of tomorrow.” This describes the MAIA program perfectly. It is interdisciplinary: it

incorporates perspectives from political science, history, anthropology, economics, business, law, international relations, and other fields to give students a grounded understanding of the factors that shape Asian countries' interactions with each other and with the US. It is innovative: it is the only program of its kind in the country. It was developed, and continues to respond to, the needs of the state of Hawai'i, which is uniquely situated "in" the Asia-Pacific region, and boasts a concentration of organizations dedicated to US policy in the region that is unparalleled outside of Washington, D.C. These locally-based organizations depend on a well-educated workforce that can provide grounded, policy-relevant research skills and a diversity of perspectives on the complex international dynamics of the region. Finally, the MAIA program is providing the kinds of training that Hawai'i residents, US citizens and international students need not just to secure good careers in government service and the private sector, but to make a real difference in advancing the well-being of the region.

The MAIA Program was mentioned in the "Third Decade Report" as an example of UH-Mānoa's success in developing programs to "attract competitive students and respond to the needs of the State."¹ The program contributes to workforce development by "expand[ing] professional programs and provid[ing] students with more opportunities for developing 21st century skills." It aligns with the System-Wide Guiding Principles and Priorities, one of which is to "increase and diversify enrollment," by targeting mid-career professionals and attracting a more diverse student body than Asian Studies has had in years. Finally, it has already contributed to the Integrated Academic and Facilities Plan, which calls for "new professional master's programs for non-traditional students [that] can serve community needs while generating revenue and building important new relationships." Through this program, the Department of Asian Studies has built close relationships with the Daniel K. Inouye Asia-Pacific Center for Security Studies, the Pacific Forum, the East-West Center, the Center of Excellence for Disaster Management and Humanitarian Relief on O'ahu, and with UC Berkeley's APEC Studies Center. It supports the Strategic Plan for Recruitment, which suggests that active-duty military and veteran enrollment, as well as local student enrollment and local engagement, are priorities over the next six years.

And finally, the MAIA program embodies the core values of the University of Hawai'i system. As it says in the catalog, the University of Hawai'i system's "special distinction is found in its Hawaiian, Asian, and Pacific orientation and international leadership role." The MAIA program prepares students to take up this mantle of international leadership, working productively and respectfully to address shared challenges and opportunities, and to cultivate understanding and respect for the diversity of the peoples, places and cultures of Asia.

Uniqueness of and Continuing Need for the MAIA Program

Conceptualized as a hybrid between traditional area studies and traditional international affairs approaches, the MAIA program's exclusive focus on Asia, and its structure as a professional degree program, makes it distinct from both international relations programs at other universities and from the existing Asian Studies MA program at UH-Mānoa. It leverages our unique location, resources, and well-established international reputation for expertise on Asia to provide students with a solid grounding in the diverse perspectives and contexts that policy-makers, businesses,

¹ University of Hawai'i Third Decade Report, p. 13. https://www.hawaii.edu/ovppp/thirddecade/201231_UH-The_Third_Decade-Findings_and_Recommendations.pdf

educators and advocacy groups need to be aware of when crafting their approaches to issues of international significance in the region.

In the four years since it was proposed, the MAIA program has become even more relevant to UH, Hawai‘i and the nation as a whole, as national leaders recognize the vital strategic importance of US relations in the Asia-Pacific region. In 2022, the University of Hawai‘i received \$1 million in Congressionally Directed Spending to launch the Indo-Pacific Initiative, a campus-wide effort to provide education, training and professional development opportunities for UHM students and US military and government personnel to better meet national security challenges in the Indo-Pacific region. The MAIA program is one of the cornerstones of this initiative. The grant will provide seed funding for a tenure-track faculty hire in Asian Studies to directly support the MAIA program; fund a stipend program for unpaid internships; and establish a Center for Indo-Pacific Affairs (CIPA) that will develop co-curricular activities, networking opportunities, and other exciting programs that will support student learning and professional development in the field of Asian International Affairs. For these reasons, we expect the program to continue growing and producing graduates who have an advanced understanding of Asian geopolitics, cultures and international affairs and who can apply that understanding to the creation and evaluation of policy in government, education, business and non-profit work.

III. Program enrollment and graduation of students.

Since its inception in fall 2019, the MAIA Program has grown quickly. As the following tables show, it has exceeded its proposed targets, both in terms of the number of majors and the number of graduates.

Table 1. Unduplicated Major Counts by Graduate Degree Program (from MIRO)

	AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23
MAIA (projected)	6	10	15	20
MAIA (actual)	2	16	26	20
MAAS	29	21	25	26
Total	31	37	51	46

Table 2. Graduate Degrees Conferred, by Program (from IRAPO)

	AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23
MAIA (projected)	0	4	7	10
MAIA (actual)	0	2	7	13
MAAS	12	10	7	9
Total	12	12	14	22

(Note: No official data are available for AY/FY 2022-23 as of 10/19/22).

As shown in Table I, in the program’s first year (2019-2020), the number of majors was one-third of the projected number, which reflects the fact that we did not start recruiting until the program was formally approved in March 2019. Once recruitment got underway, however, enrollments grew quickly, quadrupling in the second year and increasing by more than 1.5 times again in the third year. In the current year, the rate of growth has slowed. Although external factors may be playing a role in this slowdown in growth—namely, the unusually strong job market in 2022, and the fact that pent-up demand for the program may have been met—we believe it is also due in part to problems with instructional resources that we outline in Section IV below. We anticipate that with the hire of a new tenure-track faculty and the increased

external support for Indo-Pacific Affairs provided by the Congressionally Directed Spending, this slowdown in the growth rate can be quickly overcome. Nonetheless, while the projected total average enrollment over 4 years was 12.75, the actual total average over 4 years was 16.

There was some initial concern that the MAIA Program would “cannibalize” the existing MA in Asian Studies (MAAS) degree program. A side-by-side comparison of enrollment numbers (see Table 1) shows that this has not been the case. The launch of the MAIA program in 2019 coincided with the largest cohort of MAAS students in five years. The sharp drop in MAAS enrollments in 2020 may have been due to the MAIA program absorbing students who would have otherwise enrolled in the MAAS. But after this initial dip in numbers, the MAAS program has held its own. This indicates that there are distinct markets for these two programs: the MAIA, which is focused on geopolitics and geared toward professional development, and the MAAS, which is a traditional interdisciplinary academic graduate program whose degree requirements are comparable to similar programs at our benchmark institutions. As a result, as of 2021-22 (the last year for which we have concrete numbers), the introduction of the MAIA has led to a 78% growth in the number of students enrolled in the Asian Studies graduate programs.

Finally, thus far, it appears that the MAIA program has been successful in attracting a diverse pool of students, as well as active-duty military. MIRO course data shows enrollment by gender and ethnicity in both Asian Studies graduate programs over time (MIRO does not disaggregate the data by program). As summarized in Charts I and II in Appendix A, since the MAIA program started accepting students, courses offered in the Asian Studies graduate programs have become more diverse in terms of both the gender and ethnic makeup of students. Notably, the number of students identifying as Native Hawaiian/Other Pacific Islander in Asian Studies graduate programs has grown from under 2% to around 7%. We believe this trend is key, in part because it contributes to fulfilling the University’s goals of enhancing Native Hawaiian education, but also because it directly contributes to the strength and uniqueness of the MAIA program: its ability to engage with a diverse range of perspectives about the region of which Hawai‘i is an integral part.

It is less clear how well the MAIA program is doing in attracting veterans, which was one of the goals indicated in the original proposal. The MAIA program was not included on the Veterans’ Administration list of approved programs until March of 2022. Students who intended to enroll in the MAIA program using veterans’ benefits had to enroll in the MAAS program instead. Now that MAIA has been included on the VA list of approved programs, we expect to see an increase in the number of veteran enrollees.

IV. Instructional Resources

While the original proposal promised to mount and run the new program with ten regular faculty, we have in fact managed to run the program and deliver the courses with fewer than ten. At present, all eight Asian Studies regular faculty teach graduate and upper-division undergraduate courses that MAIA students take, although faculty have differing levels of engagement with the MAIA core courses (See Appendix B, Table 8 for a list of the eight Asian Studies faculty, their areas of specialization, and the MAIA courses they teach). In order to run the program with this reduction in staffing we have relied on regular faculty who have agreed to teach extra courses, and on well-qualified and enthusiastic Asia specialists on O‘ahu, such as PhD-holding Asia analysts at the Department of Defense and faculty from other universities with PhDs in

International Relations who have retired to Honolulu (see Appendix B, Table 9 for a list of lecturers, their qualifications, and the MAIA courses they taught). In 2021-22, we hired three such individuals as lecturers to cover for a key faculty member who was on LWOP. The lecturers taught MAIA courses and provided informal mentorship and instruction in the kinds of applied skills our students will need after graduation.

The Department of Asian Studies also awards two Graduate Assistantships per year. These are not instructional resources in the sense that the GAs do not teach in the MAIA program, but MAIA students are eligible to apply for the GA-ships. In each of the past three years, one of the two Asian Studies GA-ships has been held by a MAIA student.

Productivity and cost/benefit analysis

It is difficult to accurately assess the fiscal impact of the MAIA program alone, since the two graduate programs in Asian Studies – the long-established Master of Arts in Asian Studies (MAAS), and the provisional Master of Asian International Affairs (MAIA) – are inseparable from each other and from the undergraduate program. MAIA students and MAAS students have different requirements for graduation, but they take many of the same classes, and they can and do take upper-division undergraduate courses in Asian Studies, and in other departments, as electives. In addition, some MAIA students attend part-time, which contributes to the difficulty in determining precisely the amount of tuition revenue that the MAIA program has brought in annually since 2019.

However, as Table 3 shows, while Asian Studies’ S-fund allocation has remained steady at \$14,000 per year since 2019, revenues from summer courses have increased by 62% over the same period.

Table 3. Existing Instructional Resources/Funding

	FY19-20	FY20-21	FY21-22	FY22-23
Combined Tuition/Summer/Course Fees	\$34,024	\$38,219	\$46,588	\$46,544
Other Allocation (Grants)				\$43,907

More importantly, the MAIA program served as the cornerstone for, and is a direct beneficiary of, the \$1 million in Congressionally Directed Spending that UH obtained in 2022 to launch the Indo-Pacific Initiative. Specifically, the proposal requested funding to:

- seed a tenure-track faculty line in Asian Studies to directly support the MAIA program, to begin in August 2023 (\$292,346 including salary and fringe for AY 2023-2025, as well as relocation/start-up and hiring costs);
- hire two lecturers in AY 2022-23 to teach MAIA core courses or electives while the search is ongoing (\$16,618)
- establish a Center for Indo-Pacific Affairs (CIPA), which entails two course buyouts for an Asian Studies faculty member to serve as the CIPA director (\$16,789).

Since the new hire will not begin until AY 2023-24, Table 3 shows only \$43,907 of external funds during the 2022-23 year.

Table 4 shows that the department hired more FTE lecturers in FY 2021-22 and 2022-23 than originally projected. However, the increase in lecturer FTE shown in Table 4 did not correspond to an increase in overall costs, since lecturer funds came from salary savings of regular faculty on LWOP or year-long sabbaticals.

Table 4. Personnel (in FTE)

	FY19-20	FY20-21	FY21-22	FY22-23
Projected Tenured Faculty	10	10	10	10
Actual Tenured Faculty	9	8	8	8
Projected Lecturers	0.5 (MAIA: 0)	0.5 (MAIA: 0)	0.5 (MAIA: 0)	0.5 (MAIA: 0)
Actual Lecturers	0.5 (MAIA: 0)	0	1.5 (MAIA: 1)	1.75 (MAIA: 0.75)
Other: GAs	2	2	2	2

The use of lecturers may appear as a positive from the perspective of efficiency, cost/benefit, and even skills development. From the perspective of running a program that can consistently deliver the caliber of education that students deserve and employers need, however, reliance on limited-term instructional staff is simply not sustainable: their availability is never guaranteed and their ability to contribute to programmatic initiatives outside the classroom is limited.

Fortunately, in fall 2022, Asian Studies was authorized to run a search for one new tenure-track faculty member to support the MAIA program (essentially reopening the authorized search that was frozen in 2020). A portion of the \$1 million in Congressionally Directed Spending will fund the first two years of salary for this position.

Finally, Table 5 shows higher operating costs than originally projected. This is due in part to the fact that some of our partner institutions charge an administrative fee to help offset the cost of hosting and supervising our capstone interns. This cost was not anticipated in the original proposal. In addition, the costs for student events were higher than anticipated due to the higher number of students in the program. However, given the higher summer revenues, the Department was easily able to absorb these higher costs into its annual operating budget.

Table 5. Operating Costs

	FY 2019-20	FY 2020-21	FY 2021-22	FY 2022-23
Projected Operating Costs (from provisional proposal)	\$1000	\$500	\$500	\$500
Actual Operating Costs	\$500	\$500	\$4500	\$4500

In sum, the MAIA program has nearly doubled the average size of Asian Studies graduate classes, which are comparable to or larger than the average class sizes of other graduate programs. Whether measured by SSH, majors, class sizes or degrees conferred, the MAIA program has increased the productivity of Asian Studies faculty without incurring new costs.

V. How the program is organized to meet its outcomes

The MAIA program is structured as originally proposed: it is a 30-credit program in which students choose 4 courses out of a matrix of 7 core electives (two of three “region” courses and two of four “theory” courses); and take ASAN 710, the capstone course, in their final semester.

Although ASAN 710 is open only to MAIA students, the required electives are open to all other graduate students, which enhances the interdisciplinary nature of the degree program: MAIA students engage in seminar discussions with students from disciplines as diverse as political science, anthropology, history, law, literature, and theatre and dance.

Internships. One of the key ways that the MAIA program is structured to meet its outcomes is through the use of internships. Students have two opportunities to pursue internships with organizations doing work relevant to Asian international affairs: through ASAN 710, the new MAIA capstone course, and through ASAN 605, Practicum in Asian Studies. The 605 Practicum experience is structured like other internships, in which students receive course credit for gaining skills and experience in a particular field and at the end of the experience are asked to summarize and reflect on how the experience has built on and extended their classroom education. By contrast, the 710 capstone experience requires students to produce a clearly defined “deliverable” that will be relevant to their intended career. This could be a research paper, but can also take the form of a policy brief, a strategic scenario, a syllabus, a short film, or another project done in collaboration with or at the request of the host organization. The idea is to use the capstone to get students to take concrete steps along their post-graduation career paths. (See Appendix B, Table 10 for a list of capstone internship partners).

Feedback from students consistently shows that the internships are among the most valuable aspects of the MAIA program. They give students an understanding of the range of career paths open to them and enable them to engage meaningfully with networks of professionals already in those careers. They create a positive feedback loop with regular coursework by allowing students to see the real-world value of what they are learning in the classroom, which motivates them to get as much as they can out of their courses; at the same time, research internships provide students the opportunity to publish the results of their work, which burnishes their academic and professional credentials and motivates them to seek out more internships. MAIA students are only allowed to count six credits of internship experience toward the degree, but several of our students have found their experiences so rewarding that they have pursued internships at multiple organizations over the 18-24 months they spend in the program.

Internships have also proven an important form of publicity for the MAIA program: the excellent caliber of interns boosts the reputation of the MAIA program and of the University among our partner institutions. In addition, prospective students—and employers—can see current students organizing, publishing, and making a difference in the Asian international affairs community.

Courses, SSH, and Service to Non-Majors

As shown in Table 3, the average SSH, enrollments and class size of graduate level courses in Asian Studies have all shown a solid increase since the MAIA program started. The decline in SSH and enrollments in fall 2022 corresponds to a drop in the number of courses we were able to offer, given sabbatical leaves and other constraints, but it still represents an increase of 27% over fall 2019. The average class size for graduate-level courses in Asian Studies has almost doubled.

Table 6. Fall Avg. SSH, Enrollment and Class Size for Asian Studies Graduate-level Courses

Fall 2019			Fall 2020			Fall 2021			Fall 2022			4-yr Total		
SSH	Enrol	Avg CS*	SSH	Enrol	Avg CS	SSH	Enrol	Avg CS	SSH	Enrol	Avg CS	SSH	Enrol	Avg CS
186	67	5	248	87	8	293	99	10	236	82	9	27%	22%	80%

*Average class size

(Note: Data are from MIRO. No MIRO data is available for F22. The F22 data is based on corrected IRAPO data) With the establishment of the MAIA program, Asian Studies added five new courses to its roster, with the intention of offering the first four on a rotating basis every two years, and the fifth (710) every semester after Year 1:

- ASAN 630 Southeast Asia Now
- ASAN 654 South Asia Now
- ASAN 687 Conflict & Cooperation in Asia
- ASAN 689 International Relations of Asia
- ASAN 710 MAIA Capstone

In addition, three of our existing courses (ASAN 626, Capitalism in Contemporary Asia; ASAN 629 Asian Security Cultures; and ASAN 651 East Asia Now) were redesigned to meet the learning objectives of the MAIA, and two of those three were put into more regular rotation (the third, ASAN 629, is normally taught by a faculty member who has been on leave for the past year). When the SSH from these existing courses is added to the SSH from the new courses, the annual SSH in MAIA courses alone this year will be roughly triple what was projected in the original program proposal.

Table 7. Student Semester Hours in New Courses and in All MAIA Core Courses

	2019-20	2020-21	2021-22	2022-23 (est.)
Projected No. of New Courses	2	3	3	3
New Courses Actually Offered	3	5	5	5
Projected Annual SSH	60	90	90	90
Annual SSH in New Courses ²	69	171	141	225
Annual SSH in MAIA Core Courses	90	213	261	273

According to the figures available on MIRO and STAR Academic Logic DB, while the overall SSH in Asian Studies graduate programs has grown, the number of non-majors in those courses has declined (See Appendix A, Chart 3). Whereas between 2012 and 2018, the percentage of Asian Studies majors in ASAN graduate courses averaged 68%, starting in 2019, this number jumped to an average of 83%. We believe this is due to the large increase of MAIA students who are required to take the MAIA core courses. MAIA students who need these courses to graduate register early, thus displacing non-majors who may also wish to take them. In addition, due to the shortage of instructional staff, the department has experienced a decline in the range of courses we have been able to offer, as existing faculty have been required to give up offering electives in the humanities, arts and general social sciences in order to ensure that we can offer both MAIA and MAAS core courses often enough to allow students to graduate in a timely fashion. Nonetheless, students from CALL, CSS, Law, and Business continue to enroll in Asian Studies graduate courses.

VI. Evidence of student learning and student and program success.

The students the MAIA program has attracted are, on the whole, of a truly excellent caliber. Each semester, they meet and exceed program learning outcomes, and the feedback we have

² Data on the frequency of course offerings and enrollments were taken from STAR Academic Logic DB on October 17, 2022. SSH was calculated as (number of students enrolled) x 3, since all are three-credit courses. Estimates for the current year include estimates for Spring 2023 based on the enrollment numbers from spring 2022

gotten from current students, alumni, faculty, partner organizations and employers indicates that the MAIA program is succeeding in equipping students with the skills and broad knowledge base they need. Our assessment is based on the following kinds of evidence:

Assessment activities. The MAIA program has four Program Learning Outcomes. All MAIA core course syllabi indicate which SLOs they fulfill. This means that the grades students receive in their courses are good indicators of how well the students are achieving the learning outcomes of the program as well as of each individual course. According to STAR, the average GPA of students graduating from the MAIA program between Fall 2020 and Fall 2022 was 3.94.

Each student is assigned an adviser upon entry into the program and meets with their adviser at least twice per year to discuss course selection, progress toward the degree, and any problems or deficiencies – in the student’s progress or in the program itself – that may emerge. The Chair, Grad Chair, and faculty advisers also interact regularly with students on a more informal basis outside of the classroom. Feedback from internship partners also provide an excellent measure of how well students are learning the skills and knowledge they need. Upon graduation, students are asked to fill out an anonymous exit survey, which explicitly asks them to evaluate the program’s strengths and weaknesses. The exit surveys are compiled into a single document, circulated to faculty, and discussed at a meeting of the faculty. Improvements to the program are implemented on the basis of all these types of feedback.

Based on the feedback from these sources, students are meeting the program learning outcomes and are generally enthusiastic about their experience in the program. The major source of dissatisfaction in the exit interviews has been the dearth of networking opportunities. With the easing of Covid restrictions, the return to in-person work and socializing, and the establishment of the earmark-funded Center for Indo-Pacific Affairs at UH-Mānoa (whose purpose is to provide a networking hub for policy-relevant scholarship, teaching, research on the Asia-Pacific region), we have already begun to address this deficiency.

Time-to-degree and Retention. The average time-to-degree for MAIA students who have graduated or filed for graduation in December 2022 was 19 months. Specifically, 25% of students completed in 12 months (two semesters plus one summer); 37.5% completed in 18 months (three semesters plus one summer); 25% in 24 months (four semesters); and 12.5% completed in 27 months (four semesters plus one summer). The retention rate is 99.8%.

Commendations in the 2022 Periodic Review. In Spring 2022, all units in the College of Arts, Languages & Letters, including the Department of Asian Studies, underwent program review. A team of six external reviewers lauded the MAIA program as “bold and original, especially in its applied emphasis,” and noted that the Department of Asian Studies could “quite rightly” be seen as “an anchor for the immense [Asian studies] expertise at UH, on O’ahu, and throughout Asia at a time when the Asia-Pacific region is at the heart of contemporary global concerns.”

Employment/graduate school trends of graduates. According to our exit surveys, over 80% of MAIA graduates found employment within six months of graduation. In this section we highlight the career paths of MAIA alumni in three categories, exemplifying the impact of the program.

- 1) Nearly half (45%) of MAIA graduates in the past two years have been active-duty military. All of them have gone on to advanced posts in Asia and Hawai‘i. For example (names have been changed to protect student confidentiality):
 - *José* (December 2020), one of the first cohort of MAIA students, came to the program

because, during five years working for the US Army in Southeast Asia, he had read the work of Asian Studies faculty member Patricio Abinales. After working closely with Dr Abinales to complete the program in 12 months, José returned to Southeast Asia where he is serving at the Joint Military Advisory Group Thailand (JUSMAGTHAI) in Bangkok. JUSMAGTHAI is the U.S. Security Cooperation office in Thailand, which facilitates military cooperation between the U.S. and Thailand.

- *Lilian* (December 2022) joined the program because, after 12 years as Surface Warfare Officer in the Navy, she hoped to transition into the field of diplomacy. Instead of going the usual Foreign Area Officer route, however, before she had even graduated, Lilian was offered a teaching position at the U.S. Naval Academy in Annapolis, MD, where she is helping develop the new Foreign Area Studies major. In spring 2023, she will bring a group of USNA Foreign Area Studies majors to Hawai‘i, thus bolstering the nationwide visibility and impact of the MAIA program and the University of Hawai‘i.
- 2) Other alumni have found employment with institutions in Hawai'i as a direct result of their experience in the MAIA program.
- *Melanie* (May 2022), born and raised in Honolulu, returned to Hawai‘i to enroll in the MAIA program after two years teaching English in China and Korea. During her MAIA studies, she did an internship at the CFE-DMHA, where she authored a paper that was published in the CFE-DMHA’s publication series. She also held a semester-long internship at the Pacific Forum, a Honolulu-based policy think tank with a focus on the Indo-Pacific. As a result, just prior to graduating, she accepted a job offer as the Program and Publications Manager at the Pacific Forum.
 - *Brendon* (December 2022), born and raised on O‘ahu, earned his B.A. in Asian Studies and then continued on into the MAIA program. During his time as a MAIA student, he enrolled in the Intelligence Mentoring program through CSS, and then did his capstone internship at DKI-APCSS. He has accepted a job offer at USCIS in Honolulu, where he will do research to help resolve immigration cases.
- 3) Finally, some of our students discover new directions while in the program:
- *Jeremy* (Spring 2022), came to UH from a stint in the Canadian Armed Forces. With an academic background in international relations, he intended to boost his knowledge of cybersecurity and pursue a career in the foreign service. During his time in the MAIA program, he became interested in the deep context and bottom-up insights provided by ethnographic methodologies. As a result, he applied and was accepted into the Ph.D. program in Social Anthropology at Oxford University in the UK, where he will study how, and with what effects, China uses computational propaganda (social media, algorithms, etc) to promote its image in Nepal.

Faculty and Student Achievements. Finally, evidence of the quality of the MAIA program can be seen in the achievements of its faculty and students:

Awards

Dr. Kristi Govella won a Presidential Citation for Meritorious Teaching in 2021.

Emma Hsu ('23) co-authored a conference paper ('There is No Entities List for Patent Filings:

The Policy Implications of Huawei and ZTE as Patent Powers’) that won Honorable Mention in the 2022 Jimmy Carter Award for Best Paper on U.S.-China Relations and Chinese Foreign Policy competition, sponsored by the Young Scholars Forum on US-China Relations at the Carter Center.

Student Publications

The number of MAIA students who have published their work in academic and policy venues during their studies is another encouraging sign of the quality of the program. Students at the M.A. level in Asian Studies are not normally expected to publish. Examples include:

Talkeetna Saiget (MAIA ‘22) “Chinese Cyber Nationalism during the Pandemic”, in *Issues and Insights*, published by the Pacific Forum, Vol 22, August 31, 2022.

Carol Li (MAIA ‘22) “The Belt and Road Initiative in Oceania: Understanding the People’s Republic of China’s Strategic Interests and Engagement in the Pacific.” In *China’s Multi-Pronged Approach to Gain Influence in Oceania*, published by the Center for Excellence in Disaster Management and Humanitarian Relief, Honolulu, Hawai‘i.

Yuan-Zhi Ou (MAIA ‘22) published two articles: “The Northern Mariana Islands: US Territory, China-Dependent” in *The Diplomat* Sept 25, 2021; and “Surviving Troubled Times on the Borders of China: Sheng Shicai as a Successful Warlord in Xinjiang, 1931-34” in the *Journal of Chinese Military History*, Brill, November 2021.

Emma Hsu (MAIA ‘23) published two articles: “Cutting in the Middleman: Learning from Ancient Chinese Contract Negotiation” in *International Negotiation*, April 18, 2022; AND co- authored (with Rob York) an article in *Al Jazeera* about Taiwan's global role in the semiconductor industry and political stakes for the PRC (published on April 3, 2022).

In short, we are proud of the accomplishments of our students and faculty and grateful for the cooperation and support the MAIA program has received from the university and community partners. We remain optimistic about the potential for further growth of the MAIA program, and respectfully request that it be given established status.

Appendix A

Chart 1. Gender of Students in Asian Studies Graduate-level Courses, 2012-2021

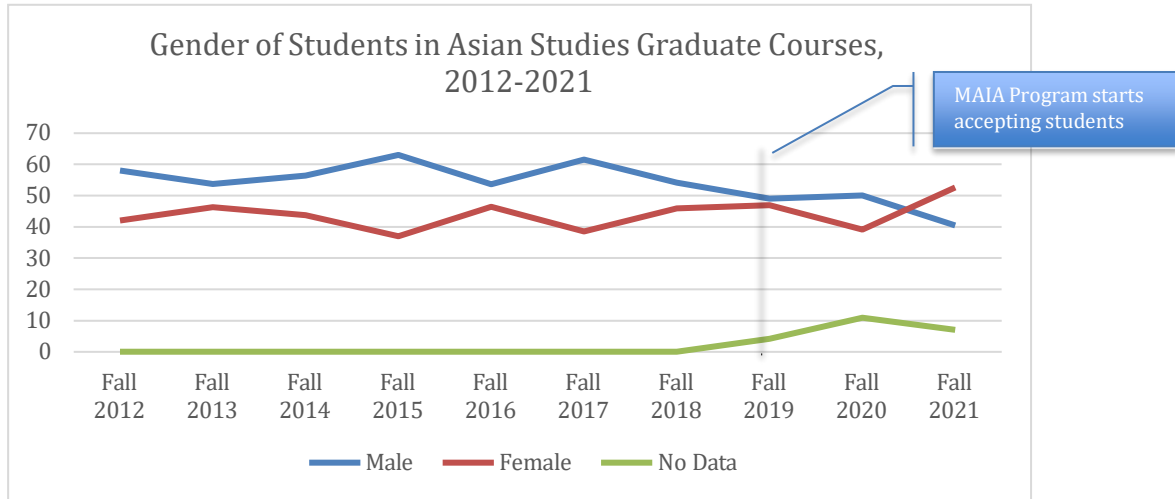


Chart 2. Race/Ethnicity of Students in Asian Studies Graduate-level Courses, 2012-2021 (%)

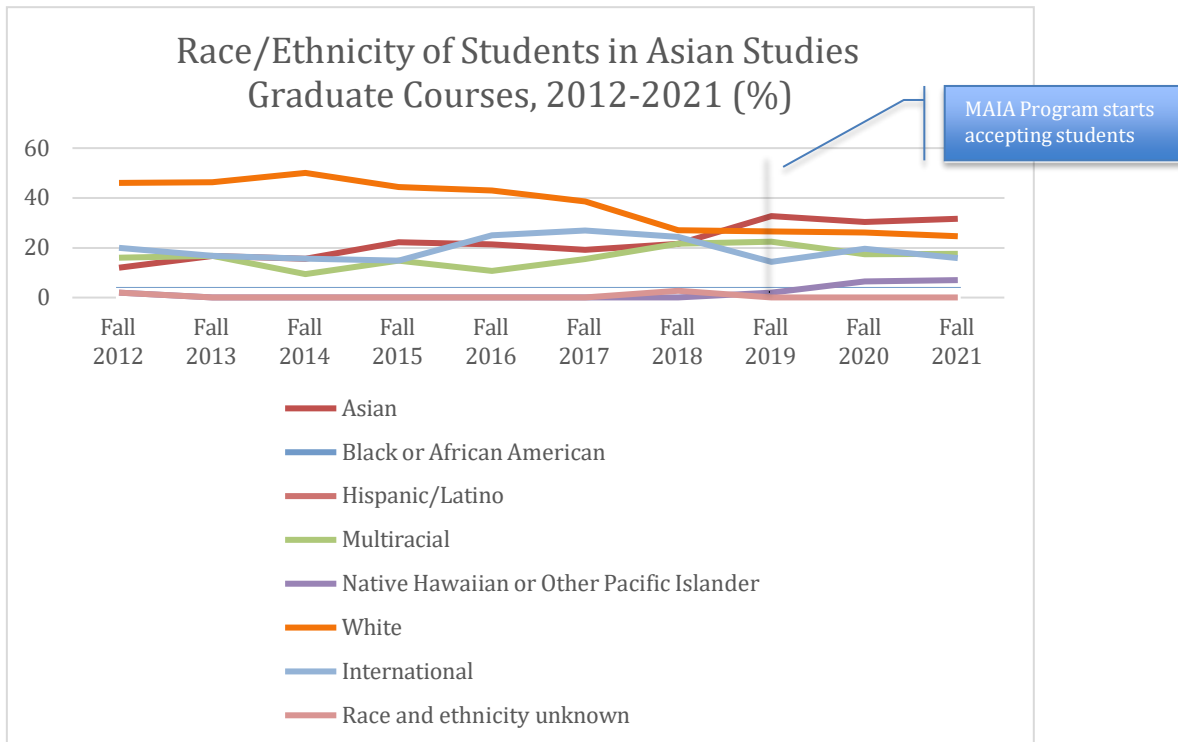


Chart 3. Asian Studies Graduate Courses Service to Non-Majors, 2012-21



Appendix B. Instructional Resources

Table 8. Asian Studies Faculty Teaching in the MAIA Program (as of Fall 2022)

Name	Title	Area of Expertise	MAIA courses taught
Patricio Abinales	Professor	Southeast Asian politics	ASAN 630 & electives
Barbara Andaya	Professor	Southeast Asian history	ASAN 630 & electives
Lonny Carlile	Professor & Director, Ctr for Japanese Studies (2015-21)	Japan and East Asian politics	ASAN 629 & electives
Cathryn Clayton	Associate Professor & Dept Chair (2017-)	China, nationalism, ethnicity	ASAN 651, ASAN 710 & electives
Kristi Govella	Assistant Professor & Director, Ctr for Indo- Pacific Affairs (F22-)	Japan and International Relations	ASAN 626, ASAN 687, ASAN 689, ASAN 710
Eric Harwit	Professor	Chinese political economy	ASAN 651, ASAN 689 & electives
Young-a Park	Associate Professor & DAS Grad Chair (2017-)	South Korean film; North Korean migration	Electives
Anna Stirr	Associate Professor & Director, Ctr South Asian Studies (2021-)	South Asian music, film & culture	ASAN 654 & electives

Table 9. Lecturers hired to teach MAIA core courses or electives, 2020-2023

Sem/Yr	Name	Qualifications/Specialty	Course(s)	Funding Source
Fall 2022	Michelle Daigle	PhD, UHM/ Japan Anthro	ASAN 600J	Sabbatical salary savings
Fall 2021	Tsuneo Akaha	Professor Emeritus, Middlebury Institute of Int'l Studies at Monterey	ASAN 689	LWOP salary savings
Spr 2022 Fall 2022	Julia Famularo	PhD, Georgetown; DOD analyst / Chinese history & politics	ASAN 651 ASAN 687	Sabbatical salary savings & earmark
Spr 2022 Spr 2023	Aaron Johnson	PhD, NIU; DOD analyst/Thai politics	ASAN 626	LWOP salary savings & earmark

Table 10. List of Internship Partners as of Spring 2023

Capstone internship partners (ASAN 710)	Daniel K. Inouye Asia-Pacific Center for Security Studies Center for Excellence in Disaster Management & Humanitarian Assistance Pacific and Asian Affairs Council Pacific Forum International UC-Berkeley APEC Studies Center
Organizations where MAIA students have held regular internships (ASAN 605), in addition to those listed above	INDOPACOM East-West Center



UNIVERSITY
of HAWAI'I
MĀNOA

DTS 23262
UNIVERSITY OF HAWAI'I
BOARD OF REGENTS

School of Architecture

'23 APR 26 P2:16

March 6, 2023

MEMORANDUM

TO: Randolph G. Moore
Chair, Board of Regents

Ernest K. Wilson
Chair, BOR Academic and Student Affairs Committee

VIA: David Lassner *David Lassner*
President

VIA: Debora Halbert *Debora Halbert*
Vice President for Academic Strategy, UH System

VIA: Michael S. Bruno *Michael Bruno*
Provost

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

VIA: Julienne K. Maeda *Julienne K. Maeda*
Interim Dean, Graduate Division

VIA: William R. Chapman *William R. Chapman*
Interim Dean, School of Architecture

FROM: Judith Stilgenbauer *J. Stilgenbauer*
MLA Program Director, School of Architecture

SUBJECT: REQUEST FOR ESTABLISHED STATUS FOR THE MASTER OF LANDSCAPE ARCHITECTURE AT THE UNIVERSITY OF HAWAI'I AT MĀNOA

SPECIFIC ACTION REQUESTED:

It is respectfully requested that the Board of Regents grant established status to the Master of Landscape Architecture in the School of Architecture at the University of Hawai'i at Mānoa (UHM).

RECOMMENDED EFFECTIVE DATE:

Effective Fall 2023

ADDITIONAL COST:

No additional costs are associated with this request.

PURPOSE:

To grant established status to the Master of Landscape Architecture

BACKGROUND:

The Master of Landscape Architecture (MLA)—the only landscape architecture degree in the UH system and in the State of Hawai‘i—enriches the scope of sustainability and resilience teaching, research, and service within the School of Architecture. The state needs locally trained landscape architects and sustainability professionals, capable of addressing the complex ecological and climate challenges of our time. An accredited landscape architecture degree is required for professional licensure.

The program has graduated two MLA cohorts since its inception in 2018. All alumni to date have successfully gained employment in leading firms/organizations. MLA graduates have already made many meaningful contributions to the disciplinary discourse—practicing their responsibility to the ‘āina and stewarding the state’s natural and built environment resources.

Both local landscape architecture firms and the Hawai‘i Chapter of the American Society of Landscape Architects continue to be strongly supportive and committed to the MLA program for the ways it addresses workforce and community needs. Landscape architecture is an expanding field whose economic impact continues to grow in Hawai‘i, especially in light of the state’s ambitious climate and sustainability goals.

Because of its critical contributions to sustainability and resilience-related design education at UHM, the MLA continues to be a priority for the School of Architecture and the campus. The MLA integrates well with other programs across UHM, via cross-listed courses and/or shared requirements and electives, e.g., with Department of Urban and Regional Planning (DURP), Tropical Plant and Soil Sciences (TPSS), Hawaiian Studies (HWST), and the School of Architecture’s Bachelor in Environmental Design (BEnvD), Master of Architecture (MArch), and Doctor of Architecture (DArch) programs.

Graduate-level landscape architecture programs are typically small and specialized. UHM’s MLA program is no exception. Enrollment numbers are beginning to approach levels projected in the program proposal. However, the program operates efficiently, taking advantage of numerous existing and cross-listed course offerings, making use, as needed, of part-time lecturers from the local professional community, and utilizing existing School of Architecture resources.

Due to the outbreak of the Coronavirus pandemic, in March 2020, the program was abruptly forced to move all activities to an online environment. Thus, five of the ten semesters of MLA operations to date (50%) have been heavily affected by limited in-person program interactions, which impacted the evolution of selected aspects of program development.

Overall, the MLA has excelled in meeting proposed program outcomes. As evidenced by awards and hire rates, the program has already had a significant impact. Graduates are prepared to enter landscape architectural practice and influence the trajectory of the profession in innovative ways. The recent granting of Landscape Architectural Accreditation Board (LAAB) initial accreditation status for the maximum six-year period indicates the MLA’s quality and should justify making the program permanent. **The MLA program requires no additional resources at this time.**

ACTION RECOMMENDED:

It is respectfully recommended that the Board of Regents grant established status to the Master of Landscape Architecture in the School of Architecture at the University of Hawai‘i at Mānoa (UHM).

Attachments:

Provisional to Established Proposal for Master of Landscape Architecture
[Provisional Approval for Master of Landscape Architecture](#)

Master of Landscape Architecture (MLA)

Proposal: Provisional to Established Program Status, March 2023

The School of Architecture (SOA) at the University of Hawai‘i at Mānoa (UHM) is pleased to submit this proposal, which requests Established Status for the Master of Landscape Architecture (MLA) program.

