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, November 16, 2023
Time: 9:30 a.m.
Place: Windward Community College
Hale Akoakoa 101-105
45-720 Keahaloloa Road
Kaneohe, HI 96744

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 October 19, 2023 Meeting
III. Public Comment Period for Agenda Items:

Individuals who are unable to provide testimony at this time will be allowed an opportunity to testify when specific agenda items are called.

All written testimony on agenda items received after posting of this agenda and up to 48 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board at the beginning of the meeting. Written testimony may be submitted via the board’s website through the testimony link provided on the Meeting Agendas, Minutes and Materials page. Testimony may also be submitted via email at bor.testimony@hawaii.edu, U.S. mail at 2444 Dole Street, Bachman 209, Honolulu, HI 96822, or facsimile at (808) 956-5156.

Those wishing to provide oral testimony virtually may register here. Given the constraints with the format of hybrid meetings, individuals wishing to orally testify virtually must register no later than 7:30 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...
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. Middle East Situation and UH
   B. Outside Review of Structure
   C. Windward Community College Report

V. Committee and Affiliate Reports
   A. Report from the Committee on Governance
   B. Report from the Committee on Student Success
   C. Report from the Committee on Institutional Success
   D. Affiliate Reports
      1. All Campus Council of Faculty Senate Chairs (ACCFSC)
      2. Maunakea Management Board (MKMB)
      3. Pūko'a Council
      4. Research Corporation of the University of Hawai‘i (RCUH)
      5. University Health Partners (UHP formerly UCERA)

VI. Agenda Items
   A. Consent Agenda
      1. Approval to Change the Associate of Science Degree in Creative Media from Provisional Status to Established Status at Hawai‘i Community College, Kaua‘i Community College, and University of Hawai‘i Maui College.
      2. Fiscal Years Biennium (FYB) 2023-25, Supplemental Operating Budget Request for the University of Hawai‘i (UH) to be submitted to the Governor and the State Legislature
      3. FYB 2023-25, Supplemental Capital Improvement Projects (CIP) Budget Request for the University of Hawai‘i (UH) to be submitted to the Governor and the State Legislature & 6-Year CIP Plan Update.
      4. Requesting Approval to Indemnify National Aeronautics and Space Administration ("NASA") and the federal government when using U.S. Government Property for Sponsored Research awards received from NASA during Calendar Years 2024 and 2025
   B. Enrollment Update and Multi-Year Enrollment Plan, Fall 2023
C. Report of the Presidential Selection Process Permitted Interaction Group established on October 19, 2023 pursuant to Section 92-2.5(b), Hawaii Revised Statutes (HRS)
   (For Information Only – No Board Deliberation or action will occur at this meeting pursuant to Section 92-2.5(b), HRS. Deliberation and decision-making will occur at the December 7, 2023 Special Board Meeting.)

D. Recommendation to Approve Amendments to Board of Regents Policy (RP) 9.202 Classification Plans and Compensation Schedules, RP 9.213 Evaluation of Board of Regents’ Appointees, and RP 9.214 Teaching Assignments for Instructional Faculty to Address the Administration’s Recommendations in Response to Hawai‘i State Legislature’s Senate Concurrent Resolution 201 SD1 HD1

E. University of Hawai‘i System Strategic Plan 2023-2029 Student Success Imperative Update

VII. Executive Session (closed to the public)
   A. Legal Matters: (To consult with the board’s attorneys on questions and issues pertaining to the board’s powers, duties, privileges, immunities, and liabilities, pursuant to Section 92-5(a)(4), HRS)
      1. Quarterly Status Report on Legal Matters
   B. 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. Evaluation of the President
      2. Discussion of Personnel Actions (Attachment A1 for Approval)

VIII. Agenda Items (continued)
   A. Evaluation of the President
   B. Personnel Actions (Attachment A1 for Approval)

IX. Announcements
   A. Next Meeting: December 7, 2023, Special Meeting at University of Hawai‘i at Mānoa, Information Technology Building, 1st Floor Conference Room 105A/B

X. 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

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. Requests made as early as possible have a greater likelihood of being fulfilled. Upon request, this notice is available in alternate/accessible formats.
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.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Last Name</th>
<th>First Name &amp; Middle Initial</th>
<th>Proposed Title</th>
<th>Unit</th>
<th>Nature of Action</th>
<th>Monthly Salary</th>
<th>Effective Date</th>
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<tr>
<td>Kapi'olani CC</td>
<td>Yamaguchi</td>
<td>Roy</td>
<td>Director of the Culinary Institute of the Pacific</td>
<td>Kapi'olani Community College</td>
<td>Appointment</td>
<td>$16,667 ($6,331 of which is supported by UH Foundation)</td>
<td>January 2, 2024</td>
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<tr>
<td>Campus</td>
<td>Last Name</td>
<td>First Name &amp; Middle Initial</td>
<td>Proposed Title</td>
<td>Unit</td>
<td>Nature of Action</td>
<td>Monthly Salary</td>
<td>Effective Date</td>
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</tr>
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<td>UH Mānoa</td>
<td>Nunokawa</td>
<td>Jill</td>
<td>Interim Director of Mānoa CARES</td>
<td>Office of the Provost</td>
<td>Appointment</td>
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<td>November 17, 2023 to November 16, 2024</td>
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<td>Quinn</td>
<td>April</td>
<td>Acting Senior Advisor to the Provost</td>
<td>Office of the Provost</td>
<td>Appointment</td>
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<td>December 1, 2023 - November 30, 2024</td>
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<td>UH Mānoa</td>
<td>Stitt-Bergh</td>
<td>Monica</td>
<td>Interim Academic Affairs Program Officer</td>
<td>Office of the Vice Provost for Academic Excellence</td>
<td>Appointment</td>
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<td>December 1, 2023 - November 30, 2024</td>
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<td>Burns</td>
<td>Joseph</td>
<td>Director of the Hawai‘i Small Business Development Center</td>
<td>University of Hawai‘i at Hilo</td>
<td>Appointment</td>
<td>$11,835</td>
<td>December 1, 2023</td>
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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.
I. CALL TO ORDER

Chair Alapaki Nahale-a called the meeting to order at 10:03 a.m. on Thursday, October 19, 2023, at Kaua‘i Community College, Fine Arts Auditorium, 3-1901 Kaumualii Highway, Lihu‘e, HI 96766, with regents participating from various locations.

Quorum (11): Chair Alapaki Nahale-a; Vice-Chair Gabriel Lee; Vice-Chair Ernest Wilson; Regent Neil Abercrombie; Regent Lauren Akitake; Regent William Haning; Regent Wayne Higaki; 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 of Hawai‘i (UH) 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/UH Foundation Chief Executive Officer Tim Dolan; Interim VP for Community Colleges (UHCC) Della Teraoka; UH-Mānoa (UHM) Provost Michael Bruno; UH-Hilo (UHH) Chancellor Bonnie Irwin; UH-West O‘ahu Chancellor Maenette Benham; Interim Kaua‘i Community College (KauCC) Chancellor Margaret Sanchez; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Yvonne Lau; and others as noted.

Regent Akitake and Regent Haning arrived at 10:05 a.m.

II. APPROVAL OF THE MINUTES OF THE SEPTEMBER 21, 2023 MEETING

Chair Nahale-a inquired if there were any corrections to the minutes of the September 21, 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 late written comments from the Mānoa Faculty Senate pertaining to the passage of a joint
resolution regarding proposed amendments to policies related to faculty classification, faculty performance, and faculty workload.

Tara Kia’i provided oral comments about the need to support indigenous peoples as well as greater inclusion of kānaka maoli in various aspects of the university.

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

Late Written Testimony Received

IV. REPORT OF THE PRESIDENT

A. Maui Fire Update

President Lassner acknowledged the support received by the university from the federal government, especially the United States Department of Education (USDOE), in its efforts to assist students and other individuals impacted by the Maui wildfires. He noted that, among other things, the university was informed about the availability of little-known opportunities for student and campus support, as well as the substantial flexibility afforded to institutions with regard to the provision of student financial aid during extraordinary situations, such as a natural disaster, that allows for more monetary assistance to be furnished to students than would be permitted under normal circumstances. He also announced the expansion of a scholarship offer made to all Lahainaluna High School seniors last month that would cover their tuition costs, fees, and supplies for the 2024-2025 academic year should they choose to attend, and were accepted for admittance by, any of the 10 campuses of the university system. Due to a generous philanthropic donation, the university will now be able to offer these scholarships for two-to-four years based upon the UH campus at which a student chooses to pursue their post-secondary education.

B. Broadband Project

The State of Hawai‘i is committed to strengthening Hawai‘i’s broadband infrastructure and programs by leveraging the substantial federal funding available through multiple Act of Congress. President Lassner presented historical information about this initiative; spoke about the importance of developing a reliable broadband infrastructure network throughout the state, an issue that was brought to the fore when Internet service had been lost for several days on some islands due to fiber cuts; and the need to ensure digital equity for all residents. He stated that discussions on how to develop broadband assets in Hawai‘i to maximize the impact of what was expected to be a once-in-a-generation monetary investment by the federal government in broadband infrastructure were initiated more than two years ago; and noted that the State has received a commitment of $115 million in new federal money from the United States Department of the Treasury (Treasury Department) via the Coronavirus Capital Projects Fund (CPF) to expand broadband access and to increase the capacity and reliability of existing infrastructure.

In August 2021, the university was designated to serve as the lead coordinator for all state broadband infrastructure efforts associated with multiple federal broadband
funding opportunities, including the CPF, to ensure that all Hawai‘i citizens have access to robust and reliable internet. As such, the university received planning funds from the State and, working together with State leadership and congressional delegation staff, crafted a plan for the use of CPF funds that was submitted to the federal government for review in 2022. The plan was subsequently vetted by the Treasury Department and received final approval in April 2023 with approximately $100 million being received by the university for various infrastructure projects.

President Lassner talked about some of the components of the approved plan including the construction of a new subsea interisland fiber system to provide long-term resiliency and support continued internet service to all residents across the state and investments in upgrading and delivering broadband service to all residents in low-income, State-owned, public housing facilities. He explained that the approved plan would be carried out through a public-private partnership, which offers the best opportunity to leverage federal funds and secure private investments; limits public investment to a one-time only cash outlay; ensures that there would be no future additional operations, maintenance, or capital liabilities for the State; and provides capacity to government and education. He also emphasized that the university’s role in the execution of this plan will be to monitor the progress of the selected private partner and helping to achieve collaboration with state and county agencies in the process of the private partner’s execution of the work and that the university will not be involved in constructing or operating the system. It was noted that the goal of completing work on this project is December 2026.

As is standard with all federal grants received by the university, the CPF funds received were service ordered to the Research Corporation of the University of Hawai‘i (RCUH), an entity that is not subject to the State Procurement Code and was created by the Legislature explicitly to help the university execute complex, federally-funded projects that are beyond the scope of what is normally done with State funding. A competitive Request for Proposal was published over the summer with multiple proposals being received by the August 31, 2023, submittal deadline. The proposals have since been analyzed and the university is now working with RCUH to finalize an initial contract with the highest ranked offeror for approximately $60 million. President Lassner assured regents that the university was not attempting to bypass the board on this matter. Rather, it was treating this project as it would any other extramurally funded project whereby the university executes a competitive procurement process under the auspices and authority of RCUH.

C. Other

UHH has been awarded a $6.6 million grant from the USDOE to lead a consortium that includes the University of Alaska Southeast, Lac Courte Oreilles Ojibwe University in Wisconsin, and UHH’s Ka Haka ‘Ula O Ke‘elikōlani College of Hawaiian Language to establish a first-of-its-kind National Native American Language Resource Center over the next five years that will be focused on indigenous language revitalization and will position UHH as the national leader in this subject matter area.
A $10.9 million grant from the National Institutes of Health was awarded to UHM for the establishment of a new Pacific Center for Genome Research that will focus on the state’s diverse population and gain a better understanding of diseases that disproportionately impact Native Hawaiians, Asian Americans, and other racial and ethnic groups.

Vice-Chair Wilson requested that the administration provide regents with updates on the progress being made with respect to the broadband project as appropriate noting the importance of this initiative not only to the university but to the State of Hawai‘i. President Lassner replied that the administration can work with board leadership in determining how best to keep regents informed about this issue.

D. Kaua‘i Community College Report

Interim Chancellor Sanchez reviewed KauCC’s fall-to-fall enrollment statistics highlighting that overall headcount enrollment has remained relatively steady over the past three years; provided an overview of student population demographics stating that large percentages of individuals attending KauCC are degree seeking, between the ages of 17 and 24, female, of Filipino and Native Hawaiian or Part-Hawaiian ethnicity, and attend college part-time; spoke about the number of students taking part in KauCC’s early college program, as well as the educational benefits of these programs, noting that high school students who take early college courses are far more likely to further their pursuit of a post-secondary education; and reviewed data trends related to several of UHCC’s student outcome performance measures pointing out increases in the number of degrees and certificates awarded to Native Hawaiian and Pell Grant students. She also touched upon some of the unique characteristics of KauCC’s campus and educational programming that distinguish it from other community college campuses such as the Wai‘ale‘ale Program and Kipaipai Program, both of which provide student support systems and avenues for student success and were the first such programs in the community college system; went over some of KauCC’s efforts to improve upon the institution’s connection with the community it serves through the development of relevant academic programming and innovative career and technical education (CTE) training initiatives that are aligned with workforce needs; elaborated on programs and activities that were designed to establish a sense of place and build a vibrant campus community; and talked about the relationships of the aforementioned activities to the imperatives contained within the university’s 2023-2029 Strategic Plan.

Vice-Chair Wilson asked about the impacts, if any, that insufficient resources or lack of demand has on educational programming at KauCC. Interim Chancellor Sanchez replied that, in general, the community colleges are seeking to increase the sharing of resources. As an example, she noted that students interested in becoming Emergency Medical Technicians (EMTs) can enroll in, and take courses, from Kapi‘olani Community College, where the EMT program is located, while maintaining KauCC as their home campus. Although KauCC does occasionally experience resource issues, particularly with respect to CTE programs, it is looking into ways of addressing this matter.

Noting the importance of bees to the global ecosystem, Regent Abercrombie requested further information on KauCC’s apiary project. Interim Chancellor Sanchez
stated that KauCC’s apiary project conducts research on bees and offers a series of non-credit courses about this subject matter that the community can enroll in. She also directed regents to a link included within KauCC’s presentation materials that led to a video describing the apiary program and the work it is conducting. Regent Abercrombie asked if he could be provided with a brief, written report on the plans for, and activities of, KauCC’s apiary, along with its resource needs. Interim Chancellor Sanchez replied that such a report would be provided.

Citing figures related to KauCC’s home-based student population, Regent Tochiki inquired about the number of students that were taking on-campus, in-person courses as opposed to taking online classes and questioned whether any trends on this issue were being experienced. Interim Chancellor Sanchez responded that approximately 63 percent of students enrolled at KauCC are taking at least one in-person or hybrid course, which conducts a certain percentage of the class via an in-person format. While the majority of students prefer online courses, surveys have shown that a significant number of students still want to take in-person classes and maintain a physical connection with the campus and its available resources.

Regent Tochiki asked about the status of repairs to KauCC’s Performing Arts Center. Interim Chancellor Sanchez stated that repairs to the Performing Arts Center were scheduled to be completed by the end of October.

Regent Abercrombie queried whether KauCC had fulfilled its goals for the use of solar energy to meet campus electricity needs. He also asked if KauCC had undertaken any efforts to utilize hydroelectric power generation for this purpose. Interim Chancellor Sanchez replied that the power currently generated by KauCC’s photovoltaic (PV) facility is sufficient to meet approximately 35 percent of campus electricity needs. She also stated that the Legislature has appropriated funding for a parking facility PV project on campus that will increase energy production so that about 90 percent of the campus’s electricity needs will be met through the use of solar energy. With respect to the use of hydroelectric power as a renewable energy resource, KauCC does have a small experimental hydroelectric system on campus that is mainly used for coursework on this subject and only generates a minimal amount of electricity, about enough to power a laptop computer. Regent Abercrombie inquired if KauCC was collaborating with the Kaua’i Island Utility Cooperative (KIUC) on renewable energy efforts and whether funding for the parking facility PV project has been released. Interim Chancellor Sanchez stated that she was not aware of any collaboration occurring with KIUC and that it was her understanding that funds for the parking facility PV project would be released soon. Regent Abercrombie requested that KauCC provide follow-up to him on these matters. Interim Chancellor Sanchez noted Regent Abercrombie’s request.

Regent Mawae remarked that the provision of comparative data on the number of students enrolled in CTE courses at KauCC who immediately enter the workforce and those who continue to pursue higher education would be beneficial to regents. Interim Chancellor Sanchez replied that this data is collected and can be supplied to regents. She also stated that, in general, KauCC’s CTE students are often immediately employed due to the large workforce need on Kaua’i.
Referencing the resolution submitted by the Mānoa Faculty Senate, Regent Abercrombie questioned whether this would have an impact on the administration’s plan to present its final recommendations for policy amendments related to the faculty classification system to the board in November. He also stated that, for the record, he opposed the position taken by the Mānoa Faculty Senate as noted in the resolution. President Lassner replied that the administration continues to anticipate returning to the board in November with its suggested policy amendments.

V. COMMITTEE AND AFFILIATE REPORTS

A. Report from the Committee on Institutional Success

B. Report from the Committee on Student Success

C. Report from the Committee on Governance

D. Report from the Committee on Independent Audit

E. Affiliate Reports

1. Career and Technical Education Coordinating Advisory Council (CTECAC)

Chair Nahale-a referred regents to the respective standing committee reports from the October 5, 2023, committee meetings, as well as the CTECAC affiliate report, which were contained in the materials packet.

Regent Abercrombie stated that he had received information from the administration about a query raised during the Committee on Institutional Success (IS Committee) meeting regarding extramural funding for the Academy of Creative Media: School of Cinematic Arts (ACM:SCA) at UHM and sought clarification on the data provided including whether or not funds had been distributed to SCA and other programs associated with the ACM. VP Syrmos clarified that funding for ACM consisted of general funds and not extramural funds. He also stated that this funding has been allocated to individual campuses for further distribution to appropriate programs. Robust discussions took place between Regent Abercrombie and VP Syrmos regarding the type and amount of funds received, oversight over the allocation of these funds, and the methodology used to distribute these funds.

Chair Nahale-a opined that the funding issues being discussed were related to a personal request made by Regent Abercrombie and were not germane to the abovementioned committee or affiliate reports. As such, he suggested that Regent Abercrombie confer with the administration about this matter at a later date. In the alternative, if there was a desire to further delve into this topic it would be more appropriate to request that this item be placed on a future committee agenda.

President Lassner offered to organize a meeting with Regent Abercrombie and any other regent interested in examining the SCA and ACM programs in relation to the wide range of questions being posed about these programs. Regent Abercrombie replied that the issues he is raising impact the university on an institutional level and requested
that the IS Committee place this topic on the agenda for its next meeting. Vice-Chair Lee, who serves as the Chair of the IS Committee, agreed to this request.

VI. AGENDA ITEMS

A. Consent Agenda

1. Approval of the University of Hawai‘i Kapi‘olani Community College (KapCC) and Leeward Community College (LeeCC) Mission Statements

Regent Haning moved to approve the consent agenda, seconded by Vice-Chair Wilson, and the motion carried with all members present voting in the affirmative.

B. Appointment of a Permitted Interaction Group (PIG) to Investigate and Make Recommendations Regarding the Presidential Selection Process pursuant to Section 92-2.5(b), Hawai‘i Revised Statutes (HRS)

Chair Nahale-a explained that, in order to properly establish a PIG under Section 92-2.5(b), HRS, the board must determine the scope of the work to be done by the PIG as well as its membership, and referenced enlightening deliberations related to the establishment of a presidential selection process PIG that took place among regents at the October 5, 2023, meeting of the Committee on Governance (Governance Committee). Taking into consideration the dialogue that occurred at the Governance Committee meeting, he stated that consensus appeared to have been reached on the scope of the PIG which, as laid out in his September 29, 2023, memorandum to Governance Committee Chair Laurel Loo, was to investigate and recommend a well-articulated presidential selection process to the full board. He also spoke about the need to develop an open, clear, and transparent process for the selection of a new university president.

Regent Akitake asked whether consideration was given to charging the PIG with the task of selecting the next university president rather than simply making a recommendation to the board about the presidential selection process. Chair Nahale-a replied that the scope of the PIG delineated in the previously noted memorandum does not encompass the task of selecting the next president of the university and emphasized that the objective of the PIG, as proposed, would be to recommend a process for the selection of a new leader for the university to the full board. The full board would then be tasked with deciding whether or not to approve the PIG’s recommendation.

Since there appeared to be questions about the scope of the PIG in addition to concerns with the membership of the PIG that were verbalized at the Governance Committee meeting, Chair Nahale-a put forth a process that he believed was the most democratic means for the board to determine the scope and membership of the PIG.

Vice-Chair Lee questioned whether the PIG would determine, among other things, membership of any established presidential selection committee and the use of a third-party consultant to assist in the search for a president. Chair Nahale-a reiterated that the PIG would be making a recommendation on the process for the selection of the new president stating that the issues mentioned by Vice-Chair Lee were things that the PIG
could consider, discuss, and ultimately include in its proposed recommendation to the board.

Conversations took place on the task presently before the board with Chair Nahale-a remarking that the first order of business would be to define the scope of the PIG which would then be followed by a determination of the PIG’s membership. He also spoke about past practices used by the board to establish a PIG.

Regent Higaki remarked that the decisions on PIG membership and the scope of the PIG should be bifurcated and moved that the choosing of PIG members be taken up first. The motion was seconded by Vice-Chair Wilson.

Regent Tochiki stated that she disagreed with the motion and provided her rationale for taking this position. Given the currently proposed intent of the PIG, she expressed her belief that it would be more sensible to determine the entity’s scope prior to deciding its membership.

Regent Higaki agreed with Regent Tochiki and withdrew his previous motion. Vice-Chair Wilson withdrew his second of the motion.

Robust deliberations ensued on the proposed and potential scope of the presidential selection process PIG; the purposes for creating this PIG; the roles of the PIG and the board with respect to the actual selection of the next university leader; the limitations placed upon the board and the PIG by Hawai‘i’s open meetings law, more commonly referred to as the Sunshine Law; the work that would be performed by the PIG; the compressed timeline for completion of the PIG’s task; the timeframe for the selection of a new university president; and the possibility of establishing a presidential selection PIG in lieu of a presidential selection process PIG, or at a minimum, including presidential selection process PIG members on a selection committee.

VP Okinaga noted that the title of Agenda Item IV.B., and informed the board that they would need to determine if they could, at this meeting, establish a presidential selection PIG instead of a PIG to investigate and make recommendations regarding the presidential selection process.

In light of the ongoing discourse, Chair Nahale-a recommended that a formal motion about the scope of the PIG be made to serve as a starting point for further discussions.

Regent Tochiki moved to create a PIG for the purpose of investigating and recommending a well-articulated presidential selection process to the full board as noted in the September 29, 2023, memorandum from Chair Nahale-a to Governance Committee Chair Loo with the understanding that a decision on PIG membership would be made via a separate action. Vice-Chair Wilson seconded this motion.

Vigorous debate occurred on Regent Tochiki’s motion. While several regents expressed their support for the establishment of a presidential selection process PIG stating that, in their opinion, the creation of a PIG for this purpose would allow for the development of an open, clear, and transparent process for the selection of a new university president in the most efficient, urgent, timely, and thoughtful manner as
possible, other regents advocated for the establishment of a presidential selection committee PIG holding forth that this would eliminate redundancy, shorten the timeframe for selecting a new university president, and provide a greater opportunity for regents to be involved in the selection of the next leader of the university. Additionally, regents questioned and discussed the applicability of Hawai‘i’s Sunshine Law to the presidential process selection PIG, as well as a presidential selection committee or commission should one be formed.

Chair Nahale-a reminded regents that, regardless of what path is chosen with respect to the PIG, all 11 members of the board will have a say in, and ultimately be responsible for, choosing the next university president.

Regent Loo called for the question which was seconded by Vice-Chair Wilson.

Vice-Chair Lee questioned whether the scope of the selection process PIG could be amended at this point. Chair Nahale-a explained that there was a call for the question on Regent Tochiki’s motion. As such, a vote would be taken on that motion. However, he also stated that regents were free to vote against the recommendation. If the motion failed, regents would then be able to suggest changes to the scope of the PIG’s work.

There having been a motion that was moved and seconded, and with a call for the question being made and seconded, a roll call vote was conducted, and the motion carried with Regent Mawae voting no and all other members present voting in the affirmative.

Chair Nahale-a announced that, with the PIG and its scope now established, the next order of business would be to discuss and decide upon the group’s membership.

Given that the scope of the PIG was established, Vice-Chair Lee asked if now would be the time to request an amendment to this scope. Chair Nahale-a replied that the scope of the PIG had already been determined by the vote that was just taken. Should regents want to amend the scope of the PIG, a motion to reconsider the board’s previous action would need to be made by a regent that voted in favor of the original motion.

Regent Abercrombie moved to reconsider the previous motion which was seconded by Regent Akitake.

Discussions ensued on the motion to reconsider the previously approved motion that a PIG be created for the purpose of investigating and recommending a well-articulated presidential selection process to the full board.

There having been a motion for reconsideration made and seconded, a roll call vote was taken, and the motion failed with Chair Nahale-a, Vice-Chair Wilson, Regent Haning, Regent Higaki, Regent Paloma, and Regent Tochiki voting no and Vice-Chair Lee, Regent Abercrombie, Regent Akitake, Regent Loo, and Regent Mawae voting in the affirmative.
Chair Nahale-a stated that, with the motion to reconsider having failed, the scope of the PIG would remain as originally articulated and approved but emphasized that none of the points made in the deliberations on this matter have been lost and can still be addressed by the PIG. He remarked that the matter of deciding upon the group’s membership would now be taken up and suggested a membership determination process that entailed first ascertaining who wanted to serve on the PIG. Should more than five regents desire to serve, a vote would be taken to determine which regents would be recommended for appointment to the PIG. Chair Nahale-a then asked regents whether or not they were interested in being considered for appointment to the PIG. All 11 regents, inclusive of the Chair, responded in the affirmative.

Regent Abercrombie sought clarification as to whether the membership of the PIG, as proposed in Chair Nahale-a’s memo to Governance Committee Chair Loo, was being taken up at this time. Chair Nahale-a replied that the process for selecting PIG membership that he was currently proposing was an alternative to the suggestion contained within the aforementioned memorandum.

Regent Higaki suggested that the voting on PIG membership commence. With no objections being raised to Regent Higaki’s suggestion, Chair Nahale-a announced that voting would begin stating that no more than five regents could be selected to serve on the PIG pursuant to Section 92-2.5(b), HRS.

Ballots were distributed to regents, collected, and tallied. Chair Nahale-a announced that Regent Higaki, Regent Lee, and Regent Loo had received the most votes to serve on the PIG and that a three-way tie existed among Regent Akitake, Regent Paloma, and Regent Tochiki for the remaining two slots.

Ballots were once again distributed with Chair Nahale-a remarking that regents should only vote for two of the remaining three regents. The ballots were collected and tallied. Chair Nahale-a announced that Regent Paloma had received the most votes to serve on the PIG during this round of balloting and that Regent Akitake and Regent Tochiki received an equal number of votes.

A third round of balloting commenced with Chair Nahale-a reminding regents that they should only be casting a vote for either Regent Akitake or Regent Tochiki. The ballots were collected and tallied. Chair Nahale-a announced that Regent Akitake had received the most votes to fill the final position on the PIG.

Chair Nahale-a asked if there was a motion to formally appoint the five regents selected by ballot to the PIG.

Vice-Chair Wilson moved to appoint Vice-Chair Lee, Regent Akitake, Regent Higaki, Regent Loo, and Regent Paloma to the PIG, seconded by Regent Mawae, and the motion carried with all members present voting in the affirmative.

Chair Nahale-a expressed his appreciation to regents for their willingness to serve on the PIG, stated that he was in support of the diverse group of individuals appointed, and wished them well in their endeavor.
C. University of Hawai‘i System Strategic Plan 2023-2029 Student Success Imperative Update

Chair Nahale-a announced that this item would be deferred to the next board meeting due to time constraints.

VII. EXECUTIVE SESSION (closed to the public)

Regent Loo moved to convene into executive session, seconded by Regent Mawae, and with all 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), HRS, and 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.

The meeting recessed at 12:37 p.m.

Chair Nahale-a called the meeting back to order at 2:30 p.m. and announced that the board met in executive session to discuss only one of the matters as stated on the agenda.

VIII. AGENDA ITEMS (Continued)

A. Evaluation of the President

Chair Nahale-a remarked that the board has completed its evaluation of the President. A statement summarizing the President’s evaluation is currently being drafted and will be issued by the board at its next meeting.

IX. ANNOUNCEMENTS

Chair Nahale-a announced that the next board meeting was scheduled for November 16, 2023, at Windward Community College.

X. ADJOURNMENT

There being no further business, Chair Nahale-a adjourned the meeting at 2:34 p.m.

Respectfully Submitted,

Yvonne Lau
Executive Administrator and Secretary
of the Board of Regents
Item IV.

Report of the President

A-B

NO MATERIALS

ORAL REPORT
Item IV.C.

WinCC
Campus Report

MATERIALS
Windward Community College

University of Hawai‘i Board of Regents Meeting

November 16, 2023
Who We Are

For 50 years, WCC has been dedicated to the advancement of the people of Hawai‘i. We strive to live and teach the values of:

- **Ka lama kū o ka na‘auao**—Creating meaningful curricula and diverse learning experiences.
- ‘**A‘ohe hana nui ke alu ‘ia**—Working collaboratively and inclusively.
- **He pūnāwai kahe wale ke aloha**—Serving and supporting with aloha.
- **Kūlia i ka nu‘u**—Striving for excellence.
- **He ali‘i ka ‘āina, he kauwā ke kanaka**—Caring for Hawai‘i and the planet.
Windward CC Demographics

Enrollment

<table>
<thead>
<tr>
<th>Five Year Average % NH</th>
</tr>
</thead>
<tbody>
<tr>
<td>42%</td>
</tr>
</tbody>
</table>

Fall Headcount Enrollment

- Fall 2019: 2,526
- Fall 2020: 2,299
- Fall 2021: 2,386
- Fall 2022: 2,384
- Fall 2023: 2,743
Windward CC
Demographics

Enrollment

Fall Headcount by Enrollment Type

- Home Based, Degree Seeking
- Home-Based Elsewhere
- Early Admit
- Unclassified

Fall 2019: 1,108, 719, 519, 174
Fall 2020: 1,089, 749, 335, 126
Fall 2021: 1,028, 797, 407, 154
Fall 2022: 1,009, 722, 464, 189
Fall 2023: 1,109, 851, 624, 159
Windward CC
Demographics

Where do first-time freshman from Windward area high schools attend college?

60% Windward CC
Together
We Impact
Hawaiʻi

Enlightening Koʻolau and Beyond
Impacting Community

Enlightening Ko’olau and Beyond
Windward CC Demographics

Early Admit Enrollment

Five Year Average GPA for Early Admit Students

3.22
Connecting with High Schools

Early College, Application Days, Senior Bash
Windward CC Demographics

Largest freshmen class in 13 years!

% Native Hawaiian (5 Year Average)

51%
Hoʻolei Scholarships and Jobs

College is possible for Koʻolau region high school graduates
Mental Health Technician

- Win-Win with Hawai‘i State Hospital
- 35 graduates already!

Local workforce development
Impacting Region

Enlightening Koʻolau and Beyond
Pu‘uhonua Program

Changing lives of incarcerated students
Kiaʻi Loko Limu Center

$3.5M grant

Research in collaboration with community partners
Impacting the State

Enlightening Ko’olau and Beyond
Workforce Development

- $27K Workforce training grant for Arborists at Kalaupapa NHP
- 2023: $131K Good Jobs Hawaii tuition for students in academics
- FY23: GJH funding for 222 credit and noncredit students

Bringing resources to students
Hawaiʻi Conservatory

- World-class training
- Study abroad
- ACM talent school

Workforce education in the performing arts
Windward CC
Demographics

VET TECH: Serving our state

Vet Tech and Vet Assisting Majors by Area of Residence

- WCC zip code
- Out of Region

- Fall 2019: 23 (55), 78
- Fall 2020: 21 (91), 77
- Fall 2021: 26 (82), 77
- Fall 2022: 20 (82), 77
- Fall 2023: 24 (82), 77
Veterinary Technology

Serving our region and our state through innovation
Impacts Beyond Hawai‘i

Enlightening Ko‘olau and Beyond
Data that excites us!

Windward CC Demographics

Hawaiian Studies enrollment and completion

Hawaiian Studies Majors In Region and Out of Region

Number of Hawaiian Studies Degrees Earned

- In Region
- Out of Region

- Non-Native Hawaiian Students
- Native Hawaiian Students
Kaʻohekani & Hawaiʻiloa

Serving our state nationwide through innovation
Mahalo from the Windward CC ‘ohana!
Mahalo!
Chair Loo provided the rationale for the committee’s review and discussion of each imperative contained within the University of Hawai‘i System Strategic Plan 2023-2029 (Strategic Plan) highlighting a lack of familiarity with the overall Strategic Plan and its imperatives among regents who were relatively new members of the board. She spoke about the purpose of this exercise, which was for regents to conduct in-depth discussions on each imperative and reaffirm the board’s commitment to these imperatives or propose changes to them; asked more seasoned regents to share their thoughts about and provide insight on the development of the Strategic Plan and its imperatives; went over the goal and objectives of the imperative to Develop Successful Students for a Better Future, as well as the metrics being used to evaluate achievement of its objectives; and invited input from regents on this matter.

Conversations took place on various aspects of the Strategic Plan imperative.
Summary of November 2, 2023 Meeting

Della Teraoka, Interim Vice President for Community Colleges, provided an overview of the request to grant established status to the ASCM degree programs at HawCC, KauCC, and UHMC, noting that each was granted provisional status in 2016. She spoke about some of the specific benefits and unique attributes of these programs; indicated that this request was unusual because it involved conferring established status to degree programs on multiple campuses; discussed the Academy for Creative Media’s (ACM) vision for the development of a systemwide creative media studies program that would be offered at each of the university’s ten campuses and span the entire higher education spectrum from certificates to doctoral degrees; stated that HawCC, KauCC, and UHMC were the final three campuses seeking to obtain established status for their ACM related academic programs; and talked about the growth of the creative media industry in Hawai‘i along with its ever-increasing workforce demands.

Chris Lee, ACM Founder and Director, provided historical context to the establishment of the university’s ACM System approximately 20 years ago; pointed out the existence of collaborative articulations among currently established ACM programs throughout the university system; and went over some of the successes experienced by ACM program graduates.

Robust conversations occurred on the functions of the ACM System relative to the campus and university administration with respect to oversight of the various campus ACM programs with several regents expressing their support for the various ACM degree programs across the university system.

Action: The committee voted to recommend board approval to grant established status to the ASCM degree programs at HawCC, KauCC, and UHMC.
**Agenda Items:**

A. Fiscal Year (FY) 2023-2024 First Quarter UBS Legacy Endowment Fund (Fund) Investment Performance Report

UBS representatives provided a report on the investment performance of the Fund, which continues to outperform asset category benchmarks established within Regents Policy (RP) 8.207 for calendar year 2023, particularly in regard to United States equities. Tactical moves initiated with respect to management of the Fund’s portfolio since the beginning of the current fiscal year, the impacts of current economic conditions on the Fund’s performance, and the use of a portion of the cash raised at the end of the 2021 calendar year were also reviewed.

B. Presentation on UH Mānoa Student Housing and KMH LLC Work Plan

Jan Gouveia, Vice-President (VP) for Administration, provided an overview of the University of Hawai‘i at Mānoa (UHM) Student Housing Services (UHMSHS) pointing out that it operates as a special fund program and, as such, is expected to be financially self-sustaining, generating sufficient revenues to cover operational expenses as well as capital investments. She reviewed the current and former organizational hierarchy of UHMSHS; spoke about the various on-campus residence halls, which include 21 facilities that encompass more than one-million gross square feet of space; discussed data related to UHMSHS including bed rates, revenues, and expenditures for FY 2023; highlighted some of the complexity involved with operating and maintaining a university residential facility; and discussed some of the challenges facing residence hall operations, such as the provision of custodial services. She also noted the concerted effort by UHMSMS, under its new organizational structure, to address student housing related issues using a more holistic approach.

Robust conversations occurred on various aspects of student housing at UHM, including, among other things, repair and maintenance issues and the provision of custodial services, with several regents requesting that additional time be allotted at another committee meeting to discuss these matters further.

C. Recommend Board Approval Items:

1. Fiscal Years Biennium (FYB) 2023-25, Supplemental Operating Budget Request for the University of Hawai‘i (UH) to be submitted to the Governor and the State Legislature

Kalbert Young, VP for Budget and Finance/Chief Financial Officer, presented the FYB 2023-2025 supplemental operating budget request for the university that will be submitted to the Governor and Legislature upon approval by the board. He briefly discussed the process for developing the supplemental budget request; talked about some of the items that are taken into consideration when creating the budget; reviewed the current outlook for, along with risks and uncertainties related to, the State’s General Fund (GF), which is a large source of funding for the university; and stated that the total supplemental operating budget request for FY 2024-2025 includes roughly $56 million in additions to the university’s base budget. He also provided specifics on, and expounded upon the justification for, a number of items within the administration’s supplemental operating budget request.
Discussions ensued on several aspects of the university’s FYB 2023-2025 supplemental operating budget request.

**Action:** The committee recommended board approval of the university’s FYB 2023-2025 supplemental operating budget request.

2. **FYB 2023-25, Supplemental Capital Improvement Projects (CIP) Budget Request for UH to be submitted to the Governor and the State Legislature.**

3. **6-Year CIP Plan Update**

   VP Gouveia provided a synopsis of the university’s FYB 2023-2025 supplemental CIP budget request noting that a total of $211.5 million in CIP funding was being requested for the FYB and included $122.3 million in RIM project funding. She also talked about the amount of fiscal resources needed to address preventative maintenance issues in addition to the university’s deferred maintenance (DM) backlog; briefly mentioned previous RIM appropriations made by the Legislature relative to the university’s funding request; highlighted some of UHM’s priority CIP projects; remarked that UHM’s RIM funding request did not include money for student housing projects but stated that the supplemental CIP budget request could be amended to include the addition of such funding; and presented an alternative to changing the supplemental CIP budget request that may address some of the more pressing needs for UHM student housing facilities, although she cautioned that doing so would impact funding for other UHM RIM projects and the administration’s efforts to diminish the university’s DM backlog.

   Conversations took place on the UHM’s RIM funding request and the need for the board to support the provision of additional RIM funding for UH to contend not only with the DM backlog but also with basic facility upkeep.

   **Action:** The committee recommended board approval of the university’s FYB 2023-2025 supplemental CIP budget request with the addition of $40 million in RIM funding for student housing and $80 million in RIM funding for renovations to the Hale Noe‘lani residence hall.

D. **Presentation on Academy for Creative Media (ACM) System Background and Funding to Campus ACM Programs**

E. **FY 2024 First Quarter Financial Report**

F. **FY 2023-2024 First Quarter CIP Status Report**

G. **University Land-Related Strategic Initiatives and Partnerships Program FY 2023-2024 First Quarter Update**

   Due to time constraints, Agenda Items D, E, F, and G were deferred.
Date of Affiliate Meeting: September 22, 2023

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

- Connection between the UH Budget and the UH Strategic Plan
- Update on the Maui Fires and UH’s role in providing support to mitigating the impact of the disaster
- President Lassner’s Retirement
- SCR 201
- Change in BOR Structure and Focus

Summary of Discussions:

President’s Lassner’s presentation to the BOR regarding

- the importance of the UH Budget facilitating the achievement of the UH strategic plan and that the Budget forecast is for revenues to decrease slightly
- the support and support currently being provided UH Maui College and other parts of the UH Ohana
- His plan to retire in 2024

BOR Vice Chair Wilson and newly appointed Regent Abercrombie spoke to the issue of the re-focus for the campus presentations at the BOR meetings and the desire of the Board leadership to encourage and see how the UH Ohana (campuses and activities) meet and support their geographical area’s needs (Example: UH Hilo and Hawaii Community College, and even other UH facilities based on Hawaii Island such as IFA and CTAHR).

In regards to the status of the SCR 201 initiative as previously reported by VP Halbert and her team, Regents Abercrombie and Wilson listened to the Faculty’s concerns about the current status and strongly encouraged the faculty to work with the Administration to resolve the unresolved issues so that this can move forward to the BOR for action.

Actions Taken:

BOR staff take action to work with campuses to change focus of meetings.

The UH units continue to provide support to the Maui Fire Recovery efforts as requested.