1. Executive summary

The School of Architecture is one of UHM’s 15 degree-granting colleges and schools, and only architecture school in Hawai‘i. It is a non-departmentalized unit that offers a pre-professional, 4- year, 120-credit Bachelor of Environmental Design (BEnvD) degree, which emphasizes the interdisciplinary nature of the built environment design professions and provides an education that takes full advantage of the greater university setting. In addition to this pre-professional undergraduate program, SOA offers the only National Architectural Accrediting Board (NAAB)-accredited Doctor of Architecture (DArch), a 3-year, 108-/90-credit professional architecture degree, and a provisional, 2- year, 63-credit Master of Architecture (MArch) degree, which admitted its first cohort of students in 2022. A description of the timeline of SOA’s 3- year, 90-credit Master of Landscape Architecture (MLA) degree follows.

In February, 2015, the school submitted its *Authorization to Plan (ATP) a New Academic Program* request to the campus and university; in October, 2017, the Board of Regents (BOR) unanimously approved the MLA program.

The MLA welcomed its inaugural cohort of first-ever landscape architecture students in the State of Hawai‘i in August, 2018. The program achieved Landscape Architectural Accreditation Board (LAAB) Candidacy status in 2019. Graduation of the first MLA class of seven students occurred in 2021, followed by a second cohort of MLA graduates in 2022. AY 2022-23 marks the program’s fifth year of operation, and this March, the MLA received full accreditation from LAAB. See Appendix. Because the MLA shares faculty and facilities with the other SOA undergraduate and graduate degrees, and the curriculum across degrees has been developed to leverage shared faculty and resources, the SOA is able to offer the MLA with no additional cost.

Working in collaboration with architects, urban designers, engineers, and planners, landscape architects enhance the beauty, resilience, health, and sustainability of the built environment, solve problems by analyzing the environmental and climate impacts of proposed developments, address ecological and social problems through design, and determine the most appropriate uses of sites. The practice of landscape architecture presupposes a thorough understanding and appreciation for environmental systems, a commitment to the highest standards of planning and design, and dedication to built work that both enhances and sustains the quality of people’s lives for this generation and generations to come.

An accredited professional degree in landscape architecture, such as the MLA, is needed for licensure, which is required to practice landscape architecture.

Program description

The MLA program enriches and broadens the scope of sustainability and resilience related environmental design education at UHM. The BEnvD graduates have the option

of pursuing either professional MArch/DArch degrees or a professional MLA degree. Additionally, the MLA program is open to other qualified applicants with 4-year bachelor's degrees from within and outside of UHM and the UH system. To accommodate applicants' varying levels of preparedness through their undergraduate education—and as is common practice in many other MLA programs across the country—the single degree program includes three closely intertwined tracks:

I. First-professional MLA Track (MLA I)

This first-professional three-year degree track is open to applicants with 4-year bachelor's degrees with majors in any field of study.

II. First-professional MLA Advanced Placement Track (MLA I AP)

In the first-professional MLA I AP track applicants with professional (accredited) degrees in architecture (BArch, MArch, DArch) or pre-professional (non-accredited) undergraduate degrees in landscape architecture, architecture, or environmental design and a strong design portfolio may be granted advanced standing of up to two semesters. For example, UHM SOA graduates with a BEnvD who meet admissions requirements qualify for this shortened degree track.

III. Two-year post-professional MLA Track (MLA II)

This post-professional degree track is open to applicants with professional undergraduate degrees in landscape architecture (BLA, BSLA, or equivalent) that fulfill the requirement for landscape architectural licensure.

Program outcomes to date

The MLA program is committed to providing students with a deep and thorough knowledge, core skills, and applications of contemporary landscape architecture with a focus on sustainable built environment design in tropical, Hawaiian, and Asia-Pacific environments. The program fosters creative problem solving, critical thinking, advanced design communication, and competency in landscape architectural research.

In the December 14, 2022 visiting team report, LAAB finds that “[t]he program’s strengths are many and the team identified the cultural diversity of the campus and the university, SOA and the MLA programs intentional integration of Hawaiian culture and philosophy into the teaching, learning, service and scholarship as key to the current and future potential of the program. The opportunity for collaboration within the SOA and beyond as well as the presence of the UH Community Design Center are helpful as the program looks toward the future impact of the profession.” Further summarizing the program’s strengths, the report states:

“Landscape architecture is an expanding field whose economic impact continues to grow in Hawai‘i. The state has ambitious climate and sustainability goals. Landscape architects' environmental/urban design and problem-solving skills in resource, water and land use planning, sustainability, applied ecology, climate resilience, as well as understanding how to apply cultural and social factors, have already proven invaluable in increasing the program’s environmental leadership on campus and in the state. The program enjoys close ties with Hawai‘i’s landscape architectural professional community. Based on workforce and community needs, local landscape architects and Hawai‘i ASLA were strongly supportive and committed to the establishment of an MLA program.”

And:

“The University and SOA are supportive of the program and recognize it as an

important contributor to the campus' sustainability and resilience-related built environment design teaching, research, service, and practice efforts. The team's interviews indicated that the program is highly respected and supported."

The program's excellent learning outcomes to date have been confirmed by LAAB's external review and are evidenced in student awards, scholarships, and job placement results (please see point 6.5 below for details).

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

As the only professional landscape architecture program in Hawai'i, situated within a Carnegie R1 land, sea, space, and sun grant university, the MLA advances contemporary urban landscape design teaching, theory, and practice in the state and tropical Asia-Pacific coastal regions with a dedicated focus on ecological and social sustainability by design. To our knowledge, no other MLA program exists in the U.S. with such a focus.

The MLA program's mission is directly in line with UH Mānoa's mission and strategic priorities, as expressed in the Strategic Plan 2025: *Our Kuleana to Hawai'i and the World*, which stresses the campus' responsibility to community and the environment.

UH's shared value of mālama 'āina, caring for living in harmony with the land—expressed in land stewardship and sustainable environmental design—lies at the core of landscape architecture as an academic discipline and profession. The MLA curriculum directly reflects the concept of mālama 'āina and many of the Mānoa campus' strategic goals, such as the application of native Hawaiian values and traditions, an acknowledgment of the interdependency of natural and human systems, and a focus on creating and enhancing a sustainable and resilient environment through learning, research, and creative work.

Similarly, the MLA program's mission, educational goals, and objectives directly address various UH System key foundational principles, such as promoting a Hawaiian Place of Learning. Many MLA courses explore contemporary, place-based sustainable design and land management practices inspired by the traditional ahupua'a concept and other aspects of traditional ecological knowledge and Hawaiian bio-cultural land-water practices.

The MLA addresses statewide needs by producing landscape architecture and sustainability professionals for Hawai'i—capable of practicing their responsibility to the 'āina, stewarding the state's natural resources, and developing solutions to the complex sustainability, resilience, and climate crisis challenges of our time.

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

In the first five years of program operation, incoming MLA student numbers ranged from five (2019) and seven (2018, 2020, 2022) to nine (2021).

Graduation of the first MLA class of seven students occurred in 2021, followed by a small second cohort of three MLA graduates in 2022. AY 2022-23 will be the program's fifth year of operation. The program anticipates four MLA graduates this May and two additional graduates in December 2023.

Due to the outbreak of the Coronavirus pandemic, in March 2020, the program—along with the rest of the UHM campus—was abruptly forced to move all instructional and other activities to an online environment. Thus, five of the ten semesters of MLA operations to date (50%) have been heavily affected by limited in-person program interactions. While instructors and students adjusted quickly to these unprecedented and challenging circumstances, the pandemic impacted our enrollments.

Nevertheless, during academic year 2022-23, the program has had a total enrollment of 19 MLA students. Though our enrollment numbers are lower than the projected 12 annually (MLA 1 track) a range of student recruitment efforts are underway. Moreover, the MLA has many noteworthy program successes, including state-wide and national-level initiatives and awards. The MLA benefits tremendously from existing, well established SOA resources, facilities, as well as administrative and other support structures, which allow us to run this degree program efficiently. Required MLA courses (ARCH 352, ARCH 381, ARCH 483, and ARCH 484) serve as Bachelor of Environmental Design (BEnvD) degree requirements and Tropical Plant and Soil Sciences electives (in CTAHR). Various 600/700-level MLA requirements and electives (ARCH 695, ARCH 696, ARCH 739, ARCH 743, and ARCH 781) bring landscape architecture and Doctor of Architecture (DArch), Master of Architecture (MArch) and/or Master of Urban and Regional Planning (MURP) students together. SOA’s landscape architecture faculty members teach across all four of the school’s degree programs, allowing the school to effectively run multiple programs with minimal additional costs.

Growing and stabilizing applicant and acceptance numbers remains a priority for the MLA. We are confident that the recent granting of initial LAAB accreditation status will further these efforts.

Enrollment

	Year 1 AY 2018- 19	Year 2 AY 2019- 20	Year 3 AY 2020- 21	Year 4 AY 2021- 22	Current Year AY 2022-23
Projected Enrollment	12	28	44	NA	NA
Actual Enrollment	7	12	17	18	19

Program Completion

	Year 1 AY 2018- 19	Year 2 AY 2019- 20	Year 3 AY 2020- 21	Year 4 AY 2021- 22	Current Year AY 2022-23
Projected Program Completion	NA	NA	NA	NA	6

(annual)					
Actual Program Completion (annual)	0	0	7	3	-

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

4.1 Faculty numbers

SOA currently has an overall tenure-track/tenured instructional faculty FTE budget count of 15.75. Of those faculty FTE located within SOA, a total of 3.25 are dedicated to the MLA (instruction and program administration); 3.00 of which hold professional landscape architecture degrees (Judith Stilgenbauer, Simon Bussiere, Phoebe White). Additionally, the Department of Tropical Plant and Soil Sciences (TPSS), housed in the UHM College of Tropical Agriculture and Human Resources (CTAHR), contributes 0.5 FTE to the MLA (Dr. Andy Kaufman). The MLA program faculty is small but experienced, capable, locally and nationally recognized, and highly motivated. As the program grows, additional SOA full-time faculty FTE with professional landscape architecture backgrounds may be necessary.

The MLA shares support staff with SOA’s other degree programs. Staff support is adequate to accomplish the program mission and goals.

SOA currently has a variety of studio spaces with enough room for each student to have a personal workstation assigned for the entire length of a semester. At this point in the program, MLA studio spaces adequately meet program needs.

Instructional Resources/Funding

Instructional Resources	Year 1 AY 2018-19	Year 2 AY 2019-20	Year 3 AY 2020-21	Year 4 AY 2021-22	Current Year AY 2022-23
Combined Tuition/Summer/ Course Fees	\$156,976	\$220,680	\$330,464	\$389,040	\$334,896
Other Allocation (Grants)	\$584,600	-	\$85,425	\$150,000	\$615,000

Personnel (School of Architecture FTE teaching in MLA program)

Personnel	Year 1 AY 2018- 19	Year 2 AY 2019- 20	Year 3 AY 2020- 21	Year 4 AY 2021- 22	Current Year AY 2022- 23
Projected Tenured/Tenure Track Faculty *	2.5	4	5	NA	NA
Actual Tenured/Tenure Track Faculty	2	2.5	3.25	3.25	3.25
Projected Lecturers *	3	4	6	-	-
Actual Lecturers	0.75	2	2	2	2
Other	-	-	-	-	-

Operating Costs

	Year 1 AY 2018- 19	Year 2 AY 2019- 20	Year 3 AY 2020- 21	Year 4 AY 2021- 22	Current Year AY 2022-23
Projected Operating Costs *	\$241,200	\$389,600	\$480,400	NA	NA
Actual Operating Costs	\$232,775	\$343,200	\$372,940	\$378,800	\$407,000 (Estimate)

5. How the program is organized to meet its outcomes

UHM's MLA is a small, discrete, and identifiable professional graduate program located within SOA, where it builds upon, complements, and strengthens the school's, campus', and UH system's environmental design, architecture, urban planning, and sustainability-related program offerings, research, and faculty/student expertise.

SOA has no departments and thus no department chairs. Currently, three faculty members appointed by the dean direct and coordinate the school's graduate and undergraduate degrees and advise the dean on academic development, new and existing programs, recruitment, retention, teaching schedules and assignments, procedures, policies, and school operations. While Interim Dean William Chapman serves as SOA's chief academic and administrative officer, program-

level administrative functions and day-to-day academic decisions have been delegated by the dean to faculty program directors. MLA program director and graduate chair, Judith Stilgenbauer, has significant, MLA-specific duties and responsibilities in managing program operations. The MLA program director also serves as graduate chair.

The MLA program of study strives for educational excellence in exploring the role of landscape architectural design as a medium of aesthetics, place, infrastructure, ecology, sustainability, culture, heritage, and community. Students' landscape architecture knowledge and skills are developed through a combination of coursework, applied design research, and co-curricular opportunities, such as summer internships, other interactions with the local professional community, for example in the context of design studio reviews, or hands-on public-interest design experience working with faculty on University of Hawai'i Community Design Center or other applied design research projects.

The MLA curriculum, through a sequence of studio and lecture/seminar courses that culminate in individual capstone projects, aims to equip students with emerging tools and strategies needed to enhance a beautiful, resilient, and healthy built environment in Hawai'i and beyond. Through course content, students acquire skills and knowledge in contemporary urban landscape design theory and practice in tropical coastal regions. The MLA curriculum stresses ecologically and socially sustainable public urban landscape design at a variety of scales. The program is committed to providing students with a thorough knowledge, core skills, and applications of contemporary landscape architecture with a focus on sustainable built environment design in tropical, Hawaiian, and Asia-Pacific environments. It fosters creative problem solving, critical thinking, and advanced design communication. Further, in an educational context enriched by allied disciplines, MLA students acquire competency in landscape architectural applied research and scholarly methods.

To operate the program as efficiently as possible, the MLA leverages SOA and UHM campus resources and collaborations (for example CTAHR/TPSS and the Department of Urban and Regional Planning (DURP)) to every extent possible. Combining and/or cross-listing relevant courses avoids the duplication of content, stimulates transdisciplinary faculty/student interactions, and strengthens existing options and concentrations in allied programs and fields.

The main, first-professional MLA I degree track incorporates the following upper division 300/400-level courses for a total of 12 credits:

- ARCH/TPSS 352 Landscape Architecture History [3 credits]
- ARCH 381 Landform and Water [3 credits]
- ARCH 483 Urban Ecological Analysis and Design [3 credits]
- ARCH 484 Plants in Design [3 credits]

These four lecture courses—BEnvD and MLA I degree requirements—provide robust enrollment numbers. Similarly, to take advantage of and strengthen relevant graduate-level architecture course offerings, the MLA curriculum incorporates the following previously 600/700-level SOA courses:

- ARCH 682 Building Well-Being: Health and the Built Environment [3 credits]; MLA required course and DArch/MArch elective
- ARCH 695 Applied Theories of Landscape Architecture [3 credits]; MLA requirement and DArch/MArch elective
- ARCH 739 Research Methods Seminar [3 credits]; MLA and DArch/MArch requirement

- ARCH 743 Architecture Studio IV: Urban Design [6 credits];
MLA and DArch/MArch requirement
- ARCH 690 Special Topics Seminar [3 credits]; MLA and DArch/MArch
electives on varying topics
- ARCH 699 Directed Work: Thesis Prep [3 credits]

The Master of Urban and Regional Planning (MURP) curriculum in UHM's Department of Urban and Regional Planning (DURP) includes PLAN 620 Environmental Planning & Policy as a core requirement. The course content is of great relevance to the MLA program. DURP and SOA have agreed upon the inclusion of PLAN 620 Environmental Planning and Policy (3 credits) as an MLA requirement. The MLA curriculum, particularly through its electives, leaves room for potential additional cross-listed courses with the Department of Urban and Regional Planning (MURP program), CTAHR (MS in Natural Resources and Environmental Management), as well as other UH Mānoa departments such as Hawaiian Studies, Geography, Art, Engineering, etc.

Degree Requirements

General degree requirements for the MLA program are set forth by UHM Graduate Division policy. MLA-specific degree requirements are listed in the following.

First-professional MLA Track (MLA I)

Admitted students with 4-year bachelor's degrees in unrelated fields go through the 90-credit first-professional MLA track. It follows UHM Graduate Division Master's Plan B, which culminates in an intense, 9-credit ARCH 764 Capstone experience during the final semester (ARCH 764 D Capstone Studio: Design [6] and ARCH 764 R Capstone Studio: Research [3]). Program track requirements are as follows:

MLA core requirements [33 credits]:

ARCH 634 [3], ARCH 635 [3], ARCH/PH 682 [3], ARCH 695 [3], ARCH 739 [3],
ARCH 743 [6], ARCH 761 [6], ARCH 763 [6]

Additional MLA I requirements [36 credits]:

ARCH 352 [3], ARCH 381 [3], ARCH 483 [3], ARCH 484 [3], ARCH 631 [3], ARCH
633 [3], ARCH 636 [3], ARCH 651 [6], ARCH 652 [6], PLAN 620 [3]

Required electives [12 credits]:

ARCH 6XX [3], ARCH 6XX [3], ARCH 696 [3], ARCH 696 [3]

Capstone [9 credits]:

ARCH 764 D [6], ARCH 764 R [3]

MLA I total: 90 credits

First-professional MLA Advanced Placement Track (MLA I AP)

This 60 to 90-credit first-professional advanced placement track is open to qualified applicants with professional degrees in architecture (BArch, MArch, DArch) or 4-year pre-professional undergraduate degrees in landscape architecture, architecture, or environmental design, such as the School of Architecture's own BEnvD program. The MLA I AP track follows UHM Graduate Division Master's Plan B (9-credit culminating ARCH 764 Capstone experience in final semester). Exceptionally qualified MLA I AP students, through petition to the MLA graduate chair, may be allowed to follow Master's Plan A (sequence of 3-credit ARCH 699 Thesis Prep in lieu of one ARCH 6XX followed by 9-credit ARCH 700 MLA Thesis). Program

track requirements are as follows:

MLA core requirements [33 credits]:

ARCH 634 [3], ARCH 635 [3], ARCH 682 [3], ARCH 695 [3], ARCH 739 [3], ARCH 743 [6], ARCH 761 [6], ARCH 763 [6]

Additional MLA I AP requirements [6 credits]:

ARCH 636 [3], PLAN 620 [3]

Required electives [12 credits]:

ARCH 6XX [3], ARCH 6XX [3], ARCH 696 [3], ARCH 696 [3]

Thesis/capstone [9 credits]:

ARCH 764 D [6], ARCH 764 R [3]

(Or, by exception: ARCH 699 [3], ARCH 700 [9]; reduces number of ARCH 6XX electives listed above by one)

MLA I AP total: 60 credits

Post-professional MLA Track (MLA II)

This post-professional 54-credit track of the MLA is open to applicants who already hold LAAB-accredited professional degrees in landscape architecture (BLA, BSLA, or equivalent). The MLA II track typically follows UHM Graduate Division Master's Plan A (sequence of 3-credit ARCH 699 Thesis Prep plus 9-credit ARCH 700 MLA Thesis). By petition—depending on their background and interest—MLA II students also have the option of following Plan B (9-credit ARCH 764 Capstone experience in final semester plus ARCH 6XX elective in lieu of ARCH 699 thesis prep). The fact that this program track is not accredited allows for more flexibility in course choices and, through petition, course content waivers in cases where post-professional degree students can demonstrate prior upper division or graduate-level coursework equivalent in content. Waived MLA II requirements (not including core requirements) result in additional elective options. MLA II students work closely with their advisor/the MLA graduate chair to custom tailor their program of study within the general framework defined by the program chart. MLA II program track requirements are as follows:

MLA core requirements [33 credits]:

ARCH 634 [3], ARCH 635 [3], ARCH 682 [3], ARCH 695 [3], ARCH 739 [3], ARCH 743 [6], ARCH 761 [6], ARCH 763 [6]

Additional MLA II requirements [3 credits]:

PLAN 620 [3] or ARCH 636 [3]

Required electives [6 credits]:

ARCH 6XX [3], ARCH 6XX [3] or ARCH 696 [3]

Thesis/capstone [12 credits]:

ARCH 699 [3], ARCH 700 [9]

Or, by petition: ARCH 764 D [6], ARCH 764 R [3], ARCH 6XX [3]

MLA II total: 54 credits

There are no substantive differences in the program organization and curriculum compared to what was approved by the Board of Regents with the program proposal. The MLA program is run efficiently and with minimal resources, taking advantage of faculty expertise and existing course offerings in other units and/or programs, such as SOA's BEnvD and DArch/MArch programs, DURP, and TPSS.

Courses, Sections, SSH

	Year 1 AY 2018- 19	Year 2 AY 2019- 20	Year 3 AY 2020- 21	Year 4 AY 2021- 22	Current Year AY 2022-23
Projected No. Courses	4	10	15	15	15
No. Actual Courses Offered	4	10	15	15	15
Projected No. Sections	-	-	-	-	-
No. Actual Sections Offered	4	10	15	15	15
Projected Annual SSH *	360	834	1,302	-	-
Actual Annual SSH	174	276	419	472	450

6. Evidence of student learning and student and program success

The MLA curriculum expresses the program’s mission, academic goals, and educational objectives. Its structure and assessment of student learning are closely guided by the Landscape Architectural Accreditation Board’s (LAAB) Accreditation Standard 3 Professional Curriculum (January 2021), which identifies key components of a professional landscape architecture curriculum.

To monitor and improve MLA student learning, the program follows assessment practices recommended by the UHM Assessment and Curriculum Support Center. The process involves establishing student learning outcomes (MLA SLO), measuring/ observing, and documenting the extent to which outcomes are achieved, finding ways to improve, and implementing improvement plans. In addition to MLA-specific SLO that are aligned with LAAB guidelines, MLA courses and syllabi also incorporate Mānoa Advanced Degree Institutional Learning Outcomes (ILO).

As is common practice in professional design programs, the evaluation of students during their final studio presentations by invited professionals, as well as the participation of committee members (disciplinary experts from within and outside of UH) on capstone committees and design juries, play important roles in the assessment of MLA student learning. Additionally, as has been a long-standing and successful tradition in SOA, at the end of each semester, faculty engage in review of course work, specifically focusing on design studio and capstone outcomes. During this assessment session, all SOA faculty and the dean gather for one day and evaluate/discuss how

studio courses and overall program curricula might be adjusted to better align course content with SLOs and to improve overall program learning outcomes.

6.1 MLA student retention and graduation rates:

Persistence by program (MLA) and major (landscape architecture) available for 2018 – 2020, per UHM Institutional Research Office (MIRO) database:

Total Persistence by Academic Unit

Cohort	Total	Stayed in program		Stayed in major		Stayed in department		Stayed in college		Stayed in institution	
		N	%	N	%	N	%	N	%	N	%
2018	7	6	85.7%	6	85.7%	6	85.7%	6	85.7%	6	85.7%
2019	11	10	90.9%	10	90.9%	11	100.0%	11	100.0%	11	100.0%
2020	16	16	100.0%	16	100.0%	16	100.0%	16	100.0%	16	100.0%

6.2 Percentage of MLA students with timely graduation (LAAB criterion: MLA students graduating within four years):

To date, the MLA program has granted the following number of degrees:

- 2021: seven (7) MLA degrees
- 2022: three (3) MLA degrees

All ten (10) MLA graduates from the years 2021 and 2022 completed the program in a timely manner (100%).

6.3 Post-graduation employment types and rates

The MLA program’s ten (10) graduates to date fall into the following employment categories:

- Private practice: 7 (60%)
- Public practice: 1 (10%)
- Design build: 1 (10%)
- Teaching: 1 (10%)

6.4 Licensure info and requirements

- ASLA info on landscape architectural licensure: <https://www.asla.org/licensure.aspx>
- Council of Landscape Architectural Registration Boards (CLARB): <https://www.clarb.org/>
- Hawai‘i Board of Professional Engineers, Architects, Surveyors and Landscape Architects <https://cca.hawaii.gov/pvl/boards/engineer/>
- Relevant statutes and regulations: Title 25, Chapter 464, Professional Engineers, Architects, Surveyors and Landscape Architects - Hawai‘i Administrative Rules, Title 16, Chapter 115, Subchapter 5

6.5 Indicators of program quality

Prior to 2021, the year the UHM MLA program graduated its first cohort, landscape architecture firms in Hawai‘i had no option but to recruit graduates from outside of

Hawai‘i. During the program formation, local firms expressed that MLA graduates from UHM would have a competitive advantage because of their familiarity with tropical, sustainable landscape architecture, and they were thus enthusiastic about the prospect of a local, professional landscape architecture program that could serve Hawai‘i.

UHM MLA graduates are prepared to succeed in a changing world, enter landscape architectural professional practice, or other careers in the field, and influence the trajectory of the local, national, and international profession in innovative ways. All ten program graduates to date have been hired by local and mainland firms and other organizations/agencies in the field. Most MLA alumni work in leading local landscape architecture, planning, and architecture firms, such as PBR Hawaii, Ki Concepts, HHF Planners. Two MLA alumni have recently joined the Executive Committee of the Hawai‘i Chapter of the American Society of Landscape Architects (ASLA).

Since the start of the MLA program in 2018, landscape architecture faculty, alumni, and students have led and/or contributed to the following University of Hawai‘i Community Design Center (UHCDC) applied design research projects:

- Kekaha Kai State Park Recreation Area Study and Proof-of-Concept Site Design
- Waipahu Transit Oriented Development Collaboration: Proof of Concept Research, Planning, and Design Study
- Lake Wilson: Wahiawā Freshwater State Recreation Area Study and Proof-of-Concept Design
- Varney Circle Design Tank
- Mayors' Institute on City Design, Design Tank
- South Shore Promenade and Open Space Network Study: Resilience and Connectivity by Design
- An Outdoor Student Terrace
- Charlot House Hazard Mitigation and Disaster Plan
- Wayfinding and Signage - University of Hawai‘i at Mānoa
- University of Hawai‘i at Hilo: Ka Haka ‘Ula O Ke‘elikōlani Phases 2 & 3
- Wahiawā Lands Alignment and Update
- Whitmore Food Hub
- Ala Wai Small Boat Harbor Visioning Report
- Lihue Civic Center
- Mayors‘ Institute on City Design Honolulu Session
- Community Participatory Proof-of-Concept Design for A‘ala Park
- Waikiki Sea Level Rise Adaptation and Resilience Project (WRAP)

During the short tenure of the program, UHM MLA students have already won several juried student awards and competitive, national-level scholarships. The following capstone projects that won 2021 Hawai‘i ASLA student design awards:

- Honor Award, Shun Ishimine, MLA ‘21: <https://youtu.be/kP1jyJMWq-s> (award video summary)
- Honor Award, Matthew Higa, MLA ‘21: <https://youtu.be/zuGLsnZC4vI> (award video summary)

- Honor Award, Jay Moorman, MLA '21: <https://youtu.be/MsDpUDNwtSo> (award video summary)
- Merit Award, Jonathan Stanich, MLA '21: <https://youtu.be/Kg9v0TAOyN4> (award video summary)

MLA part-time instructor Joel Kurokawa is a sitting member of the State of Hawai'i Licensing Board of Professional Engineers, Architects, Surveyors and Landscape Architects; and a current member of the national CLARB Board of Directors. Members of the full-time MLA program faculty have been national and regionally recognized, e.g., with the following awards, recognitions, and service roles:

- In 2022, Assistant Professor Simon Bussiere was awarded the national-level Council of Educators in Landscape Architecture (CELA) Excellence in Teaching Award at the Junior Level. This award, open to instructors with ten or less years of teaching experience, is highly competitive and given to one faculty member annually across the nation. This outstanding recognition indicates exemplary teaching in landscape architecture.
- Assistant Professor Simon Bussiere was elected to serve as the national Council of Educators in Landscape Architecture (CELA) board's Second Vice President.
- In 2021 MLA Program Director Judith Stilgenbauer and her team were awarded the Hawai'i Chapter of the American Planning Association's Urban Design Award for their UHCDC "South Shore Promenade" research.
- In 2021 Program Director Judith Stilgenbauer and team were awarded the Hawai'i Chapter of the American Society of Landscape Architects' (ASLA) Award of Excellence (Analysis and Planning Category) for their UHCDC "South Shore Promenade" research.
- In 2021 MLA Program Director Judith Stilgenbauer and her team were awarded the Hawai'i Chapter ASLA's Honor Award (Research and Communication Category) for "Lake Wilson: Wahiawa Freshwater State Recreation Area Study and Proof-of-Concept Design" research.
- In 2018 MLA Program Director Judith Stilgenbauer was selected for the Hawai'i ASLA Po'okela Award for lifetime professional achievement and significant contributions to the profession.
- Professor Judith Stilgenbauer serves on the national ASLA Board of Trustees. Additionally, she has been appointed to national ASLA's Committee on Education and Climate Action Committee, as well as the national Council of Landscape Architectural Licensing Board's CLARB Foresight Committee.

As additional evidence of the impact of the program's interactions with the institution and public, included below are links that lead to selected University of Hawai'i News articles and/or press releases that have featured the MLA, student and faculty recognitions or initiatives, and/or design research undertaken by landscape architecture students and faculty since 2017:

- <https://www.hawaii.edu/news/2022/04/19/landscape-arch-teaching-award/>
- <https://www.hawaii.edu/news/2021/11/04/sustainable-solutions-awards/>
- <https://www.hawaii.edu/news/2021/05/20/redesign-hawaiian-studies-grounds/>
- <https://www.hawaii.edu/news/2021/03/30/uhc-dc-south-shore-project/>
- <https://www.hawaii.edu/news/2021/02/11/coordinated-courses-receive-award/>
- <https://www.hawaii.edu/news/2021/01/22/architecture-design-tank-event/>
- <https://www.hawaii.edu/news/2020/12/22/ala-wai-harbor-planning/>

- <https://www.hawaii.edu/news/2020/02/04/uhc-dc-wins-two-national-awards/>
- <https://www.hawaii.edu/news/2019/07/30/manoa-architecture-uhc-dc-wahiawa/>
- <https://www.hawaii.edu/news/2019/02/25/planning-community-design-center/>
- <https://www.hawaii.edu/news/2018/10/09/judith-stilgenbauer-asla-award/>
- <https://www.hawaii.edu/news/2017/12/05/uh-launches-master-of-landscape-architecture-program/>

The granting of Landscape Architectural Accreditation Board (LAAB) initial accreditation status ranks among the most important indicators of an MLA program's quality. LAAB's mission is to evaluate, advocate for, and advance the quality of education in professional programs leading to a degree in landscape architecture. LAAB develops and promulgates the accreditation standards, rules and procedures for conducting the accreditation process. The MLA program was granted initial LAAB accreditation in March 2023.

Attachments:

Appendix A:

[December 14, 2022, Landscape Architectural Accreditation Board \(LAAB\) Visiting Team Report](#)

Appendix B:

[January 4, 2023, MLA Program Response to LAAB Visiting Team Report Draft](#)

Appendix C:

[July 2022 MLA Program LAAB Initial Accreditation Self-Evaluation Report \(SER\)](#)



**UNIVERSITY
of HAWAII**
SYSTEM

UNIVERSITY OF HAWAII
BOARD OF REGENTS

Office of the Vice President for Research and Innovation

'23 MAY 10 P3:10

UH DTS #23342

May 9, 2023

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 Subaward Issued by Rochester Institute of Technology ("RIT") to the University of Hawai'i ("UH")

SPECIFIC ACTION REQUESTED:

It is respectfully requested that the University of Hawai'i's ("UH") Board of Regents ("BOR") authorize UH to accept an indemnity provision in a proposed Subaward between Rochester Institute of Technology ("RIT") and UH on behalf of the University of Hawai'i at Mānoa, Information and Computer Sciences Department ("UHM ICS"). This request is made pursuant to Hawai'i Revised Statutes Section 304A-110, appended as "Attachment 1" to this memorandum.

RECOMMENDED EFFECTIVE DATE:

It is recommended that the authorization to undertake the indemnity become effective upon board approval, and expire in accordance with the term established in the Subaward, subject to renewal upon mutual agreement.

ADDITIONAL COST:

There are no additional costs for this request. The 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 BOR approval so that UH may enter into the proposed Subaward with RIT to allow UHM ICS to develop, deploy and maintain capabilities in a National Vulnerability Intelligence Platform ("NVIP") to provide vulnerability intelligence and analytics (the "Project"). Tasks include leading the cloud agnostic deployment and day-to-day maintenance of the NVIP and developing a novel automated common vulnerabilities and exposures ("CVE") reconciliation process using state-of-the-art natural language processing ("NLP") techniques to review and reconcile CVEs disclosed by multiple sources.

Hawai'i law requires approval from the BOR before UH can agree to indemnify, defend, and hold harmless a research sponsor.

BACKGROUND:

Overview of the Project

Under the proposed Subaward, UH will receive \$750,859.00 to develop, deploy, and maintain computer software that will provide the following capabilities:

1. The computer software will take existing data sets of known CVE and create and provide various reports and other analytics from the data to the user.
2. The computer software will use artificial intelligence (AI) to analyze source code of existing open source applications to identify and locate known CVE within the source code for the user.
3. The computer software will use AI to analyze text in public cybersecurity-related information sources to identify potential vulnerabilities.
4. The computer software will have tools to detect and identify new or potential vulnerabilities in source code of existing open source applications for the user.

UH's principal investigator (PI) that is responsible for the Project is Dr. Anthony Peruma, Assistant Professor, UHM ICS.

Indemnities Required by Sponsor

The proposed Subaward includes one provision, which requires UH to indemnify the U.S. Government. In particular, Section D, paragraph 6.0 of the Agreement states in relevant part:

6.0 INTELLECTUAL PROPERTY:

This contract either requires the contractor to first produce computer software or the first production of computer software will be integral to the performance of the contract. NVIP is developed to enhance [the National Institute of Standards and Technology]'s [National Vulnerability Database] project which is a public resource. Therefore, the software and products developed through this procurement will be released to [the Cybersecurity and Infrastructure Agency] and [the National Institute of Standards and Technology] and will be available for use by the US Government and the Public as open source software.

Government has incorporated both FAR 52.227-16 Additional Data Requirements (JUNE 1987) and FAR 52.227-17 Rights in Data – Special Work (DEC 2007) into this contract.

FAR 52.227-17 requires the contractor to indemnify the U.S. Government and its officers, agents, and employees against violations of trade secrets copyrights, or the right to privacy or publicity, and states in relevant part:

- (e) *Indemnity.* The Contractor shall indemnify the Government and its officers, agents, and employees acting for the Government against any liability, including costs and expenses, incurred as the result of the violation of trade secrets, copyrights, or right of privacy or publicity, arising out of the creation, delivery, publication, or use of any data furnished under this contract; or any libelous or other unlawful matter contained in such data. The provisions of this paragraph do not apply unless the Government provides notice to the Contractor as soon as practicable of any claim or suit, affords the Contractor an opportunity under applicable laws, rules, or regulations to participate in the defense of the claim or suit, and obtains the Contractor's consent to the settlement of any claim or suit other than as required by final decree of a court of competent jurisdiction; and these provisions do not apply to material furnished to the Contractor by the Government and incorporated in data to which this clause applies.

The UH Office of Research Services (ORS) attempted to negotiate a deletion or substitution of the clauses above with alternative language that did not require UH to indemnify the U.S. Government. Unfortunately, because RIT's prime contract requires it to pass through its obligations, including FAR 52.227-17, to its subcontractors, RIT declined to delete or modify the language in any way to remove the indemnification obligations.

RISK ANALYSIS:

The risk posed by the indemnification provision in the proposed Subaward for violations of trade secrets, copyrights, or right of privacy or publicity is very low.

First, the source code for the computer software for the Project will be created by UH employees, who will be informed of UH's obligations and trained to minimize the risk of violations of trade secrets, copyrights, or right to privacy or publicity. Second, the source code for the computer software will primarily consist of original work created by UH employees in UHM ICS. In the event that third-party source code needs to be incorporated into the source code for the Project, UHM ICS will ensure that it has an open source license that allows the third-party source code to be used in the computer software. Third, the PI has also confirmed that all existing data sets of CVE that will be incorporated in the computer software will have open source licenses that allow the data sets to be used for the Project. Fourth, the PI has confirmed that the Project will not be handling any data that contains personally identifiable information, and therefore, the risk of a potential violation of a person's right to privacy or publicity is very low to zero.

To further minimize the risk of a potential violation of trade secret, copyright, or right to privacy or publicity, UHM ICS will also keep a log of all licenses that it uses for the Project and, before the computer program goes live to the U.S. Government or to the public, the PI or other senior UHM ICS employees will review the source code and all data sets used and ensure that the computer software has not incorporated any third-party source code or data that UHM ICS does not have a license to use for the Project.

Given that the PI will have licenses for all third-party source code and data that is incorporated into the computer software for the Project, and the data will not contain any personally identifiable information, the likelihood of a violation of a third-party's trade secret, copyright, or right to privacy or publicity is low.

ACTION RECOMMENDED:

It is recommended that the Board of Regents approve and authorize the University of Hawai'i ("UH") to accept an indemnity provision in the proposed Subaward between Rochester Institute of Technology ("RIT") and UH on behalf of the University of Hawai'i at Mānoa, Information and Computer Sciences Department ("UHM ICS").

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.



UNIVERSITY
of HAWAII
MĀNOA

UNIVERSITY OF HAWAII
BOARD OF REGENTS

Office of the Dean
College of Arts, Languages & Letters

'23 MAY 10 P3:10

DTS 23348

April 18, 2023

MEMORANDUM

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

VIA: David Lassner
President
University of Hawai'i

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

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

Peter Arnade
Dean, College of Arts, Languages & Letters
University of Hawai'i at Mānoa

SUBJECT: REQUEST FOR ACTION TO APPROVE THE ESTABLISHMENT AND NAMING OF THE JERRY H. BENTLEY DISTINGUISHED PROFESSORSHIP IN WORLD HISTORY AT THE UNIVERSITY OF HAWAII AT MĀNOA, COLLEGE OF ARTS, LANGUAGES, & LETTERS

SPECIFIC ACTION REQUESTED:

It is requested that the University of Hawai'i Board of Regents approve the establishment and naming of the Jerry H. Bentley Distinguished Professorship in World History ("the Professorship") at the University of Hawai'i at Mānoa, College of Arts, Languages, and Letters ("CALL") 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 establish an endowed professorship in the Department of History at CALL to recruit and retain faculty of the highest caliber in the discipline of World History.

Funds for this endowed professorship may be used according to the following:

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

The Dean of CALL ("Dean"), in consultation with the Department of History and its personnel procedures, will appoint a committee to review applications and recommend a candidate for the Professorship. The Dean will make the final decision in awarding the Professorship after conferring with the committee.

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

The candidate must:

1. Be a current faculty member or new recruit.
2. Hold a doctorate and be eligible for appointment to a tenure-track faculty position.

3. Have a documented record of research and strong knowledge in World History.
4. Be able to provide program leadership and to make contributions to the education and research goals of the Department of History.
5. Have a strong interest in and substantial record of working with students.

The program and the recipient of the Professorship shall be reviewed for reassignment either to the current holder or for assignment to another individual in accordance with the standard review and renewal process as established by CALL, in consultation with the Department of History, and in accordance with University of Hawai'i policy.

BACKGROUND:

The University of Hawai'i Foundation has received a gift of \$500,000 by Carol Mon Lee to establish an endowment in memory of her late husband. Lee graduated from the University of California College of the Law, San Francisco in 1974 and soon after became an adjunct professor and visiting assistant professor of law at the University of Hawai'i at Mānoa William S. Richardson School of Law. She was the first president of Hawai'i Women Lawyers in 1980 and was later awarded the Outstanding Woman Lawyer of the Year in 1983. She was the Public Commissioner and Vice-Chair of the Hawai'i Real Estate Commission, served with Hawai'i Women's Legal Foundation, and was a board member for the Hawai'i State Bar Association and the Mediation Center of the Pacific. Lee retired from the William S. Richardson School of Law in December 2006.

Jerry H. Bentley was born in Birmingham, Alabama, the oldest of three boys. His father was an engineer, and his mother was a homemaker and entrepreneur. He attended Brainerd High School in Chattanooga, Tennessee, and then went on to the University of Tennessee where he obtained a Bachelor's Degree in 1971, and then his Master's Degree (1974) and PhD (1976) from the University of Minnesota. Following this he began working as an Assistant Professor at the University of Hawai'i in 1976. He rose to Associate Professor in 1982 and Full Professor in 1987.

Dr. Bentley retired as professor of history at the University of Hawai'i at Mānoa, where he taught courses in world history, early modern history, and the expansion of Europe. He was the founding editor of the *Journal of World History*. Dr. Bentley wrote extensively on the cultural history of early modern Europe and on cross-cultural interactions and exchanges in world history. His research on the religious, moral, and political writings of the Renaissance led to the publication of *Humanists and Holy Writ: New Testament Scholarship in the Renaissance* (1983) and *Politics and Culture in Renaissance Naples* (1987). His research concentrated on global history and particularly on processes of cross-cultural interaction. His book *Old World Encounters: Cross-Cultural Contact and Exchange in Pre-Modern Times* (1993) studied processes of cultural exchange and religious conversion before modern times. He wrote on the periodization of world history and on historiographical issues relating to world history.

He co-authored the popular and high-selling textbook in *World History, Traditions & Encounters: A Global Perspective on the Past* (2010) with Herbert Ziegler which is currently in its seventh edition and has been translated into other languages. At its annual international conference in June 2011, the World History Association awarded him with its prestigious "Pioneer of World History" award.

Dr. Bentley's contributions also included work with other educational institutions. He was instrumental in organizing the national AP World History course as well as the Hawai'i Department of Education's world history program in secondary education. As a Kalaheo High School world history teacher has stated, "(w)orld history content in Hawai'i was your brainchild and it addresses the needs of our multi-cultural students who have all benefitted from your long ago wisdom." Dr. Bentley was a major contributor to the development of world history study in China through his association with Capital Normal University in Beijing, where he served as a Distinguished Visiting Professor for many years.

ACTION RECOMMENDED:

It is recommended that the University of Hawai'i Board of Regents approve the establishment and naming of the Jerry H. Bentley Distinguished Professorship in World History at the University of Hawai'i at Mānoa College of Arts, Languages & Letters in recognition of a private donation.

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



UNIVERSITY
of HAWAII
MĀNOA

UNIVERSITY OF HAWAII
BOARD OF REGENTS

'23 MAY 10 P3:10

School of Architecture
Office of the Dean

DTS 23349

April 19, 2023

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
University of Hawai'i at Mānoa

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

William Chapman
Interim Dean, School of Architecture
University of Hawai'i at Mānoa

SUBJECT: REQUEST FOR ACTION TO APPROVE THE ESTABLISHMENT AND NAMING OF THE A. BRUCE ETHERINGTON ENDOWED CHAIR FOR THE STUDY OF HUMAN AND NATURAL SYSTEMS AT THE UNIVERSITY OF HAWAII AT MĀNOA SCHOOL OF ARCHITECTURE

SPECIFIC ACTION REQUESTED:

It is requested that the University of Hawai'i Board of Regents approve the establishment and naming of the A. Bruce Etherington Endowed Chair for the Study of Human and Natural Systems ("the Chair") at the University of Hawai'i at Mānoa School of Architecture 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 provide support for an endowed chair at the University of Hawai'i at Mānoa School of Architecture who will seek solutions that raise the quality of life, by finding a better fit between the natural and man-made environments. Finding the right "fit" means integrating human activities with their natural environment in a sustainable manner to assure a continuing, long-term alliance in their mutual preservation within and surrounding environments.

The recipient of the chair may use the funds generated by the endowment through any combination as follows to meet the research and education goals of the recipient in the area of future environments and settlements. The recipient will consider input from the Dean or Department Chair/Head in determining priorities and activities for future environments and settlements research and education.

1. Support future environments and settlements research.
2. Support future environments and settlements education involving case studies and practicum courses.
3. Support recipient's summer salary.
4. Support travel by the recipient to other universities and research institutes, government agencies, industry visits, and settlement sites.
5. Support recipient's attendance at workshops, short courses, and other educational opportunities.
6. Support extended education programs by the recipient such as workshops, short courses, on- or off-campus programs of the field of study.
7. Support hiring of graduate and undergraduate students to assist the recipient's research.

The Dean of the School of Architecture will appoint a committee to recommend candidates for the Chair. The Dean will make the final decision in awarding the Chair after conferring with the committee.

The recipient of the Chair is required to submit an annual budget to the Dean for approval. The recipient is also required to submit an annual report on the previous academic year's activities to the Dean.

Chairperson Randolph G. Moore
April 19, 2023
Page 3 of 5

The holder of the Chair is expected to be a faculty member who meets the criteria for the area of emphasis as determined by the Dean of the School of Architecture. The candidate must:

1. Be eligible for appointment to a tenure or tenure-track faculty position.
2. Have a documented record of future environments and settlements research as determined by the Dean.
3. Be able to provide leadership and make contributions to the education and research goals of the School of Architecture.

The program and the recipient of the Chair shall be reviewed for reassignment either to the current holder or for assignment to another individual at three (3) year intervals.

BACKGROUND:

The endowment will be funded through a gift from the estate of Alfred Bruce Etherington (“Donor”), estimated at \$2,000,000. If the proceeds from Donor’s bequest are not sufficient to reach the minimum amount to establish the endowed Chair, then the proceeds shall create the Bruce Etherington Endowed Professorship for the Study of Human and Natural Systems, which will have the same purpose as the Chair.

Dr. Alfred Bruce Etherington’s long and distinguished service to the University of Hawai‘i began in 1963 when he joined the Department of Art as Associate Professor of Architecture. Back then, the only architecture classes were offered through the art department. His unrelenting commitment to the field of architecture fueled his desire to establish the Architecture Department within the College of Arts and Science at the University of Hawai‘i Mānoa campus, and he served as the department’s first chairperson. He was appointed to the President’s Committee on Campus Development in 1964 and prepared a physical master plan for the school.

By 1968, through perseverance, he had established the pre-architecture degree as well as pre-professional programs in landscape architecture and interior design. He also oversaw National Architectural Accrediting Board accreditation of the professional architectural degree program. His commitment to the program extended throughout his academic tenure at the university serving as administrator, faculty member, and graduate chair advisor for the school. Dr. Etherington continued to pioneer new academic programs for the University of Hawai‘i, and by 1975, he had developed graduate programs in urban design and development studies for tropical and developing regions. Dr. Etherington’s contributions to the university can be felt throughout the many departments and programs in which he was involved: Department of Art, Urban Studies Planning Program, Ecology and Environment Programs, Marine Council, and Campus Development for the Mānoa campus.

Dr. Etherington's body of work was founded on his commitment to help those who have the least and who can benefit the most. Communities throughout the world dealing with housing for the poor have benefited from his commitment to bring quality housing to impoverished regions. His mortar-less, interlocking concrete block system enabled the poor to build their own homes at a cost below any other method. The uniqueness of the system is that the construction blocks for every part of the home, from the wall, ceilings and floor joists, can be made right on the building site by people with only a few days training and a few tools. Today his system is used all over the world, and the technology has been appropriated and developed by governments, private developers, and humanitarian agencies in Central America, Mexico, East Africa, Indonesia, Malaysia, Laos, Cambodia, Thailand, the Philippines, Nepal, and elsewhere. Dr. Etherington was admitted to the American Institute of Architects, College of Fellows, for his work with the poor living in slums throughout the world.

Dr. Etherington was a licensed Architect for over 64 years, initially in Canada, and then Hawai'i. In 1952, he established A. Bruce Etherington and Associates, Architects and Engineer, registered with Ontario Association of Architects. His company completed construction of 24 residential, 710 commercial and 11 industrial and 8 institutional projects. In 1960, Dr. Etherington became a member of the Board of Trade, Toronto, Canada. In 1986, Dr. Etherington was admitted to the College of Fellows, American Institute of Architects, recognizing his efforts to improve the plight of the homeless people in developing countries. In 2011, Dr. Etherington was admitted to the College of Fellows, Royal Architectural Institute of Canada for his technical, organization and social innovations in constructing affordable housing for the poor in developing countries throughout the world.

Dr. Etherington's construction innovations for affordable housing have resulted in many awards. He received the Thailand Institute of Scientific and Technological Research Annual Award in 1984 for developing building technology to help the rural poor. The same year, he received the Ontario Association of Architects Community Service Award for work in housing the urban poor. In 2003, he received the Gordon W. Bradley Humanitarian Award, AIA Honolulu Chapter Award for Housing the Poor.

Dr. Etherington served as a board member for the School of Architecture Alumni Association, and in 2014 he received the University of Hawai'i School of Architecture Alumni Association Distinguished Alumni Award. His legacy in the area of education, particularly in architecture, has rippling effects as these students implement the gift of learning that they received through him.

Chairperson Randolph G. Moore
April 19, 2023
Page 5 of 5

ACTION RECOMMENDED:

It is recommended that the University of Hawai'i Board of Regents approve the establishment and naming of the A. Bruce Etherington Endowed Chair for the Study of Human and Natural Systems at the University of Hawai'i at Mānoa School of Architecture in recognition of a private donation.

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

'23 MAY 12 A9:13



Office of Intercollegiate Athletics • 1337 Lower Campus Road • Honolulu, Hawai'i 96822-2370

May 9, 2023

MEMORANDUM

TO: Randolph G. Moore
Chair, Board of Regents
University of Hawai'i

VIA: David Lassner
President
University of Hawai'i

VIA: Jan Gouveia
Vice President for Administration
University of Hawai'i

VIA: Alexandra French
Chief Business Officer
University of Hawai'i at Mānoa

FROM: David A.K. Matlin
Director of Athletics
University of Hawai'i at Mānoa

SUBJECT: APPROVAL TO AUTHORIZE ISSUANCE OF TRAVEL AGENCY SERVICES
CONTRACT TO JTB USA INC. PURSUANT TO REQUEST FOR PROPOSALS
FOR THE BENEFIT OF THE UNIVERSITY OF HAWAII AT MĀNOA
INTERCOLLEGIATE ATHLETICS DEPARTMENT

SPECIFIC ACTION REQUESTED:

In accordance with Board of Regents Policy RP 8.201, Section III.E (Procurement Procedures) (where the procurement of goods or services exceeding \$5 million requires the prior approval of the Board of Regents), it is requested that the Board of Regents authorize: (1) the University to enter into a contract to provide travel agency services ("Travel Services Contract") for the University of Hawai'i at Mānoa Department of Intercollegiate Athletics ("UHMAD"), consistent with the terms described in the attached Major Term Sheet and (2) the President and/or the

Board Chair Randolph Moore
Board of Regents
May 9, 2023
Page 2

Vice President for Administration to negotiate, finalize and execute the Travel Services Contract with JTB USA Inc. and such other documents and take such further action as they deem necessary to effectuate and implement the Travel Services Contract. During the three-year term of the Travel Services Contract, UHMAD anticipates incurring between \$4.5 million to \$5.5 million annually in travel costs.

RECOMMENDED EFFECTIVE DATE:

July 1, 2023

ESTIMATED COST:

The initial term of the Travel Services Contract is for three years. Upon mutual agreement, the term can be extended for two additional one-year terms. The estimated annual cost is expected to range from \$4.5 million to \$5.5 million.

PURPOSE:

The purpose of the Travel Services Contract will be to provide in-house, full-service travel agency services on the UHMAD premises and to make official travel arrangements for the UHMAD teams (Football, Basketball, Volleyball, Baseball, Swimming & Diving, Beach Volleyball, Water Polo, Golf, Tennis, Sailing, Cross-Country, Track and Field, Softball, Cheer, and Soccer teams), including, without limitation, preseason, in-season and post-season competition, recruiting trips, campus visitations, travel for visiting teams, and administrative travel. Such travel agency services will usually include finalizing arrangements for air travel, hotel accommodations, and ground transportation.

The availability of in-house travel agency services has in the past proven to be effective in terms of cost, convenience, comfort, safety, and responsiveness to last minute requests (such as weather and/or airline related rescheduling and travel to postseason competition). It is expected that such travel agency services will continue to greatly benefit UHMAD, in part by helping to reduce: (a) the stresses long distance travel places on athletic performance and (b) the burdensome administrative task of coordinating transportation and accommodations for all of the UHMAD teams, visiting teams and other official UHMAD travel.

BACKGROUND INFORMATION:

The current Travel Services Contract for in-house travel agency services is with JTB USA Inc. ("JTB") and was effective for an initial three-year period (July 1, 2018 through June 30, 2021) and was subsequently extended for two additional twelve-month periods. The current extension of the current Travel Services Contract is scheduled to expire on June 30, 2023.

Board Chair Randolph Moore
Board of Regents
May 9, 2023
Page 3

Proposals for the next Travel Services Contract were solicited through the University's standard Request for Proposal ("RFP") process, with the RFP notice posted on the Hawai'i Awards and Notices Data System and identified as "Request for Proposals (RFP) No. 23-5989 To Provide In-House Full-Service Travel Agency Services for the Athletics Department, University of Hawai'i at Mānoa, Honolulu, Hawaii" ("Travel Services RFP").

As described in the Travel Services RFP, an evaluation committee comprised of representatives from UHMAD's administration was established to evaluate and score the proposals, with guidance on the process from the Office of Procurement Management ("OPM"). Criteria for evaluation of the proposals included pricing for air, hotels and ground transportation, the ability to provide services (including experience, coverage and quality assurance), and other miscellaneous factors, including cost reduction efforts and the ability to meet the UHMAD's needs. Four proposals were received in response to the Travel Services RFP and the committee evaluated all such proposals and submitted its recommendation to OPM that based on its proposal, JTB should be awarded the Travel Services Contract.

A tentative notice of award of the Travel Services Contract to JTB has been posted, subject to the Board of Regents authorizing the University to issue the Travel Services Contract under which UHMAD anticipates expending between \$4.5 million to \$5.5 million for each year of the initial three-year term.

ACTION RECOMMENDED:

We respectfully request that the Board of Regents authorize the Administration, pursuant to Board of Regents Policy RP 8.201, Section III.E (Procurement Procedures), to enter into the Travel Services Contract, consistent with the terms contained in the attached Major Term Sheet, and authorize the President and/or the Vice President for Administration to negotiate, finalize and execute the Travel Services Contract and such other documents and take any further action as they deem necessary to effectuate and implement the Travel Services Contract.

c: Executive Administrator and Secretary of the Board Yvonne Lau

Attachment: Major Term Sheet

MAJOR TERM SHEET

AGREEMENT FOR SERVICES
BETWEEN
JTB USA, INC.
AND

UNIVERSITY OF HAWAI'I

(for the benefit of the

University of Hawai'i at Mānoa Department of Intercollegiate Athletics)

Parties: a. University: University of Hawai'i ("University"), for the benefit of the University of Hawai'i at Mānoa Department of Intercollegiate Athletics ("UHMAD").

b. JTB USA, Inc. ("JTB").

Term: Three (3) years, effective from July 1, 2023 to June 30, 2026 ("Term"), with the University having the right to extended for two (2) additional years upon the availability of funds and mutual agreement.

Services Provided by JTB: JTB will provide in-house (primarily from offices within UHMAD facilities), full-service travel agency services for UHMAD, including all scheduling changes and preseason, in-season and postseason travel. Such services primarily include finalizing arrangements for air travel, hotel or other accommodations, and rental car and other ground transportation.

In-House Travel Agency Services: JTB will provide two travel agents to be located in offices within UHMAD facilities on the UH Mānoa campus to be available to provide travel agency services from at least Monday through Friday, eight (8) hours per day, usually from 9:00 a.m. to 5:00 p.m. JTB shall also be on-call during off hours to provide travel agency services on an as-needed basis to meet the needs of UHMAD.

JTB will provide all necessary office equipment, office furnishings, supplies, automated reservation and ticketing equipment, computer systems, communications services, and related items necessary to conduct operations and provide the travel agency services necessary to fulfill JTB's obligations under the Travel Services Contract.

University and UHMAD staff may call, email, or visit the JTB travel agents within the UHMAD offices and discuss travel requests, reservation and travel arrangement details, and/or the need to modify or change travel arrangements. JTB will assist UHMAD in negotiating, finalizing, confirming, booking and advancing payment

for travel arrangements, including air travel, hotel (or other) accommodations and ground transportation. JTB will be obligated to secure the lowest rates or fares that fit UHMAD's needs.

Airline
Reservations:

JTB will utilize the SABRE Global Distribution System ("GDS") to interface directly with the airlines' computer systems to issue negotiated airfares. The University will be charged the base cost of the airfare in addition to a twenty five dollar per transaction charge. JTB will work with UHMAD in securing the lowest fees to fit UHMAD's needs, including applying any negotiated rates between the University and its air travel suppliers, such as the negotiated rates secured through the existing University/Hawaiian Airlines airfare agreement. For all trips that are not booked through the lowest fare via Hawaiian Airlines, JTB will provide quotes from vendors for three (3) comparable flights, with the lowest priced air fare to be chosen, unless a valid justification is provided. JTB shall utilize flight schedules to and from specified destinations unless this provision is waived under special circumstances in writing by UHMAD prior to confirming reservations and issuing tickets. JTB will provide UHMAD with reservation and ticketing services normally accorded to corporate or private travelers, including access to a toll-free or collect call number and contact for emergency requirements on a 24-hour/7 days per week basis.

Hotel
Reservations:

JTB will exert every effort to negotiate and obtain from the hotel companies the best or lowest rates for hotel accommodations when compared to similar hotels. JTB shall make available to the University any guaranteed corporate bulk rates or other discount rates it has negotiated with these hotel companies. JTB will finalize, confirm, book and advance payment for hotel or other accommodations. For making these arrangements, JTB will charge the University an agency fee of about 5% of the gross hotel or accommodation costs. For all hotel accommodations, JTB will provide vendor quotes from three (3) comparable hotel companies, with the lowest priced hotel to be chosen, unless a valid justification is provided.

Ground
Transportation:

JTB will exert every effort to negotiate and obtain from ground transportation companies the best or lowest rates for ground transportation when compared to similar ground transportation companies. JTB shall make available to the University any guaranteed corporate bulk rates or other discount rates it has negotiated with these hotel companies. JTB will finalize, confirm, book and advance payment for ground transportation services (such as buses, trains, rental vehicles and other ground transportation alternatives). For making these arrangements, JTB will charge the University an agency fee of about 5% of the gross ground transportation costs. For all ground transportation services, JTB will provide vendor quotes from three (3) comparable ground

transportation service companies, with the lowest priced ground transportation company to be chosen, unless a valid justification is provided.

- Change Fees: JTB will negotiate with airlines to reduce or eliminate change fees. To the extent that changes are necessary, the University will be charged a travel consultant fee of \$25 to facilitate changes.
- Price Monitoring: JTB will monitor each reservation up to the day of travel to identify opportunities for lower costs.
- Prepayment: JTB will be responsible for prepayment of airfares and other transportation costs. The University will timely issue purchase orders to JTB for reimbursement of airfares and payments.
- Itinerary Management: JTB will be able to provide confirmed reservations in an electronic document form that can reside on the traveler's mobile device and arrange for the traveler to receive flight change notifications. JTB is to make a timely effort to notify travelers of airport closings and cancelled or delayed flights.
- Account management; Reporting: JTB will submit monthly reports to UHMAD covering completed and in-process travel arrangements. JTB will work with UHMAD to customize the reports including the submission of summary reports covering at least the following: purchase orders for each trip, full name of traveler, air carrier used and flight number for each trip, date of booking and airfare paid, other fares available for comparable flights, date and time of travel and origin and destination points.
- Other Services: JTB will provide, upon request from the University, air travel arrangement, hotel accommodation and ground transportation services for: (a) visiting teams of all sports and (b) international travel by UHMAD teams. JTB will, as reasonably possible, make arrangements for the entire team's traveling party to travel on the same aircraft, with split flights only acceptable with UHMAD approval. JTB is to make travel arrangements for the team's athletic equipment. For travel groups of 40 or more, JTB will provide a travel agent escort, who is to be knowledgeable and experienced in athletic group or large group travel and will be available to arrange any changes or adjustments, coordinate room lists with the hotels, arrange for baggage transfer and make special arrangements for injured players/travelers.



**UNIVERSITY
of HAWAII***

SYSTEM

ʻŌnaehana Kulanui o Hawaiʻi

UNIVERSITY OF HAWAII
BOARD OF REGENTS

'23 MAY 10 P3:09

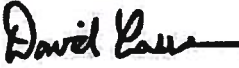
Debra J. Halbert, PhD
Vice President for Academic Strategy


DTS 23347

April 27, 2023

MEMORANDUM

TO: Randolph G. Moore
Chair, Board of Regents

VIA: David Lassner 
President

FROM: Debra J. Halbert 
Vice President for Academic Strategy

SUBJECT: 2023 Sustainability Report

Attached is the 2023 Sustainability Report prepared by the UH System Sustainability Curriculum Coordination Council (SSCCC). The report provides an overview and “update of the achievement of sustainability goals in curriculum, research, and community engagement within the UH System in AY2022-2023.”

Debbie Weeks, SSSCC Chair, will be sharing a PowerPoint presentation (PDF copy attached) along with this report to the Board of Regents at the May 18, 2023, meeting and will be available to answer any questions the Regents may have. Thank you for your consideration of this report.

Attachments

Bachman Hall 204, 2444 Dole Street
Honolulu, Hawaiʻi 96822
Telephone: (808) 956-6897
Fax: (808) 956-65286

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Hawai'i Community College Students tending kalo for a Geography class



Photo: Drew Kapp, Hawai'i Community College

Sustainability at the UH System

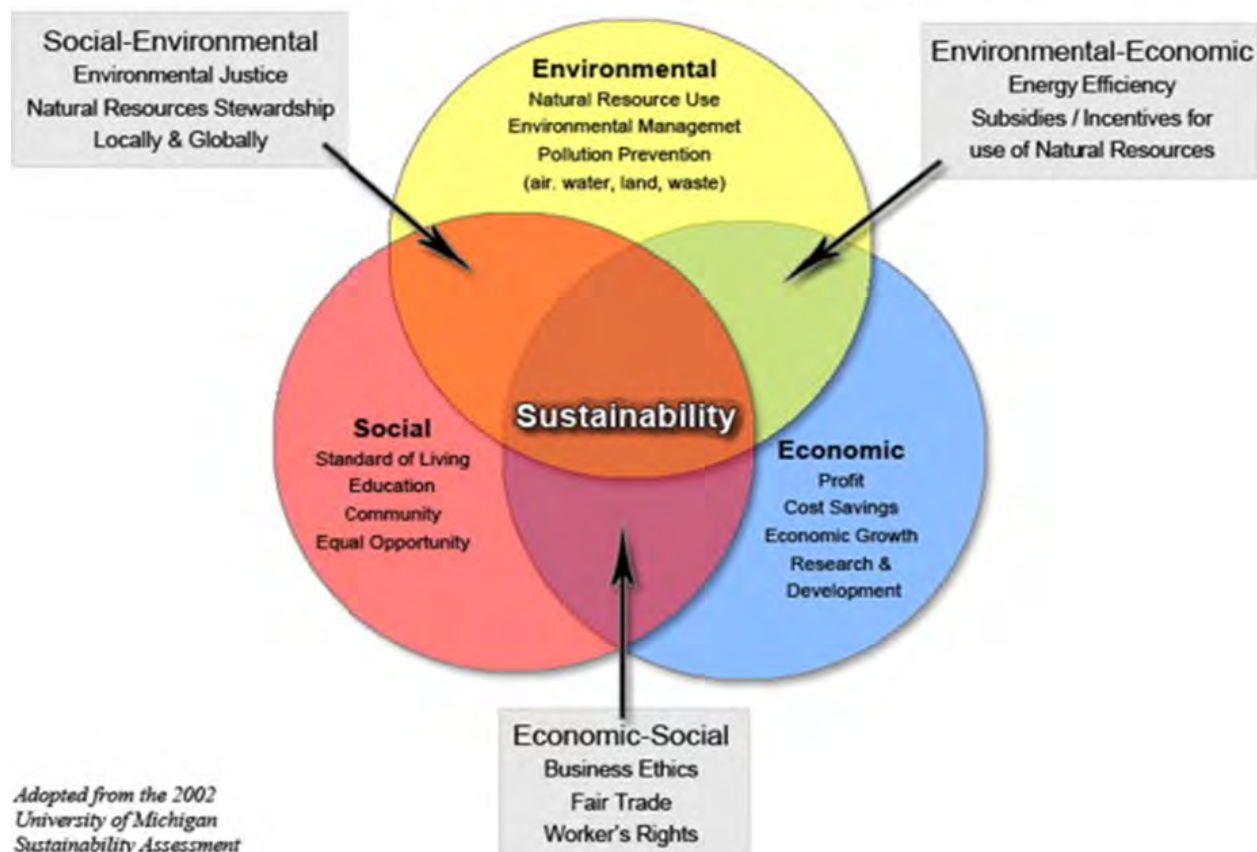
Prepared for the University of Hawai'i Board of Regents
by Debbie Weeks and Cara Chang, on behalf of the
System-wide Sustainability Curriculum Coordination Council
May 18, 2023

Executive Summary

Sustainability is:

- Relevant + Relatable = Retention
- A General Education essential for our students
 - Due to our current (harsh) reality
- ASC (Academic Subject Certificate) or Sustainability Programs at nine of ten campuses
 - Kaua'i faculty and students are asking for an ASC on their campus
- Increasingly supported by State and Federal Research Dollars
- Yields many opportunities for experiential and service learning
- Forms strong connections between UH campuses and our communities

The Three Spheres of Sustainability



Introduction

The [Board of Regents Policy, RP 4.208 Sustainability Policy](#) is the mandate which guides each campus' efforts and participation in sustainability. This report provides an update of the achievement of sustainability goals in curriculum, research, and community engagement within the UH System in AY 2022-2023.

Last year (2022), all UH campuses participated in the Sustainability Tracking, Assessment, and Rating System (STARS) from the Association for the Advancement of Sustainability in Higher Education (AASHE). This program evaluates a broad range of activities, including curriculum, engagement, and operations, and can help with increasing sustainability on campus and goal setting. Mānoa, [Hawai'i](#), and Honolulu campuses received bronze ratings, good through 2025. All campuses would have scored better with better data collection and full reporting of activities.

Curriculum

Sustainability is relevant and relatable to students which helps to engage them in content, often leading to improved retention. We are seeing the effects of climate change, including observing the impacts of sea-level rise in our communities. When students gain knowledge of cause and effect, it empowers them and encourages action. Sustainability is very multi-disciplinary. We have Sustainability-Focused (SF and SUST) courses across the curriculum: in multiple science domains, agriculture and food systems, geography and planning, Hawaiian and ethnic studies, English, education, and more. Aspects relating to climate change, food security, equity, traditional resource management, and conservation are central concerns for many of our students.

There are pathways for our Community College students into 4-year programs which focus on Sustainability at UH Mānoa, UH Hilo, Maui College and UH West O'ahu. The System-wide Sustainability Curriculum Coordination Council (SSCCC) is working on clarifying these pathways by making them more visible to students and advisors, as well as working through issues of articulation and transfer. Having a clear view of opportunities for advanced training in these fields will further encourage students to continue their studies.

Academic Subject Certificate in Sustainability

Currently, all Community College campuses have an Academic Subject Certificate (ASC) in Sustainability, or something comparable, with the exception of Kaua'i

Community College. Maui College has a Bachelor of Applied Science in Sustainable Science Management (SSM) degree program and is considering an ASC to complement their SSM degree. They have 43 graduates and expect 6-7 more this Spring. Their graduates have a 93% employment rate, and 77% are in the field of sustainability. Mānoa offers a Bachelor of Arts (BA) in Sustainability with over 120 courses within 32 academic departments along with a Certificate Program. There are nearly 70 students enrolled in Mānoa's BA, which had its first graduates in May 2022. We are seeing a steady rise in ASC completions as more campuses add and populate their ASC, and as more students and faculty learn about the programs. (See Figure 1, below.)

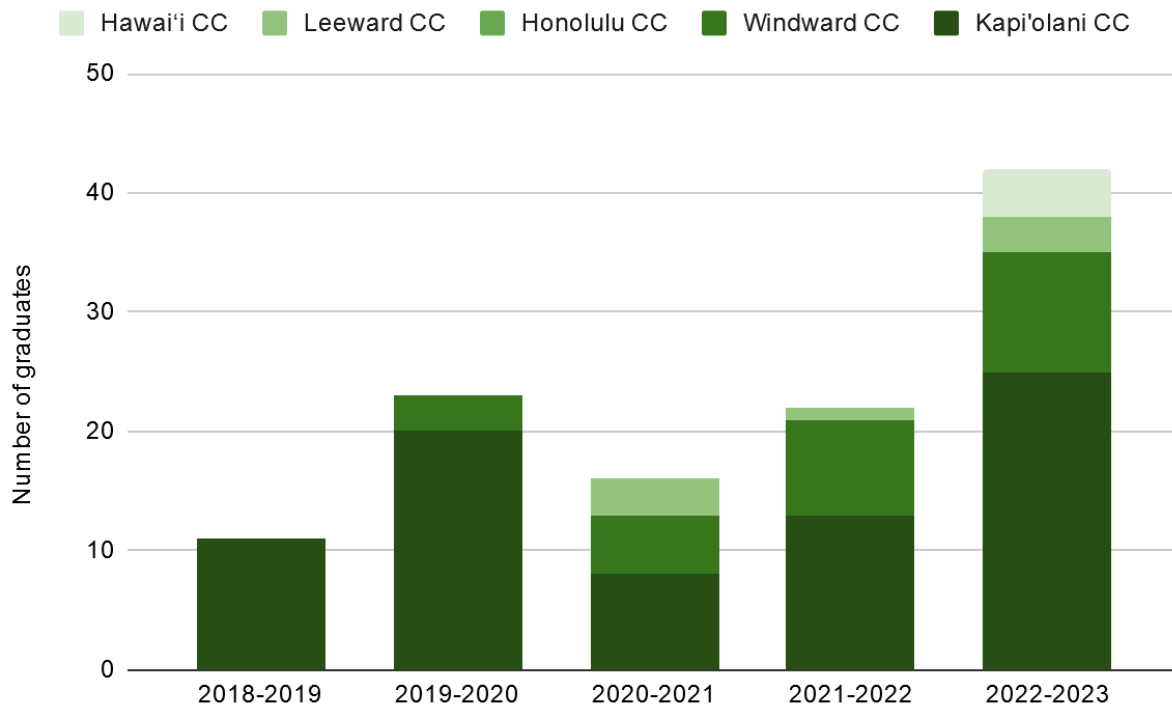


Figure 1: Number of students completing an ASC in Sustainability (Plot: Wendy Kuntz)

Most campuses have at least twenty SF-approved courses and an Academic Sustainability Committee to vet courses for approval and renewal. While all of these programs are a little different, efforts are underway to ensure inter-system articulation. The SSCCC endeavors to support these efforts and to help expand offerings and involvement at all campuses. The lack of an ASC at Kaua'i has likely cost them enrollment, as students are increasingly interested in programs that will prepare them for the future, with Sustainability high on their lists. This should be remedied, not only by supporting Kaua'i Community College gaining an ASC, but by also consistently supporting sustainability in the curriculum across all campuses. Furthermore, some standardization of ASC programs could simplify articulation across campuses.

There is great value in system-wide coordination and support; in fact, it has been instrumental in several campuses gaining an ASC. Hopefully, this will be addressed more formally as having a volunteer council and a few volunteer faculty is not nearly as efficient nor effective.

Sustainability in General Education

Because sustainability is a growing field of study at other colleges and universities, we are also seeing such courses become a part of General Education requirements ([Rowe, 2002](#)). The topic is interdisciplinary, broad ranging, relevant and relatable, and essential for our communities to successfully navigate the challenges they will face with climate change, resource limitations and extreme pollution, and the myriad of concomitant environmental, economic and societal implications of sustainability challenges. Exposure to forward-looking, multi-disciplinary content areas, such as sustainability, coupled with other important learning objectives like civic engagement, will give our students the best opportunity to be prepared for their, and our planet's, future.

On December 16, 2022, the SSCCC sent a memo to administrators and faculty working within the General Education Redesign. The Council proposed that all students be required to take at least one course that is either SF designated, SSM (Sustainability Science Management), or SUST cross-listed. Kaua'i Community College is the only campus that would need to create designated classes to meet this requirement.

Research

The availability of Federal, State, and non-profit funding for research in sustainability is on the rise. In addition to UH Mānoa's Research in areas of sustainability and resilience at their [Institute for Sustainability and Resilience](#), the [Climate Resilience Collaborative](#), and the [Hawai'i Natural Energy Institute](#), the Community Colleges have increasingly been involved in garnering research funding. Maui College has the [Hulihia Center for Sustainable Systems](#) and the [NASA Harvest Food Security Program](#). Hawai'i Community College has been creating a mobile solar greenhouse set up for self-contained aquaculture. Agriculture and Electronics are collaborating on this National Science Foundation (NSF) funded project which included extensive student involvement. Last year, Hawai'i Community College was awarded two NSF consortium grants: [Workforce for Water](#), a \$1.2 million award for developing a training program, in conjunction with Maui College, for septic system design and installation to improve coastal waters, as well as another \$600,000 for remote-sensing work to promote and support tropical agriculture. Additional Hawai'i State funding was added to the

Workforce for Water effort. Kapi'olani, Honolulu, and Kaua'i Community Colleges have on-going local research with most efforts focused on habitat restoration. Several students in UH Hilo's Tropical Conservation Biology and Environmental Science Master's Program also have funded research in areas related to sustainability.

In addition to having more funding available, the beauty of research in sustainability is that it is multi-disciplinary and lends itself to student involvement. These projects create cross-discipline and cross-campus connections that greatly enhance the learning environment for faculty, staff, and students. Further, the opportunities to be involved with funded, relevant work excites and engages the students and expands their view of ways they can contribute to their field of interest.

That our Community Colleges are successfully competing for these research dollars should not be overlooked. Increasing our focus and strength in sustainability studies will provide extremely valuable opportunities for our students and provide support for solving some real-world problems in our communities and in the world.

Community Engagement

The University of Hawai'i System Colleges are incredibly active in community engagement, and sustainability-themed events and activities abound. Recently, many campuses celebrated Earth Day, with Mālama 'Āina activities and remote symposia throughout the week. At last year's *Lā Honua /Earth Day*, Hawai'i Community College had 718 UH students/faculty/staff participate in 21 different activities that ranged from online keynotes, panels and presentations to stewardship huaka'i, with countless community members and school children participating. This year, Hawai'i, Kapi'olani, and Windward Community Colleges all had Earth Day events over the course of the week, which included many of the same events as last year. This year, plant giveaways and having students work with community members on how to grow food in one's yard was added, as well as showing off the mobile solar greenhouse at Hawai'i CC. This is a great community outreach event that affords students opportunities to interact with community members in a positive, impactful manner.

Events that occur all semester long are food distributions organized with different partners, such as the Food Basket and Basic Needs. While the recipients are primarily students, their entire families benefit and all community members are welcome. There are many collaborative activities including food gardens (Hawaiian Life Styles, Agriculture, Culinary, Blue Zones, Master Gardeners), compostable food ware

(Agriculture, Culinary), landscaping new homes (Building Trades, Agriculture), and outreach to elementary and high school students around the island.

Several campuses have Student Sustainability Clubs. At Hawai'i Community College, there is the Hui Mālama 'Āina Sustainability Student Club; students contribute to mālama 'āina events (Waipi'o Valley, Loko I'a, beach clean-ups, etc.) and are planning waste audits and taking steps to improve recycling on campus. The AmeriCorp VISTA program members are also involved in many of these activities and help with Trash to Treasure Contests and organizing campus E-bikes, as well.

Service-Learning is a component in most ASC programs, many SF and SUST classes, as well as the Mānoa BA Capstone projects. Examples include:

- restoring watersheds
- restoring native forests
- restoring/maintaining fishponds
- beach cleanups
- restoring/maintaining generational native food gardens
- engaging in Hawai'i cultural practices that support sustainability.