Future Meetings: Friday November 17, 2023
Date of Affiliate Meeting: November 7, 2023

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

- Kahu Kū Mauna considering updates to its policies
- Updates on working group with Maunakea Stewardship Oversight Authority (MKSOA)
- Updates on Center for Maunakea Stewardship (CMS) efforts to inventory assets, liabilities, and entitlements in preparation for eventual transfer of responsibilities to MKSOA
- Briefings to visiting legislative committees
- Board of Land and Natural Resources hearing on condition 4 of TMT CDUP
- RCUH team award to CMS Rangers
- Update on CMS natural resources management
- Update on CMS education and outreach programs

Summary of Discussions: The MKMB met at their regularly scheduled monthly meeting and discussed an array of issues related to appropriately managing the Maunakea lands under the control of the University of Hawai‘i. Besides briefings on normal operational matters, MKMB continued discussions related to “joint management” of Maunakea with MKSOA pursuant to Act 255. Regent Nahale-a provided an update on his and Regent Higaki’s meetings with MKSOA representatives regarding creation of a joint working group to provide a forum to discuss joint management issues. The MKSOA will be considering the working group concept at its next meeting.

Actions Taken: Agenda items were for information only, and there were no action items.

Future Meetings: The next MKMB meeting is planned for December 5, 2023, at 5:00 p.m.
Puko’ a Council
Affiliate Report for November 16, 2023 Board of Regents Meeting

Date of Affiliate Meeting: September 29, 2023

Topics Covered: The following topics were covered at this meeting

- Introduction of Chair Alapaki Nahale-a to Puko’a Council Gathering (first in-person since pre-COVID days) and coalescing of the various campuses’ councils

Summary of Discussions:

- Interest in the hiring of the next UH President and if Puko’a Council will have an opportunity in the advisory capacity
- FTE: Advocacy of positions
- Continued Shared Governance
- Kuleana of the Board of Regents Liaison to/with Puko’a Council

Actions Taken:

Continue to have BoR Liaison continue with Puko’a Council meetings. List of all campus councils and meeting schedules shared.

Separately, Regent Paloma was briefed on the Hawaii Papa O Ke Ao and future date to share with Puko’a Council as discussion.

Future Meetings:

Continued Puko’a Council meetings and communication. Continued discussion with Hawaii Papa O Ke Ao.
Research Corporation of the University of Hawai‘i (RCUH)  
Affiliate Report for the November 16, 2023 Board of Regents Meeting

**Date of Affiliate Meeting:** 0900-1100 hrs., Tuesday, September 19, 2023, RCUH Board of Directors.

**Topics Covered:** Research Corporation of the University of Hawaii (RCUH) is the research development and management enterprise affiliated with the University of Hawai‘i System. Its governing Board of Directors is supported by a compensated operational staff headed up by Leonard R. Gouveia, Jr., Executive Director. The 8-member Board includes two sitting Regents, Ernest Wilson and William Haning. The stated mission of the RCUH is: *To support and enhance research, development, and training in Hawai‘i, with a focus on the University of Hawai‘i.* The newly-elected Chair of the Board is Mr. Ken Hayashida. Also seated on the Board *ex officio* is the UH Vice-President for Research and Innovation, Vassilis Syrmos.

**Summary of Discussions:** The Board met to complete the process of Chair election and to discuss the elements of the 2022 RCUH report (2022 RCUH Annual Report). Briefly considered, RCUH manages a portfolio of approximately $300M, of which approximately 80% is in extramural projects. Discussion at this meeting centered on new project developments, on the continuing Internal (joint UH-RCUH operating) Agreement, and on the financial statements (audited report: [https://www.rcuh.com/rcuh-fy2022-audit/](https://www.rcuh.com/rcuh-fy2022-audit/)).

The meeting agenda was posted in advance; discussion did not deviate from the agenda ([RCUH Board of Directors Materials - September 19, 2023](#)). Minutes are pending and will be posted, on completion, at www.rcuh.com.

**Process:** Conventional, open meeting, closed for personnel matters, governed by Robert’s Rules, duration 2 hours.

**Actions Taken:** [Board Meeting Materials – RCUH](#)

**Future Meetings:** 05 December 2023
UCERA dba University Health Partners of Hawai‘i
Affiliate Report for the November 16, 2023 Board of Regents Meeting

Dates of Affiliate Meetings:
1) Friday, September 01 and Saturday, September 02, 2023: Strategic Planning session.
2) Executive Committee Wednesday 06 September.
3) Finance Committee Monday 18 September and 16 October 2023

Topics Covered: University Clinical, Educational, & Research Associates dba University Health Partners of Hawai‘i (UHP) is most briefly described as the faculty practice plan of the John A. Burns School of Medicine, JABSOM; and by virtue of the composition of the Board of Directors, of the University’s clinical health professions programs, at large. Over time, UHP has evolved to include activities from other UH health professions schools or units to include but not limited to School of Nursing, Department of Education, and others noted below.*

To reiterate, the strategic planning retreat occupied two half-days at the beginning of September with the intent of reviewing and proposing to update the core business plan of the organization, given the 2021 tripartite affiliation agreements that resulted in the integration of JABSOM’s large clinical departments into one of two academically affiliated faculty practice plans at the Queen’s Health Systems and Hawai‘i Pacific Health. *Participants included the Board of Directors, UHP central administration managers, and key executives (who are also Board members) from JABSOM, the Nancy Atmospera-Walch School of Nursing, the Daniel K. Inouye College of Pharmacy, the Clint Spencer Clinic (HIV), and a representative from the UH Cancer Center, approximately 25 persons.

Summary of Discussions: Much of the discussion and action taking place in Board of Directors, Executive Council, and Finance Council meetings subsequent to the retreat of September 1-2 constituted an extended processing of the retreat data, the budget, and the Strategic Plan.

Process: As of this writing, there are no published or distributed minutes of the routine council meetings. A report from UHP summarizing the September retreat and planned actions is anticipated.

Actions Taken: As previously documented in reviewing the program retreat, the collective conscience of the retreat will be summarized and presented to the Annual Meeting 29 October. This will center around more fully articulating UHP’s value proposition to key stakeholders at UH and the broader healthcare sector, including the emerging UH Health Sciences Institute, and achieving a financial condition that promotes sustainable operations.

Future Meetings: The Annual meeting of UHP/UCERA Board of Directors took place on Friday, September 29. The Strategic Plan was distributed and is separately provided. UHP Board meetings occur quarterly, with the option for ad hoc meetings if necessary. The next scheduled is 20 October 2023.
MEMORANDUM

TO: Alapaki Nahale-a  
    Chair, Board of Regents

    Laurie Tochiki  
    Chair, BOR Committee on Student Success

VIA: David Lassner 
    President

VIA: Debora Halbert 
    Vice President for Academic Strategy

VIA: Della Teraoka 
    Acting Vice President for Community Colleges

FROM: Susan Kazama 
    Interim Chancellor, Hawai‘i Community College

    Margaret Sanchez 
    Interim Chancellor, Kaua‘i Community College

    Lui Hokoana 
    Chancellor, University of Hawai‘i Maui College

SUBJECT: REQUEST BOARD OF REGENTS APPROVAL TO CHANGE THE ASSOCIATE OF SCIENCE DEGREE IN CREATIVE MEDIA FROM PROVISIONAL TO ESTABLISHED STATUS AT HAWAI‘I COMMUNITY COLLEGE, KAUAI COMMUNITY COLLEGE AND UNIVERSITY OF HAWAI‘I MAUI COLLEGE

SPECIFIC ACTION REQUESTED:

It is requested for Board of Regents approval to change the Associate of Science degree in Creative Media from provisional to established status at Hawai‘i Community College, Kaua‘i Community College, and University of Hawai‘i Maui College.
RECOMMENDED EFFECTIVE DATE:

Upon Board of Regents approval.

ADDITIONAL COST:

None.

PURPOSE:

The purpose of the Associate of Science (AS) in Creative Media degree program is to provide the first two years of a baccalaureate program in digital art and design and prepare students for transfer into baccalaureate degree programs at the University of Hawai‘i four-year institutions in other, broader fields serviced by skills in digital media. The AS in Creative Media also prepares students for transition directly into the workplace with the skill set necessary for gainful employment in the different fields of creative media (i.e., graphic design, web design, digital photography, and film and television, among other creative and social media).

BACKGROUND:

Board of Regents Policy, RP 5.201, III.B.2 states: "Each provisional program shall be reviewed at the end of its first full cycle. The 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."

In Spring 2016, the Board of Regents (BOR) granted Hawai‘i Community College, Kaua‘i Community College, and University of Hawai‘i Maui College provisional approval to begin offering the AS in Creative Media degree. These programs were patterned after similar degree programs at Honolulu, Kapi‘olani, and Leeward Community Colleges as part of the effort led by Chris Lee, the founder and Director of the System Academy for Creative Media, to ensure creative media programs were available at all ten University of Hawai‘i (UH) colleges and universities.

Currently, these Creative Media (AS) degrees accomplished the following across the three campuses:

- 159 declared majors;
- 54-179% enrollment growth (Significant programmatic enrollment growth at a time many programs have plateaued or declined in enrollment);
- 80 graduates; and
- 19 transfers to four-year UH campuses.
The Creative Media degree continues to gain student interest and experienced growth during and after the pandemic. Working collaboratively, these programs are delivering opportunities for students to move directly into the workforce and also to transfer into UH baccalaureate degree programs.

**ACTION RECOMMENDED:**

It is recommended that the Board of Regents change the Associate of Science degree in Creative Media from provisional to established status at Hawai‘i Community College, Kaua‘i Community College, and University of Hawai‘i Maui College.

Attachment:
Proposal to Request Established Status for the Provisional AS in Creative Media Degree

c. Executive Administrator and Secretary Board of Regents Yvonne Lau
Proposal to Request Established Status for the Provisional Creative Media (AS) Degree

November 2023
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary ..................................................................................</td>
<td>2</td>
</tr>
<tr>
<td>Objectives ............................................................................................</td>
<td>2</td>
</tr>
<tr>
<td>Purpose of the CMAS .............................................................................</td>
<td>2</td>
</tr>
<tr>
<td>Target ....................................................................................................</td>
<td>3</td>
</tr>
<tr>
<td>Program Student Learning Outcomes ..................................................</td>
<td>3</td>
</tr>
<tr>
<td><strong>Program Alignment to Mission and Strategic Plan</strong> ............................</td>
<td>2</td>
</tr>
<tr>
<td>Alignment with UH Mission ....................................................................</td>
<td>2</td>
</tr>
<tr>
<td>Strategic Plan Alignment .....................................................................</td>
<td>2</td>
</tr>
<tr>
<td><strong>Enrollment and Graduation: Anticipated and Actual</strong> ..........................</td>
<td>4</td>
</tr>
<tr>
<td>Meeting Industry and Community Needs .............................................</td>
<td>5</td>
</tr>
<tr>
<td><strong>Program Organization for Outcome Achievement</strong> ..............................</td>
<td>10</td>
</tr>
<tr>
<td>Hawai‘i Community College ....................................................................</td>
<td>10</td>
</tr>
<tr>
<td>Kaua‘i Community College ....................................................................</td>
<td>12</td>
</tr>
<tr>
<td>UH Maui College ...................................................................................</td>
<td>14</td>
</tr>
<tr>
<td><strong>Program Sustainability</strong> ..................................................................</td>
<td>19</td>
</tr>
<tr>
<td>Hawai‘i Community College ....................................................................</td>
<td>19</td>
</tr>
<tr>
<td>Kaua‘i Community College ....................................................................</td>
<td>19</td>
</tr>
<tr>
<td>UH Maui College ...................................................................................</td>
<td>20</td>
</tr>
<tr>
<td><strong>Student Learning and Student and Program Success</strong> ........................</td>
<td>22</td>
</tr>
<tr>
<td>Program Resources ................................................................................</td>
<td>22</td>
</tr>
<tr>
<td>Student Learning and Program Success .............................................</td>
<td>24</td>
</tr>
<tr>
<td><strong>Appendices</strong> ....................................................................................</td>
<td>25</td>
</tr>
</tbody>
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Executive Summary
Three community colleges, Hawai‘i Community College (Hawai‘i CC), Kaua‘i Community College (Kaua‘i CC), and University of Hawai‘i Maui College (UH Maui College), are proposing that their Creative Media (CM) Associate of Science (AS) degree programs (CMAS programs) are moved from Provisional to Established status. This action brings a successful conclusion to a Board of Regents’ Committee on Academic Affairs approved endeavor on January 15, 2004, to establish an Academy for Creative Media (ACM) that is, a globally competitive media studies program in Hawai‘i, with instructional programs that span the entire academic spectrum, from certificates to associate, baccalaureate, masters, and eventually doctoral degrees. The vision was for a system-wide endeavor for fostering a progressive and collaborative environment for students, faculty, campuses, and departments, while effectively interfacing with global academic, technology, and commercial economies. These programs are an integral part of that robust academic, industrial, and community framework for the sustainable, knowledge-based CM industry in Hawai‘i as set forth by the ACM, ensuring that Hawai‘i is no longer the only state in the nation without such an entity (Minutes of the Regents’ Committee on Academic Affairs; January 15, 2004).

Hawai‘i CC, Kaua‘i CC, and UH Maui College submitted a collaborative request for provisional approval on May 18, 2016, to the Board of Regents Committee on Academic and Students Affairs (Minutes of the Regents’ Committee on Academic and Student Affairs; May 18, 2016), and approval was granted at the June 2, 2016 Board of Regents meeting (Minutes of the Board of Regents Meeting; June 2, 2016).

Objectives
The objectives of the CMAS program are to provide students with an integrated understanding of Creative Media and its tools and how those tools relate to modern communication systems; planning, decision-making, and other media management functions; implementing and adapting to rapid technological change; ethical responsibilities and accountability; and both analytical and creative thinking.

Purpose of the CMAS
The CMAS is a 60-61 credit AS degree providing the first two years of a baccalaureate program in digital art and design and prepares students for study in broader fields serviced by those skills. Graduates are well-prepared with a broad set of transferable digital skills and knowledge directly applicable to a wide range of existing and emerging media disciplines. The CMAS prepares students for transition directly into the workplace with the skill set necessary for gainful and sustainable employment in various high-demand creative media fields or continued study and specialization at the baccalaureate level. In the 21st century, all graduates need to be digitally literate. CM is a broad term meant to encompass all the skills and capabilities with technology that are required in any field. This is not just about the media disciplines but the fact that any employer will be looking for graduates who are comfortable, if not native, with the use of media as a must. These skills are just as transferable and desired for hotels, restaurants, car dealerships, and fundamentally all businesses looking for employees who can be in-house videographers, social media directors, viral marketers, graphic designers, or understand how to work with the evolving technology. With its broad application, we posit that CM is now as vital as English, mathematics, sciences, and history.
Target
Admission into the CMAS program is open to all students. The target groups for this program are (1) students seeking sustainable, living wage employment in digital and creative media fields upon graduation and (2) students intending to transfer into a baccalaureate program in CM at UH Mānoa (UHM) or UH West O‘ahu (UHWO). All seven community colleges already have articulation agreements for either an online or in person Bachelor of Arts degree at UHWO. UHM has recently created a pathway for UH Maui Academy for Creative Media students to continue their four-year degree at the UHM ACM: School of Cinematic Arts (ACM: SCA).

Program Student Learning Outcomes
CMAS programs cultivate the following program student learning outcomes that similarly focus on using technology applications and equipment, practicing professionalism and technical skills through demonstrated application and mastery and communicating and collaborating effectively to generate professional creative media products.

Hawai‘i Community College Student Learning Outcomes:
1. Use technology effectively to create visual artworks.
2. Gather, analyze, and evaluate information visually.
3. Apply knowledge of aesthetics to the needs of the community.
4. Demonstrate professionalism with a digital portfolio.

Kaua‘i Community College Student Learning Outcomes:
1. Use design elements and principles to create professional creative media projects.
2. Skillfully and safely operate creative media equipment.
3. Demonstrate mastery-level skills using creative media software applications.
4. Practice professional, ethical, and legal principles.
5. Develop objectives for new projects and measure the effectiveness of completed projects.
6. Demonstrate exceptional interpersonal communication and collaborative skills.

UH Maui College Learning Outcomes:
1. Apply effective communication skills with peers and clients.
2. Demonstrate skills in professional use of creative media applications and equipment.
3. Describe ethical and legal aspects regarding the creation and use of media.
4. Produce media projects using critical thinking and basic design concepts.
Program Alignment to Mission and Strategic Plan

Alignment with UH Mission

These three CMAS programs align with the overall mission of the University of Hawai‘i (UH) by providing an affordable, flexible entry point to a highly technical, ever-developing area of study that offers graduates the opportunity to earn a sustainable, living wage in local and global economies. Therefore, the programs meet a state workforce need in a career that generates the potential for graduates to participate within, and positively impact the global community. The CMAS degrees simultaneously align with the UH Community Colleges (UHCC) mission by providing affordable, open access to postsecondary education with immediate employment opportunities and the ability to use the AS degree as a platform for career advancement through four-year transfer. Articulation agreements are in place with UHWO and are currently being reviewed by UHM. The programs deliver educational opportunities on-campus in small classes, addressing workforce and community needs in a high-demand, innovative field while providing graduates with a sustainable living wage. The Hawai‘i CC mission is supported by providing the knowledge and experience necessary for the pursuit of academic achievement and workforce readiness. The Kaua‘i CC mission is supported by empowering learners to enrich their community and world. The UH Maui College mission is supported by developing knowledge and skills in students while they pursue their academic and career goals and earn credentials in a degree that leads to living wage. Finally, there is a need for the state economy to pivot to technology and highly technical industries (Star Advertiser, January 26, 2021).

Strategic Plan Alignment

The CMAS programs are a part of the ACM System, participating in funding, technology, and articulation initiatives. The collaborative ACM program is part of the UH Board of Regents-approved ACM System, which currently supports 16 programs at all ten UH campuses and reports to the Office of the Vice President for Research and Innovation. Effective fall 2023, the ACM program at UHM has been renamed the ACM: School of Cinematic Arts (ACM: SCA). The CMAS degree aligns with the existing UHCC strategic direction, which emphasizes that UHCCs are an integral component of workforce development in the state and leaders in identifying workforce needs and developing and delivering training programs to enable students to gain employment. By leveraging UH’s existing CM assets and responsibly building complementary ones where needed, ACM System recognizes that content production in all its evolving forms — cinema, television, streaming, software, video games, animation, visual effects, immersive environments, augmented reality/virtual reality (AR/VR), eSports, smartphone applications, transmedia and social media production — offers Hawai‘i the best chance of diversifying our economy. Broadband connects us to the global economy in ways that ships and planes cannot. Generating creative intellectual property requires realizing the natural talent of our students; it does not require the importation of raw materials and the physical shipping of the finished product, vast tracks of land or resources that threaten our environment, or relocation to the continent for success.

Additionally, current UH CM programs and graduates drive the growth of Hawai‘i’s creative economy, the largest diversified sector of our otherwise tourism-based economy. Since the passage of the film credit in 2006, spending in Hawai‘i on TV/film productions has soared, with inflation-adjusted spending increasing by 116 percent between 2007 ($164.5 million) and 2019 ($355.6 million). This is much larger than the overall increase in Hawai‘i real gross domestic product over the same period, a modest 17
percent (Understanding the Role of the Hawaii Film/TV/Digital Production Tax Credit In Diversifying the Hawai’i Economy; Mak and La Croix, March 15, 2021).

The CMAS programs align with the following UH Strategic Plan 2023-2029 imperatives and goals:

**Imperative: Fulfill kuleana to Native Hawaiians and Hawai’i.**

- **Goal:** Model what it means to be an indigenous-serving and indigenous-centered institution: Native Hawaiians thrive, traditional Hawaiian values and knowledge are embraced, and UH scholarship and service advance all Native Hawaiians and Hawai’i.

- **Alignment:** Providing access and success for Native Hawaiian students to earn credentials in a field that leads to employment opportunities across Hawai’i, and provides skills for the application of multiple media through which Native Hawaiian students can communicate and share their language, culture, knowledge, and history for awareness, advocacy, and impact towards the betterment of Native Hawaiians. Native Hawaiian program majors ranged from 33-45 annually from 2019-2022.

**Imperative: Develop successful students for a better future.**

- **Goal:** Educate more students, empowering them to achieve their goals and contribute to a civil society.

- **Alignment:** Providing the opportunity for post-secondary education and embracing multiple modalities of instruction to meet student preferences, needs, and goals.

**Imperative: Meet Hawai‘i’s workforce needs of today and tomorrow.**

- **Goal:** Eliminate workforce shortages in Hawai‘i while preparing students for a future different than the present.

- **Alignment:** Preparing professionals to fulfill statewide needs in an essential technological and skill-based occupation, providing opportunities for upskilling, partnering with employers to better prepare and support students, and providing training in a career field that produces innovators and creates entrepreneurship opportunities.
**Enrollment and Graduation: Anticipated and Actual**

Dramatic increases in technology and a growing number of CM degree-offering programs make the field of CM more competitive. Employers expect applicants to possess an associate degree. Current economic conditions created an employers’ market in which many job seekers for entry-level positions already have a baccalaureate or master’s degree. The growing need to obtain higher levels of education is no less prevalent in CM than in other professions. The proposed CMAS programs are designed to be flexible enough to provide a solid foundation in digital media arts while simultaneously preparing students for successful entry into a four-year program. These programs also permit neighbor island students the opportunity to begin their CM education at home with an affordable, supportive option that minimizes financial burden and benefits students with family/community support. Table 1.1 shows recent enrollment trends for CM majors at the three colleges, and Table 1.2 shows performance data.

*Table 1.1. Projected enrollments and actual number of majors. Hawai‘i CC and Kaua‘i CC expect enrollments to be stabilized at 45 and 50 respectively while UH Maui College projects ongoing growth correlated with its higher online course delivery making the program accessible to more students outside of Maui island.*

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</thead>
<tbody>
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<tr>
<td>Projected Enrollment</td>
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<td>70</td>
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<td>45</td>
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<td>51</td>
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<td>33</td>
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<tr>
<td><strong>Kaua‘i CC</strong></td>
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<tr>
<td>Projected Enrollment</td>
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<td>50</td>
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<td>40</td>
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<td>Projected Enrollment</td>
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<td>50</td>
<td>50</td>
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<tr>
<td>Actual Number of Majors</td>
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<td>40</td>
<td>46</td>
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</tbody>
</table>

*Table 1.2. Hawai‘i CC, Kaua‘i CC, and UH Maui College completions, classes, and SSH for academic years 2017-2022.*

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Hawai‘i CC</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Projected Program Completion (not provided in 2016)</td>
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<td></td>
<td></td>
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<td></td>
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<tr>
<td>Actual Program Completion</td>
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<td>0</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
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<td>23</td>
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<td>20</td>
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</tr>
<tr>
<td>Projected Annual SSH</td>
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<td>1,392</td>
<td>1,680</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Actual Annual SSH (all program classes)</td>
<td>549</td>
<td>660</td>
<td>657</td>
<td>690</td>
<td>633</td>
<td>513</td>
</tr>
</tbody>
</table>

<p>| <strong>Kaua‘i CC</strong>        |         |         |         |         |         |         |
| Projected Program Completion (not provided in 2016) |         |         |         |         |         |         |
| Actual Program Completion | 0      | 0       | 2       | 8       | 4       | 1       |</p>
<table>
<thead>
<tr>
<th>Total Number of Classes Taught</th>
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<th>10</th>
<th>11</th>
<th>32</th>
<th>19</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected Annual SSH</td>
<td>480</td>
<td>960</td>
<td>1,440</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Actual Annual SSH (all program classes)</td>
<td>0</td>
<td>342</td>
<td>336</td>
<td>762</td>
<td>588</td>
<td>543</td>
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</tbody>
</table>

**Meeting Industry and Community Needs**

**How the program meets industry and community needs**

**Hawai‘i CC:** An online needs assessment survey was conducted for over 70 Hawai‘i County businesses, and 90% of the 29 respondents affirmed the value of the CMAS. Fifty percent of respondents indicated that CM skills are necessary, and 64% also expressed a desire to work with student interns.

**Kaua‘i CC:** The program created a consortium to provide a series of structured gatherings for digital media industry experts, faculty members, and students. Consortium members serve as an Advisory Board to best shape the program to meet the island’s needs and support the program. In 2018, the consortium identified the best mix of curricula as (1) Still Photography, (2) Graphic Arts, (3) Video Production, (4) Event Technology, (5) Animation, (6) Music Production, and (7) Website Technology. In addition, CMAS students regularly produce professional fundraising and promotional video programs, musical compositions, still photographs, graphics, and websites as service-learning projects with local nonprofit organizations, developing professional relationships with prospective employers on Kaua‘i.

**UH Maui College:** The Academy for Creative Media (ACM) at UH Maui College serves a vital role in the community, providing an effective bridge into pre-existing business sectors, including real estate, visitor industry and design agencies, and emergent industries in film and television. In addition to industry partnerships, the program enjoys articulation agreements with the four-year institutions at UHWO and UHM, effectively matriculating 37% (eight) of the 22 graduates to CM programs at those institutions. The program has had a substantial, consistent 60% increase in program majors since the fall of 2017 (**Table 1.1**), despite the pandemic.

**Evidence of job positions available annually**

Though data vary across sources (**Table 1.3** and **Table 1.4**), all indicate that CM has current positions with growth forecast for the upcoming decade. CMAS graduates are entry-ready for a range of jobs, including but not limited to web and digital interface designers, design and visual communications specialists,
graphic designers, digital marketing specialists, sound engineering/recording technicians, photographers, camera operators, radio and television broadcasting technicians, and cinematography and film/video production specialists. *Hawaiʻi Business Magazine* noted there were 54,071 such jobs in 2019, which accounted for over 6% of the civilian positions in the state (*The Statewide Effort to Turn Filmmaking into Hawaiʻi’s Next $1 Billion Industry*; Wessendorf, July 5, 2021).

Table 1.3. Job growth rates for many digital media occupations will grow faster than average. Though not all CM occupations are tracked by the Hawaiʻi State Department of Labor and Industrial Relations, those which are captured in long-term projections indicate that growth rates, particularly in fields of digital video and digital video editing will have faster than average growth rates.

<table>
<thead>
<tr>
<th>Job Growth in Hawaiʻi</th>
<th>Percent</th>
<th>Growth Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio and Video Equipment Technicians</td>
<td>18.2</td>
<td>Faster than average</td>
</tr>
<tr>
<td>Broadcast Technicians</td>
<td>17.4</td>
<td>Faster than average</td>
</tr>
<tr>
<td>Camera Operators, Television, Video, and Motion Picture</td>
<td>16.7</td>
<td>Faster than average</td>
</tr>
<tr>
<td>Film and Video Editors</td>
<td>16.7</td>
<td>Faster than average</td>
</tr>
<tr>
<td>Graphic Designers</td>
<td>4.3</td>
<td>Slower than average</td>
</tr>
<tr>
<td>Media and Communication Workers, All Other</td>
<td>3.7</td>
<td>Slower than average</td>
</tr>
</tbody>
</table>

Source: Employment Projections for Industries and Occupations, Research and Statistics Office, Hawaiʻi State Department of Labor and Industrial Relations

Table 1.4. Hawaiʻi Workforce Infonet data showing best job opportunities for 2020-2030, with anticipated CM related industry growth ranging from 1.5-2.6% and 110 annual job openings.

Source: [Hawaii Workforce Infonet](https://www.hawaii.gov/jobs/infonet)
Hawai‘i CC: The program graduated students working in photography, graphic design, and video production or who have joined other colleagues/students and started their own multi-media companies. Other graduates work in local businesses, contributing their skills to the community in web design, graphics, photography, and video production. Other known graduates are working at the following entities:

- Na Leo O Hawai‘i Community Television, production manager
- Google, visual data specialist II
- KTA Supermarket, graphic designer
- UHHilo Media Graphics, graphic designer
- Wild Side Printing, graphic designer
- Kapiolani Elementary School, media specialist
- Support Engineer, Prime Video
- Pacific Parks Association, digital designer
- Hawai‘i Department of Agriculture, visual data specialist
- OfficeMax, print supervisor
- Bay Clinic, Director of Health Information Technology
- Punawele Design, Jewelry Designer

Kaua‘i CC: Skills taught in the CMAS program make it possible for graduates to remain on Kaua‘i while serving clients worldwide. The Hawai‘i Creative Industries Report 2020 showed that Kaua‘i accounted for 2,520 of the state’s creative industry jobs in 2018, a 0.7% annual increase from 2008 (Hawai‘i’s Creative Industries Report 2020; p. 16). The increasing number of digital marketing specialist positions illustrates the value of the CMAS degree. In addition, the large wedding industry in Kaua‘i provides many employment opportunities. Kaua‘i ranks 211 out of 3,109 counties nationally for the number of annual weddings, and most of these weddings require still photographers, video producers, event technologists, and music producers.

UH Maui College: Businesses in Maui County mine the program for creative talent. ACM Maui effectively places students into paid positions on TV and motion picture sets and with other small businesses who rely upon their digital media presence to market themselves through website creation and maintenance, social media engagement, and video/graphic design services. It is vital to recognize that many students arrive to attain skills for their current industry positions (upskilling), to pursue a CMAS degree or seek future employment opportunities exclusively. As the program profile in the community rises, interest in the students for gig labor, part-time, and full-time opportunities will expand accordingly.

Number/percentage of students getting work in the field
Hawai‘i CC: Graduates are working as entrepreneurs in the creative media industry and have started their own creative media companies to meet community needs (12 examples are provided below).

- Design Brand Print
- Big Island Sports Network
- Ono Web Design
- Ena Media
- Primefootage
- Leihulu Harris Photography
- Oasis Stakeshop
- Waiho‘olu‘u Ola Living Color Dyery
- Roselio Hernandez Photography
- Hookupu Shine
- Ryan Kerbs Design
- Akolea Visual LLC

Kaua‘i CC: The CMAS program develops skills for a sustainable workforce on Kaua‘i. The dynamic nature of freelance work makes it challenging to verify employment status; however, based on conversations with graduates and a graduate survey of the 25 CMAS graduates to date, seven are pursuing
further education, and 12 responded that they have obtained freelance work. The largest number of graduates have become digital marketing specialists, followed by event technologists, graphic designers, still photographers, and video producers. The program’s partnership with ENCORE Global, the largest event technology corporation in the world, has yielded full-time permanent employment for an additional three graduates, with a pledge to hire any Kaua‘i CC CMAS student interested in the event technology field. CM students hired by ENCORE Global support corporate events and live performances at resorts and convention centers throughout the state.

**Entrepreneurship Ventures and Freelance Employers**

| Inspire Industries Hawai‘i        | South Partner Marketing |
| Shaina Designs                   | National Geographic     |
| ENCORE Global                    | Disney (Jungle Cruise)  |
| OMNIREEEL Digital Cinema Kaua‘i | Color Sift Films (Hawaiian Vacation) |

*Figure 1.1. Fifteen known Kaua‘i CC CMAS graduates have obtained work in the field since 2017 and within three years of graduating.*

**UH Maui College:** In May 2022, the program enjoyed 13 graduates, of which five are pursuing their BA at ACM UHWO, five entered the workforce directly, the remaining three started their own freelance businesses.

**Salary outcomes for new hires for 1-5 years**

**Hawai‘i CC:** The estimated graduate income within three years after graduation is between $25,000 - $35,000 annually. One graduate is a production manager at the local Na Leo TV broadcaster, earning $40,000 annually.

**Kaua‘i CC:** Within three years of graduation, CMAS graduates who secured work earn $20,000-$30,000 annually. Seven students have transferred to UHWO and UHM to earn a four-year degree. Attainment of a four-year degree is expected to increase annual income (*Figure 1.2*).
UH Maui College: Graduates of ACM Maui work in the community in education, media/design services, television/film production, live event production/presentation, and use their skills in the hospitality and real estate sectors. Two 2022 graduates now work full-time for the Maui Printing company, earning $40,000 annually. Another works as a video editor for a sports apparel brand and earns a similar salary. A student who has yet to earn their degree works full-time for ProArts Playhouse, operating their event technology (audio/video for plays, concerts, and corporate events). This summer, three returning students and one graduate will work for ten weeks in entry-level positions on a locally originated television sitcom, earning $250 per day. Every January, three to five program students work on the national broadcast coverage of the PGA event in Kapalua, and three to five of program students work on another reality TV show, Temptation Island, produced every two years on-island. These entry-level opportunities lead to future employment as students become networked with the producers and local crew.
Program Organization for Outcome Achievement

Course Sharing of Online Courses
To facilitate the effective use of resources, Hawai‘i CC, Kaua‘i CC, and UH Maui College collaboratively identify common courses not consistently offered at all three campuses due to low enrollment and/or equipment limitations, which can be effectively delivered through an online modality. This process has successfully allowed students to enroll in classes offered at multiple campuses to maintain progress toward their academic goals and velocity to degree completion (Additional details Appendix 1).

Hawai‘i Community College
How the program is organized to be efficient and meet student needs
The Hawai‘i CC CMAS program has five benchmarks of effective educational practice to meet student needs and are derived from the Community College Survey of Student Engagement benchmarks:

Active and Collaborative Learning: CM courses are participatory and interactive, thus supporting active and collaborative learning. Courses are taught in a lecture/lab setting, and students work on traditional or digital media projects individually and in groups, which are presented to the class and instructor for critique. Projects range from sketches to digital video short movies, and students regularly show their work in local art exhibits and film festivals. In the fall of 2019, Art 293 students shot and edited a public service announcement for Nale TV.

Student Effort: Students frequently work on projects outside of class, including attending open lab to complete CM projects or to get peer tutoring from one of the student lab monitors, working off campus to shoot material for digital photography or digital media projects, and attending the study hall where they complete non-digital media coursework and receive individualized tutoring.

Academic Challenge: The program requires students to apply critical thinking skills as they apply to art and creative media problems, particularly in the areas of design and narrative digital media. Effective communication through visual imagery is a challenge that faces all creative design students. Solving problems of visual communication is an intrinsic part of the CM program. For example, all CM students must take Art 115 Foundation Studio: 2-D Design as a required course. Students learn and apply the theories and principles of 2-D design and hone their skills by presenting and giving feedback on student projects. CM students studying digital video learn to narrate a story using images, scripts, storyboards, and basic film/editing techniques and theory. Most CM courses require students to submit a final project or a portfolio at the end of the term to demonstrate their understanding and successful application of the principles, theories, and techniques taught during the semester.

Student-Faculty Interaction: The CM program supports student-faculty interaction in the lecture/lab setting and outside the classroom to work on group projects, such as the Kohala Oral History Video Project. Instructors provide a high degree of feedback to students about their projects and progress in courses regularly, whether in class or during office hours.

Support for Learners: The program supports students by providing academic and career counseling services. Upon entry into the program, the CM coordinator and academic counselors advise students to ensure a completion plan and provides career counseling and resume writing support while linking students to other campus support services. The program offers two courses to students to prepare them for entry into the workforce: Art 293 Internship and Ent 120 Entrepreneurship. Art 293 provides students with on-the-job training as interns at local businesses in which they acquire hands-on experience working
in one of the many creative media occupations. Entrepreneurship 120 teaches students the basics of starting and running their own small businesses, including providing contract services.

**Program design for students to move into the workforce or transfer to a 4-year program:**

The Hawai’i CC CMAS program has a guided pathway to completion (Appendix 2) and is designed with most of the General Education requirements of the AA degree embedded into the CMAS degree (Table 2.1). Currently, the only classes that students would be missing to transfer to a 4-year program in the UH system are 6 credits in Foundation Global & Multicultural Perspective and a science lab. The program currently has a 2+2 articulation agreement with UHWO, however, most students matriculate to UH Hilo. The program also provides a solid foundation for graduates to move directly into the workforce with two separate tracks, *Graphic Design*, and *Digital Video*, that prepare students for entry-level work in a variety of digital media occupations, including but not limited to graphic designer/layout artist, web designer, and digital videographer (camera operator)/digital video editor.

*Table 2.1. Guided pathway for Hawai’i CC’s 61 credit CMAS degree program*

<table>
<thead>
<tr>
<th>Creative Media (Associate in Science)</th>
<th>Credits</th>
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<tr>
<td><strong>Degree Requirements (61 credits)</strong></td>
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<tr>
<td><strong>First Semester</strong></td>
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<td>ART 101 Introduction to the Visual Arts (WI recommended) or ART 113 Foundation Studio: Drawing</td>
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<tr>
<td>ART 112 Introduction to Digital Arts</td>
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<tr>
<td>ART 115 Introduction to 2D Design</td>
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<td>ENG 100 (FW) Composition I</td>
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<td>ICS 101 Digital Tools for the Information World</td>
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<tr>
<td><strong>Second Semester</strong></td>
<td></td>
</tr>
<tr>
<td>ART 120 Intro to Typography or ART 107D Intro to Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART 202 Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>ART Elective</td>
<td>3</td>
</tr>
<tr>
<td>MATH 100 (FQ) Survey of Mathematics, MATH 115 (FQ) Statistics, or MATH 135 (FQ) Pre-Calculus: Elementary Functions, or Higher</td>
<td>3</td>
</tr>
<tr>
<td>SP 151 Personal and Public Speech</td>
<td>3</td>
</tr>
<tr>
<td><strong>Third Semester</strong></td>
<td></td>
</tr>
<tr>
<td>ENT 125 Starting a Business or BUSN 158 Social Media and Cloud-Based Collaboration for Business</td>
<td>3</td>
</tr>
<tr>
<td>ART 125 Introduction to Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 209 Image in Motion Studio or CM 120 Intro to Video Production</td>
<td>3</td>
</tr>
<tr>
<td>Art Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Education Elective – Arts, Humanities, Literature (DA/DH/DL)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fourth Semester</strong></td>
<td></td>
</tr>
<tr>
<td>ART 293 Internship or ART 294 Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Art Elective</td>
<td>3</td>
</tr>
<tr>
<td>Art Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Education Elective – Natural Sciences (DB/DP/DY)</td>
<td>3-4</td>
</tr>
<tr>
<td>General Education Elective – Social Sciences (DS)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>60-61</td>
</tr>
</tbody>
</table>
CREATIVE MEDIA ELECTIVES

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WRITING INTENSIVE (WI) [“C” Grade or Higher Required] [1 Course Required]</strong></td>
<td></td>
</tr>
<tr>
<td>WI Offerings vary each Semester. A WI Section of any course will satisfy the WI Requirement.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Art Electives [4 COURSES (12 credits) for AS] [1 COURSE (3 credits) for CO]</strong></td>
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</tr>
<tr>
<td>The following courses will be accepted (if not used as a DA or to fulfill another requirement):</td>
<td>3</td>
</tr>
<tr>
<td>ART 101W, 107D, 111, 113, 114, 120, 126, 156, 207D, 212, 214, 225, 226, 229, 248, 249, 257, 259, 293, 294; CM 120, 175, 178, 225</td>
<td></td>
</tr>
<tr>
<td><strong>Diversifications – Arts, Humanities, Literature (DA/DH/DL) [1 COURSE REQUIRED]</strong></td>
<td></td>
</tr>
<tr>
<td>ART 101, 111, 113, 114, 230, HWST 100, 107, 270 (formerly HWST 104)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Diversifications – Natural Sciences (DB/DP/DY) [1 COURSE REQUIRED]</strong></td>
<td></td>
</tr>
<tr>
<td>ASTR 110; BIOC 141; BIOL 100, 100L, 101, 101L, 124, 124L, 156, 156L, 171, 171L, 172, 172L; BOT 101, 101L, 105L, 130; CHEM 100, 100L, 161, 161L; ERTH 101, 101L; GEO 101, 170; MICR 130, 140L; PHYL 141, 141L, 142L; ZOOL 101, 101L</td>
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<tr>
<td><strong>Diversifications - Social Sciences (DS) [1 COURSE REQUIRED]</strong></td>
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<tr>
<td>ANTH 150, 200, BOT 105, ECED 105, 110, 131, ECON 130, 131, GEO 122, HDFS 230, HSER 110, PSY 100, 170, 275, SOC 100, SSCI 111, 150, WS 151</td>
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CREATIVE MEDIA - Certificate of Competence (CO) in Digital Media Arts (21 credits)

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>ART 112 Introduction to Digital Arts</td>
<td>3</td>
</tr>
<tr>
<td>ART 115 Introduction to 2D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 202 Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>ART 209 Image in Motion Studio or CM 120 Intro to Video Production</td>
<td>3</td>
</tr>
<tr>
<td>ENT 125 Starting a Business or BUSN 158 Social Media and Cloud-Based Collaboration for Business</td>
<td>3</td>
</tr>
<tr>
<td>ART 293 Internship or ART 294 Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Art Elective</td>
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<td><strong>Total Credits</strong></td>
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</tr>
</tbody>
</table>

Kaua‘i Community College

How the program is organized to be efficient and meet student needs:

The Kaua‘i CC CMAS program guided pathway to completion is published on the college’s website and includes a part-time student pathway. The program comprises one CMAS degree and two certificates of achievement: Audio and Video Event Technology and Writing Graphics Web Technology (Table 2.2). The majority of Kaua‘i CC’s students and CM students are part-time, and the program has adjusted to assist this student population. CMAS courses follow a lecture/lab format, which provides a balanced mix of knowledge-based lessons and practical, hands-on projects in a safe, supportive learning environment. This approach engages students in learning to become self-motivated, independent thinkers in any creative media industry. The CM program’s foundational course, ART 112 Introduction to Digital Arts, teaches students how to create digital media projects in seven different CM disciplines. This introductory course provides prerequisite knowledge and skills that prepare students for more advanced CM courses and provides students with the skills and confidence to begin entrepreneurial ventures while still enrolled.
Program design for students to move into the workforce or transfer to a 4-year program:

The Kaua‘i CC CMAS program offers a diverse mix of courses taught by accomplished professionals with industry-standard high-performance equipment and software. All program courses require hands-on activities, teamwork, and realistic service-learning assignments that instill work-ready technical skills, problem-solving, troubleshooting, and professionalism. Safety habits and best practices in professional production environments are effectively developed, demonstrated, and mastered, ensuring students are thoroughly prepared for entry-level employment and/or entrepreneurial pursuits across the range of creative media disciplines addressed in the degree. The program also enjoys a 2+2 transfer articulation agreement with UHWO for students who wish to continue their studies.