Hawai'i Community College has the first publicly available Solar EV Charger on the Big Island, installed at Manono Campus in April 2022. All community members are welcome to plug in! Also, at Hawai'i Community College, faculty co-host the podcast [Ka Leo o ka Uluau](#). Season II (2022) was devoted to *Sustainable Cultural Practices of Hawai'i Island*. That season, they had more than 14,300 podcast episode downloads.

This summer (2023), the Wahiawā Value-Added Product Development Center (WVAPDC), a joint project of the State of Hawai'i and Leeward Community College, is scheduled to open. This 33,000 square-foot facility will bring a unique and innovative facility to the heart of O'ahu and contribute to the growth of Hawai'i's agricultural industry and entrepreneurial community by increasing the opportunity for local farmers and growers to sell their products to value-added producers. This will build residents' capacity to develop entrepreneurial skills and incubate their business and provide premier educational opportunities through meeting and training spaces for students and community members, supporting Hawai'i's entrepreneurial ecosystem for generations to come.

Sustainability has definitely brought our campus kauhale closer together despite the pandemic and, through community activities, service learning, and community partnerships, we have made deep and important connections, which have led to positive impacts within our respective local communities. There are many more examples of community engagement and further information from each campus in this [draft spreadsheet](#).

Conclusion

As Hawai'i continues to face the effects of climate change, including the challenges of food security, coastal and reef erosion, and energy and transportation, sustainability remains more than just an issue worth focusing on and investing in; it is a holistic education for our students, which may translate to lifestyle choices that will impact the future of Hawai'i. With continued support and collaboration between campuses, sustainability has the power to unite the State of Hawai'i through community engagement and inspiring positive societal change.



SUSTAINABILITY

at the University of Hawai'i

Board of Regents
May 18, 2023

Debbie Weeks, Ph.D.

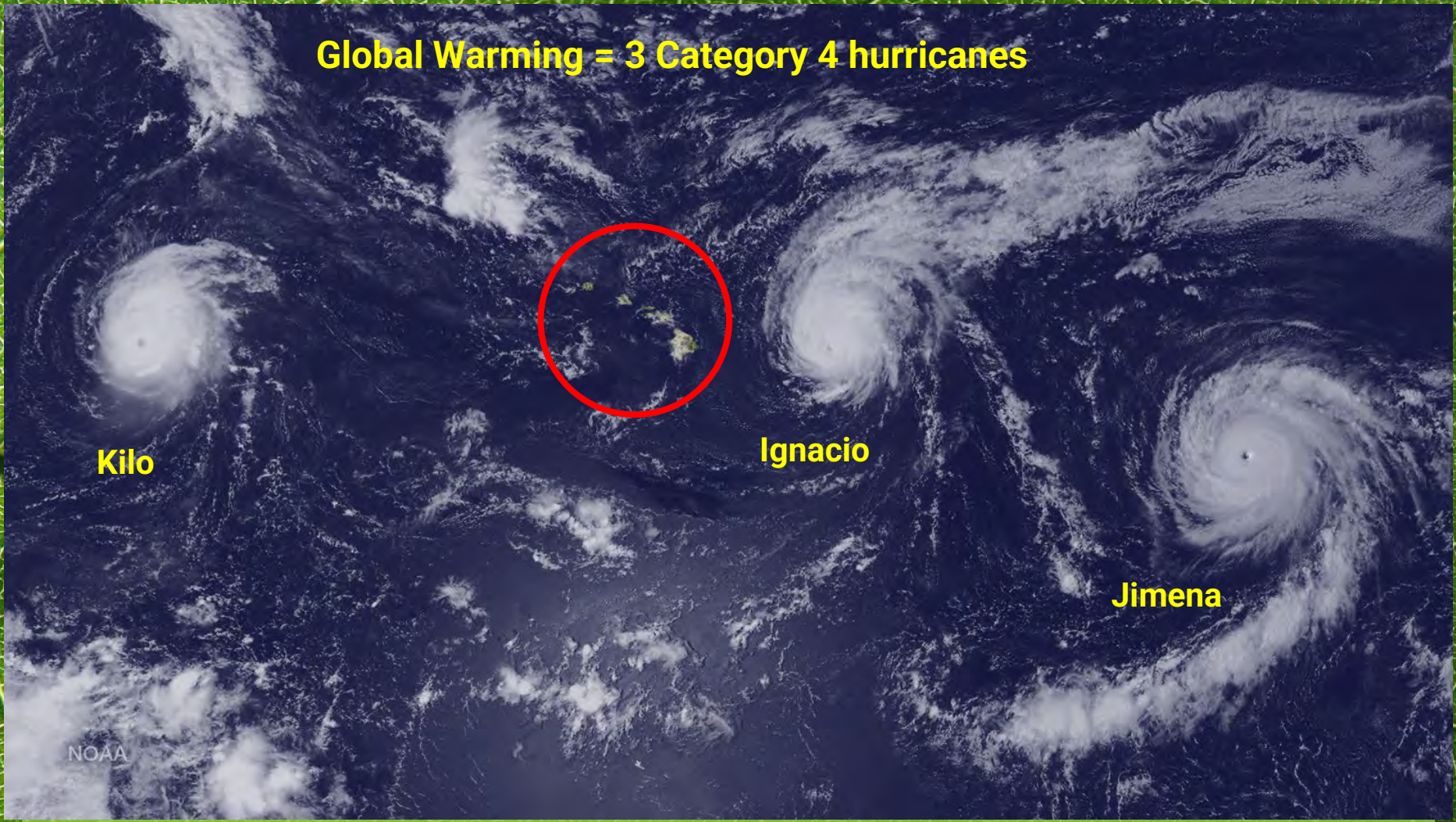
**System-wide Sustainability
Curriculum Coordination Council**

The Three Spheres of Sustainability



Adopted from the 2002
University of Michigan
Sustainability Assessment

Global Warming = 3 Category 4 hurricanes



NOAA 2015 - Heat is Energy

Rising Sea Levels



Kiribati - Getty Images

Marine Debris / Plastics

North Pacific

Subtropical
Convergence Zone

Kuroshio

Western Garbage Patch

California

Eastern Garbage Patch or
N. Pacific Subtropical High

North Equatorial



www.MarineDebris.noaa.gov

Pacific Garbage Patch(es)



YIKES !!!



Don't Despair!

- ① **Talk about Sustainability**
- ① **Practice Sustainability**
- ① **Help students develop tools to create a more Sustainable World**
- ① **Highlight Sustainable Activities, Campus Initiatives and Student Sustainability Club**

A close-up photograph of green leaves with a prominent white vein network. The leaves are layered, with a lighter green leaf in the foreground and a darker green leaf behind it. The text is overlaid on the leaves in a clean, white, sans-serif font.

Sustainability

in our curriculum



Problems are Societal Solutions are Supported by Gen Ed

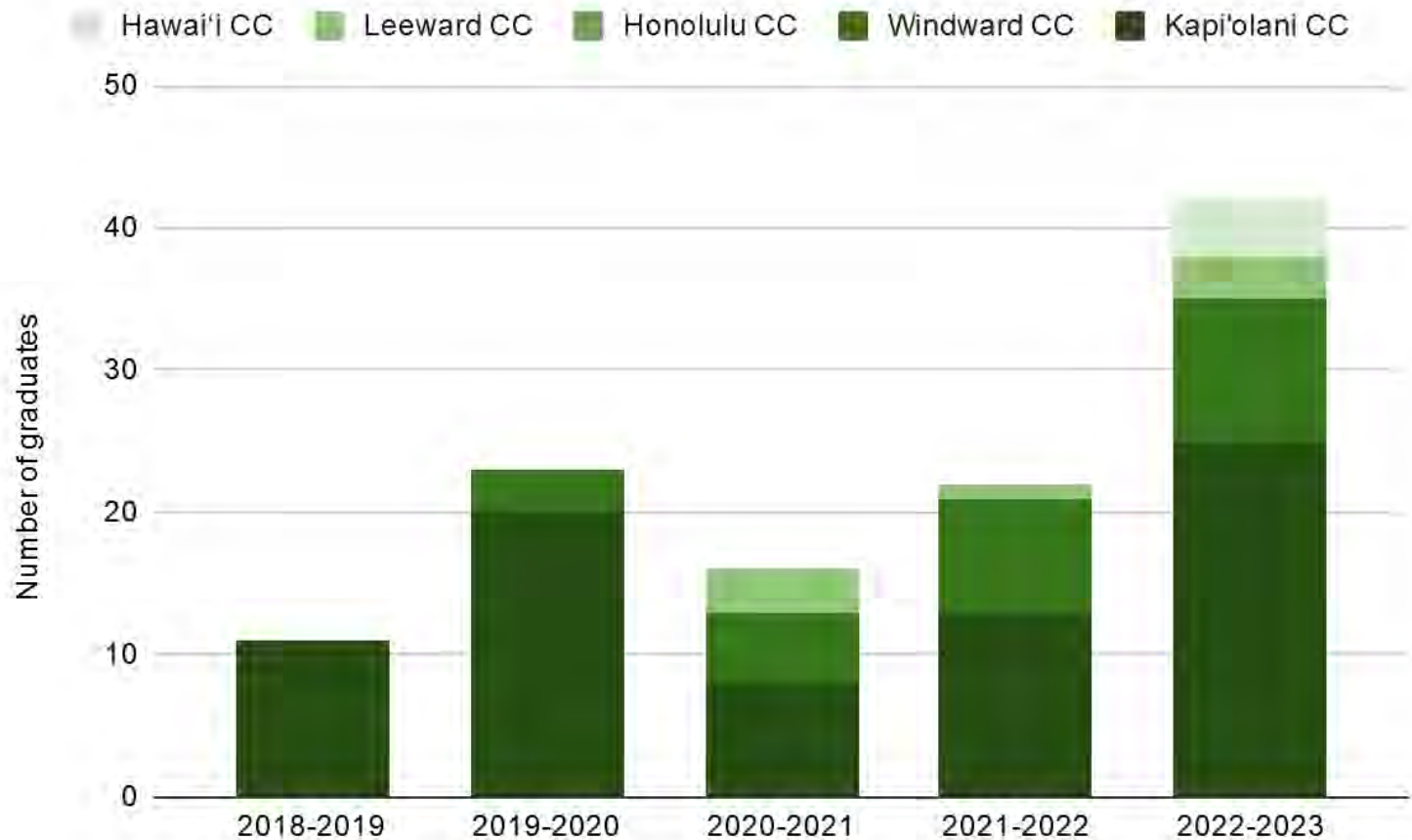
- Prepare for the future
- College helps make us better citizens:
 - Intro to broad range of success skills
 - Critical thinking (research information)
 - Understanding the world around us
 - Team building
 - Communication
 - Quantitative reasoning
 - Community
 - Cultural literacy
- Become a Life-Long Learner



Academic Subject Certificate

Sustainability is Multidisciplinary & Accessible

Number of students completing an ASC in Sustainability (Wendy Kuntz)



Huaka'i with Sustainability Projects



Health of the Forest, Wai & Kai





Relevant + Relatable = Retention

Traditional Agricultural Practices



Photos: Drew Kapp 12

Loko I'a Aquaculture



Photos: Drew Kapp





Sustainability

Funded Research

Examples of other large federal funding sources:

- National Science Foundation (NSF)
- Environmental Protection Agency (EPA)
- Office of Naval Research (ONR)



**\$5.1 Million Sea Grant
To solve Marine Debris**



**NASA Harvest Food
Security Program - Maui**



**\$9 Million NOAA Grant
To Rebuild Waikiki Reef**

A photo shows a rendering of a coral nursery. (Photo/Natrx and University of Hawai'i at Mānoa)

NSF Funded Hawai'i CC Mobile Solar Aquaponics Greenhouse



Photo: Drew Kapp



Large Private Environmental and Sustainability Funding Sources

- **Google: Global Impact Awards**
- **Bill and Melinda Gates Foundation, \$40B**
- **Robert Wood Johnson Foundation, \$11B**
- **David & Lucille Packard Foundation, \$6.3B**
- **The MacArthur Foundation, \$6B**
- **Bloomberg Philanthropies, \$4.2B**
- **The Rockefeller Foundation, \$3.7B**
- **The Nature Conservancy, \$1.1B**

A close-up photograph of a green leaf, showing a complex network of veins. The main vein runs diagonally from the top left towards the bottom right. The leaf is divided into two horizontal sections by a central vein. The top section is a lighter shade of green, while the bottom section is a darker green. The text is overlaid on these sections.

Sustainability

on our campuses and
in the community



**'Ai Pono Day
for Lā Honua
at Hawai'i
Community
College –
Manono Campus**

**A collaborative effort
between Agriculture,
Culinary and Forest
TEAM Programs**



Photos: Drew Kapp

Pāalamanui :

52 participants planted 130 native trees and 40 'uala slips



Photo: Keith Wallis

52nd Model Home Project



Photo: Lew Nakamura

Collaboration between Building Trades and Agriculture



Photo: Lew Nakamura

Sweet potato ground cover and harvestable landscape plants. This includes kava, banana, papaya, sugar cane and mamaki.

Leeward Sustainable Agriculture & Culinary Programs



Wahiawā Value Added Product Development Center



Cohort 1

First Public Solar EV Charger on the Big Island!



Photo: Thatcher Moats

Mahalo for hanging in there!



#ScientistsForFuture



UNIVERSITY of HAWAII*
SYSTEM

Strategic Plan Implementation Progress Report

Board of Regents
May 18, 2023

Debora Halbert
Vice President for Academic Strategy

Initial implementation Activities November 2022 - May 2023

- Hard copies were created and distributed.
- Launched the Strategic Plan website (<https://www.hawaii.edu/strategic-plan/>).
- Community Colleges working to align their strategic plans to System plan.
- Four-year campuses see substantive resonance between their existing plans and are working on ways to further align to all the imperatives.
- Created Systemwide implementation steering committee.

Establishing a Framework for Implementation:

- Systemwide Steering Committee, Coordination by Office of the Vice President for Academic Strategy (OVPAS), Systemwide leadership by Officers.
- Implementation actions organized around imperatives and area clusters.
 - Hawai'i Papa O Ke Ao leadership group leading Kuleana imperative through three working groups.
 - Student Success imperative will follow on from Hawai'i Graduation Initiative with infusion of Hawai'i P-20 and Department of Education (DOE) collaboration to drive System and campus actions.
 - Systemwide cluster working groups with leads will be created around key areas for workforce development/pathways:
 - Teachers and school workforce - UH, DOE, Hawai'i P-20
 - Health care workforce - UH, Healthcare Association of Hawai'i
 - Information Technology – UH Information Technology Services, Chief Information Officer Council, Council of Chancellors
 - Skilled trades – UH Community Colleges
 - Cluster working groups around research and innovation hubs:
 - Climate Resilience, Energy and Sustainable Ecosystems; Ocean, Earth and Atmospheric Sciences; Astronomy and Space Sciences; Data Sciences and Global Cybersecurity; Health and Wellness; Food Security and Agriculture; Asia-Pacific and Hawai'i.
- Leverage Philanthropic Support
 - National Association of System Heads (NASH) grant to integrate equity into Strategic Plan.
 - Strada Education Network grant to focus on internships (Student Success imperative).

Framework for Implementation

Imperative	Imperative Lead(s)	Committee Makeup and Status	Implementation Working Groups
Fulfill Kuleana to Native Hawaiians and Hawai'i	Hawai'i Papa O Ke Ao Leadership	Invitation Letters Sent: * Reps from Papa O Ke Ao and Pūko'a Council * Campus reps - faculty, staff, and students	*Native Hawaiian Student Success and Leadership *Kuleana to Hawaiians and Hawai'i *Reconciliation and Healing
Develop Successful Students	VP and Assoc. VPs in OVPAS, Student Success Leaders from Major Units	In formation	* Recruitment * Retention * Internships *Transfer * Distance/online learning programs * Microcredentials
Meet Workforce Needs for Today and Tomorrow	VP for Academic Strategy, AVP for Academic Programs & Policy, Chief Academic Officers from Major Units	In formation	*Teacher Pipelines *Health Care Pipelines * Information Technology *Good Jobs Hawai'i (engage Systemwide)
Diversify Hawai'i's Economy through UH Research and Innovation	VP for Research and Innovation	In formation	*Systemwide Hub-Based Work Groups: Climate Resilience, Energy and Sustainable Ecosystems; Ocean, Earth and Atmospheric Sciences; Astronomy and Space Sciences; Data Sciences and Global Cybersecurity; Health and Wellness; Food Security and Agriculture; The Asia-Pacific and Hawai'i.

Next Steps

May - June:

- Identify/Hire Strategic Plan implementation lead.
- Identify imperative and cluster implementation working groups and leads.

Summer

- Prepare plan to implement Kuleana imperative.
- Identify approaches to student success - recruitment, transfer, retention, work-based learning.
- Identify approaches to addressing critical workforce shortages (health, education, technology).
- Identify approaches to economic development hubs and associated workforce opportunities.
- Consider regional approaches to statewide impact.
- Prepare University-wide communications for fall and format for reporting progress.
- Prepare outcomes, initial actions and refine metrics/key performance indicators.

Fall

- Engage faculty and students in action planning.

Proposed Plan for Reporting to the Board of Regents (BOR)

- Adapt to realignment of BOR Committees.
- Quarterly Reports: Focus on one imperative each quarter.
 - September: Quarterly report to BOR - Workforce
 - November: Quarterly report to BOR - Kuleana
- Annual summary report to full BOR each academic year (May).
- Explore how to show alignment of budget with strategic plan.



Student Wellbeing at Mānoa

*Board of Regents
May 18, 2023*

Dr. Lori Ideta, Vice Provost for Student Success

Dr. Theresa Crichfield, Associate Vice Provost and Dean of Students

Dr. Alyson Tanouye, Director of the Counseling and Student Development Center

Dr. Andrew Nichols, Director of University Health Services



UNIVERSITY
of HAWAII
MĀNOA

Generation Z

- Born between 1997 and 2012, now 11 to 26 years old
- Digital Natives
- Gen Z is concerned and worried about the state of the world, including:

The cost of living

Climate change

Wealth inequality

Geopolitical conflicts

The ongoing impact of the COVID-19 pandemic

- Over 9 out of 10 Gen Z report experiencing psychological symptoms due to stress.
- While they are determined to drive positive societal change, they struggle with daily life challenges such as financial anxiety, work-life balance, and high levels of stress.



8 Dimensions of Wellness



Emotional

Coping effectively with life and creating satisfying relationships



Environmental

Maintaining good health by occupying pleasant, stimulating environments that support well-being



Financial

Feeling satisfied with current and future financial situations



Social

Developing a sense of connection, belonging and support with others



Physical

Acknowledging the importance of physical activity, nutrition and sleep



Intellectual

Recognizing creative abilities and finding ways to expand knowledge and skills



Occupational

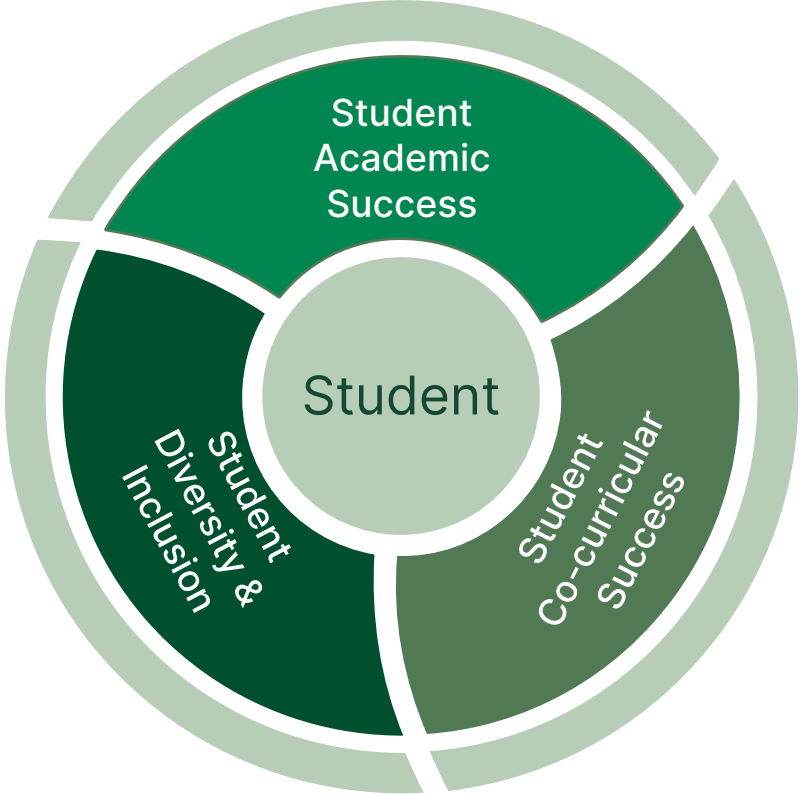
Finding personal satisfaction and enrichment in one's work



Spiritual

Discovering a sense of purpose and meaning in life

Sustaining a Culture of Care



Nationwide Trends

60% of College Students Accessed Mental Health Care in Grades K-12.



About half of U.S. adults say they've experienced loneliness, — The loneliness epidemic is hitting young people, ages 15 to 24, especially hard.

United States Public Health Services (2022)



Nationwide Trends

45%

Gen Z believe their
mental well-being is
good,
compared to



56%

Millennials

46%

Gen Z are stressed
all or most of the
time,
compared to

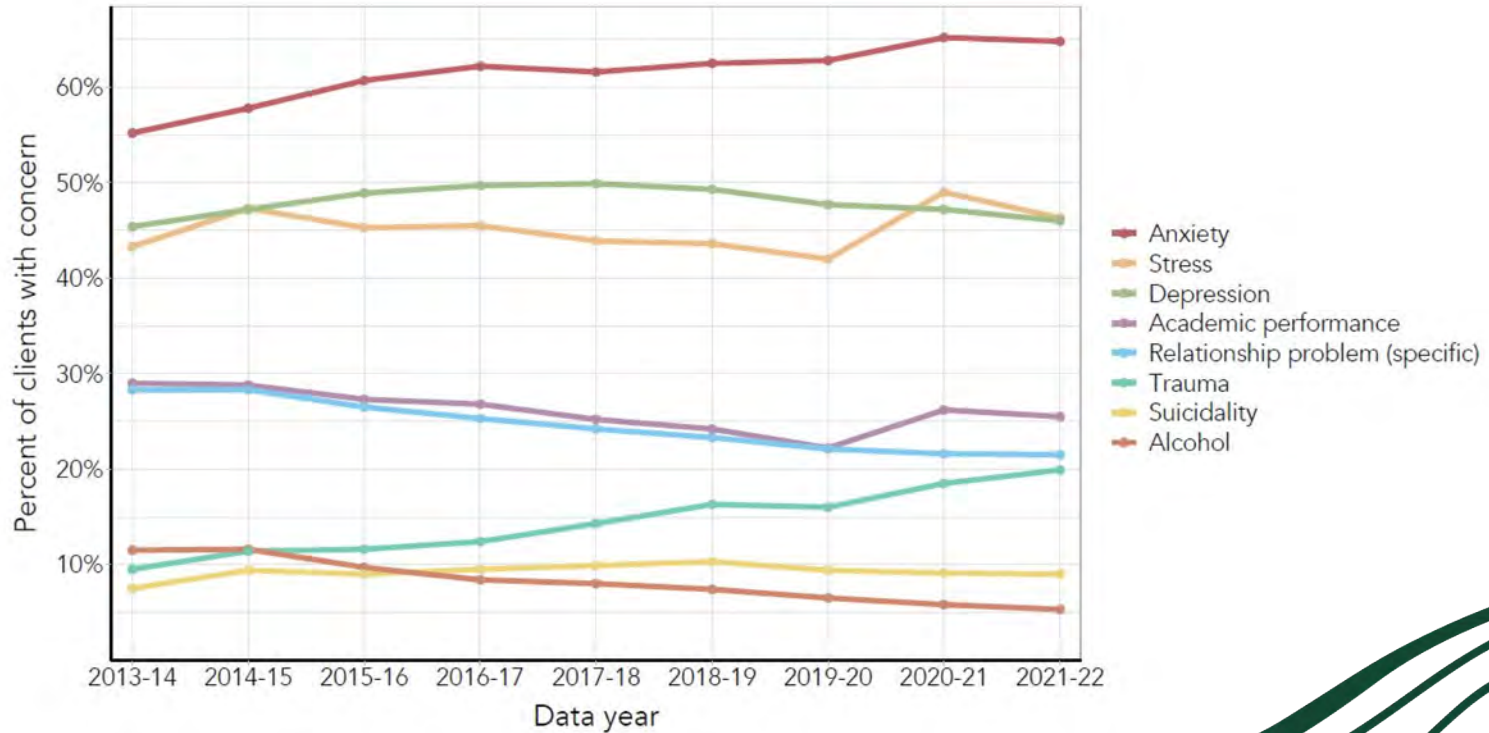


38%

Millennials

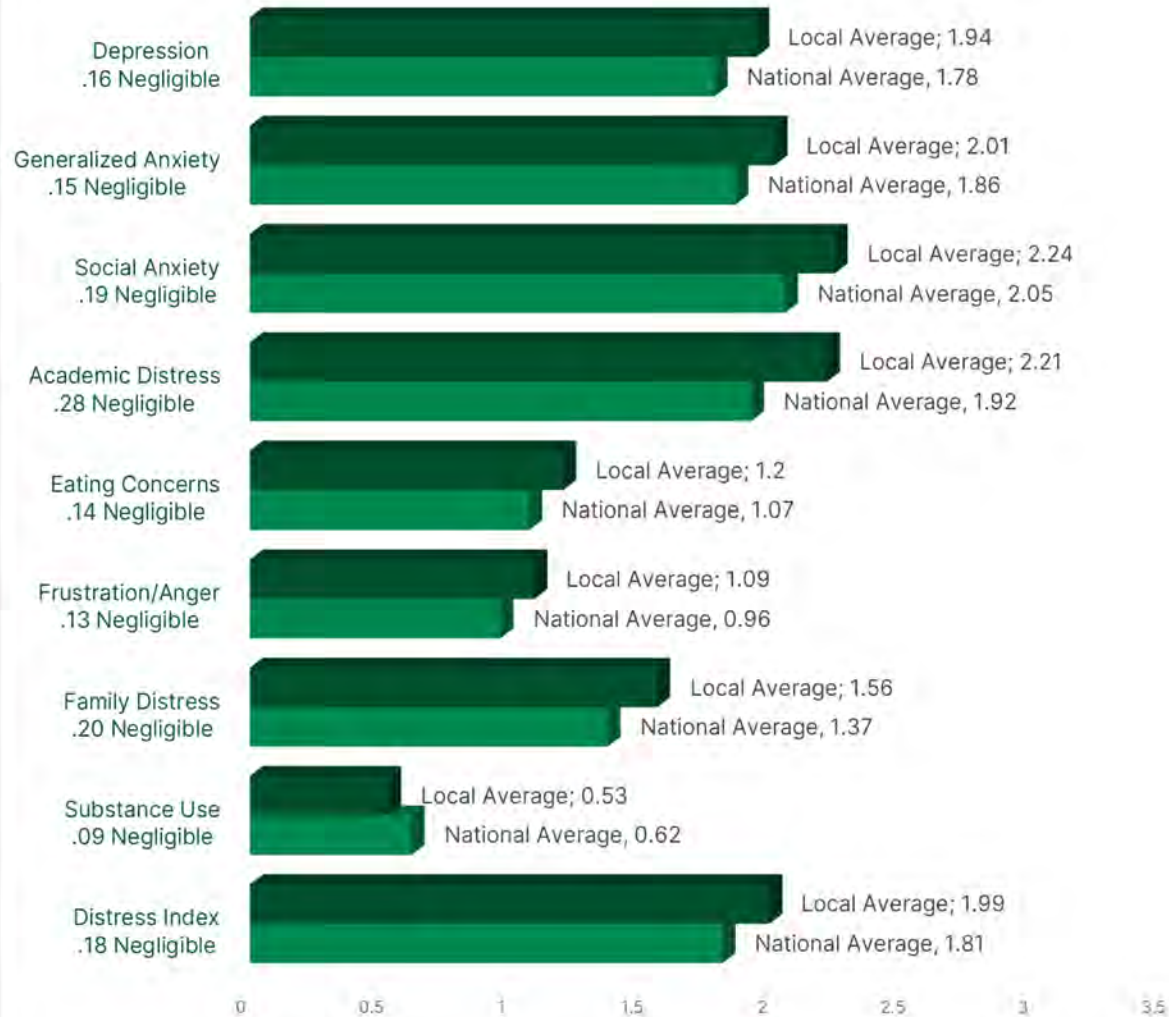


Center for Collegiate Mental Health 2022 Annual Report



CCAPS UH Mānoa Average vs. National Average

Counseling Center
Assessment of
Psychological Symptoms
2022



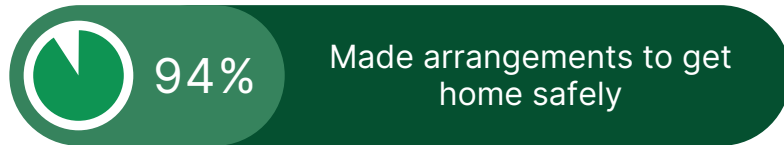
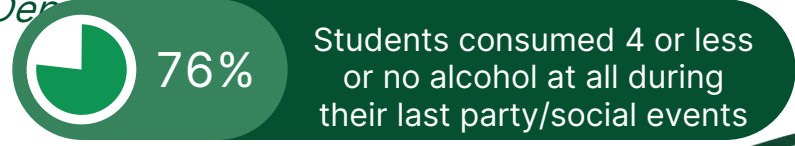
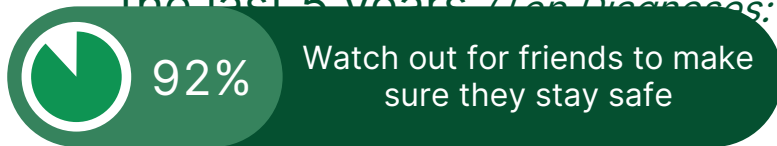
UHM Trends

Counseling and Student Development Center

- Top 3 concerns expressed: Anxiety, Academic Distress, and Depression
 - In Fall 2020, Academic Distress and Anxiety flipped.
- 38% increase in Crisis Sessions between Fall 21 and Fall 22:
 - [90 (Fall 21) vs. 124 - (Fall 22)] and 40% increase in clients [63 clients vs. 88 clients]

University Health Services

- Approx. 10% of student visits were related to mental health diagnosis for the last 5 years. (Top Diagnoses: ADHD, Depression, Anxiety, Bipolar)



Strategies for Addressing Mental Health

- Providing a hybrid (in-person and virtual/telehealth) clinical service model based on student preference.
- Increased efforts in providing outreach and workshop trainings to campus constituents
- Counselors-In-Residence (CIRs)
- Online Resources
 - Kognito
 - TAO Connect
- Exploring the expansion of services with an after-hours mental health and emotional support platform including on demand talk now services.
- Partnerships:
 - Veterans Affairs - Veterans Integration to Academic Leadership (VITAL) Program
 - JABSOM - Ka Malu A Wa'ahila - Native Hawaiian Mental Health

Strategies for Addressing Physical Health

University Health Services Mānoa

1. Primary & specialty medical care - including after hours NP/RN telephone triage
2. Interconnection of physical and mental health
 - a. All students are annually screened utilizing PHQ4, an anxiety and depression screening tool
3. Telemedicine services implemented during COVID-19 pandemic
4. Exercise prescription consultation
5. Trending toward full-time, rather than part-time medical providers to enhance continuity of care

Student Recreation Services

1. Warrior Recreation Center: Over 7,000 unique users visited approx. 131,000 times
2. Intramurals: Just shy of 500 students playing in Intramurals
3. Outdoor recreation: a myriad of opportunities to connect with the 'āina



Vibrant Campus Life (Fall 2022)

- 151 student organizations
- Over 150 students involved in CSOs
- Activities Council had 7 events with over 3,500 attendees
- 3,000 student employees with 90% at the undergraduate level
- 1,573 students served through KOKUA
- 992 students accessed the Food Vault approx. 2,500 visits and almost 12,000 lbs distributed.
- 30% of on-campus residents attended at least three residence life programs



UH System Campus SSAOs

<p>Hawai'i CC Christine Quintana <i>Vice Chancellor for Student Affairs</i></p>	<p>Maui College Kulamanu Ishihara <i>Interim Vice Chancellor of Student Affairs</i></p>	<p>Honolulu CC Lara Sugimoto <i>Dean of Student Services</i></p>
<p>Kaua'i CC Thomas No'eau Keopuhiwa <i>Interim Vice Chancellor of Student Affairs</i></p>	<p>UH Hilo Chris Holland <i>Interim Vice Chancellor for Student Affairs</i></p>	<p>Kapi'olani CC Michaelyn Hall <i>Interim Vice Chancellor for Student Affairs</i></p>
<p>Leeward CC Kami Kato <i>Interim Dean of Student Services</i></p>	<p>UH West O'ahu Ellen Lokelani Kenolio <i>Interim Vice Chancellor for Student Affairs</i></p>	<p>Windward CC Jennifer Brown <i>Vice Chancellor for Student Affairs</i></p>



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Lori Ideta

Vice Provost for Student Success

Theresa Crichfield

*Associate Vice Provost for Student
Success & Dean of Students*

Allyson Tanouye

*Director of the Counseling and Student
Development Center*

Andrew Nichols

Director of University Health Services

Mahalo!



Item VIII.H.

Update on President's Evaluation

**NO MATERIALS
ORAL REPORT**

UH BOARD OF REGENTS MAY 18, 2023

CMS Management Update

- ❖ Status of Resolutions 19-03 and 21-02
- ❖ Recap of Significant Accomplishments
- ❖ MKSOA Transition: Issues and Priorities



Greg Chun, Executive Director,
UHH Center for Maunakea Stewardship

Bonnie Irwin
Chancellor, UH Hilo

19-03: Resolution to Act on Items Relating to Maunakea Management (11/06/2019)	Status
Two (2) observatory sites known as the Caltech Submillimeter Observatory and Hokukea site shall be decommissioned no later than December 31, 2021. For purposes of this resolution, the term “decommissioning” shall mean the complete removal of all man-made structures at each respective site bringing each site to as close as feasible to its natural state prior to construction. These will be the first two of five observatories to be decommissioned.	Amended by Reso 21-02
A schedule of decommissioning of these two sites will be laid out on a Gantt chart or other similar visual schedule for each of the above sites indicating function and timeframe for each major step in the decommissioning process to achieve completion on or by December 31, 2021. The schedule for decommissioning shall be presented to the Board of Regents on or before its February 2020 meeting.	Completed
A new educational telescope facility for the University of Hawai‘i at Hilo shall be established on already developed land at Hale Pohaku or elsewhere, as soon as can be permitted, with a target date no later than December 31, 2021, to ensure the prompt availability of a teaching telescope. The Board of Regents shall support the funding of the planning, design, and construction of the new educational facility.	Amended by Reso 21-02
On or by December 30, 2025, a determination will be made on the decommissioning of three (3) additional observatory sites based upon compliance with existing or future permits or governmental approvals. If decommissioning is required, the three (3) observatory sites will be identified and reported to the Board of Regents by January 2026.	Pending
In collaboration with OMKM and MKSS, the ‘Imiloa Astronomy Center shall develop a suite of educational programs regarding Maunakea including but not limited to Native Hawaiian culture, history, environmental, and biological considerations designed for tour guides and drivers, employees, contractors, recreational users, scientists and observatory workers, and visitors, as required by the Management Plans, by August 31, 2020. OMKM shall report to the Board of Regents on its plans and progress to implement said educational programs at its February 2020 meeting. Administration shall make a budget request during the 2020 legislative session to fund this action item.	Amended by Reso 21-02
Administration shall make a CIP request during the 2020 legislative session for monies to plan, design, and construct an educational center at Hale Pohaku and/or another appropriate site on Maunakea that will educate visitors on cultural, environmental, and astronomy related topics relating to Maunakea.	Completed
The Maunakea Master Plan update will accommodate uses by Native Hawaiian cultural practitioners.	Completed
Following consultation with the Maunakea Management Board, Kahu Kū Mauna, ‘Imiloa Astronomy Center, existing Maunakea Observatories, and other community stakeholders, a reorganization and restructuring plan shall be presented to the Board of Regents as to all advisory, operating, and funding bodies involved in the management of Maunakea by April 2020. The purpose of the plan is to improve operations and management and make it more efficient, effective, and transparent. The analysis will include consultation with the Maunakea Management Board, Kahu Kū Mauna, and appropriate members of the Hawaii Island community. The reorganization and restructuring plan shall be embodied into a governance document that is approved by the Board of Regents.	Completed
As part of the reorganization and restructuring plan, an in-depth analysis will be done to determine whether the management of the Maunakea Science Reserve would be better served if transferred to a governmental authority or other third party entity, or through alternate management mechanisms (e.g., conservation easement agreement, etc.). The analysis will include consultation with the Maunakea Management Board, Kahu Kū Mauna, and appropriate members of the Hawaii Island community. The results of this analysis, including input from the Maunakea Management Board, Kahu Kū Mauna, ‘Imiloa Astronomy Center, existing Maunakea Observatories, and other community stakeholders, will be presented to the Board of Regents by April 2020.	Completed
The University will cooperate with the Department of Hawaiian Home Lands (DHHL) to resolve any outstanding issues relating to the roadway infrastructure on Maunakea and will seek opportunities to assist DHHL in its efforts to fulfill its trust duties and responsibilities on the use of its Maunakea lands.	Pending
As permitted by law, the University should pursue a partnership with an appropriate agency or organization whose primary beneficiary is the Native Hawaiian community, to operate commercial shuttles and tours on Maunakea.	Pending

21-02: Resolution To Further Act on Items Relating to Maunakea Management and Amend Board of Regents

Resolution 19-03 (05/20/2021)

Status

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

May 18, 2023

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

Completed

Two (2) observatory sites known as the Caltech Submillimeter Observatory (CSO) and Hōku Ke‘a Observatory (HKO) shall be decommissioned; assuming no permitting, weather, and access issues the target date for CSO decommissioning is no later than April 30, 2023, and HKO no later than August 31, 2024. For purposes of this resolution, the term “decommissioning” shall mean the complete removal of all man-made structures at each respective site bringing each site to as close as feasible to its natural state prior to construction.

In process

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

In process

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

In process

Planning and Permitting

E Ō Nā Leo: Master Plan for the University of Hawai'i Maunakea Lands

**MASTER PLAN FOR THE UNIVERSITY OF HAWAI'I
MAUNAKEA LANDS
E Ō I NĀ LEO (LISTEN TO THE VOICES)*
VOLUME 1**



* The name of this plan, *E Ō I Nā Leo*, and its translation was provided by noted Native Hawaiian scholar Larry Kimura, Associate Professor at UH Hilo. The authors express their deep gratitude for this gift.

ADOPTED BY THE UNIVERSITY OF HAWAI'I BOARD OF REGENTS ON JANUARY 20, 2022

PREPARED FOR:
University of Hawai'i

PREPARED BY:
**Planning Solutions, Inc.
Ho'okuleana, LLC**

JANUARY 20, 2022

- ❖ BOR approved January 2022
- ❖ Proposed land uses
- ❖ Make better/smarter use of what we have.
- ❖ Commits to no more than 9 astronomy facilities at the summit post 2033.
- ❖ Adapts to the uncertainty around TMT and governance
- ❖ Repurpose HP to support UH's broader educational/research mission

Planning and Permitting

CMP 2022 Supplement

**COMPREHENSIVE MANAGEMENT PLAN
2022 SUPPLEMENT:
MANAGEMENT ACTIONS UPDATE
VOLUME 1**

COMPREHENSIVE MANAGEMENT ACTION MEU-2



APPROVED BY THE UNIVERSITY OF HAWAII'S BOARD OF REGENTS ON MAY 19, 2022
APPROVED BY THE BOARD OF LAND AND NATURAL RESOURCES ON **JULY 22, 2022**

PREPARED FOR:
University of Hawai'i

PREPARED BY:
Planning Solutions, Inc.
Ho'okuleana, LLC

JULY 23, 2022

- ❖ BLNR approved July 2022
- ❖ Updates the 2009 CMP
- ❖ Reflects application of adaptive management
- ❖ Contested case request denied March 24, 2023

PLANNING AND PERMITTING: DECOMMISSIONING

CALTECH SUBMILLIMETER OBSERVATORY
DECOMMISSIONING – JUNE-DEC 2023

HÖKŪ KEA DECOMMISSIONING CDUP: BLNR 4/14/23

TRANSPORT ROUTE

THERE WILL BE INTERMITTENT ROAD CLOSURES FROM
MAUNAKEA SUMMIT TO KAWAIHAE HARBOR DURING OVERSIZE TRANSPORT



ACTUAL DATES TO BE ANNOUNCED



PLANNING AND PERMITTING: SPILL COMPLIANCE

UH88

- ❖ Finalized plan to upgrade the system to transition to propylene glycol.
- ❖ Secured quotes for propylene glycol, replacement expansion tank, and disposal of ethylene glycol
- ❖ Documentation of plan and safety procedures being prepared for review by UH EHSO and DOH
- ❖ System remains off and will stay that way until the conversion occurs

SUBARU

- ❖ April 6, 2023 ethylene glycol leak discovered
- ❖ The equipment had not been operated since July 2022
- ❖ Cause appears to be a faulty O-ring seal in the filter
- ❖ Estimated 6L of fluid released over an 8-month period
- ❖ Spill contained within the facility; No evidence that any fluid was discharged into the environment
- ❖ In an abundance of caution Subaru notified DOH on 4/9 and is preparing their written report

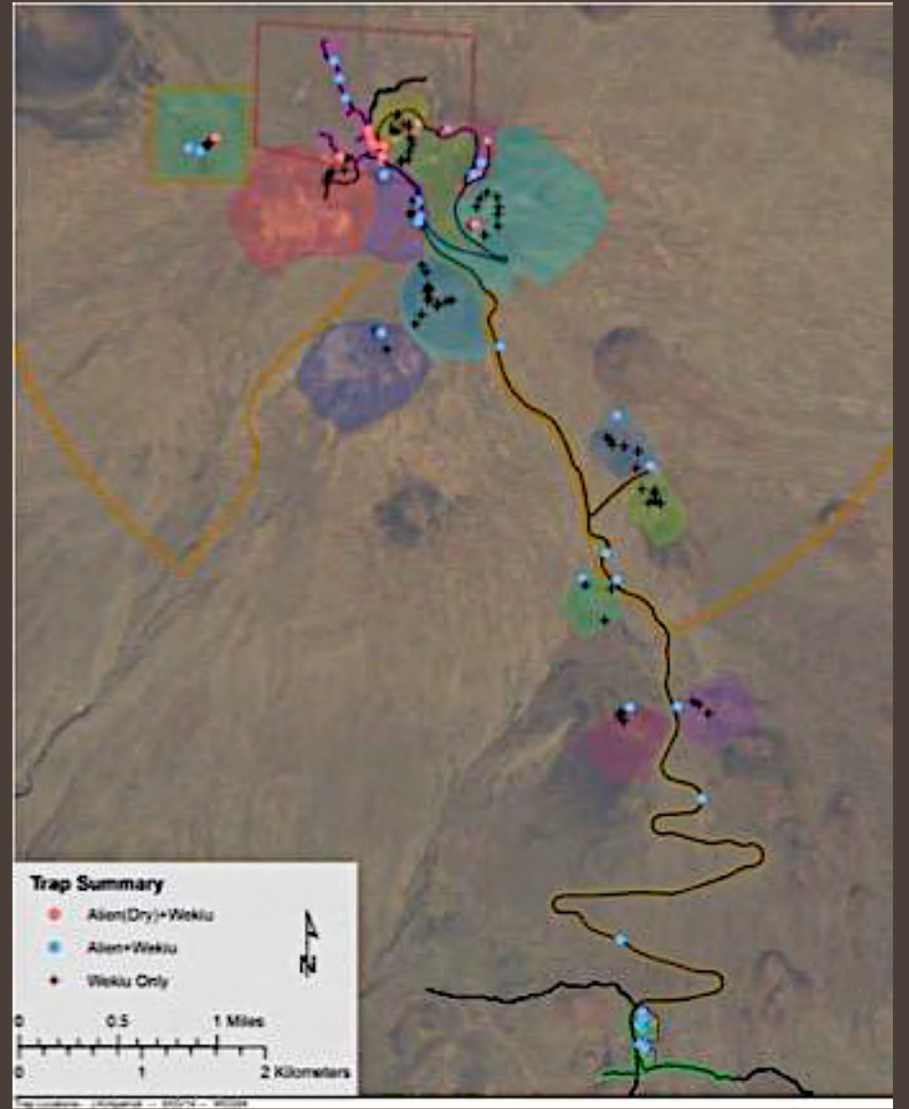
STEWARDSHIP: NATIVE PLANTS

- ❖ 'Āhinahina propagation and out planting partnership with DLNR
- ❖ Restarted Volunteer Program
 - ✓ March 18, 2023 - 37 volunteers
 - ✓ 1720 lbs of invasives removed
- ❖ 9470 lbs of invasives removed since 2012
- ❖ 91 native plants (āweoweo, māmane, pilo) out planted in the restoration area
- ❖ 90 new māmane germinated.



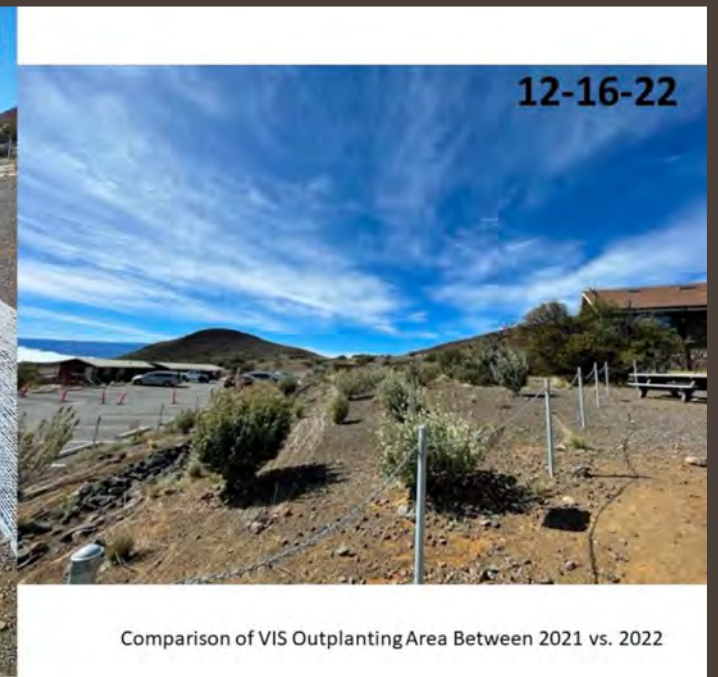
Stewardship: Resource Monitoring

- ❖ 260 identified historic sites; 90 sites monitored
- ❖ 111 arthropod survey sites
- ❖ No unnatural changes or infestations noted



Stewardship: Enhancement and Prevention

- ❖ VIS Plant Restoration Program
- ❖ 134 large vehicle inspections
- ❖ UHH Bonner Program helped to reestablish HP-VIS pathway



Comparison of VIS Outplanting Area Between 2021 vs. 2022



Stewardship: Research and Monitoring

- ❖ 'Ua'u (*Pterodroma sandwichensis*) nesting sites discovered on Maunakea
- ❖ UH sponsored research in collaboration with DHHL and DLNR
- ❖ First sighting in over 60 years on Maunakea (DHHL lands)





MAUNAKEA VISITOR CENTER EXHIBIT ENHANCEMENT

➤ **SUMMER - WINTER 2023**

Under the tutelage of 'Imiloa staff-members, Hawaiian language experts, computer scientists, astronomers, and biologists, students from Hawai'i Island schools and UH-Hilo are developing and designing an interactive experience grounded in Hawaiian knowledge and science for the Maunakea visitor center.



SUMMER 2023

> **Maunakea Visit:** Students will visit the center to observe and analyze the existing infrastructure and flow of visitors. They'll also take measurements of the space to be able to conceptualize design.

> **Storytelling:** Students will review and analyze their research to develop and write the storylines that they feel are important to express and communicate through this renovation.

> **Research:** Students will do their own research in Hawaiian language and English resources. They'll also meet with various experts to gain insight on different aspects of Maunakea.

> **Concept & Design:** Based on the storylines and written components, students will conceptualize and design interactive materials to enhance the visitor experience.

MAUNAKEA USER ORIENTATION VIDEO

Maunakea User Orientation

The Maunakea Comprehensive Management Plan includes a requirement of an orientation for all observatory staff, tour operators, support staff, contractors, vendors, Rangers, etc. prior to working on, or in support of activities on, UH Managed lands (see page 7-22, Management Action EQ-2 for details and an implementation plan approved by the Department of Land & Natural Resources). This orientation must be repeated every three (3) years, more frequently if required by a permit, or as directed by the Maunakea Management Board. For those visiting Maunakea under a permit (CDUP, Special Use, Commercial Operator, Vendor, Contractor, etc.), participation is tracked and summary statistics reported annually to the State of Hawai'i, Board of Land & Natural Resources.

To receive credit for the Maunakea User Orientation with the CMS, visit the [Maunakea User Orientation Assessment form](#). Credit is earned and confirmed via the following process.

1. [Watch the video](#).



Completed in 2022

Available for viewing in the following locations:

- 'Imiloa - presented on a loop via projection screen
- Youtube.com: Center For Maunakea Stewardship
 - <https://www.youtube.com/watch?v=XY1o0k4O6LU>
- hilo.hawaii.edu website:
 - <https://hilo.hawaii.edu/maunakea/stewardship/orientation>
- Google Form assessment link available at the hilo.hawaii.edu webpage

EDUCATION AND OUTREACH: UPDATED INTERPRETIVE SIGNAGE



HŌ'IHI (To be sacred)



RESPECT FOR CULTURAL SITES



Maunakea is considered to be one of the most sacred places in Hawai'i as it is home to various Hawaiian deities. Please treat Maunakea with the proper respect.



- Please refrain from removing, replacing, or adding any stones or objects to an Ahu (altar).
- Please refrain from climbing or standing on Ahu, including the summit Ahu.



- Please do not knock over standing stones or relocate them.
- Keanakōkō'i (the adze quarry) is a traditional resource, please do not displace stones.
- Lake Waiālu and its waters are very sacred, please stay out of the lake and refrain from throwing objects into the lake.
- Treat the mountain, especially the summit, with the utmost respect.



Holo me ka ha'aha'a (Travel humbly: Be aware, be respectful, be mindful)



KAIĀNOHO (Habitat)



ENVIRONMENTAL PROTECTION



Invasive Species Prevention

- Please help us protect Maunakea ecosystems by ensuring that your vehicle is free of mud and that personal belongings are free of any plant, animal, or earthen materials (mud, seeds, ants, food scraps).
- Pack out any trash or food and dispose of it properly in trash receptacles.
- Don't leave organic material (peels, seeds, or shells) in the environment as it feeds and provides habitat for invasive insects.



Native Ecosystem Protection

- Be respectful of and do not disturb all plants and animals.
- Report any sightings of ants to MK Rangers or VIS staff.



Holo me ka ha'aha'a (Travel humbly: Be aware, be respectful, be mindful)



EDUCATION AND OUTREACH: UPDATED SAFETY SIGNAGE



HUMU'ULA TRAIL

Trail Specs

High altitude trail to the summit.

Humu'ula Trail > Lake Waiau
Length (One Way) 4.8 mi. (7.7 km)
Elevation Gain 3,697 ft. (1,188 m)
Average Grade 15.4%
Maximum Grade 41%
Humu'ula Trail > Summit
Length (One Way) 6.6 mi. (11.2 km)
Elevation Gain 4,595 ft. (1,400 m)
Average Grade 12%
Maximum Grade 41%

 **NO dogs allowed**

 **NO service or cell phone signal**

 **Plan for a 10 hr. round trip hike**

Trail Info:
(808) 934-4550
<https://hilo.hawaii.edu/maunakea/visitor-information/permits>

- All Hikers please fill out a Registration Form.
- Stay on the designated trail.
- Call 911 in case of emergency

 **Weather Info:**
<http://mkwc.ifa.hawaii.edu/current/>

For more information call
DLNR DOFAW: (808) 974-4221



MAUNA KEA

MAUNA KEA ICE AGE NATURAL AREA RESERVE

MAUNA KEA SCIENCE RESERVE

MAUNA KEA FOREST RESERVE

Mauna Kea Access Road

Humu'ula Trail

Visitor Information Station

To Hwy 200

0 0.2 0.4 0.8 1.2 1.6 Miles

UH MAUNAKEA LANDS

The following are prohibited within the UH Maunakea lands under Hawai'i Administrative Rules Chapter 20-26:

- Littering or dumping
- Camping
- Visibly dirty or muddy vehicles
- Drones and other unmanned aerial vehicles
- Pets except for service animals or hunting dogs.
- Smoking, Tobacco, Drugs or Alcohol use
- Possessing Fireworks or Explosive devices
- Fires, embers, or coals
- Amplifying audio devices
- Hazardous Materials
- Firearms except as permitted
- Speeding, driving carelessly or driving off designated roads
- Damaging or removal of natural features, historic, or prehistoric remains
- Damaging or removal of any plants or animals except as authorized

- Damaging or removal of any sign, marker, or structure.
- Hunting except as authorized
- Unpermitted access to buildings
- Unauthorized commercial activities
- Unauthorized selling, advertising or solicitation
- Unpermitted Tours or Activities
- Conducting yourself in a disorderly manner
- 2WD above Halepōhaku (4WD is required)
- Entering into a cave
- Outdoor sport or play with objects
- Sporting competitions including for snow play
- Engaging in any unauthorized improvement or construction
- Using radio-transmitting devices including two-way radios, Wi-Fi, Bluetooth, and cellphones

Penalty. Violators of Chapter 20-26, are punishable by a fine up to \$10,000 as provided in Exhibit A of Chapter 20-26

For a complete and detailed list of the rules, definitions and fines please refer to: University of Hawaii - Hawai'i Administrative Rules Chapter 20-26 "Public and Commercial Activities on Maunakea Lands" adopted Nov. 6, 2019 <https://hilo.hawaii.edu/maunakea/stewardship/admin-rules>

HAR § 20-26-63 allows CMS to issue special use permits to engage in activities otherwise prohibited by HAR Chapter 20-26. For more information inquire at (808) 933-0734

Reporting Suspected Violations — Contact the Maunakea Rangers (808) 934-4550




16

EDUCATION AND OUTREACH: REMODELED VIS



EDUCATION AND OUTREACH: ENHANCED VIS EXPERIENCE



EDUCATION AND OUTREACH: Restart post-COVID outreach activities



EDUCATION AND OUTREACH: STARGAZING

- ❖ Reinstating on a pilot basis
- ❖ By reservation; 30 max, capacity reached with no marketing
- ❖ Partnership with local amateur astronomers
- ❖ Collaborations with local schools and cultural practitioners



SAFETY AND HEALTH: WINTER WEATHER DOMINATES THE STORY

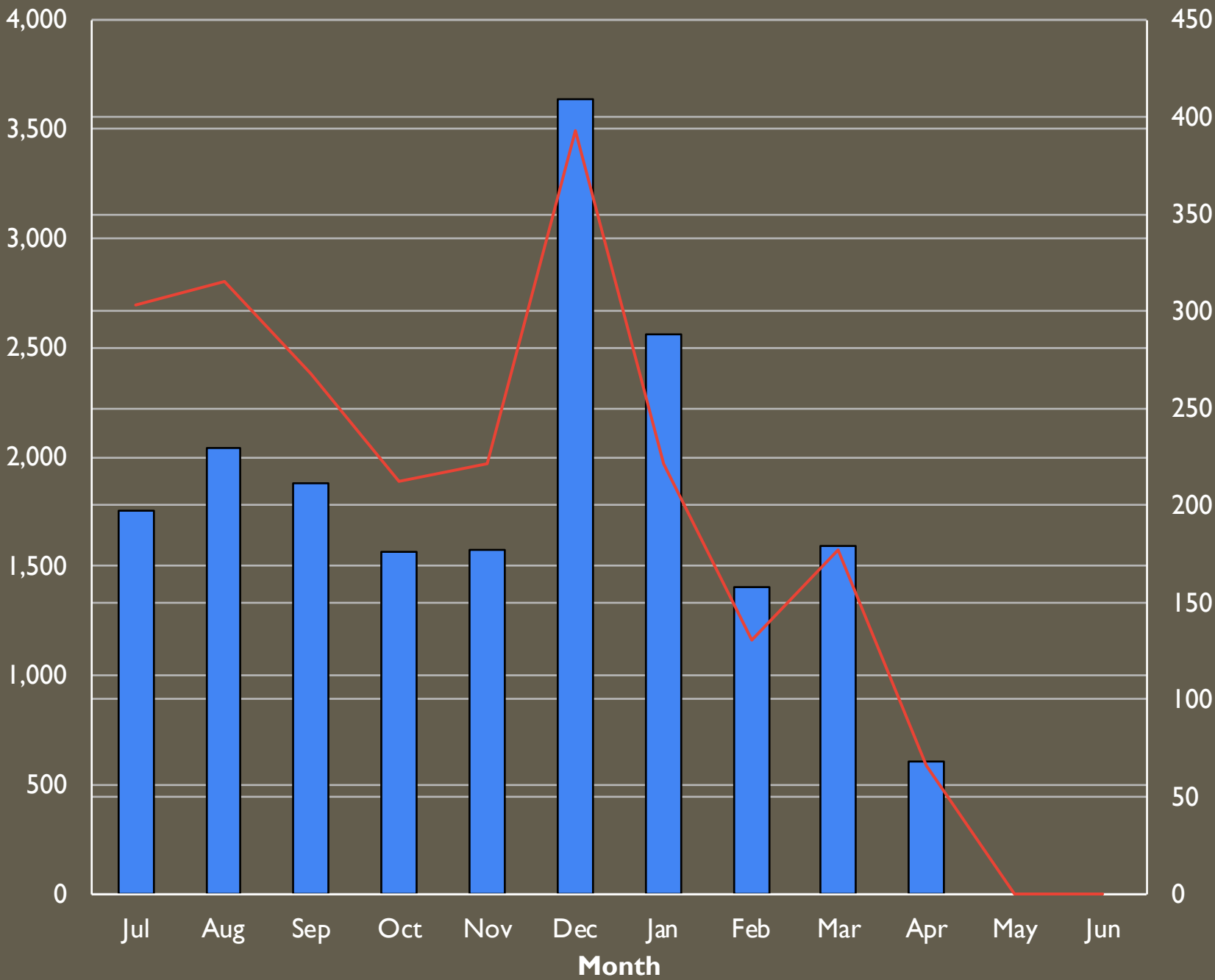


Safety and Health: Adaptive Management

- ❖ Brake Inspections
- ❖ Early Morning Road and Safety Checks



TRAFFIC MANAGEMENT: FY23 (PUBLIC)



Act 255 UH Transition Priorities

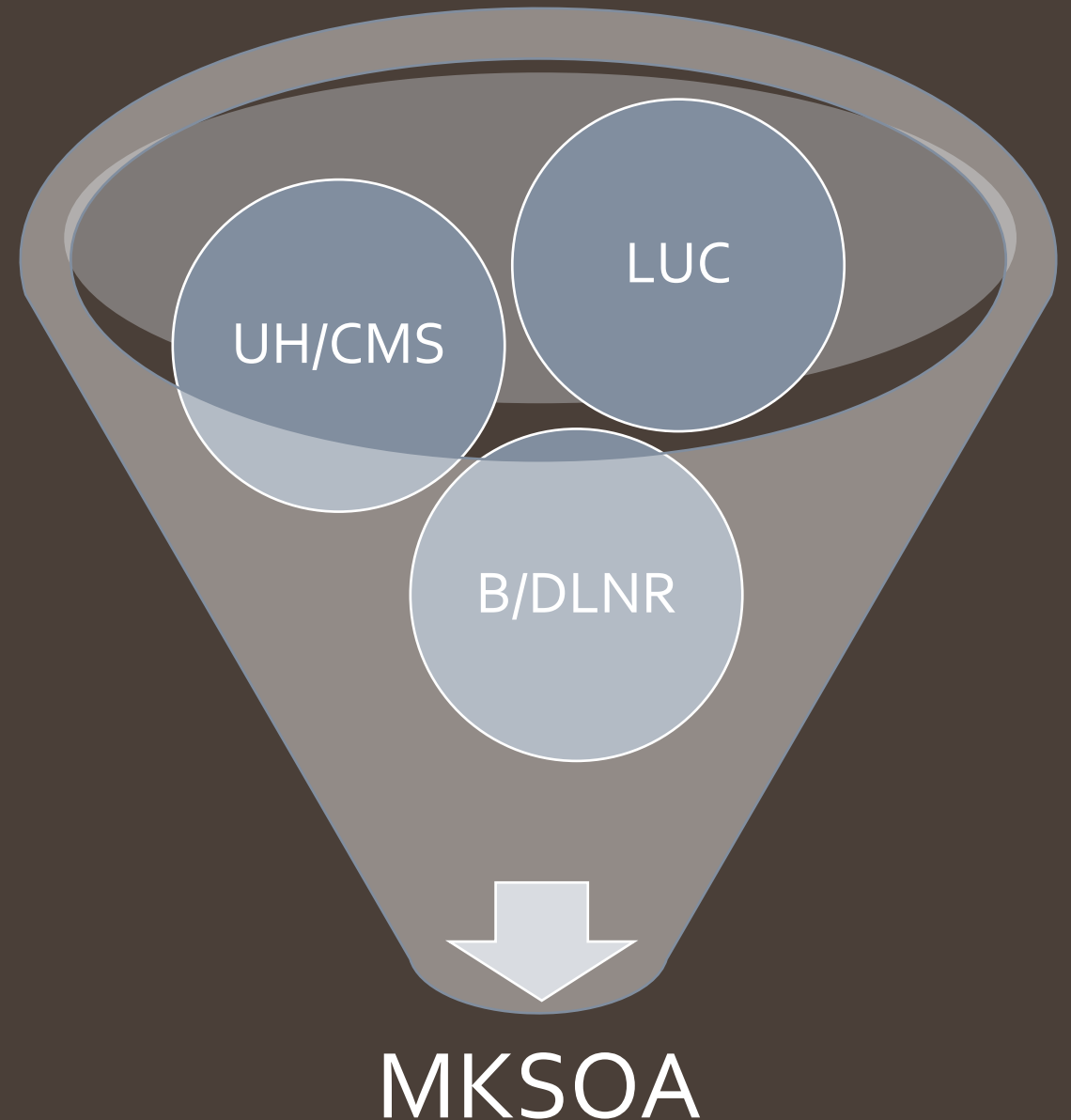
MKSOA Start-up: Education +
Admin Support

What does “jointly manage” mean?

Clarifying Roles and Responsibilities:
MKSOA, DLNR, CMS

Transition Plans → Stability

Lease and Permit Assignments



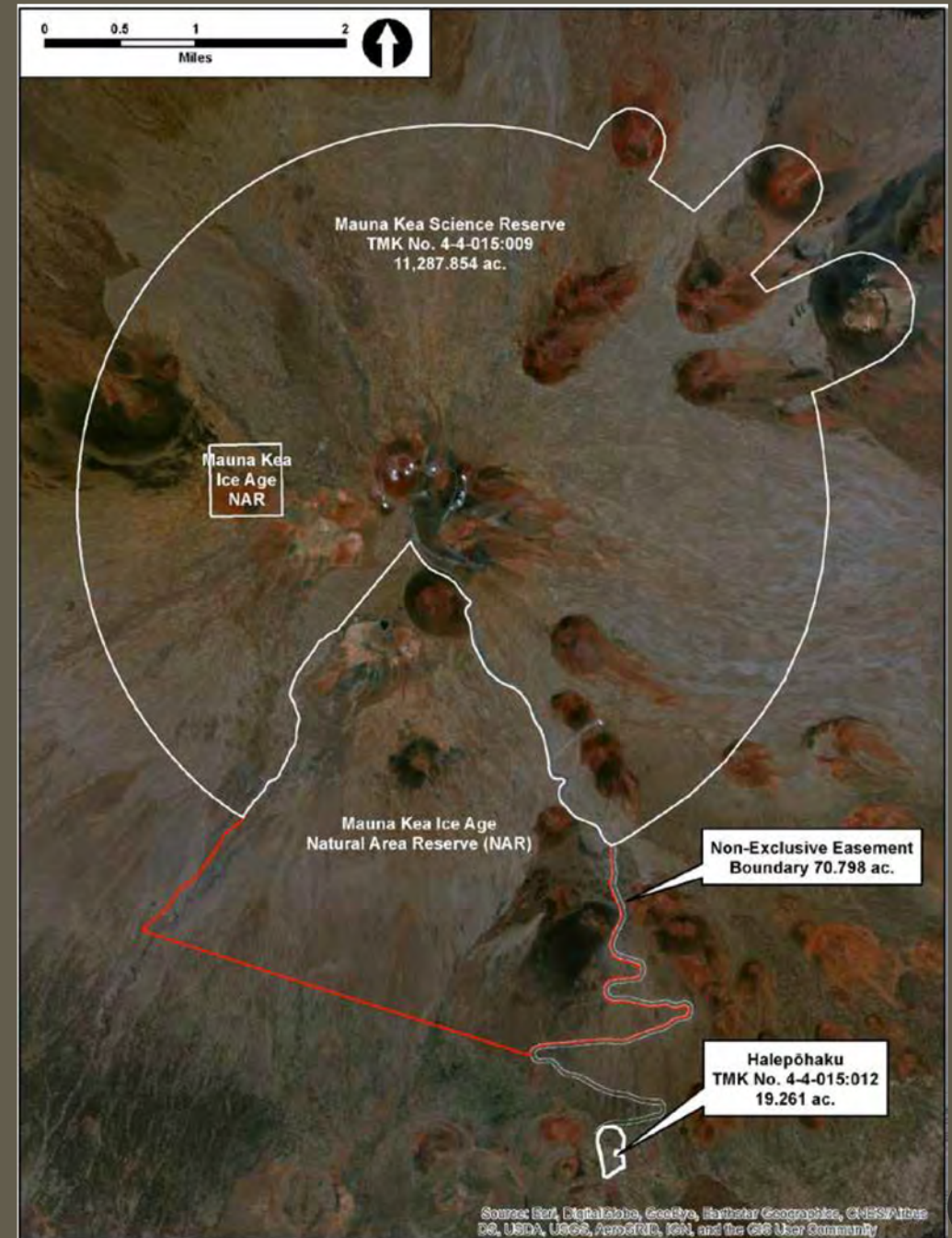
Management Responsibilities and Activities to be Transferred by the University as a Result of Act 255

Management Responsibilities	Current Leases/Subleases/Plans/HARS/Department permits/Other agreements	CDUP requirements assigned/transferred	Ch 343 mitigation requirements	Required CMP monitoring
<ul style="list-style-type: none"> ▪ Asset/lease management ▪ Planning and permitting ▪ Resource management (cultural and natural) ▪ Decommissioning ▪ Administration (finance, accounting, legal, HR, procurement, records, etc.) ▪ Compliance and enforcement ▪ Facility/operations management ▪ CIP planning and management ▪ Outreach/Comms ▪ Litigation management 	<ul style="list-style-type: none"> ▪ 2 General leases ▪ 1 Grant of Easement ▪ 9 MKO subleases Available upon request ▪ Maunakea Master Plan ▪ Maunakea Comprehensive Management Plan (CMP) ▪ HAR Chapter 20-26: https://hilo.hawaii.edu/maunakea/stewardship/ ▪ 7 active special permits (OCCL, DOH); 3 Misc. Other Agreements; 	<ul style="list-style-type: none"> ▪ 18 CDUPs (301 Conditions; 289 unique) <p>Individual documents available here: https://dlnr.hawaii.gov/occl/maunakea-management/</p>	<ul style="list-style-type: none"> ▪ 23 environmental reviews associated with various permits each with their own mitigation requirements <p>Individual documents available here: https://planning.hawaii.gov/erp/ea-and-eis-archive-pre-1996/</p>	<ul style="list-style-type: none"> ▪ Archaeological (263 sites) ▪ Invasive species (111 sites) <p>See CMP</p>

Note: This document is comprehensive but not exhaustive

LEASES AND PERMITS

- ❖ Discussions commenced on transfer of leases and permits
 - Maunakea Science Reserve: GL S-4191
 - Hale Pōhaku: GL S-5529
 - Roadway Corridor: ROE S-4697
 - 18 CDUPs + Numerous SPAs
 - Associated Ch 342 reviews
- ❖ Annual compliance inspections underway



Pau

Questions



To Further Act on Items Relating to Maunakea Management and Amend Board of Regents Resolution 19-03

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

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

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

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

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

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

1. Provide progress updates to the Board every six months regarding:
 - a. Progress made towards accomplishment of action items set forth in Board Resolution 19-03
 - b. The restructuring plan adopted by the Board in August 2020
2. At a future 2021 Board meeting, provide a comprehensive presentation on astronomy in the State as well as on Maunakea, and related academic programs, to be followed by a Board discussion on the role of the University in astronomy in Hawaii and the world.

NOW, THEREFORE, BE IT FURTHER RESOLVED that the timelines for action specified in Board Resolution 19-03 are amended as follows:

University of Hawai‘i Board of Regents
R E S O L U T I O N

21-02

1. Two (2) observatory sites known as the Caltech Submillimeter Observatory (CSO) and Hōku Ke‘a Observatory (HKO) shall be decommissioned; assuming no permitting, weather, and access issues the target date for CSO decommissioning is no later than April 30, 2023, and HKO no later than August 31, 2024. For purposes of this resolution, the term “decommissioning” shall mean the complete removal of all man-made structures at each respective site bringing each site to as close as feasible to its natural state prior to construction.
2. To ensure the prompt availability of a teaching telescope for the University of Hawai‘i at Hilo Physics and Astronomy Program, a new educational telescope facility shall be established on already developed land at Hale Pōhaku or elsewhere with a target date for permitting, assuming no legal issues, no later than May 30, 2024, and the project being awarded for construction, subject to funding, no later than November 30, 2024. The Board of Regents shall support the funding of the planning, design, and construction of the new educational facility.
3. In collaboration with the Center for Maunakea Stewardship, the ‘Imiloa Astronomy Center shall develop and implement a suite of educational programs regarding Maunakea including but not limited to Native Hawaiian culture, history, environmental, and biological considerations designed for tour guides and drivers, employees, contractors, recreational users, scientists and observatory workers, and visitors, as required by the Management Plans, by September 30, 2021, with implementation targeted to commence no later than December 31, 2021.

Adopted by the Board of Regents
University of Hawai‘i
May 20, 2021

To Act on Items Relating to Maunakea Management

WHEREAS, the Board of Regents believes and acknowledges that Maunakea holds a special and important place in the history, culture, and hearts of the peoples of Native Hawaiian ancestry and all of Hawaii; and

WHEREAS, Maunakea has become a symbol of Native Hawaiian self-determination; and

WHEREAS, the Board of Regents recognizes that the University of Hawai‘i (“University”) has been criticized for past and present management of Maunakea; and

WHEREAS, the Board of Regents realizes that any mismanagement of Maunakea is hurtful and disrespectful to the sanctity and inviolability of this place to Native Hawaiians and others; and

WHEREAS, the Board of Regents in response to past criticisms, has clarified its roles, duties, and responsibilities beginning with the adoption of the Mauna Kea Science Reserve Master Plan (2000), Mauna Kea Comprehensive Management Plan UH Management Areas (2009), A Cultural Resources Management Plan for the University of Hawai‘i Management Areas on Mauna Kea (2009), Natural Resources Management Plan for the UH Management Areas on Mauna Kea (2009), Public Access Plan for the UH Management areas on Mauna Kea (2010), and Decommissioning Plan for the Mauna Kea Observatories (2010) (collectively hereinafter referred to as “Management Plans”); and

WHEREAS, under said Management Plans, the Board of Regents was principally responsible to fulfill and to carry out all of the recommendations, obligations, and duties promulgated under said Management Plans; and

WHEREAS, the Board of Regents takes its responsibility seriously and hereby affirms its commitment to follow through with the recommendations made in the Management Plans to better manage the impacts of the astronomy facilities and operations upon the natural environment, cultural resources, recreational resources, educational resources, and upon the broader community; and

WHEREAS, the Board of Regents has determined that there remain unmet responsibilities and ongoing compliance issues that have delayed completion of certain recommendations and requirements under the Management Plans; and

WHEREAS, THE Board of Regents therefore desires to remove any delays in compliance and to complete ongoing responsibilities in an accelerated and expeditious manner.

NOW, THEREFORE, BE IT RESOLVED that University of Hawai‘i President David Lassner, University of Hawai‘i at Hilo Chancellor Bonnie Irwin, University of Hawai‘i Vice President for Research and Innovation Vassilis Syrmos, Maunakea Support Services (MKSS), Institute for Astronomy (IfA), Office of Maunakea Management (OMKM), and any other necessary, related management or operation entity be directed to cause the following action items to be accomplished in the timeframes as specified herein below:

1. Two (2) observatory sites known as the Caltech Submillimeter Observatory and Hokukea site shall be decommissioned no later than December 31, 2021. For purposes of this resolution, the

term “decommissioning” shall mean the complete removal of all man-made structures at each respective site bringing each site to as close as feasible to its natural state prior to construction. These will be the first two of five observatories to be decommissioned.

2. A schedule of decommissioning of these two sites will be laid out on a Gantt chart or other similar visual schedule for each of the above sites indicating function and timeframe for each major step in the decommissioning process to achieve completion on or by December 31, 2021. The schedule for decommissioning shall be presented to the Board of Regents on or before its February 2020 meeting.
3. A new educational telescope facility for the University of Hawai‘i at Hilo shall be established on already developed land at Hale Pohaku or elsewhere, as soon as can be permitted, with a target date no later than December 31, 2021, to ensure the prompt availability of a teaching telescope. The Board of Regents shall support the funding of the planning, design, and construction of the new educational facility.
4. On or by December 30, 2025, a determination will be made on the decommissioning of three (3) additional observatory sites based upon compliance with existing or future permits or governmental approvals. If decommissioning is required, the three (3) observatory sites will be identified and reported to the Board of Regents by January 2026.
5. In collaboration with OMKM and MKSS, the ‘Imiloa Astronomy Center shall develop a suite of educational programs regarding Maunakea including but not limited to Native Hawaiian culture, history, environmental, and biological considerations designed for tour guides and drivers, employees, contractors, recreational users, scientists and observatory workers, and visitors, as required by the Management Plans, by August 31, 2020. OMKM shall report to the Board of Regents on its plans and progress to implement said educational programs at its February 2020 meeting. Administration shall make a budget request during the 2020 legislative session to fund this action item.
6. Administration shall make a CIP request during the 2020 legislative session for monies to plan, design, and construct an educational center at Hale Pohaku and/or another appropriate site on Maunakea that will educate visitors on cultural, environmental, and astronomy related topics relating to Maunakea.
7. The Maunakea Master Plan update will accommodate uses by Native Hawaiian cultural practitioners.
8. Following consultation with the Maunakea Management Board, Kahu Kū Mauna, ‘Imiloa Astronomy Center, existing Maunakea Observatories, and other community stakeholders, a reorganization and restructuring plan shall be presented to the Board of Regents as to all advisory, operating, and funding bodies involved in the management of Maunakea by April 2020. The purpose of the plan is to improve operations and management and make it more efficient, effective, and transparent. The analysis will include consultation with the Maunakea Management Board, Kahu Kū Mauna, and appropriate members of the Hawaii Island community. The reorganization and restructuring plan shall be embodied into a governance document that is approved by the Board of Regents.