Table 2.2. Guided pathway for Kaua‘i CC’s 60 credit CMAS degree and two CAs.

<table>
<thead>
<tr>
<th>CREATIVE MEDIA - Associate in Science (60 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
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</tr>
<tr>
<td>ART 112 - Introduction to Digital Arts</td>
<td>3</td>
</tr>
<tr>
<td>ART 125 - Introduction to Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ENG 100 - Composition I</td>
<td>3</td>
</tr>
<tr>
<td>CM 156 - Writing for Media, or ART 101 - Introduction to Visual Art</td>
<td>3</td>
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<tr>
<td>ETRO 101 - Introduction to Electronics, or ICS 101 - Digital Tools for Information World</td>
<td>3</td>
</tr>
<tr>
<td>ART 107D - Introduction to Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>CM 110 - Introduction to Music Production</td>
<td>3</td>
</tr>
<tr>
<td>CM 120 - Introduction to Digital Video</td>
<td>3</td>
</tr>
<tr>
<td>CM 170 - Introduction to Event Technology</td>
<td>3</td>
</tr>
<tr>
<td>CM 180 - Introduction to Website Technology</td>
<td>3</td>
</tr>
<tr>
<td>CM 190 - Introduction to 3D Animation</td>
<td>3</td>
</tr>
<tr>
<td>Natural Environment</td>
<td>3</td>
</tr>
<tr>
<td>Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>ART 293 - Creative Media Internship</td>
<td>3</td>
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<tr>
<td>Cultural Environment</td>
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<td>Mathematics</td>
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<tr>
<td>Creative Media Electives</td>
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<td>Total Credits</td>
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<table>
<thead>
<tr>
<th>CREATIVE MEDIA - Electives</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Courses</td>
<td></td>
</tr>
<tr>
<td>ART 101 - Introduction to the Visual Arts</td>
<td>3</td>
</tr>
<tr>
<td>ART 113 - Introduction to Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 207D - Intermediate Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>CM 156 - Writing for Media</td>
<td>3</td>
</tr>
<tr>
<td>CM 210 - Intermediate Music Production</td>
<td>3</td>
</tr>
<tr>
<td>CM 220 - Intermediate Digital Video</td>
<td>3</td>
</tr>
<tr>
<td>ENT 125 - Starting a Business</td>
<td>3</td>
</tr>
<tr>
<td>ETRO 101 - Introduction to Electronics Technology</td>
<td>3</td>
</tr>
<tr>
<td>ICS 101 - Digital Tools for the Information World</td>
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</table>
**CREATIVE MEDIA - Certificate of Achievement in Audio, Video, and Event Technology (24 credits)**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 112 - Introduction to Digital Arts</td>
<td>3</td>
</tr>
<tr>
<td>ART 107D - Introduction to Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>CM 156 - Writing for Media, or ETRO 101 - Introduction to Electronics Technology</td>
<td>3</td>
</tr>
<tr>
<td>CM 110 - Introduction to Music Production</td>
<td>3</td>
</tr>
<tr>
<td>CM 120 - Introduction to Digital Video</td>
<td>3</td>
</tr>
<tr>
<td>CM 170 - Introduction to Event Technology</td>
<td>3</td>
</tr>
<tr>
<td>ART 207D - Intermediate Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>CM 210 - Intermediate Music Production, or CM 220 - Intermediate Digital Video</td>
<td>3</td>
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<tr>
<td>Total Credits</td>
<td>24</td>
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</table>

**CREATIVE MEDIA - Certificate of Achievement in Writing, Graphics, and Web Technology (24 credits)**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 112 - Introduction to Digital Arts</td>
<td>3</td>
</tr>
<tr>
<td>ART 125 - Introduction to Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ENG 100 - Composition</td>
<td>3</td>
</tr>
<tr>
<td>ART 101 - Introduction to Visual Arts</td>
<td>3</td>
</tr>
<tr>
<td>CM 180 - Introduction to Website Technology</td>
<td>3</td>
</tr>
<tr>
<td>CM 156 - Writing for Media</td>
<td>3</td>
</tr>
<tr>
<td>CM 190 - Introduction to 3D Animation</td>
<td>3</td>
</tr>
<tr>
<td>ETRO 101 - Intro to Electronics Tech, or ICS 101 - Digital Tools for the Information World</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>24</td>
</tr>
</tbody>
</table>

**UH Maui College**

**How the program is organized to be efficient and meet student needs:**

ACM Maui offers four AS degree options: *Creative Media, Animation, Filmmaking,* and *Graphic Design,* along with a certificate of achievement in *Creative Media* (Table 2.3). To facilitate the most promising career path, the program provides foundational education and encourages articulation to UHWO and UHM. Coursework is shared across all four disciplines and includes specialty courses designed with rigor.

*Table 2.3. Guided pathways for UH Maui College’s 60-61 credit four CMAS degree options.*

<table>
<thead>
<tr>
<th>Creative Media - CREATIVE MEDIA (Associate in Science)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Requirements (60-61 credits)</td>
</tr>
<tr>
<td>Course &amp; Title</td>
</tr>
<tr>
<td>ART 107D Intro Digital Photo or ART 113 Intro to Drawing</td>
</tr>
<tr>
<td>CM 105 Storytelling: Find Your Voice in Creative Media</td>
</tr>
<tr>
<td>CM 123 Photoshop and Illustrator</td>
</tr>
<tr>
<td>Creative Media - CREATIVe MEDIA (Associate in Science)</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>ENG 100 Composition I</td>
</tr>
<tr>
<td>ICS 101 Digital Tools for the Information World</td>
</tr>
<tr>
<td>ART 115 Intro 2D Design or CM 118 Principles Animation or 119 Movies: Script to Screen</td>
</tr>
<tr>
<td>CM 147 Mass Media and Culture</td>
</tr>
<tr>
<td>CM 152 Principles of Video Editing</td>
</tr>
<tr>
<td>COM 145, SP 151, or SP 25</td>
</tr>
<tr>
<td>MATH 100, MATH 103, MATH 115, MATH 135 or Higher</td>
</tr>
<tr>
<td>CM 120 Introduction to Digital Video</td>
</tr>
<tr>
<td>CM 125 Introduction to Graphic Design</td>
</tr>
<tr>
<td>CM 139 or 144 or 145 or 146 or 148 Media Analysis (various topics)</td>
</tr>
<tr>
<td>CM 175 Motion Graphics and Animation</td>
</tr>
<tr>
<td>ENG 104 (WI) or ENG 200 (WI)</td>
</tr>
<tr>
<td>CM 178 Intro 3D Animation or 220 Inter Video or 225 Inter Graphic Design or 252 Inter Video &amp; Audio Editing</td>
</tr>
<tr>
<td>CM 285 Creative Media Capstone</td>
</tr>
<tr>
<td>Natural Science Elective</td>
</tr>
<tr>
<td>Electives</td>
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</table>

<table>
<thead>
<tr>
<th>Creative Media – ANIMATION (Associate in Science)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Requirements (60-61 credits)</td>
</tr>
<tr>
<td>Course &amp; Title</td>
</tr>
<tr>
<td>ART 113 Intro to Drawing</td>
</tr>
<tr>
<td>CM 105 Storytelling: Find Your Voice in Creative Media</td>
</tr>
<tr>
<td>CM 120 Introduction to Digital Video</td>
</tr>
<tr>
<td>CM 123 Photoshop and Illustrator</td>
</tr>
<tr>
<td>ENG 100 Composition I</td>
</tr>
<tr>
<td>CM 118 Principles of Animation</td>
</tr>
<tr>
<td>CM 119 Movies: Script to Screen</td>
</tr>
<tr>
<td>CM 147 Mass Media and Culture</td>
</tr>
<tr>
<td>CM 152 Principles of Video Editing</td>
</tr>
<tr>
<td>MATH 100, MATH 103, MATH 115, MATH 135 or Higher</td>
</tr>
<tr>
<td>CM 145 Media Analysis: Film Criticism or CM 148 Media Analysis: World Cinema</td>
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</tbody>
</table>
### Creative Media – ANIMATION (Associate in Science)

<table>
<thead>
<tr>
<th>Course &amp; Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CM 175 Motion Graphics and Animation</td>
<td>3</td>
</tr>
<tr>
<td>COM 145, SP 151, or SP 25</td>
<td>3</td>
</tr>
<tr>
<td>CM 125 Introduction to Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ICS 110 Intro to Computer Programming</td>
<td>3</td>
</tr>
<tr>
<td>ICS 200 Web Technology</td>
<td>3</td>
</tr>
<tr>
<td>CM 139 Media Analysis: Comedy or CM 144 Media Analysis: Graphic Novel</td>
<td>3</td>
</tr>
<tr>
<td>ENG 204C (WI) Screenwriting</td>
<td>3</td>
</tr>
<tr>
<td>ICS 110 Intro Computer Programming</td>
<td>3</td>
</tr>
<tr>
<td>CM 178 Intro 3D Animation</td>
<td>3</td>
</tr>
<tr>
<td>CM 252 Inter Video &amp; Audio Editing</td>
<td>3</td>
</tr>
<tr>
<td>CM 285 Creative Media Capstone</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science Elective</td>
<td>3-4</td>
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<tr>
<td>Specialization Elective</td>
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### Creative Media - FILMMAKING (Associate in Science)

#### Degree Requirements (60-61 credits)

<table>
<thead>
<tr>
<th>Course &amp; Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ART 107D Intro Digital Photo</td>
<td>3</td>
</tr>
<tr>
<td>CM 105 Storytelling: Find Your Voice in Creative Media</td>
<td>3</td>
</tr>
<tr>
<td>CM 120 Introduction to Digital Video</td>
<td>3</td>
</tr>
<tr>
<td>CM 123 Photoshop and Illustrator</td>
<td>3</td>
</tr>
<tr>
<td>CM 152 Principles of Video Editing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 100 Composition I</td>
<td>3</td>
</tr>
<tr>
<td>CM 119 Movies: Script to Screen</td>
<td>3</td>
</tr>
<tr>
<td>CM 147 Mass Media and Culture</td>
<td>3</td>
</tr>
<tr>
<td>CM 152 Principles of Video Editing</td>
<td>3</td>
</tr>
<tr>
<td>COM 145, SP 151, or SP 25</td>
<td>3</td>
</tr>
<tr>
<td>MATH 100, MATH 103, MATH 115, MATH 135 or Higher</td>
<td>3</td>
</tr>
<tr>
<td>ART 107D Introduction to Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>CM 119 Movies from Script to Screen</td>
<td>3</td>
</tr>
<tr>
<td>CM 145 Media Analysis: Film Criticism or CM 148 Media Analysis: World Cinema</td>
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### Creative Media - FILMMAKING (Associate in Science)

<table>
<thead>
<tr>
<th>Course &amp; Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MKT 120 Principles of Marketing or 160 Advertising &amp; Promotion</td>
<td>3</td>
</tr>
<tr>
<td>CM 175 Motion Graphics and Animation</td>
<td>3</td>
</tr>
<tr>
<td>ENG 204C (WI) Screenwriting</td>
<td>3</td>
</tr>
<tr>
<td>MUS 271 Intro Music Technology</td>
<td>3</td>
</tr>
<tr>
<td>CM 220 Intermediate Digital Video</td>
<td>3</td>
</tr>
<tr>
<td>CM 252 Intermediate Video and Audio Editing</td>
<td>3</td>
</tr>
<tr>
<td>CM 285 Creative Media Capstone</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Elective</td>
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</table>

### Creative Media - GRAPHIC DESIGN (Associate in Science)

Degree Requirements (60-61 credits)

<table>
<thead>
<tr>
<th>Course &amp; Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 113 Intro to Drawing</td>
<td>3</td>
</tr>
<tr>
<td>CM 105 Storytelling: Find Your Voice in Creative Media</td>
<td>3</td>
</tr>
<tr>
<td>CM 123 Photoshop and Illustrator</td>
<td>3</td>
</tr>
<tr>
<td>ENG 100 Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ICS 101 Digital Tools for the Information World</td>
<td>3</td>
</tr>
<tr>
<td>ART 115 Intro 2D Design</td>
<td>3</td>
</tr>
<tr>
<td>CM 147 Mass Media and Culture</td>
<td>3</td>
</tr>
<tr>
<td>CM 118 Principles Animation</td>
<td>3</td>
</tr>
<tr>
<td>COM 145, SP 151, or SP 25</td>
<td>3</td>
</tr>
<tr>
<td>MATH 100, MATH 103, MATH 115, MATH 135 or Higher</td>
<td>3</td>
</tr>
<tr>
<td>CM 125 Introduction to Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>CM 139 or 144 or 145 or 146 or 148 Media Analysis (various topics)</td>
<td>3</td>
</tr>
<tr>
<td>CM 175 Motion Graphics and Animation</td>
<td>3</td>
</tr>
<tr>
<td>CM 180 Intermediate Web Technology or ICS 200 Web Technology</td>
<td>3</td>
</tr>
<tr>
<td>ENG 104 (WI), ENG 200 (WI), ENG 204C (WI) or JOUR 205 (WI)</td>
<td>3</td>
</tr>
<tr>
<td>CM 225 Intermediate Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>CM 285 Creative Media Capstone</td>
<td>3</td>
</tr>
<tr>
<td>MKT 120 Principles of Marketing or 160 Advertising &amp; Promotion</td>
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Creative Media - GRAPHIC DESIGN (Associate in Science)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Elective</td>
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Creative Media - CREATIVE MEDIA (Certificate of Achievement)

<table>
<thead>
<tr>
<th>Course &amp; Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 107D Intro Digital Photo or ART 113 Intro to Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 115 Intro 2D Design or CM 118 Principles Animation or 119 Movies: Script to Screen</td>
<td></td>
</tr>
<tr>
<td>CM 105 Storytelling: Find Your Voice in Creative Media</td>
<td>3</td>
</tr>
<tr>
<td>CM 123 Photoshop and Illustrator</td>
<td>3</td>
</tr>
<tr>
<td>CM 147 Mass Media and Culture</td>
<td></td>
</tr>
<tr>
<td>CM 157 Motion Graphics and Animation</td>
<td></td>
</tr>
<tr>
<td>CM 139 or 144 or 145 or 146 or 148 Media Analysis (various topics)</td>
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</tr>
<tr>
<td>CM 152 Principles Video Editing or 180 Intro Web Technology or ICS 200 Web Technology</td>
<td></td>
</tr>
<tr>
<td>ENG 100 Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 100, MATH 103, MATH 115, MATH 135 or Higher</td>
<td>3</td>
</tr>
</tbody>
</table>

**Program design for students to move into the workforce or transfer to a 4-year program:**

Graduate outcomes include entry into the workforce, entrepreneurship, and continuation to a four-year degree. The program has proven successful with each outcome and has recently established an articulation agreement with ACM Mānoa for our Filmakers and Animators. All program graduates enjoy a 2+2 articulation agreement with ACM West O’ahu for opportunities to earn a BA in person or online.

ACM Maui program enrollment has increased by 60% since the fall of 2020, demonstrating effectiveness in meeting the demands of online education. Emerging from the pandemic, the program is committed to offering a balance of face-to-face (F2F) and distance alternatives, and these online offerings are available for students throughout the UH System. Based upon projected 2023-2024 scheduling, the program anticipates offering 50% F2F and 50% distance. Specific courses are best offered online, and these modalities have improved accessibility for outlying parts of Maui County. In May 2023, the program celebrated the first graduate from the island of Lāna‘i, a graphic designer who completed her degree entirely online and plans to continue with her BA at UHWO.
Program Sustainability

Over the past four years, the Internet economy has grown seven times faster than the US and now accounts for 12 percent of the US GDP. In 2021 alone, US digital advertising experienced tremendous growth. Consumer time spent on digital media channels keeps growing and advertising spent on digital media is following, especially across digital video, digital audio, and social media (alistdaily.com; Aghadjanian, April 14, 2022). Interactive Advertising Bureau’s (IAB) latest report breaks down the industry’s growth for the entire year of 2021 and noted tremendous growth. This data indicates an ongoing demand for these CM programs.

Hawai‘i Community College

Current Program Demand

A ten-year analysis of the Hawai‘i CC CMAS program shows it is one of the fastest-growing programs at Hawai‘i CC. There was a high of 51 majors in fall 2019 (Appendix 3). Not unique to this program or college, there was an enrollment drop spring 2021 to spring 2022 (a low of 28 majors) during the pandemic. In fall 2022, CM majors have increased to 41 total with return to more face-to-face offerings. The CM program was one of only two programs that gained students during 2022-23. Projected and actual enrollments are shown in Table 1.1.

Future Program Demand

With increased recruitment at the high school level and by offering learning communities with other CTE programs, the program is projecting that the majors will normalize to pre-pandemic numbers.

Hawai‘i CC will diligently promote the CM program with various methods:

- Participation in high school visitations to the CM program;
- Regular advising sessions during the week before the semester commences;
- Program participation in the annual Hawai‘i CC Career Day, serving over 400 intermediate and high school students;
- Public relations marketing that includes advertising in the mall, on social media, on the radio, and by publications; and
- Digital media marketing on YouTube, using retargeting and search engine advertising, geofencing for mobile devices, and paid social media.

Kaua‘i Community College

Current Program Demand

The Hawai‘i Creative Industries Update Report 2023 shows four creative industry groups were high-performing in Kaua‘i County from 2012-2022 period. These high-performing groups (music, art education, performing and creative art, and radio and TV broadcasting) grew jobs during the period, and it increased their competitive share of the activity by exceeding the national growth rate for the industry, a trend that continues and is anticipated to accelerate. A three-year analysis of Kaua‘i CC enrollment (CENSUS) by program from fall 2017 to spring 2020 indicates that the CMAS had the most significant
rate of growth (37.50%) compared to other college programs (Appendix 4). Since 2021, enrollment has declined slightly but now appears to be stabilizing. Kaua‘i CC projected, and actual enrollments are shown in Table 1.1.

To augment enrollments, Kaua‘i CC has completed and will continue to refine the following outreach activities:

- Creative Media program website;
- Kaua‘i CC Creative Media video;
- Creative Media Consortium;
- High School Tours;
- Newspaper Advertisements;
- Radio Advertisements;
- End-of-term Creative Media Student Showcase; and
- Program-wide and course-specific Social Media.

Future Program Demand

Kaua‘i CC CMAS program enrollment is expected to return to pre-COVID levels because of high visibility, live public events conducted by CM program faculty and students, community service video projects created by CM students, and the end-of-term CM Student Showcase event and outreach activities that attract prospective students from local high schools and private schools. ART 112 Introduction to Digital Arts is also expected to be offered as an early college class, a catalyst for collaborative efforts between the CMAS program and our local high schools. In 2019, this effort contributed to a significant increase in CM majors from 40 to 62. A summer non-credit introduction to creative media course is also planned, and this offering will encourage interested community members to explore the various creative media disciplines. Kaua‘i CC has also established a 2+2 articulation agreement with ACM West O‘ahu, and efforts are underway for an articulation agreement with ACM Mānoa.

UH Maui College

Current Program Demand

Program demand is at its highest, with recent success reflecting the pent-up demand for media education and reflecting the program’s quality. In fall 2022, the program received over 30 new majors from all the high schools in Maui County; more importantly, these students are motivated. It is routine now for students to arrive for their two-year foundational AS degree with an eye on two additional years and a BA from ACM West O‘ahu. With the introduction of our Animation degree and articulation agreement for Filmmakers and Animators with ACM Mānoa, the program’s profile in the community is on the rise.

Future Program Demand

Future demand is projected to increase. In addition to cross-institutional system partnerships as part of the ACM system, articulation agreements between all seven community colleges and UHWO, and the previously noted articulation agreement with UHM, are actively cultivating relationships with high school programs, including early college courses and bridge learning experiences, reflected in the number of high school students who enroll in our courses (Table 3.1).
Table 3.1. High School students enrolled in UH Maui College CM courses.

<table>
<thead>
<tr>
<th>Maui Nui Schools</th>
<th># of Students</th>
<th># of Students</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maui High School</td>
<td>59</td>
<td>9</td>
<td>Maui Christian Academy</td>
</tr>
<tr>
<td>H P Baldwin High School</td>
<td>30</td>
<td>7</td>
<td>Saint Anthony Jr-Sr Hs</td>
</tr>
<tr>
<td>King Kekaulike High School</td>
<td>23</td>
<td>4</td>
<td>Haleakalā Waldorf School</td>
</tr>
<tr>
<td>Lāhaināluna High School</td>
<td>18</td>
<td>3</td>
<td>Seabury Hall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Kihei Public Charter</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Maui Preparatory Academy</td>
</tr>
</tbody>
</table>

**Total 163**

Many high school graduates who enroll in postsecondary education opt to begin their educational journey at the community college and then transfer to four-year institutions in the UH System. This option may reflect financial limitations and the ability of the community colleges to meet the basic educational requirements needed to matriculate into four-year institutions. This program has worked with the Hawai‘i Department of Education to publicize details about the program and assist with advising high school students for entry into each of our colleges and the CM Program.
Student Learning and Student and Program Success

Program Resources

Hawai‘i Community College

Table 4.1. Hawai‘i Community College program resource expenditures since program inception.

<table>
<thead>
<tr>
<th>Instructional Resources</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
<th>20-21</th>
<th>21-22</th>
<th>22-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition/Course Fees</td>
<td>$69,174</td>
<td>$83,160</td>
<td>$84,425</td>
<td>$90,390</td>
<td>$82,923</td>
<td>$67,203</td>
<td>$72,312</td>
</tr>
<tr>
<td>Other Allocations (grants)</td>
<td>$0</td>
<td>$52,000</td>
<td>$52,000</td>
<td>$75,000</td>
<td>$0</td>
<td>$0</td>
<td>$56,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personnel</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
<th>20-21</th>
<th>21-22</th>
<th>22-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected Faculty FTE</td>
<td>1.00</td>
<td>1.50</td>
<td>1.50</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Actual Faculty FTE</td>
<td>NA</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Projected Lecturers FTE</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Actual Lecturers FTE</td>
<td>2.78</td>
<td>3.11</td>
<td>2.89</td>
<td>3.44</td>
<td>3.11</td>
<td>2.67</td>
<td>2.78</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operating Costs</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
<th>20-21</th>
<th>21-22</th>
<th>22-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected Operating Costs (from Provisional proposal)</td>
<td>$131,506</td>
<td>$136,766</td>
<td>$163,869</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Actual Operating Costs</td>
<td>$0</td>
<td>$419,777</td>
<td>$414,104</td>
<td>$461,086</td>
<td>$322,785</td>
<td>$320,116</td>
<td>$433,962</td>
</tr>
<tr>
<td>General Funded Budget Allocation</td>
<td>$0</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

In addition to annual ACM System funding, the Hawai‘i CC CMAS program has received a majority of its funding from extramural funds and Perkins. (In the past Alu Like of Honolulu was also a source of funding to support Native Hawaiian students for entry into the creative media industry.) Recent funding has been used for computer replacement cycles and software licenses. At the end of 2018, the single full-time CM instructor retired leaving only one full-time ART faculty member to run the program.

Kaua‘i Community College

Table 4.2. Kaua‘i Community College program resource expenditures since program inception.

<table>
<thead>
<tr>
<th>Instructional Resources</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
<th>20-21</th>
<th>21-22</th>
<th>22-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition/Course Fees</td>
<td>NA</td>
<td>$43,092</td>
<td>$43,176</td>
<td>$99,822</td>
<td>$77,028</td>
<td>$71,133</td>
<td>$72,312</td>
</tr>
<tr>
<td>Other Allocations (grants)</td>
<td>NA</td>
<td>$15,000</td>
<td>$183,267</td>
<td>$85,000</td>
<td>$19,690</td>
<td>$76,615</td>
<td>$32,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personnel</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
<th>20-21</th>
<th>21-22</th>
<th>22-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected Faculty FTE</td>
<td>1.00</td>
<td>1.00</td>
<td>2.00</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
### Personnel

<table>
<thead>
<tr>
<th></th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
<th>20-21</th>
<th>21-22</th>
<th>22-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Faculty FTE</td>
<td>NA</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Projected Lecturers FTE</td>
<td>.50</td>
<td>.50</td>
<td>1.00</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Actual Lecturers FTE</td>
<td>NA</td>
<td>0.0</td>
<td>2.67</td>
<td>2.56</td>
<td>2.15</td>
<td>1.78</td>
<td>1.78</td>
</tr>
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</table>

### Operating Costs

<table>
<thead>
<tr>
<th></th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
<th>20-21</th>
<th>21-22</th>
<th>22-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected Operating Costs (from Provisional proposal)</td>
<td>$80,624</td>
<td>$83,044</td>
<td>$176,201</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Actual Operating Costs</td>
<td>NA</td>
<td>$104,175</td>
<td>$272,442</td>
<td>$194,041</td>
<td>$123,904</td>
<td>$177,490</td>
<td>$145,902</td>
</tr>
<tr>
<td>General Funded Operating Costs</td>
<td>NA</td>
<td>$95,500</td>
<td>$135,000</td>
<td>$134,013</td>
<td>$125,760</td>
<td>$135,000</td>
<td>$125,760</td>
</tr>
</tbody>
</table>

### Instructional Resources

#### Tuition/Course Fees

<table>
<thead>
<tr>
<th></th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
<th>20-21</th>
<th>21-22</th>
<th>22-23</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NA</td>
<td>NA</td>
<td>$15,035</td>
<td>$60,522</td>
<td>$108,075</td>
<td>$134,013</td>
<td>$125,760</td>
</tr>
</tbody>
</table>

#### Other Allocations (grants/Legislative allocation)

<table>
<thead>
<tr>
<th></th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
<th>20-21</th>
<th>21-22</th>
<th>22-23</th>
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</tr>
</tbody>
</table>

Kaua‘i CMAS has been successful at bringing in funding from alternative sources to ensure the program is equipped with the latest technology for students. The program received ACM system funding of $70k in 2018-2019; $85k in 2019-2020; and $32k in 2022-2023 for a total of $187k (ACM system funding was paused during the first two year of the pandemic). Spring 2018- spring 2019 the program received a total of $128,267 from donors through UHF including Hawai‘i 5-0 ($10,000), Elite Commercial Incentive Services ($5,000), Disney ($60,000), and Eye Productions Hawai‘i 5-0 ($53,267). The program utilized federal HEERF funds totaling $61,745 during 2020-2022. Additionally, the program successfully accessed two Perkins funding opportunities during 2021-2022 for a total of $34,560. In its six years of service to the college community, the program made its first regular program budget allocation request of $5k during the 2022-2023 fiscal year. The program has had 1.0 FTE faculty who is supported by lecturers, though technically the 1.0 FTE faculty is a member of the Liberal Arts program, since this program is in provisional status.

### UH Maui College

**Table 4.3. University of Hawai‘i Maui College program resource expenditures since program inception.**

#### Instructional Resources

<table>
<thead>
<tr>
<th></th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
<th>20-21</th>
<th>21-22</th>
<th>22-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition/Course Fees</td>
<td>NA</td>
<td>NA</td>
<td>$15,035</td>
<td>$60,522</td>
<td>$108,075</td>
<td>$134,013</td>
<td>$125,760</td>
</tr>
<tr>
<td>Other Allocations (grants/Legislative allocation)</td>
<td>$95,500</td>
<td>$135,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Personnel

<table>
<thead>
<tr>
<th></th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
<th>20-21</th>
<th>21-22</th>
<th>22-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected Faculty FTE</td>
<td>1.00</td>
<td>1.50</td>
<td>1.50</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Actual Faculty FTE</td>
<td>NA</td>
<td>NA</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Projected Lecturers FTE</td>
<td>.75</td>
<td>1.25</td>
<td>1.25</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Actual Lecturers FTE</td>
<td>NA</td>
<td>NA</td>
<td>0.00</td>
<td>.67</td>
<td>.89</td>
<td>1.80</td>
<td>1.80</td>
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<tr>
<td>Operating Costs</td>
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<td>18-19</td>
<td>19-20</td>
<td>20-21</td>
<td>21-22</td>
<td>22-23</td>
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<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Projected Operating Costs (from Provisional proposal)</td>
<td>$119,751</td>
<td>$161,780</td>
<td>$161,780</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Actual Operating Costs</td>
<td>NA</td>
<td>NA</td>
<td>$105,222</td>
<td>$231,916</td>
<td>$287,013</td>
<td>$152,419</td>
<td>$165,193</td>
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<tr>
<td>General Funded Budget Allocation</td>
<td>NA</td>
<td>NA</td>
<td>$95,500</td>
<td>$230,500</td>
<td>$90,132</td>
<td>$85,339</td>
<td>$87,715</td>
</tr>
</tbody>
</table>

Table 4.3 above reflects the program status since the full time CM faculty was hired in 2018-2019. The program received an allocation from ACM and these funds were used to cover the cost of the full-time faculty in the years 2018-2019 and 2019-2020. The program also received supplemental funding from the legislature in 2019-2020 and 2020-2021. These funds were used to upgrade all computers in the CM lab. Since 2018, the program has been successful in soliciting support from donors via the UH Foundation. Donations included private donors, as well as support from visiting production companies obligated to donate to organizations such as ours to receive their state tax rebate/production incentives. The program maintains a steady balance of approximately $60k and utilizes those resources conservatively.

**Student Learning and Program Success**

**Hawai‘i Community College**
Assessments of CM courses are conducted on a continuous basis over a five-year cycle. Course Learning Outcomes (CLO) are aligned with the Program Learning Outcomes (PLO), and in turn those PLOs are aligned to the institutional outcomes. At the end of each year, colleagues, advisory board members, and alumni are invited to come together for this assessment activity where student portfolios are assessed via a rubric. Program outcomes are recorded in the Campus Labs assessment website. Hawai‘i CC’s CMAS PLO1 and PLO2 were assessed with positive results. PLO 1 had 75% meeting and 25% exceeding expectations. PLO 2 had 75% meeting and 16.67% met, with 8.33% not meeting expectations.

- **Hawai‘i CC CMAS Annual Program Review Data** (ARPD) for the last three years.
- **Hawai‘i CC CMAS Annual Program Review**, fall 2022.

The Annual Program Review indicates that the number of unduplicated degrees/certificates awarded in 2021 is five, 17% of majors out of 28. Successful completion with a grade of “C” or higher is at 75%. Persistence fall to spring from 2019-2020 to 2020-2021 has dropped from 87% to 76%. Persistence fall to fall from 2019-2020 to 2020-2021 increased from 44%-64%. The fall to fall increase of 20% is a good indicator for the program as it returns to F2F classes. The number of majors dropped to 28 in 2021 but has bounced back to 41 majors. As of fall 2022, this reflects a 46% increase, which is also a good indicator of continued growth for the program.

**Kaua‘i Community College**
Since 2018, the number of CM majors has either increased or held relatively steady (ranging from an initial 26 students to a high of 56 in 2020/21 and 46 in 2021/22). Like the majority of Kaua‘i CC students, between 63% and 71% of CM majors choose to pursue part-time study, which, although slowing their time to degree, has the benefit of increasing their success rates, skill development, and exposure to potential employers. Course Student Learning Outcomes (CSLOs) for all CMAS courses are aligned with Program Student Learning Outcomes (PSLOs), which are in turn aligned with general education Institutional Student Learning Outcomes (ISLOs).
Achievement of the PSLOs as assessed through all program classes has seen a steady increase from 68% in 2019-2020, 85% in 2020-2021, to 91% in 2021-2022, with students successfully completing 82% to 89% of all courses every year since the inception of the program. The *Creative Media Student Showcase*, a capstone project, as well as various team-oriented service-learning projects throughout the program, are public-facing opportunities that provide venues for prospective employers to scout student talent. These projects, as well as the campus practice that every student employed by the Kaua‘i CC marketing department be a CM major, also help CM students build professional resumes and portfolios before leaving the college.

Upon AS degree completion, students are superlatively prepared for the county, state, and national workforce, as well as further study, with a high of 92.31% of graduates obtaining employment in a creative media discipline in 2021, and seven students transferring to UH four-year institutions to pursue baccalaureate degrees between 2018 and 2022. Thanks to the program’s close relationship with ENCORE, KCC’s graduates are on the fast-track for local and national employment with the largest event technology company in the world. Event technology, particularly in conjunction with music production, is an important field on Kaua‘i, and with tourism returning, this job market will only grow.

- **Kaua‘i CC ARPD** for the last three years.
- **Kaua‘i CC Annual Program Review**, fall 2022.

**UH Maui College**

Since fall 2020, when a revised version of our program went into effect to include four AS degree paths and a Certificate of Achievement (CA), enrollment has increased by 60%. Retention is higher now than at any point prior, and our 13 graduates in May 2022 reflect the program’s efficiency; five have continued for their BA to ACM UHWO. Two transfer students who attended (and graduated) ACM WO in May 2022, were frequent students-of-the-month, and are now both employed as media instructors at Maui High School.

- **UH Maui College ARPD** for the last three years.
- **UH Maui College Program Review**, fall 2022.

The program completed a comprehensive five-year review and update to all courses in spring 2023. Revisions included meaningful alignment of the following PLOs with course SLOs:

1. Apply effective communication skills with peers and clients.
2. Demonstrate skills in professional use of creative media applications and equipment.
3. Describe ethical and legal aspects regarding the creation and use of media.
4. Produce media projects using critical thinking and basic design concepts.

**Appendices**

Appendix 1: [Course Sharing Across Campuses and Modalities](#)
Appendix 2: [Hawai‘i CC Guided Pathway](#)
Appendix 3: [Hawai‘i CC Enrollment (CENSUS) by Program](#)
Appendix 4: [Kaua‘i CC Enrollment (CENSUS) by Program](#)
TO: Alapaki Nahale-a  
   Chair, Board of Regents

   Gabriel Lee  
   Chair, Committee on Institutional Success, Board of Regents

VIA: David Lassner  
    President

FROM: Kalbert K. Young  
      Vice President for Budget & Finance/CFO

SUBJECT: FISCAL YEAR 2024-2025 SUPPLEMENTAL OPERATING BUDGET REQUEST FOR THE UNIVERSITY OF HAWAI'II

SPECIFIC ACTION REQUESTED:

In conformance with Regent Policy 8.204, it is recommended that the Board of Regents approve the submission of the Fiscal Year 2024-2025 ("FY24-25" or "FY25") Operating Budget Request of the University of Hawai‘i ("University" or "UH") to the Governor and the Legislature. This request is to include major budget additions (or reductions) to the University’s appropriated operating budget. The primary component of this request is for additional State general funds for program support or new initiatives of the University. With approval, this proposed FY24-25 Operating Budget Request will represent the official request for all operating programs of the UH System. The University will submit the proposal to the State Department of Budget and Finance ("State B&F") for consideration to be included as part of the Governor’s budget proposal to the Legislature. The University will also send this budget request directly to the Legislature, in accordance with Chapter 37-68, Hawai‘i Revised Statutes (HRS).

The FY24-25 budget request for capital improvement projects (CIP) is also to be deliberated by this committee. Both the operating budget request and the capital budget request are anticipated to be approved by the Board of Regents at its November 16, 2023 meeting.

RECOMMENDED EFFECTIVE DATE:

Upon approval of the Board of Regents.
BACKGROUND:

Annually, State departments submit budget requests to the Executive Branch via State B&F for consideration of inclusion into the proposed Executive Budget of the Governor to the Legislature for the next Legislative Session. The University also submits its Board approved budget request directly to the Legislature. Every two years, the Executive Branch proposes a biennium budget and in the subsequent year proposes a supplemental budget. This year is a supplemental budget year.

General Fund Outlook

At its September 7, 2023 meeting, the Council on Revenues (COR) decreased its general fund tax revenue projections for FY24 from 4.0% to 1.3%. The Council increased its forecast for FY25 from 3.5% to 5.2% and maintained its forecast of 3.5% growth for FY26 through FY30. The COR cited the economic impacts of the Maui Fires as affecting tourism revenues and other economic activity.

Recovery efforts and federal assistance will mitigate some of the loss of tourism revenues and the increase in FY25 was to account for recovery construction spending in response to the fires. The COR also noted the relative strength of the U.S. dollar compared to foreign currencies, which negatively impacts international visitor arrivals.

Additionally, the University of Hawai‘i Economic Research Organization (UHERO) issued a forecast on September 22, 2023 which included information regarding the economic disruption on Maui caused by the wildfires. Visitor arrivals to Maui dropped precipitously and are expected to reach 80% of 2022 levels by the end of 2024. The forecast notes that depending on federal funding, Hawai‘i will incur substantial recovery costs for at least the next half-decade.

BUDGET PROPOSAL:

Considering the issues stated above as well as other matters relevant to the operations of the University and the sustainability of any University request for public funds, the Administration hereby proposes consideration of the following request for funding. The FY24-25 Operating Budget request is summarized below, showing requested Full-Time Equivalent (FTE) position counts and funds ($$$) for FY25. The table below shows the entire general fund request for additional funds in several categories:
<table>
<thead>
<tr>
<th>Category</th>
<th>Pos FY25</th>
<th>$$$ FY25</th>
</tr>
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<tbody>
<tr>
<td>Restoration of General Funds</td>
<td>-</td>
<td>$ 21,126,848</td>
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<td>-</td>
<td>$ 749,177</td>
</tr>
<tr>
<td>Enacting prior legislation</td>
<td>16.00</td>
<td>$ 2,131,555</td>
</tr>
<tr>
<td>Hawai‘i Promise Program</td>
<td>-</td>
<td>$ 22,006,406</td>
</tr>
<tr>
<td>Wildfire Response</td>
<td>2.00</td>
<td>$ 500,000</td>
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<td>Mental Health Support</td>
<td>6.00</td>
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<td>22.50</td>
<td>$ 4,166,763</td>
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<td>64.00</td>
<td>$ 5,152,173</td>
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<td><strong>Total</strong></td>
<td><strong>110.50</strong></td>
<td><strong>$ 56,342,922</strong></td>
</tr>
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**Restoration of General Funds**

In response to the significant decline in General Fund revenues to the State as a result of the COVID-19 pandemic, the Legislature reduced the budget in its 2021 Session for FY22 and FY23 by $60.1 million. Simultaneously, the Legislature added back $17.5 million and designated those amounts as “non-recurring.” This resulted in a net reduction of $42.5 million. In the 2022 Legislative Session, the Legislature restored that $42.5 million for FY23 to return UH’s General Fund appropriation back to pre-pandemic levels. However, because the Legislature did not change the “non-recurring” designation, the State B&F reduced the “non-recurring” $17.5 million from UH’s base budget going into the new biennium.

In the last Legislative Session, UH requested restoration of this $17.5 million for FY24 and FY25. However, the Legislature only restored these funds for FY24. This request seeks to restore those funds for FY25 and beyond.

Similarly, $3.6 million was requested last Session to continue the General Fund subsidy for Athletics programs at the Mānoa ($3.2 million) and Hilo ($400,000) campuses. Again, the Legislature restored those funds for FY24 only, and these amounts are again requested for FY25 and beyond.

In total, the return to pre-pandemic levels of funding to UH and to the Athletics programs totals $21.1 million.

**Full Year Funding for Prior Appropriations**

In the 2022 Legislative Session, funds were provided to the Kapi‘olani Community College’s Culinary Institute of the Pacific for personnel and operating costs. However, only half of a year’s funding was provided as the Legislature anticipated some lead-up time would be necessary before the Institute became fully operational. Now with
ongoing and continuing needs, $389,245 is requested to pay for the operations of the Culinary Institute of the Pacific.

Similarly, the Legislature provided funds for a Value Added Product Center (VAPC) at Leeward Community College but only provided half-year funding. As such, $359,932 is requested to pay for the continued operations of the VAPC.

Enacting Prior Legislation

Act 141, Session Laws of Hawai‘i (SLH) 2022, required UH to establish K-12 expanded teacher cohort programs in each county for students pursuing undergraduate degrees in education. However, there was no funding provided in the Act and no funding was provided through the budget. In order to effectuate this requirement, UH is requesting seven (7) positions (five (5) faculty and two (2) academic support) and $625,000 to boost enrollment and to offer distance programs on the neighbor islands.

Senate Bill (SB) 1586 from the 2023 Legislative Session provided positions and funds to UH for two (2) extension specialists and three (3) extension agents at the College of Tropical Agriculture and Human Resources (CTAHR). The bill created these positions as Administrative, Professional, and Technical (APT) positions. However, pursuant to section 304A-1002, HRS, extension specialists and extension agents are part of the faculty classification. As a result, the Governor vetoed the bill. In an effort to implement the legislative intent in SB1586, UH is requesting five (5) faculty positions and $506,555.

Act 76, SLH 2023, made various provisions to expand protection for victims of sexual and domestic violence at UH. However, the Office of Equity Assurance does not have adequate resources to implement all of these requirements. As a result, UH is requesting four (4) positions and $1,000,000 to provide the resources necessary to effectuate the requirements of Act 76.

Hawai‘i Promise

The Hawai‘i Promise Program is a “last dollar” scholarship for qualified UH Community College students who need financial help to pay for college. The scholarship addresses the unmet need to cover direct costs of education – including tuition, fees, and an allowance for books and supplies.

The program has proven to be very successful at the Community Colleges. This success has been evidenced in Community Colleges utilization of the program has exceeded their base appropriation of $1.8 million. UH is requesting an additional
$3.7 million to help cover the increased cost of the program that has otherwise come from the Community Colleges’ Tuition and Fees Special Fund (TFSF).

Additionally, UH is requesting an additional $18.3 million to expand the Hawai’i Promise Program to the four-year institutions – Mānoa, Hilo, and West O’ahu (UHWO). A breakout of these funds is provided below:

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<td>Mānoa</td>
<td>$12,500,000</td>
</tr>
<tr>
<td>Hilo</td>
<td>$1,800,000</td>
</tr>
<tr>
<td>West O’ahu</td>
<td>$4,000,000</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>$3,700,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$22,000,000</strong></td>
</tr>
</tbody>
</table>

**Wildfire Response**

Any direct impacts to UH facilities from the August wildfires have been minimal. UH is anticipating that most, if not all, costs associated with disaster response efforts related to the wildfires will be reimbursed by the federal government. Because of this, there are no budget requests for direct and immediate impacts from the August wildfires.

Looking ahead, it is imperative for the redevelopment and reconstruction of Lahaina to consider everyone in the community. As such, UH is requesting two (2) positions and $500,000 to deploy Maui College Hulihia staff to do community outreach with those impacted by the Lahaina wildfire. Staff will generate a report based on that feedback for different models to redevelop Lahaina and will engage with the Community Design Center at UH Mānoa to come up with a conceptual plan of redeveloping Lahaina.

**Mental Health Support**

In response to a growing demand for mental health services that was exacerbated by the August wildfires, UH is requesting six (6) Mental Health Counselor positions for $510,000 to help address this demand. One counselor would offer initial assistance to students to assess their behavioral challenges and to provide additional information and resources as to counseling or psychological services. This position would also help to provide long-term mental health services support in a coordinated way across the UH System.

Two counselors would provide the next level of care, which is providing counseling to help students change their behavior or emotional responses in order to restore or enhance their capacities for personal and interpersonal functioning. Two more
counselors would provide higher level individual or group counseling services and psychosocial programming for student developmental needs. There would also be one full time Mental Health Counselor located at Maui College to provide direct mental health support to students, especially those impacted by the recent wildfires.

Workforce Development

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<td>Neighbor Island Health Access &amp; Pathway Extension</td>
<td>JABSOM</td>
<td>4.00</td>
<td>$ 925,000</td>
</tr>
<tr>
<td>M.A. in Counseling Psychology – Clinical Mental Health Specialization Program</td>
<td>Hilo</td>
<td>3.00</td>
<td>$ 210,000</td>
</tr>
<tr>
<td><strong>Total - Healthcare Workforce</strong></td>
<td></td>
<td>16.50</td>
<td><strong>$ 2,525,853</strong></td>
</tr>
</tbody>
</table>

To help address the current nursing shortage in the state, the Nancy Atmospera-Walch School of Nursing (NAWSON) at Mānoa has established a Pre-Nursing Pathway with UHWO, with 24 qualified applicants beginning in Spring 2024. This request will expand the program, with UH requesting 6.5 positions (four (4) Instructors and two (2) APTs) and $1 million.

To strengthen the pre-nursing program at UHWO, three (3) positions (two (2) Instructors and 1 APT) and $322,032 is requested. These positions will assist students in the program with counseling and academic advising, coordinate the pre-nursing curriculum, facilitate relationships between clinical sites and NAWSON, and provide technical, analytical, and instruction support services to the Pre-Nursing Pathway from UHWO to UHM NAWSON.

In order to continue the efforts of the John A. Burns School of Medicine (JABSOM) to expand access to care for rural and underserved populations, a total of four (4) positions and $925,000 is requested. These positions and funds will create and expand pathways to recruit and retain medical students and physician residents across the state.

The MA Program in Counseling Psychology (Clinical Mental Health Specialization) at Hilo is the only program of its kind in the UH System. This request for three (3) positions and $210,000 will increase the capacity of the program to 30 graduates per year. This program is a hybrid distance education program that serves students across the state.
UHWO is requesting two (2) positions and $180,910 for one faculty each in Early Childhood and Special Education teaching. These positions will expand the capacity of UHWO to train new early childhood educators for both general and special education.

To expand teacher education on the island of Hawai‘i, UH Hilo is requesting four (4) positions and $285,000. This request would establish the BS in Education Studies degree program by the Fall 2024 semester and would expand the Kahuawaiola Indigenous Teacher Education program.

Please note that these two requests are in addition to the seven (7) positions and $625,000 already noted in the “Enacting Prior Legislation” section to effectuate Act 141, SLH 2022.

The request for $250,000 will expand apprenticeship training at Maui College to support various construction trade areas. It is expected that there will be an increase of workforce demand due to the cleanup, restoration, and reconstruction on Maui as a result of the recent wildfires.

Leeward Community College is seeking to complement its Sustainable Agriculture Program with a request for $925,000 for equipment to automate and modernize its program. This request will provide various greenhouse equipment to be used by the program, including a pruning robot, aquaponics equipment, robotic harvesting equipment, and fertilization systems.
Priority Campus Support

<table>
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<td>Water Quality Lab</td>
<td>Maui College</td>
<td>2.00</td>
<td>$160,000</td>
</tr>
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<td>Stabilize Athletics Operating Budget</td>
<td>Mānoa</td>
<td>43.00</td>
<td>$3,136,642</td>
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<tr>
<td>CTAHR Cooperative Extension Support</td>
<td>Mānoa</td>
<td>5.00</td>
<td>$581,555</td>
</tr>
<tr>
<td>Incarcerated Students Program</td>
<td>Windward CC</td>
<td>3.00</td>
<td>$250,528</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td>64.00</td>
<td>$5,152,173</td>
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As a result of the closure of Aloha Stadium and the Blaisdell Arena, many other public events such as high school graduation ceremonies and high school football championships have been forced to request use of the Clarence T.C. Ching Athletics Complex and Stan Sheriff Center. In order to accommodate this increased demand by public organizations, UH is requesting six (6) positions and $709,000 for event staffing and equipment rentals or purchases.

To provide facilities and core services support to enable broad use of the new system Academy for Creative Media (ACM) facility at the UHWO, four (4) positions and $252,648 for their salaries are requested. These positions are a Facilities Manager position, an Auxiliary and Facilities Officer support staff position, a Custodian, and a General Laborer.

As a result of the opening of the Skyline rail station and development at Ho’opili and the increased on-campus and nearby foot traffic, one additional security position is requested for UHWO to help address its security needs.

The UH Maui College Water Quality Lab was established in the Fall of 2019 after requests were made by community partners to have such a facility on Maui to meet the needs of local constituents. The lab plays a critical role in helping to determine that Maui’s water is safe and compliant with health and environmental standards, and UH is requesting two (2) positions and $160,000 to institutionalize the lab.

To help stabilize the operating budget for the Athletics program at Mānoa, 43 positions and $3.1 million is requested. The positions reflect a conversion of 35 FTEs from the Athletics Special Fund to the General Fund and eight (8) new positions to provide mental and physical health needs including the requirement to meet recent NCAA rules changes regarding Athletic Trainers. The conversion of positions from special to general funds will protect athletics from the dramatic increases in the state’s fringe benefit rates over which the program has no input or control and also enable the department to keep up with other ever-escalating costs associated with operating the
only major (Division 1) athletic program in the only state other than Alaska for which professional athletics is also completely inaccessible.

In addition to the five (5) Extension Agents requested previously in response to the veto of SB1586, UH is requesting another five (5) positions and $581,555 for Extension Agents and associated startup and travel costs to support CTAHR’s mission of extending research-based innovation and support to the agriculture industry across the state.

The Pu‘uhonua Program at Windward Community College serves incarcerated students and works with the Women’s Community Correctional Center, the Hawai‘i Youth Correctional Center, and the Halawa Correctional Facility. This successful program is currently funded using grant funds which will expire in April 2024. This request for three (3) positions and $250,528 seeks to make this program permanent.

Other Miscellaneous Requests

There are also transfers of positions and funds within UH to effectuate the budgetary changes needed to reflect actual practices. This involves transferring six positions for Nā Pua No‘eau that are funded in UOH900 but who work at various campuses; transferring one position from Hilo to Mānoa College of Social Sciences; and transfers between Community College campuses for nursing education and security positions. These transfers are internal to UH and do not change UH’s total appropriation levels.

The University will be working with State B&F, the Governor’s administration, and the Legislature on this FY24-25 supplemental budget request as necessary.

ACTION RECOMMENDED:

University Administration recommends the Board of Regents approve the Administration’s proposal for the Fiscal Year 2024-2025 Operating Budget Request for the University. Upon approval, the proposal will be transmitted to the State B&F as the approved Board of Regents’ budget request. The proposal is to be considered for inclusion as part of the Governor’s Executive Budget Proposal to the 2024 State Legislature. In accordance with Chapter 37-68, HRS, the University will also submit the approved budget request directly to the Legislature.
University of Hawai‘i
Supplemental Budget Request
for Fiscal Year 2024-2025

November 2, 2023
Committee on Institutional Success
State General Fund Situation

• Lower than previously anticipated growth
  o Maui Wildfires
  o Relative strength of U.S. Dollar vs. foreign currencies

• Some downside risk/uncertainty
  o Inflation and Federal Reserve monetary policy in response to inflation
  o High oil/commodity prices and energy costs
  o Supply chain disruptions, labor shortages
  o War in Ukraine and Middle East
  o Possible federal shutdown
# Total Budget Request

<table>
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<tr>
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<td><strong>Total</strong></td>
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</tr>
</tbody>
</table>
Restoration of General Funds

• Funds to restore General Fund support to pre-pandemic levels were included for FY24. UH seeks to include those funds for FY25 and beyond:
  o $5.6 million for Mānoa
  o $1.8 million for JABSOM
  o $3.4 million for Hilo
  o $1.6 million for West O‘ahu
  o $5.1 million for Systemwide Admin

• Restore General Fund subsidy for Athletics
  o $3.2 million for Mānoa
  o $400,000 for Hilo
Continuation of Current Budget

• Full-Year Funding of Prior Appropriations
  o $389,245 for Culinary Institute of the Pacific at Kapiʻolani Community College
  o $359,932 for Value Added Product Center at Leeward Community College

• Enacting Prior Legislation
  o $625,000 and 7.00 FTEs for Expansion of Teacher Cohort on Neighbor Islands (Act 141, SLH 2022)
  o $506,555 and 5.00 FTEs for CTAHR Extension Agents (SB1586 CD1 from 2023 Session)
  o $1.0 million and 4.00 FTEs for Increased Campus Safety (Act 76, SLH 2023)
Hawaiʻi Promise

• “Last dollar” program to address the unmet direct cost needs for in-state students who meet certain eligibility criteria

• Expansion of Hawaiʻi Promise Program to Four-Year Institutions:
  o $12.5 million for Mānoa
  o $1.8 million for Hilo
  o $4.0 million for West Oʻahu

• Continued Funding for Community Colleges
  o $3.7 million additional requested ($1.8 million already in base)
  o Community Colleges were already making up the difference from their own Tuition and Fees

• Total: **$22.0 million** per year
Wildfire Response

• While no UH campus or facility was directly impacted by the Maui Wildfire, additional resources are being used primarily at Maui College
  ○ We anticipate adequate reimbursement for any direct disaster related costs

• 2.00 FTEs and $500,000 for Community-based Planning for Redevelopment of Lahaina through Hulihia Center for Sustainable Systems and Community Design Center
Mental Health Support

• Looking to expand access to students across UH System

• 6.00 Mental Health Counselors at $85K each for a total of $510,000:
  o 1 Counselor to offer initial assistance to students
  o 2 Counselors to help students change their behavior to restore or enhance their capacities for personal functioning
  o 2 Counselors to provide higher level individual or group counseling services
  o 1 Counselor at Maui College to provide direct mental health support to those impacted by the wildfires
## Workforce Development

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<td>Bachelor of Science in Education Studies Program Support &amp; Expansion of Kahuawaiola Indigenous Teacher Education Program</td>
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<tr>
<td>Expand Apprenticeship Training</td>
<td>Maui College</td>
<td>-</td>
<td>$ 250,000</td>
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<td>Equipment for Sustainable Agriculture Program</td>
<td>Leeward CC</td>
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**Total** 22.50 $4,166,763

Details can be found in the For Action memorandum.
# Priority Campus Support

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<td><strong>64.00</strong></td>
<td><strong>$5,152,173</strong></td>
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Details can be found in the For Action memorandum.
Next Steps

• Recommendation for Committee on Institutional Success to approve this operating budget request for subsequent approval by the full Board at its November 16 meeting.

• Following approval by the full Board of Regents, the budget request and associated forms will be transmitted to the Governor and the Legislature, in accordance with Chapter 37-68, HRS.
November 2, 2023

TO: ALAPAKI NAHALE-A
Chairperson, Board of Regents

VIA: DAVID LASSNER
President

FROM: JAN GOUVEIA
Vice President for Administration

SUBJECT: RECOMMEND BOARD APPROVAL OF FISCAL YEARS BIENNIAUM (FYB) 2023-2025, SUPPLEMENTAL CAPITAL IMPROVEMENT PROJECTS BUDGET REQUEST FOR THE UNIVERSITY OF HAWAI'I TO BE SUBMITTED TO THE GOVERNOR AND THE STATE LEGISLATURE & 6-YEAR CIP PLAN UPDATE

SPECIFIC ACTION REQUESTED:

Pursuant to Regents Policy 8.204, the Board of Regents of the University of Hawai'i ("Board") shall approve an annual capital improvement project budget for the University of Hawai'i ("University"). The capital improvement budget accounts for all major projects in the planning, design or construction stages for the upcoming fiscal year, and is presented in the context of a rolling 6-year Capital Improvement Projects Plan ("6-Year CIP Plan") and budget. As more fully detailed below, the Administration recommends the Board approve the proposed Fiscal Years Biennium (FYB) 2023-2025, Supplemental Capital Improvement Projects Budget ("CIP Supplemental Budget") of $331.5 million for the University.

With approval, the Administration will submit the FY 2025 CIP Supplemental Budget proposal to the State Department of Budget and Finance for consideration to be included as part of the Governor's budget proposal to the Legislature for the University of Hawai'i.
Approval by the Board of this CIP Supplemental Budget does not constitute final approval of any specific project identified or anticipated herein. The Administration is still required to obtain all necessary and appropriate Board approvals prior to expenditure as required by applicable law, rules, University policy or University procedure, which includes but is not limited to construction projects exceeding $5 million, consultant services exceeding $1 million, and exemption from the square footage growth moratorium.

**RECOMMENDED EFFECTIVE DATE:**

Upon board approval.

**6-YEAR CIP PLAN:**

In 2016, the Board approved a 6-Year CIP Plan for the University of Hawai’i that focused on a facilities modernization and space management strategy that delivers 21st century facilities that are in alignment with academic programming needs. It was consistent with the priorities set forth in the 2017 Systemwide Integrated Academic and Facilities Plan (IAFP) designed to maximize the efficiency of both the capital and operational dollar.

In 2022, the Board approved a new 6-Year CIP Plan that builds on the original concepts by shifting slightly away from new buildings and growing the University’s physical asset inventory and more toward data-driven decisions based on space utilization and programmatic and campus needs to improve and modernize existing spaces. With a continued focus on applying fiscal, human, and physical resources across the campuses more effectively and efficiently while continuing to advance the higher education goals of the state, the new 6-Year CIP Plan continues to embody the principles of the IAFP, focusing on aligning current and future programmatic needs with our facilities needs. Projects should consider:

- Whether the space can be designed flexibly to support multiple programs and/or uses, particularly for costly and specialized facilities;
- Whether space can be shared across programs to be most efficiently utilized on a day-to-day basis;
- Projected enrollment trends;
- Existing utilization of spaces on campus;
- The magnitude of impact on high-demand programs and disciplines; and
- The advancement of strategic campus and systemwide initiatives.

These considerations support the highest and best use of each capital and operational dollar.
Renew, Improve and Modernize ("RIM") Projects remain the foundation of our new 6-Year CIP Plan and CIP Supplemental Budget, with an emphasis on those projects necessary to protect health and safety measures, protect and maintain existing infrastructure and system investments and support current and funded research activity, as well as those that increase efficiency and utilization of existing spaces and promote flexible, shared and/or adaptive design and furniture.

DEFERRED MAINTENANCE (DM) BACKLOG

As of August 2023, the systemwide DM backlog is $899 million. While the University is committed to reducing its DM backlog over time, significant challenges must be overcome to decrease or even maintain the backlog given its size and rate of increase, which is compounded by a number of factors. These challenges, in addition to adequate funding, include:

- With an average facilities age of 45 years old (built in 1978) and an inventory in which 75% of all buildings are over 30 years old, capital renewal needs have increased dramatically, with an average of over $100 million needed each year from FY24 through FY29 just to address new repairs or replacements with an equivalent subsystem or product.
- Changing building code, safety, and other requirements, along with updated industry best practices can add further costs when repairing and replacing subsystems that do not translate to a decrease in the DM backlog but are necessary to complete the project.
- Sightlines data represents the cost associated with an equivalent or "like-for-like" repair or replacement, which is generally not feasible or practical given the age of most subsystems by the time they are addressed. However, modern, energy-efficient repairs and replacements are more costly than an equivalent replacement, adding to the repair and replacement costs without an associated decrease in the DM backlog.
- The backlog will not be reduced until projects are completed and the aging subsystem is no longer in the University’s inventory. This can take several years given the amount of time required to release the funds to the University, procure the project, and design and construct the project.
- Sightlines adds a 5% adjustment each year to account for inflation.

As further explained in the 6-Year CIP Plan, $459 million would be needed each year for 10 years to eliminate the backlog through the RIM program. In contrast, RIM program funding of $100 million per year would see an increase in the backlog of approximately 70% by 2033.
Given these challenges, the University has shifted its focus from the funding and effort level needed to significantly reduce the DM backlog to maximizing the impact of each capital dollar by considering multiple factors including space utilization, energy efficiency, and program and campus current and future needs for all projects including repairs, maintenance, modernization, and new spaces.

**FY 2025 CIP SUPPLEMENTAL BUDGET:**
In November 2022, the Board approved a CIP budget request for the fiscal biennium that totaled $262.5 million for FY 2024 and $247.0 million for FY 2025. The 2023 Legislative session resulted in a total CIP appropriation of $202.375 million and $182.517 million for FY 2024 and FY 2025, respectively.

While the University received a total biennium appropriation of approximately $385 million, roughly $128 million of that appropriation did not fund priorities that were recommended by the Administration and approved by the Board. As such, the Administration is recommending a CIP Supplemental Budget request for $331.5 million that primarily seeks to supplement projects previously approved by the Board that were either insufficiently funded or not funded at all during the 2023 legislative session. This request updates the 6-Year CIP Plan as follows (in 000's):

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<thead>
<tr>
<th>Campus</th>
<th>FY24 Request</th>
<th>FY24 Actual</th>
<th>FY25 Request</th>
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<th>FY26 Supplemental Request</th>
<th>FY26 Plan</th>
<th>FY27 Plan</th>
<th>FY28 Plan</th>
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**Note:** *Includes $63,517 million not approved by the Board. ** Includes $2.625 million not approved by the Board.
Updated Systemwide FY 2024-2029 6-Year CIP Plan (in 000's)
**Updated UH Mānoa FY 2024-2029 6-Year CIP Plan (in 000's)**

For the FY 2025 CIP Supplemental budget, the Mānoa campus is requesting $309 million to supplement projects previously approved by the Board that were either insufficiently funded or not funded at all during the 2023 legislative session. The John A. Burns School of Medicine Roof Replacement project is the only project not previously approved by the Board. Collectively, the 6-Year CIP plan for Mānoa is updated as follows (in 000's):

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</table>
Updated UH Mānoa FY 2024-2029 6-Year CIP Plan (in 000's)
System/Mānoa RIM Projects
A critical component of Mānoa’s 6-Year CIP Plan calls for a steady infusion of RIM funds. RIM funds are used to renovate, improve, and modernize classrooms, laboratories, and offices into quality learning, teaching and working spaces. Instead of traditional classrooms lined with rows of single desks, movable and flexible furniture allows for various seating options that encourage small group discussions and hands-on learning configurations. The incorporation of technology is also critical to modern classroom spaces. In many of our current buildings, there is inconsistent access to wireless internet and technology via projectors, laptops, or tablets. New spaces will have updated and better access to technology, which is critical to taking the University into the 21st century.

Moreover, when all segments of Mānoa’s campus community were surveyed and/or interviewed, a consistent concern over the general pathways and lighting conditions throughout the lower and upper campus areas were expressed. Students, employees, and visitors find crumbling walkways, odd intersections of pedestrian and bike pathways with vehicle thoroughfares, and limited lighting to be uninviting conditions that dissuade them from staying on campus. A few years ago, several comments were made on the overall lackluster appearance of the exterior of our buildings. The CIP Supplemental Budget request for RIM funds will go toward improvements made in these areas.

RIM Projects for Student Housing
There are 21 multi-story buildings that make up more than 1,000,000 gsf of facilities within the Student Housing inventory. Many of these buildings have not undergone any renovations since their original construction in the 1960s and 1970s. For others, the last major renovation was over 10 years ago. At this time, over $200 million worth of projects have been identified to Renew, Improve, and Modernize the student housing facilities. The CIP Supplemental Budget request of $40 million in RIM funds for student housing will address the following projects: Hale Wainani Plumbing Replacement; Fire Alarm Replacement and Sprinkler Assessment; Frear Hall Roof Replacement; and Wainani Low Rise Roof Replacement.

The deferred maintenance backlog associated with all student housing facilities at this time is $127 million. This number will likely change pending an updated review. However, based on current figures, this RIM request will reduce the backlog by $7.5 million.

Hale Noelani Renovation
Currently, the 530 beds that make up the 5 Noelani buildings have been uninhabited since 2017 as a result of the overwhelming cumulative deferred maintenance that could not allow for safe occupancy. A comprehensive assessment conducted in October 2017 evaluated the architectural, structural, mechanical, electrical, and environmental
elements of the buildings. It was determined that the 5 Noelani buildings required major renovations to make them livable for students: building envelope revitalization; repair or replacement of roof, deck coating, handrails, stairways, elevators, plumbing system and fixtures, hot water system, fire alarm and protection system, and electrical system; structural retrofit due to termite damage and spalling; and removal of hazardous materials. Based on the 2017 assessment, the renovation project does not include: any site-related work, interior/exterior door improvements, bridgework, interior drywall/gypsum board replacement, new windows/screens/coverings, new furniture, and new appliances.

Assessment and Feasibility of Hamilton Library
The CIP Supplemental Budget requests $6.5 million for programming funds to repurpose space in Hamilton Library, the largest facility on the main campus. Constructed in three phases, the library houses the University’s book collection, special collections, library offices, several classrooms, and a limited amount of student study space. Hamilton Library has over 411,000 interior square feet of space (for comparison purposes, this is over 5 times larger than Kuykendall Hall). Approximately 43% of this space (175,000 SF) is currently used for open stack book storage. Our initial research shows a trend amongst peer institutions who have converted library space from book storage to people space (study, event, collaboration, office). By creating high-density climate controlled book storage and moving books out of the open stacks, a significant amount of new space can be created in the heart of central campus without building a new building.

Waikīkī Aquarium Sea Wall Repairs
The CIP Supplemental Budget requests $3 million to complete repairs to the Waikīkī Aquarium Sea Wall. The walkway behind the Waikīkī Aquarium that provides community access along the Waikīkī Beach coastline is currently closed due to safety concerns. Portions of the wall fronting the ocean that support the walkway have fallen away into the ocean. The ocean tides will continue to erode the seawall until the repairs are made. This project includes the plans, design and construction to replace portions of the seawall to increase its structural stability so that the walkway may be reopened to the public.

Holmes Hall
The Mānoa campus received $1.5 million in FY24 for the planning and design of improvements to Holmes Hall. As part of the CIP supplemental budget, the campus is requesting $8 million in FY25 for the construction phase of the Holmes Hall improvements. Holmes Hall houses the Engineering College and was originally completed in 1972. Since its original construction, the building has not undergone any modernization to adapt classroom and lab space to changes in teaching programs and to meet the demands of increasing enrollment. This project is a targeted interior renovation of the building’s lab spaces. The improvements will provide modernized teaching and
research lab space, contributing to faculty research and student learning outcomes. The project will also improve building safety and accessibility, and improve the overall sustainability performance of the building. The building envelope will not be modified substantially other than as required to ensure building performance. The project will also include landscaping work around the building exterior to improve the overall beauty of the UH Mānoa campus.

**PV Rooftop and Canopies and Various Energy Efficiency Projects**

The CIP Supplemental Budget requests $30 million for PV and energy efficiency projects. This lump sum funding, which is anticipated annually throughout the 6-Year CIP Plan, is critical for UH Mānoa and systemwide progress toward the University's net-zero energy goal. UH Mānoa is in the process of completing a Strategic Energy Management Plan (SEMP) and Max PV Potential Study, and preliminary results and analysis have indicated that maximizing all available space on the main campus for PV could generate 56% of UH Mānoa's energy needs. As such, this lump sum funding request is for the completion of any PV and energy efficiency projects to further UH Mānoa's commitment to sustainability and resiliency, and decrease utility costs by completing energy savings projects.

**Mini Master Plan Phase 3 – Kuykendall Hall**

The CIP Supplemental Budget requests $5 million in FY25 for programming and design to renovate Kuykendall Hall, with anticipated requests totaling $45 million in FY26 and FY27 of the 6-Year CIP Plan for construction. Kuykendall Hall is a 92,000 SF two-building structure consisting of a seven-story office tower and a four-story classroom building, constructed in 1964. Kuykendall Hall houses 28 classrooms, making it one of the top five buildings on campus in terms of classroom inventory. The building has deteriorated over time and is currently in relatively poor condition compared to other campus facilities. The currently proposed renovation project would retain the current function as an academic facility including faculty office and classroom environments, but reconfigure the interior spaces to reflect the recently adopted UH Manoa Design Guidelines. The new interior configurations will improve overall space utilization and occupancy and provide modern teaching, learning, and working environments for faculty, students, and staff. Building systems will be upgraded to improve performance and meet University sustainability goals.

**Admin Office & Parking – Phase I and II**

The CIP Supplemental Budget requests $8 million in design and programming for a Central Administration Facility with parking. The 6-Year CIP Plan additionally anticipates $70 million in FY26 and $70 million in FY28, for a total of $148 million. This project will create a new 55,000 SF facility that will consolidate the administrative offices scattered
Chairperson Alapaki Nahale-A  
November 2, 2023  
Page 11 of 20

across the Mānoa campus. The project site is located at the intersection of East-West Road and Maile Way, where the current Campus Services building is located. The project will yield a net reduction of square footage on campus through the demolition of the existing Campus Services building and the associated removal of existing portable buildings as explained in the Portable Demolition Program below.

Waikīkī Aquarium Upgrades  
In Fiscal Years 2022 and 2023 the legislature appropriated a total of $13 million in general obligation bonds for the design and construction of a new wastewater discharge system to comply with NPDES and City Industrial Wastewater Discharge permits and applicable laws and regulations. Furthermore, the current effluent disposal system must be upgraded to comply with Department of Health discharge permits and City and County of Honolulu regulations for discharge into the city sewer system.

The original construction cost estimate developed in 2020 was $10 million. However, based on bids recently received for Phase 1 of the project, an additional $9 million is needed to complete all phases and segments of the discharge system. Deferral of this project may expose the University to daily fines and could result in the indefinite closure of the Aquarium.

Coconut Island Sewer Upgrades  
In the Fiscal Year Biennium 2023 – 2025, the legislature appropriated $10 million to address sewer system upgrades that address health and safety concerns on Coconut Island. The existing sewer system is past life expectancy with corrosion, fractures, tree root intrusion, pump failures, and reduced flow capacity. Sections of the existing failed system have been temporarily bypassed (above ground piping) to maintain system operation. In addition, seawalls have collapsed into the ocean and erosion is reducing landmass undermining adjacent facility foundation/infrastructure and sediment is being deposited into the surrounding water. The pier has been condemned and alternate temporary ramp access is in shallow waters and tide dependent. The request for $3 million in additional funding will prevent shutdown of the sewer system, restore shoreline protection, and reestablish reliable access to Coconut Island.

JABSOM Roof Replacement  
The roofs on all 3 buildings that make up the John A. Burns School of Medicine (the Medical Education Building, the Biological Sciences Building, and the Ancillary Building (i.e., Central Plant)) have been leaking for a few years. Temporary solutions like roof patching have protected the facility from light rain, but leaks still continue under more extreme weather. $6.5 million is requested to replace the roofing material for all 3
buildings, as well as repair damages to the building envelope and interior spaces that occurred as a result of the ongoing leaks.

**UH Mānoa FY25 CIP Supplemental Budget Request Summary**

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<thead>
<tr>
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<th>Project Description</th>
<th>MOF</th>
<th>FY25 Supplemental Budget Request</th>
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<td>$8M</td>
</tr>
<tr>
<td>M</td>
<td>Assessment and Feasibility of Hamilton Library</td>
<td>C</td>
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<td>Mini Master Plan, Phase 3 – Kuykendall Hall</td>
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<td>Central Administration Facility with Parking</td>
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<td>Waikīkī Aquarium Seawall Repairs</td>
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<td><strong>TOTAL</strong></td>
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</table>
**Updated UH Hilo FY 2024-2029 6-Year CIP Plan (in 000's)**

<table>
<thead>
<tr>
<th>Project</th>
<th>FY24 Request</th>
<th>FY24 Actual</th>
<th>FY25 Request</th>
<th>FY25 Actual</th>
<th>FY26 Plan</th>
<th>FY27 Plan</th>
<th>FY28 Plan</th>
<th>FY29 Plan</th>
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<th>Updated 6-Year Plan Total</th>
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Graph showing the progression of funding from FY24 to FY29 for RIM Projects, Major Projects, DM Balance, and a dotted line indicating 'Do-Nothing' scenario.
UH Hilo’s CIP Biennium Budget and 6-Year CIP Plan continue to align with the systemwide objective of modernizing facilities and campus environments to support modern practices in teaching, learning and research while implementing energy savings and efficiency initiatives and addressing the DM backlog. In particular, in UH Hilo’s 2021-2031 Strategic Plan, Strategy 9 is to “renew, innovate, and modernize facilities.” The RIM projects requested advance these initiatives.

**UH Hilo FY25 CIP Supplemental Budget Request Summary**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Project Description</th>
<th>MOF</th>
<th>FY25 Supplemental Budget Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>RIM Projects</td>
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# Updated UH West O'ahu FY 2024-2029 6-Year CIP Plan (in 000's)

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<th></th>
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The chart below illustrates the breakdown of the CIP plan by year, with bars representing the budget allocations for RIM Projects, Major Projects, DM Balance, and a dotted line indicating the 'Do-Nothing' scenario.
RIM Projects
CIP Biennium Budget and 6-Year CIP Plan focus on growing the campus mindfully and developing quality spaces consistent with the UH West O‘ahu Strategic Plan (2018-2028) ("Strategic Plan"). The Strategic Plan envisions a supportive and dynamic learning environment where both Native Hawaiian values and culture and the inclusion and celebration of all individuals and ethnicities are embodied and perpetuated by students, faculty, and staff, and reflected in the institution’s practices and relationships. Currently, the ten-year-old campus has zero DM backlog due to its RIM program funding. UH West O‘ahu strives to maintain the $0 backlog throughout the next six years by steadily investing in preventative maintenance and repairs. To that end, West O‘ahu requests $5 million in RIM funds for its CIP Supplemental Budget.

Road B Entry Plaza
The CIP Supplemental Budget request anticipates $5.2 million for the construction of the Road B Entry Plaza. In FY20, the campus received $400,000 to design the Entry Plaza. This request is to fund the construction. This project will provide a much-needed safe and accessibility-compliant connection to and from campus for students, employees, and visitors that take advantage of rail transit or get dropped off at the Road B cul-de-sac. The Entry Plaza would serve as an inviting welcome mat at the terminus of Road B, the main street and key component of the envisioned college town.

PV Carport
This is a new project that has not previously been approved by the Board. It seeks $5 million to design and construct a photovoltaic (PV) canopy at the main parking lot and the parking area behind the Maintenance building. In addition, the project would include the purchase of industrial battery units that would power the campus chiller units during the night and increase campus disaster resiliency. The project would increase PV generation capacity of UHWO by 1.257 megawatt, an increase in PV production of over 200%. The proposed project would cost $13.7 million with federal rebates through the Inflation Reduction Act providing a rebate of $5.5 million (40%). UHWO would provide $3.2 million as well as covering any project overrides, and we are requesting $5 million in CIP funds.

UH West O‘ahu FY25 CIP Supplemental Budget Request Summary

<table>
<thead>
<tr>
<th>Campus</th>
<th>Project Description</th>
<th>MOF</th>
<th>FY25 Supplemental Budget Request</th>
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<tbody>
<tr>
<td>WO</td>
<td>RIM Projects</td>
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<tr>
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<td>Road B Entry Plaza</td>
<td>C</td>
<td>$5.2M</td>
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<td>WO</td>
<td>PV Carport</td>
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</tr>
<tr>
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<td>TOTAL</td>
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<td>$15.2M</td>
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</table>
Updated UH Community College System FY 2024-2029 6-Year CIP Plan (in 000’s)

The Community Colleges system received $130.875 million for FY 2024 and $63 million for FY 2025 during the 2023 legislative session. This is sufficient funding to address the campuses’ priorities, preventive maintenance, and deferred maintenance needs. Therefore, the Community Colleges does not have any requests for the FY 2025 CIP Supplemental budget. The updated 6-year CIP Plan for the Community Colleges is as follows (in 000’s):

<table>
<thead>
<tr>
<th>Project</th>
<th>FY24 Request</th>
<th>FY24 Actual</th>
<th>FY25 Request</th>
<th>FY25 Actual</th>
<th>FY26 Plan</th>
<th>FY27 Plan</th>
<th>FY28 Plan</th>
<th>FY29 Plan</th>
<th>Original 6-Year Plan Total</th>
<th>Updated 6-Year Plan (Actuals &amp; Supplemental Requests)</th>
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Updated UH Community College System FY 2024-2029 6-Year CIP Plan (000's)

$350,000

$300,000

$250,000

$200,000

$150,000

$100,000

$50,000

FY24  FY25  FY26  FY27  FY28  FY29

- CRDM / Minor CIP Projects
- Major Projects
- DM Balance
- DM Balance ('Do-Nothing')
ACTION RECOMMENDED:

In accordance with Regents Policy 8.204, it is recommended that the Board approve the proposed Fiscal Years Biennium (FYB) 2023-2025, Supplemental Capital Improvement Projects Budget (“CIP Supplemental Budget”) of $331.5 million for the University, as detailed below:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Project Description</th>
<th>MOF</th>
<th>FY25 Supplemental Budget Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>System/M</td>
<td>System, RIM Projects</td>
<td>C</td>
<td>$110M</td>
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<tr>
<td>M</td>
<td>RIM Projects for Student Housing</td>
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<td>Hale Noelan Renovation</td>
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<td>M</td>
<td>Coconut Island Sewer Line Upgrades</td>
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<td>M</td>
<td>Holmes Hall</td>
<td>C</td>
<td>$8M</td>
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<tr>
<td>M</td>
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<td>M</td>
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<td>Waikīkī Aquarium Seawall Repairs</td>
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<tr>
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<td>C</td>
<td>$6.5M</td>
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<tr>
<td>H</td>
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<td>Road B Entry Plaza</td>
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<tr>
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<td>PV Carport</td>
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<td>$5M</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
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<td>$331.5M</td>
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</table>

With approval, the University will submit the CIP Supplemental Budget proposal to the State Department of Budget & Finance for consideration to be included as part of the Governor’s budget proposal to the Legislature. Approval by the Board of this CIP Supplemental Budget does not constitute final approval of any specific project identified or anticipated herein. The Administration is still required to obtain all necessary and appropriate Board approvals prior to expenditure as required by applicable law, rules, University policy or University procedure, which includes but is not limited to construction
projects exceeding $5 million, consultant services exceeding $1 million, and exemption from the square footage growth moratorium.
Fiscal Years Biennium 2023-2025
Supplemental Capital Improvement Projects (CIP) Budget Request

Office of the Vice President for Administration

November 2, 2023 - AMENDED
Agenda

UH System Total: $331.5M Requested

Mānoa: $309.0M Requested

Hilo: $7.3M Requested

West O‘ahu: $15.2M Requested
**UH System: $331.5M Requested**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Project Description</th>
<th>MOF</th>
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</thead>
<tbody>
<tr>
<td>System / M</td>
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<td>WO</td>
<td>RIM Projects</td>
<td>C</td>
<td>$5M</td>
</tr>
<tr>
<td>WO</td>
<td>Road B Entry Plaza</td>
<td>C</td>
<td>$5.2M</td>
</tr>
<tr>
<td>WO</td>
<td>PV Carport</td>
<td>C</td>
<td>$5M</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>$331.5M</strong></td>
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### Mānoa: $309.0M Requested

<table>
<thead>
<tr>
<th>Project Description</th>
<th>MOF</th>
<th>FY25 Supplemental Budget Request</th>
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<tbody>
<tr>
<td>System, RIM Projects</td>
<td>C</td>
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<td>RIM Projects for Student Housing</td>
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<td>Hale Noelani Renovation</td>
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<td>$80M</td>
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<tr>
<td>PV Rooftop, PV Canopies, and Various Energy Efficiency Projects</td>
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<td>Waikīkī Aquarium Upgrades</td>
<td>C</td>
<td>$9M</td>
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<td>Coconut Island Sewer Line Upgrades</td>
<td>C</td>
<td>$3M</td>
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<td>Holmes Hall</td>
<td>C</td>
<td>$8M</td>
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<tr>
<td>Assessment and Feasibility of Hamilton Library</td>
<td>C</td>
<td>$6.5M</td>
</tr>
<tr>
<td>Mini Master Plan, Phase 3 – Kuykendall Hall</td>
<td>C</td>
<td>$5M</td>
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<tr>
<td>Central Administration Facility with Parking</td>
<td>C</td>
<td>$8M</td>
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<tr>
<td>Waikīkī Aquarium Seawall Repairs</td>
<td>C</td>
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<td>JABSOM Roof Replacement</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>$309M</strong></td>
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</table>
# Hilo: $7.3M Requested

<table>
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<tr>
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<th>MOF</th>
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<tbody>
<tr>
<td>RIM Projects</td>
<td>C</td>
<td>$7.3M</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>$7.3M</td>
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## West O‘ahu: $15.2M Requested

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<th>Project Description</th>
<th>MOF</th>
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<tbody>
<tr>
<td>RIM Projects</td>
<td>C</td>
<td>$5M</td>
</tr>
<tr>
<td>Road B Entry Plaza</td>
<td>C</td>
<td>$5.2M</td>
</tr>
<tr>
<td>PV Carport</td>
<td>C</td>
<td>$5M</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$15.2M</strong></td>
</tr>
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</table>
MEMORANDUM

TO: Alapaki Nahale-a  
    Chairperson, Board of Regents

VIA: David Lassner  
     President

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

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

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

SUBJECT: Requesting Approval to Indemnify National Aeronautics and Space Administration ("NASA") and the federal government when using U.S. Government Property for Sponsored Research awards received from NASA during Calendar Years 2024 and 2025

SPECIFIC ACTION REQUESTED:

It is respectfully requested that the Board of Regents ("Board" or "BOR") authorize the University to indemnify the National Aeronautics and Space Administration ("NASA") and the U.S. Government against personal injury or property damage when University researchers use federal government property while conducting research supported by NASA funds for calendar years 2024 and 2025. NASA requires this indemnification by incorporating Section D20 of Appendix D of NASA's Grant and Cooperative Agreement Manual ("GCAM") into its prime or subawards to the University.