9. As part of the reorganization and restructuring plan, an in-depth analysis will be done to determine whether the management of the Maunakea Science Reserve would be better served if transferred to a governmental authority or other third party entity, or through alternate management mechanisms (e.g., conservation easement agreement, etc.). The analysis will include consultation with the Maunakea Management Board, Kahu Kū Mauna, and appropriate members of the Hawaii Island community. The results of this analysis, including input from the Maunakea Management Board, Kahu Kū Mauna, ‘Imiloa Astronomy Center, existing Maunakea Observatories, and other community stakeholders, will be presented to the Board of Regents by April 2020.
10. The University will cooperate with the Department of Hawaiian Home Lands (DHHL) to resolve any outstanding issues relating to the roadway infrastructure on Maunakea and will seek opportunities to assist DHHL in its efforts to fulfill its trust duties and responsibilities on the use of its Maunakea lands.
11. As permitted by law, the University should pursue a partnership with an appropriate agency or organization whose primary beneficiary is the Native Hawaiian community, to operate commercial shuttles and tours on Maunakea.

Adopted by the Board of Regents
University of Hawai‘i
November 6, 2019

2023 University of Hawai'i Legislative Update

For Presentation

Kalbert K. Young, Vice President for Budget and Finance/Chief Financial Officer
UH Board of Regents
May 18, 2023



UNIVERSITY OF HAWAII

2023 Legislative Session

- 2023 Biennium Budget
- 2023 UH Legislative Package (Admin Bills)
- 2023 Select Bills of Interest
 - Board of Regents
 - UH Operations
- Legislative Calendar

Post-Session Stats

- 3811 – Bills Introduced
- 701 – Total number of bills tracked by UH
- 274 – Total Number of Bills passed the Legislature (overall)
- 64 – Total Number of Bills passed the Legislature tracked by UH
- 481 – Total Number of Testimonies Submitted



2023-25 Biennium Budget

HB 300 HD1 SD1 CD1 (Saiki) RELATING TO THE STATE BUDGET

Appropriates funds for the operating and capital improvement budget of the Executive Branch for fiscal years 2023-2024 and 2024-2025.

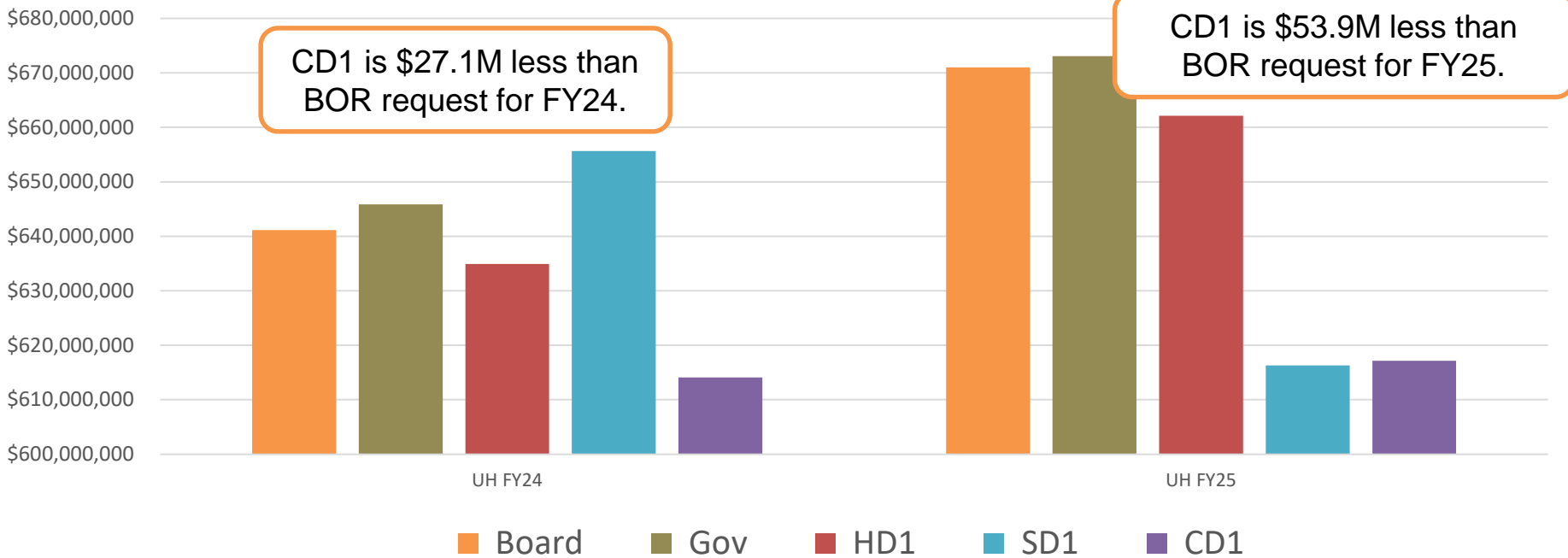
Position: Support

Update: Transmitted to Governor

Campus	BOR FY24	BOR FY25	CD1 FY24	CD1 FY25
Mānoa	\$ 29,018,539	\$ 29,566,803	\$ 14,049,000	\$ 3,677,500
Hilo	\$ 7,053,320	\$ 7,053,320	\$ 3,987,000	\$ 167,000
West O'ahu	\$ 7,382,982	\$ 8,145,964	\$ 1,620,000	\$ -
Community Colleges	\$ 7,635,278	\$ 9,366,986	\$ 5,169,687	\$ 2,410,178
System Admin	\$ 5,176,848	\$ 5,266,848	\$ 4,344,848	\$ (742,000)
Total	\$ 56,266,967	\$ 59,399,921	\$ 29,170,535	\$ 5,512,678

2023-25 Biennium Budget (FYB2023-25)

Legislative Progression of UH General Fund Budget

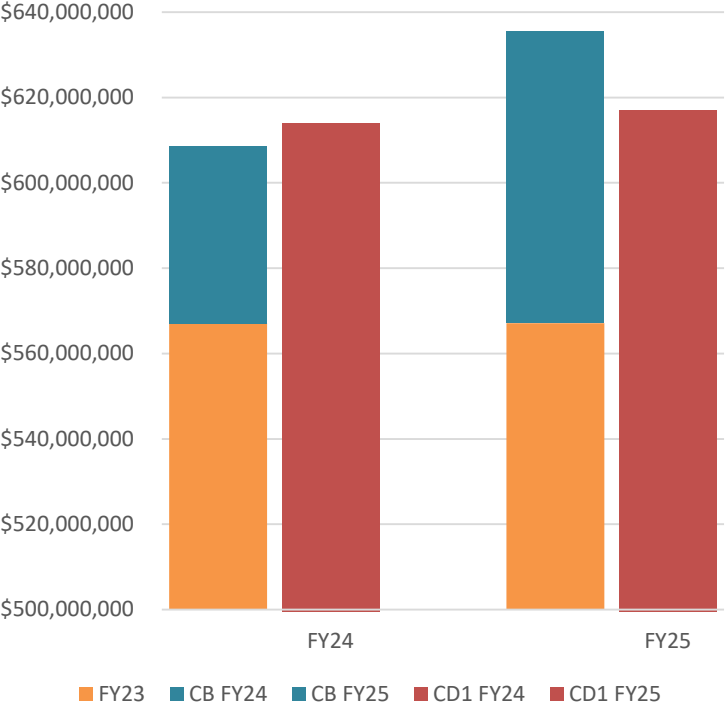


FY2023-24					FY2024-25				
Board	Gov	HD1	SD1	CD1	Board	Gov	HD1	SD1	CD1
\$ 641,161,990	\$ 645,881,466	\$ 634,926,483	\$ 655,669,359	\$ 614,065,558	\$ 671,035,235	\$ 673,082,129	\$ 662,112,147	\$ 662,112,147	\$ 617,147,992



FYB2023-25 Biennium Budget

Comparison of CD1 to current (FY23) base



- In comparing current (FY23) General Fund appropriations to the amounts in HB300 CD1, it is important to include amounts for previously agreed upon collective bargaining (CB) increases.
 - Current contracts were ratified in 2021 and go from July 2021-June 2025.
- The costs associated with these CB increases is included in the FY24 and FY25 budgets.
- When comparing the CD1 appropriations to current FY23 GF appropriations plus CB increases, FY24 is only \$5.4 million higher and FY25 is \$18.3 million lower.

	FY2023-24		FY2024-25	
FY2022-23	Collective Bargaining	CD1	Collective Bargaining	CD1
\$ 567,098,868	\$ 41,571,097	\$ 614,065,558	\$ 68,311,388	\$ 617,147,992



2023-25 Biennium Budget – Operating By Category

Category	Board of Regents		Legislature	
	FY24 \$\$\$	FY25 \$\$\$	FY24 \$\$\$	FY25 \$\$\$
Restoration of General Funds	\$ 17,526,848	\$ 17,526,848	\$ 17,526,848	\$ -
Sustained Funding for Prior Appropriations	\$ 7,355,500	\$ 7,355,500	\$ 4,345,500	\$ 745,500
Hawai'i Promise	\$ 22,700,000	\$ 22,700,000	\$ 3,700,000	\$ -
Campus Facilities and Core Services	\$ 1,440,996	\$ 2,398,050	\$ 693,780	\$ 1,456,938
Initiative: Support Student Success	\$ 1,437,852	\$ 2,369,204	\$ 98,500	\$ 200,250
Industry Initiative: Healthcare Workforce	\$ 4,315,595	\$ 4,674,217	\$ 228,500	\$ 457,000
Address Areas of State Need	\$ 732,676	\$ 803,352		
Early College Expansion	\$ 757,500	\$ 1,572,750	\$ 84,167	\$ 174,750
Legislative Add-ons			\$ 2,493,240	\$ 2,478,240
Total	\$ 56,266,967	\$ 59,399,921	\$ 29,170,535	\$ 5,512,678

The Board of Regents approved the operating budget request at its November 17, 2022 meeting. The request included funding across several broad categories as shown above.

Notably, Restoration of General Funds to pre-pandemic levels was approved for FY24 only. This will necessitate the University re-requesting these funds in the 2024 Legislative Session.



2023-25 Biennium Budget – CIP

Campus	Description	MOF	Board of Regents		Legislature	
			FY24 \$\$\$	FY25 \$\$\$	FY24 \$\$\$	FY25 \$\$\$
System Admin	Renew, Improve, and Modernize	C	\$100,000,000	\$100,000,000		
System Admin	Renew, Improve, and Modernize	A			\$ 30,000,000	\$ 30,000,000
Hilo	Renew, Improve, and Modernize	C	\$ 17,500,000	\$ 26,500,000	\$ 8,500,000	\$ 4,800,000
Hilo	Renew, Improve, and Modernize	A			\$ 6,000,000	\$ 16,200,000
Community Colleges	Renew, Improve, and Modernize	C	\$ 25,000,000	\$ 25,000,000		
Community Colleges	Renew, Improve, and Modernize	A			\$ 25,000,000	\$ 25,000,000
West O'ahu	Renew, Improve, and Modernize	C	\$ 5,000,000	\$ 3,500,000		
Mānoa	PV Rooftop and Canopies & Various Energy Efficiency Projects	C	\$ 20,000,000	\$ 20,000,000		
Community Colleges	Minor CIP	C	\$ 25,000,000	\$ 25,000,000		
Community Colleges	Minor CIP	A			\$ 25,000,000	\$ 25,000,000
Mānoa	Assessment & Feasibility of Hamilton Library	C	\$ 6,500,000			
West O'ahu	Road B Entry Plaza	C	\$ 5,500,000			
Community Colleges	KapCC - Replace AC System (6930 Ōhelo)	C	\$ 15,000,000		\$ 15,000,000	
Community Colleges	KauCC - Upgrade Fire Alarm System	C	\$ 8,500,000			
Mānoa	Mini Master Plan Phase 3 - Kuykendall Hall	C		\$ 5,000,000		
West O'ahu	Campus Center Phase II	C		\$ 49,000,000		
Community Colleges	WinCC - Repair/Replace HVAC (5988 'Imiloa)	C	\$ 11,000,000		\$ 11,000,000	
Mānoa	Athletics	C	\$ 12,000,000	\$ 18,000,000	\$ 14,000,000	
Mānoa	Athletics	A			\$ 4,500,000	
Community Colleges	KapCC - Renovate Building (6920 Koki'o)	C	\$ 2,000,000	\$ 10,000,000	\$ 2,000,000	\$ 10,000,000
Mānoa	Admin Office & Parking	C		\$ 8,000,000		
Community Colleges	HonCC - Technology Renovations Phase 2	C	\$ 3,000,000			\$ 3,000,000
Mānoa	Holmes Hall	C	\$ 1,500,000	\$ 6,000,000	\$ 1,500,000	
Community Colleges	HawCC - Manono Campus Development	C	\$ 2,000,000			
Mānoa	Waikiki Aquarium Seawall Repair	C	\$ 3,000,000			

Continued on next slide



2023-25 Biennium Budget – CIP (continued)

Campus	Description	MOF	Board of Regents		Legislature	
			FY24 \$\$\$	FY25 \$\$\$	FY24 \$\$\$	FY25 \$\$\$
Mānoa	HIMB - Continue DARPA Prototype Artificial Reef	C				\$ 63,517,000
Mānoa	HIMB - Replacement of Sewage System, Seawall, and Pier	C			\$ 4,250,000	
Mānoa	HIMB - Replacement of Sewage System, Seawall, and Pier	A			\$ 750,000	\$ 5,000,000
Community Colleges	Maui - Renovate Existing Buildings for Medical Ed Classrooms	C				
Community Colleges	Waiākea Research Station	C			\$ 2,625,000	
System Admin	Waiale'e Ag Substation Improvements	A				
Hilo	Library A/C Improvements	A				
Hilo	RIM College Hall C Renovations	A				
Hilo	RIM Portables 1-4	A				
Hilo	RIM Portables 5-7	A				
Hilo	Science Technology Building A/C Improvements	A				
Hilo	University Classroom Building Renovations	A				
Community Colleges	KauCC - PV Rooftops/Canopies	C			\$ 15,000,000	
Community Colleges	KauCC - Student Dorms and Faculty/Staff Housing	A			\$ 250,000	
Community Colleges	Various Repairs and Deferred Maintenance	A				
Community Colleges	Various Repairs and Deferred Maintenance	C			\$ 35,000,000	
System Admin	Coconut Island Sewer Line Replacement/Upgrades	A				
Hilo	Hawai'i Astronomy Engineering & Instrument Development Hub	C			\$ 2,000,000	
	Total		\$262,500,000	\$296,000,000	\$ 202,375,000	\$ 182,517,000



2023 Budget Provisos

SECTION 16. Any provision of this Act to the contrary notwithstanding, the appropriations made for capital improvement projects authorized under this Act shall not lapse at the end of the fiscal biennium for which the appropriation is made; provided that the appropriations made to be expended in fiscal biennium 2023-2025 which are unencumbered as of June 30, 2026 shall lapse as of that date; provided further that non-general fund appropriations for projects described in part V of this Act where such appropriations have been deemed necessary to qualify for federal aid financing and reimbursement which are unencumbered as of June 30, 2030 shall lapse as of that date.

SECTION 17. With the approval of the governor, designated expending agencies for capital improvement projects authorized in this Act may delegate to other state or county agencies the implementation of projects when it is determined advantageous to do so by both the original expending agency and the agency to which expending authority is to be delegated.

SECTION 18. Whenever the expending agency to which an appropriation is made is changed due to legislation enacted during any session of the legislature that affects the appropriations made by this Act, the governor shall transfer the necessary funds and positions to the proper expending agency as provided by law.

SECTION 19. With the approval of the governor, expending agencies that use operating appropriations authorized in part II of this Act for planning, land acquisition, design, construction, and equipment for repair and alterations may delegate responsibility and transfer funds to the construction program (AGS221) for the implementation of the repair and alterations, when it is determined by the agencies that it is advantageous to do so.

2023 Select Bills of Interest

Appropriation Bills

Bill	Title & Description	Appropriation	Campus	Purpose
HB306 HD2 SD1 CD1	RELATING TO ORNAMENTAL GINGER. Appropriates funds to the University of Hawaii for statewide research into ornamental ginger pathogens, prevention of the spread of ornamental ginger pathogens, production and distribution of pathogen-free ornamental ginger plants, and outreach to ornamental ginger producers. (CD1)	\$125,000 FY24	UH Mānoa	Statewide research into ornamental ginger pathogens and outreach to ornamental ginger producers.
HB353 HD1 SD1 CD1	RELATING TO HEALTH CARE EDUCATION. Appropriates funds for the expansion of the certified nurse aide to practical nurse bridge program at the University of Hawaii Maui college, including funding for instructional costs and student aid. (CD1)	\$130,000 FY24 & FY25 \$200,000 FY24 & FY25	Maui College	Expansion of the certified nurse aide to practical nurse bridge program.
HB554 HD2 SD2 CD2	RELATING TO CAMPUS SAFETY. Requires that the University of Hawaii ensure that any individual who participates in implementing the University's disciplinary process has training or experience in handling sexual misconduct complaints and the University's disciplinary process. Requires that the University provide mandatory annual trauma-informed, gender-inclusive, LGBTQ+-inclusive sexual misconduct primary prevention and awareness programming for students and employees of the University. Prohibits the University from taking certain disciplinary action against individuals reporting sexual misconduct unless certain exceptions apply. Establishes positions and appropriates funds. (CD2)	4 FTE and \$1,000,000 in Tuition and Fees Special Funds for FY24 & FY25	UH System	4.0 FTE administrative, professional, and technical positions to enable the University of Hawai'i to fulfill the requirements of this Act.
HB848 HD2 SD1 CD1	RELATING TO THE HAWAII INSTITUTE FOR MARINE BIOLOGY. Appropriates funds for the establishment of three support staff positions for the Hawaii Institute of Marine Biology. (CD1)	1 FTE and \$65,352 FY24 & FY25 1 FTE and \$80,766 FY24 & FY25 1 FTE and \$100,000 FY24 & FY25	UH Mānoa	Support staff positions to sustain critical daily operations at HIMB.
HB968 HD1 SD1 CD1	RELATING TO THE UNIVERSITY OF HAWAII. Appropriates funds to establish positions for the University of Hawaii Pamantasan Council. (CD1)	3 FTE and \$310,000 FY24 & FY25	UH Mānoa	Establish positions for the University of Hawai'i Pamantasan Council.
SB1586 SD1 HD2 CD1	RELATING TO THE UNIVERSITY OF HAWAII COLLEGE OF TROPICAL AGRICULTURE AND HUMAN RESOURCES. Appropriates funds to the University of Hawaii to establish five administrative, professional, and technical full-time equivalent (5.0 APT FTE) positions at the College of Tropical Agriculture and Human Resources. (CD1)	5 FTE and \$500,000 in Tuition and Fees Special Funds for FY24 & FY25	UH Mānoa	CTAHR extension agents/specialists in Hilo, O'ahu, Maui, Kaua'i.

2023 Legislative Package and Other Similar Bills

HAWAI'I PROMISE

SB 1151 SD2 HD1 CD1 (McKelvey)

RELATING TO THE HAWAII COMMUNITY COLLEGE PROMISE PROGRAM

Exempts University of Hawaii community college students who are enrolled in certificate programs from the requirement to complete the Free Application for Federal Student Aid each academic year to be considered eligible for the Hawaii Community College Promise Program. (CD1)

Position: Supports the Intent

Update: Transmitted to Governor

RESIDENT TUITION

SB 1413 SD2 HD1 (Kouchi)

RELATING TO THE UNIVERSITY OF HAWAII RESIDENT TUITION FEE

Requires the University of Hawaii to grant resident tuition fees for enrollment at any University of Hawaii campus to individuals who have graduated from a Hawaii high school and are enrolling in an undergraduate degree program, under certain conditions. Effective 6/30/3000. (HD1)

Position: Support/BOR Support

Update: Failed to meet the filing deadline

2023 Select Bills of Interest

Board of Regents

HB 712 HD1 SD1 (Saiki)

RELATING TO RECORDINGS OF PUBLIC MEETINGS

Encourages boards to maintain recordings of board meetings on the board's website regardless of whether the written minutes of the meeting have been posted. Requires boards to provide the State Archives with a copy of any recording of a board meeting before removing the recording from the board's website. Requires the written minutes of board meetings to include a link to the electronic audio or video recording, if available online. Effective 10/1/2023. (SD1)

Position: Monitor

Update: Transmitted to Governor

HB 999 HD1 SD2 CD1 (Saiki)

RELATING TO THE HAWAII TECHNOLOGY DEVELOPMENT CORPORATION

Amends the composition of the Hawaii Technology Development Corporation Board of Directors to include the Chairperson of the Board of Regents of the University of Hawaii, unless the Chairperson, with the approval of the Board of Regents, designates another Regent to serve. Establishes a public policy framework that addresses state goals in the area of economic diversification. Appropriates funds to the Hawaii Technology Development Corporation to implement specific projects that address those goals. Requires the Hawaii Technology Development Corporation to submit annual reports to the Legislature. (CD1)

Position: Monitor

Update: Transmitted to Governor



2023 Select Bills of Interest

Board of Regents

SB 1513 (Ihara)

RELATING TO PUBLIC AGENCY MEETINGS

Requires a Public Agency Board to report any discussion or final action taken during an executive meeting; provided that such disclosure is not inconsistent with the purpose of convening the executive meeting, but giving the Board discretion to maintain confidentiality.

[Position: BOR Comments](#)

[Update: April 19, 2023 – Signed into law, Act 19](#)



2023 Select Bills of Interest

Board of Regents

HB 719 HD1 SD2 (Saiki)

RELATING TO PUBLIC RECORDS

Imposes a cap on charges for the reproduction of certain government records. Waives the cost of duplication of government records provided to requestors in an electronic format. Allows agencies to withhold certain deliberative documents before a decision is made. Imposes a cap on charges for searching for, reviewing, and segregating records. Provides for a waiver of fees when the public interest is served by a record's disclosure. Appropriates funds for positions in the Office of Information Practices. Effective 7/1/2050. (SD2)

Position: Monitor

Update: Failed to meet the filing deadline

SB 1196 SD1 HD1 (Kim)

RELATING TO BOARDS AND COMMISSIONS

Clarifies that the authorization for board and commission holdover members to continue in office until a successor is nominated and appointed, but not beyond the end of the second regular legislative session following the expiration of the member's term of office, takes precedence over all conflicting statutes concerning holdover members. Effective 6/30/3000. (HD1)

Position: Monitor

Update: Failed to meet the filing deadline



2023 Select Bills of Interest

Healthcare

SB 62 SD2 HD1 (Keohokalole)

RELATING TO MEDICAL EDUCATION AND TRAINING

Reestablishes the Hawaii medical education special fund. Appropriates funds into and out of the Hawaii medical education special fund to the John A. Burns School of Medicine for graduate medical education and training programs, to create more residencies and training opportunities on the neighbor islands for medical students, and for medical student and residency training opportunities in partnership with the United States Department of Veterans Affairs. Effective 6/30/3000. (HD1)

Position: Support

Update: Failed to meet the filing deadline

SB 164 SD2 HD1 (San Buenaventura)

RELATING TO LOAN REPAYMENT FOR HEALTH CARE PROFESSIONALS

Appropriates funds to the Department of Health for the Hawaii State Loan Repayment Program for health care professionals. Requires funds to be expended in coordination with the John A. Burns School of Medicine of the University of Hawaii at Manoa. Requires matching funds. Effective 6/30/3000. (HD1)

Position: Support

Update: Failed to meet the filing deadline



2023 Select Bills of Interest

Personnel/Students

HB 554 HD2 SD2 CD2 (Kapela) **RELATING TO CAMPUS SAFETY**

Requires that the University of Hawaii ensure that any individual who participates in implementing the University's disciplinary process has training or experience in handling sexual misconduct complaints and the University's disciplinary process. Requires that the University provide mandatory annual trauma-informed, gender-inclusive, LGBTQ+-inclusive sexual misconduct primary prevention and awareness programming for students and employees of the University. Prohibits the University from taking certain disciplinary action against individuals reporting sexual misconduct unless certain exceptions apply. Establishes positions and appropriates funds. (CD2)

Position: Oppose

Update: Transmitted to Governor

HB 580 HD1 SD1 (Perruso) **RELATING TO VICTIM-COUNSELOR PRIVILEGE**

Expands the victim-counselor privilege under the Hawaii Rules of Evidence to include confidential advocates employed by the University of Hawaii. Increases the minimum number of hours of training a domestic violence victims' counselor must complete to be considered a victim counselor. (SD1)

Position: Support

Update: Transmitted to Governor



2023 Select Bills of Interest

Personnel/Students

SB 1230 SD2 HD1 CD1 (Wakai)

RELATING TO FIREARMS

Prohibits firearms in certain locations and premises. Requires possession and disclosure of a license to carry. Prohibits leaving an unsecured firearm in a vehicle unattended. Prohibits consuming or being under the influence of alcohol, an intoxicating liquor, or a controlled substance when carrying a firearm. Prohibits carrying or possessing firearms on certain private property without express authorization. Requires annual reports from the department of the attorney general on carry licenses. Amends the requirements for, and revocation of, firearms permits and licenses. Amends the disqualification of persons from owning, possessing, or controlling a firearm. Expands the qualified immunity for health care providers who provide information on firearms applicants to include physician assistants and advanced practice registered nurses. (CD1)

Position: Support

Update: Transmitted to Governor



2023 Select Bills of Interest Programs

HB 28 HD1 SD1 CD1 (Yamashita) RELATING TO STATE PROGRAMS

Appropriates funds to the department of taxation for upgrades to software and computer systems. Requires the department of business, economic development, and tourism to work with the University of Hawaii on workforce development activities that support the development of the Hawaii Pacific Hydrogen Hub. Appropriates funds for the Hawaii Pacific Hydrogen Hub. (CD1)

Position: Monitor

Update: Transmitted to Governor

SB 712 SD2 HD1 CD1 (Wakai) RELATING TO CORRECTIONS

Establishes a trauma-informed certification program at the Windward Community College campus of the University of Hawaii for adult corrections officers. Requires the curriculum to include a level I trauma-informed care course designed for adult corrections officers. (CD1)

Position: Support

Update: Transmitted to Governor



2023 Select Resolutions of Interest

Concurrent Resolutions – Adopted

HCR 19 SD1 (Garrett)

URGING THE DEPARTMENT OF TRANSPORTATION SERVICES OF THE CITY AND COUNTY OF HONOLULU TO CONDUCT A FEASIBILITY STUDY OF WIDENING THE PORTION OF UNIVERSITY AVENUE BETWEEN MAILE WAY AND OAHU AVENUE.

Position: [Monitor](#)

SCR 82 SD1 (DeCoite)

SUPPORTING THE HAWAII STATE ENERGY OFFICE IN THE ESTABLISHMENT OF AN INTEGRATED HAWAII PACIFIC HYDROGEN HUB.

Position: [Support](#)

SCR 35 HD1 (Kanuha)

REQUESTING THE HAWAI'I COUNTY DEPARTMENT OF WATER SUPPLY TO CONVENE A WORKING GROUP TO EXAMINE OPPORTUNITIES FOR INCREASING WATER ACCESS AND STRENGTHENING WATER INFRASTRUCTURE FOR UNDERSERVED COMMUNITIES ON HAWAI'I ISLAND.

Position: [Monitor](#)

HCR 102 HD1 (Hashem)

REQUESTING THE UNIVERSITY OF HAWAII WATER RESOURCES RESEARCH CENTER TO CONDUCT A FEASIBILITY STUDY ON NEW TECHNOLOGIES RELATED TO CESSPOOL WATER REMEDIATION, WHICH MAY INCLUDE ORGANIC BIODEGRADABLE WATER CLARIFIERS.

Position: [Monitor](#)

2023 Select Resolutions of Interest

Concurrent Resolutions – Adopted

HCR 108 HD1 SD1 (Kila)

URGING THE ESTABLISHMENT OF A NATIVE HAWAIIAN INTELLECTUAL PROPERTY WORKING GROUP TO DISCUSS POLICIES AND LEGISLATION WITH RESPECT TO NATIVE HAWAIIAN INTELLECTUAL PROPERTY.

Position: Monitor

HCR 178 HD1 (Hashimoto)

REQUESTING A FEASIBILITY STUDY ON REDEVELOPING LANDS SITUATED AT TMK (1) 2-8-015:001 INTO WORKFORCE HOUSING AND OTHER AFFILIATED USES.

Position: Support

HCR 207 (Belatti)

REQUESTING THE DEPARTMENT OF HEALTH TO CONVENE AN EARLY LUNG CANCER SCREENING WORKING GROUP TO CONTINUE THE EFFORTS OF THE EARLY LUNG CANCER SCREENING TASK FORCE ESTABLISHED PURSUANT TO ACT 162, SESSION LAWS OF HAWAII 2022.

Position: Monitor

SCR 112 (San Buenaventura)

REQUESTING THE HAWAII STATE CENTER FOR NURSING TO CONVENE A WORKING GROUP TO STUDY THE FEASIBILITY AND IMPACT OF THE STATE ADOPTING THE NURSE LICENSURE COMPACT.

Position: Monitor

2023 Select Resolutions of Interest Concurrent Resolutions – Adopted

SCR 121 SD1 (Moriwaki)

URGING THE DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS TO IDENTIFY STATE JOB CLASSIFICATIONS FOR WHICH A DEGREE OR CAREER AND TECHNICAL EDUCATION CERTIFICATE FROM A COMMUNITY COLLEGE MAY SUBSTITUTE FOR AN ASSOCIATE OF ARTS DEGREE.

Position: [Monitor](#)

SCR 186/SR 170 (Richards)

URGING THE DEPARTMENT OF EDUCATION AND HAWAI'I ASSOCIATION OF INDEPENDENT SCHOOLS TO EXPAND THE REVITALIZATION OF THE FUTURE FARMERS OF AMERICA AND 4-H YOUTH PROGRAMS TO SUPPORT PATHWAYS TO AGRICULTURE CAREERS IN HAWAII.

Position: [Monitor](#)



2023 Select Resolutions of Interest

Single Chamber Resolutions – Adopted

HR 37 (Lowen)

SUPPORTING THE HAWAII STATE ENERGY OFFICE IN THE ESTABLISHMENT OF AN INTEGRATED HAWAII PACIFIC HYDROGEN HUB.

HR 56 (Kapela)

REQUESTING THE HAWAI'I COUNTY DEPARTMENT OF WATER SUPPLY TO CONVENE A WORKING GROUP TO EXAMINE OPPORTUNITIES FOR INCREASING WATER ACCESS AND STRENGTHENING WATER INFRASTRUCTURE FOR UNDERSERVED COMMUNITIES ON HAWAI'I ISLAND.

HR 57 (Kapela)

URGING THE UNIVERSITY OF HAWAII AT MANOA JOHN A. BURNS SCHOOL OF MEDICINE TO PRIORITIZE EFFORTS TO STRENGTHEN HAWAII'S REPRODUCTIVE CARE WORKFORCE, PARTICULARLY FOR RURAL AND REMOTE AREAS OF THE STATE.

HR 142 (Perruso)

URGING THE UNIVERSITY OF HAWAII TO STRENGTHEN THE CENTER FOR LABOR EDUCATION AND RESEARCH AT THE UNIVERSITY OF HAWAII WEST OAHU BY ESTABLISHING A WORKING GROUP TO DEVELOP A COMMUNITY-DRIVEN VISION FOR THE CENTERS PROGRAMS.

2023 Select Resolutions of Interest

Single Chamber Resolutions – Adopted

HR 143 (Perruso)

URGING THE UNIVERSITY OF HAWAII TO CONVENE A WORKING GROUP TO CREATE A PLAN FOR THE ESTABLISHMENT OF A MARITIME COLLEGE AND TO ESTABLISH A MARITIME COLLEGE.

SR 72 SD1 (Lee)

URGING THE UNIVERSITY OF HAWAII TO CONVENE A WORKING GROUP TO CREATE A PLAN FOR THE ESTABLISHMENT OF A MARITIME COLLEGE AND TO ESTABLISH A MARITIME COLLEGE.

HR 144 (Perruso)

REQUESTING THE UNIVERSITY OF HAWAII AT MANOA COLLEGE OF TROPICAL AGRICULTURE AND HUMAN RESOURCES TO CONVENE A WORKING GROUP TO EVALUATE UPDATING ITS EXTENSION SITES.

SR 219 SD1 (Gabbard)

REQUESTING THE UNIVERSITY OF HAWAII AT MANOA COLLEGE OF TROPICAL AGRICULTURE AND HUMAN RESOURCES TO CONVENE A WORKING GROUP TO EVALUATE UPDATING ITS COOPERATIVE EXTENSION SITES AND TO SUBMIT A REPORT TO THE LEGISLATURE REGARDING ITS WORK.

2023 Select Resolutions of Interest

Single Chamber Resolutions – Adopted

HR 182 HD1 (Gates)

URGING THE UNIVERSITY OF HAWAII COMMUNITY COLLEGES TO ESTABLISH BACCALAUREATE DEGREE PROGRAMS IN AGRICULTURAL TECHNOLOGY, FOOD SCIENCE, AND EDUCATION AT LEEWARD COMMUNITY COLLEGE.

SR 116 SD1 (Dela Cruz)

URGING THE UNIVERSITY OF HAWAII WEST OAHU TO ESTABLISH BACCALAUREATE DEGREE PROGRAMS IN AGRICULTURAL TECHNOLOGY, FOOD SCIENCE, AND EDUCATION.

HR 191 HD1 (Hashimoto)

REQUESTING THE DISABILITY AND COMMUNICATION ACCESS BOARD TO ESTABLISH AN AMERICAN SIGN LANGUAGE INTERPRETER WORKFORCE WORKING GROUP TO PROMOTE INCREASING THE NUMBER OF AMERICAN SIGN LANGUAGE INTERPRETERS IN THE STATE.

SR 26 SD1 (San Buenaventura)

REQUESTING THE DISABILITY AND COMMUNICATION ACCESS BOARD TO CONVENE AN AMERICAN SIGN LANGUAGE INTERPRETER WORKFORCE WORKING GROUP FOR THE PURPOSE OF PROMOTING THE INCREASE OF AMERICAN SIGN LANGUAGE INTERPRETERS IN THE STATE.

2023 Select Resolutions of Interest

Single Chamber Resolutions – Adopted

HR 198 (Lowen)

URGING THE GOVERNOR AND STATE DEPARTMENTS TO INVESTIGATE OPPORTUNITIES PROVIDED BY THE DIRECT PAY PROVISION IN THE INFLATION REDUCTION ACT THAT ALLOWS FOR DIRECT PAYMENT OF CLEAN ENERGY INCENTIVES TO STATE GOVERNMENT ENTITIES FOR THE COST OF INSTALLING SOLAR ENERGY SYSTEMS IN STATE FACILITIES.

SR 23 SD1 (Kim)

URGING THE UNIVERSITY OF HAWAII SYSTEM TO PROVIDE MENSTRUAL PRODUCTS, FREE OF CHARGE, TO STUDENTS AT ALL OF ITS UNIVERSITY, COMMUNITY COLLEGE, AND EDUCATION CENTER CAMPUSES AS PART OF A PUBLIC HEALTH AND EDUCATION EQUITY STRATEGY THAT ADDRESSES ECONOMIC DISPARITIES.

SR 75 SD1 (San Buenaventura)

REQUESTING THAT THE CHIEF INFORMATION OFFICER REVIEW WHETHER ALL DEPARTMENTS, AGENCIES, AND OFFICES OF THE STATE HAVE UP-TO-DATE TECHNOLOGY TO REDUCE CYBER THREATS AND HELP PROTECT THE STATE AGAINST CYBERATTACKS.

SR 196 (Shimabukuro)

URGING THE ESTABLISHMENT OF A NATIVE HAWAIIAN INTELLECTUAL PROPERTY WORKING GROUP TO DISCUSS POLICIES AND LEGISLATION WITH RESPECT TO NATIVE HAWAIIAN INTELLECTUAL PROPERTY.

2023 GMs of Interest

GM 600

Submitting for consideration and confirmation to the Board of Regents of the University of Hawai'i, Gubernatorial Nominee, LAUREL LOO, for a term to expire 06-30-2027.

[Kaua'i County seat](#)

Update: Confirmed

GM 601

Submitting for consideration and confirmation to the Board of Regents of the University of Hawai'i, Gubernatorial Nominee, ABIGAIL MAWAE, for a term to expire 06-30-2024.

[Student Regent seat](#)

Update: Confirmed



Legislative Calendar

May 4 – Adjournment Sine Die

June 26 (35th day after Sine Die) – Governor must notify legislature his
“intent” to veto any bills pending his approval.

July 11 (45th day after Sine Die) – Last day for governor to sign, veto, or allow bill
to become law without signature.



Conclusion



Item IX.

Executive Session

**ITEM TO BE
DISCUSSED IN
EXECUTIVE
SESSION**



UNIVERSITY
of HAWAII

David Lassner
President

UNIVERSITY OF HAWAII
BOARD OF REGENTS

DTS 23327

May 11, 2023

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MEMORANDUM

TO: Randolph G. Moore
Chair, Board of Regents

FROM: David Lassner
President

A handwritten signature in black ink that reads "David Lassner".

SUBJECT: APPROVAL OF APPOINTMENT OF CRAIG W. ANGELOS AS
DIRECTOR OF ATHLETICS, UNIVERSITY OF HAWAII AT MĀNOA

SPECIFIC ACTION REQUESTED:

It is requested that you approve the appointment of Craig W. Angelos as Director of Athletics, University of Hawai'i at Mānoa (UH Manoa), at an annual salary of \$325,212 (\$27,101/monthly), effective June 5, 2023, subject to any E/M salary adjustments as appropriate.

RECOMMENDED EFFECTIVE DATE:

June 5, 2023

ADDITIONAL COST:

There will be no additional costs as the proposed salary is the same as the current incumbent's salary.

PURPOSE:

To provide necessary and continued leadership and vision for the UH Mānoa intercollegiate athletics department including strategic planning of goals, objectives and priorities and execution of plans and initiatives in alignment with overall university vision, mission and values. The current athletics director David A.K. Matlin, graciously advised of his retirement in January 2023 to be effective June 2, 2023. This provided us with the opportunity to conduct an open national search in an effort to facilitate a smoother transition between the current and future athletics directors.