Board authorization, if approved, will be subject to the condition that prior to the actual acceptance of the award by the University, the UH chief financial officer in consultation with UH risk management office and the principal investigator determine whether additional University insurance is needed to cover the specific indemnity risk for the research project, and whether any specific risk management or mitigation measures need to be implemented by the principal investigator for the research project. The University will submit a semi-annual report to the Board about awards and sub-awards containing Section D20, GCAM indemnification provisions approved in the prior six months.
This request is made pursuant to Hawai‘i Revised Statutes Section 304A-110, appended as "Attachment 1" to this memorandum.

**RECOMMENDED EFFECTIVE DATE:**

Effective upon Board approval, and contingent upon acceptable risk assessment by the UH Chief Financial Officer and annual reporting to the Board, the University may accept NASA research awards and subawards to be awarded for calendar years 2024 and 2025 that require an indemnification under Section D20, GCAM.

**ADDITIONAL COST:**

In accordance with §304A-110, Hawai‘i Revised Statutes, 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. Given that the review for this request is predicated on any and all future such requests involving this grantee over the next two years, such determination is contingent upon future grants being of same context, nature, mechanics, and do not involve the use of federal property. Otherwise, review of individual grants for insurance assessment will be necessary.

**PURPOSE:**

The purpose of this request is to allow the University to timely apply for, process, and accept NASA research awards and subawards during the 2024 and 2025 calendar years that require indemnity under Section D20, GCAM.

**BACKGROUND:**

**Illustrative NASA Awards Received by the University**

Until around 2022, requests from federal agencies for indemnifications by state entities were not standard or frequently made, and seeking BOR or Governor approval of indemnifications was not frequent. In 2022, NASA began requiring in normal course the Section D20 indemnification for all of their awards and subawards, so Administration is proposing this "blanket" and conditioned authorization from the BOR, with the understanding that all of the due diligence by the University’s risk management, fiscal, and legal offices will be completed prior to execution of any award with a Section D20 indemnification.

On July 21, 2022, approving a memorandum request similar to this one, the Board authorized the University to accept the indemnification obligations when using federal property as required by Section D20 in Appendix D of NASA’s Grant and Cooperative Agreement Manual for NASA prime and subawards made in calendar years 2022 and 2023 as long as the indemnification is reviewed and accepted by the specific University officers as is required by HRS § 304A-110. The bulk of the NASA awards and preawards were received by UH Mānoa’s Institute for Astronomy (IfA) and the School of
Chairperson Alapaki Nahale-a  
November 6, 2023  
Page 3

Ocean and Earth Science and Technology (SOEST). In the last two years, the University has encountered no problems with its approvals of the indemnification obligations and are unaware of any claims made by NASA for indemnification relating to any award or subaward. Accordingly, through this memorandum, the University is requesting that it be able to continue to have authorization to accept the indemnification obligations when using federal property for NASA prime and subawards made in calendar years 2024 and 2025.

As an indication of the activity level of NASA research at the University, at mid October 2023, there are 82 active NASA prime awards and 50 active subaward research projects underway.

**Indemnification Required by NASA; Review by University**

These NASA Awards are subject to standard terms and conditions, including those standardized terms and conditions set forth in NASA’s Grant and Cooperative Agreement Manual.

In pertinent part, Section D20 (Allocation of Risk/Liability), located in Appendix D, at page 102 of the GCAM (January 10, 2022), requires the following (emphasis added):

**D20. Allocation of Risk/Liability**

(a) With respect to activities undertaken under this award, the recipient agrees not to make any claim against NASA or the U.S. Government with respect to the injury or death of its employees or its subawardees/contractors and subaward/subcontractor employees, or to the loss of its property or that of its subawardees/contractors and subawardees/subcontractors, whether such injury, death, damage or loss arises through negligence or otherwise, except in the case of willful misconduct.

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

Under University policy and applicable state law, acceptance of this D20 indemnification requires Board approval and favorable review by specific University officers under procedures set forth in HRS § 304A-110 (Indemnification). Specifically:

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

The chief financial officer, pursuant to section 304A108, 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.

**RISK ANALYSIS:**

It is noted that under D20 GCAM indemnification exposure for the University is created only when federal property is used by the University under the NASA award, and only when the University’s use of such federal property causes third party injury or property damage. If the research will not involve use of federal property, the indemnification is not applicable. Second, even if the research activity requires use of federal property, to our knowledge, no injury or property damage resulted from such use, and NASA has not invoked indemnification protection.

On July 21, 2022, the Board previously approved a memorandum request similar to this one (the “2022 Request”) and authorized the University to accept the indemnification obligations when using federal property as required by Section D20 in Appendix D of NASA’s Grant and Cooperative Agreement Manual for NASA prime and subawards made in calendar years 2022 and 2023 as long as the indemnification is reviewed and accepted by the specific University officers as is required by HRS § 304A-110. In the period covered by the 2022 Request, the University has been awarded a total of 69 awards and 64 subawards from NASA totaling $48,312,256, cumulative. The University has not encountered any problems with its approvals of the indemnification obligations and have had no incidents with the acceptance of the indemnification provision in these NASA contracts. To date, the University is unaware of any claims made by NASA for indemnification relating to any award or subaward.

As shown by this favorable loss history, the benefits of the University being able to conduct research sponsored by NASA outweigh the risks of the indemnity provision in GCAM section D20. The University has demonstrated its ability to identify and avoid, (or mitigate and satisfactorily resolve) claims for property damage or personal injury and thereby avoid consequent demands for indemnification by NASA or the federal government. Accordingly, through this memorandum, the University is requesting that it be able to continue to have authorization to accept the indemnification obligations when using federal property for NASA prime and subawards made in calendar years 2024 and 2025.

**Advanced, Contingent Approval; Work Flow Efficiencies**

This memorandum requests that the Board authorize the University to accept indemnification obligations required by NASA awards for calendar 2024 and 2025, so long as the chief financial officer for the university, in consultation with the risk management office and the specific principal investigator, determine whether the specific indemnification risks can be addressed by the University current risk management program, or whether additional insurance coverage will be needed. These determinations and approval by the President and favorable review by UH General Counsel, or their designees, in accordance with statute, must be made in order for the proposed amendment to be fully processed by the UH Office of Research Services (ORS).
Under current indemnification approval procedures, research awards with indemnities are batched into groups for submission to the Board according the Board’s monthly public meeting schedule. These batches are submitted to the Board only after the administrative reviews by the President, the UH General Counsel, and the Chief Financial Officer (including consultation with the Office of Risk Management) are completed.

This current process is suitable for research sponsors that make only one or two awards per year, in which the UH administration will continue to submit "single purpose" requests where appropriate.

In situations where a research sponsor — such as NASA — intends to make dozens of awards to multiple PIs over the course of a year and requires a "generic" indemnification, whether or not the actual sponsored research activity would generate an indemnification exposure, "batching" the approval requests to synchronize with the Board's monthly meeting schedule creates work flow inefficiencies and peak load spikes for both the Board and the UH administrators, and planning uncertainties and delays for the researchers and support staff.

This memorandum requests that Board approve in advance the University’s acceptance of a standard Section D20 NASA indemnity obligation for use of federal property in the performance of the research, so long as prior to actual signature acceptance of the award, the indemnity is acceptable to the reviewing University officers as required by HRS § 304-110 (indemnification of sponsored research). This proposed sequence to approve the indemnity should reduce work flow inefficiencies while complying with the statutory requirements of HRS § 304A-110.

The University will submit an annual report to the Board describing issues or concerns regarding the NASA indemnifications proposed and accepted under this procedure.

**ACTION REQUESTED:**

It is requested that the Board authorize the University to accept the indemnification obligations when using federal property as required by Section D20 in Appendix D of NASA’s Grant and Cooperative Agreement Manual, for NASA prime and subawards to be made for calendar years 2024 and 2025 so long as the indemnification is reviewed and accepted by cognizant University officers as required by HRS § 304A-110, including a determination whether the indemnity risk exposure can be addressed by the existing risk management program and mitigated by measures to be instituted by the principal investigator.

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.
Carving a Bright Path • fall 2023

Enrollment Strategy across the University of Hawai‘i System

Kara Plamann Wagoner, Director, UH System Institutional Research, Analysis and Planning Office (IRAPO)
Michael Bruno, Provost, UH Mānoa
Bonnie Irwin, Chancellor, UH Hilo
Maenette Benham, Chancellor, UH West O‘ahu
Della Teraoka, Acting Vice President, UH Community Colleges

Board of Regents, November 16, 2023
### 2023 enrollment highlights

<table>
<thead>
<tr>
<th>Overall UH enrollments increased, including…</th>
<th>our community college students,</th>
<th>our historically underrepresented students,</th>
<th>our early admit students,</th>
<th>and our non-credit students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systemwide headcount enrollment increased 1.2% from fall 2022 to 48,933 for fall 2023.</td>
<td>Headcount enrollment increased by 2.7% from fall 2022 to 24,033 for fall 2023.</td>
<td>Overall enrollment of underrepresented students at the UH System level increased very slightly (0.2%) from fall 2022. Enrollment of Micronesian students jumped 15.8% and 3.5% for Filipino students, but it declined by 1.6% for Native Hawaiian students.</td>
<td>3,859 high school students took college courses in fall 2023, an increase of 5.6% compared to 3,620 in fall 2022.</td>
<td>Non-credit enrollment is up across the System by 4.8% from 20,056 to 21,021.</td>
</tr>
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</table>
today’s roadmap

Internal and External Influences on Three Target Areas of Enrollment Management

Recruitment  Retention  Success

Statewide and UH Systemwide Data Showing Trends

Campus/Unit Impact & Actions

Appendix with Tables for a Data Deep Dive
## Internal and External Factors Influence Enrollment

### Recruitment
- Alumni Relationships
- Program Offerings
- Brand & Marketing Impact
- Diversity & Inclusion
- Institutional Aid
- Transfer Process

- Location
- Alumni Stories
- High School Graduate Numbers
- Competition in Recruiting
- Cost of Living
- Job Market

### Retention
- Available Resources
- Onboarding Process
- First-Year Programs & Services
- Advising
- Institutional Aid
- Student Support & Engagement

- Post-Freshmen Scholarships
- Transfer Opportunities
- Commuting & Housing Factors
- Student Wellbeing

### Success
- Timely Graduation Benefits & Challenges
- Course Availability
- Second Degree Delays
- Institutional Aid
- Graduation Process

- Employment Opportunities
- Financial Aid Policy & Regulation
- Global Events
- Personal Obligations
Reaching Potential Students
Hawai‘i Public High School Completions Declined Slightly from 2020 to 2022

Who’s included in the data?
Students at Hawai‘i public schools who graduate on time (finishing within four years), earn a certificate rather than a diploma, or finish earlier or later than the four-year period are completers.

What’s the trend?
Since 2018, the number of Hawai‘i Dept. of Education (HIDOE) graduates has averaged about 11,260 with a 1.6% decline since 2020. While Hawai‘i is experiencing less decline in the number of high school graduates than the national average, any decline will mean fewer Hawai‘i high school graduates at UH unless we can increase going rates.

Data Source: Hawai‘i P20
Overall • Both in UH and Outside of UH
Nationwide college enrollment for the HIDOE graduates shows a post-pandemic decline.

UH Community Colleges

UH Universities
About one out of three HIDOE graduates comes to UH immediately after high school (32% on average). For the past two years, students have chosen four-year campuses at higher rates than they had previously.
High School Students Taking UH Classes Increases by 107% Since 2016

Who’s included in the data?
Early Admit Students includes high school students enrolled in college classes for both high school and college credit (through a dual credit program like Early College, Running Start, etc.) or for just college credit.

Why It Matters
Early College students benefit from cost-free college credits, increasing access and enhancing their likelihood of successfully graduating from college.
Returning Adults: What Would It Take to Make Them UH Alumni?

377,337 Hawai‘i residents between the ages of 25-64 do not have a college degree

**Highest Degree Earned**

- 12% have an associate’s degree
- 23% have a bachelor’s degree
- 13% have an advanced degree

UH has the potential to meet the needs of the people and islands it serves by helping 52% of working age adults earn a relevant, achievable credential. This includes 142,410 potential returning students (residents who have some college experience).

Data Source: 2022 US Census Bureau American Community Survey (ACS)
Non-Credit Courses Pave the Way for Lifelong Learning

What’s Non-Credit?
Educational programs or courses that do not offer academic credit or traditional grades. These programs are often designed for personal enrichment, skill development, or specific vocational training rather than earning a degree or academic credentials. Non-credit courses are typically shorter in duration and may cover a wide range of subjects, from professional development and vocational skills to hobbies and special interests.

What’s the trend?
UH Community Colleges (UHCC) made up 87% of the non-credit enrollments in the last academic year. UH Mānoa accounted for 11% of the total, and UH Hilo (not pictured) comprised 2% of non-credit enrollments after taking a two-year break from offering non-credit.
Supporting Students to Stay at UH
What’s Headcount?
Number of students. Part-time students count the same as full-time students. Students enrolled at more than one campus show up in each.

Why SSH?
Total credits taken by students is a better measure than headcount for impact on tuition revenues and level of instructional activity.

What’s the trend?
Both headcounts and SSH grew from fall 2022 to fall 2023. UH is 6% away from reaching 2019 SSH and only 2% away from reaching 2019 headcount.
UH enrollments for our underrepresented students has increased slightly from 2022 to 2023.

Pacific Islanders showed the largest enrollment increase with a 4.5% shift. Filipino Students experienced a 3.5% increase in enrollments. The Native Hawaiian student population decreased by 1.6%.
What’s Full Time? Part Time?
Full-time undergraduate students take 12 or more credits in a semester at their home campus. Part-time undergraduate students take fewer than 12 credits.

What’s the trend?
The four-year campuses have remained relatively steady in their proportion of full-time to part-time students. Although most community college students have been part time since at least fall 2016, there has been an increase since the pandemic. This could reflect students taking fewer than 12 credits at their home campus with additional courses at other campuses.
UH Blends In-Person and Online Learning
3 out of 4 students come to campus for at least one class
Rates Vary for First-Time, Full-Time Freshman Returning in Year Two

What is retention?
First-to-second year retention, often referred to as "retention rate," measures the percentage of first-year students who continue their studies into the second year at the same institution. UH uses fall-to-fall semesters. The graph shows the entering year for students and whether they returned the following fall.

Why It Matters
Retention is a key leading indicator of future continued enrollment and graduation.

What’s the trend?
UH Mānoa has had the highest retention rates across the System for the past five years. UH West O'ahu has retained 69% of its freshman cohorts from fall 2021 and fall 2022. UH Hilo and the UH Community colleges both increased retention rates in fall 2023. 70% of UH Hilo students who started in fall 2022 returned in 2023, as did 61% of UHCC students.
First-Time, Full-Time Transfer Retention Rates Improved Overall

What’s the trend?
For its fall 2022 first time, full-time freshmen and transfers, UH Mānoa has a consistent rate for both groups with a 77% retention rate. UH Hilo and UH West O'ahu both showed higher retention rates for their transfer students when comparing their first-time freshmen cohorts from fall 2022 returning in fall 2023. The community colleges have remained steady over time with about half of their transfer students returning for a second year.
student success

Recruitment • Retention • Success
Select History of Hawai‘i Graduation Initiative (HGI) Activities and Campus Initiatives

- STAR Degree Audit System
- Running Start
- Academic Advising & Transfer Network
- Ka‘ie‘ie Pathways

2010-2011
- Automatic Admission
- Ka‘ie‘ie Memorandums of Understanding

2014-2015
- STAR GPS
- First Food Insecurity Committee
- Zero Textbook Costs
- Math & English Redesign

2020–Present
- Basic Needs
- Open Educational Resources
- Cross-Campus Course Sharing
- Dashboards for Student Success

2006-2009
- Academic Program Sheets and Degree Maps

2012-2013
- Fifteen to Finish
- Early College
- Reverse Transfer
What are on-time graduation and success rates?
Students complete their degree or program within the expected or standard time frame. For UH universities, on-time success means completing a bachelor's degree in four years. For UH community colleges, it means graduating or transferring within 100% of normal program completion time (usually two years).

Why It Matters
Goal achievement, cost savings and entry into the workforce are all benefits of students finishing on time.

What’s the trend?
UH Mānoa nearly doubled its on-time graduations since 2013. UH West O’ahu increased by 12% and UH Hilo by 9%. UHCCs increased 100% success rates by 5%.
Six-Year Graduation and 150% Success Rates Also Improved

What are six-year graduation and 150% success rates?
Students complete their degree or program within 150% of the expected or standard time frame. For UH universities, that means completing a bachelor’s degree in six years. For UH community colleges, it means graduating or transferring within 150% of normal program completion time (usually three years).

Why It Matters
Goal achievement, cost savings and entry into the workforce are all benefits of students attaining a degree or transferring despite this extended timeframe.

What’s the trend?
UH West O‘ahu increased its six-year graduation rates by 15% since 2013. UH Mānoa increased by 6%, UH Hilo by 3%, and UHCCs increased 150% success rates by 5%.
Graduation and Success Rates for Underrepresented Populations Vary

Why It Matters
Examining the success rates of underrepresented populations enables UH to address inequalities and enhance opportunities.

What’s the trend?
Six-year graduation rates and 150% success rates have improved for Filipino students across the UH System; for Native Hawaiian students at UH West O’ahu and UH Mānoa, Pacific Islanders at UH Hilo and UH Mānoa; and for Pell recipients at the four-year campuses.

* Rates suppressed due to small cohort size
University of Hawaiʻi at Mānoa

ENROLLMENT MANAGEMENT PROGRESS REPORT
Fall 2023
Fall 2023 Impact

UH Mānoa disbursed a total of $61,274,052 in Financial Aid to 8,787 students. This is an increase of $3.7 million more in financial aid to our students 10 days prior to the start of the semester.

Highlighting Our Student Population

Continuing/Returning
Enrollments for this group are up 4.7%, which speaks to student success strategies around retention.

Transfers
Transfer enrollments are up 2% and we retained 77% of last year’s transfers this fall.

Early Admits
Early admits jumped by over 1,000% as we welcomed 75 high school students.
Action Strategies 2023-2024
Interventions are often interwoven, concurrently contributing to recruitment, retention, and success.

Undergraduate Enrollment
- Eliminated application fee for Hawai‘i residents applying to undergraduate programs
- Opened our undergraduate merit scholarship programs and will award at $2k, $3k, $4k levels starting at cumulative high school grade point average (GPA) of 3.0 and higher

Graduate-level
- Launched new application platform and streamlined process for Graduate Division admissions
- Developing and modernizing records system for further streamlining of admissions and enrollment processes

Student Success
- Launched a new artificial intelligence (AI) chat tool to engage current students and provide immediate support as needed

Research
- Launch of ForagerOne platform to facilitate research opportunities and connections
- Platform already engaging 143 faculty and 170 students to foster research as an integral part of the student experience
University of Hawai‘i at Hilo

ENROLLMENT MANAGEMENT PROGRESS REPORT

Fall 2023
Fall 2023 Assessment and Action Items

**Fall 2023 Assessment**

- Enrollment: Declined, despite increased applications and acceptances.
- Orientation Fee: Eliminated for new students, enabling all newcomers to attend.
- New Liaison App and Content Relationship Manager (CRM): Implemented due to a shift from Educational Advisory Board (EAB).
- Stronger Pipelines: Established in Washington, Texas, and Colorado.
- New Students: Welcomed 62 international students and students from 39 states.

**2022-2023 Action Items**

- Application Fee: Removed for Hawai‘i public high school seniors.
- Communication: Enhanced digital and print communication for prospective students.
- Expanded Pathways: In Pharmacy studies, Education, Administration of Justice, and American Samoa Community College to Political Science.
- California State University (CSU) Program: Sent the second cohort through CSU Student Success Analytics Program and launched the project for the first cohort.
- Central Scheduler: Hired for improved scheduling.
- Kuleana and Community Course: Reviewed outcomes from the first semester of the new course.
2023-2024 Action Strategies

- Request for Proposal (RFP) for Strategic Enrollment Management: Initiating the search for a consultant to work with the Student Success Leadership Team, focusing on the student life cycle from prospective students to alumni.
- Admissions Team: Hired a full Admissions team with revised roles and responsibilities.
- Creation of Transfer Center: To ensure students have a seamless transition into UH Hilo.
- Creation of a Career Center: To assist students with a smoother transition from their academic program to the workforce and graduate school.
- Critical Strategic Hires: Hiring a Transfer Center Coordinator, a Retention Coordinator, and an Internship Coordinator.
- Redesigned Student Success Leadership Team: Revamped the team to bring together three divisions of the institution, focusing on enrollment, student engagement, support, wellbeing, and workplace culture.
- Academic Programs: Evaluating capacity to design enrollment and completion targets.
- High-Impact Practices: Increasing opportunities for high-impact practices (orientation, peer-assisted learning, undergraduate research, establishment of an honors college/program) to better engage and connect students.
- Need-Based Assistance: Awarding opportunity grants to non-resident Western Undergraduate Exchange (WUE) students.
Fall 2023 Impact: New Student Enrollment

First Time
- 2019: Accepted 585, Enrolled 217
- 2020: Accepted 679, Enrolled 232
- 2021: Accepted 703, Enrolled 224
- 2022: Accepted 876, Enrolled 216
- 2023: Accepted 717, Enrolled 238

Transfers
- 2019: Accepted 804, Enrolled 506
- 2020: Accepted 976, Enrolled 600
- 2021: Accepted 862, Enrolled 513
- 2022: Accepted 705, Enrolled 462
- 2023: Accepted 740, Enrolled 512

Returning Adult
- 2019: Accepted 423, Enrolled 250
- 2020: Accepted 543, Enrolled 314
- 2021: Accepted 490, Enrolled 277
- 2022: Accepted 373, Enrolled 238
- 2023: Accepted 403, Enrolled 255

Native Hawaiian
- 2019: Accepted 425, Enrolled 228
- 2020: Accepted 476, Enrolled 250
- 2021: Accepted 440, Enrolled 217
- 2022: Accepted 404, Enrolled 207
- 2023: Accepted 418, Enrolled 228

Filipino
- 2019: Accepted 295, Enrolled 158
- 2020: Accepted 325, Enrolled 146
- 2021: Accepted 301, Enrolled 148
- 2022: Accepted 251, Enrolled 125
- 2023: Accepted 296, Enrolled 154

Enrollment Yield Summary

<table>
<thead>
<tr>
<th></th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Time</td>
<td>37%</td>
<td>34%</td>
<td>32%</td>
<td>25%</td>
<td>33%</td>
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<tr>
<td>Transfers</td>
<td>63%</td>
<td>61%</td>
<td>60%</td>
<td>66%</td>
<td>69%</td>
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<tr>
<td>Returning Adult</td>
<td>59%</td>
<td>58%</td>
<td>57%</td>
<td>64%</td>
<td>63%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>54%</td>
<td>53%</td>
<td>49%</td>
<td>51%</td>
<td>55%</td>
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<tr>
<td>Filipino</td>
<td>54%</td>
<td>45%</td>
<td>49%</td>
<td>50%</td>
<td>52%</td>
</tr>
</tbody>
</table>
Action Strategies 2023-2024

Strategic Enrollment Management
- Creation of Strategic Enrollment Management Council and Work Groups
- New UH West O‘ahu Strategic Enrollment Management Plan by Spring 2024

Significantly Expanded Campus Tour Program
- West O‘ahu Career Expo

Strengthening Current and Establishing New Community Partnerships

Admitted Student Experience
- Two distinct events: one for freshmen and one for transfer students
- Showcases our faculty, diverse programs, and extensive student services
University of Hawaiʻi Community Colleges

ENROLLMENT MANAGEMENT PROGRESS REPORT
Fall 2023
Fall 2023 Assessment and Impacts

- **Enrollment has increased overall**, and it appears to have stabilized in fall 2023.
  - UHCC overall (+2.7%)
  - Hawai‘i CC (+6.3%)
  - Honolulu CC (+4.4%)
  - UH Maui College (+7.1%)
  - Windward CC (+15.1%)

- **SSH has also increased** in fall 2023 for most of the community colleges (CC).

- **Cross-campus registration continues to increase.** Many students—CC and four-year—cross-registered for UHCCs’ online classes.

- **Student outcomes are better.** On-time graduation rates and on-time success rates hit all-time highs for UHCCs as a unit.

- **Increased non-credit workforce training** reached many looking to upskill or reskill.
2023-2024 Action Strategies

**Recruitment**
- Utilize Early College participation to increase college going rates
- Expand centralized admissions, recruitment and onboarding support
- Market statewide UHCC campaigns highlighting the UHCC degree to fulfill “kuleana to Hawai‘i”

**Retention**
- Support students to persist and attain their education goals by connecting them to basic needs services
- Explore innovative college affordability practices such as free or no-cost tuition options

**Success**
- Continued investment in instructional support to improve teaching and learning
- Focus on systemwide improvements in prior learning assessment (PLA)
- Strategic awarding of institutional aid
UHCC Non-Credit Enrollment

FY 2022 - 2023

<table>
<thead>
<tr>
<th>Type of Training</th>
<th>Course Registrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workforce Training</td>
<td>13,706</td>
</tr>
<tr>
<td>Community Education</td>
<td>3,824</td>
</tr>
<tr>
<td>Career Readiness</td>
<td>759</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18,289</strong></td>
</tr>
</tbody>
</table>

**2023-24 Action Strategies:**

- Sector Partnerships
  - New partnerships in Clean Energy and Creative Industries
- Skills training identified by employers
- Industry-valued credentials
- Grant funds for subsidized/no-cost training for unemployed, underemployed, and eligible participants

O‘AHU BACK TO WORK

$5 M of contracts to support job training (third iteration rebranded Good Jobs O‘ahu)

EDA Good Jobs Challenge: Resilient Hawai‘i

$13.3 M federal workforce grant (2020-24) to support job training

$16.3 M federal workforce grant (2022-25) to support job training
# UHCC Non-Credit by Campus

**Fiscal Year 2022-2023, Non-Credit Registrations**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Career Readiness</th>
<th>Community Education</th>
<th>Workforce Training</th>
<th>Totals 2022-23</th>
<th>Totals 2021-22</th>
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<td>Hawai‘i</td>
<td>80</td>
<td>417</td>
<td>1,265</td>
<td>1,762</td>
<td>1,632</td>
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<tr>
<td>Honolulu</td>
<td>0</td>
<td>83</td>
<td>8,146</td>
<td>8,229</td>
<td>7,330</td>
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<td>Kapi‘olani</td>
<td>432</td>
<td>985</td>
<td>786</td>
<td>2,203</td>
<td>2,147</td>
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<tr>
<td>Kaua‘i</td>
<td>4</td>
<td>303</td>
<td>477</td>
<td>784</td>
<td>885</td>
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<td>Leeward</td>
<td>88</td>
<td>1,121</td>
<td>961</td>
<td>2,170</td>
<td>2,637</td>
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<tr>
<td>Maui College</td>
<td>107</td>
<td>224</td>
<td>1,849</td>
<td>2,180</td>
<td>1,727</td>
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<tr>
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<td>48</td>
<td>691</td>
<td>222</td>
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<td>UHCC Total</td>
<td>759</td>
<td>3,824</td>
<td>13,706</td>
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mahalo!
<table>
<thead>
<tr>
<th>Slide Numbers</th>
<th>Description</th>
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<tr>
<td>39-42</td>
<td>Detailed Unit/Campus</td>
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<tr>
<td>43</td>
<td>Non-Credit Enrollment</td>
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<tr>
<td>44</td>
<td>Early Admit Enrollment</td>
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<tr>
<td>45</td>
<td>Underrepresented Populations (URP) Enrollment</td>
</tr>
<tr>
<td>46</td>
<td>Underrepresented Populations (URP) Enrollment - Gender</td>
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<tr>
<td>47</td>
<td>Fall 2023 UH System Enrollment Headcount Performance</td>
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<tr>
<td>48</td>
<td>Fall 2023 UH System Enrollment Performance – Classified Students (All)</td>
</tr>
<tr>
<td>49</td>
<td>Fall 2023 UH System Enrollment Performance – Classified Students (Undergraduate and Graduate)</td>
</tr>
<tr>
<td>50</td>
<td>Fall 2023 UH System Enrollment Performance – SSH</td>
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<tr>
<td>51</td>
<td>Fall 2023 UH System Underrepresented Populations (URP)</td>
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<tr>
<td>52</td>
<td>Fall 2023 UH System Underrepresented Populations (URP), By Unit</td>
</tr>
<tr>
<td>53</td>
<td>Percent of Classes Offered Online</td>
</tr>
<tr>
<td>54</td>
<td>Percent of Students Taking Online Classes</td>
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<tr>
<td>Measure</td>
<td>Actual Enrollment</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>Fall 2019</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>17,490</td>
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<tr>
<td>% Change</td>
<td>-1.2%</td>
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<td>Total Student Semester Hours (SSH)</td>
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<tr>
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<tr>
<td>First-time Freshmen</td>
<td>2020</td>
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<td>Transfers (External or Internal)</td>
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<td>Continuing / Returning</td>
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<tr>
<td>% Change</td>
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<tr>
<td>Non-Traditional (Age 25 to 44)</td>
<td>1,706</td>
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<tr>
<td>% Change</td>
<td>-8.8%</td>
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<tr>
<td>Retention Rate – First-Time, Full-Time</td>
<td>81.1%</td>
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<td>Retention Rate – Transfer Full-Time</td>
<td>74.6%</td>
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<tr>
<td>International</td>
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<td>Classified Graduate Enrollment</td>
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<td>2.9%</td>
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<tr>
<td>Measure</td>
<td>Actual Enrollment</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>Fall 2019</td>
</tr>
<tr>
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<tr>
<td>First-time Freshmen</td>
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<td>Transfers (External or Internal)</td>
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<td>Continuing / Returning</td>
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<td>Non-Traditional (Age 25 to 44)</td>
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<td>Retention Rate – First-Time, Full-Time</td>
<td>72.7%</td>
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<td>Retention Rate – Transfer Full-Time</td>
<td>75.4%</td>
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<td>International</td>
<td>259</td>
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<td>Classified Graduate Enrollment</td>
<td>527</td>
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<td>-6.2%</td>
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<td>Measure</td>
<td>Actual Enrollment</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-------------------</td>
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<tr>
<td></td>
<td>Fall 2019</td>
</tr>
<tr>
<td>Total Enrollment</td>
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<td>Total Student Semester Hours (SSH)</td>
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<td>Classified Undergraduate Students</td>
<td>2,636</td>
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<tr>
<td>First-time Freshmen</td>
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</tr>
<tr>
<td>% Change</td>
<td>-10.3%</td>
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<tr>
<td>Transfers (External or Internal)</td>
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<tr>
<td>% Change</td>
<td>-10.0%</td>
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<tr>
<td>Continuing / Returning</td>
<td>1,913</td>
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<td>% Change</td>
<td>-1.4%</td>
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<td>Non-Traditional (Age 25 to 44)</td>
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<td>Retention Rate – First-Time, Full-Time</td>
<td>76.4%</td>
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<td>Retention Rate – Transfer Full-Time</td>
<td>73.1%</td>
</tr>
<tr>
<td>International</td>
<td>17</td>
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<tr>
<td>Measure</td>
<td>Actual Enrollment</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>Fall 2019</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>26,066</td>
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<tr>
<td>% Change</td>
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<tr>
<td>Total Student Semester Hours (SSH)</td>
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<tr>
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<td>-3.5%</td>
</tr>
<tr>
<td>First-time Freshmen</td>
<td>4,160</td>
</tr>
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<td>% Change</td>
<td>1.8%</td>
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<td>Continuing / Returning</td>
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<td>Transfers In (External or Internal)</td>
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<td>% Change</td>
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<td>Retention Rate – First-Time, Full-Time</td>
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<td>Retention Rate – Transfer Full-Time</td>
<td>48.9%</td>
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<tr>
<td>International</td>
<td>920</td>
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</table>
## Non-Credit Enrollment

<table>
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<tr>
<th>Non-Credit Enrollment, Systemwide</th>
<th>Campus</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
</tr>
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<tbody>
<tr>
<td>TOTAL</td>
<td>22,941</td>
<td>31,105</td>
<td>27,649</td>
<td>20,056</td>
<td>21,021</td>
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<tr>
<td>UH MĀNOA</td>
<td>2,616</td>
<td>8,765</td>
<td>4,466</td>
<td>2,472</td>
<td>2,261</td>
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<tr>
<td>Outreach College</td>
<td>2,616</td>
<td>8,765</td>
<td>4,466</td>
<td>2,472</td>
<td>2,261</td>
<td></td>
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<tr>
<td>Community Service</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Public Events</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>UH HILO</td>
<td>548</td>
<td>185</td>
<td>0</td>
<td>0</td>
<td>432</td>
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<td>UH COMMUNITY COLLEGES</td>
<td>19,777</td>
<td>22,155</td>
<td>23,183</td>
<td>17,584</td>
<td>18,328</td>
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<tr>
<td>Hawai'i</td>
<td>2,937</td>
<td>1,960</td>
<td>1,604</td>
<td>1,632</td>
<td>1,781</td>
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<tr>
<td>Honolulu</td>
<td>3,699</td>
<td>8,763</td>
<td>10,566</td>
<td>7,337</td>
<td>8,230</td>
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<td>Kapi'olani</td>
<td>2,866</td>
<td>2,718</td>
<td>3,603</td>
<td>2,147</td>
<td>2,217</td>
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<tr>
<td>Kaua'i</td>
<td>1,522</td>
<td>1,406</td>
<td>791</td>
<td>885</td>
<td>787</td>
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</tr>
<tr>
<td>Leeward</td>
<td>3,222</td>
<td>2,970</td>
<td>3,125</td>
<td>2,637</td>
<td>2,170</td>
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</tr>
<tr>
<td>Maui</td>
<td>4,358</td>
<td>3,362</td>
<td>2,172</td>
<td>1,715</td>
<td>2,182</td>
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<tr>
<td>Windward</td>
<td>1,173</td>
<td>976</td>
<td>1,322</td>
<td>1,231</td>
<td>961</td>
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</table>
## Early Admit Enrollment

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<tr>
<th>Semester</th>
<th>UH MĀNOA</th>
<th>UH HILO</th>
<th>UH WEST O‘AHU</th>
<th>UHCC</th>
<th>UH MĀNOA %</th>
<th>UH HILO %</th>
<th>UH WEST O‘AHU %</th>
<th>UHCC %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>54</td>
<td>78</td>
<td>1,734</td>
<td>-100%</td>
<td>-38%</td>
<td>16%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Fall 2017</td>
<td>21</td>
<td>48</td>
<td>150</td>
<td>1,933</td>
<td>-11%</td>
<td>92%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Fall 2018</td>
<td>41</td>
<td>92</td>
<td>262</td>
<td>2,812</td>
<td>95%</td>
<td>75%</td>
<td>45%</td>
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</tr>
<tr>
<td>Fall 2019</td>
<td>78</td>
<td>135</td>
<td>300</td>
<td>2739</td>
<td>90%</td>
<td>47%</td>
<td>15%</td>
<td>-3%</td>
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<tr>
<td>Fall 2020</td>
<td>142</td>
<td>67</td>
<td>264</td>
<td>2,389</td>
<td>82%</td>
<td>-50%</td>
<td>-12%</td>
<td>-13%</td>
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<tr>
<td>Fall 2021</td>
<td>51</td>
<td>81</td>
<td>279</td>
<td>2,548</td>
<td>-64%</td>
<td>21%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Fall 2022</td>
<td>7</td>
<td>153</td>
<td>328</td>
<td>3,132</td>
<td>-86%</td>
<td>89%</td>
<td>18%</td>
<td>23%</td>
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<tr>
<td>Fall 2023</td>
<td>82</td>
<td>101</td>
<td>284</td>
<td>3,392</td>
<td>1071%</td>
<td>-34%</td>
<td>-13%</td>
<td>8%</td>
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## Underrepresented Populations (URP) Enrollment

*preliminary counts*

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<tr>
<th>Headcount Enrollment</th>
<th>As Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Native Hawaiian</td>
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<tr>
<td>Fall 2018</td>
<td>12,061</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>11,826</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>12,063</td>
</tr>
<tr>
<td>Fall 2021</td>
<td>11,688</td>
</tr>
<tr>
<td>Fall 2022</td>
<td>11,169</td>
</tr>
<tr>
<td>Fall 2023</td>
<td>10,986</td>
</tr>
<tr>
<td>% change</td>
<td>-2%</td>
</tr>
</tbody>
</table>

* Image and page number are not relevant to the content.*
Underrepresented Populations (URP) Enrollment - Gender

<table>
<thead>
<tr>
<th></th>
<th>Headcount Enrollment</th>
<th>As Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>20,571</td>
<td>29,264</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>19,759</td>
<td>28,574</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>18,923</td>
<td>28,846</td>
</tr>
<tr>
<td>Fall 2021</td>
<td>18,765</td>
<td>29,603</td>
</tr>
<tr>
<td>Fall 2022</td>
<td>18,380</td>
<td>28,847</td>
</tr>
<tr>
<td>Fall 2023</td>
<td>18,745</td>
<td>29,179</td>
</tr>
<tr>
<td>% change</td>
<td>2%</td>
<td>1%</td>
</tr>
</tbody>
</table>
# Fall 2023 UH System Enrollment Headcount Performance

<table>
<thead>
<tr>
<th>UH Unit</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Fall 2021</th>
<th>Fall 2022</th>
<th>Fall 2023</th>
<th>Percent Change 2022 to 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH System</td>
<td>49,977</td>
<td>49,594</td>
<td>49,773</td>
<td>48,373</td>
<td>48,933</td>
<td>1.16%</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>17,490</td>
<td>18,025</td>
<td>19,098</td>
<td>19,074</td>
<td>19,256</td>
<td>0.95%</td>
</tr>
<tr>
<td>UH Hilo</td>
<td>3,372</td>
<td>3,165</td>
<td>3,243</td>
<td>2,977</td>
<td>2,781</td>
<td>-6.58%</td>
</tr>
<tr>
<td>UH West O'ahu</td>
<td>3,049</td>
<td>3,168</td>
<td>3,008</td>
<td>2,913</td>
<td>2,863</td>
<td>-1.72%</td>
</tr>
<tr>
<td>UH Community Colleges</td>
<td>26,066</td>
<td>25,236</td>
<td>24,424</td>
<td>23,409</td>
<td>24,033</td>
<td>2.67%</td>
</tr>
<tr>
<td>Unduplicated System</td>
<td>46,181</td>
<td>45,427</td>
<td>45,054</td>
<td>43,719</td>
<td>43,969</td>
<td>0.57%</td>
</tr>
</tbody>
</table>
# Fall 2023 UH System Enrollment Performance – Classified Students (All)

<table>
<thead>
<tr>
<th>UH Unit</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Fall 2021</th>
<th>Fall 2022</th>
<th>Fall 2023</th>
<th>Percent Change 2022 to 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH System</td>
<td>40,529</td>
<td>40,061</td>
<td>39,878</td>
<td>37,974</td>
<td>37,993</td>
<td>0.05%</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>16,711</td>
<td>17,326</td>
<td>18,523</td>
<td>18,500</td>
<td>18,703</td>
<td>1.10%</td>
</tr>
<tr>
<td>UH Hilo</td>
<td>3,173</td>
<td>3,039</td>
<td>3,087</td>
<td>2,747</td>
<td>2,606</td>
<td>-5.13%</td>
</tr>
<tr>
<td>UH West O‘ahu</td>
<td>2,636</td>
<td>2,755</td>
<td>2,651</td>
<td>2,491</td>
<td>2,510</td>
<td>0.76%</td>
</tr>
<tr>
<td>UH Community Colleges</td>
<td>18,009</td>
<td>16,941</td>
<td>15,617</td>
<td>14,236</td>
<td>14,174</td>
<td>-0.44%</td>
</tr>
</tbody>
</table>
# Fall 2023 UH System Enrollment Performance – Classified Students (Undergraduate and Graduate)

<table>
<thead>
<tr>
<th>UH Unit</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Fall 2021</th>
<th>Fall 2022</th>
<th>Fall 2023</th>
<th>Percent Change 2022 to 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNDERGRADUATE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UH System</td>
<td>35,546</td>
<td>35,123</td>
<td>34,737</td>
<td>33,023</td>
<td>33,250</td>
<td>0.69%</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>12,255</td>
<td>12,864</td>
<td>13,839</td>
<td>13,915</td>
<td>14,306</td>
<td>2.81%</td>
</tr>
<tr>
<td>UH Hilo</td>
<td>2,646</td>
<td>2,563</td>
<td>2,630</td>
<td>2,381</td>
<td>2,260</td>
<td>-5.08%</td>
</tr>
<tr>
<td>UH West O‘ahu</td>
<td>2,636</td>
<td>2,755</td>
<td>2,651</td>
<td>2,491</td>
<td>2,510</td>
<td>0.76%</td>
</tr>
<tr>
<td>UH Community Colleges</td>
<td>18,009</td>
<td>16,941</td>
<td>15,617</td>
<td>14,236</td>
<td>14,174</td>
<td>-0.44%</td>
</tr>
<tr>
<td><strong>GRADUATE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UH System</td>
<td>4,983</td>
<td>4,938</td>
<td>5,141</td>
<td>4,951</td>
<td>4,743</td>
<td>-4.20%</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>4,456</td>
<td>4,462</td>
<td>4,684</td>
<td>4,585</td>
<td>4,743</td>
<td>3.45%</td>
</tr>
<tr>
<td>UH Hilo</td>
<td>527</td>
<td>476</td>
<td>457</td>
<td>366</td>
<td>346</td>
<td>-5.46%</td>
</tr>
</tbody>
</table>
### Fall 2023 UH System Enrollment Performance – SSH

<table>
<thead>
<tr>
<th>UH Unit</th>
<th>Classified SSH</th>
<th>Total SSH</th>
<th>Percent Change 2022 to 2023</th>
<th>Classified SSH</th>
<th>Total SSH</th>
<th>Percent Change 2022 to 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2019</td>
<td>Fall 2020</td>
<td>Fall 2021</td>
<td>Fall 2022</td>
<td>Fall 2023</td>
<td>Fall 2023</td>
</tr>
<tr>
<td>UH System</td>
<td>455,867</td>
<td>449,161</td>
<td>435,771</td>
<td>417,702</td>
<td>423,687</td>
<td>1.43%</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>204,772</td>
<td>212,220</td>
<td>221,497</td>
<td>221,455</td>
<td>229,039</td>
<td>3.42%</td>
</tr>
<tr>
<td>UH Hilo</td>
<td>41,906</td>
<td>39,789</td>
<td>38,377</td>
<td>34,342</td>
<td>33,003</td>
<td>-3.90%</td>
</tr>
<tr>
<td>UH West O'ahu</td>
<td>29,675</td>
<td>31,265</td>
<td>29,522</td>
<td>27,291</td>
<td>27,078</td>
<td>-0.78%</td>
</tr>
<tr>
<td>UH Comm. Colleges</td>
<td>179,514</td>
<td>165,887</td>
<td>146,375</td>
<td>134,614</td>
<td>134,567</td>
<td>-0.03%</td>
</tr>
</tbody>
</table>
## Fall 2023 UH System Underrepresented Populations (URP)

<table>
<thead>
<tr>
<th>Group</th>
<th>Fall 2022 Actual</th>
<th>Fall 2023 Actual</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Headcount Enrollment</td>
<td>48,373</td>
<td>48,933</td>
<td>1.16%</td>
</tr>
<tr>
<td>URP Total</td>
<td>21,118</td>
<td>21,258</td>
<td>0.66%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>11,169</td>
<td>10,986</td>
<td>-1.64%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1,193</td>
<td>1,247</td>
<td>4.53%</td>
</tr>
<tr>
<td>Filipino</td>
<td>6,827</td>
<td>7,065</td>
<td>3.49%</td>
</tr>
<tr>
<td>Other</td>
<td>1,929</td>
<td>1,960</td>
<td>1.61%</td>
</tr>
<tr>
<td>Pell Recipient</td>
<td>9,196</td>
<td>9,696</td>
<td>5.44%</td>
</tr>
<tr>
<td>First Generation</td>
<td>13,955</td>
<td>15,613</td>
<td>11.88%</td>
</tr>
</tbody>
</table>
## Fall 2023 UH System Underrepresented Populations (URP), By Unit

<table>
<thead>
<tr>
<th>Group</th>
<th>Mānoa</th>
<th>Percent Change 2022 to 2023</th>
<th>Hilo</th>
<th>Percent Change 2022 to 2023</th>
<th>West O'ahu</th>
<th>Percent Change 2022 to 2023</th>
<th>UHCC</th>
<th>Percent Change 2022 to 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Headcount Enrollment</strong></td>
<td>19,256</td>
<td>0.95%</td>
<td>2,781</td>
<td>-6.58%</td>
<td>2,863</td>
<td>-1.72%</td>
<td>24,033</td>
<td>2.67%</td>
</tr>
<tr>
<td><strong>URP Total</strong></td>
<td>5,788</td>
<td>1.51%</td>
<td>1,374</td>
<td>-6.66%</td>
<td>1,635</td>
<td>-1.33%</td>
<td>12,461</td>
<td>1.42%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>2,685</td>
<td>-0.07%</td>
<td>883</td>
<td>-10.72%</td>
<td>792</td>
<td>-1.61%</td>
<td>6,626</td>
<td>-0.93%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>437</td>
<td>15.61%</td>
<td>165</td>
<td>9.27%</td>
<td>66</td>
<td>-1.49%</td>
<td>579</td>
<td>-3.02%</td>
</tr>
<tr>
<td>Filipino</td>
<td>1,834</td>
<td>3.79%</td>
<td>193</td>
<td>-4.93%</td>
<td>668</td>
<td>-2.48%</td>
<td>4,370</td>
<td>4.75%</td>
</tr>
<tr>
<td>Other</td>
<td>832</td>
<td>-4.37%</td>
<td>133</td>
<td>3.10%</td>
<td>109</td>
<td>9.00%</td>
<td>886</td>
<td>6.75%</td>
</tr>
<tr>
<td>Pell Recipient</td>
<td>3,637</td>
<td>10.21%</td>
<td>922</td>
<td>-5.53%</td>
<td>871</td>
<td>5.83%</td>
<td>4,266</td>
<td>4.12%</td>
</tr>
<tr>
<td>First Generation</td>
<td>3,578</td>
<td>13.95%</td>
<td>637</td>
<td>6.70%</td>
<td>720</td>
<td>3.15%</td>
<td>10,678</td>
<td>12.16%</td>
</tr>
</tbody>
</table>
## Percent of Classes Offered Online

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total</th>
<th>Completely Online</th>
<th>In Person/Hybrid</th>
<th>All Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2019</td>
<td>7,805</td>
<td>17%</td>
<td>82%</td>
<td>1%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>8,136</td>
<td>17%</td>
<td>82%</td>
<td>1%</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>7,522</td>
<td>18%</td>
<td>81%</td>
<td>1%</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>7,634</td>
<td>82%</td>
<td>17%</td>
<td>0%</td>
</tr>
<tr>
<td>Spring 2021</td>
<td>6,910</td>
<td>82%</td>
<td>18%</td>
<td>0%</td>
</tr>
<tr>
<td>Fall 2021</td>
<td>7,290</td>
<td>70%</td>
<td>30%</td>
<td>0%</td>
</tr>
<tr>
<td>Spring 2022</td>
<td>6,774</td>
<td>55%</td>
<td>45%</td>
<td>0%</td>
</tr>
<tr>
<td>Fall 2022</td>
<td>7,107</td>
<td>43%</td>
<td>57%</td>
<td>0%</td>
</tr>
<tr>
<td>Spring 2023</td>
<td>6,759</td>
<td>40%</td>
<td>60%</td>
<td>0%</td>
</tr>
<tr>
<td>Fall 2023</td>
<td>7,235</td>
<td>37%</td>
<td>62%</td>
<td>0%</td>
</tr>
</tbody>
</table>
### Percent of Students Taking Online Classes

#### Percentage of Students Enrolled Completely Online, Systemwide

**Excluding early admit students**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total</th>
<th>Completely Online</th>
<th>At Least One Class Online</th>
<th>No Classes Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2019</td>
<td>40,178</td>
<td>10%</td>
<td>29%</td>
<td>61%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>43,030</td>
<td>10%</td>
<td>27%</td>
<td>64%</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>39,495</td>
<td>11%</td>
<td>30%</td>
<td>59%</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>42,693</td>
<td>70%</td>
<td>24%</td>
<td>6%</td>
</tr>
<tr>
<td>Spring 2021</td>
<td>39,032</td>
<td>70%</td>
<td>24%</td>
<td>7%</td>
</tr>
<tr>
<td>Fall 2021</td>
<td>42,176</td>
<td>55%</td>
<td>36%</td>
<td>9%</td>
</tr>
<tr>
<td>Spring 2022</td>
<td>37,365</td>
<td>42%</td>
<td>41%</td>
<td>17%</td>
</tr>
<tr>
<td>Fall 2022</td>
<td>40,218</td>
<td>30%</td>
<td>42%</td>
<td>28%</td>
</tr>
<tr>
<td>Spring 2023</td>
<td>36,414</td>
<td>27%</td>
<td>43%</td>
<td>30%</td>
</tr>
<tr>
<td>Fall 2023</td>
<td>40,252</td>
<td>25%</td>
<td>44%</td>
<td>31%</td>
</tr>
</tbody>
</table>
FINAL REPORT OF THE PRESIDENTIAL SELECTION PROCESS
PERMITTED INTERACTION GROUP
November 9, 2023

The purpose of this final report is to share the resulting findings and recommendations of the Presidential Selection Process Permitted Interaction Group (PIG1) with the full board at the November 16, 2023 meeting.

Deliberation and decision making regarding the final report and dissolution of PIG1 will take place during a subsequent meeting (tentatively scheduled on December 7, 2023), pursuant to the statute on permitted interactions under the Sunshine Law, Section 92-2.5(b), Hawai‘i Revised Statutes (HRS).

I. Background
A. On October 19, 2023, the Board of Regents (BOR) met to consider creating a permitted interaction group to investigate issues and make recommendations related to the search for the next President of the University of Hawai‘i System (Presidential Search Process).
B. PIG1 was formed by the BOR on October 19, 2023; link to the minutes are found here: Meeting minutes of the October 19, 2023 BOR meeting
C. The scope of the BOR established PIG1 is for the purpose of investigating and recommending a well-articulated presidential selection process to the full board.
D. The BOR appointed the following Regents to PIG1:
   1. Lauren Akitake
   2. Wayne Higaki
   3. Gabe Lee
   4. Laurel Loo
   5. Diane Paloma
E. PIG1 met on the following dates:
   ● October 25, 2023
   ● November 2, 2023
   ● November 7, 2023
F. PIG1 members agree the Presidential Selection Process should cover the best practices steps of presidential searches (see II. below), but that specific to this Presidential Selection Process, efficiency of process is important.
G. PIG1 reviewed materials on presidential searches including:
5. University of Hawai‘i Presidential Search in 2009
6. University of Hawai‘i Presidential Search in 2014
And Presidential Searches of other Institutions including:
7. Colorado State University Presidential Search
8. Iowa State University Presidential Search
9. Oregon State University Presidential Search
10. Stanford University Presidential Search
11. University of North Carolina System Presidential Search
12. University of Chicago Presidential Search
13. University of Illinois System - UIC Chancellor Search
14. University of Minnesota Presidential Search
15. University of Nebraska Presidential Search
16. University of New Mexico Presidential Search
17. Washington State University Presidential Search

II. Findings and Recommendations

Broadly the Search Process encompasses 6 Major Steps:

- A. To assist the BOR in the presidential search process, we recommend the BOR employ a search firm.
- B. We recommend the BOR hire a search firm with Hawai‘i expertise and/or a Hawai‘i focus to conduct a national search and provide the following services:
  - facilitate a board review of institutional strengths and challenges that includes an organizational assessment that defines what the institution needs now and in the years ahead, in particular:
    - how we compare to benchmark institutions,
    - our financial performance and outlook,
    - the strength of our fundraising,
    - our progress towards stated strategic priorities, and
    - our organizational culture and morale.
  - organize the search process and the search committee’s work;
  - help develop a position profile;
  - assist in creating a communications plan;
  - manage nominations and applications;
  - communicate and provide counsel to applicants, as appropriate;
  - interview references and perform due-diligence checks;
  - organize candidate interviews;
  - advise the search committee on developing its final recommendation to the board; and
• guide the board and the institution in the transition to a new president.

C. We recommend the BOR issue a request for proposal (RFP) to assist in the search for the next President of the University of Hawai‘i System by December 15, 2023 with a response deadline by January 16, 2024.

D. We recommend the BOR select a search firm by January 31, 2024.

E. We recommend the BOR augment its current 2023-2024 budget to account for the cost of hiring a search firm and associated costs of conducting the search.

F. We recommend the BOR separate the current position of the system President and Mānoa Chancellor and hire for system President only at this time.

G. We recommend this change in the system President position be reflected in the position description to be developed with the help of the search firm and be adopted by the BOR.

H. Concurrently, we recommend the BOR engage in a listening phase to provide opportunities for our stakeholders to share with us their views on a new President, including faculty, staff, students, alumni, donors, and other constituencies, as follows:

1. Initiate a survey from December 15, 2023 to February 15, 2024 that asks questions such as:
   a) What is your affiliation to the University of Hawai‘i? (Alumni, Parent, Faculty, Staff, Postdoc, Other)
   b) What is your campus affiliation (pick one): list all 10 campuses
   c) Given the challenges and opportunities facing higher education and the State of Hawai‘i, what do you think is the most critical work to be done by the new President in the next 3-5 years?
   d) What should the next President understand about the University of Hawai‘i in order to be successful?
   e) What goals, values, and/or capabilities should the next President have to lead the University of Hawai‘i?
   f) What does the University of Hawai‘i need most in a new leader?

2. Hold open forums in each county.

I. We recommend the BOR take into consideration the collective feedback garnered by this listening phase when drafting the position description for the next President.

J. We recommend the BOR constitute a permitted interaction group as the search committee, to develop a pool of candidates, screen, and recommend to the BOR a list of three finalists for the BOR to consider (Presidential Search Permitted Interaction Group “PIG2”).

1. We recommend PIG2 work with the search firm to keep its activities and confidential to minimize lobbying regarding who makes the list of finalists. **PIG2 activities shall be kept confidential and shall not be communicated to other BOR members, until the final report is produced.**

2. We recommend a minimum of one member of the PIG2 attend the open forums in each county.

K. Additionally, we recommend the search process include a separate advisory group to include non-board members representing groups such as faculty, staff, students,
administrators, alumni, and members of the broader community or other constituencies (“Advisory Group”) consisting of between 4 and 6 members who will provide advice to PIG2 as requested by PIG2.

1. The membership of the Advisory Group will be selected by the BOR at the December 7, 2023 meeting, or at the next meeting until all advisory group members are appointed.
   a) All BOR members may nominate individuals who meet the requirements listed below in II.K.3., to the Advisory Group at the December 7, 2023 meeting.

2. We recommend at least one member of the Advisory Group attend the open forums in each county.

3. Non-board member Advisory Group members should have the following qualities that include:
   a) knowledge of the institution and its aspirations, and willingness to learn more;
   b) the ability to rise above parochial concerns and mesh with a group that commits to serving the interests of the institution as a whole;
   c) the ability and willingness to maintain the search’s confidentiality, even after it concludes;
   d) the ability to understand and abide by the support role of the Advisory Group to PIG2;
   and
   e) Advisory Group nominees shall disclose as a prerequisite to being considered, any current or potential financial interest or other conflicts of interest in, or relative to, the University of Hawaii System when being considered for the Advisory Group.

L. We recommend the BOR detail PIG2’s responsibilities in a formal written charge from the board, which should include the following:
   1. Require the search committee’s work be in keeping with all applicable laws, policies, and procedures.
   2. The scope of the search shall be national with a Hawai‘i focus.
   3. State the expectation that the committee will make a special effort to generate a diverse applicant pool.
   4. Creating a timeline that targets a new presidency to begin August 1, 2024, but no later than December 31, 2024.
   5. Provides for a preliminary budget in consultation with Vice President for Budget and Finance/CFO Kalbert Young.
   6. State a range of compensation that can be shared selectively with serious candidates.
   7. To ensure we are able to develop a robust pool of strong candidates, we recommend that only the three finalists recommended to the BOR for consideration be publicly shared at the time of the search committee’s recommendation to the BOR.
8. The BOR expresses the importance of confidentiality and asks Advisory Group members to sign a code of ethics statement addressing confidentiality, conflicts of interest, and other such concerns.
9. Manage the applicant pool and keep all candidates aware of their status.
10. Screen the candidate pool for qualified applicants.
11. Interview qualified candidates.
12. Perform due diligence, including reference and background checks.
13. Identify finalists.
14. Plan and conduct campus visits.
15. Provide recommendations to the BOR.
16. Keep the BOR apprised appropriately throughout the process.
17. In strict accordance with a search communications plan, keep the community apprised appropriately as well.

M. We recommend the charge to the search committee be adopted after the BOR has approved the position description (see Item II.I. (Feb. 15, 2024)).

N. We recommend the following timeline for the Presidential Search with the understanding that practical considerations may necessitate PIG2 deviating from the following for good cause:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Actions/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 19, 2023</td>
<td><strong>ANNOUNCEMENT</strong> President Lassner announces retirement at end of 2024</td>
</tr>
<tr>
<td>October 5, 2023</td>
<td><strong>FORMATION</strong> BOR Committee on Governance - Discussion on the Presidential Selection Process</td>
</tr>
<tr>
<td>October 19, 2023</td>
<td><strong>FORMATION &amp; PLANNING</strong> BOR forms Presidential Process P.I.G. (PIG1), authorizes the scope, and appoints 5 members: Regents Akitake, Higaki, Lee, Loo, and Paloma</td>
</tr>
<tr>
<td>November 9, 2023</td>
<td>PIG1 Report to BOR for November 16, 2023 BOR meeting</td>
</tr>
<tr>
<td>November 16, 2023</td>
<td>PIG1 Report provided to BOR</td>
</tr>
<tr>
<td>December 7, 2023</td>
<td>BOR meeting to discuss and act on PIG1 report and recommendation. BOR approves the Presidential Search Plan</td>
</tr>
<tr>
<td>mid-December</td>
<td>Launch feedback survey on the next president (should be part of the approved Presidential Search Plan)</td>
</tr>
<tr>
<td>December 15, 2023</td>
<td>Issue RFP for Search Firm</td>
</tr>
<tr>
<td>January 16, 2024</td>
<td>Deadline to respond to RFP for Search Firm</td>
</tr>
</tbody>
</table>
O. We recommend when PIG2 has completed its task and provides the BOR with a list of the top three candidates as the finalists, that the BOR:

1. Invite the finalists to visit and meet with all campuses/islands and solicit feedback for input to the BOR's decision; and
2. Conduct 2x2 interviews of the finalists with BOR members that can be done in closed sessions.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Actions/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 31, 2024</td>
<td>Select Search Firm Search Firm to work with BOR to finalize position description, taking into account stakeholder feedback from the listening phase, etc. . . .</td>
</tr>
<tr>
<td>February 15, 2024</td>
<td>BOR adopts position description</td>
</tr>
<tr>
<td>Feb 15 - April 15, 2024</td>
<td>RECRUITMENT</td>
</tr>
<tr>
<td>April 16- May 16, 2024</td>
<td>EVALUATION</td>
</tr>
<tr>
<td>June 2024</td>
<td>SELECTION</td>
</tr>
<tr>
<td>Fall 2024</td>
<td>APPOINTMENT</td>
</tr>
</tbody>
</table>
November 8, 2023

MEMORANDUM

TO: Alapaki Nahale-a, Chair
Chair, Board of Regents

VIA: David Lassner
President

FROM: Debora Halbert
Vice President for Academic Strategy

SUBJECT: RECOMMENDATION TO APPROVE AMENDMENTS TO BOARD OF REGENTS POLICY (RP) 9.202 CLASSIFICATION PLANS AND COMPENSATION SCHEDULES, RP 9.213 EVALUATION OF BOARD OF REGENTS' APPOINTEES, AND RP 9.214 TEACHING ASSIGNMENTS FOR INSTRUCTIONAL FACULTY TO ADDRESS THE ADMINISTRATION'S RECOMMENDATIONS IN RESPONSE TO HAWAI'I STATE LEGISLATURE'S SENATE CONCURRENT RESOLUTION 201 SD1 HD1 AND RECOMMENDATION TO RESCIND RP 9.206 FACULTY AND STAFF RENEWAL AND VITALITY DIRECTIVE

SPECIFIC ACTION REQUESTED:

It is recommended that the Board of Regents (BOR) approve the proposed amendments to RP 9.202 Classification Plans and Compensation Schedules, RP 9.213 Evaluation of Board of Regents' Appointees, and RP 9.214 Teaching Assignments for Instructional Faculty to reflect the Administration's recommendations in response to the Hawai'i State Legislature's Senate Concurrent Resolution (SCR) 201 SD1 HD1. The BOR is also recommended to rescind RP 9.206 Faculty and Staff Renewal and Vitality Directive.

RECOMMENDED EFFECTIVE DATE:

Upon Board of Regents approval.

ADDITIONAL COST:

There are no additional costs associated with these proposed amendments.
PURPOSE:

This action aims to adopt the policy changes recommended in the University of Hawai‘i (UH) SCR 201 Implementation Committee report approved by the BOR in November 2022. Specifically, to approve revisions to RP 9.202 Classification Plans and Compensation Schedules, RP 9.213 Evaluation of Board of Regents’ Appointees, and RP 9.214 Teaching Assignments for Instructional Faculty. Additionally, it is recommended that the Board rescind RP 9.206 Faculty and Staff Renewal and Vitality Directive.

BACKGROUND:

Pursuant to the request by the 2021 Hawai‘i State Legislature in SCR 201 SD1 HD1, the University of Hawai‘i (UH) and the University of Hawai‘i Professional Assembly (UHPA) convened a Task Force in April of 2021 to examine and evaluate several issues relating to University faculty, including tenure, faculty classification, and faculty buyout for research. In January 2022, the Task Force submitted their report to the State Legislature. Subsequently, an Implementation Working Group consisting of UH and UHPA administrators was convened by the BOR to implement the recommendations of the SCR 201 Task Force. This Working Group met between January 2022 and October 2022 to discuss and develop the implementation of the BOR recommendations. The three recommendations were:

1. Develop a formal process for addressing the few instances when a member’s productivity has declined, and cannot perform faculty duties satisfactorily.
2. Modify faculty classifications to create greater alignment with benchmark institutions through a process involving the administration, the faculty, and the University of Hawai‘i Professional Assembly.
   a. Create an approach to employment security and advancement outside the traditional faculty tenure and promotion process.
3. Develop guidelines for general faculty “buyout” of teaching assignments with extramural or other funding sources in a manner consistent with the new work assignment template for faculty.

The Working Group engaged with S-faculty and C-faculty to further understand the elements of this classification and to seek input into what a single classification (like the C Classification) would look like. The Working Group developed an implementation plan that the BOR approved in November 2022. The implementation included revisions to Regents’ and Executive Policies. The policies impacted include the following:

<table>
<thead>
<tr>
<th>Recommendation #1</th>
<th>Impacted Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a formal process for addressing the few instances when the productivity of a faculty member has declined, and they are unable to perform faculty duties satisfactorily.</td>
<td>EP 9.213 Evaluation of Board of Regent’s Appointees</td>
</tr>
<tr>
<td></td>
<td>EP 9.203 Evaluation of Faculty and Administrative, Professional &amp; Technical Employees</td>
</tr>
<tr>
<td></td>
<td>RP 9.214 Work Assignments for Faculty</td>
</tr>
<tr>
<td>Recommendation #1</td>
<td>Impacted Policies</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
|                   | **EP 9.214 Teaching and Workload Assignments for Faculty**  
|                   | **Recommend Elimination of RP 9.206 Faculty and Staff Renewal and Vitality Directive and EP 9.201 Faculty and Staff Renewal and Vitality Directive.** |

<table>
<thead>
<tr>
<th>Recommendation #2</th>
<th>Impacted Policies</th>
</tr>
</thead>
</table>
| Modify faculty classifications to create greater alignment with benchmark institutions through a process involving the administration, the faculty, and the University of Hawai‘i Professional Assembly. | **RP 9.202 Classification Plans and Compensation Schedules**  
| | **EP 5.221 Classification of Faculty**  
| | **Attachment to EP 5.221: Classification of 4-year Faculty** |
| **Recommendation 2a: Job security for non-tenured faculty** | **Impact Bargaining required** |

<table>
<thead>
<tr>
<th>Recommendation #3</th>
<th>Impacted Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop guidelines for general faculty “buyout” of teaching assignments with extramural or other sources of funding in a manner consistent with the new work assignment template for faculty.</td>
<td><strong>Development of new policy: EP 12.226: Faculty Course Buy-Out</strong></td>
</tr>
</tbody>
</table>

Below is a summary of the changes proposed to Regents’ Policies to implement the BOR’s recommendations. *It should be noted that all changes are prospective and will not impact existing faculty or their classification.* In the future, voluntary reclassification paths will be provided for those who want to reclassify.

**RP 9.213 Evaluation of Board of Regents’ Appointees**

Changes are necessary to RP 9.213 so that BOR Recommendation #1 related to substandard faculty performance can be implemented. It should be noted that the existing policy provides for a process of post-tenure periodic review. The new language regarding the ability to engage in off-cycle review in the instances where faculty are not meeting performance expectations will be included in the Executive Policy, but the Regents’ Policy must set the foundation. The major changes are:
• Inclusion of language referencing the new protocol for addressing declining faculty performance that will appear in EP 9.203.
• Edits to III(B) to clarify that evaluation of faculty performance relies upon criteria established by faculty peers and peer review.
• Removal of language regarding implementation from the 1980s.

RP 9.214 Teaching Assignments for Instructional Faculty

Changes are necessary to RP 9.214 to implement the BOR Recommendation #1 related to substandard faculty performance. To define and understand faculty workload for the purposes of tenure, promotion, and periodic review, the Board requested a work assignment template (WAT) be developed. As a result, revisions to RP 9.214 are necessary. Additionally, changes to RP 9.214 help clarify faculty work and are thus also aligned with implementing the faculty classification plan that is the subject of the second recommendation. The major changes are:

• Inclusion of language defining prime responsibilities of faculty and requiring annual reports on workload assignments to BOR.
• Inclusion of language clarifying responsibilities for librarians and extension agents.
• Inclusion of language related to work/teaching/credit hour assignment equivalencies ("Equivalencies").
• Inclusion of 11-month and part-time faculty workload calculations to clarify how equivalencies will be allocated for 11-month faculty.
• Clarification of workload percentages.

RP 9.206 Faculty and Staff Renewal and Vitality Directive

The initial recommendation was to include language related to faculty performance in RP 9.206. However, upon review of the policy, it is no longer an effective method for addressing concerns regarding faculty performance. Originally promulgated in 1976, the procedures and resources for faculty development have substantially changed since this policy was drafted. After consultation with the Office of General Counsel, the recommendation is to rescind RP 9.206 as the relevant language for faculty review can now be found in RP 9.213 Evaluation of Board of Regents’ Appointees and the corresponding EP 9.203 Evaluation of Faculty and Administrative, Professional & Technical Employees.

RP 9.202 Classification Plans and Compensation Schedules

Changes are necessary to RP 9.202 so that the BOR Recommendation #2 that a new classification (F) be created and the existing classifications, Instructional (I), Law (J), Researcher (R), and Specialist (S), be consolidated is implemented. The second recommendation aimed to develop a more coherent classification plan aligned with benchmark institutions. The proposed plan moves UH from seven tenure eligible classifications to five. It specifically consolidates I, J, R, and S into a single F classification. It also provides clarification and updates to the policy language. The major changes are:

• Inclusion of language regarding policies being applied prospectively.
• Clarification of tenure and non-tenure track faculty classifications.
• Revision to faculty categories to reflect recommendations from BOR.
  • Specifically, the creation of the F classification and consolidation of the I, J, R, and S classifications.
  • The creation of a Professor of Practice non-tenure classification.
• Replacement of M classification with H for faculty in all health fields (rather than just medicine), including John A. Burns School of Medicine (JABSOM), Nancy Atomspera-Walch School of Nursing, and UH Hilo's School of Nursing and School of Pharmacy.
• Clarification of the clinical faculty (H2) classification and expansion to all health fields.
• Revision to language in III(E) to recognize that Community College (CC) faculty, extension agents, and librarians may have different professional standards than F faculty.

Executive Policy Revisions

To fully implement the BOR recommendations, revisions to Executive Policies will be made as well. Proposed amendments to the Executive Policies as a result of consultation have also been completed. These include revisions to:

Recommendation 1: Develop a formal process for addressing the few instances when the productivity of a faculty member has declined and they are unable to perform faculty duties satisfactorily

  • EP 9.203 Evaluation of Faculty and Administrative, Professional & Technical Employees
  • EP 9.214 Teaching and Workload Assignments for Faculty

Recommendation 2: Modify faculty classifications to create greater alignment with benchmark institutions through a process involving the Administration, the faculty, and the University of Hawai'i Professional Assembly.

  • EP 5.221 Classification of Faculty
  • Attachment to EP 5.221: Classification of 4-year Faculty.

Recommendation 3: Develop guidelines for general faculty “buyout” of teaching assignments with extramural or other funding sources in a manner consistent with the new work assignment template for faculty.

  • Development of new policy: EP 12.226: Faculty Course Buy-Out

Once the Regents' Policies are approved, the final revisions to Executive Policies will be completed to align with the language of the Regents' Policies. These revisions will be submitted to the President for review and approval. Once the Regents have adopted the new classification plan, the Administration can also complete impact bargaining with UHPA to address the areas where the contract is impacted by the new classifications.
Consultation

Informal consultation with UH Officers, the Council of Chief Academic Officers (CCAO), the Council of Senior Student Affairs Officers (CSSAO), and the Office of Human Resources regarding policy changes commenced in December 2022.

On February 10, 2023, formal consultation on the proposed revisions to Regents’ and Executive Policies related to the Working Group recommendations was initiated via written notification to all Faculty Senates, the Vice President for Administration, the UH System Office of Human Resources, the Council of Chancellors, CCAO, CSSAO, and UHPA requesting that consultation occur with their constituents and governing bodies. The UH Mānoa Faculty Senate Executive Committee requested that adoption of the proposed policy changes be deferred until the Fall semester so there could be additional consultation time. The UH Hilo Faculty Senate provided initial comments in Spring 2022. Initial comments via the online feedback form were also collected from across the UH System during Spring 2022. The President requested, and the Board granted, the extension of consultation time at the April 20, 2023 meeting. Thus, following the initial consultation during the Summer of 2023, the Administration reviewed all comments received to date, continued to meet with campus administrators and human resources personnel, and adjusted the proposed revisions accordingly.

On September 1, 2023, the Administration disseminated the updated proposals to the same governance groups for further consultation, with a deadline of October 1, 2023. The UH Mānoa Senate Executive Committee requested that the President again extend the time for comments, which was moved to October 19, 2023. The Administration reviewed all comments received via the online comment form, email, and through numerous meetings and discussions with Faculty Senates, various campus units, and UHPA. Additional meetings were held with the Office of Human Resources and the VP for Administration. In consideration of the feedback received, final updates were made to the proposed amendments to the respective BOR policies. Final review by the Office of General Counsel was completed.

The Administration received numerous comments and recommendations regarding the policy changes. Many provided constructive recommendations for proposed policy language. Most concerns focused on the newly created F classification. However, the new classification plan and classification documents achieve the BOR goal of a streamlined classification plan. The policy revisions also clarify what constitutes faculty work while providing flexibility to campuses to assign percentages across the categories of teaching, scholarship, specialized educational services, and community service.

The second most substantive set of comments involves proposed changes to the classifications of librarian and extension agents. After consultation with the relevant stakeholders, these classifications receive only minor alterations. In response to comments from JABSOM and other health fields, the M classification was revised into an H classification so that all health fields across the system might utilize it and reflects the needs of these disciplines while still ultimately reducing the number of tenured faculty classifications. This change also helps achieve the BOR's recommendation to create greater alignment with benchmark institutions.
ACTION RECOMMENDED:

It is recommended that the Board of Regents (BOR) approve the proposed amendments to RP 9.202 Classification Plans and Compensation Schedules, RP 9.213 Evaluation of Board of Regents' Appointees, and RP 9.214 Teaching Assignments for Instructional Faculty to reflect the Administration's recommendations in response to the Hawai‘i State Legislature’s Senate Concurrent Resolution (SCR) 201 SD1 HD1. The BOR is also recommended to rescind RP 9.206 Faculty and Staff Renewal and Vitality Directive.

Attachments:
- RP 9.202 original, redline, clean
- RP 9.213 original, redline, clean
- RP 9.214 original, redline, clean

c: Yvonne Lau, Executive Administrator and Secretary of the Board of Regents
SCR 201

Final Report and Policy Revisions

Board of Regents
November 16, 2023

Debora Halbert
Vice President for Academic Strategy
Events Leading to Policy Revisions

- **January 2021**: Hawai‘i Senate introduced **SB 1328** related to Tenure and the University of Hawai‘i and **SB 1394** that focused on research and how it was funded, but neither passed.
- **February 18, 2021**, the UH Board of Regents (BOR) created a Tenure Permitted Interaction Group (“Tenure PIG”) tasked with reviewing and investigating the issue of tenure.
- **April 2021**: The State legislature passed **SCR 201 SD1 HD1**, which called for the creation of a task force to examine and evaluate a number of issues relating to University faculty, including tenure, faculty classification, and faculty buyout for research.
- **August 2021**: Tenure PIG issued its report to the BOR. The BOR created the SCR 201 Task Force in response to SCR 201 and the Tenure PIG report.
Events Leading to Policy Revisions

- **October 2021-December 2021**: The SCR 201 Task Force met and provided its final report to the UH BOR in November of 2021 and to the Hawai‘i Senate in January of 2022.

- **January 2022**: The BOR accepted the report and charged the Administration and the University of Hawai‘i Professional Assembly (the Implementation Working Group) to work with faculty to develop appropriate policies and procedures for implementing these recommendations.

- **November 2022**: BOR approved the SCR 201 Implementation Report and Recommendations. The Board requested monthly reports from the President.

  1. **Recommendation 1**: Develop a formal process for addressing the few instances when productivity of a faculty member has declined and they are unable to perform faculty duties satisfactorily.

  2. **Recommendation 2**: Modify faculty classifications to create greater alignment with benchmark institutions through a process involving the administration, the faculty, and the University of Hawai‘i Professional Assembly (UHPA).
     - Create an approach to employment security and advancement outside the traditional faculty tenure and promotion process.

  3. **Recommendation 3**: Develop guidelines for general faculty “buyout” of teaching assignments with extramural or other sources of funding in a manner that is consistent with the new work assignment template for faculty.
Consultation Timeline

- **December 2022-January 2023**: Ongoing informal consultation on policy revisions with UH Officers, Council of Chief Academic Officers (CCAO), Council of Senior Student Affairs Officers (CSSAO).

- **February 10, 2023**: Formal consultation notifications sent:
  - All Faculty Senates (cc VP Jan Gouveia, Office of Human Resources (OHR), Council of Chancellors, CCAO, CSSAO, UHPA.
  - Comments due April 15, 2023.

- **April 20, 2023**: Faculty requested extension for review, granted by Board of Regents.

- **Summer 2023** – Ongoing informal consultation with Office of Human Resources (OHR), Office of General Counsel (OGC), and Campus Administrations.

- **September 1, 2023**: Follow-up consultation notifications sent:
  - All Faculty Senates (cc VP Jan Gouveia, OHR, Council of Chancellors, CCAO, CSSAO, UHPA.

- **October 1, 2023**: Comments due, extended to October 19, 2023, in response to faculty request.
# Scope of Consultation

<table>
<thead>
<tr>
<th>Meetings with Campus/Organization</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Campus Council of Faculty Senate Chairs (ACCFSC) Co-Chairs</td>
<td>monthly</td>
</tr>
<tr>
<td>ACCFSC re SCR 201 updates</td>
<td>3/24/23, 5/10/23, 5/19/23, 8/25/23 (retreat)</td>
</tr>
<tr>
<td>UH Mānoa (UHM) Office of the Vice President for Academic Excellence</td>
<td>9/27/23, 10/6/23, 10/11/23, 10/25/23, 10/26/23, 10/31/23</td>
</tr>
<tr>
<td>UH Mānoa Senate Committees (Committee on Administration &amp; Budget and Committee on Professional Matters, Committee on Academic Planning)</td>
<td>3/6/23</td>
</tr>
<tr>
<td>UH Mānoa College of Education S faculty</td>
<td>5/11/23</td>
</tr>
<tr>
<td>UH Mānoa Senate Executive Committee (SEC)</td>
<td>8/28/23</td>
</tr>
<tr>
<td>System OHR, OGC, UHM re faculty classifications</td>
<td>8/31/23</td>
</tr>
</tbody>
</table>
## Scope of Consultation

<table>
<thead>
<tr>
<th>Meetings with Campus/Organization</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Mānoa Library Leadership</td>
<td>9/13/23</td>
</tr>
<tr>
<td>UH Mānoa Faculty Senate</td>
<td>9/20/23</td>
</tr>
<tr>
<td>UH Mānoa College of Tropical Agriculture &amp; Human Resources (CTAHR)</td>
<td>9/25/23</td>
</tr>
<tr>
<td>UH Mānoa College of Education</td>
<td>9/28/23</td>
</tr>
<tr>
<td>UH Hilo (UHH) Faculty Senate</td>
<td>9/29/23</td>
</tr>
<tr>
<td>UH West O'ahu (UHWO) Faculty Senate</td>
<td>3/22/23, 10/9/23</td>
</tr>
<tr>
<td>UHPA re SCR 201, including weekly meetings starting 9/18/23</td>
<td>3/3/23, 3/20/23, 8/29/23, weekly between 9/18/23 to present</td>
</tr>
<tr>
<td>UHPA and Negotiating Team First Impact Bargaining Meeting</td>
<td>10/10/23</td>
</tr>
</tbody>
</table>

*Requested meeting with UHM Faculty Congress from UHM SEC (who can call a meeting according to their bylaws), request was denied.*
## Comments Received

<table>
<thead>
<tr>
<th>Campus/Organization</th>
<th>Comments Regarding</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various campuses/units (see slide below for details)</td>
<td>155 responses submitted to online comment form</td>
<td>Feb – Oct 2023</td>
</tr>
<tr>
<td>UH Hilo Spring 2023 comments</td>
<td>SCR 201 policy revisions</td>
<td>4/24/23</td>
</tr>
<tr>
<td>UHM Faculty Senate Executive Committee</td>
<td>Faculty classifications</td>
<td></td>
</tr>
<tr>
<td>UHM Hawai‘i‘i‘i‘kea testimony to BOR</td>
<td>Faculty classifications, post-tenure review</td>
<td>5/17/23</td>
</tr>
<tr>
<td>UHM Faculty Senate of the John A. Burns School of Medicine (JABSOM)</td>
<td>Feedback on Classification Related to JABSOM</td>
<td>6/26/23</td>
</tr>
<tr>
<td>JABSOM, Nancy Atmospera-Walch School of Nursing (NAWSON), and the UH Hilo Daniel K.</td>
<td>Review of Clinical Category</td>
<td>10/25/23</td>
</tr>
<tr>
<td>Inouye College of Pharmacy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Comments Received

<table>
<thead>
<tr>
<th>Campus/Organization</th>
<th>Comments Regarding</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>UHWO Librarians</td>
<td>Librarians</td>
<td>9/28/23</td>
</tr>
<tr>
<td>Cooperative Extension, Maui</td>
<td>Extension agents</td>
<td>9/25/23</td>
</tr>
<tr>
<td>UHM Library Senate</td>
<td>Librarians</td>
<td>10/4/23</td>
</tr>
<tr>
<td>UH Cancer Center</td>
<td>Classifications</td>
<td>10/5/23</td>
</tr>
<tr>
<td>UH Hilo Library Faculty Senate</td>
<td>Librarians</td>
<td>10/17/23</td>
</tr>
</tbody>
</table>
## Comments Received

<table>
<thead>
<tr>
<th>Campus/Organization</th>
<th>Comments Regarding</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Hilo Faculty Congress</td>
<td>Faculty classifications, faculty performance, faculty workload</td>
<td>10/18/23</td>
</tr>
<tr>
<td>UHM Faculty Senate</td>
<td>Joint resolution re faculty classifications, review of faculty performance, faculty workload</td>
<td>10/18/23</td>
</tr>
<tr>
<td>UHWO Student Affairs Faculty</td>
<td>Faculty classifications, evaluation of faculty</td>
<td>10/19/23</td>
</tr>
<tr>
<td>UHM CTAHR</td>
<td>Extension agents</td>
<td>10/24/23</td>
</tr>
<tr>
<td>UHM Faculty feedback to VP Halbert</td>
<td>116+ Individuals commented on SCR 201 policy revisions</td>
<td>10/25/23</td>
</tr>
</tbody>
</table>
Comments Received via Online Feedback Form

- 155 Online comments received including:
  - UH System - OHR
  - UH Mānoa – College of Education, CTAHR, Graduate Division, Hawaiʻinuiākea, JABSOM, Library Services, Outreach College, Shidler College, Student Services
  - UH Hilo – Arts & Sciences, Faculty Congress/Faculty Senate, Natural & Health Sciences, College of Pharmacy
  - UH West O‘ahu – Faculty Senate, Library, Student Affairs
  - Hawai‘i CC – Counseling
  - Kapiʻolani CC – Academic Affairs, Arts & Sciences, Business/Legal Ed, Chancellor, Library
  - Leeward CC – Arts & Humanities, Faculty Senate
Major Concerns Raised During Consultation and Response

Comment: The S Faculty Classification should be retained.