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Honolulu, Hawai'i 96822
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BACKGROUND:

In consideration of Regents Policy, RP 9.212, Executive and Managerial Personnel Policies, and Executive Policy, EP 9.212, Executive/Managerial Classification and Compensation, the Board of Regents is authorized to appoint, reappoint, and make compensation decisions for salaries that are above the maximum of the pay range in the salary schedule. In addition, the Approving Authority shall be at least one level above the Appointing Authority in the organization. This position is a direct report to the President, and therefore, the Board of Regents is the approving authority.

Athletics Director Matlin has served in this position since April 2015 and is one of the few, relatively long-standing athletics directors in UH Mānoa athletics history with 8 years of accomplishments and service. We now have the opportunity to build upon our successes in the past 8 years with an experienced athletics administrator who can help lead our program through the most tumultuous period in the history of NCAA Division I intercollegiate athletics.

As the major athletics program within 2500 miles, the Director of Athletics is responsible for the leadership and management of the program's \$40-\$45 million a year operating budget supporting 21 major sports, over 450 student-athletes, approximately 125 full-time coaches and staff, and over 250 student assistants and volunteers. This position leads and guides the athletics program in a manner commensurate with the vision, mission and values of the University. Responsibilities include strategy, planning, policy and implementation; strengthening and promoting the University's athletics program while solidifying its success and recognition; managing public relations, media, marketing and fundraising initiatives; ensuring the fiscal soundness of the program through revenue generation and cost control; making challenging and high-profile personnel decisions; and providing an environment in which the physical, mental, social and academic well-being of all student-athletes is a priority for coaches, staff and the entire department.

The Director of Athletics must model integrity at the highest level; promote gender equity, inclusion and diversity as they encourage and support a multicultural environment grounded in Hawai'i, and carefully manage budget challenges by generating new revenues and containing costs. They must build and maintain effective and productive relationships with other academic institutions, athletic conferences, national intercollegiate athletics organizations, and the diverse athletic stakeholders within Hawai'i and beyond. Even before the monumental shifts in intercollegiate athletics nationally, this position has been characterized as one of the most visible and challenging positions in the state.

The search for the next Mānoa Director of Athletics commenced in February with an eight-member Search Advisory Committee (SAC) led by search co-chairs Michael Bruno, UH Mānoa Provost, and Susan Eichor, then president and chief operating officer

and now CEO of the companies of aio. Overall, the SAC represented UH Mānoa coaches, the faculty athletics representative, business and community leaders, and former student-athletes. After an extensive review by the SAC, a group of the most qualified candidates were selected based on their credentials and experience for interviews via zoom. The SAC's charge was to forward an unranked list of finalists to me with strengths and weaknesses. Reference checks were conducted and I interviewed all finalists.

After careful consideration of all comments and our current and future needs, I made a provisional offer to Mr. Angelos that is contingent upon the Board of Regents approval and completion of a background check. Mr. Angelos is the best qualified at this time to lead the athletics department and continue to build upon the department's foundation to advance Hawai'i's only NCAA Division I during this extraordinary period of dynamic change and challenge.

Mr. Angelos has over 29 years of senior leadership experience in intercollegiate athletics at seven universities and is currently the senior deputy director of athletics at Long Island University (LIU). He previously served as the athletic director at Florida Atlantic University for nearly nine years from 2003 to 2012 and as the number two person in the athletics department at five universities including the University of Miami, Indiana University, University of South Florida, Temple University and LIU. He also worked at the NCAA as a Legislative Assistant interpreting NCAA rules and regulations and has been an adjunct professor at three universities.

On-list and off-list references for Mr. Angelos consistently cited him as a veteran in the athletics business who works to do the right thing, putting students first. They referenced his breadth and depth of experience and knowledge as director or deputy athletics director in various institutions and parts of the country. They also highlighted his strong understanding and experience of compliance issues, including the ability to educate about the rules, develop sound policies and procedures and make changes where needed. In addition, they spoke to his informed perspectives and ability to assess situations, listen to parties and make difficult decisions. References said he sees the global picture and is able to work with details but does not micro-manage. He was noted to have a proven ability to work with and be embraced by internal and external individuals and groups including student-athletes, coaches, departmental staff, faculty, administrators, donors, alumni, and business and community members. References believe his connections with the NCAA and other athletics administrators across the country will prove useful as our institution adapts to the changing landscape of intercollegiate athletics. They cited his high level of integrity and values, his strong listening skills, and his treatment of people with respect.

Mr. Angelos brings a usually rich mix of experience to the position. He is familiar with the leadership role necessary for an athletics program, and has an extensive background in managing the day-to-day operations at a number of NCAA Division I

Randolph G. Moore

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athletics programs. Work has included areas of student-athlete welfare, community and business engagement, fundraising, marketing and corporate and ticket sales, overseeing coaches and sport programs on day-to-day basis, budget and financial management, compliance, and other key areas. One of his greatest career accomplishments was his leadership in a comprehensive master plan for facilities at Florida Atlantic University that included residence spaces, retail spaces and a new, on-campus football stadium, including helping to facilitate the public-private partnership and fundraising campaign. The stadium opened in 2011. He has served in several senior athletics administrator roles since. While his time at Long Island University has been brief, this opportunity to lead and navigate our UH Mānoa athletics program prompted his interest. He is prepared to navigate us through critical issues including student-athlete wellness, name, likeness and image (NIL), transfer portal, conference realignment, and our current stadium situation. He has some familiarity with Hawai'i, having played Division I baseball against UH as a student-athlete.

Mr. Angelos holds a Juris Doctorate from Creighton University School of Law and a Bachelor of Arts from Brigham Young University.

His provisional offer letter and his resume are attached, largely adapted from the prior appointment but with multiple simplifications to align with current Regents and Executive Policy including RP 9.212 and EP 9.212 governing executive/managerial employees. There is no formal contract, consistent with UH EM practices but distinct from many athletics director appointments nationally.

The Director of Athletics is currently assigned to band SM-4 of the University's Executive/Managerial Salary Schedule rates effective October 1, 2022 with a minimum of \$204,750, midpoint of \$250,875 and a maximum of \$315,000. Athletics Director Matlin earns \$325,212, same as the proposed salary. For general reference purposes, the Lead 1 Association, which represents the athletics directors of the 130-member schools of the Football Bowl Subdivision, conducts an annual survey. The 25th percentile is \$349,304, of which the proposed salary is below. According to the Colleges and University Professional Association 2022-23 report, the CUPA 20th percentile (2021-22) for chief athletics administrator is \$294,298 and CUPA median is \$405,263. As for comparable in the respective conferences, this proposed salary would place Mr. Angelos relatively low in the Mountain West conference and at the top of the Big West Conference, as expected, since the Big West does not sponsor football and none of the other Big West schools compete in football at the highest FBS level.

As such, while the proposed salary of \$325,212 is above the maximum of the applicable UH salary schedule, it is a fair and responsible salary for the position, its challenges, and the experience and background of the selectee. Mr. Angelos is excited at this opportunity to lead Hawai'i's only Division I athletics program, and understands the high profile and expectations of this position.

Randolph G. Moore
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SPECIFIC ACTION RECOMMENDED:

It is recommended that you approve the appointment of Craig W. Angelos as Director of Athletics, University of Hawai'i at Mānoa (UH Manoa), at an annual salary of \$325,212 (\$27,101/monthly), effective June 5, 2023, subject to any E/M salary adjustments as appropriate.

Attachments:

1. Provisional Offer Letter
2. Resume

c: Executive Administrator and Secretary of the Board of Regents



UNIVERSITY of HAWAII[®]

Ke Kulanui o Hawai'i

David Lassner
President

May 6, 2023

(sent via email to [REDACTED])

PERSONAL AND CONFIDENTIAL

Mr. Craig W. Angelos
[REDACTED]

Subject: Provisional Offer of Appointment

Dear Mr. Angelos:

I am pleased to provisionally offer you an appointment to position no. 89117, Director of Athletics, at the University of Hawai'i at Mānoa (UHM). Your proposed appointment is subject to the completion of our background check and approval by the University of Hawai'i (UH) Board of Regents (BOR) at their May 18, 2023 meeting. My request to the BOR for your appointment, including starting salary, will be posted on the UH BOR website (www.hawaii.edu/bor) as part of the BOR agenda on May 12, 2023, in accordance with State of Hawai'i (State) law. Upon approval, a formal confirmation of this offer will follow.

Your appointment will be effective on June 5, 2023 with an annual salary of \$325,212 (\$27,101 monthly). Subsequent salary adjustments and continued appointment/reappointments shall be in accordance with BOR and University policies and procedures, and any subsequent amendments to policy. Your benefits, including enrollment in the Hawai'i Employer-Union Health Benefits Trust Fund, retirement benefits, and vacation and sick leave, as well as the terms of your employment, shall be governed by University policies and procedures and applicable State laws, rules, and regulations.

In addition, your employment is also subject to NCAA rules and regulations. Pursuant to NCAA Bylaws, specifically 11.2, Contractual agreements, an agreement between a President and the Director of Athletics shall include the stipulation that:

- you have an affirmative obligation to cooperate fully in the infractions process, including the investigation and adjudication of a case (see NCAA Bylaw 19.2.1); and
- if you are found in violation of NCAA regulations, you shall be subject to disciplinary or corrective action as set forth in the provisions of the NCAA infractions process (see Bylaw 19), including suspension without pay or termination of employment.

Please understand that your executive appointment with the University of Hawai'i is at-will, which means that either you or the University are free to end the employment relationship

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at any time with or without cause as detailed in Executive Policy 9.212, section XI, Termination.

In addition, we discussed additional key points concerning this appointment and they are outlined in this provisional offer letter and are subject to approval of your appointment as the Director of Athletics by the Board of Regents:

1. **Benefits.** You are eligible for our State and University of Hawai'i employee benefits (health plans, retirement, vacation leave, sick leave, etc.). Please see our summary of benefits. In addition, there are federal limits relating to contributions and benefits paid from our State's retirement plan.
2. **Relocation/Moving Allowance.** A relocation allowance in the amount of \$15,000 will be paid in lieu of moving, relocation and employment transition cost reimbursement and/or payment. The allowance will be processed as additional taxable compensation through the payroll system with all applicable income taxes and FICA amounts deducted. If you do not complete 12 months of service, you will be required to pay the University of Hawai'i the full amount of the relocation allowance. This provision is in accordance with our University Administrative Procedure 8.863.
3. **Spouse.** Your spouse may be entitled to accompany you, as the Director of Athletics, up to eight (8) events annually associated with official UHM Athletics events/appearances at the University's expense, subject to the President's approval of the travel on University of Hawai'i Foundation or non-University of Hawai'i funds. This may include neighbor island, mainland, or international events. The spouse shall not be deemed to be an employee or agent of the University.
4. **Sports events.** You shall be provided ten (10) tickets annually at no cost for each UHM sports event. Tickets provided shall be for personal use and shall not be sold or exchanged for any type of consideration or remuneration.
5. **Club membership.** A club membership may be included only if the costs of the club fees and dues are covered by the University of Hawai'i Foundation, 'Ahahui Koa Anuenue, or other non-University of Hawai'i organizations, in accordance with their respective policies and procedures.
6. **Courtesy car program.** If available, you have the opportunity to participate in the Athletics Department courtesy car program, in accordance with the following provisions: (1) obtain necessary insurance in accordance with State law and/or wishes of the auto dealers; (2) be personally responsible for the use, care and maintenance of the car; and (3) not endorse any product. It is further understood that the auto dealer is free to terminate this program at any time.

These benefits may be subject to deductions and withholdings required by applicable local, state and federal laws, e.g., federal and state taxes, FICA, Medicare, and other deductions mandated by law.

We look forward to developing a long standing relationship with you and hope you view your appointment as an opportunity to make a positive and meaningful impact for the University of Hawai'i. This letter represents the University's complete provisional offer to you and contains all of the material terms relating to your appointment, subject to final approval of the BOR. If these terms are agreeable to you, please indicate your formal acceptance of this provisional offer by doing the following:

1. Circle "accept".
2. Sign and date your acknowledgement.
3. Return this letter to me at david@hawaii.edu with copy to debrai@hawaii.edu no later than Monday, May 8, 2023.

Upon approval by the BOR, we have asked Ms. Paula Nishimoto, UHM Athletics HR Manager, to contact you regarding your employment and benefit forms and information.

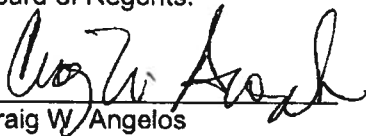
I look forward to working with you in advancing the University's mission with integrity and pride, and welcoming you as a member of our Warrior 'ohana.

Sincerely,



David Lassner
President

I accept decline this provisional offer of employment in accordance with the terms indicated in this letter. I understand that the appointment is subject to public posting and approval by the Board of Regents.


Craig W. Angelos

5/7/2023
Date

Attachment:

- UH Benefits Summary

c: Debra Ishii, Mānoa Business and Finance
Paula Nishimoto, Athletics Human Resources
Jeff Long, Office of Human Resources



Employee Benefits & Other Related Information *	
Vacation Leave	Eligible employees earn vacation leave at the rate of 14 hours per month for each full month of qualifying service and may accumulate up to a total of 720 hours (90 days). Vacation hours in excess of 720 hours are forfeited annually. (Most instructional faculty do not earn vacation leave but observe an annual non-duty period)
Sick Leave	Eligible employees accrue sick leave at the rate of 14 hours per month for each full month of qualifying service. Full-time 9-month appointments earn 15.75 days or 126 hours of sick leave per academic year. There is no limit on the number of hours that may be accumulated. Upon retirement, unused sick leave may be used to enhance retirement benefits (20 days of sick leave credits = 1 additional month of service credit).
Leave Share	The leave sharing program allows employees to donate unused vacation leave to fellow University employees recovering from a serious illness or injury or caring for an immediate family member with a serious illness or injury. Leave donations may be made to the central leave bank or to a specific individual. Employees who are not eligible to earn vacation leave may donate unused sick leave credits.
Family Leave	Employees may be eligible for up to 12 weeks of unpaid family and medical leave, up to 26 weeks of unpaid leave under the Servicemember Family Leave provision, and/or up to 4 weeks of leave under State law or collective bargaining (faculty members may be eligible for up to 4 months), during each calendar year. Certain paid leaves may be substituted for unpaid leave. http://www.dol.gov/whd/regs/compliance/posters/fmlaen.pdf
Other Types of Leaves	Employees may be eligible for paid leave for bereavement, jury duty, active military duty, and sabbatical / professional improvement, and for various non-paid leaves. Administrative leave is granted for parent teacher conferences, family court hearings for foster children, disaster relief, blood donation, blood testing for bone marrow and organ donation matches, and bone marrow and organ donation.
Holidays	There are 13 paid holidays per year (14 during an election year).
Pension	The Employees' Retirement System (ERS) provides retirement benefits to State and county government employees. Hawai'i law requires eligible employees to become a member of the ERS as a condition of employment. The Hybrid Plan is offered to all eligible employees. In addition to employer contributions, employees contribute 8% of their pre-tax compensation to supplement their pension benefit. Under the Hybrid Plan, employees vest with 10 years of credited service and may retire at age 65 with 10 or more years of credited service or at age 60 with 30 or more years of credited service. The retirement plan provides a lifetime retirement benefit if age and service requirements are met. Upon retirement, a normal benefit is based on years of service multiplied by 1.75% of the average five highest years of pay (average final compensation or AFC), subject to the IRS cap. Retirement benefits may be subject to change by the ERS Board of Trustees.
Health, Prescription Drug, Dental and Vision	The Hawai'i Employer-Union Health Benefits Trust Fund (EUTF) provides health benefits for State and county government employees. Employees may elect enrollment in one of the medical/Rx drug plans, dental, and vision care plans and have the option of paying their health premiums on a pre-tax or post-tax basis (see PCP). Spouses, civil union partners, domestic partners, and dependents of employees are eligible for coverage.
Premium Conversion Plan (IRC Section 125)	The State's Premium Conversion Plan (PCP) provides an opportunity for participants to increase their take home pay by making EUTF health premium contribution on a pre-tax basis.
Group Life Insurance	Currently, the State pays 100% of the monthly premium for group life insurance coverage. The benefits range from \$38,505 (under age 65) to \$7,701 (age 80 and over). The benefit for retired participants is \$1,815.
Workers' Compensation	If an employee incurs a work-related injury or illness, benefits are available to cover eligible medical expenses and to replace a portion of the employee's lost wages while the employee is unable to work. Accrued vacation and sick leave credits may be used to supplement workers' compensation benefits to realize full pay.

Employee Benefits & Other Related Information *	
Temporary Disability	Employees may be eligible to receive partial wage replacement benefits if disabled from work due to a non-work related for injury up to 26 weeks.
Employee Assistance Program (EAP)	The University recognizes that employees may face crises and problems that affect work performance. The EAP provides voluntary, confidential diagnostic assessment, information, referral, and short-term professional counseling services to employees experiencing personal problems.
Deferred Compensation (IRC 457)	The State's Deferred Compensation Plan, known as the "Island Savings Plan," is available to all eligible State employees and complies with the provisions of Section 457 of the Internal Revenue Code. Participation in this pre-tax supplemental retirement savings program is voluntary. The plan is administered by Prudential Financial, Inc.
Tax Deferred Annuity Program (IRC 403(b))	The University's 403(b) Tax Deferred Annuity Program is a voluntary pre-tax supplemental retirement savings program available to all University employees. The program complies with Section 403(b) of the Internal Revenue Code and is administered by National Benefit Services.
Flexible Spending Account – Island Flex	The State's flexible spending account benefits program allows employees to pay for eligible medical and dependent care expenses with TAX FREE money. Employees set aside pre-tax dollars to pay for eligible expenses on a reimbursement basis. National Benefits Services administer the program.
Parking	Eligible employees who qualify to park in areas under the jurisdiction of the University of Hawai'i may pay the parking fee via payroll deduction.
Tuition Waiver	Faculty, staff, and their spouse or domestic partner, may be eligible for tuition waivers in accordance with Board of Regents' Policy, Chapter 6. Employees seeking a tuition waiver must register after the normal student registration period and secure authorization from their respective supervisor for any adjustment to the work schedule.
HI529 – Hawai'i College Savings Program	HI529 is a voluntary program designed to assist families in saving for college. Administered by the State of Hawai'i Department of Budget and Finance, HI529 offers valuable tax benefits, high contribution limits, expert investment management, and the flexibility of choosing from a range of investment options. Contributions are made with after-tax dollars, the earnings on the account grow tax-deferred, and distributions used for qualified higher education expenses are tax-free (Hawai'i State and federal taxes).
Child Care Centers	The following campuses have on-campus childcare centers which may accommodate faculty and staff, pending space availability: UH Mānoa, Honolulu Community College, Kapi'olani Community College, Leeward Community College, Hawai'i Community College and Kaua'i Community College. Note: 75% of childcare spaces are allocated to students. Please contact the center directly for current information regarding availability, eligibility and cost.
UH Faculty and Staff Identification Cards	All faculty and staff are eligible to apply for identification cards which entitle them to various benefits and discounts. Contact your respective campus for details.
University of Hawai'i FCU	University employees and students and their spouses or household members are eligible for membership in the University of Hawai'i Federal Credit Union. Members enjoy free traveler's checks and special rates on loans, as well as savings, checking, and charge account services. The main office is in close proximity to the Mānoa campus, with shared branch service of over 30 other credit union locations throughout the State.
Homebuying Support Program– Landed	Landed provides new down payment assistance aimed at helping eligible UH faculty and staff buy homes in Hawai'i. Eligible employees must have worked for any part of the University of Hawai'i system or in education for at least two years. Interested employees can get more information at landed.com .

*The above benefits are subject to modification or termination due to changes in legislation, collective bargaining provisions, and/or policies, etc. This summary does not constitute a legal document or contract. Benefits may vary by type of employment and employment conditions.

Additional information on these and other benefits are available on the [Office of Human Resources \(OHR\)](#) website

CRAIG W. ANGELOS, J.D.



SUMMARY OF ACCOMPLISHMENTS

- 29 years of progressive leadership experience working at the highest level of intercollegiate athletics at six Universities, which include serving as the Athletic Director at FAU for nine years, the number two person at the University of Miami, Indiana, USF, Temple, LIU, and also working at the NCAA and FIU as well as a mid-size litigation firm in Los Angeles.
- Proven fundraiser and revenue generator with a \$12 million deal and several seven figure gifts including sponsorships and naming opportunities. Led the charge to build a state-of-the-art 30,000 seat football stadium for \$75 million while also leading the University's capital campaign.
- Extensive experience in directing the external areas of five athletic departments in the revenue generation areas, including fundraising, corporate sponsorships, and ticket sales. Also has years of experience creating new revenue opportunities involving university vendors and business-to-business deals. Have done deals with Nike, Adidas, Under Armour, radio rights, game management services, food services, cell phone services, medical services, hotel, and others. Has developed strategies for implementing university-wide deals.
- Worked in the major metropolitan areas as well as "college towns" finding and creating a fan base, selling tickets, and raising revenue while competing in the market with professional sports teams in the NFL, NBA, NHL, and MLB.
- Hired numerous head coaches at seven Universities in all sports. Supervised all men's and women's sports and has a solid record of success, including conference and national championships.
- Overseen three academic support centers of excellence inside three athletic departments that all have very challenging academic expectations and requirements.
- Comprehensive experience in Diversity, Equity, and Inclusion training, Title IX, Office of Civil Rights, and gender equity issues.
- Served on many University, Conference, and NCAA committees, as well as the Orange Bowl committee.
- Experienced and effective communicator with both internal and external constituencies. Enjoys speaking to all constituents locally, regionally, and nationally.

SUMMARY OF BACKGROUND

- Bachelor of Arts – Brigham Young University (Provo, UT) and started on the baseball team.
- Juris Doctor - Creighton University School of Law (Omaha, NE).
- NCAA National Office (Overland Park, KS) - Interpreted all the NCAA rules and regulations for three years.
- University of Miami (Miami, FL) – Worked in the athletic department for eight years, five of those years as the Senior Associate Athletic Director and the number two person.
- Indiana University (Bloomington, IN) - Worked in the athletic department as the Deputy Director of Athletics and Chief Operating Officer for nearly two years as the number two person.

- Florida Atlantic University (Boca Raton, FL) – Worked as the Director of Athletics for nine years.
- University of South Florida (Tampa, FL) – Worked in the athletic department for approximately two years mostly as the Senior Executive Associate Athletic Director and the number two person.
- Florida International University (Miami, FL) – Worked as the Senior Associate Athletic Director for Revenue Enhancement.
- Temple University (Philadelphia, PA) – Worked as the Deputy Director of Athletics and number two person overseeing all external areas for the last seven years.
- Long Island University (Brooklyn, NY) - Currently working as the Senior Deputy Director of Athletics and number two person and COO of the department as well as overseeing a number of sports.

EDUCATION

- Juris Doctor – Creighton University School of Law
- Bachelor of Arts – Brigham Young University

ATHLETICS ADMINISTRATIVE EXPERIENCE

Senior Deputy Director of Athletics, *October 2022 to Present*

Long Island University

- Currently serving as the Senior Deputy Director of Athletics and the number two person at Long Island University, which has two campuses, one in Long Island and one in Brooklyn, which is the one I currently oversee.
- Have oversight of external areas and share oversight of the 38 intercollegiate sports. Also leading all development efforts.

Deputy Director of Athletics, *June 2015 to July 2022*

Temple University

- Served as the Deputy Director of Athletics and the number two person at Temple University, a public institution with 40,000 students that sponsors 19 intercollegiate sports.
- Responsible for running the day-to-day operations of the department with special emphasis on directing all the external areas, including development, corporate sales, ticket sales, ticket operations, marketing and promotions, licensing and merchandising, branding, social and digital media, and strategic communications. Also oversee field hockey, men's hockey, golf, and the men's basketball program, which is the fifth winningest program in NCAA history.
- Responsible for bringing Nike to Temple athletics. Was able to secure a deal through my longtime contacts at Nike. Was able to negotiate and orchestrate an apparel contract that has transcended the perception of the athletic department and invigorated the student-athletes, coaches, and recruits.

Senior Associate Athletic Director for Revenue Enhancement, *June 2014 to June 2015*

Florida International University

- While at FIU, the fourth largest state University in the country with over 54,000 students and 18 intercollegiate sports, was the Senior Associate Athletic Director working as a fundraiser.
- Sought new and creative ways to raise revenue in the crowded market of Miami, Florida, which is home to four professional sports franchises and a diverse population. One of which resulted in a \$2 million campaign for women's facilities.

Senior Executive Associate Athletic Director, *October 2013 to May 2014*

Senior Associate Athletic Director for Compliance, *September 2012 to October 2013*

University of South Florida

- While at the University of South Florida, a state school with a student population of 49,000 and 19 intercollegiate sports, was the Senior Executive Associate Athletic Director and number two person running the day-to-day operations of the department with special emphasis on directing all the external areas including development, corporate sales, ticket sales, ticket operations, marketing and promotions, licensing and merchandising, branding, social media, and strategic communications. Also oversaw the football program and men's and women's tennis programs.
- Oversaw all aspects of NCAA compliance including monitoring, education, and interpretations.

Director of Athletics, *July 2003 to April 2012*

Florida Atlantic University

- Had a very successful nine-year tenure as the Director of Athletics at Florida Atlantic University, a 30,000-student state university in Boca Raton, Florida that competes at the Division I-A level. Oversaw all aspects of a vibrant 18 sport athletic department consisting of 450 student-athletes.
- Was a prolific fundraiser at FAU who initiated and directed a \$70 million stadium fundraising campaign for the University to fund a 30,000-seat on-campus football stadium, which opened in 2011. Served as the point person for soliciting naming rights, philanthropic giving, premium seating, corporate sponsorship, advertising, and ticket sales.
- Developed a plan for a private/public partnership that secured \$12 million upfront cash for our stadium campaign. Also, secured numerous six and seven figure philanthropic gifts and sponsorship agreements for the stadium, while also directing the effort to meet its proforma goals.
- While at FAU, initiated and developed an athletic department and University master plan for facilities including a design to build a \$250 million Innovation Village, which consists of building approximately 2400 new dorm spaces, 60,000 square feet of retail space and parking spaces, and

a 30,000-seat football stadium. The stadium and 1200 new dorm spaces opened in the fall of 2011 at the cost of \$160 million in construction.

- Was very successful in introducing new fundraising initiatives that increased total giving to the FAU athletic department by 350%, increased special events revenue by 240%, and increased the “Director’s Club” gifts (a \$12,500 annual gift I implemented) by 1050%.
- While at FAU, helped the young football program (began in 2001) grow and prosper working alongside legendary coach Howard Schnellenberger. Highlights include playing in front of the first sell-out crowd, winning the Sun Belt conference championship, and becoming the youngest program ever to go to a bowl game and then win it (New Orleans Bowl 2007). Also, negotiated entrance into the Motor City Bowl (2008) and won the game to become the only I-A team in Florida to win back-to-back bowl games in 2007 and 2008.
- Completed numerous capital projects including a \$4.2 million track stadium in 2006 and completed a \$12 million renovation of the basketball arena in October of 2007.
- While an AD, worked diligently to create a balanced budget plan by revamping the entire financial model. Balanced the department budget annually.
- While directing the athletic department at FAU, had the honor of being one of only 17 FBS universities in the country to never have been sanctioned with a major NCAA violation.
- Initiated and chaired a rebranding effort for the entire University including the athletic department in 2003.

Deputy Director of Athletics and Chief Operating Officer, *January 2002 to July 2003*

Indiana University

- While at Indiana University, an institution in the Big Ten with 46,000 students and 24 intercollegiate sports, oversaw the Hoosiers football program and all the external areas of the department, including the development initiatives.
- Assisted the basketball program when the Hoosiers went to the 2002 Final Four and played in the National Championship game.

Senior Associate Athletic Director, *February 1998 to January 2002*

Associate Athletic Director for Internal Operations, *February 1996 to February 1998*

Assistant Athletic Director for Compliance, *February 1994 to February 1996*

University of Miami

- While at Miami, an institution with 17,000 students and 18 intercollegiate sports, I conducted a major NCAA investigation because of institutional violations that occurred before I arrived there. I investigated, wrote, and then presented the case to the NCAA Committee on Infractions.
- At Miami, was the number two person for five years, overseeing all the internal areas of the department and working with many sports, including the football team who won the National Championship at the Rose Bowl and ultimately had 18 first-round draft picks and 37 overall. Additionally worked with the baseball team who had 7 consecutive World Series appearances and won the National Championship twice.

Legislative Assistant

National Collegiate Athletic Association (NCAA), April 1991 to February 1994

- While at the NCAA, was one of a dozen NCAA rules experts who interpreted all the NCAA rules and regulations for the Association.

UNIVERSITY INSTRUCTION

Adjunct Professor (Sports Law),

Temple University

Adjunct Professor (Sports Law),

St. Thomas University

Adjunct Professor (Sports Law),

Barry University

ATHLETIC ACCOMPLISHMENTS

- Professional baseball player – Italian Professional Baseball League, Buttrio, Italy (just north of Venice) for one season.
- Varsity baseball team – Starting first baseman on Brigham Young University's baseball team.

COMMUNITY SERVICE

A sampling of service includes, but is not limited to the following:

- Boy Scouts of America – Eagle Scout and former Scout Leader
- Actively involved in civic and non-profit organizations in all the cities in which I have lived
- Coached youth football and baseball teams
- Oversaw a youth (12-18 years old) activity group for a non-profit organization in Bloomington, Miami, Boca Raton, Tampa, and Philadelphia
- Director of Youth Basketball programs
- Public speaker at schools on athletic careers
- Lecturer at numerous Sports Law and Sports Administration venues

COMMUNITY MEMBERSHIP AND AFFILIATIONS

A sampling of past community membership and affiliations include, but are not limited to the following:

- Member of Orange Bowl Committee
- Member of various NCAA, University, Sun Belt, Big 10, Big East, and American Conference sport and administrative Committee

- Member of NCAA Men's Soccer Committee



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David Lassner
President

UNIVERSITY OF HAWAII
BOARD OF REGENTS

DTS 23327

*23 MAY 12 AM 11:06

May 11, 2023

MEMORANDUM

TO: Randolph Moore
Chair, Board of Regents

FROM: David Lassner
President

A handwritten signature in black ink that reads "David Lassner".

SUBJECT: REASSIGNMENT OF DELLA TERAOKA AS ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS, AND APPOINTMENT AS ACTING VICE PRESIDENT FOR COMMUNITY COLLEGES, IN THE OFFICE OF THE VICE PRESIDENT FOR COMMUNITY COLLEGES

SPECIFIC ACTION REQUESTED:

It is requested that you approve the reassignment of Ms. Della Teraoka as Associate Vice President for Academic Affairs in the Office of the Vice President for Community Colleges, effective May 19, 2023 at an annual salary of \$190,560 (\$15,880/month), subject to executive/managerial adjustments, as appropriate. In addition, it is also requested that you appoint Ms. Teraoka as Acting Vice President for Community Colleges, at an annual compensation rate of \$25,008 per year (\$2,084/month), effective May 19, 2023 through May 18, 2024, unless sooner relieved. Ms. Teraoka's total compensation for both appointments is \$215,568 annually (\$17,964/month).

RECOMMENDED EFFECTIVE DATE:

Effective date of reassignment of Ms. Teraoka to Associate Vice President for Academic Affairs is May 19, 2023. Effective date of appointment of Ms. Teraoka to Acting Vice President for Community Colleges is May 19, 2023 through May 18, 2024, unless sooner relieved.

ADDITIONAL COST:

Additional cost is \$60,552 annually (\$5,046/month).

PURPOSE:

The reassignment of Ms. Della Teraoka to the position of Associate Vice President is necessary to continue to provide critical leadership and direction in the Office of the Vice President for Community Colleges in areas of academic instructional and student

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Fax: (808) 956-5286

An Equal Opportunity/Affirmative Action Institution

Randolph Moore

May 11, 2023

Page 2

support programs, program evaluation, student assessment and student success. The appointment of Ms. Teraoka to Acting Vice President is required to provide administrative leadership to the community colleges in the UH System while the current Vice President for Community Colleges is on leave.

BACKGROUND:

Pursuant to Board of Regents Policy RP 9.212, Executive and Managerial Personnel Policies, Section D., "Appointment and Initial Salary," "EM appointees may be reassigned and/or receive an adjustment in pay based on changing assignments of responsibilities to meet the needs of the University."

Pursuant to Executive Policy, EP 9.212, Executive and Managerial Classification and Compensation, Section VI., "Recruitment," "All EM positions shall be filled through an open search process; provided, however, that an EM position may be filled without a search process (1) when reassigning an existing EM employee to a position, (2) when filling a position on an acting or interim basis up to one (1) year." Additionally, in Section VII., "Appointment and Initial Salary," "For EM positions that report directly to the President, the President shall be the Appointing Authority and the Board shall be the Approving Authority." In her capacity as Acting Vice President, Ms. Teraoka will report directly to the President, so this additional appointment will require Board approval.

The Associate Vice President for Academic Affairs position became vacant on September 16, 2022 when the incumbent transferred to a Deputy Superintendent position at the State of Hawai'i Department of Education. Since September 20, 2022, Ms. Teraoka served commendably and successfully in the role on an interim basis. The position is critical and necessary to fill particularly as we are committed to the implementation of our new Strategic Plan. This position has primary responsibility across our statewide community college system for workforce development, improvement of student learning outcomes, curricular innovation, statewide distance learning, assessment, academic program quality, and oversight of major federal and philanthropic grants.

Ms. Della Teraoka earned her Master's degree in Business Administration from the University of Washington, Bachelors of Business Administration from Texas Tech University, and an Elementary and Secondary Education Certification from Pacific Oaks College.

From January, 2020, Ms. Teraoka has been serving as Interim Academic and Student Affairs Program Officer position in the Office of the Vice President for Community Colleges to provide leadership in academic affairs, particularly in the development and assessment of academic programs among the University of Hawai'i Community Colleges (UHCC). She convened the Vice Chancellors for Academic Affairs for coordination of academic programs and related matters such as faculty minimum qualifications and course scheduling. She also provided leadership for the UHCCs' system coordinated online program support, and coordinates professional development

for faculty and program development for fully online programs. In addition, Ms. Teraoka has been managing the UHCC's Perkins grant which supports Career and Technical Education.

Prior to this appointment, Ms. Teraoka was Leeward Community College's Vice Chancellor for Academic Affairs, appointed through open recruitment. In that leadership role at UHCC's largest campus, Ms. Teraoka oversaw affairs and support activities for the administration of Arts and Sciences, Career and Technical Education, Student Services, Office of Continuing Education and Workforce Development, and the Office of Planning, Policy and Assessment. Prior to that, her twenty-year career at Leeward Community College also included service as Professor of Accounting, Division Chair, Interim Dean of Academic Services, and Director of Planning, Policy and Assessment.

Her experience as an executive with the University, and specifically in the Interim Associate Vice President role, makes her well qualified for the Associate Vice President position in the Office of the Vice President for Community Colleges, where she will provide leadership in the systemwide coordination of academic planning, policy and implementation to improve student success and achieve administrative efficiencies.

Ms. Teraoka's appointment to Acting Vice President for Community Colleges is intended to be temporary in nature, to provide critical leadership to the Community Colleges, which include Hawai'i Community College, Honolulu Community College, Kaua'i Community College, Leeward Community College, and Maui College while the current Vice President for Community Colleges is on leave.

The recommended annual salary of \$190,560 in Ms. Teraoka's reassigned Associate Vice President role is below the midpoint (\$207,375) of Band CC-4 of the executive/managerial salary schedule. With the additional annual compensation of \$25,008 in the Acting Vice President role (\$215,568 total annual) Ms. Teraoka's annual salary is below the maximum (\$252,000 annually) of the Band CC-4 of the executive/managerial salary schedule.

ACTION RECOMMENDED:

It is recommended that you approve the reassignment of Ms. Della Teraoka as Associate Vice President for Academic Affairs in the Office of the Vice President for Community Colleges, effective May 19, 2023 at an annual salary of \$190,560 (\$15,880/month), subject to executive/managerial adjustments, as appropriate. In addition, it is also requested that you appoint Ms. Teraoka as Acting Vice President for Community Colleges, at an annual compensation rate of \$25,008 per year (\$2,084/month), effective May 19, 2023 through May 18, 2024, unless sooner relieved. Ms. Teraoka's total compensation for both appointments is \$215,568 annually (\$17,964/month).

Randolph Moore
May 11, 2023
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Attachment(s)

1. Salary placement analysis worksheet
2. Della Teraoka CV

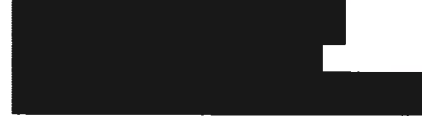
c: Community Colleges Human Resources

Della A. Teraoka

Curriculum Vitae

LinkedIn: www.linkedin.com/in/della-teraoka

Unit: University of Hawai'i
Division: Community College System Office



COLLEGE EXPERIENCE

Interim Associate Vice President for Academic Affairs, September 2022 – present
University of Hawai'i Community College System, Honolulu HI

- Provides leadership on systemwide initiatives to increase enrollment and improve retention at the seven community colleges including designing of clear pathways from the HDOE programs of study, improving articulation and transfer to the UH four-years, supporting returning adults programming, and developing innovative programs to support student success.
- Facilitates systemwide coordination and leadership for academic planning, policy, and implementation to ensure quality academic programs and appropriate student support services, improve student success across the seven community colleges, and meet workforce education and training needs statewide.
- Proposes and executes strategies to advance goals in the UHCC strategic plan.
- Convenes and leads the Council of Community College Chancellors, Council of Community College Faculty Senate Chairs, Community College Council of Native Hawaiian Chairs, and Student Government Leaders to address systemwide issues and support resolution of concerns relevant to each group.
- Identifies and supports systemwide initiatives and professional development activities to ensure quality instruction, promote student success, and support student learning at the seven community colleges.