A. No change. The charge from the BOR was to consolidate S, I, R, J into the new F classification.

Comment: The Librarian classification should remain unchanged.

A. After discussion and review of comments, this classification returned to existing language because it was not part of the initial recommendations of the SCR 201 task force.

Comment: The Extension Agent classification should remain unchanged.

A. After discussion and review of comments, minor revisions were made that aligned with CTAHR recommendations.

Comment: Community College (CC) faculty were concerned with revised language in RP 9.202 Classification of Faculty.

A. After review of comments, edits were made to reflect CC work in relation to the Classification.
Example of Revisions Based Upon Consultation

RP 9.202 Classification and Compensation Plans (I): Purpose

To set forth policy on classification plans and compensation schedules. Revisions to this policy regarding faculty classifications will be applied prospectively to faculty employees hired on or after August 1, 2024. Faculty employees that were hired and classified prior to August 1, 2024, shall retain their existing classification and tenure eligibility, promotion and tenure criteria, and types of work duties unless they elect to 1) convert to the new classification plan; 2) apply for another faculty position in the new classification plan; or 3) separate from service.

- Black: origins policy language
- Pink: Faculty Comments
- Red: original revisions
- Blue: post-consultation revisions based on consultation
- Grey: Office of General Counsel
- Green: UHPA
- Yellow: OHR
A. The primary responsibilities of most University faculty are teaching, research, specialized educational service, and community service. These responsibilities are not treated equally and will differ by the unit and the position to which the faculty has been appointed. Primary responsibilities for faculty in the Librarian (B) category are defined in each campus library department personnel committee criteria for tenure and promotion. Primary responsibilities for Extension Agent faculty include specialized noncredit teaching and research dissemination as appropriate to the extension work required of land-grant institutions, and are further defined in the relevant department personnel committee criteria for tenure and promotion.
Policy Revision Overview

- Next slides go through major changes to Regents and Executive policy.
- Full copies of all Regents and Executive policies are available here: [https://drive.google.com/drive/folders/1iV3S2DjQTgzRQOLU-jkotJcc4THLc55e?usp=sharing](https://drive.google.com/drive/folders/1iV3S2DjQTgzRQOLU-jkotJcc4THLc55e?usp=sharing)
## Recommendation 1

<table>
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<tr>
<th>Recommendation 1</th>
<th>Policies Impacted</th>
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</table>
| Develop a formal process for addressing the few instances when productivity of a faculty member has declined and they are unable to perform faculty duties satisfactorily. | **RP 9.213** Evaluation of BOR Appointees  
**EP 9.203** Evaluation of Faculty and Administrative, Professional & Technical Employees  
**RP 9.214** Work Assignments for Faculty  
**EP 9.214** Teaching and Workload Assignments for Faculty  
**Recommend Elimination** of **RP 9.206** and **EP 9.201** Faculty and Staff Renewal and Vitality Directive |
Recommendation 1: Major Changes

RP 9.213 • Added language to set the stage for the review process in EP 9.203.

RP 9.214 • Clarified language about work assignments, primary duties of faculty, and equivalencies.
• Established 11-month credit hour framework for equivalencies.

RP 9.206 • Recommend rescinding (outdated).
Recommendation 1 Major Changes

- **EP 9.203**
  - Added process for identifying and addressing substandard performance when it emerges.

- **EP 9.214**
  - Describes faculty work assignments and requires chancellor/provost to develop equivalencies.
  - Clarified language around teaching and scholarship.

- **EP 9.201**
  - Recommend rescinding (out of date).
## Recommendation 2

<table>
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<tr>
<th>Recommendation 2:</th>
<th>Policies Impacted</th>
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</table>
| Modify faculty classifications to create greater alignment with benchmark institutions through a process involving the administration, the faculty, and the University of Hawai‘i Professional Assembly. | **RP 9.202** Classification Plans and Compensation Schedules.  
**EP 5.221** Classification of Faculty Attachments 1-3: Classification of 4-year Faculty (revised from the current attachments into a single plan for all 4-year campuses aligned with the policy and SCR 201 recommendations). |
Revised faculty classification to consolidate I, J, R, S.
Reorganized signposting.

Changed language to be inclusive of all 4-year campuses.
Described new attachments.

Developed the F and clarified H and A classifications.
Described duties for 11-month and 9-month faculty.
Added Professor of Practice.
Recommendation 3: Buyout Policy

Develop guidelines for general faculty “buyout” of teaching assignments with extramural or other sources of funding in a manner that is consistent with the new work assignment template for faculty.

Status:
- Formal consultation conducted Fall 2022 – Spring 2023 and has been submitted for upload to the UH Systemwide Policies and Procedures Information System (PPIS).
Next Steps

- **Nov.** Approval of RPs by BOR
- **Nov.** Finalization of EPs and Classification Attachments
- **Dec.** Updated Policies will appear on PPIS
- **Jan.** Implementation

Impact Bargaining Continues

Target Effective Date: August 2024
Regents Policy Chapter 9, Personnel

Effective Date: June 7, 2018


Review Date: August 2020

I. Purpose:
To set forth policy on classification plans and compensation schedules.

II. Definitions:
No policy specific or unique definitions apply.

III. Policy:
A. Except for civil service positions, the board shall classify all positions in the university and establish compensation schedules as appropriate.

B. The president, with the exception of select undelegated executive managerial personnel, is authorized, consistent with existing statutes and board policies, to grant special salary adjustments in situations where funds are available and the adjustments are warranted on the basis of retention, market, equity, and/or merit.

C. Executive and managerial positions are classified and compensated in accordance with the executive and managerial personnel policies in RP 9.212.

D. Compensation shall be in accordance with provisions reflected in the most current collective bargaining agreement negotiated between the university and the exclusive collective bargaining representative. In the event that the faculty member is not subject to collective bargaining, the president shall have the authority to establish compensation guides.
E. The classifications of faculty positions in the university shall be as provided below.

1. Section 304A-1002, Hawai‘i Revised Statutes, provides that “The board of regents shall classify all members of the faculty of the university including research workers, extension agents, and all personnel engaged in instructional work….”

2. The president is delegated the authority to establish a faculty classification plan, administer the plan, and make amendments to the plan, provided that any new faculty categories or permissible campus faculty groups shall be subject to prior approval of the board.

   a. The plan may include the following faculty categories: Instruction (‘I’ for all faculty excluding law and clinical medicine faculty; J for law; M for clinical medicine; and C for community colleges); Researcher (R), Specialist (S), Librarian (B), Extension Agent (A), Graduate Teaching Assistant, Lecturer, Visiting and Other Faculty and Non-compensated Faculty.

   b. At a minimum, the faculty classification plan shall include general statements of duties and responsibilities and minimum qualification requirements.

      (1) When the situation warrants, and especially in those fields where advanced degrees are not commonly held by faculty members, other evidences of scholarly, artistic or professional attainment may be accepted in lieu of advanced degrees. In general, “equivalents” will be used sparingly and only when there is clear evidence that the substituted items of training and experience are in fact equivalent in qualifying the faculty member for the individual’s duties and responsibilities.

3. Titles of positions are determined by the board, and no faculty member may use any title not specifically authorized. Members of the faculty in divisions other than instruction, when engaged in teaching, shall bear the instructional title appropriate to their grade.

4. University of Hawai‘i at Mānoa classification schedules.

   a. The board faculty classification system includes seven general categories for the University of Hawai‘i at Mānoa with grades within each category.

      (1) Instruction (‘I’ for all faculty excluding law and clinical medicine faculty; J for law; M for clinical medicine), includes graduate teaching assistants, instructors, assistant professors, associate professors, and professors.
(2) Researcher (R), includes junior researchers, assistant researchers, associate researchers, and researchers. When applicable, the R series title substitutes the special area for the word “researcher,” for example, “assistant agronomist,” “associate meteorologist,” or “plant pathologist.”

(3) Specialist (S), includes junior specialists, assistant specialists, associate specialists, and specialists. The S series is used for specialties not primarily involved with research, for example, “associate specialist in student personnel.”

(4) Librarian (B), includes ranks II to V.

(5) Extension agent (A), includes junior extension agents, assistant extension agents, associate extension agents, and county extension agents.

(6) Graduate teaching assistant.

(7) Lecturer includes persons employed for short-term teaching assignments, usually on a part-time basis.

b. Clinical titles for non-compensated faculty appointments in Health Science and Social Welfare.

(1) The titles clinical professor, associate clinical professor, assistant clinical professor, clinical instructor and clinical teaching assistant are non-compensated appointments in the Colleges of Health Sciences and Social Welfare (medicine, nursing and dental hygiene, and social work) for practitioners with professional qualifications in the health and welfare sciences who take an active role in formal teaching, tutorials, clinical instruction, hospital practice, or field guidance of students.

5. University of Hawai‘i at Hilo and University of Hawai‘i, West O‘ahu

a. The faculty classification system includes three categories for the University of Hawai‘i at Hilo and the University of Hawai‘i, West O‘ahu, with grades within each category:

(1) Instruction (‘I’ for all faculty), includes graduates teaching assistants, instructors, assistant professors, associate professors, and professors.

(2) Lecturers include persons employed for short-term teaching assignments, usually on a part-time basis.
(3) Affiliate faculty is a non-compensated appointment usually to professional personnel with a particular interest or capability which may contribute to the teaching or research program of the campus; except for occasional lectures or consulting with individual students, affiliate faculty do no teaching. Authority to appoint affiliate faculty is delegated to the president who shall promulgate policies and procedures relating to the selection and appointment of affiliated faculty.

6. Community College and Maui College classification schedule
   a. The faculty classification system includes one category for the community colleges and Maui College with grades within each category:
      (1) Instruction includes lecturers, instructors, assistant professors, associate professors, and professors.
   b. The plan may include statements of classification principles for use in the classification of community college faculty.

F. High Demand Disciplines.
   1. The president is delegated the authority to establish high demand academic disciplines for which recruitment and/or retention of faculty of quality desired by the university exceed the maximum of the appropriate salary schedule.
   2. The president is authorized to recruit faculty in the recognized high demand disciplines at salaries that exceed the maximum of the appropriate salary schedule.

G. Graduate Assistants.
   1. The president shall have the authority to establish, amend, and administer a classification and compensation plan for graduate assistants.

H. Administrative, Professional and Technical (APT) Positions.
   1. APT classification and pay system.
      a. For all APT positions, including athletic coaches and related administrators, the board delegates to the president the authority to:
         (1) Adopt, revise, and abolish career group standards and bands.
         (2) Assign positions to career groups and bands.
(3) Determine designated new hire rates for career groups and bands.

(4) Promulgate policies and procedures relating to the classification, compensation, and appointment terms of coaches and related administrators, including a salary schedule, in accordance with this policy.

b. The APT Appeals Board shall adjudicate appeals filed on the banding of individual positions. The Appeals Board shall support its decisions by findings based on fact.

The APT Appeals Board shall consist of three members serving staggered terms of three years. One member shall be recommended by the university and one by the exclusive representative of APT employees, in accordance with Chapter 89, Hawai‘i Revised Statutes. The third member shall be recommended by the university and exclusive representative. The appointment of all three members shall be referred by the president to the board for approval. If there is no agreement as to the third member, the board shall appoint such member.

Members of the APT Appeals Board shall be familiar with state organization and personnel functions and preferably have knowledge of university organization and functions and position classification. Such members may be excluded personnel or members of other governmental or private firms. However, they shall not be employees or officers of the university or of any state bargaining unit or employee organization which represents state bargaining unit members unless mutually agreed to by the parties concerned.

The members of the APT Appeals Board shall select a chairperson.

(Note: For amended listing of the APT career groups and pay bands, refer to Administrative Procedure 9.210 of the University of Hawai‘i Systemwide Administrative Procedures Manual.)

2. Athletic Coaches and Related Administrators

a. Definitions

Original Term: The term of the initial contract at the time the contract is entered into. Where there is an Original Term with no extension, the Original Term shall be the Existing Term.

Existing Term: The remaining time period for any contract term at any point in time.
Amended Term: The time period that is established as a result of a contract extension that combines (1) that portion of an Original or Existing Term that remains to be completed; and (2) the term of the extension beyond that Original or Existing Term. Any years that have already been completed shall not be included for purposes of calculating the Amended Term.

b. Approval

i. Board of Regents

Upon recommendation of the chancellor and the president, the approval of the chair or vice chair of the Board of Regents and the chair or vice chair of the Committee on Intercollegiate Athletics shall be required for:

(1) Original Terms of head coaches of more than 5 years;
(2) Amended Terms of head coaches of more than 5 years; or
(3) Appointments, extensions and salary adjustments for head coaches, non-head coaches, and administrators exceeding the salary schedule by more than twenty-five percent (25%) and/or exceeding $500,000 annually.

ii. Delegation to the president

I. The authority to approve all other appointments and compensation of head coaches, non-head coaches, and administrators is delegated to the president, which may be further delegated. Civil service employees in positions in the university subject to Chapter 76, Hawai‘i Revised Statutes, shall be appointed, compensated, and otherwise governed by the provisions of law applicable to such positions.

J. Special Compensation – University of Hawai‘i at Mānoa and University of Hawai‘i at Hilo faculty.

1. Visiting summer session faculty. Visiting summer session faculty members receive a travel differential in addition to salary. The differential is incorporated in the salary of such faculty members and is as follows:

<table>
<thead>
<tr>
<th>Region</th>
<th>Differential</th>
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<tbody>
<tr>
<td>Pacific Coast</td>
<td>$300.00</td>
</tr>
<tr>
<td>Midwest</td>
<td>$400.00</td>
</tr>
<tr>
<td>East Coast</td>
<td>$500.00</td>
</tr>
<tr>
<td>Asia or Europe</td>
<td>$700.00</td>
</tr>
</tbody>
</table>
2. “Occasional” lecturers. “Occasional” lecturers in summer session courses approved with provision for guest lecturers are paid honoraria based on a rate of $25.00 per hour. Such lecturers are paid by voucher on a requisition signed by the instructor in charge of the course and the dean of the summer session.

3. A faculty member who prepares and grades a comprehensive examination for students who wish to obtain credit for a course by taking such an examination is paid a stipend of $5.00 per credit hour plus $5.00 for each additional student.

IV. **Delegation of Authority:**

The president, with the exception of select undelegated executive and managerial personnel, is authorized, consistent with existing statutes and board policies, to grant special salary adjustments; establish compensation guidelines; establish, plan, administer, and amend faculty and graduate assistant classifications; establish high demand academic disciplines; and recruit. See RP 9.202(B),(D),(E)(2),(F), and (G).

V. **Contact Information:**

Office of the Vice President for Administration, 956-6405, vpadm@hawaii.edu

VI. **References:**

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

**Approved as to Form:**

___________________________ 06/07/2018
Kendra Oishi Date
Executive Administrator and
Secretary to the Board of Regents
Regents Policy Chapter 9, Personnel
Regents Policy RP 9.202, Classification Plans and Compensation

Effective Date: June 7, 2018
Review Date: August 2020

I. Purpose:

To set forth policy on classification plans and compensation schedules. Revisions to this policy regarding faculty classifications will be applied prospectively to faculty employees hired on or after August 1, 2024. Faculty employees that were hired and classified prior to August 1, 2024, shall retain their existing classification and tenure eligibility, promotion and tenure criteria, and types of work duties unless they elect to 1) convert to the new classification plan; 2) apply for another faculty position in the new classification plan; or 3) separate from service.

II. Definitions:

No policy specific or unique definitions apply.

III. Policy:

A. Except for civil service positions, the board shall classify all positions in the university and establish-adopt classification and compensation plans schedules pursuant to Sections 304A-1001 and 304A-1002, Hawai’i Revised Statutes, and as appropriate.

B. The president, with the exception of select undelegated executive managerial personnel, is authorized, consistent with existing statutes and board policies,
to grant special salary adjustments in situations where funds are available and the adjustments are warranted on the basis of retention, market, equity, and/or merit.

C. Executive and managerial positions are classified and compensated in accordance with the executive and managerial personnel policies in RP 9.212.

D. Compensation shall be in accordance with provisions reflected in the most current collective bargaining agreement negotiated between the university and the exclusive collective bargaining representative. In the event that the faculty member is not subject to collective bargaining, the president shall have the authority to establish compensation guides.

E. Faculty Positions

1. The president is delegated by the Board of Regents the authority to establish a faculty classification plan, administer the plan, and make amendments to the plan, provided that any new faculty categories or campus faculty senates shall be subject to prior approval of the board.

2. In establishing the faculty classification plan, the foundation of the tenure-track shall consist of one or more components of teaching, research, specialized educational service, and community service as described in the Collective Bargaining Agreement. The board recognizes that some classifications, including librarians, extension agents, and community college faculty, have work responsibilities distributed between one or more components as described above or further defined by professional standards associated with their specialized field.

3. Classification Plan for Faculty

a. The classification may include the following categories for tenure-eligible faculty: Academic Faculty (F) for all faculty engaged in instruction, research, specialized educational service, community service or some combination of these; Librarian (B); Extension Agent (A); Clinical Professor (H); and Community Colleges (C).

b. The classification may include the following categories for non-tenure eligible faculty: Instructor (I2), Junior Extension Agent (A2), Researcher (R2), Clinical Professor (H2), Lecturer (L), Visiting (V), Non-Compensated Faculty (NC), Professor of
c. Non-tenured faculty may still be eligible for promotion depending on the classification.

d. Existing faculty hired before August 1, 2024 will retain their current classification. These include: I for all faculty excluding law and clinical medicine faculty, J for law, M for clinical medicine, C for Community Colleges, B for Librarian, A for Extension Agent, R for Researcher, S for Specialist, Lecturer, Adjunct, and Non-compensated Faculty.

E. The classifications of faculty positions in the university shall be as provided below:

1. Section 304A-1002, Hawai‘i Revised Statutes, provides that “The board of regents shall classify all members of the faculty of the university including research workers, extension agents, and all personnel engaged in instructional work....”

2. The president is delegated the authority to establish a faculty classification plan, administer the plan, and make amendments to the plan, provided that any new faculty categories or permissible campus faculty groups shall be subject to prior approval of the board.

   a. The plan may include the following faculty categories: Instruction (‘I’ for all faculty excluding law and clinical medicine faculty; J for law; M for clinical medicine; and C for community colleges); Researcher (R); Specialist (S); Librarian (B); Extension Agent (A); Graduate Teaching Assistant, Lecturer, Visiting and Other Faculty and Non-compensated Faculty.

   b. At a minimum, the faculty classification plan shall include general statements of duties and responsibilities and minimum qualification requirements.

      (1) When the situation warrants, and especially in those fields where advanced degrees are not commonly held by faculty members, other evidences of scholarly, artistic or professional attainment may be accepted in lieu of advanced degrees. In general, “equivalents” will be used sparingly and only when there is clear evidence that the substituted items of training and experience are in fact equivalent in qualifying the faculty member for the individual’s duties and responsibilities.

3. Titles of positions are determined by the board, and no faculty
member may use any title not specifically authorized, as provided below:

Members of the faculty in divisions other than instruction, when engaged in teaching, shall bear the instructional title appropriate to their grade.

a. Academic Faculty (F), Community College (C) and Clinical Faculty (H) includes acting assistant professor, assistant professor, associate professor, and professor.

b. Librarian (B) includes Librarian II-V.

c. Extension Agent (A) includes Junior Extension Agent, Assistant Extension Agent, Associate Extension Agent, Extension Agent.

d. Instructor (I) includes Assistant Instructor, Associate Instructor, Instructor, Senior Instructor.

e. Clinical Instructor (H2)

f. Lecturers (L)

g. Professor of Practice (P)

h. Affiliate Non-Compensated Faculty (NC) includes assistant, professor, associate professor, and professor.

i. Existing faculty hired before August 1, 2024 will retain their current titles.

Instructional Faculty (I), Law (J), Community College (C), and Clinical Medicine (M) includes: instructors, assistant professors, associate professors, and professors. Librarian (B) includes Librarian II-V. Extension Agent (A) includes Junior Extension Agent, Assistant Extension Agent, Associate Extension Agent, Extension Agent. Researchers (R) includes junior researcher, assistant researchers, associate researchers, and researchers. Specialists (S) includes junior specialists, assistant specialists, associate specialists, and specialists. Non-compensated clinical faculty includes clinical instructor, clinical assistant professor, clinical associate professor, clinical professor. Lecturers and Adjuncts.

4. University of Hawai‘i at Mānoa classification schedules.

a. The board faculty classification system includes seven general categories for the University of Hawai‘i at Mānoa with grades within each category.

(1) Instruction (‘I’ for all faculty excluding law and clinical medicine faculty; J for law; M for clinical medicine), includes graduate teaching assistants, instructors, assistant professors, associate professors, and professors.

(2) Researcher (R), includes junior researchers, assistant researchers, associate researchers, and researchers. When applicable, the R series title substitutes the special area for the
word “researcher,” for example, “assistant agronomist,”
“associate meteorologist,” or “plant pathologist.”

(3) Specialist (S), includes junior specialists, assistant
specialists, associate specialists, and specialists. The S
series is used for specialties not primarily involved with
research, for example, “associate specialist in student
personnel.”

(4) Librarian (B), includes ranks II to V.

(5) Extension agent (A), includes junior extension agents, assistant
extension agents, associate extension agents, and county
extension agents.

(6) Graduate teaching assistant.

(7) Lecturer includes persons employed for short-term
teaching assignments, usually on a part-time basis.

b. Clinical titles for non-compensated faculty appointments in Health-
Science and Social Welfare.

(1) The titles clinical professor, associate clinical professor, assistant
clinical professor, clinical instructor and clinical teaching assistant
are non-compensated appointments in the Colleges of Health-
Sciences and Social Welfare (medicine, nursing and dental hygiene,
and social work) for practitioners with professional qualifications in the
health and welfare sciences who take an active role in formal teaching,
tutorials, clinical instruction, hospital practice, or field guidance of students.

5. University of Hawai`i at Hilo and University of Hawai`i, West O`ahu

a. The faculty classification system includes three categories for the
University of Hawai`i at Hilo and the University of Hawai`i, West
O`ahu, with grades within each category:

(1) Instruction (‘I’ for all faculty), includes graduates teaching-
assistants, instructors, assistant professors, associate
professors, and professors.

(2) Lecturers include persons employed for short-term
teaching assignments, usually on a part-time basis.

(3) Affiliate faculty is a non-compensated appointment usually to
professional personnel with a particular interest or capability
which may contribute to the teaching or research program of the-
campus; except for occasional lectures or consulting with individual students, affiliate faculty do no teaching. Authority to appoint affiliate faculty is delegated to the president who shall promulgate policies and procedures relating to the selection and appointment of affiliated faculty.

6. Community College and Maui College classification schedule

a. The faculty classification system includes one category for the community colleges and Maui College with grades within each category:

(1) Instruction includes lecturers, instructors, assistant professors, associate professors, and professors.

b. The plan may include statements of classification principles for use in the classification of community college faculty.

F. High Demand Disciplines.

1. The president is delegated the authority to establish high demand academic disciplines for which recruitment and/or retention of faculty of quality desired by the university exceed the maximum of the appropriate salary schedule.

2. The president is authorized to recruit faculty in the recognized high demand disciplines at salaries that exceed the maximum of the appropriate salary schedule.

G. Graduate Assistants.

1. The president shall have the authority to establish, amend, and administer a classification and compensation plan for graduate assistants.

H. Administrative, Professional and Technical (APT) Positions.

1. APT classification and pay system.

a. For all APT positions, including athletic coaches and related administrators, the board delegates to the president the authority to:

   (1) Adopt, revise, and abolish career group standards and bands.

   (2) Assign positions to career groups and bands.

   (3) Determine designated new hire rates for career groups and bands.
(4) Promulgate policies and procedures relating to the classification, compensation, and appointment terms of coaches and related administrators, including a salary schedule, in accordance with this policy.

b. The APT Appeals Board shall adjudicate appeals filed on the banding of individual positions. The Appeals Board shall support its decisions by findings based on fact.

The APT Appeals Board shall consist of three members serving staggered terms of three years. One member shall be recommended by the university and one by the exclusive representative of APT employees, in accordance with Chapter 89, Hawai‘i Revised Statutes. The third member shall be recommended by the university and exclusive representative. The appointment of all three members shall be referred by the president to the board for approval. If there is no agreement as to the third member, the board shall appoint such member.

Members of the APT Appeals Board shall be familiar with state organization and personnel functions and preferably have knowledge of university organization and functions and position classification. Such members may be excluded personnel or members of other governmental or private firms. However, they shall not be employees or officers of the university or of any state bargaining unit or employee organization which represents state bargaining unit members unless mutually agreed to by the parties concerned.

The members of the APT Appeals Board shall select a chairperson.

(Note: For amended listing of the APT career groups and pay bands, refer to Administrative Procedure 9.210 of the University of Hawai‘i Systemwide Administrative Procedures Manual.)

2. Athletic Coaches and Related Administrators

a. Definitions

Original Term: The term of the initial contract at the time the contract is entered into. Where there is an Original Term with no extension, the Original Term shall be the Existing Term.

Existing Term: The remaining time period for any contract term at any point in time.

Amended Term: The time period that is established as a result of a
contract extension that combines (1) that portion of an Original or Existing Term that remains to be completed; and (2) the term of the extension beyond that Original or Existing Term. Any years that have already been completed shall not be included for purposes of calculating the Amended Term.

b. Approval

(1) Board of Regents

Upon recommendation of the chancellor and the president, the approval of the chair or vice chair of the Board of Regents and the chair or vice chair of the Committee on Student SuccessIntercollegiate Athletics shall be required for:

(a) Original Terms of head coaches of more than 5 years;

(b) Amended Terms of head coaches of more than 5 years; or

(c) Appointments, extensions and salary adjustments for head coaches, non-head coaches, and administrators exceeding the salary schedule by more than twenty-five percent (25%) and/or exceeding $500,000 annually.

(2) Delegation to the president

I. The authority to approve all other appointments and compensation of head coaches, non-head coaches, and administrators is delegated to the president, which may be further delegated. Civil service employees in positions in the university subject to Chapter 76, Hawai‘i Revised Statutes, shall be appointed, compensated, and otherwise governed by the provisions of law applicable to such positions.

J. Special Compensation—University of Hawai‘i at Mānoa and University of Hawai‘i at Hilo faculty.

1. Visiting summer session faculty. Visiting summer session faculty members receive a travel differential in addition to salary. The differential is incorporated in the salary of such faculty members and is as follows:

   - Pacific Coast——$300.00
   - Midwest——$400.00
   - East Coast——$500.00
   - Asia or Europe——$700.00

2. “Occasional” lecturers. “Occasional” lecturers in summer session courses approved with provision for guest lecturers are paid honoraria based on a rate
of $25.00 per hour. Such lecturers are paid by voucher on a requisition signed by the instructor in charge of the course and the dean of the summer session.

3. A faculty member who prepares and grades a comprehensive examination for students who wish to obtain credit for a course by taking such an examination is paid a stipend of $5.00 per credit hour plus $5.00 for each additional student.

IV. Delegation of Authority:

The president, with the exception of select undelegated executive and managerial personnel, is authorized, consistent with existing statutes and board policies, to grant special salary adjustments; establish compensation guidelines; establish, plan, administer, and amend faculty and graduate assistant classifications; establish high demand academic disciplines; and recruit. See RP 9.202 III (B),(D),(E)(2),(F), and (G).

V. Contact Information:

Office of the Vice President for Administration, 956-6405, vpadmin@hawaii.edu
Office of the Vice President for Academic Strategy, 956-6897, ovpas@hawaii.edu

VI. References:

- http://www.hawaii.edu/offices/bor/
- Section 304A-1002 Hawai‘i Revised Statutes, provides that “The board of regents shall classify all members of the faculty of the university including research workers, extension agents, and all personnel engaged in instructional work.…”

Approved as to Form:

___________________________  __ 06/07/2018_
Kendra OishiYvonne Lau
Executive Administrator and
Secretary to the Board of Regents
Regents Policy Chapter 9, Personnel  
Effective Date: xxxx 2023  
Review Date: XXXX 2028  
I. **Purpose:**  
To set forth policy on classification and compensation plans. Revisions to this policy regarding faculty classifications will be applied prospectively to faculty employees hired on or after August 1, 2024. Faculty employees that were hired and classified prior to August 1, 2024, shall retain their existing classification and tenure eligibility, promotion and tenure criteria, and types of work duties unless they elect to 1) convert to the new classification plan; 2) apply for another faculty position in the new classification plan; or 3) separate from service.  
II. **Definitions:**  
No policy specific or unique definitions apply.  
III. **Policy:**  
A. Except for civil service positions, the board shall classify all positions in the university and adopt classification and compensation plans pursuant to Sections 304A-1001 and 304A-1002, Hawai’i Revised Statutes, and as appropriate.  
B. The president, with the exception of select undelegated executive managerial personnel, is authorized, consistent with existing statutes and board policies,
to grant special salary adjustments in situations where funds are available and the adjustments are warranted on the basis of retention, market, equity, and/or merit.

C. Executive and managerial positions are classified and compensated in accordance with the executive and managerial personnel policies in RP 9.212.

D. Compensation shall be in accordance with provisions reflected in the most current collective bargaining agreement negotiated between the university and the exclusive collective bargaining representative. In the event that the faculty member is not subject to collective bargaining, the president shall have the authority to establish compensation guides.

E. Faculty Positions

1. The president is delegated by the Board of Regents the authority to establish a faculty classification plan, administer the plan, and make amendments to the plan, provided that any new faculty categories or campus faculty senates shall be subject to prior approval of the board.

2. In establishing the faculty classification plan, the foundation of the tenure-track shall consist of one or more components of teaching, research, specialized educational service, and community service as described in the Collective Bargaining Agreement. The board recognizes that some classifications, including librarians, extension agents, and community college faculty, have work responsibilities distributed between one or more components as described above or further defined by professional standards associated with their specialized field.

3. Classification Plan for Faculty

   a. The classification may include the following categories for tenure-eligible faculty: Academic Faculty (F) for all faculty engaged in instruction, research, specialized educational service, community service or some combination of these; Librarian (B); Extension Agent (A); Clinical Professor (H); and Community Colleges (C).

   b. The classification may include the following categories for non-tenure eligible faculty: Instructor (I2), Junior Extension Agent (A2), Researcher (R2), Clinical Professor (H2), Lecturer (L), Visiting (V), Non-Compensated Faculty (NC), Professor of
Practice (P), and Affiliate Graduate Faculty (NC).

c. Non-tenured faculty may still be eligible for promotion depending on the classification.

d. Existing faculty hired before August 1, 2024 will retain their current classification. These include: I for all faculty excluding law and clinical medicine faculty, J for law, M for clinical medicine, C for Community Colleges, B for Librarian, A for Extension Agent, R for Researcher, S for Specialist, Lecturer, Adjunct, and Non-compensated Faculty.

Titles of positions are determined by the board, and no faculty member may use any title not specifically authorized as provided below:

a. Academic Faculty (F), Community College (C) and Clinical Faculty (H) includes acting assistant professor, assistant professor, associate professor, and professor.

b. Librarian (B) includes Librarian II-V.

c. Extension Agent (A) includes Junior Extension Agent, Assistant Extension Agent, Associate Extension Agent, Extension Agent.

d. Instructor (I) includes Assistant Instructor, Associate Instructor, Instructor, Senior Instructor.

e. Clinical Instructor (H2)

f. Lecturers (L)

g. Professor of Practice (P)

h. Affiliate Non-Compensated Faculty (NC) includes assistant, professor, associate professor, and professor.

i. Existing faculty hired before August 1, 2024 will retain their current titles. Instructional Faculty (I), Law (J), Community College (C), and Clinical Medicine (M) includes: instructors, assistant professors, associate professors, and professors. Librarian (B) includes Librarian II-V. Extension Agent (A) includes Junior Extension Agent, Assistant Extension Agent, Associate Extension Agent, Extension Agent. Researchers (R) includes junior researcher, assistant researchers, associate researchers, and researchers. Specialists (S) includes junior specialists, assistant specialists, associate specialists, and specialists. Non-compensated clinical faculty includes clinical instructor, clinical assistant professor, clinical associate professor, clinical professor. Lecturers and Adjuncts.

F. High Demand Disciplines.
1. The president is delegated the authority to establish high demand academic disciplines for which recruitment and/or retention of faculty of quality desired by the university exceed the maximum of the appropriate salary schedule.

2. The president is authorized to recruit faculty in the recognized high demand disciplines at salaries that exceed the maximum of the appropriate salary schedule.

G. Graduate Assistants.

1. The president shall have the authority to establish, amend, and administer a classification and compensation plan for graduate assistants.

H. Administrative, Professional and Technical (APT) Positions.

1. APT classification and pay system.
   
   a. For all APT positions, including athletic coaches and related administrators, the board delegates to the president the authority to:
      
      (1) Adopt, revise, and abolish career group standards and bands.
      
      (2) Assign positions to career groups and bands.
      
      (3) Determine designated new hire rates for career groups and bands.
      
      (4) Promulgate policies and procedures relating to the classification, compensation, and appointment terms of coaches and related administrators, including a salary schedule, in accordance with this policy.
   
   b. The APT Appeals Board shall adjudicate appeals filed on the banding of individual positions. The Appeals Board shall support its decisions by findings based on fact.

   The APT Appeals Board shall consist of three members serving staggered terms of three years. One member shall be recommended by the university and one by the exclusive representative of APT employees, in accordance with Chapter 89, Hawai’i Revised Statutes. The third member shall be recommended by the university and exclusive representative. The appointment of all three members shall be referred by the president to the board for approval. If there is no agreement as to the third member, the board shall appoint such member.
Members of the APT Appeals Board shall be familiar with state organization and personnel functions and preferably have knowledge of university organization and functions and position classification. Such members may be excluded personnel or members of other governmental or private firms. However, they shall not be employees or officers of the university or of any state bargaining unit or employee organization which represents state bargaining unit members unless mutually agreed to by the parties concerned.

The members of the APT Appeals Board shall select a chairperson.

2. Athletic Coaches and Related Administrators

a. Definitions

Original Term: The term of the initial contract at the time the contract is entered into. Where there is an Original Term with no extension, the Original Term shall be the Existing Term.

Existing Term: The remaining time period for any contract term at any point in time.

Amended Term: The time period that is established as a result of a contract extension that combines (1) that portion of an Original or Existing Term that remains to be completed; and (2) the term of the extension beyond that Original or Existing Term. Any years that have already been completed shall not be included for purposes of calculating the Amended Term.

b. Approval

(1) Board of Regents

Upon recommendation of the chancellor and the president, the approval of the chair or vice chair of the Board of Regents and the chair or vice chair of the Committee on Student Success shall be required for:

(a) Original Terms of head coaches of more than 5 years;

(b) Amended Terms of head coaches of more than 5 years; or

(c) Appointments, extensions and salary adjustments for head coaches, non-head coaches, and administrators exceeding the salary schedule by more than twenty-five percent (25%) and/or exceeding $500,000 annually.
(2) Delegation to the president

I. The authority to approve all other appointments and compensation of head coaches, non-head coaches, and administrators is delegated to the president, which may be further delegated. Civil service employees in positions in the university subject to Chapter 76, Hawai‘i Revised Statutes, shall be appointed, compensated, and otherwise governed by the provisions of law applicable to such positions.

IV. Delegation of Authority:

The president, with the exception of select undelegated executive and managerial personnel, is authorized, consistent with existing statutes and board policies, to grant special salary adjustments; establish compensation guidelines; establish, plan, administer, and amend faculty and graduate assistant classifications; establish high demand academic disciplines; and recruit. See RP 9.202 III (B), (E), (F), and (G).

V. Contact Information:

Office of the Vice President for Administration, 956-6405, vpadmin@hawaii.edu
Office of the Vice President for Academic Strategy, 956-6897, ovpas@hawaii.edu

VI. References:

- http://www.hawaii.edu/offices/bor/
- Section 304A-1002 Hawai‘i Revised Statutes, provides that “The board of regents shall classify all members of the faculty of the university including research workers, extension agents, and all personnel engaged in instructional work.…”

Approved as to Form:

_________________________    ___
Yvonne Lau                        Date
Executive Administrator and
Secretary to the Board of Regents
I. Purpose

To set forth policy on evaluations of Board of Regents’ appointees.

II. Definitions:

No policy specific or unique definitions apply.

III. Policy:

A. Board appointees will be evaluated periodically in accordance with the guidelines below and the specific procedures developed by the appropriate administrative offices to implement this policy. These performance evaluations shall be conducted in order:

1. To provide assurance to the university and its constituents that professional staff resources and particular areas of expertise are being used to the best advantage;

2. To provide for the systematic recognition of excellence and develop incentives for superior performance; and

3. To provide means for the improvement of performance in furtherance of the university’s mission.

B. In recognition of the special role of the faculty in the academic mission of the university, procedures for periodic review of faculty performance must provide safeguards for academic freedom and shall provide the opportunity for participation of faculty peers in the review process. Accordingly, each chancellor, in consultation with appropriate faculty governance organizations, shall develop procedures for such review which incorporate these principles. The procedure shall include a requirement for evaluation of every faculty member at least once every five years, and may provide for exempting faculty who have undergone a
review for reappointment, tenure, or promotion, or who have received a merit salary increase during this period. Faculty review procedures shall be submitted by the chancellor for approval by the president.

C. Administrative, professional, and technical (APT) employees shall be evaluated at least once every three years according to procedures approved by the president.

D. Employees in the executive and managerial classifications shall be evaluated annually as specified in RP 9.212.

E. For any campus which does not have an approved faculty review procedure development in accordance with paragraph b. above for implementation in academic year 1981-82, faculty shall be evaluated according to procedures approved by the president. These procedures shall remain in effect until procedures developed in accordance with section b. are approved and implemented.

IV. **Delegation of Authority:**

There is no policy specific delegation of authority.

V. **Contact Information:**

Office of the Vice President for Administration, 956-8862, jgouveia@hawaii.edu

VI. **References:**

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

**Approved as to Form:**

Cynthia Quinn  
Executive Administrator and  
Secretary of the Board of Regents
I. **Purpose**

To set forth policy on evaluations of Board of Regents’ appointees.

II. **Definitions:**

No policy specific or unique definitions apply.

III. **Policy:**

A. Board appointees will be evaluated periodically in accordance with the guidelines below and the specific procedures developed by the appropriate administrative offices to implement this policy. These performance evaluations shall be conducted in order:

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B. In recognition of the special role of the faculty in the academic mission of the university, procedures for periodic review of faculty performance must provide safeguards for academic freedom and shall provide the opportunity for participation of faculty peers in the review process. Accordingly, each chancellor or provost, in consultation with appropriate faculty governance organizations, shall develop procedures for such review which incorporate these principles. The procedure shall include a requirement for evaluation of every faculty member at least once every five years, and may provide for exempting faculty who have...
undergone a review for reappointment, tenure, or promotion, or who have received a merit salary increase during this period. Faculty review procedures shall be submitted by the chancellor or provost for approval by the president.

The foundation of assessment of faculty performance shall be in accordance with guidelines for faculty teaching and scholarship developed by divisions and departments. Accordingly, each campus shall utilize the written guidelines described in EP 9.203 for addressing faculty who fail to meet performance requirements. These guidelines articulate a process whereby faculty, whose performance is not meeting expectations, may be provided with an opportunity to improve their performance to meet expectations. Continued failure to meet expectations may trigger an off-cycle periodic review process.

C. Administrative, professional, and technical (APT) employees shall be evaluated at least once every three years according to procedures approved by the president.

D. Employees in the executive and managerial classifications shall be evaluated annually as specified in RP 9.212.

E. For any campus which does not have an approved faculty review procedure development in accordance with paragraph b. above for implementation in academic year 1981-82, faculty shall be evaluated according to procedures approved by the president. These procedures shall remain in effect until procedures developed in accordance with section b. are approved and implemented.

IV. Delegation of Authority:

There is no policy specific delegation of authority.

V. Contact Information:

Office of the Vice President for Administration, 956-6405 688862, igouveia@hawaii.edu
Office of the Vice President for Academic Strategy, 956-6897

VI. References:

- [http://www.hawaii.edu/offices/bor/](http://www.hawaii.edu/offices/bor/)
Approved as to Form:

Cynthia Quinn
Yvonne Lau
Executive Administrator and
Secretary of the Board of Regents

Date
To set forth policy on evaluations of Board of Regents’ appointees.

II. Definitions:

No policy specific or unique definitions apply.

III. Policy:

A. Board appointees will be evaluated periodically in accordance with the guidelines below and the specific procedures developed by the appropriate administrative offices to implement this policy. These performance evaluations shall be conducted in order:

1. To provide assurance to the university and its constituents that professional staff resources and particular areas of expertise are being used to the best advantage;

2. To provide for the systematic recognition of excellence and develop incentives for superior performance; and

3. To provide means for the improvement of performance in furtherance of the university’s mission.

B. In recognition of the special role of the faculty in the academic mission of the university, procedures for periodic review of faculty performance must provide safeguards for academic freedom and shall provide the opportunity for participation of faculty peers in the review process. Accordingly, each chancellor or provost, in consultation with appropriate faculty governance organizations, shall develop procedures for such review which incorporate these principles. The procedure shall include a requirement for evaluation of every faculty member at least once every five years, and may provide for exempting faculty who have
undergone a review for reappointment, tenure, or promotion, or who have received a merit salary increase during this period. Faculty review procedures shall be submitted by the chancellor or provost for approval by the president.

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C. Administrative, professional, and technical (APT) employees shall be evaluated at least once every three years according to procedures approved by the president.

D. Employees in the executive and managerial classifications shall be evaluated annually as specified in RP 9.212.

IV. Delegation of Authority:

There is no policy specific delegation of authority.

V. Contact Information:

Office of the Vice President for Administration, 956-6405
Office of the Vice President for Academic Strategy, 956-6897

VI. References:

- [http://www.hawaii.edu/offices/bor/](http://www.hawaii.edu/offices/bor/)

Approved as to Form:

Yvonne Lau ________________________ Date
Executive Administrator and
Secretary of the Board of Regents
I. Purpose

To set forth policy regarding teaching assignments for instructional faculty.

II. Definitions:

No policy specific or unique definitions apply.

III. Policy:

A. The instructional faculty of the University of Hawai‘i has duties and responsibilities that encompass a number of professional activities in addition to teaching. The nature and scope of these additional duties depend on the particular mission of the unit and program and the relationship of that mission to the faculty member’s professional qualifications. As instruction is the university’s highest priority, however, teaching remains the most important duty of its faculty. This policy sets standards for the assignment of the instructional component of faculty responsibilities.

1. Except as otherwise provided herein, the standard teaching assignments for full-time instructional faculty shall be as follows:

   a. 24 semester credit hours per academic year at the University of Hawai‘i at Mānoa,

   b. 24 semester credit hours per academic year at the University of Hawai‘i at Hilo,

   c. 24 semester credit hours per academic year at University of Hawai‘i - West O‘ahu, and

   d. 27 semester credit hours per academic year in the community colleges.
2. The teaching assignments in section A1. above refer to classroom lecture instruction. For other modes of instruction (clinical practice, laboratory, online, thesis supervision, etc.), each chancellor shall develop and recommend:

a. An appropriate measure of the instructional activity (contact hours, number of students supervised, etc.), and

b. An equivalence relating the designated measure to semester credit hours.

It is expected that the development of appropriate equivalents will involve consultation of the appropriate faculty, department chairpersons, and academic deans.

Such equivalents shall be reviewed and approved by the president and reported to the board upon their establishment or subsequent revision consistent with board policy.

3. Teaching assignments for part-time instructional faculty or for faculty paid less than full-time from instructional funds shall be as set forth in section A1. above pro-rated by their fractional full-time equivalent in instruction.

4. In recognition of the diverse responsibilities of the university and its faculty, each chancellor shall develop and recommend equivalents for specific non-instructional activities that are consistent with and in furtherance of the mission of the university unit and program.

It is expected that the development of appropriate equivalents will involve consultation of the appropriate faculty, department chairpersons, and academic deans.

The definitions of these equivalents shall include:

a. A description of the professional activities for which they may be granted,

b. An explanation of the relationship of these activities to institutional and program mission and priorities, and

c. Guidelines for determining the circumstances which warrant granting them.

Such equivalents shall be reviewed and approved by the president and reported to the board upon their establishment or subsequent revision consistent with board policy.
The implementation of this policy shall be the responsibility of the chancellors of the respective units.

5. The teaching equivalencies for every unit shall be publicly posted online and readily available directly from a single point on each campus.

6. Each unit shall ensure against discriminatory teaching assignments. In addition, chancellors shall establish procedures to monitor the effectiveness of teaching reductions for non-instructional duties.

B. Each tenured and tenure-track faculty member will make available to the public a curriculum vitae. This will be posted electronically.

IV. Delegation of Authority:

There is no policy specific delegation of authority.

V. Contact Information:

Office of the Vice President for Administration, 956-8862, jgouveia@hawaii.edu

VI. References:

- http://www.hawaii.edu/offices/bor/
- EP 9.203

Approved as to Form:

/S/ ___________________________ 06/01/2017
Cynthia Quinn
Executive Administrator and
Secretary of the Board of Regents
I. Purpose

To set forth policy regarding teaching work assignments for instructional faculty.

II. Definitions:

No policy specific or unique definitions apply.

III. Policy:

A. The primary responsibilities of most University faculty are teaching, research, specialized educational service, and community service. These responsibilities are not treated equally and will differ by the unit and the position to which the faculty has been appointed. Primary responsibilities for faculty in the Librarian (B) category are defined in each campus library’s department personnel committee’s criteria for tenure and promotion. Primary responsibilities for Extension Agent faculty include specialized noncredit teaching and research dissemination as appropriate to the extension work required of land-grant institutions and are further defined in the relevant department personnel committee criteria for tenure and promotion.

B. A faculty member’s work assignment is the proportion of work effort to be devoted in each of their primary responsibilities. Individual work assignments can vary depending upon a unit’s mission, workload policy, and the individual faculty member’s research trajectory and/or service obligations required of their specific position. Work assignments are expressed as a percentage of effort in the primary responsibilities appropriate to the faculty member’s classification.

A.C. The instructional faculty of the University of Hawai‘i have duties and responsibilities for maintaining high professional standards that encompass a number of other professional activities in addition to teaching. The nature and scope of these additional duties depend on the particular mission of the unit and program and the relationship of that mission to the faculty member’s
professional qualifications and responsibilities. As instruction is the University of Hawai‘i’s highest priority, however, teaching remains among the most important duties of its faculty. This policy sets standards for the assignment of the instructional component of faculty responsibilities.

D. Work/teaching/credit hour assignment equivalencies (“Equivalencies”) (inclusive of both instructional and non-instructional duties) will be established to represent faculty work aligned with research, specialized educational services, and community service requirements suitable for each campus’s mission and purpose. Equivalencies are used as a mechanism for quantifying the range of work faculty complete, i.e., faculty professional duties and responsibilities of teaching outside traditional instructional classes, research, and service.

E. To ensure that the Board of Regents (BOR) is informed about faculty work assignments, the President shall present a systemwide report on tenured and tenure-track faculty work assignments to the BOR annually. The report shall delineate the work assignment of tenured and tenure-track faculty by college/school/division. The report should include, at minimum, the percentage of the work assignment that is instruction and the percentage of faculty who meet established work assignment for their unit.

F. Campuses and/or individual colleges or units in consultation with faculty are required to establish expectations for research and service time in the work assignment expressed in semester credit hours or teaching equivalencies for the purpose of assigning faculty appropriate work based on their classification. In recognition of the diverse responsibilities of the University and its faculty, campuses/colleges shall recommend and each Chancellor/Provost shall approve expectations for specific non-instructional activities and for other types of instruction (clinical practice, laboratory, thesis supervision, etc.), that are consistent with and in furtherance of the mission of the University unit and program.

4.G. Except as otherwise provided herein, the standard work teaching assignments for full-time, 9-month instructional faculty shall be as follows:

1. By credit hours:

   a. 24 Equivalencies semester credit hours per academic year at the University of Hawai‘i at Mānoa,

   b. 24 Equivalencies semester credit hours per academic year at the University of Hawai‘i at Hilo,
c. 24 Equivalencies per academic year at University of Hawai‘i - West O‘ahu, and

d. 27 Equivalencies per academic year in the community colleges.

2. The teaching assignments in section A1. above refer to classroom lecture instruction. For other modes of instruction (clinical practice, laboratory, online, thesis supervision, etc.), each chancellor shall develop and recommend:

a. An appropriate measure of the instructional activity (contact hours, number of students supervised, etc.), and

b. An equivalence relating the designated measure to semester credit hours.

It is expected that the development of appropriate equivalents will involve consultation of the appropriate faculty, department chairpersons, and academic deans.

Such equivalents shall be reviewed and approved by the president and reported to the board upon their establishment or subsequent revision consistent with board policy.

H. Except as otherwise provided herein, the standard work assignments for full-time 11-month faculty and part-time faculty shall be as follows:

1. Full-time 11-month faculty standard work assignments extend the 9-month 24 credit hour/27 Equivalency base to include two summer months.

a. 30 Equivalencies per academic year at the University of Hawai‘i at Mānoa.

b. 30 Equivalencies per academic year at the University of Hawai‘i at Hilo.

c. 30 Equivalencies per academic year at University of Hawai‘i - West O‘ahu, and

d. 36 Equivalencies per year at the community colleges.

3.2. WorkTeaching assignments for part-time instructional-faculty or for faculty with less than a 1.0 FTE appointment paid less than full-time from instructional funds shall be as set forth in section A1. above pro-rated by their fractional full-time equivalent in instruction.
4. In recognition of the diverse responsibilities of the university and its faculty, each chancellor shall develop and recommend equivalents for specific non-instructional activities that are consistent with and in furtherance of the mission of the university unit and program.

It is expected that the development of appropriate equivalents will involve consultation of the appropriate faculty, department chairpersons, and academic deans.

The definitions of these equivalents shall include:

a. A description of the professional activities for which they may be granted,

b. An explanation of the relationship of these activities to institutional and program mission and priorities, and

c. Guidelines for determining the circumstances which warrant granting them.

Such equivalents shall be reviewed and approved by the president and reported to the board upon their establishment or subsequent revision consistent with board policy.

I. It is expected that the development of appropriate Equivalencies will involve consultation with faculty, chairs, and academic deans. Such Equivalencies shall be specifically articulated and reported to the Vice President for Academic Strategy so that they can be integrated into the faculty work assignment template. For the community colleges, the Equivalencies have been determined using UHCCP 9.237.

The implementation of this policy shall be the responsibility of the chancellors of the respective units.

5.J. The teaching equivalencies for every unit shall be publicly posted online and readily available directly from a single point on each campus website.

6.K. Each unit shall ensure against discriminatory work teaching assignments. In addition, each Chancellor/Provost shall establish procedures to monitor the effectiveness of teaching reductions for non-instructional duties.
L. B. Each tenured and tenure-track faculty member will make available to the public a curriculum vita or biobibliography, which will be posted electronically.

IV. Delegation of Authority:

There is no policy specific delegation of authority.

V. Contact Information:

Office of the Vice President for Administration,
Office of the Vice President for Academic Strategy
Telephone: (808) 956-6897
Email: ovpasjgouveia@hawaii.edu

VI. References:

- [http://www.hawaii.edu/offices/bor/](http://www.hawaii.edu/offices/bor/)
- EP 9.203

Approved as to Form:

/S/ ___________________________  __ 06/01/2017_
Cynthia Quinn Yvonne Lau
Executive Administrator and
Secretary of the Board of Regents
I. **Purpose**

To set forth policy regarding work assignments for faculty.

II. **Definitions:**

No policy specific or unique definitions apply.

III. **Policy:**

A. The primary responsibilities of most University faculty are teaching, research, specialized educational service, and community service. These responsibilities are not treated equally and will differ by the unit and the position to which the faculty has been appointed. Primary responsibilities for faculty in the Librarian (B) category are defined in each campus library’s department personnel committee’s criteria for tenure and promotion. Primary responsibilities for Extension Agent faculty include specialized noncredit teaching and research dissemination as appropriate to the extension work required of land-grant institutions and are further defined in the relevant department personnel committee criteria for tenure and promotion.

B. A faculty member’s work assignment is the proportion of work effort to be devoted in each of their primary responsibilities. Individual work assignments can vary depending upon a unit’s mission, workload policy, and the individual faculty member’s research trajectory and/or service obligations required of their specific position. Work assignments are expressed as a percentage of effort in the primary responsibilities appropriate to the faculty member’s classification.

C. The faculty of the University of Hawai‘i have duties and responsibilities for maintaining high professional standards that encompass a number of other professional activities in addition to teaching. The nature and scope of these other duties depend on the particular mission of the unit and the relationship of that mission to the faculty member’s professional qualifications and
responsibilities. As instruction is the University of Hawai‘i’s primary priority, teaching remains among the most important duties of its faculty.

D. Work/teaching/credit hour assignment equivalencies (“Equivalencies”) (inclusive of both instructional and non-instructional duties) will be established to represent faculty work aligned with research, specialized educational services, and community service requirements suitable for each campus’s mission and purpose. Equivalencies are used as a mechanism for quantifying the range of work faculty complete, i.e., faculty professional duties and responsibilities of teaching outside traditional instructional classes, research, and service.

E. To ensure that the Board of Regents (BOR) is informed about faculty work assignments, the President shall present a systemwide report on tenured and tenure-track faculty work assignments to the BOR annually. The report shall delineate the work assignment of tenured and tenure-track faculty by college/school/division. The report should include, at minimum, the percentage of the work assignment that is instruction and the percentage of faculty who meet established work assignment for their unit.

F. Campuses and/or individual colleges or units in consultation with faculty are required to establish expectations for research and service time in the work assignment expressed in semester credit hours or teaching equivalencies for the purpose of assigning faculty appropriate work based on their classification. In recognition of the diverse responsibilities of the University and its faculty, campuses/colleges shall recommend and each Chancellor/Provost shall approve expectations for specific non-instructional activities and for other types of instruction (clinical practice, laboratory, thesis supervision, etc.), that are consistent with and in furtherance of the mission of the University unit and program.

G. Except as otherwise provided herein, the standard work assignments for full-time, 9-month faculty shall be as follows:

1. By credit hours:
   a. 24 Equivalencies per academic year at the University of Hawai‘i at Mānoa,
   b. 24 Equivalencies per academic year at the University of Hawai‘i at Hilo,
   c. 24 Equivalencies per academic year at University of Hawai‘i - West O‘ahu, and
   d. 27 Equivalencies per academic year in the community colleges.
H. Except as otherwise provided herein, the standard work assignments for full-time 11-month faculty and part-time faculty shall be as follows:

1. Full-time 11-month faculty standard work assignments extend the 9-month 24 credit hour/27 Equivalency base to include two summer months.
   a. 30 Equivalencies per academic year at the University of Hawai‘i at Mānoa,
   b. 30 Equivalencies per academic year at the University of Hawai‘i at Hilo,
   c. 30 Equivalencies per academic year at University of Hawai‘i - West O‘ahu, and
   d. 36 Equivalencies per year at the community colleges.

2. Work assignments for part-time faculty or for faculty with less than a 1.0 FTE appointment shall be pro-rated by their fractional full-time equivalent.

I. It is expected that the development of appropriate Equivalencies will involve consultation with faculty, chairs, and academic deans. Such Equivalencies shall be specifically articulated and reported to the Vice President for Academic Strategy so that they can be integrated into the faculty work assignment template. For the community colleges, the Equivalencies have been determined using UHCCP 9.237.

J. The Equivalencies for every unit shall be publicly posted online and readily available directly from a single point on each campus website.

K. Each unit shall ensure against discriminatory work assignments. In addition, each Chancellor/Provost shall establish procedures to monitor the effectiveness of teaching reductions for non-instructional duties.

L. Each tenured and tenure-track faculty member will make available to the public a curriculum vita or biobibliography which will be posted electronically.

IV. Delegation of Authority:

There is no policy specific delegation of authority.
V. Contact Information:

Office of the Vice President for Administration
Office of the Vice President for Academic Strategy
Telephone: (808) 956-6897
Email: ovpas@hawaii.edu

VI. References:

- http://www.hawaii.edu/offices/bor/
- EP 9.203

Approved as to Form:

___________________________  ___
Yvonne Lau             Date
Executive Administrator and
Secretary of the Board of Regents
UH System Strategic Plan 2023-2029
Student Success Imperative Update

Board of Regents
November 16, 2023

Debora Halbert, Vice President for Academic Strategy
Farrah-Marie Gomes, Assoc. VP for Student Affairs
Alan Rosenfeld, Assoc. VP for Academic Programs and Policy
Establishing a Framework for Implementation

Cluster Working 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; Asia-Pacific and Hawai‘i

Hawai‘i Papa O Ke Ao
Leadership group leading Kuleana imperative through three working groups.

Hawai‘i Graduation Initiative
with infusion of Hawai‘i P-20 and Department of Education (DOE) collaboration to drive System and campus actions.

Systemwide Clusters
✓ Education • UH, Dept. of Education, Hawai‘i P-20
✓ Healthcare • UH, Healthcare Association of Hawai‘i
✓ IT • UH Information Technology Services, Chief Information Officer Council, Council of Chancellors
✓ Skilled Trades • UH Community Colleges
Student Success Committee Membership 2023-2025

The Student Success Imperative continues the work of the Hawai‘i Graduation Initiative (HGI) that has been part of prior strategic planning efforts. The committee now includes a more dynamic P-20 and DOE collaboration to drive system and campus actions.

- Debora Halbert, UH System
- Alan Rosenfeld, UH System
- Farrah-Marie Gomes, UH System
- Lisamarie Bensman, Windward CC
- Christopher Holland, UH Hilo
- Tiana Loo, UH Community Colleges
- Jessica Miranda, UH West O‘ahu
- Michaelyn Nākoā Hall, Kapi‘olani CC
- Kapā Olivera, UH Mānoa
- Kara Plamann Wagoner, UH System
- Stephen Schatz, Hawai‘i P-20
- Della Teraoka, UH Community Colleges
- Chassidy Sakamoto, UH Mānoa
Student Success is NOT a Single Strategy

Select History of Hawai‘i Graduation Initiative (HGI) Activities and Campus Initiatives

- **2006-2009**: STAR Degree Audit System, Running Start, Academic Advising & Transfer Network, Kai‘e’ie Pathways
- **2010-2011**: Academic Program Sheets and Degree Maps
- **2012-2013**: Automatic Admission, Ka‘ie’ie MOUs
- **2014-2015**: Automatic Admission, Ka‘ie’ie MOUs
- **2016-2019**: Fifteen to Finish, Early College, Reverse Transfer
- **2020- Present**: STAR GPS, First Food Insecurity Committee, Zero Textbook Costs, Co-requisite Math & English, Basic Needs, Open Educational Resources, Cross-Campus Course Sharing, Dashboards for Student Success
On-time graduation and success have improved dramatically over the past five years.
6-Year Graduation Rates have also improved.
Infusing equity in our reporting sparks inclusivity.

Source: University of Hawai‘i, Institutional Research, Analysis & Planning Office
Student Success Imperative Updates

- Student Success Committee prioritization process and action items
- Brown bag
- Metrics and data
**Imperative:**
Promote Successful Students for a Better Future

Goal: Educate more students, empowering them to achieve their goals and contribute to a civil society.

1. Increase participation in post-secondary education statewide.
2. Provide necessary support for student success, including addressing barriers to access, basic needs (such as food and housing insecurity) and holistic health and wellness.
3. Fully deploy multiple modalities of instruction that recognize changing times and widely differing student preferences, needs, and goals.
4. Provide innovative learning experiences that prepare students to achieve their personal and professional goals while fulfilling their kuleana to people and place.
5. Improve campus infrastructure to develop successful students and a vibrant, inclusive, and safe environment on campuses across the UH System.
## Student Success Action Item Assessment

### Sample Illustration of Process

<table>
<thead>
<tr>
<th>Objective</th>
<th>Implementation Action Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1:</strong> Increase participation in post-secondary education statewide.</td>
<td></td>
</tr>
<tr>
<td>Postsecondary Ed Participation</td>
<td>All top transfer programs will have clear articulation pathways between community colleges and baccalaureate degrees. (SWN)</td>
</tr>
<tr>
<td>Postsecondary Ed Participation</td>
<td>Provide enhanced opportunities for students in remote and rural areas to access higher education via distance programs, especially in key areas of workforce need. (SWN)</td>
</tr>
<tr>
<td>Postsecondary Ed Participation</td>
<td>Develop process to monitor and report on the post-graduation success of students. (SWN)</td>
</tr>
<tr>
<td>Postsecondary Ed Participation</td>
<td>Support student completion and/or transfer by streamlining processes (e.g., application, registration, scheduling, course placement, articulation). (SWN)</td>
</tr>
<tr>
<td>Postsecondary Ed Participation</td>
<td>Develop a system-wide transcript for the community colleges.</td>
</tr>
<tr>
<td>Postsecondary Ed Participation</td>
<td>Strengthen the pipeline of early college students in areas of statewide need (teaching, skilled trades, IT, healthcare) by xx%. (SWN, DE)</td>
</tr>
<tr>
<td>Postsecondary Ed Participation</td>
<td>Provide opportunities for historically underrepresented high school students to take summer bridge programs after high school graduation.</td>
</tr>
<tr>
<td></td>
<td>Objectives</td>
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<tr>
<td>1.</td>
<td>1, 5</td>
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<td>2.</td>
<td>1, 2, 3</td>
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<tr>
<td>3.</td>
<td>2, 5</td>
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<tr>
<td>4.</td>
<td>3, 4, 5</td>
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<tr>
<td>5.</td>
<td>4, 5</td>
</tr>
<tr>
<td>6.</td>
<td>3, 4, 5</td>
</tr>
</tbody>
</table>
Brown Bag: Participation was from all campuses

Campus
34 responses

- Hawaii Community College: 38.2%
- Honolulu Community College: 11.8%
- Kaua'i Community College: 8.8%
- Kapiolani Community College: 8.8%
- Leeward Community College: 5%
- UH Maui College: 4.7%
- Windward Community College: 2.9%
- UH Hilo: 0.9%

Affiliation
34 responses

- Student: 82.4%
- Employee: 17.6%

Today’s session was informative and helpful in understanding what UH is doing to improve Student Success.
34 responses

- Strongly Agree: 61.8%
- Agree: 23.5%
- Neither: 14.7%
- Disagree: 0.9%
- Strongly Disagree: 0.9%
What word or phase comes to mind when you think about student success?

167 responses
UH Community Engagement

System Brown Bag on Student Success (9/29/23)

Select Student Success programs and processes across UH

Link: https://go.hawaii.edu/ySS
How we will measure our success.

Metrics Identified in Strategic Plan

- Number of degrees and certificates awarded, disaggregated for underrepresented groups
- Number of returning adults
- Distance/online program enrollment
- Social/economic mobility index or survey results of alumni perception of success after graduation

Other Possible Metrics

- Develop a process to monitor and report on the post-graduation success of students
- Campus climate assessment
To Begin Now for Future Implementation

- Increase the number of degree opportunities open to rural, remote, and part-time students either through online or low residency programs.

- Increase quality and quantity of experiential learning opportunities (e.g., paid internships).

- Enhance existing curriculum to promote student engagement in civil society across all campuses.
Item VII.
Executive Session

ITEM TO BE DISCUSSED IN EXECUTIVE SESSION
Item VIII.A.
Evaluation of the President

NO MATERIALS
October 16, 2023

MEMORANDUM

TO: Alapaki Nahale-a
   Chairperson, Board of Regents

VIA: David Lassner
     President

VIA: Della Teraoka
     Acting Vice President for Community Colleges

FROM: Misaki Takabayashi
      Chancellor

      Misaki Takabayashi

SUBJECT: REQUEST BOARD OF REGENTS APPROVAL OF
APPOINTMENT OF ROY YAMAGUCHI AS PROGRAM
DIRECTOR OF THE CULINARY INSTITUTE OF THE PACIFIC,
POSITION No. 89029, KAPI'OLANI COMMUNITY COLLEGE

SPECIFIC ACTION REQUESTED:
It is requested that the Board of Regents approve the appointment of Mr. Roy
Yamaguchi as Program Director of the Culinary Institute of the Pacific (CIP), Position
No. 89029, Kapi'olani Community College, effective January 2, 2024, at an annual
salary of $124,032 with an additional salary supplement of $75,972 for a total annual
salary of $200,004 ($16,667 per month), subject to executive/managerial salary
adjustments, as appropriate.

RECOMMENDED EFFECTIVE DATE:
Effective January 2, 2024

ADDITIONAL COST:
The additional cost of $75,972 will be funded by a gift from King’s Hawaiian, through
the University of Hawai'i Foundation. It is estimated that the gift will last approximately
ten (10) years.
PURPOSE:

To provide the leadership and expertise necessary to perpetuate the excellence of CIP’s culinary programs, including developing and maintaining new programs and educational opportunities.

BACKGROUND:

Pursuant to Board of Regents’ Policy, RP 9.212, Executive and Managerial Personnel Policies, and Executive Policy EP 9.212, Executive/Managerial Classification and Compensation, executive and managerial appointments exceeding the maximum of the range set forth in the Salary Schedule shall require approval of the Board.

The CIP was developed with the intent to develop and maintain specialized educational opportunities in culinary arts including, but not limited to: two-year degree programs in culinary arts and patisserie; advanced, one-year chef training; intensive short-term training programs for working professionals and the general public; culinary and pastry cook apprenticeship programs; and international education and exchange programs with institutions in countries such as Japan, China, Sri Lanka, Korea, Thailand.

The Program Director of the CIP position has been vacant since June 2, 2018, and the position is responsible for providing leadership and development of the above-mentioned programs. Thus, it is critically important to appoint leadership that can effectively serve to fulfill and advance the mission and goals of the Institute. Mr. Roy Yamaguchi is uniquely equipped with the specialized expertise, skills, and experience necessary to lead the CIP into becoming the finest culinary institute in Asia and the Pacific.

A nationwide search was conducted for the position in June 2023. The position was advertised in Inside Higher Education, the Chronicle of Higher Education, and was posted on the University of Hawai‘i Career Opportunities website. There was a total of 12 applicants. The Search Committee interviewed 9 applicants during the first round of interviews; then submitted its recommendation to the Chancellor for consideration. The search process included interviews by the Executive Leadership Team and campus open forums of the finalists.

Mr. Roy Yamaguchi is well qualified for this appointment as Program Director of the Culinary Institute of the Pacific. Mr. Roy Yamaguchi is a renowned American celebrity chef, restauranteur, cookbook author, lecturer, television personality, and collaborator on numerous consumer packaged goods and cookware. Mr. Roy Yamaguchi’s professional experience is equally impressive. After receiving his Associate in Occupational Studies Degree in Culinary Arts at The Culinary Institute of America and working in multiple fine restaurants, Mr. Roy Yamaguchi became the chef and founder of a collection of restaurants, including Roy’s Restaurants, Eating House 1839, Goen,
and Humble Market Kitchin, among others. He is revered as the innovator of Hawaiian Fusion Cuisine, an eclectic blend of California-French-Japanese cooking traditions inspired with fresh flavors of the Islands.

Mr. Roy Yamaguchi’s distinguished skills and talents are well-recognized. His involvement extends beyond the kitchen. He’s engaged in numerous affiliations and community activities, including board memberships, culinary scholarship funds, and charity tournaments. In 1993, he was honored with the prestigious James Beard “Best Pacific Northwest Chef” Award. He has also hosted six seasons of the PBS-TV show, Hawai’i Cooks with Roy Yamaguchi, seen on more than 300 stations in all 50 states, as well as in over 60 countries. He has published four cookbooks, is the creator of the “Roy Yamaguchi” brand of cookware, and has also been a celebrity presenter for a specialty tour operator offering unique travel experiences to destinations around the world. Further, Mr. Yamaguchi has maintained community affiliations and has continually contributed his time and expertise to a large network of organizations, locally, nationally, and abroad.

Additionally, Mr. Roy Yamaguchi has played a role in culinary education. Mr. Roy Yamaguchi was recently a lecturer at the University of Hawai’i at Mānoa Shidler College of Business. In this capacity, he developed a syllabus and materials for a 17-week, third year credit course on restaurant entrepreneurship that was designed to teach entrepreneurship and business principles for applied learning that included creating real restaurant concepts and business and operational plans. The course subject matter included an overview of Cone of Learning, Perspectives on Food Service Industry, Standards of Restaurant Operating Procedure, Funding and Financial Models, and Communications, Marketing and Social Media.

With his educational and professional background, Mr. Roy Yamaguchi is well-qualified to serve as the Program Director of CIP; his 45 years of experience in culinary arts and food service; extensive managerial experience; and demonstrated ability to effectively teach and lead teams in fast-paced, multicultural environments will serve the CIP well.

The recommended total annual salary of $200,004 ($16,667 per month) exceeds the Maximum ($157,500) of the assigned Band CC-1 of the Executive/Managerial salary schedule. $124,032 will be funded by general funds which have been budgeted for this position, and the additional salary supplement of $75,972 which will be funded by a gift from King’s Hawaiian through the University of Hawai’i Foundation. The total annual salary is commensurate with the experience, expertise, and special notoriety Mr. Roy Yamaguchi will bring to the CIP.
SPECIFIC ACTION RECOMMENDED:

It is recommended that the Board of Regents approve the appointment of Mr. Roy Yamaguchi as the Program Director of the Culinary Institute of the Pacific, Position No. 89029, Kapi'olani Community College, effective January 2, 2024, at an annual salary of $124,032 with an additional salary supplement of $75,972 for a total annual salary of $200,004 ($16,667 per month), subject to executive/managerial salary adjustments, as appropriate.

Attachment
1. Curriculum Vitae
Roy Yamaguchi is an American celebrity chef, restaurateur, cookbook author, television personality, lecturer, and collaborator on numerous consumer packaged goods and cookware. He is the chef and founder of a collection of restaurants, including Roy’s Restaurants, Eating House 1839 by Roy Yamaguchi, Goen by Roy Yamaguchi, Humble Market Kitchin by Roy Yamaguchi, Asian Market Kitchin by Roy Yamaguchi, and Woven by Roy Yamaguchi. He is revered as the innovator of Hawaiian Fusion Cuisine, an eclectic blend of California-French-Japanese cooking traditions inspired with fresh flavors of the Islands. He was honored, as the first from Hawai’i, with the prestigious James Beard "Best Pacific Northwest Chef" Award in 1993. He has hosted six seasons of the PBS-TV show, Hawaii Cooks with Roy Yamaguchi, seen on more than 300 stations in all 50 states, as well as in over 60 countries. Equally notable, he was a featured chef on the acclaimed TV Food Network program, My Country, My Kitchen which takes viewers back to his roots in Japan. Yamaguchi has also competed on the first season of Bravo’s Top Chef Masters and has been featured as Iron Chef Asian, in Iron Chef USA. He has also been a judge on Peacock’s Hell’s Kitchen, Food Network’s Cupcake Wars, Bravo’s Top Chef, and Food Network’s Alex vs. America. Yamaguchi’s internationally-inspired cuisine was also featured on Continental Airlines’ menu for Business First travelers. He has published four cookbooks: Pacific Bounty, Roy’s Feasts from Hawaii, Hawaii Cooks: Flavors from Roy’s Pacific Rim Kitchen and Roy’s Fish and Seafood. He is also the creator of the “Roy Yamaguchi” brand of cookware sold on the Home Shopping Network. Yamaguchi has also been a celebrity presenter for “Authentescapes,” a specialty tour operator offering unique travel experiences to destinations around the world – he has been featured in tours to South Africa, United Arab Emirates, Egypt, Japan, Europe and Australia.

ROY YAMAGUCHI GROUP OF RESTAURANTS

Founder/Chef

1988 – Present

Chef and founder of a collection of restaurants, including Roy’s Restaurants Worldwide, Roy’s Restaurants Hawai’i, Eating House 1839 by Roy Yamaguchi, Goen Dining and Bar by Roy Yamaguchi, Humble Market Kitchin by Roy Yamaguchi, Beach House by Roy Yamaguchi at Turtle Bay, and Woven by Roy Yamaguchi. Partner with Roy’s Restaurant Turnon, Guam and Pebble Beach Spanish Bay.

UH SHIDLER SCHOOL OF BUSINESS

Lecturer

2021 - 2022

Developed syllabus and materials for a 17-week, third year credit course on restaurant entrepreneurship. Designed to teach entrepreneurship and includes business principles for applied learning that includes the creation of real restaurant concepts and business and operational plans. Created subject matter material including a quick overview of Cone of Learning, Perspectives on Food Service Industry, Menu for your Concept, Entrepreneurial Behavior, Standards of Restaurant Operating Procedure, Company Culture, Funding and Financial Models, and Communications, Marketing and Social Media.

ROY’S RESTAURANT

Founder/Chef

1988 – 2014

Founded of 22 eponymous restaurants and partnered with Outback Steakhouse – Chandler, Desert Ridge (Arizona), Anaheim, La Jolla, Los Angeles, Newport Beach, Pasadena, Rancho Mirage, San Diego, San Francisco, Woodland Hills (California), Bonita Springs, Jacksonville, Naples, Orlando, Sarasota, Tampa (Florida), Chicago (Illinois), Baltimore (Maryland), Summerlin, Las Vegas, (Nevada), Plano (Texas). Developed Roy’s Way, a brand style, concept guide and vision document used for training and communications. Previously, Roy’s Restaurants had also included international locations in Tokyo, Japan, Hong Kong, Philippines, Okinawa, and Cayman Islands. Oversaw culinary direction and provided inspiration and vision for more than 31 executive chefs and 2,000 employees.
385 NORTH (LOS ANGELES, CA)
Chef/Partner
1984-1987
Chef, partner and visionary for 385 North, a regional hotspot in Los Angeles. Developed unique culinary concept showcasing a unique fusion cuisine blending of California-French-Japanese cooking traditions.

LE GOURMET, SHERATON PLAZA LA REINA (LOS ANGELES, CA)
Chef
1981-1984
Developed a culinary strategy to promote and market the Sheraton Plaza Hotel. Created unique food experiences and provided excellent service to ensure repeat visitors and guests.

L’ERMITAGE (LOS ANGELES, CA)
Saucier
1978-1981
Saucier under the late master chef, Jean Bertranou.

KONDITORI (BEVERLY HILLS, CA)
Sous Chef
1976-1978
Assistant chef at the most popular Scandinavian Restaurant in California.

ESCOFFIER ROOM, BEVERLY HILTON HOTEL (BEVERLY HILLS, CA)
Chef De Partie
1976
Apprentice chef at the best classical French Restaurant in California.

EDUCATION
THE CULINARY INSTITUTE OF AMERICA, HYDE PARK, NEW YORK
Associate of Occupational Studies Degree in Culinary Arts (1976)
Languages: Japanese

AFFILIATIONS / COMMUNITY INVOLVEMENT
Brand USA (Washington, DC) – Board Member (2011-2016)
U.S. - Japan Council (Washington, DC) - Board of Councillors
Asian Chefs Association (San Francisco, California) - Honorary Board Member
United Airlines Congress of Chefs (Nationwide) – Past Featured Celebrity Chef
Go For Broke National Education Foundation (Los Angeles, California) - Past Board Member
“Great Chefs of LA” (Los Angeles, California) – Past Honorary Chair
Grow For Good, Food and Wine Magazine (National Initiative) – Past Board Member
Authentescapes (Worldwide) – Past Presenter: South Africa, United Arab Emirates, Egypt, Japan, Europe and Australia
Modern Luxury Magazine (Nationwide Distribution) – Past Advisory Board Member
Kapiolani Community College, Culinary Institute of the Pacific (Honolulu, Hawaii) – Past Co-Chair, Capital Campaign
Leeward Community College (Pearl City, Hawaii) – Past Advisory Board Member
Hawaii Regional Cuisine Chefs (Statewide, Hawaii) – Founding Member, Board of Director
TAMI and Warren Matsuda Culinary Scholarship Fund (Honolulu, Hawaii) - Founder and Sponsor
Roy’s Annual Golf Charity Tournament (Maui, Hawaii) – Founder and Sponsor
Roy’s Aloha Kitchen Challenge (Nationwide) - Founder and Sponsor
Federal Law Enforcement Foundation Citizen’s Academy (Honolulu, Hawaii) - Member
Hale Makua Kauluhui ( Maui, HI) - Past Honorary Capital Campaign Chair
Imua Family Services (Kahului, Maui, Hawaii) - Honorary Board Member
Hawaii Culinary Education Foundation (Honolulu, HI) - Past Advisory Board Member
Zama High School Alumni Association (Zama, Japan) – Past President and Board Member
March of Dimes, Governor’s Ball (Honolulu Hawaii) – Past Vice Chair
Hawaii Food & Wine Festival Foundation (Honolulu, HI) – Co-Founder, Co-Chair
American Chef Corps, U.S. Department of State (Washington, DC) – Past Member

**International/National**
- James Beard Foundation - Best Pacific Northwest Chef (1993)
- Forbes FYI – “Gault-Millau Top 40” (1992)
- Nation’s Restaurant News Fine - Dining Hall of Fame (1992)
- Bon Appétit – Cover Story (1988)
- California Restaurant Writers Association - California Chef of the Year (1986, 1987)
- Culinary Institute of America Leadership Awards – Champions of Global Cuisine (2022)
- UH Shidler College of Business, School of Travel Industry Management – Legacy in Tourism (2022)
- March of Dimes Hawaii - Culinary Honoree (2022)

**Hawai‘i**
- Honolulu Magazine – Hale ‘Aina John Heckathom Award
- Hawaii Statehood Commission – 50 most influential in Hawaii (2009)
- Honolulu Centennial Celebration – 100 most influential in Honolulu (2005)
- Zagat Hawaii Survey – Most Popular Restaurant (Consecutive Editions)
- Maui News – Roy’s Kahana Bar & Grill - Best Overall Restaurant (Consecutive Editions)

**Media appearances**
- Forbes Magazine – Cover Story (1996)
- UPN Network, Iron Chef USA (2001)
- Food Network, East Meets West with Ming Tsai (2005)
- Travel Channel, Epicurious, Chef Michael Lomonaco (2005)
- CBS, The Early Show (2007)
- NBC, Live with Regis and Kelly (2007)
- NBC, Today Show (2007)
- Travel Channel, Bizarre Foods, Andrew Zimmerman (2008)
- Bravo, Top Chef Masters (2009)
- NBC, Village Live (2010)
- WGN-TV, Chicago (2010)
- Star TV, South East Asia (2010)
- Food Network, Cupcake Wars (2013)
- Hallmark Channel, Home & Family (2013)
- Peacock’s Hell’s Kitchen (2017)
- Bravo, Top Chef (2020)
- Food Network’s Alex vs. America (2022)

**Private Events**
- President William Clinton (United States)
- Vice President Dan Quayle (United States)
- General Eric Shinseki (United States)
- U.S. Secretary of Treasury Robert Rubin (United States)
- U.S. Secretary of Treasury William Simon (United States)
- President Corazon Aquino (Philippines)
- Emperor Akihito and Empress Michiko (Japan)
GUEST CHEF APPEARANCES
Princess Chulabhorn (Thailand)
President Barrack Obama (USA)
President Pro Tempore / U.S. Senator Daniel K. Inouye
Beijing Food & Wine Festival (1998)
World Gourmet Summit in Singapore (2001)
American Culinary Federation, Keynote Speaker (2003)
Cooking for Solutions at the Monterey Bay Aquarium (2004)
Cannes Film Festival in France (2005)
Golan Heights Food & Wine Israel (2005)
World Gourmet Festival in Thailand to benefit AIDS (2005)
Korea Food & Wine Festival (2006)
The Sony Open in Hawaii (2006, 2015, 2023)
South Beach Food & Wine Festival (2009, 2013)
Superbowl XLII Charity Event with Jordan Sparks in Tampa Bay (2009)
Abu Dhabi Food & Wine Festival (2010)
New York Food & Wine Festival (2010)
San Diego Wine & Food Festival (2010)
Common Threads (2011)
Palm Springs Food & Wine (2011)
Five Star Sensation, Cleveland (2011)
Central Coast Wine Classic (2011)
Food & Wine Classic in Aspen, Colorado (Multiple Years)
Pebble Beach Wine & Food Festival (Multiple Years)
World Food & Wine Festival (Multiple Years)
Kapalua Wine & Food Festival (Multiple Years)
Los Angeles Wine & Food Festival (2011 – 2013)
Hawaii Food & Wine Festival (2011 – 2022)
Roy Yamaguchi Festival, Jeju Island, Korea (2012)
Jeju Food & Wine Festival, Jeju Island, Korea (2016)
Caymen Cookout, Caymen Island, British Overseas Territory (2019)

PUBLICATIONS
Pacific Bounty (Kqed, Publishing, 1994)
Roy’s Feasts from Hawai’i (Ten Speed Press, 1995)
Hawai’i Cooks with Roy Yamaguchi (Ten Speed Press, 2003)
Roy’s Fish & Seafood (Ten Speed Press, 2005)