Interim Director of Academic Programs, January 2020 – September 2022
University of Hawai'i Community College System, Honolulu HI

- Provides leadership for the UH community colleges for academic affairs including policy development and management, new program proposals, system level online program coordination, curriculum review and coordination, and system wide academic initiatives.
- Works with the seven UH community colleges to develop and implement academic programs including new program proposals, review and evaluation existing programs, and recommend program modifications to improve coordinated delivery of programs system wide in support of state needs.
- Manage the Accelerated AA Online degree program using 5-week online courses from all seven of the community colleges.
- Provides leadership for system initiatives including academic master planning, management of Perkins V grant funds, Returning Adults initiative, and course sharing between the community colleges.
- Facilitates and mentors vice chancellors of academic affairs from the seven community colleges.

- Supports the seven community colleges' accreditation liaison officers (ALOs) and assisted with the 2022 Midterm Reports for Accrediting Commission for Community and Junior Colleges (ACCJC).

Vice Chancellor for Academic Affairs, August 2016 – January 2020

Leeward Community College, Pearl City HI

- Responsible for the overall leadership of academic affairs and support activities for the administration of two academic divisions (Arts and Sciences, and CTE) as well as Student Services, Academic Services, Office of Continuing Education and Workforce Development, and the Office of Planning, Policy and Assessment.
- Provided leadership to the overall academic development of the College and ensured compliance with all applicable University regulations regarding curriculum and programs.
- Worked with the UHCC System to develop and implement the Accelerated AA Online degree program using 5-week online courses from all seven of the community colleges.
- Led several system and campus initiatives including strategic enrollment management, integrated student support, guided pathways, and retention efforts through campus teams and implementation of specific tactics.
- Guided the campus through a successful 2018 accreditation self-evaluation process as the Accreditation Liaison Officer (ALO) and currently mentors new ALO.

Professor in Accounting, Associate Professor, January 2015 – July 2016

Leeward Community College, Pearl City HI

- Accreditation Liaison Officer
- Accounting Program Coordinator, 1 year
- Strategic Plan Update Committee Chair, 1 year
- Leadership Excellence Program Mentor, 1 year
- Guided Pathways System Coordinator, 1 semester
- Taught Business Information Systems courses in summer and fall semester

Director of Planning, Policy, and Assessment, March 2012 – December 2014

Leeward Community College, Pearl City HI

- Responsible for supervising and managing the Office of Planning, Policy, and Assessment which oversees institutional research, grants management, college planning activities, assessment, accreditation, and policy development.
- Supervised five positions in the office.
- Facilitated the redesign of the campus planning process.
- Played a critical role in the 2012 campus accreditation process and became the Accreditation Liaison Officer.

Interim Dean of Academic Services, August 2009 – February 2012

Leeward Community College, Pearl City HI

- Responsible for supervising and managing six Academic Support units including Educational Media Center, Innovation Center for Teaching & Learning, IT Group, Learning Resource Center, Library, and Theatre.

- Supervised 42 faculty and staff reports, and managed over \$1 million budget.
- Facilitated the planning process for a campus Learning Commons.
- Facilitated the updating of UHCC System Program Review template for Academic Support.

Business Division Chair, Associate Professor in Accounting, Aug. 2008 – July 2009
Leeward Community College, Pearl City HI

- Responsible for coordination of Business Division including facilitating of division meetings, planning and budgeting of division expenditures, and creating of schedule for Accounting, Business Technology, and Management courses.

Assistant Professor, Instructor, Aug. 1999 – July 2008
Leeward Community College, Pearl City HI

- Accounting Program Coordinator, 3 ½ years
- Reassigned as Instructional Designer in Educational Media Center for 1 semester
- Taught Accounting and Business Computer Systems courses for 10 years

Lecturer, 1992

University of Washington, Seattle WA

- Taught Intermediate Accounting II for one semester
- Responsible for planning, teaching, and assessment of sophomore and junior-level college students

Teaching Assistant, Sept. 1989 – June 1991

University of Washington, Seattle WA

- Taught lab classes for elementary accounting and cost accounting classes
- Responsible for planning, teaching, and assessment in the accounting lab for 30 students each quarter for 6 quarters.
- Assisted six professors with summer graduate level accounting intensive course that included the subjects of Auditing, Financial Accounting, Tax Accounting, and Cost Accounting.

COMMITTEE/COLLEGE/COMMUNITY SERVICE

HIDOE/UH Leadership Meeting, 2022-present

CTE Coordinating Advisory Council, 2021-present

UHCC Systemwide Online Education Committee, 2022-present

CCAO/VCAA Member, 2016-present

UHCC Student Success Council, 2015-present

- UHCC Integrated Student Support Task Force, 2017-present
- UHCC Professional Development Committee, 2015-2017
- UHCC Exploratory Majors Committee, 2016-2017

Accreditation Liaison Officer, 2013-2018

Member, Campus Council, 2008-2014, 2016-present

Chair, Division Personnel Committee, 2015-2016

Western Business Education Association, Telecommunications Director, 2015-2016

Co-Chair, WBEA/HBEA 2016 Conference, 2013-2016

Member, Accounting Advisory Board, 2000-2012, 2015-2016
Board Member, Women Leaders in Higher Education, 2010-2015
Chair, Standard II, Self-Evaluation Committee, 2010-2012
Coordinator, Tk20 Implementation Team, 2010-2012
Co-Chair, Student Success Committee, 2010-2011
Sponsor, IT Standing Committee, 2009-2011
Community College Leadership Champion Gen V, 2008-2009
Subgroup Chair and Member, Curriculum Committee, 2005-2009
Wo Learning Champion Gen V, 2007-2008
Member, Distance Education Committee, 2007-2008
Member, Faculty Senate, 2006-2008
Co-Chair, Academic Institutional Support Committee, 2006-2008
Co-Coordinator, Teaching Squares Program, 2004-2008
Staff, Hawai'i National Great Teachers Seminar, 2005, 2006, and 2008
Member, Division Personnel Committee, 2005-2008
Facilitator, Baby Talk parent collaboration group, 2000-2007
President, Hawai'i Business Education Association, 2005-2006
President-Elect, Hawai'i Business Education Association, 2004-2005
Advisor, Phi Beta Lambda (PBL) student organization, 2002-2004
Treasurer, Hawaii Business Education Association, 2000-2004
Treasurer, LCC Family Fun and Craft Fair, 2000-2004
Member, Innovation Center for Teaching and Learning, 1999-2004

TEACHING EXPERIENCE

Principles of Accounting I
Principles of Accounting II
Payroll Accounting and Hawai'i General Excise Taxes – campus and online delivery
Individual Income Tax Preparation
Introduction to Financial Accounting – campus and online delivery
Using Excel in Accounting – campus and online delivery
Business Information Systems – campus and online delivery
Advanced Business Information Systems

PROFESSIONAL EXPERIENCE

Accounting Systems Specialist, Jan. 1999 – July 1999

Mutual Travel, Seattle WA

- Hired as project manager to implement new accounting software system
- After successful conversion, continued to work as Accounting Systems Manager to analyze all accounting systems and procedures looking for ways to improve processes and identify efficiencies
- Trained staff and provided documentation and procedures for new system
- Worked in conjunction with Controller on developing new accounting policies and procedures

Interim Finance Director, Feb. 1996 – Aug. 1996

Medina Children's Service, Seattle WA

- Hired to reorganize accounting department and manage grants in a non-profit environment
- Successfully integrated and implemented existing accounting system
- Prepared and reported on financial statements to the Board of Directors
- Responsible for purchase and installation of new workstations and maintenance of Novell network system
- Responsible for hiring and training new accounting manager

Director of Operations and Administration, July 1991 – Jan. 1996

PRISM/Software Production Inc., Bellevue WA

- Successfully managed and grew a private corporation of 65 employees and \$4 million in sales to 115 employees and \$8 million in sales over a period of four years as the Finance Manager
- Assisted in the purchase and merger of SPI as it became part of publicly-held holding company
- Acted as the Project Manager for move of organization to new location
- Promoted to Director of Operations and Administration with responsibility for accounting, human resources, information systems and purchasing in 1994
- As Finance Manager, responsible for financial reporting, financial analysis and cash flow management through cash poor periods
- Took on responsibility for the Information Systems Department during period of growth
- Successfully implemented a software manufacturing system in four months at the end of my tenure
- Designed, created, and managed the Human Resources Department

Business Manager, June 1987 – Sept. 1989

DagenBela Corporation, San Antonio TX

- Responsible for the daily operations of the corporate offices and the financial operations of the art gallery, warehouse and distributing offices, and the graphic arts division
- Responsible for all financial reporting and analysis of operations
- Promoted to the position of Business Manager after entering the organization as a Sales Clerk

EDUCATION

Elementary and Secondary Education Certification, Pacific Oaks College

Graduated 1997

Master of Business Administration, University of Washington

Concentrations: Accounting and Organizational Development

Graduated 1991

Bachelor of Business Administration, Texas Tech University
Majors: Accounting and Management Information Systems
Graduated magna cum laude, 1985

OTHER SKILLS

- Proficient in Google apps, MS Office Suite, Camtasia, SnagIt, Adobe Acrobat, iMovie
- Knowledgeable of various accounting systems including GlobalWare, TS2000 Accounting System, Fourth Shift Manufacturing System, MAS90 Accounting System, and SBT Accounting System
- Comfortable working in both PC and Mac environments
- Passed CPA examination in November 1985



**UNIVERSITY
of HAWAII**
MĀNOA

UNIVERSITY OF HAWAII
BOARD OF REGENTS

Office of the Provost

'23 MAY 12 AM 11:07

May 1, 2023

MEMORANDUM

DTS 23327

TO: Randolph G. Moore
Chair, Board of Regents

VIA: David Lassner
President

Handwritten signature of David Lassner in black ink.

FROM: Michael Bruno
Provost

Handwritten signature of Michael Bruno in black ink.

SUBJECT: APPOINTMENT OF BRENT WHITE, AS ASSISTANT PROVOST FOR GLOBAL
ENGAGEMENT, UNIVERSITY OF HAWAII AT MĀNOA

SPECIFIC ACTION REQUESTED:

It is requested that you approve the appointment of Mr. Brent White as Assistant Provost for Global Engagement (OGE), University of Hawai'i at Mānoa (UH Mānoa), at an annual salary of \$285,000 (\$23,750/monthly), effective June 15, 2023, subject to any E/M salary adjustments as appropriate.

In accordance with Executive Policy 9.215, *Tenure Upon Initial Appointment*, a separate request for tenure upon appointment for Mr. White will be submitted.

RECOMMENDED EFFECTIVE DATE:

June 15, 2023

ADDITIONAL COST:

The difference in cost between the former assistant vice chancellor for international and exchange programs who previously oversaw the international programs, and the current interim appointment assigned to oversee the day-to-day functions until this position is filled, will be covered by the unit's allocated budget.

PURPOSE:

The purpose of the appointment is to fulfill one of the identified strategic positions for the campus. Consistent with our 2019 (phase 1) and 2021 (phase 2) reorganization proposals for UH Mānoa that were approved by the Board of Regents, one of the original goals was to enhance and strengthen Mānoa's role as a premier Asia-Pacific focused global "R1" research

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university. The reorganization design team identified the need to re-envision the international executive role, and emphasize the importance of this office to develop a comprehensive and sustainable global strategy that will direct our campus relationships and educational endeavors with desired and necessary international institutions and partners. The position was elevated to report directly to the Provost, which emphasized the campus leadership's commitment to strategic global engagement and partnerships with institutions and agencies. This appointment fulfills this goal.

BACKGROUND:

In consideration of Executive Policy, EP 9.212, Executive/Managerial Classification and Compensation, the Board of Regents is authorized to appoint, reappoint, and make compensation decisions for salaries that are above the maximum of the pay range in the salary schedule.

The Office of Global Engagement advances programs, initiatives and collaborations amongst organizations, nations and cultures. Specific areas include the coordination of immigration services for employees and students, the provision of experiential learning opportunities at national and international levels, and assistance with the development and review of international collaborations in teaching, research, and student and employee exchanges. One of the specific goals of the 2021 reorganization was to redefine the functions of all external (international and domestic US) endeavors as global engagement, which emphasizes the importance of this office in developing a comprehensive and sustainable global strategy that will inform and direct our campus relationships and educational endeavors. OGE also combines programs that provide opportunities for students to study away from Hawai'i, both nationally and internationally to encompass the global concept. Global engagement offices consist of faculty and scholar immigration services, international student services, Mānoa International Exchange, national student exchange and the Study Abroad Center.

As we worked towards the re-envisioned leader, we carefully developed a position description and conducted the executive search that would result in a strategic and experienced leader who will provide the direction and guidance in all aspects of global engagement for the campus. This is a critical position to UH Mānoa's future in higher education and its financial sustainability in terms of tuition revenue, grants and stature. In addition, the position has also been created so that it will advise UH system leaders as appropriate, which increases the global connectedness and stature of both UH Mānoa and the overall UH system. The international and national strategy of the campus will benefit the overall UH, and this position will help to set the direction and approach.

In Summer 2022, the Office of the Provost organized a Search Advisory Committee (SAC) comprised of an executive (dean/chair), faculty members (internal and external to OGE), support staff, a graduate student, an undergraduate student, Kualii Council representatives, and community members. An executive-level search was formally announced in September 2022 to identify an individual for the position of Assistant Provost for Global Engagement. After an extensive review by the SAC, eight (8) candidates were deemed to be the best qualified for interviews, however, one dropped out and therefore, seven (7) candidates were interviewed. The interviews were conducted via Zoom videoconference. The SAC forwarded four (4) names to me whom they recommended as finalists. All four (4) candidates were invited for the campus

visit phase of the search process.

The four (4) finalists' campus visits were scheduled in March 2023. Each visit included meetings with the Provost, direct reports and teams, other faculty and staff, students, campus deans/directors and administrators, and a public presentation. Online evaluations were made available and collected by a representative of the Office of the Provost. The Provost assessed the evaluations and comments of all finalists.

After careful consideration and review of all evaluations and references, we entered into negotiations with Mr. White. After negotiations, an offer was made and accepted contingent upon Board posting and approval. Mr. White is the best qualified at this time to lead OGE in this re-envisioned role and provide the strategic positioning necessary to advance our campus and achieve our goals and mission. Mr. White will be a valuable leadership team member in fulfilling our vision at UH Mānoa, and in support of larger UH System goals.

Mr. White currently serves as the Provost and Vice President for Academic Affairs at Golden Gate University in San Francisco, California since March 2022, one of California's oldest, private universities. Previously, he was at the University of Arizona (UA) for over 16 years, 11 years in administrative and executive positions. He has served as Vice President for Global Affairs, Dean of Global Locations, Vice Provost of International Education, Chief Executive Officer (CEO) of Arizona Global Operations as well as a tenured Professor of Law. In these roles, Mr. White was an exceptional leader in developing, managing and leading international programs and activities at the university, including study abroad programs, international student admissions, and support for international students and faculty.

He also founded and led UA's Global Microcampus Network, where students could earn a dual degree from UA and partner universities in 13 global locations as well as access to UA degrees and courses. This is one of his greatest accomplishments for UA and a program that continues on. At UA, Mr. White also served as Associate Dean for Programs and Global Initiatives at the James E. Rogers College of Law, where Mr. White led the development of the nation's first Bachelor of Arts in Law. Mr. White is a scholar of law and development and property law. His accomplishment of the microcampuses, his creativity and initiatives, his cultural competence, and his skill to navigate and balance the needs of the university's faculty and administration with partner universities were consistent comments from many of his references.

Mr. White has also served as the Legal Director in Hawai'i for the American Civil Liberties Union for four years, where he fought for civil rights in Hawai'i before transitioning to academia where his beliefs in diversity, equity and inclusion remain steadfast. His unique experience as an attorney, school administrator, and higher education executive in global affairs, as well as his experience and familiarity with our Hawai'i culture and values, uniquely positions him to help our leadership team strategize and move forward in our global and national plans. He is a seasoned leader with a unique understanding of the globalness of education, and he has the creativity to create and implement new approaches to expand the institution's education well beyond Hawai'i. He also appreciates and embraces Hawai'i and its culture. In addition, his experience as faculty and later in senior administrator positions along with his cultural competence will be a tremendous asset in working with stakeholders and navigating plans to meet our goals within the evolving federal, legal, and university landscape regarding

international education and safeguarding our country and institution.

Mr. White holds a Bachelor of Arts (A.B.) in public policy from Duke University and a Juris Doctor degree (J.D.) from New York University School of Law.

The Assistant Provost for Global Engagement is currently assigned to band SM-3 of the University's Executive/Managerial Salary Schedule rates effective October 1, 2022 with a minimum of \$136,500, midpoint of \$186,375 and a maximum of \$236,250. While the proposed annual salary of \$285,000 is above the maximum, the CUPA-HR 80th percentile and the internal comparables, I feel it is justified given Mr. White's unique credentials, accomplishments and administrative experience. He is well qualified to lead and manage the operations and staff at OGE and work with system-level leaders to build and execute a larger global strategy, manage global affairs and implement a campus vision that will also benefit the entire UH System. Such results include the expectation of increased tuition revenue through recruitment and additional grants.

His current salary at Golden Gate University is well over \$400,000, excluding potential annual bonuses and additional benefits, and he has been provided other offers at other universities. He is willing to accept the assistant provost for global engagement position at this proposed salary given his strong desire to return to Hawai'i with his family and continue working in an area that he is passionate about and well-experienced. With his familiarity of Hawai'i, he sees the potential of UH Mānoa and the larger UH to have a significant impact on higher education at a global scale. With his administrative insight and experience, he is able to have the necessary conversations with all levels of administration and have productive discussions and results with senior leaders of potential international partners.

ACTION RECOMMENDED:

It is recommended that you approve the appointment of Mr. Brent White as Assistant Provost for Global Engagement (OGE), University of Hawai'i at Mānoa (UH Manoa), at an annual salary of \$285,000 (\$23,750/monthly), effective June 15, 2023, subject to any E/M salary adjustments as appropriate.

Attachments:

1. Approved Exception to Fill
2. Executive/Managerial (E/M) – Salary Placement Analysis
3. Curriculum Vitae

c: Executive Administrator and Secretary of the Board of Regents



UNIVERSITY
of HAWAII
MANOA

Office of the Provost

July 14, 2021

MEMORANDUM

TO: David Lassner
President

VIA: Alexandra French **Alexandra French**
Interim Vice Chancellor for Administration, Finance and Operations

FROM: Michael Bruno *Michael Bruno*
Provost

SUBJECT: Request for Exception to Fill Position

Digitally signed by
Alexandra French
Date: 2021.07.16
14:49:52 -10'00'

With the approved reorganization by the Board of Regents in April 2021 of the leadership for UH Mānoa, we would like to initiate the search for the Assistant Vice Provost for Global Engagement (AVPGE). The position will be responsible for overseeing all global engagement functions and reports directly to the Provost.

The position will provide leadership, expertise, direction and management over the global engagement program to include the development of a strategic international, national and local direction; development and implementation of related policies, procedures and guidance; builds effective working relationships and represents the best interests of the University and its senior leadership with national and international educational and related partners; oversees agreements, partnerships and relationships with national and international partner institutions; and understands the need for compliance with federal and state laws and regulations with regards to national and international sharing of information, data and other materials and matters.

The position will lead the development of the strategic plan and broad campus-wide strategies and appropriate policy for global engagement and internationalization that support the positioning of UH Mānoa as a premiere Asia-Pacific research university. The position will be responsible to lead the planning, coordination, integration and infusion of global perspective and engagement throughout the entire institution and in teaching, research, and service initiatives, partnering with senior leadership on building intercultural competency and endeavors and working with deans and directors on multi-disciplinary and innovative approaches.

The position description is currently being created for review and further editing. An effective global engagement strategy and plan is critical for the sustainability and potential growth of the campus,

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

David Lassner
July 14, 2021
Page 2

specifically focusing on increasing our international student enrollment. Coupled with these budget times, this position is critical to ensure UH Mānoa's position in the higher education market remains strong and visible.

Please contact me should you have questions or need additional information.

APPROVED/DISAPPROVED:



Digitally signed by David Lassner
Date: 2021.07.19 10:39:00 -10'00'

7/19/2021

David Lassner
President

Date

BRENT T. WHITE

Provost and Vice President for Academic Affairs
Golden Gate University

EDUCATION

New York University School of Law, New York, NY, J.D., *magna cum laude*.

Duke University, Durham, NC, A.B., *magna cum laude*, Public Policy.

ACADEMIC APPOINTMENTS AND POSITIONS

Golden Gate University, San Francisco, CA

Provost and Vice President for Academic Affairs, March 2022 - Present.

Chief Academic Officer with responsibility for the academic and organizational functioning of the university. Oversee all academic programs and colleges, libraries, enrollment management and marketing, student support, faculty affairs, international affairs and global programs. Recent accomplishments under my leadership include the following:

- Created GGU Worldwide, a new global office bringing together global affairs, international partnerships, global education, international student recruitment and international student support under a single umbrella.
- Raised \$2.3 million to support a multilingual global education initiative, as part of which GGU will deliver priced-to-market degree programs across multiple disciplines in Arabic, Chinese, Indonesian, Spanish, and Vietnamese.
- Launched five global online degree programs in partnership with Upgrad in India, which have grown to approximately 1000 students from 24 countries in 6 months.
- Signed agreements with 10 international student recruiting partners.
- Initiated new dual degree programs with a consortium of universities in the Philippines.
- Increased the number of international admits to GGU's main campus by over 500%, point-in-time, for Spring 2023.
- Filled key roles including dean of business school, dean of undergraduate college, dean of students, vice provost for global affairs, vice provost of marketing and enrollment management, and associate vice provost for academic affairs.
- Signed a student life cycle support partnership, securing over \$50 million in investment for the expansion and growth of domestic and global programs.
- Secured a \$10 million naming gift for a new tech school
- Began a transformation of the law school, with a new tuition-free JD program for all new in-person JD students effective fall 2022 and new Master of Law Studies and Bachelor of Arts in Law programs. These programs will serve as pipelines for identifying talented underprivileged and unrepresented students, who will then be offered a tuition-free path to a JD degree.
- Developed three new associates degrees with embedded career certificates, creating a new educational option called Degrees+, in partnership with Outlier.org.

University of Arizona, Tucson, AZ

Vice President, Global Affairs, May 2018 – February 2022

Senior International Officer at the University of Arizona, responsible for all global endeavors and activities of the university, including global affairs, international partnerships, international admissions, international student services, study abroad, international faculty and scholars, global projects, and transnational education. Representative accomplishments in areas under my leadership include:

- Negotiated over 120 international agreements and partnerships and managed over 250 international relationships with international universities, organizations, and governments.
- Increased undergraduate international applications by over 150% from 2017 to 2021, despite a nationwide decrease in international student applications and a global pandemic.
- Increased global student enrollment 22x since 2015.
- Increased international student retention from 84% in 2017 to 89% in 2020.
- Launched 12 new UA study abroad locations in 11 countries, including Australia, Cambodia, England, France, Indonesia, Italy, Korea, Mauritius, Peru, Russia, and Spain.
- Opened a new Global Center, which houses all customer-facing units of Arizona Global, as well as an international food court, international market, coffee shop, and a large co-working space to provide holistic services and a gathering space for international students.
- Established a new Office of Global Projects as a collaboration between Arizona Global and Office of Research, Innovation, and Impact (RII) to pursue and implement development projects and to engage in applied research around the world.
- Created a new Global Health Sciences Office and hired an Assistant Vice Provost to focus on issues related to global health and to develop novel online and global courses from all UA Health Science Colleges, including Medicine, Nursing, Pharmacy, and Public Health.
- Provided immigration support services to around 1,600 faculty and scholars annually, including approximately 400 immigration filings with USCIS and SEVIS in 2020, with 100% approval of employment-based filings, while transitioning to 100% online services.
- Provided passport services to nearly 6000 annually (prior to 2020) while scoring 100% compliance on our Department of State Oversight Inspection.
- Facilitated safe international travel by UA staff, faculty, and students, including over 5,000 university-related international trips per year pre-COVID.

Dean, Global Locations, May 2018– February 2022

Vice Provost, International Education, January 2016 – May 2018

Founded and served as the chief academic and administrative officer of the Arizona Global Network, which has grown since launch in 2016 to become the world's most expansive single university network of global locations, consisting of 691 locations in 57 countries - as well as everywhere online access to over 60 degree programs at the undergraduate and graduate levels. As part of the Global Network, we:

- Launched dual degree programs on microcampuses at 13 partner universities:
 - *UA Amman at Princess Sumaya University for Technology (Engineering Management)*
 - *UA Ajman at Gulf Medical University (Public Health)*

- *UA Coimbatore at Amrita University* (Cellular and Molecular Medicine)
- *UA Hanoi at Hanoi Law University* (Law)
- *UA Jakarta at Sampoerna University* (Mechanical Engineering; Industrial Engineering; Business Administration)
- *UA Mauritius at University of Mauritius* (Cyber Operations, Electrical and Computer Engineering, and Agribusiness Economics and Management)
- *UA Lima at Universidad Peruana de Ciencias Aplicadas* (Philosophy, Politics, Economics and Law; Communication; Industrial Engineering; Business Administration; Sustainable Built Environments; Architecture; Industrial Engineering; Entrepreneurship; and International Trade and Business Law)
- *UA Phnom Penh at American University of Phnom Penh* (Business Administration; Law; Civil Engineering)
- *UA Puebla at Universidad Popular Autonoma del Estado de Puebla* (Public Health)
- *UA Qingdao at Ocean University of China* (Law)
- *UA Sulaimani at American University of Iraq, Sulaimani* (Civil Engineering; Mechanical Engineering)
- *UA Yangling at Northwest Agriculture and Forestry University* (NWAUFU) (Environmental Science)
- *UA Zhengzhou at SIAS University* (Music Performance)
- Opened learning centers at 36 additional partner universities in over 30 countries across six continents, where students have in-person access to a full on-campus experience and on-ground academic support while studying online at the UA.
- Opened over 650 “study hubs” providing students access to high-speed internet, space to study, amenities, and professional networking opportunities, while earning a UA degree online. Partners included WeWork (Worldwide), 91Springboard (India), Leadspace (Nigeria), Fastfive (Korea), KMC Solutions (Philippines), Coworking/120 (Mexico), Startup Mexico (Mexico), Khamsys (The Gambia), Rem.Work (Nepal), Hub9 (Sri Lanka), Launch Coworking (Chile), and Sharing Space (Brazil).
- Launched *UARizona Academy Early University* programs in high schools in India, Bangladesh, and Vietnam, where students can earn up to one year of UA credit online, with local academic support, while still in secondary school.
- Created a new online global campus (called “Global Direct”), accessible everywhere, with priced-to-market tuition and 124 unique academic plans and nearly 1800 unique courses.
- Secured Chinese Ministry of Education approval for three cooperative programs and one joint college in 2020, which will together serve 2,280 students at full capacity, with the UA becoming the first and only non-Chinese university to receive concurrent multiple program approvals in a single year.
- Launched a “Study Arizona” program for students in the Arizona Global Network, which allows students to study in Tucson for one semester for the same tuition they would pay to study at the UA location in their home country.

Chief Executive Officer, Arizona Global Operations, Inc, April 2019 – February 2022

Founding CEO for Arizona Global Operation, Inc. (UAGO), which provides operational and logistical support for the UA’s global locations, activities, and initiatives. Representative accomplishments include:

- Negotiated and executed an affiliation agreement with the UA establishing the terms and standards upon which UAGO provides operational services to the UA for its global activities and endeavors, enabling the UA to develop and maintain a global presence in compliance with local laws.
- Established banking arrangements to facilitate international financial transactions.
- Hired campus managers in Peru, Mauritius, Cambodia, Indonesia, and China for UA microcampuses in each country.
- Set up in-country operations in India, including hiring three regional managers and a national network of agents.
- Set up in-country operations in Vietnam, including hiring Country Director based in Hanoi and a Country Manager based in Ho Chi Minh City.
- Implemented a streamlined payment platform that allows the UA to receive payments from students no matter where they are in the world, in local currency, and on local payment platforms such as WeChat in China and Momo in Vietnam.
- Completed large scale renovations of UA spaces in Peru, Vietnam, China, and Mauritius.
- Built a global recruiting operation with approximately 60 local agents in over 20 countries who recruit students for the UA.

Associate Dean for Programs and Global Initiatives, James E. Rogers College of Law, 2012-2016

Oversaw and managed student affairs, admissions and marketing, online courses and degree programs, dual degrees, non-JD graduate programs, and an innovative undergraduate Bachelor of Arts in Law. Led Global programs, including the Advanced JD Program for Non-U.S. Lawyers, an LLM and SJD in International Trade and Business Law, Global Dual Degree Partnerships, international student and faculty exchanges, and a global micro-campus initiative. During my time as Associate Dean, we accomplished the following in areas under my direction:

- Conceptualized and launched the first Bachelor of Arts in Law in the United States in fall 2014 in partnership with the School of Government and Public Policy in the College of Social and Behavioral Sciences. The BA in Law now has over 700 main campus students, 350 online students, and 450 students at UA campuses abroad.
- Developed a Master of Legal Studies for Non-Lawyers, which now enrolls approximately over 320 total students, with the substantial majority online.
- Successfully opened the first UA microcampus at Ocean University of China in Qingdao (“UA Qingdao”) to offer the BA in Law, which currently enrolls over 420 students and has become the model for the Global Microcampus Network at the University of Arizona.
- Implemented Arizona Law’s pioneering “Advanced Admissions Program for Non-US Lawyers”, which allows non-U.S. lawyers to earn a JD in only two years and enrolls 15 to 30 new students each year.
- Established fifteen LLB/JD dual degree partnership, in which student earn a LLB from our partner law schools and a JD from Arizona Law.

Professor of Law, James E. Rogers College of Law, 2011-Present (Currently on Leave)

Associate Professor of Law, James E. Rogers College of Law, 2006-2011.

Affiliated Professor of East Asian Studies, Department of East Asian Studies, 2008-Present.

Courses Taught: Property, Civil Procedure, Mediation, International Litigation, Japanese Law and Society
Research Interests: Law and Behavioral Economics, Law and Development in Asia

Other University of Arizona Roles and Service:

Member, President's Senior Leadership Team, February 2020 – February 2022

Member, President's Cabinet, May 2018 – February 2022

Strategic Plan Pillar Owner, Pillar IV: Arizona Global: Redefining International, July 2018 - February 2022

New York University School of Law, New York, New York

Acting Assistant Professor, Lawyering Program, 2004-2006.

LEGAL PROFESSIONAL POSITIONS

American Civil Liberties Union of Hawaii (ACLU), Honolulu, Hawaii

Legal Director. December 1999-October 2003.

Crowell & Moring LLP, Washington, District of Columbia

Associate Attorney. April - November 1999.

Metropolitan Public Defender, Nashville, Tennessee

Assistant Public Defender. October 1998- April 1999.

Honorable Lee P. Gagliardi, Senior United States District Judge, Southern District New York.

Law Clerk. August - October 1998.

INTERNATIONAL ACADEMIC AND RESEARCH EXPERIENCE

University of Otago, Faculty of Law, Dunedin, New Zealand, Visiting Professor, Summer 2011.

Open Society Forum of Mongolia, Ulaanbaatar, Mongolia, Senior Fellow. Summer 2008.

Chiang Mai University, Department of Law, Chiang Mai, Thailand, Visiting Professor, Fall 2003

Konan University, Department of Law, Kobe, Japan, Visiting Researcher, 1996 – 1997 (spent 6 months of this time conducting research in Okinawa at University of Ryukyus)

Hokkaido University, Department of Linguistics and Cultural Studies, Sapporo, Japan, Rotary Scholar, 1993 -1994

PUBLICATIONS

The future of international higher education in a post-mobility world, University World News, May 26, 2017 (with Jenny Lee).

Are micro-campuses a new model for international HE?, University World News, May 26, 2017.

A New Global Model: The Micro-Campus, The EvoLLLution, May 25, 2017.

The Case for Undergraduate Law Degrees, The Chronicle of Higher Education, August 18, 2014.

Urban Decay, Austerity, and the Rule of Law, 64 EMORY L. J. 1 (2014) (with Simone M. Sepe and Saura Masconale).

Preventing Strategic Default: Lessons from Japan, 29 ARIZ. J. INT'L & COMP. L. 235 (2012).

Walking Away Scot-Free: Trust, Expert Advice, and Realtor Responsibility, 40 REAL ESTATE L.J. 312 (2011).

Gridlocked: The Road to Rule-of-Law Reform in Mongolia, EAST ASIAN FORUM QUARTERLY (2011).

UNDERWATER HOME (2010).

Is Strategic Default a Menace?, with Luigi Zingales, City Journal, Forums, Volume 20, No. 3, April 27, 2010.

Take this House and Shove it: The Emotional Drivers of Strategic Default, 63 SMU L. REV. 1279 (2010).

Underwater and Not Walking Away: Shame, Fear and the Social Management of the Housing Crisis, 45 WAKE FOREST L. REV. 971 (2010).

Putting Aside the Rule of Law Myth: Corruption and the Case for Juries in Emerging Democracies, 43 CORNELL INT'L L.J. 307 (2010).

Rotten to the Core: Project Capture and the Failure of Judicial Reform in Mongolia, 4 E. ASIA L. REV. 209 (2009).

Saving Face: The Benefits of Not Saying You're Sorry, 72 LAW & CONTEMP. PROBS. 261 (2009).

Ritual, Emotion, and Political Belief: The Search for the Constitutional Limit to Patriotic Education in Public Schools, 44 Ga. L. Rev. 447 (2009).

Say You're Sorry: Court-Ordered Apologies as a Civil Rights Remedy, 91 CORNELL L. REV. 1261 (2006).

Reexamining Separation: The Construction of Separation of Religion and State in Post-War Japan, 22 UCLA PAC. BASIN. L. J. 29 (2005)

REPRESENTATIVE PRESENTATIONS

Panel: Building Partnerships, Reaching New Heights: Advancing Indonesian Higher Education Summit, Jakarta, July 2021 (Virtual).

Collaborating with Faculty at the Course and Program Levels – A Global Perspective, AIEA Thematic Forum: Curriculum as a Collaborative Space. Northern Arizona University April 2021 (Virtual).

Improving Access and Inclusion in the Age of Digital Transformation: University of Arizona's Global Programs, EURIE 2021 Virtual Summit - Digitalization & Internationalization, March 2021 (Virtual).

Digital Transformation of Higher Education and the Future of Online Teaching and Learning, O.P. Jindal Global University Conference on "Reimagining & Transforming the University, August 2020 (Virtual).

Rethinking Internationalization with Innovative Partnerships: What Works, What Doesn't? Association of International Education Administrators, Annual Conference, Washington, DC, March 2020.

US Transnational Microcampuses Across Asia: Research and Contextualization, Asia Pacific Association for International Education Annual Conference, Kuala Lumpur, Malaysia, March 27, 2019.

Innovations in Curricular, Campus and Program Design, Association of International Education Administrators, Annual Conference, San Francisco, CA, February 2019.

Micro-Campuses: A New Model for Internationalization, NAFSA Association of International Educators Annual Conference, Philadelphia, PA, June 2018.

Micro-Campuses: A New Model for Transnational Education, Asia Pacific Association for International Education Annual Conference, Singapore, March 2018

The New City Beautiful: Social Infrastructure, Social Efficacy and the Rule of Law, 3rd Annual East Asian Law & Society Conference, KoGuan Law School, Shanghai Jiao Tong University, Shanghai, China, March 22, 2013.

The New City Beautiful: Urban Infrastructure and the Rule of Law, Toulouse University School of Economics, Toulouse, France, January 14, 2013.

Social Infrastructure First, Good Governance Later, Jindal Global Law School, Haryana, Delhi, India, December 5, 2012.

Preventing Strategic Default: Lessons from Japan, University of New Mexico School of Law, Faculty Colloquium, Albuquerque, NM, October 10, 2012.

The New City Beautiful: Social Infrastructure, Social Efficacy and the Rule of Law, Mongolia in Anthropological Research: Recent Decades, Mongolian Academy of Sciences, Ulaanbaatar, Mongolia, July 19, 2012.

What's Shame Got to Do With It? Homeowner Behavior in the Japanese Housing Market Collapse, International Conference on Law and Society, Honolulu, Hawaii, June 6, 2012.

The City Chaotic: Urban Physical Disorder and the Negative Rule of Law, Faculty Workshop,

Department of Economics, National University of Mongolia, Ulaanbaatar, Mongolia, May 22, 2012.

Disorder, Decay, and the Failure of Rule of Law Reform in Mongolia, Faculty Workshop on the Comparative Study of Legal reform in transitional period of Mongolia and Uzbekistan, Nagoya University, School of Law, Nagoya, Japan, March 13, 2012.

The Failure of Rule of Law Reform in Mongolia, School of Regulation, Justice and Diplomacy, College of Asia Pacific, Australian National University, Canberra, Australia, March 22, 2011.

Keynote, *Lender's Moral Obligations to Underwater Homeowners*, Eller College Inaugural Executive Ethics Symposium for Regional Leaders, Tucson, August 20, 2010.

Underwater and Not Walking Away, Furman Center for Real Estate and Urban Policy, New York University School of Law, New York, NY, November 3, 2009.

Underwater and Not Walking Away, Faculty Colloquium, Univ. New Mexico School of Law, Albuquerque, MN October 28, 2009.

Chair, *Institutional Capacity Building and Democracy*, Central Asian Studies Society Tenth Annual Conf., Toronto, Canada, October 9, 2009.

Putting Aside the Rule of Law Myth, Rocky Mountain Junior Scholars Forum, BYU Law School, Provo, UT, September 24, 2009.

Patriotic Education and Freedom of Conscience: A Comparative Perspective, Topics in Constitutional Law Seminar, Univ. Ryukyus School of Law, Okinawa, Japan, April 28, 2009.

The Negative Rule of Law Myth and Judicial Reform in Post-Transition Mongolia, Rogers Global Society & Justice Workshop, Tucson, AZ, April 7, 2009.

Ritual, Emotion, and Patriotic Education, Mind, Brain, & Society Workshop, University of Arizona, Tucson, AZ, October 13, 2007.

"Face" and Resistance to Apology, Vanderbilt Univ. Law School Conf., Symposium on Group Conflict Resolution, Nashville, TN, March 2007.

Item X.B.

Discussion and Potential
Action on BOR Resolutions
regarding Maunakea

**NO MATERIALS
DISCUSSION ONLY**